National Curriculum and Credit Framework Syllabus

B.A. in Education

(Honours and Honours with Research)

w.e.f. Academic Session 2023-24

Kazi Nazrul University

Asansol, Paschim Bardhaman

West Bengal 713340

1st Semester

Course Name: **Introduction to Education**

Course Code: **BAEDCMJ101**

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit -I: Concept of Education

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

Unit-II: Types of Education

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

Unit- III: Agencies of Education

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

Unit- IV: Factors of Education

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

Suggested Readings:

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

- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*, Kanishka Publishers Distributors.

- Taneja, V.R. (2000). *Educational thought and practice*, Sterling Publishers Pvt. Limited.

- Wingo. G. Max. *Philosophies of Education*. Sterling Publishers.

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি

- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা

- হালদার, গৌরদাস ও শর্মা, প্রশান্ত - শিক্ষাতত্ত্ব ও শিক্ষানীতি

- ধর, দেবাশিষ ও পাল, দেবাশিষ - শিক্ষার ভিত্তি ও বিকাশ

Course Name: **Introduction to Education**

Course Code: **BAEDCMN101**

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

Course Learning Outcomes:

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

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

Course Content: __Theory__

Unit -I: Concept of Education

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

Unit- II: Types of Education

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

Unit- III: Agencies of Education

- Home and Family.
- School

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

Unit- IV: Factors of Education

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

Suggested Readings:

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

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি

- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা

- হালদার, গৌরদাস ও শর্মা, প্রশান্ত - শিক্ষাতত্ত্ব ও শিক্ষানীতি

- ধর, দেবাশিষ ও পাল, দেবাশিষ - শিক্ষার ভিত্তি ও বিকাশ

Course Name: **Computer Application in Education**
Course Code: **BAEDCSE101**

Course Type: SEC	Course Details: SEC-1		L-T-P: 1-0-4	
Credit: 3	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
		30		20	

Course Learning Outcomes:

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

1. apply various computer applications in the field of education.
2. perform fundamental works in MS WORD.
3. perform fundamental works in MS EXCEL.
4. perform fundamental works in MS POWER POINT.
5. use internet for learning purpose.

Course Content: Practical

Unit -I: Introduction to Computer and Internet in Education

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

Unit-II: Basics of MS WORD

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

Course Type: SEC	Course Details: SEC-1		L-T-P: 1-0-4	

Unit-III: Basics of MS EXCEL

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

Unit-IV: Basics of MS POWERPOINT

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

Suggested Readings:

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

2nd Semester

Course Name: **Development of Indian Education**

Course Code: **BAEDCMJ201**

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

Course Learning Outcomes:

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

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

Course Content: Theory

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

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

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

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

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

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

Unit- IV: Education in India after Independence

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

Suggested Readings:

- Aggrawal, J. C. (2010). *Landmarks in the history of modern Indian education.* Vikash Publishing Pvt Ltd.
- Altekar, A. S. *Education in Ancient India.*
- Banerjee, J.P. (1994). *Education in India* Vol-I & II. Central Library.
- Banerjee, J.P. *Education in India-Past, Present and Future* Vol. I and II
- Das, K.K. (1993). *Development of Education in India*. Kalyani Publishers.
- Dash, B.N. (1911). *Development of Education in India*. Ajanta Prakashan.
- Mukherjee, S.N. *Education in India, Today and Tomorrow.*
- Naik, J.P., & Syed, N. (1974). *A student's history of education in India*. MacMillan.
- National Education Policy, 2020. MHRD. Govt. of India.
- National Policy on Education, 1968 & 1986.
- Purkait, B.R (1997). *Milestone in Modern Indian Education*. New Central Book Agency Pvt Ltd.
- Purkait, B.R. *Milestones of Modern Indian Education.*
- Rawat, P.L. (1989). *History of Indian Education.* Ram Prasad & Sons.
- Report of Commissions-Radhakrishnan, Mudaliar & Kothari
- S. P. Chaube & Chaube, A. *Education in Ancient and Medieval India.*
- ভক্তা, ভক্তিভূষণ- ভারতীয় শিক্ষার রূপরেখা
- ইসলাম, নূরুল - ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- ঠাকুর, দিলীপ কুমার ও হক, শেখ হামিদুল - শিক্ষার ইতিহাস প্রাচীন, মধ্য ও আধুনিক
- ঠাকুর, দিলীপ কুমার, হক, শেখ হামিদুল ও দেবাশিষ পাল - সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- চক্রবর্তী, অনিরুদ্ধ ও ইসলাম, মহ নিজাইরুল - শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit- I: Introduction to Yoga

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

Unit- II: Yoga and its relationship with individual and social Upliftment

- Yoga as a way to healthy and integrated living
- Yoga as a way to socio-moral upliftment
- Yoga as a way to spiritual enlightenment
- Yoga as a way to personality development

Unit- III: Types of Yoga

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

Unit IV: Instrumentals of Yoga

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

Suggested Readings:

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

- Udupa, K.N. *Stress and its Management by Yoga*. Motilal Banarsidass.
- Werner, K. (1998). *Yoga and Indian Philosophy* (1st Edition). Motilal Banarsidass Publishing House.
- White, D. G. (2011). *Yoga, Brief History of an Idea* (Chapter 1 of "Yoga in practice"), Princeton University Press.

