DESHABANDHU MAHAVIDALAYA,

CHITTARANJAN

DEPARTMENT OF EDUCATION

w.e.f. Academic Session 2023-24

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:***	***CA Marks***		***ESE Marks***
		Practical	***Theoretical***	***Practical***	***Theoretical***
			30		***70***

	10 0				

Course Learning Outcomes:

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

- *understand the meaning, nature, scope, functions, aims and the role of education in emergingIndian society.*
- *understand the types of Education.*
- *understand the agencies of Education.*
- *understand the factors of Education*

Course Content: <u>Theory</u>

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 andEmpowerment.*

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 ofEducation* (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 PublishingHouse 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.* KanishkaPublishers.
- 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,* KanishkaPublishers Distributors.
- Taneja, V.R. (2000). *Educational thought and practice*, Sterling Publishers Pvt. Limited.
- Wingo. G. Max. *Philosophies of Education.* Sterling Publishers.
- রায়, সুশীল - শশক্ষাতত্ত্ব ও শশক্ষাদশশন
- বন্দ্যাপাধ্যায়, অর্শনা - শশক্ষাদশশন ও শশক্ষানীশত
- ইসলাম, নূরুল - শশক্ষাতন্দত্ত্বর রূপন্দরখা
- হালদার, গ5ৌরদাস ও শমশা, প্রশান্ত - শশক্ষাতত্ত্ব ও শশক্ষানীশত
- ধ্র, গদবাশশষ ও পাল, গদবাশশষ - শশক্ষার শিশি ও শবকাশ

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:

- *understand the meaning, nature, scope, functions, aims and the role of education in emergingIndian society.*
- *understand the types of Education.*
- *understand the agencies of Education.*
- *understand the factors of Education.*

Course Content: <u>Theory</u>

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 andEmpowerment.*

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 PublishingHouse 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.* KanishkaPublishers.
- 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.* KanishkaPublishers Distributors.
- Taneja, V.R. (2000). *Educational thought and practice.* Sterling Publishers Pvt. Limited.
- Wingo. G. Max. *Philosophies of Education.* Sterling Publishers.

- রায়, সুশীল - শশক্ষাতত্ত্ব ও শশক্ষাদশশন
- বন্দ্যাপাধ্যায়, অর্শনা - শশক্ষাদশশন ও শশক্ষানীশত
- ইসলাম, নূরুল - শশক্ষাতন্দত্ত্বর রূপন্দরখা
- হালদার, গ5ৌরদাস ও শমশা, প্রশান্ত - শশক্ষাতত্ত্ব ও শশক্ষানীশত
- ধ্র, গদবাশশষ ও পাল, গদবাশশষ - শশক্ষার শিশি ও শবকাশ

Course Name: Computer Application in Education

Course Code: BAEDCSE101

Course Type: SEC	***Course Details: SEC-1***		***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-

- *apply various computer applications in the field of education.*
- *perform fundamental works in MS WORD.*
- *perform fundamental works in MS EXCEL.*
- *perform fundamental works in MS POWER POINT.*
- *use internet for learning purpose.*

Course Content: <u>Theory</u>

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 LearningPvt. Ltd.*
- পান্দে, প্রণয় - তথ্য ও গ*Ð*া*5*ান্দ*Ð*া*5* প্র*Ð*ুশির ধ্ারণা . রীতা বুক এন্দেশি
- মুখোীশ, অমল শঙ্কর ও গসাম, শম্ভু - শশক্ষণ শশখন্দন কশিউটার
- গসাম, শম্ভু - শশক্ষান্দক্ষন্দে কশিউটান্দরর প্রন্দয়া*5*
- সামন্ত, অরুণিা - শশক্ষায় কশিউটান্দরর প্রন্দয়া*5*

2nd Semester

Course Name: Development of

Indian Education

Course Code: BAEDCMJ151

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:

- *understand the aims and curriculum of education, method of teaching, system of evaluation inancient and medieval period in India.*
- *understand the education system of early British period in India.*
- *understand different educational policies of India under British rule.*
- *understand different educational policies of post-independent India*

Course Content: <u>Theory</u>

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), NationalEducation Policy 2020.*

Suggested Readings:

- *Aggrawal, J.C.(2010). Landmarks in the history of modern Indian education.* VikashPublishing 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 PvtLtd.
- *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.*
- িি া, িশিুষন - িারতীয় শশক্ষার রূপন্দরখা
- ইসলাম, নূরুল - িারতীয় শশক্ষা ইশতহান্দসর রূপন্দরখা
- ঠাকু র, শদলীপ কু মার ও হক, গশখ হাশমদুল - শশক্ষার ইশতহাস প্রা ীন, মধ্য ও আধ্ুশনক
- ঠাকু র, শদলীপ কু মার, হক, গশখ হাশমদুল ও গদবাশশষ পাল - সাম্প্রশতককালীন িারতীয় শশক্ষার ধ্ারা
- র্ক্রবতশী, অশনরুদ্ধ ও ইসলাম, মহ শনোইরুল - শশক্ষার ইশতহাস ও সাম্প্রশতক 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:

- *acquaint with the concept of Yoga.*
- *understand the historical underpinnings of Yoga.*
- *understand Yoga as a means of personal and social upliftment.*
- *understand various forms of Yoga.*
- *understand eight limbs of Yoga.*

Course Content: <u>Theory</u>

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.* RitaPublications.
- 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 PositiveHealth.* 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. YogaVille, Virginia, USA.*
- *Satyananda, S. (1990). Yoga Education for Children Saraswati.* Bihar Schools o
- *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 PublishingHouse.*
- *White, D. G. (2011). Yoga, Brief History of an Idea (Chapter 1 of "Yoga in practice"),Princeton University Press.*

- পাল, গদবাশশষ ও দাস, অশেত - গ*Ð*া*5*শশক্ষাাঃ আত্মন্দবাধ্ ও শবকাশ
- দাস, অশেত - গ*Ð*া*5*শশক্ষা ও আত্মশবকাশ
- পাল, সুশেত, কশবরো, উদয় শঙ্কর ও পশিত, অশিশেৎ - গ*Ð*া*5*শশক্ষাাঃ আত্মউপলশি ও শবকাশ

Course Name: Educational Philosophy

Course Code: BAEDCMD201

Course Type: MD	***Course Details: MDC-2***		***L-T-P: 3-0-0***	
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:

- *understand the meaning and relationship of Education and Philosophy.*
- *understand the concept of Indian philosophy.*

- *understand the concept of western philosophy.*
- *understand the contributions of great educators.*

Course Content: <u>Theory</u>

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). Newjersey 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 PublishersPrivate 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
- পাল, অশিশেৎ কুমার - শশক্ষা দাশশন্দনর রূপন্দরখা
- হালদার, তাশরনী ও র্ক্রবতশী, প্রনব কুমার - শশক্ষার দাশশশনক ও সমাোতাশত্ত্বক শিশি
- দি, গববী ও গুহ, গদবীকা - শশক্ষাদশশন ও দাশশশনন্দকর অবদান
- পিাা, উজ্জল, র্ন্দটাপাধ্যায়, শমশহর ও গসন, স্বপন - শশক্ষার দাশশশনক ও সামাশেক শিশি

- পাল, গদবাশশষ ও র্দটাপাধ্যায় , শমশহর - শশক্ষার দাশশশনক শিশি

- রায়, সুশীল -শশক্ষাতত্ব ও শশক্ষাদশশন

- র্দটাপাধ্যায়, শমশহর কুমার ও র্ক্রবতশী, কশবতা – কন্দয়কেন মহান শশক্ষাশবদ ও শশক্ষা সমা◌েতত্ত্বশবদ

Course Name: ***Teaching and Learning***

Course Code: ***BAEDCSE151***

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:

- *understand the meaning and nature of Teaching and Learning.*

- *state the differences between teaching and learning.*

- *Compare the traditional and constructivist teaching*

- *know the Factors of Teaching and Learning.*
- *know the Phases of Teaching and Learning.*
- *understand the General Principles and Maxims of Teaching.*
- *understand and explain the nature of classroom teaching and functions of a teacher.*
- *know and understand the various influencing factors of teaching methods.*
- *know about various teaching methods and their utilities in classroom teaching learningprocess.*

Course Content: <u>Theory</u>

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 andConstructivist 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 PublishingHouse.*

- *Borich, Gary D. (2011). Effective Teaching Methods: Research-Based Practice.* Pearson India.

- *Chauhan, S. S. (2007). Advanced Educational Psychology* (7th Edition). *Vikas PublishingHouse 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.
- Hurlock, E.B. (1981). *Developmental Psychology: A Life Span Approach.* New York: TataMcGraw Hill.
- Johonnot, James (2010). *Principles and Practices of Teaching.* Mitchell Press.
- Kakkar, S. B. (2009). *Educational Psychology* (1st Edition). PHI Learning Private Limited.
- 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 LearningPrivate Limited.
- Mangal, S. K. (2010). *Advanced Educational Psychology* (2nd Edition). PHI Learning PrivateLimited.
- Mangal, S.K., & Mangal, S. (2019). *Learning and Teaching*. PHI Learning Private Limited.
- Misra, G., Jha, A., & Woolfolk, A. (2012). *Fundamentals of Educational Psychology* (11thEdition). Pearson India.
- 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.
- Sharma, S.K., & Tomar, M. (2006). *Learning and Teaching: Learning*

Process. Isha Books.

- Shukla, Chhaya (2003). *Principles of Teaching in Elementary Schools*. Mohit Publications.
- Sindhu, I. S. (2012). *Educational Psychology*. Pearson India.
- অশধ্কারী, এস. (২০১৫)- শশক্ষায় মন্দনাশবদযা. ক্লাশসক বই
- গহান্দসন, এম.এস.- শশক্ষার আন্দলান্দক মন্দনাশবজ্ঞান. বুকসশক্লশনক
- সরকার, শবেন - শশখন ও শশক্ষণ
- পাল, গদবাশীষ, গবন্দহরা, সন্দন্তাষ কু মার ও পান্দে, প্রণয়- শশক্ষায় প্রĐু শিশবদযা রীতা পাবশলন্দকশন.
- গবন্দহরা, সন্দন্তাষ কু মার ও আনসারী, মা◌োহার শামসী (২০২১-২০২২). গপডা5শে (প্রথ্ম প্রকাশ). এডুশিল্ড.

