

THE UNIVERSITY OF BURDWAN



**Syllabus for 3-Year Degree/4-Year Honours
in
EDUCATION
under
Curriculum and Credit Framework
for Undergraduate Programmes
(CCFUP)
as Per NEP-2020
w.e.f. 2023-24**

Semester wise and Course wise Credit and Marks Distribution Structure under CCFUP as per NEP - 2020

SEMESTER- I

COURSE STRUCTURE						
Course Type with Code	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) EDUC1011	Educational Philosophy-I	4 L-T-P 3-1-0	75	60	0	15
Minor Course EDUC1021	Principles of Education For the students other than Education Major	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course EDUC1031	Great Educators For the students of other discipline	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L1-1 MIL)1041	Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu or Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) EDUC1051	Computer Application in Education	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course CVA1061	Environmental Science / Education	4 L-T-P 3-0-1	100	60	20	20
Total		20	400			

SEMESTER- II

COURSE STRUCTURE

Course Type With Code	Name of the course	Credit	Full Marks	The ory	Prac ti cal	Int.
Major/DS Course (Core) EDUC2011	Educational Psychology-I	4 L-T-P 3-1-0	75	60	0	15
Minor Course EDUC2021	Educational Psychology For the students other than Education Major	4 L-T-P 3-1-0	75	60	0	15
Multidiscipli nary Course EDUC2031	Value Education For the students of other discipline	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L ₂ 1) ENGL2041	Functional English or Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) EDUC2051	Music and Fine Arts in Education or Education of Children with Special Needs	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course CVA2061	Understanding India/Digital & Technological Solutions/Health & Wellness/Yoga Education/Sports & Fitness	4 L-T-P 3/3-1/0-0/1	100	80/60	0/20	20
Total		20	400			

SEMESTER- III

COURSE STRUCTURE							
Course Type	Course Code	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	EDUC 3011	Educational Philosophy-II	5 L-T-P 4-1-0	75	60	0	15
	EDUC 3012	Educational Psychology-II	5 L-T-P 4-1-0	75	60	0	15
Minor Course 3021	Intermediate level course (Voc. Education & Training)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course	EDUC 3031	Psychology of Mental Health and Hygiene	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L ₁ -2 MIL)	---- 3041	Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu or Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC)	EDUC 3051	Distance Education	3 L-T-P 2-1-0	50	40	0	10
Total			22	375			

SEMESTER- IV

COURSE STRUCTURE							
Course Type	Course Code	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	EDUC 4011	Educational Sociology- I	5 L-T-P 4-1-0	75	60	0	15
	EDUC 4012	Education in Ancient Medieval India	5 L-T-P 4-1-0	75	60	0	15
	EDUC 4013	Education in British India	5 L-T-P 4-1-0	75	60	0	15
Minor Course	EDUC 4021	History of Education in India	4 L-T-P 3-1-0	75	60	0	15
	----- 4021 (Other than Education)		4 L-T-P	75			15
Ability Enhancement Course (L ₂ -2)	ENGL 4041	Language and Creativity or Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Total			25	425			

❖ **Multidisciplinary Course-1**

Full Marks: 50

- Course from any broad discipline other than Humanities and Social Sciences discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

❖ **Ability Enhancement Course (L1-1 MIL)**

Full Marks: 50

- Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu/ or Equivalent Course from SWAYAM
- Syllabus of Ability Enhancement Course-(L1-1 MIL) to be selected from the respective language department, as per the choice of language discipline by the students.

Value Added (VA) Course

Full Marks: 100

Environmental Science / Education

Value Added Course (VA) Compulsory Course Syllabus to be provided by the respective Department

Multidisciplinary Course: 2

Full Marks: 50

- Course from any broad discipline other than Humanities and Social Sciences discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

Ability Enhancement Course (L₂-1)

Full Marks 50

- English or Equivalent Course from SWAYAM
- Syllabus of Ability Enhancement Course-(L₂-1) to be selected from the respective language department as per the choice of language discipline by the students.

Courses (MDS) for The Students of Other Discipline

Education as Multidisciplinary course (MDS) for The Students of Other Discipline

Full Marks: 50

3 Courses

Course type	Course name		Credit
MDS	Sem I	Great Educators	3
	Sem II	Value Education	3
	Sem III	Psychology of Mental Health and Hygiene	3

B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION

SEMESTER- I Major/DS Course (Core)-1 EDUC1011

Course: Educational Philosophy-1

Full Marks: 75

Course Objectives:

1. To understand the meaning, nature, and scope of Education.
2. To explore the various functions and factors influencing Education.
3. To examine the aims of Education from both individualistic and socialistic perspectives.
4. To introduce the Philosophy of Education and to be acquainted with the relationship of Education and Philosophy.
5. To familiarize students with different schools of Indian Philosophy and their epistemological and ethical aspects.
6. To analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.
7. To comprehend the concept of child-centric education and its meaning and characteristics.
8. To explore the aims of modern child-centric education.
9. To examine different approaches to child-centric education.
10. To understand the features and significance of life-centric education.
11. To understand the concept of freedom and discipline in the context of education.
12. To recognize the need for discipline and its application in educational institutions.
13. To understand the concept of free discipline and self-discipline

Course contents

Marks: 60, LH: 75

Unit –I:

- Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education
- Aims of Education: Individualistic and Socialistic. 15LH