- পাল, দেবাশিষ ও দাস, অজিত - যোগশিক্ষাঃ আত্মবোধ ও বিকাশ

- দাস, অজিত - যোগশিক্ষা ও আত্মবিকাশ

- পাল, সুজিত, কবিরাজ, উদয় শঙ্কর ও পণ্ডিত, অভিজিৎ - যোগশিক্ষাঃ আত্মউপলব্ধি ও বিকাশ

Course Name: **Educational Philosophy**
Course Code: **MDC207**

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit-I: Education and Philosophy

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

Unit-II: Indian Schools of Philosophy

- Vedic school - Sankhya

- Vedic school - Yoga

- Non-vedic School - Buddhism

- Non-vedic School - Jainism

Unit-III: Western Schools of Philosophy

- Idealism

- Naturalism

- Pragmatism

- Realism

Unit- IV: Contributions of Great Educators

- Swami Vivekananda

- Rabindranath Tagore

- Rousseau

- Froebel

Suggested Readings:

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

- Aggarwal, J.C., & Gupta, S. (2014). *Great Philosophers and Thinkers on Education*. Shipra Publication.

- Brubacher, R. S. (1955). *Modern Philosophies of Education*. Chicago: University Press.

- Chatterjee, S., & Datta, D. (1948). *An Introduction to Indian Philosophy* (3rd Edition). University Press.

- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers

- Gupta, S. (2009). *Education in Emerging India*. Shipra Publications.

- Hiriyanna, M. *Outlines of Indian Philosophy*. Motilal Banarsidass Publishers Private Limited.

- Hospers. John (1988). *An Introduction to Philosophy Analysis*. Allied Publishers Private Limited.

- Kneller, G. F. V. (1971). *Introduction to Philosophy of Education*. John Witty & Sons.

- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.

- Ozman, H., & Craver, S. (2007). *Philosophical Foundations of Education* (8th Edition). New Jersey Prentice-Hall.

- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt.Ltd.

- Pandev. R. S. (1996). *An Introduction to major Philosophies of Education*. Vinod Pustak Mandir.

- Purkait, B.R. (2000). *Principles and Practices of Education*. New Central Book Agency.

- Samuel Ravi, S. *Philosophical and Sociological Bases of Education*. PHI Learning Pvt. Ltd.

- Sharma, C. (2009). *A Critical Survey of Indian Philosophy*. Motilal Baranasidass Publishers Private Limited.

- Sharma, R.N. *Social-Political Philosophy and Philosophy of religion*. Surjeet Publications.

- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers Distributors.

- Shrivastava, K.K. (2003). *Philosophical Foundations of Education*. Kanishka Publishers Distributors.

- পাল, অভিজিৎ কুমার - শিক্ষা দর্শনের রূপরেখা

- হালদার, তারিনী ও চক্রবর্তী, প্রনব কুমার - শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি

- দত্ত, বেবী ও গুহ, দেবীকা - শিক্ষাদর্শন ও দার্শনিকের অবদান

- পাণ্ডা, উজ্জ্বল, চট্টোপাধ্যায়, মিহির ও সেন, স্বপন - শিক্ষার দার্শনিক ও সামাজিক ভিত্তি

- পাল, দেবাশিষ ও চট্টোপাধ্যায়, মিহির - শিক্ষার দার্শনিক ভিত্তি

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

- চট্টোপাধ্যায়, মিহির কুমার ও চক্রবর্তী, কবিতা – কয়েকজন মহান শিক্ষাবিদ ও শিক্ষা সমাজতত্ত্ববিদ

Course Name: **Teaching and Learning**

Course Code: **BAEDCSE201**

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

Course Learning Outcomes:

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

1. understand the meaning and nature of Teaching and Learning.

2. state the differences between teaching and learning.

3. compare the traditional and constructivist teaching

4. know the Factors of Teaching and Learning.

5. know the Phases of Teaching and Learning.

6. understand the General Principles and Maxims of Teaching.

7. understand and explain the nature of classroom teaching and functions of a teacher.

8. know and understand the various influencing factors of teaching methods.

9. know about various teaching methods and their utilities in classroom teaching learning process.

Course Content: Theory

Unit- I: Teaching and Learning

• Teaching: Meaning and Nature of Teaching,

• Learning: Meaning and Nature of Learning.

• Differences between Teaching and Learning. Comparison between Traditional Teaching and Constructivist Teaching.

Unit- II: Factors of Teaching and Learning

• Factors of effective classroom teaching.

• Factors of Learning.

• Phases of Teaching: Pre-active, Inter-active and Post-active.

Unit-III: Classroom Teaching and Teacher

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

Unit-IV: Teaching Methods and Theories

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

Suggested Readings:

- Aggarwal J C (2014), *Essentials of Educational Technology* (3rd Edition). Vikash Publishing House.
- Borich, Gary D. (2011). *Effective Teaching Methods: Research-Based Practice.* Pearson India.
- Chauhan, S. S. (2007). *Advanced Educational Psychology* (7th Edition). Vikas Publishing House Pvt. Ltd.
- Freire, P. (2005). *Pedagogy of the Oppressed* (30th Edition). The Continuum International Publishing Group Inc.
- Gupta, M. (2007). *Intelligence Creativity and Education* (1st Edition). Khel Sahitya Kender.
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- Mangal, S. K., & Mangal, U. (2009). *Essentials of Educational Technology*, PHI Learning Pvt. Ltd.
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- Misra, G., Jha, A., & Woolfolk, A. (2012). *Fundamentals of Educational Psychology* (11th Edition). Pearson India.