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:

- *define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.*
- *explore and articulate the meaning, nature and scope of educational philosophy.*
- *identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta, Buddhism, and Jainism.*
- *identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.*
- *evaluate the role of education in the development of human values, national integration, international understanding, and the promotion of peace and harmony.*

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- *Philosophy: Concept and Characteristics*
- *Branches of Philosophy*
- *Relation between Education & 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 National Integration*
- *Education for International Understanding*
- *Education for Promotion of Peace and Harmony*

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.

- 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, নুরুল - 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. be 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 Essentials of Educational Psychology . Vikash Publishing House Pvt Ltd.*
- *Aggarwal,J.C Basic Ideas in Educational psychology.*
- *Bhatia Ranjeet . Essentials of Educational Psychology.*
- *Chuhan,S.S Advanced Educational Psychology.*
- *Mangal,S.K Advanced Educational Psychology. Prentice Hall of India Pvt Ltd.*
- *Mangal,S.K Essentials of Educational Psychology.*
- *Mangal,S.K & Mangal ,Uma Essentials of Educational Psychology.*
- *Nayak,K & Rao,V.K Educational Psychology.*
- *Sharma,R.P Educational Psychology,Concepts and Theories.*
- *Sindhu,I.S Educational Psychology*
- সুশীল রায় শিক্ষা মনোবিদ্যা।
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার শিখন ও মনোবিদ্যা।
- ডঃ দেবাশিষ পাল শিখন ও মনোবিদ্যা।

- ডঃ নুরুল ইসলাম শিক্ষা মনোবিদ্যার রূপরেখা।
- অরুন ঘোষ শিক্ষাশ্রয়ী মনোবিজ্ঞান।
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা 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:

- *understand the meaning and concept of learning to live together.*
- *understand the concept of morality and role of stakeholders towards moral development.*
- *understand the meaning and concept of value education.*
- *understand how to contribute to their communities together.*

Course Content: Theory

Unit-I: Introduction: Learning to live together

- *Meaning and concept.*
- *Aims, objectives, importance of leaning to live together.*
- *Method of teaching human values: direct and indirect.*
- *Humanitarian education: Humanitarian norms, acts, non-discrimination.*

Unit-II: Moral development of child

- *Morality: Meaning, concept, needs, nature, 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, characteristics, scope, aim, objectives, necessity.*
- *Peace Education: Meaning, aim, objectives, nature, scope.*
- *Role of teacher in promoting peace education.*
- *Barrier of peace education.*

Unit-IV: Communication across culture

- *Life skill education: Meaning, concept, scope, essential, interpersonal life skills.*
- *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- The Moral child, New York: The free press.*
- *Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.*
- *Durkheim, E.- Moral Education. London.*
- *Halstead, J.Mark- Values in Education and Education in value. London.*
- *Kohlerg.- The Psychology of moral Development.New York.*
- *Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.*
- *Raths,L - Values and Teaching : Working with values in the Classroom*
- *V.C Pandey- Value Education and Education for Human Rights*
- ড. গদবাশশষ পাল, ড. গদবব্রত গদবনাথ ও রাজীব সরকার- শাশন্ত, মুলযন্দবাধ্ ও পশরন্দবশ শশক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অশদশত রায়- শশক্ষায় শাশন্ত ও মুলযন্দবাধ্
- তাশরনী হালদার ও ড. প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- তাশরনী হালদার- শাশন্তর জনয শশক্ষা
- তাশরনী হালদার, শবনায়ক ার্, সুশান্ত কুমার বমশন, দুলাল মুন্দখাপাধ্যায়- শশক্ষা ও উন্নয়ন

*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:

- *analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.*
- *understand and appreciate the rich heritage that resides in our traditions.*
- *learn to appreciate the need and importance of various knowledge in Vedic era.*
- *gain the knowledge of the contributions made by ancient educational institutions.*
- *understand how to preserve culture and tradition through education.*
- *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, Mahbharata and Gita*
- *The Six Vedangas*
- *Para Vidya and Apara 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 Culture

- *Preservation of culture, tradition and Dharma through education.*
- *Svadhyaya and Pravachana.*
- *Role of Family and Vamsha for continuing Knowledge, Tradition and Dharma.*
- *Protection, preservation, conservation and management of Indian Knowledge System*

Suggested Readings:

- *Chatterjee, Satishchandra (2012) An introduction to Indian Philosophy,*

Rupa & Co. Calcutta.

- *Dharampal (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana 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. Delhi.*

- *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.*

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:

- *define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.*
- *explore and articulate the meaning, nature and scope of educational philosophy.*
- *identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta, Buddhism, and Jainism.*
- *identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.*
- *evaluate the role of education in the development of human values, national integration, international understanding, and the promotion of peace and harmony.*

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- *Philosophy: Concept and Characteristics*
- *Branches of Philosophy*
- *Relation between Education & 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 National Integration*
- *Education for International Understanding*
- *Education for Promotion of Peace and Harmony*

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.

- 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, নুরুল - 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. be 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 Essentials of Educational Psychology . Vikash Publishing House Pvt Ltd.*
- *Aggarwal,J.C Basic Ideas in Educational psychology.*
- *Bhatia Ranjeet . Essentials of Educational Psychology.*
- *Chuhan,S.S Advanced Educational Psychology.*
- *Mangal,S.K Advanced Educational Psychology. Prentice Hall of India Pvt Ltd.*
- *Mangal,S.K Essentials of Educational Psychology.*
- *Mangal,S.K & Mangal ,Uma Essentials of Educational Psychology.*
- *Nayak,K & Rao,V.K Educational Psychology.*
- *Sharma,R.P Educational Psychology,Concepts and Theories.*
- *Sindhu,I.S Educational Psychology*
- সুশীল রায় শিক্ষা মনোবিদ্যা।
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার শিখন ও মনোবিদ্যা।
- ডঃ দেবাশিষ পাল শিখন ও মনোবিদ্যা।

- ডঃ নুরুল ইসলাম শিক্ষা মনোবিদ্যার রূপরেখা।
- অরুন ঘোষ শিক্ষাশ্র্যয়ী মনোবিজ্ঞান।
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা 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:

- *understand the meaning and concept of learning to live together.*
- *understand the concept of morality and role of stakeholders towards moral development.*
- *understand the meaning and concept of value education.*
- *understand how to contribute to their communities together.*

Course Content: Theory

Unit-I: Introduction: Learning to live together

- *Meaning and concept.*
- *Aims, objectives, importance of leaning to live together.*
- *Method of teaching human values: direct and indirect.*
- *Humanitarian education: Humanitarian norms, acts, non-discrimination.*

Unit-II: Moral development of child

- *Morality: Meaning, concept, needs, nature, 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, characteristics, scope, aim, objectives, necessity.*
- *Peace Education: Meaning, aim, objectives, nature, scope.*
- *Role of teacher in promoting peace education.*

- *Barrier of peace education.*

Unit-IV: Communication across culture

- *Life skill education: Meaning, concept, scope, essential, interpersonal life skills.*
- *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- The Moral child, New York: The free press.*
- *Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.*
- *Durkheim, E.- Moral Education. London.*
- *Halstead, J.Mark- Values in Education and Education in value. London.*
- *Kohlerg.- The Psychology of moral Development.New York.*
- *Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.*
- *Raths,L - Values and Teaching : Working with values in the Classroom*
- *V.C Pandey- Value Education and Education for Human Rights*
- ড. গদবাশশষ পাল, ড. গদবব্রত গদবনাথ ও রাজীব সরকার- শাশন্ত, মুলযন্দবাধ্ ও পশরন্দবশ শশক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অশদশত রায়- শশক্ষায় শাশন্ত ও মুলযন্দবাধ্
- তাশরনী হালদার ও ড. প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- তাশরনী হালদার- শাশন্তর জনয শশক্ষা

- তাশরনী হালদার, শবনায়ক ার, সুশান্ত কুমার বমশন, দুলাল মুন্দখাপাধ্যায়- শশক্ষা ও উন্নয়ন

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:

- *analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.*

- *understand and appreciate the rich heritage that resides in our traditions.*
- *learn to appreciate the need and importance of various knowledge in Vedic era.*
- *gain the knowledge of the contributions made by ancient educational institutions.*
- *understand how to preserve culture and tradition through education.*
- *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, Mahbharata and Gita*
- *The Six Vedangas*
- *Para Vidya and Apara 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 Culture

- *Preservation of culture, tradition and Dharma through education.*
- *Svadhyaya and Pravachana.*
- *Role of Family and Vamsha for continuing Knowledge, Tradition and Dharma.*
- *Protection, preservation, conservation and management of Indian Knowledge System*

Suggested Readings:

- *Chatterjee, Satishchandra (2012) An introduction to Indian Philosophy, Rupa & Co. Calcutta.*
- *Dharampal (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana 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. Delhi.

- *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.*

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:

- *define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.*
- *explore and articulate the meaning, nature and scope of educational philosophy.*
- *identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta,*

Buddhism, and Jainism.