Unit –II:

- Introduction to Philosophy of Education, ● Relationship of Education and Philosophy,
- Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications. 35 LH

Unit –III:

- Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric

education, ● Different approaches of Child-Centric Education, ● Life Centric Education: features and significance. 10 LH

Unit –IV:

- Concept of freedom and discipline.
- Need of discipline.
- Concept of free discipline.
- Concept of self – discipline.
- Application of Discipline in Educational Institution. 15 LH

Course Outcomes:

Upon completion of this course, students will be able to:

1. Define Education and understand its various dimensions and purposes.
2. Develop an understanding of the factors that influence education and the role they play in shaping the educational process.
3. Compare and contrast individualistic and socialistic aims of education.
4. Gain insights into the relationship between Education and Philosophy and its implications for educational practices.
5. Comprehensive understanding of different schools of Indian philosophy and their relevance to education.
6. Analyze the educational implications of specific Indian philosophical schools.
7. Explain the concept of child-centric education and its significance in modern educational contexts.
8. Familiarize with different approaches to child-centric education and their respective strengths and weaknesses.
9. Recognize the features and significance of life-centric education and its impact on holistic development.
10. Understand the concepts of freedom and discipline in the educational setting.
11. Discuss the importance of discipline and its application in maintaining a conducive learning environment.
12. Understand the concept of free discipline and its role in fostering independent learning.
13. Develop an understanding of self-discipline and its significance in personal and academic growth.

❖ **Recommended Books:**

- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, 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: Allyn & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Educational Philosophy.

Semester I
Minor course -1
EDUC1021

Course: Principles of Education

Full Marks: 75

Course Objectives:

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Course Content:

Marks: 60, LH: 75

Unit –I:

- Education: Meaning, Nature and Scope.
- Functions of Education
- Factors of Education.
- Aims of Education: Individualistic and Socialistic. 15 LH

Unit –II:

- Meaning of Curriculum.
- Types of curriculum.
- Principles of curriculum construction.
- Co – curricular activities. 15 LH

Unit –III:

- Child Centric Education: Meaning and Characteristics.
- Aims of modern child centric education.
- Child Centric Education: its significance.
- Play and play-way in education: Kindergarten, Montessori, Basic education and Projectmethod. 30 LH

UNIT –IV:

- Freedom and Discipline: Concepts.
- Needs of discipline.
- Concept of Free discipline.
- Concept of Self-discipline.
- Application of Discipline in Educational Institution. 15 LH

Course Outcomes:

1. Demonstrate a clear understanding of the meaning, nature, and scope of education.
2. Evaluate the functions and factors that shape the field of education.
3. Critically analyze the aims of education from both individualistic and socialistic perspectives.
4. Apply the concept of curriculum to design effective educational programs.
5. Select and justify appropriate types of curriculum for specific educational contexts.
6. Develop curriculum construction skills based on established principles.
7. Recognize the value and integration of co-curricular activities in educational planning.
8. Implement child-centric education principles to promote holistic development.
9. Apply play and play-way methods in educational practices, drawing from different approaches.
10. Promote a balanced approach between freedom and discipline in educational institutions, fostering a conducive learning environment.

Suggested Reference:

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. New Jersey,USA:pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA:Ally &Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Principles of Education

Semester I
Multidisciplinary course (MDS-1)
EDUC1031

Great Educators

Full Marks: 50

Course Objectives:

1. Gain an in-depth understanding of the life and teachings of Swami Vivekananda.
2. Explore the contributions of Sri Aurobindo to philosophy and Education.
3. Examine the life and works of Rabindranath Tagore, including his philosophy of Education.
4. Analyze the educational philosophy and principles of Mahatma Gandhi.
5. Study the ideas and theories of Jean-Jacques Rousseau regarding Education.
6. Understand the educational approach and philosophy of Friedrich August Froebel.
7. Explore the educational theories and principles proposed by John Dewey.
8. Analyze the educational approach and methods developed by Maria Montessori.
9. Compare and contrast the philosophies and educational ideas of the mentioned educators.
10. Reflect on the relevance and applicability of the educational philosophies in contemporary educational contexts.

Course Content:

Marks: 40, LH: 45

Unit –I:

- Swami Vivekananda (1863-1902).
- Sri Aurobindo (1872-1950). 15 LH

Unit –II:

- Rabindranath Tagore (1861-1941).
- Mahatma Gandhi (1869-1948). 10 LH

Unit –III:

- Jean Jacques Rousseau (1712-1778).
- F.W. August Froebel (1782-1852). 10 LH

Unit –IV:

- John Dewey (1859-1952).
- Madam Maria Montessori (1870-1952). 10 LH

Course Outcomes:

1. Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda.
2. Evaluate the impact of Sri Aurobindo's philosophy on Education and personal development.
3. Critically analyze the educational philosophy and works of Rabindranath Tagore, and their implications for Education.
4. Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world.
5. Explain the key ideas and theories of Jean-Jacques Rousseau related to Education and child development.
6. Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings.
7. Evaluate the educational theories and ideas of John Dewey and their impact on progressive education.
8. Analyze the educational methods and principles developed by Maria Montessori and their application in early childhood education.
9. Compare and contrast the philosophies and approaches of the mentioned educators, identifying their similarities and differences.
10. Critically reflect on the educational philosophies studied and their implications for personal teaching practices and educational policy-making.
11. Develop a broader perspective on educational philosophies and their significance in shaping educational systems and practices.
12. Engage in critical discussions and debates on educational philosophies, fostering intellectual curiosity and a deeper understanding of diverse educational perspectives.