- Mohanty, J. (2001). *Educational Technology*. Deep & Deep publication.

- Nag, S., Nag, S., & Pandey, P. (2020). *Learning and Teaching* (1st Edition). Rita Publications.

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- Santrock, John W. (2011). *Educational Psychology* (4th Edition). Mcgraw Hill Education.

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- Shukla, Chhaya (2003). *Principles of Teaching in Elementary Schools*. Mohit Publications.

- Sindhu, I. S. (2012). *Educational Psychology*. Pearson India.

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- হোসেন, এম.এস.- শিক্ষার আলোকে মনোবিজ্ঞান. বুকসক্লিনিক

- সরকার, বিজন - শিখন ও শিক্ষণ

- পাল, দেবাশীষ, বেহেরা, সন্তোষ কুমার ও পান্ডে, প্রণয়- শিক্ষায় প্রযুক্তিবিদ্যা রীতা পাবলিকেশন.

- বেহেরা, সন্তোষ কুমার ও আনসারী, মাজহার শামসী (২০২১-২০২২). পেডাগজি (প্রথম প্রকাশ). এডুফিল্ড.

3rd Semester

Course Name: **Philosophical Foundation of Education**

Course Code: **BAEDCMJ301**

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

Course Learning Outcomes:

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

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

*Course Content: **Theory***

Unit-I: Philosophy and Educational Philosophy

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

Unit-II: Indian Schools of Philosophy

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

- Buddhism and Jainism

Unit-III: Western Schools of Philosophy

- Meaning, Nature and Classifications in Western Schools of Philosophy

- Idealism

- Naturalism

- Pragmatism

Unit-IV: Philosophy for Development of Humanity

- Education and Development of Values

- Education for Promotion of Peace and Harmony

- Education and Secularism

- Education and Globalization

Suggested Readings:

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

- Aggarwal, J.C. (2010). *Theory and Principles of Education* (13th Edition). S Chand.

- Brubacher, R. S. (1955). *Modern Philosophies of Education*. Chicago: University Press.

- Chatterjee, S., & Datta, D. (1948). *An Introduction to Indian Philosophy* (3rd Edition). University Press.

- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers

- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.

- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt. Ltd.

- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers.

- Samuel Ravi, S. *Philosophical and Sociological Bases of Education.* PHI Learning Pvt. Ltd.

- Taneja, V.R. (2000). *Educational Thought and Practice*. Sterling Publishers Pvt. Limited.

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি

- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা

Course Name: **Psychological Foundation of Education**

Course Code: **BAEDCMJ302**

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit – I: Psychology and Education

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

Unit-II: Cognition and Learning

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

Unit-III: Growth and Development

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

Unit-IV: Intelligence and Personality

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

Suggested Readings:

- Aggarwal, J. C. (2014). *Essentials of Educational Psychology* (3rd Edition). Vikash Publishing House Pvt Ltd.
- Aggarwal, J.C. (2001). *Basic Ideas in Educational Psychology.* Shipra Publications.
- Bhatia, R. (2017). *Essentials of Educational Psychology.* Avichal Publishing Company.
- Chuhan, S.S. (2007). *Advanced Educational Psychology* (7th Edition). Vikas Publishing House Pvt Ltd.
- Mangal, S.K. (2002). *Advanced Educational Psychology* (2nd Edition). Prentice Hall India Learning Private Limited.
- Mangal, S.K. (2007). *Essentials of Educational Psychology.* Prentice Hall India Learning Private Limited.
- Nayak, A.K., & Rao, V.K. (2002). *Educational Psychology*. APH Publishing Corporation.
- Sharma, R.P. (2012). *Educational Psychology: Concepts and Theories*. Pragun Publication.
- Sindhu, I.S. (2012). *Educational Psychology.* Pearson Education India.

- রায়, সুশীল - শিক্ষা মনোবিদ্যা।
- চক্রবর্তী, প্রনব কুমার ও সরকার, বিজন - শিখন ও মনোবিদ্যা।
- পাল, দেবাশিষ – শিখন ও মনোবিদ্যা।
- ইসলাম, নূরুল – শিক্ষা মনোবিদ্যার রূপরেখা।
- ঘোষ, অরুন - শিক্ষাশ্রয়ী মনোবিজ্ঞান।
- সেনগুপ্ত, প্রমোদবন্ধু ও শর্মা, প্রশান্ত – শিক্ষা মনোবিজ্ঞান।

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit-I: Introduction: Learning to live together

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

Unit-II: Moral Development of Child

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

Unit-III: Value and Peace Education

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

Unit-IV: Communication across culture

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

Suggested Readings:

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

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit-I: Introduction to Indian Knowledge System

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

Unit-II: Education in the Vedic Corpus

- Various Knowledge of Ramayana, Mahabharata and Gita
- The Six Vedangas
- Para Vidya and 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 Cultural traditions

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

Suggested Readings:

- Chatterjee, S. (2012). *An introduction to Indian Philosophy*. Rupa & Co. Calcutta.
- Dharampal (2021). *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century,* Dharampal Classics Series, 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.
- Naik, J., & Nurullah, S. (1974). Indigenous Education in India at the beginning of the Nineteenth Century. In A Student's History of Education in India (1800–1973) (6th ed., pp. 1–32). Madras: Macmillan India Limited.