- *identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.*
- *evaluate the role of education in the development of human values, national integration, international understanding, and the promotion of peace and harmony.*

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- *Philosophy: Concept and Characteristics*
- *Branches of Philosophy*
- *Relation between Education & 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 National Integration*
- *Education for International Understanding*
- *Education for Promotion of Peace and Harmony*

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.
- 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, নুরুল - 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. be 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 Essentials of Educational Psychology . Vikash Publishing House Pvt Ltd.*
- *Aggarwal,J.C Basic Ideas in Educational psychology.*
- *Bhatia Ranjeet . Essentials of Educational Psychology.*
- *Chuhan,S.S Advanced Educational Psychology.*
- *Mangal,S.K Advanced Educational Psychology. Prentice Hall of India Pvt Ltd.*
- *Mangal,S.K Essentials of Educational Psychology.*
- *Mangal,S.K & Mangal ,Uma Essentials of Educational Psychology.*
- *Nayak,K & Rao,V.K Educational Psychology.*
- *Sharma,R.P Educational Psychology,Concepts and Theories.*
- *Sindhu,I.S Educational Psychology*
- সুশীল রায় শিক্ষা মনোবিদ্যা।
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার শিখন ও মনোবিদ্যা।
- ডঃ দেবাশিষ পাল শিখন ও মনোবিদ্যা।
- ডঃ নুরুল ইসলাম শিক্ষা মনোবিদ্যার রূপরেখা।
- অরুন ঘোষ শিক্ষাশ্রয়ী মনোবিজ্ঞান।
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা শিক্ষা মনোবিজ্ঞান।

Course Name: Learning to Live Together

Course Code: BAEDCMN301

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

Course Learning Outcomes:

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

- *understand the meaning and concept of learning to live together.*
- *understand the concept of morality and role of stakeholders towards moral development.*
- *understand the meaning and concept of value education.*
- *understand how to contribute to their communities together.*

Course Content: Theory

Unit-I: Introduction: Learning to live together

- *Meaning and concept.*
- *Aims, objectives, importance of leaning to live together.*
- *Method of teaching human values: direct and indirect.*
- *Humanitarian education: Humanitarian norms, acts, non-discrimination.*

Unit-II: Moral development of child

- *Morality: Meaning, concept, needs, nature, 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, characteristics, scope, aim, objectives, necessity.*
- *Peace Education: Meaning, aim, objectives, nature, scope.*
- *Role of teacher in promoting peace education.*
- *Barrier of peace education.*

Unit-IV: Communication across culture

- *Life skill education: Meaning, concept, scope, essential, interpersonal life skills.*
- *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- The Moral child, New York: The free press.*
- *Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.*
- *Durkheim, E.- Moral Education. London.*
- *Halstead, J.Mark- Values in Education and Education in value. London.*
- *Kohlerg.- The Psychology of moral Development.New York.*
- *Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.*
- *Raths,L - Values and Teaching : Working with values in the Classroom*
- *V.C Pandey- Value Education and Education for Human Rights*
- ড. গদবাশশষ পাল, ড. গদবব্রত গদবনাথ ও রাজীব সরকার- শাশন্ত, মুলযন্দবাধ্ ও পশরন্দবশ শশক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অশদশত রায়- শশক্ষায় শাশন্ত ও মুলযন্দবাধ্
- তাশরনী হালদার ও ড. প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- তাশরনী হালদার- শাশন্তর জনয শশক্ষা
- তাশরনী হালদার, শবনায়ক ার্, সুশান্ত কুমার বমশন, দুলাল মুন্দখাপাধ্যায়- শশক্ষা ও উন্নয়ন

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:

- *analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.*
- *understand and appreciate the rich heritage that resides in our traditions.*
- *learn to appreciate the need and importance of various knowledge in Vedic era.*
- *gain the knowledge of the contributions made by ancient educational institutions.*
- *understand how to preserve culture and tradition through education.*

- *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, Mahbharata and Gita*
- *The Six Vedangas*
- *Para Vidya and Apara 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 Culture

- *Preservation of culture, tradition and Dharma through education.*
- *Svadhyaya and Pravachana.*

- *Role of Family and Vamsha for continuing Knowledge, Tradition and Dharma.*
- *Protection, preservation, conservation and management of Indian Knowledge System*

Suggested Readings:

- *Chatterjee, Satishchandra (2012) An introduction to Indian Philosophy, Rupa & Co. Calcutta.*
- *Dharampal (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana 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. Delhi.*
- *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.*

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:

- define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.
- explore and articulate the meaning, nature and scope of educational philosophy.
- identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta, Buddhism, and Jainism.
- identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.
- evaluate the role of education in the development of human values, national integration, international understanding, and the promotion of peace and harmony.

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- *Philosophy: Concept and Characteristics*
- *Branches of Philosophy*
- *Relation between Education & 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 National Integration*
- *Education for International Understanding*

- *Education for Promotion of Peace and Harmony*

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.
- *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. be 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 Essentials of Educational Psychology . Vikash Publishing House Pvt Ltd.*
- *Aggarwal,J.C Basic Ideas in Educational psychology.*
- *Bhatia Ranjeet . Essentials of Educational Psychology.*
- *Chuhan,S.S Advanced Educational Psychology.*

- *Mangal,S.K Advanced Educational Psychology. Prentice Hall of India Pvt Ltd.*
- *Mangal,S.K Essentials of Educational Psychology.*
- *Mangal,S.K & Mangal ,Uma Essentials of Educational Psychology.*
- *Nayak,K & Rao,V.K Educational Psychology.*
- *Sharma,R.P Educational Psychology,Concepts and Theories.*
- *Sindhu,I.S Educational Psychology*
- সুশীল রায় শিক্ষা মনোবিদ্যা।
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার শিখন ও মনোবিদ্যা।
- ডঃ দেবাশিষ পাল শিখন ও মনোবিদ্যা।
- ডঃ নুরুল ইসলাম শিক্ষা মনোবিদ্যার রূপরেখা।
- অরুন ঘোষ শিক্ষাশ্রয়ী মনোবিজ্ঞান।
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা 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:

- *understand the meaning and concept of learning to live together.*
- *understand the concept of morality and role of stakeholders towards moral development.*
- *understand the meaning and concept of value education.*
- *understand how to contribute to their communities together.*

Course Content: Theory

Unit-I: Introduction: Learning to live together

- *Meaning and concept.*
- *Aims, objectives, importance of leaning to live together.*
- *Method of teaching human values: direct and indirect.*
- *Humanitarian education: Humanitarian norms, acts, non-discrimination.*

Unit-II: Moral development of child

- *Morality: Meaning, concept, needs, nature, 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, characteristics, scope, aim, objectives, necessity.*
- *Peace Education: Meaning, aim, objectives, nature, scope.*
- *Role of teacher in promoting peace education.*
- *Barrier of peace education.*

Unit-IV: Communication across culture

- *Life skill education: Meaning, concept, scope, essential, interpersonal life skills.*
- *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- The Moral child, New York: The free press.*
- *Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.*
- *Durkheim, E.- Moral Education. London.*
- *Halstead, J.Mark- Values in Education and Education in value. London.*

- *Kohlerg.- The Psychology of moral Development.New York.*
- *Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.*
- *Raths,L - Values and Teaching : Working with values in the Classroom*
- *V.C Pandey- Value Education and Education for Human Rights*
- ড. গদবাশশষ পাল, ড. গদবব্রত গদবনাথ ও রাজীব সরকার- শাশন্ত, মূলযন্দবাধ্ ও পশরন্দবশ শশক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অশদশত রায়- শশক্ষায় শাশন্ত ও মূলযন্দবাধ্
- তাশরনী হালদার ও ড. প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- তাশরনী হালদার- শাশন্তর জনয শশক্ষা
- তাশরনী হালদার, শবনায়ক ার্, সুশান্ত কুমার বমশন, দুলাল মুন্দখাপাধ্যায়- শশক্ষা ও উন্নয়ন

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:

- *analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.*
- *understand and appreciate the rich heritage that resides in our traditions.*
- *learn to appreciate the need and importance of various knowledge in Vedic era.*
- *gain the knowledge of the contributions made by ancient educational institutions.*
- *understand how to preserve culture and tradition through education.*
- *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, Mahbharata and Gita*
- *The Six Vedangas*
- *Para Vidya and Apara 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 Culture

- *Preservation of culture, tradition and Dharma through education.*
- *Svadhyaya and Pravachana.*
- *Role of Family and Vamsha for continuing Knowledge, Tradition and Dharma.*
- *Protection, preservation, conservation and management of Indian Knowledge System*

Suggested Readings:

- *Chatterjee, Satishchandra (2012) An introduction to Indian Philosophy,*

Rupa & Co. Calcutta.

- *Dharampal (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana 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. Delhi.*

- *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.*

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:

- *define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.*
- *explore and articulate the meaning, nature and scope of educational philosophy.*
- *identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta, Buddhism, and Jainism.*
- *identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.*
- *evaluate the role of education in the development of human values, national integration, international understanding, and the promotion of peace and harmony.*

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- *Philosophy: Concept and Characteristics*
- *Branches of Philosophy*
- *Relation between Education & 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 National Integration*
- *Education for International Understanding*
- *Education for Promotion of Peace and Harmony*

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.