Suggested References:

- Mukherjee, K.K, Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K., Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.
- ❖ Bengali Books on Educational Thoughts and Ideas of Great Ed

Semester I
Skill Enhancement Course (SEC)-1
EDUC1051

SEC-1: Computer Application in Education

Full Marks: 50

Course Objectives:

1. To familiarize students with the essential components and functionalities of MS Office applications, including MS Word, MS PowerPoint, and MS Excel.
2. To provide an understanding of the concepts of information and communication technology (ICT) and its relevance in education.
3. To explore the issues and initiatives related to universal access and the digital divide in the context of ICT.
4. To examine the challenges involved in integrating ICT into the school system and understand the aims and objectives of the National Policy on ICT in School Education in India.
5. To introduce students to the components and objectives of the National Mission on Education through ICT (NMEICT) and various related platforms such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology.
6. To enable students to effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics.
7. To provide a general introduction to various forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and Massive Open Online Courses (MOOCs).
8. To explore the potential of social networking platforms in education and their role in facilitating collaborative learning and knowledge sharing.

Course Contents:

Marks: 40, LH: 45

Unit I:

- **MS office:**
- MS Word
- MS Power Point
- MS Excel 10 LH

Unit II:

- Concepts of information and communication technology; Universal access VS Digital Divide – issues and initiatives.
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and
- Communication Technology (ICT) in School Education in India. 15 LH

Unit III:

- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology. 10 LH

Unit IV: Educational Resources

- Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social Networking. 10 LH

Course Outcomes:

- Upon completion of this course, students will be able to:
- 1. Demonstrate proficiency in using MS Office applications, including MS Word, MS PowerPoint, and MS Excel, for creating documents, presentations, and spreadsheets.
- 2. Understand the importance of information and communication technology (ICT) in education and its impact on learning outcomes.
- 3. Analyze the issues and initiatives related to universal access and the digital divide, and propose strategies to bridge the gap.
- 4. Identify and address the challenges involved in integrating ICT into the school system, considering the objectives of the National Policy on ICT in School Education in India.
- 5. Utilize various components of the National Mission on Education through ICT (NMEICT), such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology, to enhance teaching and learning experiences.
- 6. Effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics, to gather information and enhance subject knowledge.
- 7. Evaluate the advantages and limitations of different forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and MOOCs, and select appropriate approaches for specific educational contexts.
- 8. Understand the role of social networking platforms in education and employ them for collaborative learning, knowledge sharing, and professional networking purposes.

B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION
SEMESTER- II
Major/DS Course (Core)-2
EDUC2011

Course - Educational Psychology-I

Full Marks: 75

Course Objectives:

1. Introduce students to the field of psychology and its relevance to education.
2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

Course Content:

Marks: 60, LH: 75

Unit –I:

- Introduction to Psychology, Meaning, and Definition, ● Nature and Scope of Educational Psychology, ● Relation between Education and Psychology, ● Methods of Educational psychology. 15 LH

Unit –II:

- Growth and Development: Meaning and Concepts, ● Determinants of Development- Heredity and Environment, ● Principles of Development, ● Stages of Physical Development.
- Characteristics of different stages, ● Areas of development: Emotional, Intellectual and Social,
- Individual differences: concept, types, and educational implications. 30 LH

Unit –III:

● Concept of learning, ● Factors associated with learning, ● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, ● Gagne’s theory of learning.

20 LH

Unit –IV:

● Transfer of Learning: Concept, Theories and Educational Application. 10 LH

Course Outcomes:

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyze the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.
5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand the patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyze the emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Apply the principles of Gagne's theory of learning in designing instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast different theories and models related to transfer of learning.
17. Apply the principles of transfer of learning in designing effective instructional materials and strategies.

❖ Recommended Books:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay PublishingHouse, 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.
Bengali Books on Educational Psychology

Semester II

Minor course -2

EDUC2021

Course: Educational Psychology

Full Marks: 75

Course Objectives:

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.
10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

Course Content:

Marks: 60, LH: 75

Unit –I:

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology. 15 LH

Unit –II:

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social. 15 LH

Unit -III:

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences. 15 LH

Unit -IV:

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses. 15 LH

Unit -V:

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation. 15 LH

Course Outcomes:

1. Demonstrate a clear understanding of the field of educational psychology, including its key concepts and theories.
2. Apply psychological principles and theories to educational contexts, enhancing instructional practices and student learning outcomes.
3. Utilize various research methods and techniques to investigate educational phenomena and contribute to the field of educational psychology.
4. Analyze and interpret the different stages of child development, recognizing the unique characteristics and needs of each stage.
5. Assess and support the various aspects of child development, promoting holistic growth in educational settings.
6. Understand the factors that contribute to personality development and apply this knowledge to support students' socio-emotional development.
7. Evaluate and utilize different approaches to understanding personality, considering their practical implications for educational settings.
8. Adapt instructional strategies to accommodate and address the diverse learning needs and individual differences among students.
9. Employ appropriate assessment methods to measure and assess students' cognitive abilities and intelligence.