4th Semester

Course Name: Sociological Foundation of Education

Course Code: BAEDCMJ401

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

Course Learning Outcomes:

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

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

Course Content: Theory

Unit I: Introduction

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

Unit II: Social Change and Education

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

Unit III: Social Groups and Education

- Social Groups: Primary, Secondary and Tertiary
- Socialization: Meaning, process and factors of socialization

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

Unit IV: Social Factors, Issues and Education

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

Suggested Readings:

- Aggarwal, J. C. (2002). *Philosophical and Sociological Perspectives on Education.* Shipra Publications.

- Aggarwal, J. C. (2010). *Theory and Principles of Education* (13th Edition). Vikas Publishing House.

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

- Bhatia, K., & Bhatia, B. D. (1994). *Theory and Principles of Education: Philosophical & Sociological Bases of Education.* Doaba House.

- Chand, J. (2010). *Sociological Foundations of Education*. Shipra Publication.

- Chaube, S. P., & Chaube, A. (2003). *Foundations of Education* (2nd Edition). Vikas Publishing House Pvt Ltd.

- Chaube, S. P., & Chaube, A. (2020). *Philosophical and Sociological Foundations of Education* Shri Vinod Pustak Mandir.

- Dash, B.N. (2011). *Foundation of Education*. Kalyani Publishers.

- Ganguly, R., & Moinuddin, S. A. H. (2008). *Samakalin Bharatiy Samaj*. PHI Learning Pvt, Ltd.

- Havighurst, R. J., & Neugarten, B. L. (1957). *Society and Education* (2nd Edition). Allyn and Bacon.

- Jayaram, N. (2015). *Sociology of Education in India* (2nd Edition). Rawat Publication.

- Mathur, S.S. (2020). *A Sociological Approach of Indian Education* (Latest Edition). Shri Vinod Pustak Mandir.

- Mohanty, J. (1982). *Indian Education in Emergency Society.* Sterling Publishers.

- Ottaway, A. K. C. (1966). *Education and Society: An Introduction to the Sociology of Education.* Routledge & Kegan Paul PLC.

- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers.

- Sharma, A. (2011). *Philosophical and Sociological Foundation of Education.* Global Publication.

- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers Distributors.

- চক্রবর্তী, সোনালি - শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।

- ভট্টাচার্য্য, দিবেন্দু - শিক্ষা ও সমাজতত্ত্ব।

- তরফদার, মজুষা - শিক্ষাশ্রয়ী সমাজবিজ্ঞান।

- নন্দ, বিষ্ণুপদ - শিক্ষাশ্রয়ী সমাজতত্ত্ব।

- চট্টরাজ, শ্যামাপ্রসাদ - শিক্ষামুখী সমাজবিজ্ঞান।

- পাল, দেবাশিষ - শিক্ষার সামাজিক ভিত্তি।

- চক্রবর্তী, মিহির ও চক্রবর্তী, কবিতা - শিক্ষা সমাজতত্ত্বের রূপরেখা।

Course Name: **Educational Management and Administration**

Course Code: **BAEDCMJ402**

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

Course Learning Outcomes:

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

1. know the concept of educational management.

2. understand the concept of educational administration

3. learn the concept of educational planning

4. understand the objectives, functions, roles and initiatives of various Indian and International Quality Assurance Agencies

Course Content: Theory

Unit-I: Educational Management

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

Unit-II: Educational Administration

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

Unit-III: Educational Planning

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

Unit-IV: Indian and International Quality Assurance Agencies

Objectives, Functions, Roles and Initiatives of

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

Suggested Readings:

- Aggarwal, J. C. (2019). *School Organisation Administration & Management*. Doaba House.
- Aggarwal, J.C. *Educational Administration and Management: Principles and Practices.* Doaba House.
- Bhatia, S.K. (2008). *Managing Organizational Behaviour.* Deep and Deep Publications.
- Bush, T., & Bell, L. (2002). *The Principles and Practice of Educational Management*. Sage Publications Ltd.
- Kingbrough, R. B., & Nunnery, M. Y. (1976). *Educational Administration: An Introduction*. MacMillan.
- Lulla, B. P., & Murthy, S. K. (1976) *Essential of Educational Administration*. Mohindra Capital Publishing.
- Mohanty, J. (2008). *Educational Administration, Management, and School Management* (2nd Edition). Deep & Deep Publication Pvt Ltd.
- Mondal, D. K., Nag, S., Sengupta, M., & Chakraborty, P. K. (2020). *Educational Management*. Rita Publications.
- NIEPA – Some Basic Facts about Educational Administration in India.
- Ostrander, R. H., & Dethy, R. C. (1968). *A Value Approach to Educational Administration*. American Book Company.
- Sharma, Y. K. & Sharma, M. (2006). *Educational Technology and Management*. Kanishka Publishing House.

- Shukla, P.D. (1983). *Administration of Education in India*. Vikash Publishing House Pvt. Ltd.
- Sindhu, I. S. (2012). *Educational Administration and Management*. Pearson.
- Spears, H. (1953). *Improving the supervision of Instruction*. Prentice Hall.
- কর, তুহিন কুমার ও মণ্ডল, ভীমচন্দ্র - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা।
- মুখোপাধ্যায়, দুলাল ও পাল, লোপামুদ্রা - শিক্ষা ব্যবস্থাপনা ও সংগঠন।
- পাল, দেবাশীষ - বিদ্যালয় সংগঠন ও ব্যবস্থাপনা।
- চক্রবর্তী, দিলীপ কুমার - শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা।

Course Name: **Education for Women Empowerment**

Course Code: **BAEDCMN401**

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

Course Learning Outcomes:

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

1. gain knowledge about the concept, need and scope of women empowerment.