- 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, নুরুল - 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. be 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 Essentials of Educational Psychology . Vikash Publishing House Pvt Ltd.*
- *Aggarwal,J.C Basic Ideas in Educational psychology.*
- *Bhatia Ranjeet . Essentials of Educational Psychology.*
- *Chuhan,S.S Advanced Educational Psychology.*
- *Mangal,S.K Advanced Educational Psychology. Prentice Hall of India Pvt Ltd.*
- *Mangal,S.K Essentials of Educational Psychology.*
- *Mangal,S.K & Mangal ,Uma Essentials of Educational Psychology.*
- *Nayak,K & Rao,V.K Educational Psychology.*
- *Sharma,R.P Educational Psychology,Concepts and Theories.*
- *Sindhu,I.S Educational Psychology*
- সুশীল রায় শিক্ষা মনোবিদ্যা।
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার শিখন ও মনোবিদ্যা।
- ডঃ দেবাশিষ পাল শিখন ও মনোবিদ্যা।

- ডঃ নুরুল ইসলাম শিক্ষা মনোবিদ্যার রূপরেখা।
- অরুন ঘোষ শিক্ষাশ্রয়ী মনোবিজ্ঞান।
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা শিক্ষা মনোবিজ্ঞান।

Course Name: Learning to Live Together

Course Code: BAEDCMN301

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

Course Learning Outcomes:

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

- *understand the meaning and concept of learning to live together.*
- *understand the concept of morality and role of stakeholders towards moral development.*
- *understand the meaning and concept of value education.*
- *understand how to contribute to their communities together.*

Course Content: Theory

Unit-I: Introduction: Learning to live together

- *Meaning and concept.*
- *Aims, objectives, importance of leaning to live together.*
- *Method of teaching human values: direct and indirect.*
- *Humanitarian education: Humanitarian norms, acts, non-discrimination.*

Unit-II: Moral development of child

- *Morality: Meaning, concept, needs, nature, 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, characteristics, scope, aim, objectives, necessity.*
- *Peace Education: Meaning, aim, objectives, nature, scope.*
- *Role of teacher in promoting peace education.*

- *Barrier of peace education.*

Unit-IV: Communication across culture

- *Life skill education: Meaning, concept, scope, essential, interpersonal life skills.*
- *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- The Moral child, New York: The free press.*
- *Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.*
- *Durkheim, E.- Moral Education. London.*
- *Halstead, J.Mark- Values in Education and Education in value. London.*
- *Kohlerg.- The Psychology of moral Development.New York.*
- *Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.*
- *Raths,L - Values and Teaching : Working with values in the Classroom*
- *V.C Pandey- Value Education and Education for Human Rights*
- ড. গদবাশশষ পাল, ড. গদবব্রত গদবনাথ ও রাজীব সরকার- শাশন্ত, মুলযন্দবাধ্ ও পশরন্দবশ শশক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অশদশত রায়- শশক্ষায় শাশন্ত ও মুলযন্দবাধ্
- তাশরনী হালদার ও ড. প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- তাশরনী হালদার- শাশন্তর জনয শশক্ষা

- তাশরনী হালদার, শবনায়ক ◌র্, সুশান্ত কুমার বমশন, দুলাল মুন্দখাপাধ্যায়- শশক্ষা ও উন্নয়ন

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:

- *analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.*

- *understand and appreciate the rich heritage that resides in our traditions.*
- *learn to appreciate the need and importance of various knowledge in Vedic era.*
- *gain the knowledge of the contributions made by ancient educational institutions.*
- *understand how to preserve culture and tradition through education.*
- *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, Mahbharata and Gita*
- *The Six Vedangas*
- *Para Vidya and Apara 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 Culture

- *Preservation of culture, tradition and Dharma through education.*
- *Svadhyaya and Pravachana.*
- *Role of Family and Vamsha for continuing Knowledge, Tradition and Dharma.*
- *Protection, preservation, conservation and management of Indian Knowledge System*

Suggested Readings:

- *Chatterjee, Satishchandra (2012) An introduction to Indian Philosophy, Rupa & Co. Calcutta.*
- *Dharampal (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana 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. Delhi.

- *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.*

DESHABANDHU MAHAVIDALAYA, CHITTARANJAN

DEPARTMENT OF EDUCATION

B.A. Program in Education

CHOICE BASED CREDIT SYSTEM

(With effect from 2020-2021 academic session and onwards

B.A. Program in Education : 1st Semester					
Course Code	***Course Title***	***Course type***	***(L-T-P)***	***Credit***	***Marks***
BAPEDCC101	*Introduction to Education*	*CC-1 (1)*	*5 - I - 0*	*6*	*50*
	Discipline 2: CC-1(1) of Other Program	***CC-2 (1)***		***6***	***50***
	MIL-I	*CC-3 (1)*	*5 - I - 0*	*6*	*50*
AEE101	*Environmental Studies*	*AECC-1 (Elective)*	*4 - 0 - 0*	*4*	*50*
		SEMESTER	***TOTAL:***	***22***	***200***

Semester – 1st
Course: CC-1: INTRODUCTION TO EDUCATION ***Full Marks:50***
Objectives: *After going through this course, the students will be able to-* • *understand the meaning of Education* • *understand the types of Education* • *understand the agencies of Education* • *understand the nature of knowledge*

• *understand the nature of values in society* • *understand the role of education in emerging Indian society*
Unit I ***Introduction*** • *Education: Meaning, Definitions and Nature* • *Scope and Functions of Education* • *Goals of Education in emerging Indian Society* • *Importance of Education*
Unit II ***Types of Education*** • *Formal, Informal & Non- formal* • *Liberal Education, Professional Education, Vocational Education, Technical Education* • *Face-to-face Education* • *Distance Education*
Unit III ***Agencies of Education*** • *Home & Family* • *School,* • *Community* • *Mass-media: Concept and importance in education in reference to modern Indian society*
Unit IV ***Factors of education*** • *Students* • *Teachers* • *School* • *Curriculum*
Unit V ***Nature of Knowledge*** • *Understanding Knowledge* • *Characteristics of Knowledge* • *Forms of Knowledge* • *Ways of Knowledge*

Unit VI ***Role of Education*** • *Education for National Integration* • *Education for International Understanding* • *Education and Democracy* • *Education and Empowerment*
Recommended Books: • *Basics in Education: NCERT* • *J. C. Aggarwal- Theory and Principles of Education* • *S. P. Chaube & A. Chaube – Foundations of Education* • *Banerjee, A -Philosophy and principles of education* • *S. S. Ravi – A Comprehensive Study of Education*

• *Kundu and Majumder -Theories of education* • *Mukherjee, K. K. -Principles of education.* • *Purkait, B.R- Principles and Practices of Education* • সুশীলরায়- শশক্ষাতত্ত্ব ও শশক্ষাদশশন • অর্শনাবন্দ্যাপাধ্যায়- শশক্ষাদশশন ও শশক্ষানীশত • শদন্দব্যু ভট্টা ার্ার্ য্য- শশক্ষা ও দশশন • জগশদন্দ্র মণ্ডল- শশক্ষাদশশন ও শশক্ষাশবজ্ঞান • গগৌরদাস হালদার ও প্রশান্ত শমশা- শশক্ষাতত্ত্ব ও শশক্ষানীশত • ডঃ গদবাশশষ পাল ও ডঃ গদবাশশষ ধ্র- শশক্ষার শভশি ও শবকাশ • ডঃ নরুল ইসলাম- শশক্ষাতন্দত্ত্বর রূপন্দরখা

B.A. Program in Education : 2nd Semester					
Course Code	***Course Title***	***Course type***	***(L-T-P)***	***Credit***	***Marks***
BAPEDCC201	*Philosophical Foundations of Education*	*CC-1 (2)*	*5 - I - 0*	*6*	*50*
	Discipline 2: CC-1(2) of Other Program Dis	***CC-2 (2)***		***6***	***50***
ENGLC201	*English-I*	*CC-3(2)*	*5 - I - 0*	*6*	*50*
	English/MIL Communication	*AECC-2 (Elective)*	*4 - 0 - 0*	*2*	*50*
		SEMESTER	***TOTAL:***	***22***	***200***

Semester – 2nd
Course: CC-3: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

FULL MARKS:50
Objectives: *After going through this course, the students will be able to-* • *understand the meaning and relationship of Education and Philosophy* • *understand the meaning and features of child centric education* • *understand the concept of Indian philosophy* • *understand the concept of western philosophy* • *understand the contributions of great Indian educators* • *understand the contributions of great western educators*
Unit I ***Education and Philosophy*** • *Education: Meaning, Nature & Scope* • *Aims of Education: Individualistic and Socialistic* • *Scope of Educational Philosophy and Relation between Education and Philosophy*
Unit II ***Child Centric Education*** • *Child centric Education: Meaning and Characteristics* • *Aims and approaches of Child centric education* • *Life centric education: features and significance*
Unit III ***Indian Philosophy*** • *Concept of Indian schools of philosophy with a special reference to* • *Buddhism* • *Jainism*
Unit IV ***Western Philosophy*** • *Concept of Western schools of philosophy with a special reference to* • *Idealism,* • *Naturalism,* • *Pragmatism* • *Realism*
Unit V ***Contributions of Great Indian Educators*** • *Swami Vivekananda* • *Rabindranath Tagore*

Unit VI ***Contributions of Great Western Educators*** • *Rousseau* • *Froebel*
Recommended Books: • *J. C. Aggarwal - Philosophical and Sociological Bases of Education* • *K. K. Shrivastava- Philosophical Foundations of Education* • *S. S. Chandra & R. K. Sharma- Philosophy of Education* • *Chandra S.S- Indian educational development, problems and trends.* • *O.P. Dhiman- Philosophical Foundations of Education*

- *R. R. Sharma- Philosophical and Sociological Foundation of Education*
- *M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays*
- *B. R. Purkait – Great Educators*
- *Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education*
- *Mukherjee, K.K. -Some great educators of the world.*
- *V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.*
- *Gutek, Gerald L.- New Perspectives on Philosophy and Education. NewJersy, USA: pearson.*
- *Nayak,B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.*
- *Ozman, Howard A.,& Craver, Samuel M.- Philosophical Foundation of Education. Boston,USA: Ally&Bacon.*
- *Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.*
- তাশরনীহালদার, শবনায়ক ার্, সুশান্ত কুমার বমশন, দলু ালমন্দখাপাধ্যায়- শশক্ষাও উন্নয়ন
- ডঃ অশভশজৎ কুমার পাল- শশক্ষা দাশশন্দনর রূপন্দরখা
- তাশরনীহালদার ও ডঃ প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- গববীদি ও গদবীকা গুহ- শশক্ষাদশশন ও দাশশশনন্দকর অবদান
- ডঃ উজ্জল পাণ্ডা, ডঃ শমশহর র্ন্দট্টাপাধ্যায় ও ডঃ স্বপন গসন- শশক্ষার দাশশশনক ও সামাশজক শভশি
- ডঃ গদবাশশষ পাল ও ডঃ শমশহর র্ন্দট্টাপাধ্যায়- শশক্ষার দাশশশনক শভশি
- ডঃ শমশহর র্ন্দট্টাপাধ্যায় ও ডঃ কশবতা র্ক্রবতী- শশক্ষাদশশন ও শশক্ষানীশতর রূপন্দরখা
- সুশশল রায়- শশক্ষাতত্ব ও শশক্ষাদশশন