10. Apply the principles and findings of educational psychology to design effective teaching strategies, create inclusive learning environments, and enhance student motivation and engagement.

11. Critically analyze and reflect on educational practices and policies through the lens of educational psychology, advocating for evidence-based approaches to education.

12. Demonstrate effective communication and collaboration skills with students, parents, and colleagues, promoting positive relationships and a supportive learning community.

Suggested References:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology

Semester II
Multidisciplinary course (MDS-2)
EDUC2031

Value Education

Full Marks: 50

Course Objectives:

1. Understand the meaning and concept of values in education.
2. Recognize the importance and significance of value education in the overall development of individuals.
3. Explore the concept of morality and its relationship with values in education.
4. Analyze the role of parents in facilitating children's moral development and fostering positive values.
5. Gain knowledge about social values and their impact on individuals and society.
6. Understand the role of values in the classroom environment and its influence on students' behavior and learning outcomes.
7. Explore strategies for inculcating values among students and promoting a values-based culture in educational settings.
8. Examine the meaning and aims of peace education and its role in fostering positive values.
9. Identify the values inherent in peace education and their significance in promoting harmony and conflict resolution.
10. Understand the connection between values and human rights education, and the role of values in upholding and promoting human rights.

Course Content:

Marks: 40, LH: 45

Unit –I:

- Value in Education: Meaning and Concept.
- Needs of Value Education. 10 LH

Unit –II:

- Morality: Meaning & Concept.
- Morality and Values in Education.
- Role of Parents to Facilitate Children's Moral Development. 15 LH

Unit –III:

- Social Values.
- Values in Classroom.
- Inculcation of Values among the students. 10 LH

Unit –IV:

- Peace Education: Meanings and Aims.
- Values in Peace Education.
- Values and Human Rights Education. 10 LH

Course Outcomes:

1. Demonstrate a comprehensive understanding of the concept of values in education and their importance in personal and societal development.
2. Evaluate the need for value education in educational settings and recognize its impact on individuals and communities.
3. Analyze the concept of morality and its relevance to values in education, and reflect on its implications for personal and professional conduct.
4. Recognize the role of parents in promoting children's moral development and understand strategies to facilitate the transmission of positive values.
5. Critically examine social values and their influence on individual behavior and societal norms.
6. Apply knowledge of values in creating a positive classroom environment and fostering ethical behavior among students.
7. Design and implement strategies for inculcating values among students, considering their developmental stage and individual needs.
8. Understand the meaning and objectives of peace education, and its role in promoting values such as empathy, tolerance, and cooperation.
9. Evaluate the impact of values in peace education on conflict resolution, social justice, and building a peaceful society.
10. Recognize the importance of values in human rights education, and its role in promoting equality, respect, and dignity for all individuals.
11. Reflect on personal values and develop a deeper understanding of their influence on teaching practices and interactions with students.
12. Engage in critical discussions on values in education, exploring different perspectives and their implications for educational policies and practices.
13. Demonstrate ethical behavior and integrity in personal and professional interactions, reflecting the values learned during the course.
14. Foster a sense of responsibility towards creating a positive and inclusive learning environment that promotes and upholds core values.
15. Advocate for the integration of value education in educational policies and curriculum, recognizing its long-term impact on individuals and society.

Suggested References:

- The moral child – Damon, W. New York: The free press.
- Values in Education and Education in value – Halstead, J. Mark. London.
- The Psychology of moral Development – Kohlberg. New York.
- Value Education – Bagchi, J.P: University Book House (P) Ltd.
- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Values and Teaching : Working with values in the Classroom,

❖ **Bengali Books on Value Education**

Semester II
Skill Enhancement Course (SEC)-2
EDUC2051

SEC-2: Music and Fine Arts in Education

Full Marks: 50

Course Objectives:

1. Introduce students to the preliminary ideas of Indian music and develop an understanding of its unique characteristics.
2. Familiarize students with the basics of playing a musical instrument and provide preliminary knowledge about specific instruments like the tabla and harmonium.
3. Explore the structure of the tabla and develop skills in playing rhythmic patterns.
4. Introduce students to the harmonium and develop basic proficiency in playing melodies.
5. Provide opportunities for practice, leading to the performance of various musical compositions.
6. Develop skills in singing prayer songs, seasonal songs, and folk songs.
7. Explore the integration of songs and music with other curricular areas, emphasizing their interdisciplinary nature.
8. Introduce students to the field of fine arts and its significance in expressing creativity and aesthetics.
9. Engage students in practical activities related to different forms of visual arts, such as drawing, painting, and sculpture.
10. Develop an understanding of the basic concepts of colors, shapes, forms, perspective, balance, rhythm, and dimensions in the context of visual arts.