2. know the meaning, concept, history, need and scope of women education.

3. understand the changing role of women in developmental process.

4. know the role of different committees and commissions for women education.

Course Content: Theory

Unit-I: Introduction to Women Empowerment

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

Unit-II: Women's Education in India

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

Unit-III: Women and Development

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

Unit-IV: Recommendation for Women Education

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

Suggested Readings:

- Agrawal, S.P., & Aggarwal, J. C. (1992). *Women's Education in India: Historical Review, Present Status and Perspective Plan with Statistical Indicators.* Concept Publishing Co.
- Andal, N. (2002). *Women and Indian Society: Options and Constraints*. Rawat.
- Gupta, A., & Sinha, S. (2005). *Empowerment of Women: Language and other Facets*. Mangal Deep Publications.
- Jha, A.K. (2012). *Gender Inequality and Women Empowerment*. Axis Books.
- Joshi, S.T (2002). *Women and Development: The Changing Scenario*. Mittal Publications.
- Kapur, P. (2001). *Empowering Indian Women*. Publications Division, Ministry of Information and Broadcasting, Government of India.
- Nandal, S. (2012). *Women and Development*. Mittal Publications.
- Narasimhan, S. (1999). *Empowering Women: An Alternative Strategy from Rural India*. Sage Publications.

- National Policy on Education - 1986, Government of India, Ministry of Human Resources Development, Department of Education, New Delhi.
- Rani, G. S. (2012). *Development of Women: Issues and Challenges*. Discovery Publishing House Pvt. Ltd.
- Saksena, A. (2004). *Gender and Human Rights: Status of Women Workers in India*. Shipra Publications.
- Seth, M. (2001). *Women and Development: The Indian Experience.* Sage Publications.
- ভক্তা, ভক্তিভূষণ - ভারতীয় শিক্ষার রূপরেখা।
- মুখোপাধ্যায়, দুলাল, হালদার, তারিণী ও চন্দ, বিনায়ক - সমকালীন ভারতবর্ষ ও শিক্ষা।
- মুখোপাধ্যায়, দুলাল, সরকার, বিজন, হালদার, তারিণী ও পাল, অভিজিৎ কুমার - ভারতে শিক্ষার চলমান ঘটনাবলী।
- পাল, দেবাশিষ ও দেবনাথ, দেবব্রত - স্বাধীনোত্তর ভারতের শিক্ষা ও সমকালীন সমস্যাবলী।
- ইসলাম, নূরুল - ভারতীয় শিক্ষা ইতিহাসের রূপরেখা।

Course Name: **Life Skill Education**

Course Code: **BAEDCSE401**

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

Course Learning Outcomes:

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

1. know about Life Skills and Life Skill Education.

2. develop self-awareness.

3. cultivate empathy towards others.

4. demonstrate effective verbal and written communication skills.

5. apply decision-making frameworks and problem-solving techniques.

6. implement stress management strategies.

7. develop effective coping skills.

8. know methods of Life Skill Education.

Course Content: <u>Theory</u>

Unit I: Introduction to Life Skills and Life Skill Education

- Meaning and Definition of Life Skills

- Importance of Life Skills in day to day life

- Concept and Aims of Life Skill Education

Unit II: Different Types of Life Skills

- Ten life skills laid down by WHO (World Health Organization)

- Self-Awareness and Empathy: Definition, Importance and Strategies

- Communication: Verbal, Non-verbal and Interpersonal-Concept, Importance and Elements

Unit III: Decision-Making and Problem-Solving

- Decision-Making Processes: Concept and Steps in the decision-making process

- Critical Thinking: Concept, Importance of critical thinking in problem-solving

- Problem-Solving Strategies: Identifying and defining problems, Implementing and assessing the effectiveness of solutions.

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

- Stress and Stress Management: Meaning and Types of Stress. Relaxation techniques (e.g., deep breathing, meditation), Time management

- Building Resilience: Importance of resilience in coping with stress, Strategies for developing resilience

- Methods for Life Skill Education: Class Discussion, Brain storming, Role play and simulation, Games and Story telling

Suggested Readings:

- Bhatt, R.I. (2017). *Life Skills Education* (1st Edition). Notion Press Media Pvt Ltd.

- Bofinger, L.D. (2010). *Life Skills for The Student.*

- Davis, M., Eshelman, E. R., & McKay, M. (2008). *The Relaxation and Stress Reduction Workbook*. Oakland: New Harbinger Publications.

- Dobelli, R. (2013). *The Art of Thinking Clearly*. New York: Harper.

- Dudhade, B.A. (2016). *Life Skills Education*. Neelkamal.

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ.* New York: Bantam Books.

- Hanh, T. N. (2013). *The Art of Communicating.* New York: HarperOne.

- Heath, C., & Heath, D. (2013). *Decisive: How to Make Better Choices in Life and Work.* New York: Crown Business.

- Kahneman, D. (2011). *Thinking, Fast and Slow.* New York: Farrar, Straus and Giroux.

- Mahajan, G. (2022). *Life Skills Education* (1ˢᵗ Edition). Shipra Publications.

- McGonigal, K. (2015). *The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It.* New York: Avery.

- Nair, V.R. (2010). *Life skills, Personality and Leadership.* Rajiv Gandhi National Institute of Youth.

- Pandey, S.P. (2012). *Life Skill Education for Adolescents.* Serial.

- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial Conversations: Tools for Talking When Stakes Are High.* McGraw-Hill.

- Ralhan, R. (2022). *Life Skill Education.* Tondon Publication.

- Rao, K.R., & Dinakar, P. (2016). *Life Skills Education* (First Edition). Neelkamal.

- Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life.* Encinitas: Puddle Dancer Press.

- Singaravelu, G. *Education in the Emerging Indian Society.* Neelkamal.

- Singh, M. (2003). *Understanding Life Skills.*

- Sinha M. P., & Ghoshal C. P. (2015). *Kishore Kishorider Jibon Kushalata Siksha.* Progressive Publishers, Kolkata.

- Southwick, S. M., & Charney, D. S. (2012). *Resilience: The Science of Mastering Life's Greatest Challenges.* Cambridge: Cambridge University Press.

- Thomas, G. (2006). *Life Skill Education and Curriculum* (2ⁿᵈ Edition). Shipra Publications.

- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

- Behera, S. K. (2025). Jibandakshata Siksha (Life Skill Education). Rita Book Agency. [Bengali Book].

- পাল, দেবাশিস - জীবনশৈলী শিক্ষা

- নাগ, সুবির - মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা

- চক্রবর্তী, প্রণব কুমার- জীবনের দক্ষতা শিক্ষা. রীতা পাবলিকেশন

5th Semester

Course Name: **Educational Technology**

Course Code: **BAEDCMJ501**

Course Type: MAJOR	Course Details: MJC-7		L-T-P: 4-1-0	
		CA Marks		**ESE Marks**
Credit: 5	**Full Marks: 100**	Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. understand the concept, nature, scope, and evolution of Educational Technology.
2. know about the components of Educational Technology.
3. learn about the relationship between Education and Technology.
4. understand the concept and process of Communication.
5. explore various models of communication and their application in education.
6. use different instructional media and modern tools for effective teaching-learning.
7. develop, design, and evaluate instructional materials using appropriate technology.
8. integrate ICT and digital tools in classroom practices and educational planning.
9. understand recent trends and emerging technologies in the field of education.

Course Content: Theory

Unit -I: Concept and Scope of Educational Technology

- Meaning, Nature, and Scope of Educational Technology

- Evolution of Educational Technology: Traditional to Modern

- Components of Educational Technology: Hardware, Software, and System Approach

- Relationship between Education and Technology

Unit-II: Communication and Instructional Technology

- Concept and Process of Communication

- Types and Models of Communication: Linear, Interactive and Transactional

- Barriers to Effective Communication in Educational Settings
- Concept, Need, and Types of Instructional Technology

Unit- III: Instructional Media and Material Development

- Types of Media: Print, Audio, Visual, and Audio-Visual
- Use and Integration of Projected and Non-Projected Aids in Teaching
- Multimedia Approach in Education
- Designing and Developing Teaching Aids and e-Content (PPTs, Videos, Modules)

Unit- IV: ICT in Education and Emerging Trends

- Concept and Role of ICT in Education
- Use of Computers, Internet, and Educational Software
- Open Educational Resources (OER), MOOCs, LMS (e.g., SWAYAM, Google Classroom, Moodle)
- Smart Classrooms, Virtual Reality, Augmented Reality, Artificial Intelligence in Education

Suggested Readings:

- Aggarwal, J. C. (2004). *Educational technology*. Vikas Publishing House.
- Ally, M. (Ed.). (2009). *Mobile learning: Transforming the delivery of education and Training*. Athabasca University Press.
- Dahiya, S. S. (2005). *Educational technology*. Centre for Policy Research.
- Mahapatra B. C. (2005). *Information Technology and Education.* Sarup and Sons.
- Mangal, S. K., & Mangal, U. (2009). *Essentials Of Educational Technology (7th ed.).* Prentice Hall India.
- Mohanty, J. (2008). *Educational technology*. Deep & Deep Publications Pvt.
- Pandey, P. (2024). *Prajuktibidya ebong siksha (Technology and education)*. Rita Book Agency. [Bengali Version]
- Pathak, R. P. (2003). *New dimensions of educational technology*. Radha Publication.
- Rao, U. (2011). *Educational technology*. Himalaya Publishing House.
- Sampath, K. (2008). *Introduction to educational technology*. Sterling Publication.
- Sharma, V. P. & Prasad, K. (2010). *Advanced Educational Technology*. Pacific Books International.

- Singh C.P., (2006). *Introduction to Educational Technology.* Lotus Press.

- সেন, মলয় কুমার - শিক্ষা প্রযুক্তি বিজ্ঞান। সোমা বুক এজেন্সী।

- পাল, দেবাশিস, বেহেরা, সন্তোষ কুমার, ও পাণ্ডে, প্রণয় - শিক্ষায় প্রযুক্তি বিদ্যা। রীতা পাবলিকেশন।

- মণ্ডল, ভীমচন্দ্র, ও কর, তুহিন কুমার - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা। রীতা পাবলিকেশন।

- চট্টরাজ, শ্যামাপ্রসাদ - শিক্ষা প্রযুক্তি। সেন্ট্রাল লাইব্রেরী।

- মুখোপাধ্যায়, দুলাল, ও কবিরাজ, উদয় শঙ্কর - শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ।

Course Name: **Curriculum Studies**

Course Code: **BAEDCMJ502**

Course Type: MAJOR	Course Details: MJC-8			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. comprehend foundational concepts of curriculum.
2. analyze the bases and objectives of curriculum.
3. evaluate curriculum frameworks and theories.
4. explain the process and significance of curriculum evaluation.
5. compare and contrast formative and summative curriculum evaluation.