B.A. Program in Education : 3rd Semester					
Course Code	***Course Title***	***Course type***	***(L-T-P)***	***Credit***	***Marks***
BAPEDCC301	*Sociological Foundations of Education*	*CC-1(3)*	*5 - I - 0*	*6*	*50*
Discipline 2: CC-1(3) of Other Program		***CC-2(3)***		*6*	*50*

Discip					
BAPEDCSE301	Communication Skills	SEC- 1	0 - 0 - 8	4	50
	MIL-II	CC-3(3)	5 - I - 0	6	50
		SEMESTER	TOTAL:	22	200

Semester – 3rd

Course: CC-5: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARKS:50

Objectives:

After going through this course, the students will be able to-

- *understand the meaning and relationship of Education and Sociology.*
- *understand the types and agencies of education.*
- *understand the interrelation of school and society.*
- *understand the sociological bases of education.*
- *understand the constitutional provisions for education.*
- *understand the concept and role of religion and culture.*

Unit I ***Introduction***

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

Unit II ***Education and Society***

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

Unit III ***School and Society*** • *Role of School as a miniature form of Society.* • *Role of School in Social Development.* • *Role of Society in Social Development.* • *Interaction between School and Society.*
Unit IV ***Sociological Bases of Education*** • *Role of Education and Society in preservation and progression of knowledge and transmission ofcultural heritage and tradition.* • *Need based education for modern society (societal expectations of education).* • *Role of Education in socialization and social change.* • *Role of Education in social mobility & social stratification.*
Unit V ***Constitutional Provisions and Social Development*** • *Fundamental Rights and Education* • *Fundamental Duties and Education* • *Preamble of Indian Constitution and Indian Society* • *Equity and Equality in society.*
Unit VI ***Religion and Culture*** • *Concept of Religion in India* • *Role of Religion in Education and Social Development* • *Concept of Culture* • *Role of Culture in Education and Social Development*

Recommended Books:

- *Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publising House.*
- *Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.*
- *Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.*
- *Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.*
- *Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.*
- *Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.*
- *Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.*
- *S. P. Chaube & A. Chaube – Foundations of Education*
- *Sharma, Y. - Sociology of Education*
- *Brown, F.L. -Educational Sociology*
- *Chakraborty, J.C. -Educational Sociology*
- *Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata*
- *Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.*
- *Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur*
- **সec ানোলিচক্রবর্তী- লিক্ষোরeমোজবব্জোলনকলিলি**
- **লিববন্দ্যু িট্রোচোর্ য্ু- লিক্ষো ওeমোজর্তত্ব**
- **মঞ্জষ োর্তরফোির- লিক্ষোশ্রয়ী eমোজলবজ্ঞোন**
- **লবষ্যপিনন্দ্- লিক্ষোশ্রয়ী eমোজর্তত্ব**
- **ি্যোমোপ্রec িচট্টরোজ- লিক্ষোমযখী eমোজলবজ্ঞোন**
- **ডঃসিবোলিষপোি- লিক্ষোরec োমোলজকলিলি**
- তাশরনীহালদার ও ডঃ প্রনব কুমার র্ক্রবতী- শশক্ষার দাশশশনক ও সমাজতাশত্ত্বক শভশি
- **ডঃলমলিরচক্রবর্তী ওডঃকল্যবর্তোচক্রবর্তী- লিক্ষো eমোজর্তবত্ত্বররূপবরখো**

Course : SEC-1: COMMUNICATION SKILLS ***Full Marks: 50***

Objectives:

After going through this course, the students will be able to-

- *understand the fundamental elements of communication*
- *understand the process of communication*
- *acquire listening skills*
- *acquire reading skills*
- *acquire writing skills*
- *acquire speaking skills*

Unit I ***Introduction to Communication***

- *Meaning, Nature and Types*
- *Scope*
- *Principles*
- *Barriers of effective communication*

Unit II ***Process of Communication***

- *Context*
- *Sender and Encoding*
- *Message and the Medium*
- *Recipient, Decoding and Feedback*

Unit III ***Listening Skills***

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

Unit IV ***Reading Skills***

- *Previewing, Skimming and Scanning*
- *Development of Skills for Correct Pronunciation, Reading and Comprehension*
- *Practical Work: Reading with proper Diction and Understanding the gist*

of an argument or paragraph • Practical Work: Answering questions after going through a paragraph
Unit V **Writing Skills** • Sentence formation • Punctuation • Practical Work: Essay writing • Practical Work: formal letter writing
Unit VI **Speaking Skills** • Verbal and Non verbal communication at Interview • Public Speaking: Extempore • Group Discussion • Seminar with power point presentation
Recommended Books: • Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi • Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi. • Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi. • Marami Goswami- Pedagogy of Education • মলয় কুমার গসন- শশক্ষা প্র ুশিশবজ্ঞান • ডঃ দলু ালমন্দখাপাধ্যায় ও ডঃ উদয় শঙ্কর কশবরাজ- শশক্ষা বযবস্থাপনায় শশক্ষণ সম্পদ

B.A. Program in Education : 4th Semester					
Course Code	**Course Title**	**Course type**	**(L-T-P)**	**Credit**	**Marks**
BAPEDCC401	Psychological Foundations of Education	CC-1(4)	5 - I - 0	6	50
Discipline 2: CC-1(4) of Other Program Discip		**CC-2(4)**		**6**	**50**
BAPEDCSE401	Measurement in Education	SEC- 2	4 - 0 - 0	4	50

ENGLC401	*English-II*	*CC-3(4)*	*5 - I - 0*	*6*	*50*
		SEMESTER	***TOTAL:***	***22***	***200***

Semester – 4th

Course: CC-7: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

FULL MARKS:50

Objectives:

After going through this course, the students will be able to-

- *understand the concept of Psychology*
- *relate psychology with education*
- *be cquaint with the concepts of growth and development, their different stages and aspects*
- *understand the nature and theories of learning and how different factors affect it*
- *be acquaint with the concepts of Intelligence, Creativitya and Personality*
- *know basic concept of teaching and its different methods*

Unit I

Psychology and Education

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

Unit II ***Cognition***

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

Unit III ***Growth and Development***

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

Unit IV ***Learning***

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

Unit V ***Intelligence***

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

Unit VI ***Teaching***

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

Recommended Books:

- *Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.*
- *S. K. Mangal- Essentials of Educational Psychology*
- *J. C. Aggarwal- Essentials of Educational Psychology*
- *Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.*
- *Choube, S.P. & Choube.(1996)- Educational Psychology and Experriments. Himalay Publishing House, NewDelhi.*
- *Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.*
- *Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.*
- *Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.*
- *B. N. Dash & N. Dash – A Test Book of Educational Psychology*
- *Normann Sprinthall and Richard, C. Sprinthall- Educational psychology. McGraw-Hill Publishing Company.*
- **eীিরোয়- লিক্ষোমবনোলবিুো**
- **ডঃলবজনeরকোর- লিখনওলিক্ষণ**
- **ডঃপ্রনবকুমোরচক্রবর্তীওডঃলবজনeরকোর- লিখনওমবনোলবিুো**
- **ডঃসিবোলিষপোি- লিখনওমবনোলবিুো**
- **ডঃসিবোলিষপোি, ডঃধর, ডঃি ি ওডঃবুোনোজী- পোঠোনওলিখবনরমনস্তত্ত্ব**
- **ডঃপ্রনবকুমোরচক্রবর্তী- লিক্ষোমবনোলবজ্ঞোবনররূপবরখো**
- **ডঃপ্রনবকুমোরচক্রবর্তী- লিক্ষোমবনোলবজ্ঞোনওলিখনপ্রলক্রয়ো**
- **অরুনসQোষ- লিক্ষোশ্রয়ীমবনোলবজ্ঞোন**
- **প্রবমো িবষ্ণয সনেগুপ্তওপ্রোন্ত িমমো- লিক্ষোমবনোলবজ্ঞোন**

Course : SEC-2: MEASUREMENT IN EDUCATION ***Full Marks:50***

Objectives:

After going through this course, the students will be able to-

- *Understand the concept of measurement*
- *Know different types of evaluation*
- *Understand different types of tools and techniques of assessment*
- *Understand the characteristics of a good test*
- *Know about data, data collection and data representation*
- *Know about the treatment of data*

Unit I ***Introduction*** • *Concept of Measurement* • *Differences of Measurement and Evaluation* • *Concept and Nature of Educational Evaluation*
Unit II ***Types*** • *Formative and Summative Evaluation* • *Diagnostic Evaluation* • *NRT* • *CRT*
Unit III ***Tools and Techniques of Assessment*** • *Observation, Assignment & Project* • *Tests* • *General Principles of Test Construction* • *Teacher-made Test and Standardized Test*
Unit IV ***Characteristics of a Good Test*** • *Objectivity* • *Reliability* • *Validity*
Unit V ***Educational Data*** • *Types* • *Collection and Procession of data* • *Histogram, Frequency Polygon and Ogive* • *Bar diagram and Pie Chart*
Unit VI ***Data Treatment*** • *Measures of Central Tendency: Mean, Median and Mode* • *Measures of variability: Range, QD & SD* • *Measures of correlation: Rank Difference & Product Moment*
Recommended Books: • *Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: VikasPublishing House Pvt Ltd.*