Course Content:

Marks: 40, LH: 45

Unit –I:

- Indian Music & Instrument: Preliminary Ideas of Indian Music, ● Preliminary Knowledge of Instrument, ● Structure of Tabla, ● Harmonium. 15 LH

Unit –II:

- Practice, leading to performance, ● Prayer Song -2, ● Seasonal Song-2, ● Folk Song- 2, ● Integration of songs and music with other curricular areas. 10 LH

Unit –III:

- Fine Arts, ● Arts in Practice, ● Different forms of Visual Arts. 10 LH

Unit –IV:

- Basic Concept of Colors, ● Shapes & Forms, ● Perspective, ● Balance, ● Rhythm, ● Dimensions. 10 LH

Course Outcomes:

1. Demonstrate knowledge and appreciation of the principles and characteristics of Indian music.
2. Play basic rhythmic patterns on the tabla and demonstrate proficiency in handling the instrument.
3. Play melodies on the harmonium and showcase competence in creating musical compositions.
4. Perform various musical compositions confidently, incorporating appropriate techniques and expressions.
5. Sing prayer songs, seasonal songs, and folk songs with proper intonation, rhythm, and expression.
6. Recognize and explore the potential of integrating songs and music with other subjects, demonstrating interdisciplinary thinking.
7. Demonstrate practical skills in visual arts, such as drawing, painting, and sculpture.
8. Create visual art pieces that exhibit an understanding of color theory, shapes, forms, perspective, balance, rhythm, and dimensions.
9. Express creativity and aesthetics through visual art, demonstrating individual style and originality.
10. Reflect on the artistic process and critically analyze visual art pieces, discussing their intentions, techniques, and impact.
11. Apply the principles learned in music and fine arts to other areas of life, such as personal expression, cultural appreciation, and creative problem-solving.

Recommended Books:

- Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Music in Education. London: Heinmann.
- Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi
- ❖ Bengali Books on Music and Fine Arts in Education

OR

**Skill Enhancement Course (SEC)-2
EDUC2051**

SEC-2: Education of Children with Special Needs

Full Marks: 50

Course Objectives:

1. To provide an understanding of the education needs of children with visual impairments, including their identification, intervention, education, and prevention.
2. To develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.
3. To explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.
4. To understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.
5. To develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

Course Content:

Marks: 40, LH: 45

Unit –I:

Education of Children with:

- Visual Impairment: identification, intervention, education and prevention.
- Hearing Impairment: identification, intervention, education and prevention. 15 LH

Unit –II:

Education of Children with:

- Speech and Language Disorders: identification, intervention, education and prevention. 10 LH

Unit –III:

Education of Children with:

- Physically Handicraft: identification, intervention, education and prevention. 10 LH

Unit –IV:

Education of Children with:

- Learning Disabilities: identification, intervention, education and prevention. 10 LH

Course Outcomes:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.
2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.
3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.
4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.
5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.
6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.
7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.
8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.
9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.
10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and inclusive mindset.

❖ Reference Books:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)].New Delhi: Kanishka publishers, Distributors.
 - Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
 - Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.
 - Bengali Books on Education of Children with Special Needs

SEMESTER- III

Major/DS

Course Code: EDUC 3011

Course: Educational Philosophy- II

Full Marks:75

Course Objectives:

1. Gain a comprehensive understanding of major Western philosophical schools such as Idealism, Naturalism, Realism, and Pragmatism, and their relevance to contemporary education.
2. Analyze how philosophical theories influence educational practices and methodologies in modern classrooms.
3. Explore the pedagogical approaches advocated by renowned educators like Rousseau, Pestalozzi, Froebel, Dewey, and Montessori, and their applicability in today's educational landscape.
4. Critically examine and discuss pressing educational issues, including democracy, national integration, and international understanding, to foster a deeper understanding of their implications.
5. Investigate the role of education in empowering marginalized communities and promoting values of peace and leisure for societal well-being.
6. Understand the complexities of implementing educational reforms in diverse cultural and socio-political contexts.
7. Develop skills to integrate philosophical insights into educational planning and decision-making processes.
8. Foster a reflective and informed approach to education, emphasizing the importance of continuous learning and adaptation to evolving educational paradigms.

Course Contents:

Marks: 60, L.H.: 75

Unit –I:

- Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education. **25 LH**

Unit –II:

- Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori. **20 LH**

Unit –III:

- Current issues in Education: Education for Democracy, ● Education for National Integration, ● Education for International Understanding. **15 LH**

Unit –IV:

- Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure. **15 LH**

Recommended Books:

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. New Jersey, USA:Pearson.
- Ozman, Howard A., & Craver, Samuel M., Philosophical Foundation of Education. Boston, USA: Ally & Bacon.
- Wingo, G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- Chanda S.S. & Sharma R.k Sociology of Education, New Delhi, Atlanti Publishers.(2002)
- Chandra S.S Indian educational development, problems and trends, New Delhi, Kanishka Publishers, (2002).
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- ❖ Bengali Books on Educational Philosophy.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a nuanced understanding of major Western philosophical schools and their impact on educational practices.
2. Apply pedagogical methodologies advocated by influential educators to enhance teaching and learning experiences.
3. Engage in informed discussions on contemporary educational issues, demonstrating critical thinking skills.
4. Recognize the role of education in promoting empowerment and social cohesion.
5. Contribute positively to societal well-being through informed educational practices.
6. Adapt teaching strategies to meet the diverse needs of learners in various cultural contexts.
7. Integrate philosophical insights into educational decision-making processes to create inclusive learning environments.
8. Cultivate a lifelong commitment to professional growth and development in the field of education.