- A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and Assessment. An Introduction to theTests and Measurement*. California: Mayfield Publishing Co.
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Toronto: Thomson Nelson
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment toMaximize Student Learning*. ThousandOaks, California: Corwin Press
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- H.E. Garret- Statistics in Education and Psychology
- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California:Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn andBacon
- NCERT (2005). *National Curriculum Framework, 2005*. New Delhi: NCERT
- NCERT (2006). *Focus Group Position Paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to Educational Measurement*. Boston: Houghton Miffin.
- R. A. Sharma- Mental Measurement and Evaluation
- S. K. Mangal- Statistics in Education and Psychology
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

B.A. Program in Education : 5th Semester					
Course Code	**Course Title**	**Course type**	**(L-T-P)**	**Credit**	**Marks**
	DSE (Any one from Discipline 1 andany one from Discipline 2)	**DSE- 1**		6	50
		DSE- 2		6	50
	DSE Discipline 1(one out of two)				
BAPEDCDSE501	History of Education in pre-independence& post-independence India	DSEC-1(1)	5 - I - 0		
BAPEDCDSE502	Educational Technology		5 - I - 0		
	DSE Discipline 2(one out of two)				
	1				

	2	DSEC-2(1)			
	GE(Any One out of two)	**GE-1**		6	50
BAPEDCGE502	Educational Thoughts and Ideas of GreatEducators	GEC-1	5 - 1 - 0		
BAPEDCGE601	Contemporary Issues in Education		5 - 1 - 0		
	SEC (Any one out of two)			4	50
BAPEDCSE501	Life Skill Education	SEC-3	4 - 0 - 0		
BAPEDCSE502	Education for Sustainable Development		4 - 0 - 0		
		SEMESTER	**TOTAL:**	**22**	**200**

Semester – 5th

Course: DSE-1/ DSE-2: HISTORY OF EDUCATION IN PRE-INDEPENDENCE & POST-INDEPENDENCE INDIAFULL MARKS:50

Objectives:

After going through this course, the students will be able to-

- understand the education system of early British period in India
- understand the influence of western education system in Indian context
- understand different educational policies of India under British rule
- understand the impact of colonial plan of education in India
- understand the education system of post-independent India
- understand different educational policies of post-independent India

Unit I **Early British Education**

Contribution of Missionaries with special reference to

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

Unit II **Influence of Western Education**

- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

Unit III ***Educational Policies of British India***

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

Unit IV ***Impact of Colonial Plan of Education in India***

- ***Development of vernacular language***
- ***Women Education***
- ***Teacher Education***

Unit V ***Education in Post-Independent India***

- ***Raddhakrishnan Commission***
- ***Mudaliar Commission***
- ***Kothari Commission***

Unit VI ***Educational Policies in India***

- ***National Policy on Education (1968)***
- ***National Policy on Education (1986)***
- ***Programme of Action (POA) (1992)***

Recommended Books:

- *Aggarwal, J. C.- Landmarks in the History of Modern Indian Education*
- *Basu, A.N.- Education in Modern India*
- *Banerjee, J.P.- Education in India-Past, Present and Future, Vol. I and II*
- *Mukherjee, S.N.- Education in India, Today and Tomorrow*
- *Mukherjee, S.N.- History of Education (Modern Period)*
- *Narulla, S, Naite J.P.- History of Education in India*
- *Purkait, B.R.- Milestones of Modern Indian Education*
- *Report of Commissions-Radha Krishnan, Mudaliar, Kothari.*
- *National Policy on Education, 1986. Policy perspective and Action program*

- ডঃ শদলীপ কুমার ঠাকুর ও গশখ হাশম দলু হক- আধ্ুশনক ভারন্দত শশক্ষার ধ্ারা
- ভশি ভুষন ভা- ভারতীয় শশক্ষার রূপন্দরখা
- রণশজৎ গাষ- আধ্ুশনক ভারন্দত শশক্ষার শবকাশ
- ডঃ দুলাল মুন্দখাপাধ্যায়, তাশরণী হালদার ও শবনায়ক র্ন্দ্র- সমকালীন ভারতবষশ ও শশক্ষা
- ডঃ নূরুল ইসলাম- ভারতীয় শশক্ষা ইশতহান্দসর রূপন্দরখা
- গগৌরদাস হালদার ও প্রশান্ত শমশা- আধ্ুশনক ভারতীয় শশক্ষার শবকাশ
- রণশজৎ গাষ- ুন্দগ ুন্দগ ভারন্দতর শশক্ষাঃ প্রার্ীন, মধ্য ও আধ্ুশনক
- গজযাশত প্রসাদ বন্দ্যাপাধ্যায়- ভারতীয় শশক্ষার ইশতহাস ও সাম্প্রশতক সমসযা
- ডঃ অশনরুদ্ধ র্ক্রবতী ও মহঃ শনজাইরুল ইসলাম- শশক্ষার ইশতহাস ও সাম্প্রশতক

টনাপ্রবাহ

- ডঃ গদবাশশষ পাল, ডঃ শদলীপ কুমার ঠাকুর ও হাশমদলু হক- সাম্প্রশতককালীন ভারতীয় শশক্ষার ধ্ারা
- ডঃ গদবাশশষ পাল, ডঃ দি, ডঃ ধ্র ও ডঃ মণ্ডল- সমসামশয়ক ভারতবন্দষশ শশক্ষার শবকাশ

Course: DSE-1/ DSE-2: EDUCATIONAL TECHNOLOGY	***FULL MARKS 50***

Objectives:

After going through this course, the students will be able to-

- *understand the concept of Educational Technology.*
- *acquaint with the concepts of system approach to education.*
- *know the idea of communication.*
- *understand the details of instructional techniques.*
- *develop the concept of different models of teaching.*

Unit I ***Concept of Educational Technology***

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

Unit II ***System Approach to Education***

- *Definitions of Systems*
- *Need for System Approach*
- *Classification of Systems*
- *Components of System*

Unit III ***Communication***

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

Unit IV ***Mass Instructional Techniques***

- *Seminar*
- *Workshop*
- *Panel Discussion*
- *Team Teaching*

Unit V ***Personalized Instructional Techniques***

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

Unit VI ***Models of Teaching***

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

Recommended Books:

- *J.C. Aggarwal – Essentials of Educational Technology.*
- *K.Sampath – Introduction to Educational Technology.*
- *R.P. Pathak – New Dimensions of Educational Technology.*
- *J. Mohanty - Educational Technology.*
- *Mangal & Mangal – Essential of Educational Technology.*
- মলয় কুমার গসন – শশক্ষা প্র্ুশি শবজ্ঞান
- তুশহন কুমার কর এবং ভীমর্ন্দ্র মণ্ডল – শশক্ষায় বযবস্থাপনা ও প্র্ুশিশবদযা
- শযামাপ্রসাদ র্ুরাজ – শশক্ষা প্র্ুশি
- ডঃ দুলাল মুন্দখাপাধ্যায় ও ডঃ উদয় শঙ্কর কশবরাজ- শশক্ষা বযবস্থাপনায় শশক্ষণ সম্পদ

Course : SEC-3: LIFE SKILL EDUCATION ***Full Marks:50***

Objectives:

After going through this course, the students will be able to-

- *understand the concept of life skills including different types of skills*
- *know about the scope of life skill education*
- *know in detail about life skills and their importance in life*
- *learn how life skill education is taught with special reference to adolescence period*

Unit I ***Concept of Like skills***

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

Unit II ***Different Types of Life skills***

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

Unit III ***Importance of Life Skills***

- ***Why life skill education is needed***
- ***Who needs life skill education***

Unit IV ***Life skill education with special reference to Adolescence period***

- ***Objectives*** *of* ***life skill education during this period***
- ***How life skill education to be imparted at this stage***

Unit V ***Teaching Methods for Life skill Education***

- ***Class Discussion***
- ***Brain storming***
- ***Role play and simulation***
- ***Games and Story telling***

Unit VI ***Life Skill Policies in India***

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

Recommended Books:

- *K. Ravikanth Rao and P. Dinakar- Life Skills Education*
- *Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi*
- *Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in ourEducation System*
- *http://www.unicef.org/lifeskills/index_7308.html...retrieved HYPERLINK "http://www.unicef.org/lifeskills/index_7308.html...retrieved" Jan, 2016.*
- *WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health,Geneva.*

- *Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programmes (2012).*
- *NCF 2005.*
- *Teacher Education, Department of School Education and Literacy, MHRD, India.*
- ডঃ গদবাশশষ পাল- জীবনশশলী শশক্ষা

- ডঃসুশবরনাগ- মানশসকস্বাস্থয, বয়ঃসশিওজীবনশশলীশশক্ষাররূপন্দরখা

Course: SEC-3: EDUCATION FOR SUSTAINABLE DEVELOPMENT

***Objectives*:**

- *To develop appreciation and understanding about the concepts the concept and components ofsustainable development*
- *To help the student to understand the history, goals and challenges for sustainable development*
- *To help the student to understand the various dimension of sustainable development*
- *To enable the student to understand the education for sustainable development*
- *To enable the students understand the current issue of the sustainable development*
- *To help the student to understand the united nations' decade of education for a sustainabledevelopment*

Unit I ***Concept and Components of Sustainable Development***

- *Definition and principles of sustainable development*
- *Characteristics and need of sustainable development*
- *Scope of sustainable development*

Unit II ***History, Goals and Challenges of Sustainable Development***

- *History of sustainable development*
- *Goals of sustainable development*
- *Challenges of sustainable development goals*

Unit III ***Dimension of Sustainable Development***

- *Economic Dimension (Concept only)*
- *Social Dimension (Concept only)*
- *Environmental Dimension (Concept only)*

Unit IV ***Current Issue of the Sustainable Development***

- *Environment and sustainable development*
- *Role of government agencies for sustainable development*
- *Role of NGOs for sustainable development*

Unit V ***Education for Sustainable Development***

- *Meaning of education for sustainable development*
- *Importance of education for sustainable development*
- *Challenges for the education for a sustainable development*

Unit VI ***The United Nations' Decade of Education for a Sustainable Development***

- *Key characteristics of education for Sustainable Development*
- *The objectives of the decade of education for a sustainable development*
- *The decade of education for sustainable development within the context of globalization (Indiancontext)*
- *Education for a sustainable development and education for a sustainable life*

Recommended Books:

- *Cruz, R.V., H. Harasawa, M. Lal, S. Wu, Y.Anokhin, B. Punsalmaa, Y. Honda, M. Jafari, C. Li and N. Hu Ninh (2007): Asia.Climate Change, 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to The Fourth Assessment Report the Intergovernmental Panel on Climate Change, M.L.Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson Eds, Cambridge University Press, Cambridge, U.K. 469-506.*
- *Susan M. (2008). Roles and realities. In Local Sustainable Urban Development in a Globalised World, Lauren C. Heberle andSusan M. Opp eds. Hampshire, Ashgate Publishing Limited, England.*
- *Darshini Mahadeviya (2002) Sustainable Urban Development in India: An inclusive perspective. In From Unsustainable toInclusive cities, David Westendorff (ed), Geneva, UNRISD publication with Swiss*
- *Megan Landon (2006) Environment, Health and sustainable development: understanding public health, England, Open*

University Press.

- *World Health Organization (2002) Community participation in local health and sustainable development: Approaches andtechniques, Geneva , European Sustainable development and health series 4.*
- *Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy,*

Netherland, Kluwer Academic Publisher.

Course: GE-1: EDUCATIONAL THOUGHTS AND IDEAS OF GREAT EDUCATORS

Objectives:

On completion of this course the students shall be able to:

- *to know, understand and explain the contributions of eminent Indian and Western educators in thefield of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers*

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

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

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

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

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

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

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

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

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

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

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

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

Recommended Books:

- *Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1stEdition). Shipra Publication, New Delhi.*
- *Aggarwal J.C. -Theory and Principles of education Philosophical and Sociological Bases of education*
- *Banerjee, A -Philosophy and principles of education.*
- *Chakraborty, J.C. -Modern education*
- *Kundu and Majumder -Theories of education*
- *Mukherjee, K.K. -Some great educators of the world*
- *Mukherjee, K.K. -Principles of education*
- *Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub*
- *Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub*
- *Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).*
- *Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,*
- *Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: GlobalPublication.*
- *Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi:Kanishka Publishers Distributors.*
- *Unterhalter, Walker, (2010). Amartya Sen' s Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.*
- *AQÑe¡ h-¾c¡f¡dÉ¡u - ¢nr¡cnÑe J ¢nr¡e£¢a*
- *¢c-hÉ¾c¥ iVÊ¡Q¡kÑÉ - ¢nr¡ J cnÑe*
- *¢hi¥l"e ...q - ¢nr¡uf¢bL«v*
- *Al¦e -O¡o- ¢nr¡ ¢h'¡-el cnÑe J j§mašÄ*
- *-N±lc¡p q¡mc¡l J fËn¡¿¹ nÑj¡- ¢nr¡ašÄ J ¢nr¡e£¢a*
- *SN¢c¾cÊ jäm - ¢nr¡cnÑe J ¢nr¡¢h'¡e*
- *¢hi¥l"e ...q-¢nr¡u f¢bL«v*

Course: GE-1 : CONTEMPORARY ISSUES IN EDUCATION

Objectives:

- *To help the student to understand the concept, constitutional provision, role of DPEP, RCFCE, SSAcurrent status and problems of elementary education in India*
- *To enable the student to understand the concept of secondary education, role of RMSA and problemsof secondary education in India*
- *To enable the students meaning, aims & objectives of higher education, Knowledge Commission,RUSA*
- *To enable the student to understand the Indian constitution and the right to education*
- *To develop appreciation and understanding about the some important trend and issues in education*

Unit I ***Indian Constitution and the Right to Education***

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

Unit II ***Elementary Education***

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

Unit III ***Secondary Education***

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

Unit IV ***Higher Education***

- *Developments, concerns and*
- *prospects*

- *Challenges and Problems of Higher education.*

Unit V ***Present Issues in Education***

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

Unit VI ***Trends in Indian Education***

- *SWAYAM*
- *Family life education*
- *Privatisation of education*

Recommended Books:

- *B. R. Purkait- Milestones of Modern Indian Education*
- *J. C. Aggarwal - Landmarks in the History of Modern Indian Education*
- *S. S. Ravi – A Comprehensive Study of Education*
- *J. P. Banerjee – Education in India: Past, Present and Future*
- *S. P. Chaube & A. Chaube – Education in Ancient and Medieval India*
- *B. K. Nayak- History Heritage and Development of Indian Education*
- *B. N. Dash – History of education in India*
- *S. S. Ravi – A Comprehensive Study of Education*
- *J. C. Aggarwal- Theory and Principles of education*
- *R. P. Pathak – Development and Problems of Indian Education*
- *B. K. Nayak- Modern Trends and Issues in Education of India*
- *-N±lc¡p q¡mc¡l Hhw fËn¡¿¹ njÑ¡- Bd¤¢eL i¡la£u ¢nr¡l ¢hL¡n*
- *Al¦e -O¡o -Bd¤¢eL i¡la£u ¢nr¡l C¢aq¡p*
- *lZ¢Sv -O¡o- Bd¤¢eL i¡la£u ¢nr¡l l©f-lM¡*
- *i¢š² ï¨oZ iš²¡ -i¡la£u ¢nr¡l l©f-lM¡*
- *-SÉ¡¢afËp¡c h-¾cÉ¡f¡dÉ¡u- Bd¤¢eL i¡l-al ¢nr¡l ¢hhaÑe*
- *X. c¤m¡m j¤-M¡f¡dÉ¡u, X. ¢hSe plL¡l, a¡¢le£ q¡mc¡l Hhw X. A¢i¢SvL¥j¡l f ¡m- i¡l-al ¢nr¡l Qmj¡eOVe¡hm£*
- *a¡¢le£ q¡mc¡l, ¢he¡uL Q¾c Hhw p¤¤n¡¿¹ L¥j¡l hjÑe- ¢nr¡ J Eæue*
- *a¡¢le£ q¡mc¡l J ¢he¡uL Q¾c- pjL¡m£e i¡lahoÑ J ¢nr¡*

B.A. Program in Education : 6th Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
	DSE (Any one from Discipline 1and any one from Discipline 2)	DSE- 3		6	50
		DSE- 4		6	50
	DSE Discipline 1(one out of two)				
BAPEDCDSE601	Curriculum Studies	DSEC-1(2)	5 - I - 0		
BAPEDCDSE602	Education of Children with Special Needs		5 - I - 0		
	DSE Discipline 2(one out of two)				
	1	DSEC-2(2)			
	2				
	GE(Any One out of two)	GE-2		6	50
BAPEDCGE601	Guidance and Counseling in Education	GEC-2	5 - I - 0		
BAPEDCGE602	Inclusive Education		5 - I - 0		
	SEC (Any one out of two)			4	50
BAPEDCSE601	Educational Management	SEC-4	4 - 0 - 0		
BAPEDCSE602	Open and Distance Learning		4 - 0 - 0		
		SEMESTER	TOTAL:	22	200
		GRAND	TOTAL:	132	1200

Semester – 6th

Course: DSE-3/ DSE-4: CURRICULUM STUDIES **FULL MARKS:50**

Objectives:

After going through this course, the students will be able to-

- know the concept and objectives of curriculum
- acquaint with different bases of curriculum
- develop concept of curriculum framework
- realize the importance of curriculum evaluation
- be aware of different theories of curriculum

Unit I ***Introduction to Curriculum***

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

Unit II ***Bases of Curriculum***

- *Philosophical*
- *Sociological*
- *Psychological*

Unit III ***Objectives of Curriculum***

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

Unit IV ***Concept of Curriculum Framework***

- *Principles of curriculum construction*
- *NCF-2005*
- *UGC-Model of curriculum development: CBCS*

Unit V ***Curriculum Evaluation***

- *Meaning of curriculum evaluation*
- *Significance of curriculum evaluation*
- *Formative and Summative evaluation of curriculum*

Unit VI ***Theories of Curriculum***

- *Definition*
- *Types*
- *Technical & Non-Technical Model (one theory from each category)*

Recommended Books:

- *H. Tabe - Curriculum Development- Theory & Practice*
- *A.V. Kelly – The Curriculum, Theory and Practice*
- *N. Bhalla – Curriculum Development*
- *M. Talla – Curriculum Development: Perspectives, Principles and Issues*
- *J. C. Aggarwal – Curriculum Development*
- শদন্দব্যু ভট্টার্্াশ – পাঠক্রম র্্শা ও মূলযায়ন
- শমশহর র্ন্দট্টাপাধ্যায় - পাঠক্রম র্্শা
- প্রনব কুমার র্ক্রবতী - পাঠক্রম নীশত ও শনমশান

- নূরুল ইসলাম- পাঠক্রম র্‌শ াও বয বহাশর ক শশক্ষাশবজ্ঞান
- গসানালী র্ক্রবতী- পাঠক্রম র্‌শ াও শনন্দদশশনা দান

Course:DSE-3/DSE-4 : EDUCATION OF CHILDREN WITH SPECIAL NEEDS
Objectives: *On completion of this course the students shall be able to:*   • *Explain meaning, nature and causes of exceptionality;*   • *Elaborate Historical Development of special Education in India;*   • *Understand different types of special Education;*   • *Suggest the alternative or remedial educational provisions for special children;*   • *Understand concept of different types of special education.*
Unit I ***Introduction to Special Education***   • *Meaning and scope of special education*   • *Nature and provisions of Education of the Children with Special Needs*   • *A brief history of special Education in India*
Unit II ***Provisions of Special Education***   • *Strategies – Special education, Integrated Education, Inclusive Education: Comparison*   • *Special Education and Universalization of elementary Education – Constitutional provisions andgovernment policies.*   • *Recommendations and suggestions in the Person with Disability Act 1995 and 2016*