SEMESTER- III

Major/DS

Course Code: EDUC 3012

Course: Educational Psychology-II

Full Marks: 75

Course Objectives:

1. Understand the concept of intelligence, including its definition and various theories such as Two-factor, Group-factor, and Guilford's theory of Intellect.
2. Explore methods for measuring intelligence, including verbal, non-verbal, and performance tests.
3. Examine the nature of creativity, its characteristics, and the traits of creative individuals.
4. Define personality, its types, and traits, and study the development of personality.
5. Investigate psychoanalytical and humanistic approaches to understanding personality.
6. Learn techniques for assessing personality and understanding individual differences.
7. Explore the concept of memory, its processes, and the storage and reproduction of information.
8. Understand the different types of memory, including sensory memory, short-term memory, and long-term memory.
9. Analyze the encoding process of memory and strategies for efficient memorization.
10. Explore the factors influencing remembering and forgetting.

Course Contents: Marks: 60, L.H.: 75

Unit –I:

- Intelligence: Concept and Definition, ● Theories of Intelligence: Two-factor, Group-factor and ● Guilford's theory of Intellect, ● Measurement of intelligence: Verbal, Non-verbal and Performance Test, ● Creativity: Meaning and nature, Characteristics of creative person. **25 LH**

Unit –II:

- Personality: Meaning and Nature, ● Development of Personality, ● Personality: Types and Traits, Psychoanalytical theory of Personality, ● Humanistic approach of Personality, ● Assessment of Personality. **20 LH**

Unit –III:

- Memory: Meaning and Concepts, Process of Memorization, ● Storage and reproduction of information, ● Types of Memory: Sensory Memory-short term and long term memory, ● Encoding of Memory, ● Economy in memorization, ● Remembering and Forgetting: Causes. **20 LH**

Unit –IV:

- Piaget's theory of Cognitive development: Definition and brief outline, ● Bruner & Vygotsky's Theories of Development. **15 LH**

❖ **Recommended Books:**

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.

❖ **Bengali Books on Educational Psychology**

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of intelligence, including its various theories and measurement methods.
2. Identify and analyze characteristics of creative individuals and understand the nature of creativity.
3. Evaluate different personality types, traits, and theories, and apply them to understand individual behavior.
3. Assess personality using various methods and techniques, demonstrating proficiency in psychological assessment.
5. Understand the processes involved in memory, including encoding, storage, and retrieval.
6. Differentiate between different types of memory and their roles in cognitive functioning.
- 7 . Apply theoretical frameworks such as Piaget's theory of cognitive development and Bruner & Vygotsky's theories to understand cognitive development.
8. Demonstrate an understanding of factors influencing remembering and forgetting, and apply strategies for improving memory and retention.

SEMESTER- III
Multidisciplinary course (MDS-3)
Course Code: EDUC 3031

Course: Psychology of Mental Health and Hygiene

Full Marks: 50

Course Objectives:

1. Understand the concepts of mental hygiene and mental health, including their meanings and significance in personal well-being.
2. Identify the characteristics of mental health and recognize the factors contributing to a healthy mental state.
3. Explore the relationship between education and mental health/hygiene, and understand the role of education in promoting mental well-being.
4. Define adjustment and its importance, recognizing the need for adaptation in various life situations.
5. Examine the mechanisms of adjustment and the areas in which individuals may need to adapt for effective functioning.
6. Analyze the roles of family and school in facilitating effective adjustment processes.
7. Define maladjustment and its implications, including the impact on individual functioning and well-being.
8. Identify the causes of maladjustment and understand the different forms it may take in individuals.
9. Explore the roles of family and school in implementing remedial measures to address maladjustment issues.

Course Contents: Marks: 40, L.H.: 45

Unit –I

- Mental Hygiene: Meaning and Concept.
- Mental Health: Meaning and Concept.
- Characteristics of Mental Health.
- Education and Mental Health & Hygiene. **15 LH**

Unit –II

- Adjustment: Concepts, Need, and Areas of Adjustment.

- Mechanism of Adjustment.
- Role of Family and School in effective Adjustment. **15 LH**

Unit –III

- Maladjustment: Meaning and Definition.
- Causes of Maladjustment.
- Different forms of Maladjustment.
- Role of Family and School in remedial measures. **15 LH**

❖ Recommended Books:

- Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
- Coleman, J.C. – Psychology and Effective Behavior.
- Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.
- ❖ Bengali Books on Psychology of Mental Health and Hygiene

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of mental hygiene and mental health concepts, including the characteristics of a healthy mental state.
2. Apply knowledge of mental health principles to assess and promote mental well-being in personal and professional contexts.
3. Recognize the importance of education in fostering positive mental health practices and implementing strategies for mental hygiene.
4. Develop skills in identifying areas requiring adjustment and implementing effective coping mechanisms for adaptation.
5. Evaluate the role of family and school environments in facilitating successful adjustment processes.
6. Identify signs and symptoms of maladjustment and apply appropriate intervention strategies.
7. Demonstrate proficiency in addressing various forms of maladjustment and implementing remedial measures.
8. Collaborate with families and schools to create supportive environments for individuals experiencing maladjustment, promoting holistic well-being.