Unit III ***Children with special needs and their education***

- *Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speechand other aspects.*
- *Learning disability: Concept and Meaning, Types, Characteristics*
- *Identification and Remedial Measures*

Unit IV ***Exceptional Learners***

of each category of exceptional Learners –

- *Mentally retarded,*
- *Visually impaired,*
- *Hearing impaired,*
- *Gifted and Creative children,*
- *Cerebral Palsy and*
- *Juvenile delinquents.*

Unit V ***Special Schools:***

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

Unit VI ***Role of different categories of members***

- *Teacher and peer group in the school of the exceptional child,*
- *Family members of the exceptional child*
- *Community of the exceptional child*

Recommended Books:

- *Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.*
- *Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.*
- *Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook for Cognitive Domain. New York: JohnWiley & Sons Inc.*
- *Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & TeacherEducation. Oxford: Pergamon Press.*
- *Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.*
- *De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.*
- *Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol.IX. No.6.*
- *Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.*
- *Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.*
- *Mehra, V. (2004): Educational Technology. New Delhi: SSP.*
- *Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.*
- *Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.*
- *Spaulding, S.C. (1972): Technological Devices in Education. AECT International. Unwin*
- *D. & Mc Alease, R. (1978): Encyclopaedia of Educational*
- *Media Communication and Technology. West Port: Greenwood Press.*
- *B. P. Nanda ( ), Bisesdharmi Shiha*
- *S. K. Mangal, Special Education*
- *S. M. Sahu, Educatin of Children with Special Needs*

Course: SEC-4: EDUCATIONAL MANAGEMENT ***FULL MARKS:50***

Objectives:

After going through this paper, the students will be able to-

- *understand the concept of educational management*
- *understand the meaning of educational administration and school organization*
- *understand the concept of educational supervision*
- *understand the meaning of educational planning*
- *know the functions of different administrative bodies*
- *know the structure of different educational bodies*

Unit I ***Educational Management***

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

Unit II ***Educational Administration and School Organization***

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

Unit III ***Educational Supervision***

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

Unit IV ***Educational Planning***

- *Meaning and Significance*
- *Types*
- *Steps*
- *Institutional Planning*

Unit V ***Functions of Administrative Bodies***

- *UGC*
- *NCERT & SCERT*
- *NCTE*
- *DIET*

Unit VI ***Teaching***

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

Recommended Books:

- *P.D. Shukla – Adminstration of Education in India, Vikash, New Delhi. 1983.*
- *H. Spears - Improving the supervision of Instrcution. Prentice Hall, New York, 1955.*
- *Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.*
- *Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.*
- *K.K. Shukla – Inspection and Supervision in Secondary Schools.*
- *NIEPA – Some Basic Facts about Educational Administration in India.*
- *J. C. Aggarwal- Educational Administration, Management and Supervision*
- *Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, NewDelhi.*
- *Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep PublicationPvt Ltd, New Delhi.*
- *I. S. Sindhu- Educational Administration and Management*
- *T.S. Sodhi & Aruna Suri – School Management*
- *Kochar, S.K - Secondary School Organization*
- *Aggarwal - School Organization*
- *Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.*
- ডঃ তুশহন কুমার কর ও ভীমর্ন্দ্র মGল- শশক্ষায় বযবস্থাপনা ও প্র ুশিশবদযা
- ডঃ দলু াল মন্দখাপাধ্যায় ও গলাপামদ্রা পাল (র্ক্রবতী)-শশক্ষা বযবস্থাপনা ও সংগঠন
- ডঃ গদবাশশষ পাল- শবদযালয় সংগঠন ও বযবস্থাপনা
- শদলীপ কুমার র্ক্রবতী- শশক্ষাগত বযবস্থাপনা ও পশরকল্পনা
- শবমল র্ন্দ্র দাশ, গসনগুপ্ত ও রায়- শশক্ষায় বযবস্থাপনা
- ডঃ গদবাশশষ পাল ও ডঃ গদবব্রত গদবনাথ- শশক্ষা বযবস্থাপনা, পশরকল্পনা ও মলযায়ন
- ডঃ গদবাশশষ পাল ও গদবাশশষ ধ্র- শশক্ষান্দক্ষন্দে সংগঠন ও বযবস্থাপনা
- ডঃ প্রদীপ্ত রঞ্জন রায় ও ডঃ অমলকাশন্ত সরকার- শবদযালয় সংগঠন, বযবস্থাপনা ও পশরকল্পনা
- ডঃ মহম্মদ আফসার আশল- শশক্ষা বযবস্থাপনা ও সংগঠন
- ডঃ হন্দরকৃষ্ণ মGল- শবদযালয় পশরর্ ালনা ও বযবস্থাপনা

Course: SEC-4: OPEN AND DISTANCE LEARNING ***FULL MARKS:50***

Objectives:

- *To help the student to understand about concept and philosophy of open and distance education*
- *To enable the students about the philosophy, growth and history of open and distance education inIndia*
- *To help the student to understand the curriculum and support services distance and open learning*
- *To enable the student to understand the planning and management of distance and open learning*
- *To enable the students about the status, agencies and problems of open and distance education inIndia*
- *To help the student to understand the quality enhancement.*

Unit I ***Concept and Growth of Open and Distance Education***

- *Concept of open and distance education*
- *Nature of distance and open education*
- *Growth of distance and open learning*

Unit II ***Issues of Open and Distance Education***

- *Philosophical Issues*
- *Psychological Issues*
- *Sociological Issues*

Unit III ***Curriculum and Support Services for Distance and Open Learning***

- *Curriculum for open education and distance education*
- *Need and types of Support Services*
- *Use of Instructional techniques and materials for open education and distance education*

Unit IV ***Planning and Management of Distance and Open Learning***

- *Planning of open and traditional university system*
- *Management of learning materials operational aspects*
- *Use of Technology in distance and open learning system*

Unit V ***Status, Agencies and Problems of Open and Distance Education in India***

- *Present Status of open and distance education in India*
- *Various agencies of open and distance education*
- *Problems of open and distance education in India*

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

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

Recommended Books:

- *Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.*
- *Criscito Pat. (2004): Barron's Gide to Distance Learning. Barron's E Publisher.*
- *Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.*
- *Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.*
- *Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.*
- *Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.*
- *Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.*
- *IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU New Delhi.*
- *Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.*
- *Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.*
- *Keegan, D. (1989): Foundations of Distance Education, London: Routledge.*
- *Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.*
- *Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House*

Course: GE- 2 : GUIDANCE AND COUNSELLING IN EDUCATION Full Marks:50

***Objectives*:**

- *To develop appreciation and understanding about the concepts, types and agencies of guidance*
- *To help the student to understand the concept, technique and implications of counselling*
- *To enable the students the types and agencies of counselling*
- *To enable the student to understand the psychometric methods and techniques for guidance andcounselling*
- *To help the student to understand guidance and services programme*

Unit I ***Concept and Types of Guidance***

- *Meaning and principles of guidance*
- *Scope and importance of guidance*
- *Types of guidance- Individual and Group guidance*

Unit II ***Agencies of Guidance***

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

Unit III ***Concept and Types of Counselling***

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

Unit IV ***Areas of Counselling***

- *Individual and Group counselling- Concepts, needs and significance*
- *Educational and Vocational Counselling- Concepts, needs and significance*
- *Counselling and Psychotherapy*

Unit V ***Guidance and Counselling Services***

- *General characteristics of guidance and counselling service*
- *Type of guidance and counselling services*
- *Placement service and follow-up service*

Unit VI ***Personnel in Guidance Programme***

- *Characteristics and role of guidance personnel– the counsellor*
- *Role of guidance personnel– career master*
- *Characteristics and role of guidance personnel– parents*

Recommended Books:

- *Gibson- Guidance and Counselling*
- *NCERT- Guidance and Counselling*
- *N. C. Basu- Educational and Vocational Guidance*
- *S. S. Chauhan- Principles and Techniques of Guidance*
- *pev L¥ j¡l -O¡o- ¢nr¡u pwN¢a - AfpwN¢a Hhw ¢e-cÑne¡*
- *-ch¡¢no f¡m- ¢eÑ-cne¡ J fl¡jnÑ*
- *X. p¤¤h£le¡N J N¡NÑ£ cš- p‰¢a¢hd¡-e ¢eÑ-cne¡ J fl¡jnÑc¡e*
- *X. i£jQ¾cÊ jäm- ¢eÑ-cne¡ J fl¡jnÑc¡-ell©f-lM¡*

Course: GE - 2 : INCLUSIVE EDUCATION ***Full Marks:50***

Objectives:

After going through this course, the students will be able to-

- *develop an understanding of the concept and philosophy of inclusive*
- *understand education in the context of education for all*
- *familiarize with the trends and issues in inclusive education*
- *develop an attitude to foster inclusive education*
- *develop an understanding of the role of facilitators in inclusive education*
- *understand and appreciate the needs of such children in the society*

Unit I Introduction to Inclusive Education

- *Concept and meaning of inclusive education*
- *Objectives of inclusive education*
- *Need and importance of inclusive education*

Unit II Inclusive education and its evolution

- *Concept of special education*
- *Integrated education*
- *Mainstreaming and inclusive education of non-inclusive*

Unit III Perspectives of inclusive education

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

Unit IV Special Educational Needs (SEN) of Learners in Inclusive School • *Identification of diverse needs of learners and referrals* • *Disabilities in children and their special needs: physically handicapped, learning disabled, mentallyretarded, economically and socially weaker children (including girl child)*
Unit V Inclusive School setting • *Concept of inclusive school* • *School' s philosophy, enrolment & retention drive* • *Provisions of facilities, aids and equipments*
Unit VI Facilitators for Inclusive Education • *Professional development of teachers – their attitude & accountability, encouragement ofparticipatory learning* • *Parents involvement* • *Use of technology to support diverse learning needs*