SEMESTER- III
Skill Enhancement Course (SEC)
Course Code: 3051

SEC-3: Distance Education

Full Marks: 50

Course Objectives:

1. Understand the significance, meaning, and characteristics of distance education, including its historical development and contemporary relevance.
2. Analyze the growth and development of distance education, including key milestones and influential factors shaping its evolution.
3. Develop skills in designing and preparing self-learning materials tailored for distance education settings.
4. Explore the role of Information and Communication Technologies (ICT) and their applications in enhancing distance education delivery and accessibility.
5. Evaluate the concept of self-support services in distance education and their importance in facilitating student learning and support.
6. Examine technical and vocational programs offered through distance education, focusing on their design, delivery, and impact on workforce development.
7. Understand the principles of quality assurance in distance education, including methods for evaluating and maintaining educational standards.
8. Explore strategies for maintaining quality standards in distance education programs, ensuring effective learning outcomes.

Course Contents: Marks: 40, L.H.: 45

Unit –I

- Distance Education: Meaning, Characteristics and Significance, ● Present status of Distance Education,
- Growth of Distance Education. **7 LH**

Unit –II

- Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education,
- ICT and their applications in Distance Education. **8 LH**

Unit –III

- Self – support service in Distance Education, ● Technical and Vocational Programmes through Distance Education, ● Distance Education in rural development

15 LH

Unit –IV

- Quality assurance of Distance Education, ● Mechanism for maintenance of standards in Distance Education, ● Role of Distance Education Council, & IGNOU

15 LH

❖ Recommended Books:

- Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
- Distance Education: In the 21st Century – A.Goel & S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of distance education, including its historical development, significance, and characteristics.
2. Develop proficiency in designing and preparing self-learning materials suitable for distance education contexts.
3. Utilize Information and Communication Technologies (ICT) effectively to enhance teaching and learning experiences in distance education.
4. Identify and implement self-support services to facilitate student learning and address their diverse needs.
5. Evaluate technical and vocational programs offered through distance education and their impact on skill development and employability.
6. Apply quality assurance principles to assess and maintain educational standards in distance education programs.
7. Demonstrate competence in maintaining quality standards throughout the distance education delivery process.
8. Understand the role and functions of Distance Education Councils in regulating and promoting quality distance education initiatives at a national level.

SEMESTER- IV
Major/DS
Course Code: EDUC 4011

Course: Educational Sociology - I

Full Marks:75

Course Objectives:

1. Understand Education Sociology: Define its concept, nature, and scope, emphasizing its significance in educational frameworks.
2. Explore the Sociology of Education: Examine its conceptual framework and the interplay between sociology and education.
3. Analyze Education as a Social Sub-system: Identify its unique characteristics and components within societal structures.
4. Investigate the Relationship between Education and Community: Explore the roles of educational institutions in community development and cohesion.
5. Evaluate Education in the Context of Indian Society: Assess its challenges, contributions, and adaptation within the Indian social landscape.
6. Examine Social Change: Define its concept and nature, and understand its drivers and implications within Indian society.
7. Understand Education's Role in Social Change: Analyze how education can both respond to and facilitate social transformation.
8. Explore Social Stratification and Education: Define social stratification, examine its impact on educational access, and assess education's role in addressing social inequalities.

Course Contents:

Marks: 60, L.H.: 75

Unit –I:

Education Sociology: Concept, Nature and Scope, • Sociology of Education: Concept and Nature • Relation between Sociology and Education
15 LH

Unit –II:

Education as a social sub-system; specific characteristic, • The Components of Education and community, • Relation between Education and Community, • Education for Indian Society. **20 LH**

Unit –III

Social Change: Concept and nature, • Factors and problems of social change in India, Education with Special Reference to Social Change. **20 LH**

Unit –IV

Social Stratification: Concept and Nature, ● Education with reference to social stratification, Social equity and equality of educational opportunities. **20 LH**

Recommended Books:

- Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,(1985)
- Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service(1996)
- Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot, Meerut,(1956).
- Sharma, S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad, (1995).
- Sodhi, T.S & Suri Aruna Philosophical& Sociological foundations of education, H.P Bhargav Book house, Agra,(1998)
- ❖ Bengali Books on Educational Sociology.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate Comprehensive Understanding: Apply knowledge of Education Sociology to analyze and interpret educational phenomena.
2. Apply Sociological Perspectives: Utilize sociological frameworks to examine educational issues and practices.
3. Identify Components of Education as a Social Sub-system: Analyze the unique characteristics of education within broader societal structures.
4. Assess Community Engagement in Education: Evaluate the relationship between educational institutions and community development.
5. Analyze Education in Indian Society: Critically assess education's role in addressing societal challenges and promoting social progress.
6. Understand Social Change Dynamics: Identify factors driving social change and analyze its implications for education.
7. Evaluate Education's Role in Social Change: Assess the potential of education to drive positive societal transformation.
8. Propose Strategies for Addressing Social Inequalities: Apply sociological insights to develop inclusive educational policies and practices promoting social equity.

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, Nayak, J.P. History of Education in India
- ☐ Rawat, P.L. History of Indian Education
- ❖ Bengali Books on Education in Ancient and Medieval India

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of education during the Vedic period, including its concepts, aims, curriculum, teaching methods, and the role of teachers.
2. Evaluate the educational practices of the Brahmanic period, analyzing concepts, objectives, curriculum, teaching methods, and the role of teachers.
3. Critically assess the educational system during the Buddhistic period, comparing and contrasting it with Brahmanic education, and recognizing key features.
4. Analyze education in Medieval India under Sultanate and Mughal rulers, identifying objectives, curriculum, teaching methods, the role of teachers, and salient features.
5. Apply historical insights to understand the evolution of educational systems and practices in ancient and medieval India.
6. Compare and contrast educational philosophies and methodologies across different historical periods, recognizing their impacts on societal development.
7. Evaluate the role of teachers in shaping educational systems and practices throughout history, recognizing their influence on student learning and societal progress.

SEMESTER- IV
Major/DS
Course Code: EDUC 4013

Course: Education in British India

Full Marks: 75

Course Objectives:

1. Understand early British period education in India and the role of missionary activities.
2. Explore Bengal Renaissance's educational contributions and the impact of the Charter Act of 1813.
3. Examine the introduction of Western education, Oriental and Occidental controversy, and Macaulay's Minute.
4. Analyze significant educational reports and policies like Adam's Report and Wood's Despatch.
5. Investigate Indian Education Commission's recommendations and Lord Curzon's reforms.
6. Understand the National Education Movement and Gokhale's compulsory primary education bill.
7. Analyze recommendations of educational commissions like Calcutta University Commission.
8. Explore educational ideologies including Gandhiji's Basic Education and the impact of diarchy and provincial autonomy.

Course Contents: Marks: 60, L.H.: 75

Unit –I:

- Indian Education during early British Period, ● Missionary educational activities in India during early 19th century, ● Serampore Mission, ● Fort William College, ● Bengal Renaissance-Educational contributions, ● Charter Act of 1813. **25 LH**

Unit –II:

- Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854. **20 LH**

Unit –III:

- Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale's compulsory primary education bill. **15 LH**

Unit –IV:

- Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, ● Abbot Wood Report, ● Gandhiji's Basic Education, ● Sergeant Report (1944). **15 LH**

Recommended Books:

- Basu, A.N. Education in Modern India
- Basu, A.N. Adam's Report
- Banerjee, J.P. Education in India-Past, Present and Future
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Mukherjee, S.N. History of Education (Modern Period)
- Narulla, S, Nayak J.P. History of Education in India
- Purkait, B.R. History of Indian Education
- ❖ Bengali Books on education in British India

Course Outcomes:

Upon completion of this course, students will be able to

1. Develop understanding of early British period education and missionary influence.
2. Evaluate Bengal Renaissance's educational impact and the Charter Act of 1813.
3. Assess the significance of Western education introduction and Macaulay's Minute.
4. Understand outcomes of key educational reports and policies.
5. Analyze recommendations from the Indian Education Commission and Lord Curzon's reforms.
6. Recognize the importance of the National Education Movement and Gokhale's bill.
7. Evaluate the implications of educational commissions' recommendations.
8. Reflect on educational ideologies like Gandhiji's Basic Education and governance changes.

SEMESTER- IV
Minor course
Course Code: EDUC 4021

Course: History of Education in India

Full Marks: 75

Course Objectives:

1. Understand the characteristics and significance of Missionary educational activities in India.
2. Explore the educational contributions of the Serampore Mission and its impact on Indian education.
3. Analyze the provisions and implications of the Charter Act of 1813 on Indian education.
4. Evaluate the significance of Macaulay's Minute in shaping educational policies and practices.
5. Examine the recommendations of Adam's Report and their impact on educational reforms.
6. Understand the key provisions of Woods Despatch (1854) and their influence on education in India.
7. Analyze the recommendations and outcomes of the Indian Education Commission of 1882.
8. Explore the objectives and impact of the Indian University Commission (1902) and the National Education Movement.

Course Contents:

Marks: 60, L.H.: 60

Unit –I

- Missionary educational activities in India: Characteristics and significance.
- Serampore Mission: Contributions of the Trio to Education.
- Charter Act of 1813.
- Macaulay's Minute.
- Adam's Report and its recommendations.
- Woods Despatch (1854). **20 LH**

Unit –II

- Indian Education commission -1882.
- Indian University Commission (1902).
- National Education Movement. **10 LH**

Unit –III

- Sadler Commission -1917
- Hartog Committee Report.
- Wardha Scheme.
- The Sargent Plan (1944). **10 LH**

Unit –IV

- Radhakrishnan Commission-1948, with special reference to rural university.
- Mudaliar Commission (1952-53): Reports and Recommendations.

- Kothari Commission (1964-66): Reports and Recommendations.
- National Education Policy 1986 and Revised Educational Policy of 1992. **20 LH**

Recommended Books:

- Basu, A.N. Education in Modern India
- Banerjee, J.P. Education in India-Past, Present and Future
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Mukherjee, S.N. History of Education (Modern Period)
- Nurullah, S, Naik J.P. History of Education in India
- Rawat, P.L. History of Indian Education
- ❖ Bengali Books on History of Education in India

Course Outcomes:

Upon completion of this course, students will be able to:

1. Develop a comprehensive understanding of Missionary educational activities and their role in Indian education.
2. Recognize the educational contributions of the Serampore Mission and its significance in shaping educational practices.
3. Evaluate the historical significance and implications of the Charter Act of 1813 on Indian education.
4. Understand the impact of Macaulay's Minute on language and educational policies in India.
5. Analyze the recommendations of Adam's Report and their influence on educational reforms.
6. Assess the key provisions of Woods Despatch (1854) and their contributions to education in India.
7. Evaluate the outcomes and recommendations of the Indian Education Commission of 1882.
8. Understand the objectives and outcomes of the Indian University Commission (1902) and the National Education Movement.