Course Content: Theory

Unit -I: Introduction to Curriculum

- Meaning, nature, scope and functions of curriculum
- Concepts of curriculum and syllabus
- Types of curriculum: Explicit, Hidden, Activity Based, Core
- The role of curriculum in achieving educational goals

Unit-II: Bases and objectives of Curriculum

- Philosophical, Sociological, Psychological bases of curriculum
- Need to form objectives of curriculum
- Areas of educational objectives: Bloom's Taxonomy (revised)
- Curriculum content and curriculum organization

Unit- III: Concept of curriculum framework and theories

- Principles of curriculum construction
- NCF-2020
- Technical Model - Tyler's Model (1949), Taba Model of Curriculum Development (1962)
- Non-technical Model – Open Classroom Model, Roger's Model of Interpersonal Relations

Unit- IV: Curriculum Evaluation

- Meaning and Definition of Curriculum Evaluation
- Significance of curriculum evaluation
- Formative Evaluation of Curriculum (Purpose, Methods, Advantage, Disadvantage)
- Summative Evaluation of Curriculum (Purpose, Methods, Advantage, Disadvantage)

Suggested Readings:

- Aggarwal, J. C. (2008). *Curriculum development: Principles and foundations*. Doaba House.
- Brent, A. (2018). *Philosophical Foundations for the Curriculum.* Routledge.
- Das, R. C. (2006). *Curriculum and teaching*. Kalyani Publishers.
- Joshi, S. K. (2007). *Curriculum innovations for 21st century*. APH Publishing Corporation.
- Kumar, K. (1997). *What is worth teaching?* Orient Longman.
- Mohanty, J. (2000). *Modern trends in education*. Deep & Deep Publications.
- NCERT. (2005). *National Curriculum Framework-2005*. NCERT Publication.
- Panda, B. N. (2003). *School curriculum in 21st century*. Anmol Publications PVT. LTD.
- Shukla, R. S. (2010). *Principles of curriculum development*. Laxmi Publications.
- Sinha, S. (2002). *Curriculum reforms in India: A historical study*. Concept Publishing Company.
- Doll, R. C. (1996). *Curriculum improvement: Decision making and process* (9th ed.). Allyn and Bacon.

- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Merrill Prentice Hall.

- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Applied program evaluation* (2nd ed.). Sage Publications.

- Goodlad, J. I. (1994). *Educational renewal: Better teachers, better schools*. Jossey-Bass Publishers.

- Gutek, G. L. (2004). *Philosophical and ideological perspectives on education* (3rd ed.). Allyn and Bacon.

- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues*. Pearson/Merrill Prentice Hall.

- National Council of Educational Research and Training. (2005). *National Curriculum Framework-2005*. NCERT Publication.

- Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.

- Posner, G. J. (2004). *Analyzing the curriculum* (4th ed.). McGraw-Hill.

- Sharma, R.A. (2018). *Curriculum Development and Instruction*. R.Lall Publisher (BOOKMAN).

- Stake, R. E. (2004). *Standards-based and responsive evaluation*. Sage Publications.

- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.

- Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. Pearson Education India.

- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.

- Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (1997). *Program evaluation: Alternative approaches and practical guidelines* (2nd ed.). Longman.

- চট্টোপাধ্যায়, মিহির কুমার, ও পাল, অভিজিৎ কুমার - পাঠক্রম অধ্যয়ন। রীতা পাবলিকেশন।

- চট্টোপাধ্যায়, মিহির কুমার, ও পাণ্ডে প্রণয় - পাঠক্রম চর্চা। রীতা পাবলিকেশন।

- বাগ, কাজল কুমার - কারিকুলাম স্টাডিজ ও এডুকেশন রিসার্চ।

- হালদার, তারিণী, ও মুখার্জী, সন্তোষ- প্রজ্ঞা ও পাঠক্রম - জ্ঞান ও পাঠক্রম। আহেলি পাবলিশার্শ।

- হাজরা, এস - টেকনোলজি ইন এডুকেশন, কারিকুলাম স্টাডিজ। হাজরা পাবলিকেশন।

Course Type: MAJOR	Course Details: MJC-9		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. develop an understanding of the concept and philosophy of inclusive
2. understand education in the context of education for all
3. familiarize with the trends and issues in inclusive education
4. develop an attitude to foster inclusive education
5. develop an understanding of the role of facilitators in inclusive education
6. understand and appreciate the needs of such children in the society
7. understand the necessity of establishing inclusive society.

Course Content: Theory

Unit -I: Introduction to Inclusive Education

- Concept and meaning of inclusive education
- Objectives of inclusive education
- Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment
- Need and importance of inclusive education

Unit-II: Inclusive Education and its evolution

- History of Inclusive Education in India
- Concept of special education and Integrated education
- Mainstreaming and inclusive education of non-inclusive
- Difference between special education, integrated education and inclusive education

Unit- III: Special Educational Needs (SEN) of Learners in Inclusive School

- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)
- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Use of technology to support diverse learning needs

Unit- IV: Educational Reforms for Inclusive Society

- Building an Inclusive school: desired changes in system, structure, practice and culture.
- Education for a multicultural society
- Education for peaceful co-existence
- Role of informal agencies and building an inclusive society

Suggested Readings:

- Dash, M. (2024). *Education of Exceptional children.* Atlantic Publishers and Distributors.
- Polloway, E. A. & Patton, J. R. (2022). *Strategies for Teaching Learners with Special Need.* Pearson.
- Edger, E. B. (1982). *Mentally Handicapped Children: Education and Training.* University Park Press.
- Hooper, S. & Umansky, W. (2013). *Young Children with Special Need.* Pearson.
- Michael, G. *Ideas of Educating Students with Disabilities.*
- দেবনাথ, দেবব্রত ও দেবনাথ, আশিষ কুমার- ব্যতিক্রমী শিশু ও তার শিক্ষা। রীতা বুক এজেন্সী।
- পাল, দেবাশিস, ধর, দেবাশিস ও দাশ, মধুমিতা - অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা। রীতা পাব্লিকশন।
- দে, ঐশ্বর্য্যা- অন্তর্ভুক্তিমূলক শিক্ষা। আহেলি পাবলিশার্স।
- চক্রবর্তী, উর্মি- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা।
- রায়, প্রদীপ্ত রঞ্জন ও রায়, অদিতি - অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা। রীতা বুক এজেন্সী।
- চক্রবর্তী, প্রণব কুমার, ও ব্যানার্জী, দেবশ্রী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা। রীতা বুক এজেন্সী।

Course Name: **Education of Children with Special Needs**

Course Code: **BAEDCMN501**

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

Course Learning Outcomes:

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

1. know about the historical development of education for children with special needs.
2. learn about the meaning, nature, type and scope of special education.
3. understand the various Provisions and Acts regarding Special Education.
4. understand the various causes, preventive measures, barriers, educational programmes with respect to improvement of the children with Special Needs.

Course Content: Theory

Unit -I: Introduction to Special Education

- Concepts and types of exceptional children: Impaired, disabled, handicapped, gifted and creative.
- Meaning, nature, scope, needs and strategies of special education, integrated education, inclusive education.
- A brief history of special education in India.
- Constitutional provisions: RCI Act (1992), PWD Act (1995, 2016), NPPD (2006).

Unit-II: Children with Special Needs and their Education

- Concept, classifications according to various criteria: Intelligence, sense organ, locomotion, speech and other aspects.
- Concept, meaning, type, characteristics, identifications and remedial measures of learning disability, mentally retardation, visually impaired, hearing impaired.
- Identification, causes, classification, characteristics and remedial measures of ADHD, Cerebral Palsy, Autism.

- Meaning, definition, characteristics, identification and Prevention & Treatment of Delinquent Child and Socially Disadvantaged children.

Unit- III: 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.
- Major problems in special education in India.

Unit- IV: Role of different categories of member

- Role of teacher and peer group in the school of the exceptional child.
- Role of family members.
- Role of Community of Exceptional Child.
- Implications of special education

Suggested Readings:

- Bloom, Benjamin, S. (Ed.) (1956). *Taxonomy of Educational Objectives: Handbook for Cognitive Domain*. John Wiley & Sons Inc.
- Clark, C.M. (1987). The Carroll Model-in M.J. Dunkin (Ed.). *The International Encyclopaedia of Teaching & Teacher Education*. Oxford: Pergamon Press.
- Das, R. C. (1993). *Educational Technology: A Basic Text.* Sterling Publishers Private limited.
- De Brisson, A (Ed). (1969). *Programmed Learning Research*. Major Trends, Dumod.
- Erikson, B. (1969). *A Systems Approach to Education. Educational Technology*, Vol.IX. No.6.
- Hill, W.F. (1967). *Learning*. Methuen & Co. Ltd.
- Joyce & Weils (1985). *Models of Teaching*. Prentice Hall of India.
- Mangal, S. K. (2010). *Educating Exceptional Children: An Introduction to Special Education.* PHI.
- Mehra, V. (2004). *Educational Technology*. New Delhi: SSP.
- Mohanty, J. (1992). *Educational Technology*. 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.

- Sahu, S. M. (2007). *Education of Children with Special Needs.* Anmol Publishes.

- চক্রবর্তী, উর্মী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তি মূলক শিক্ষা। আহেলি পাবলিশার্শ

- দেবনাথ, দেবব্রত, ও দেবনাথ, আশিষ কুমার- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা। রীতা বুক এজেন্সি।

- ঘোষ, অরুণ - মানসিক স্বাস্থ্যবিজ্ঞান। এড়ুকেশনাল এন্টারপ্রাইজার্স।

- সেনগুপ্ত, মঞ্জুরি- মনোস্বাস্থ্যবিজ্ঞান।

Course Name: **Educational Thoughts and Ideas of Great Educators**

Course Code: **BAEDCMJ601**

Course Type: MAJOR	Course Details: MJC-10		L-T-P: 4-1-0	
Credit: 5	**Full Marks: 100**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. know about the contribution of eminent Indian educators.
2. understand the contributors of eminent Western educators.
3. understand the Curriculum, Methods of Teaching in the field of education.
4. learn about the Discipline and Role of Teachers in the field of education.

Course Content: Theory

Unit -I: Great Indian Educators – I

- Abul Kalam Azad: Philosophy of life, activities and ideas on education.
- Annie Besant: Educational Philosophy with reference to aims of education, activities and ideas on women education.
- Begum Rokeya: Educational Philosophy with reference to aims of education, activities and ideas on women education.
- Sarvepalli Radhakrishnan: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.

Unit-II: Great Indian Educators –II

- Rabindranath Tagore: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Vivekananda: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.

- Mahatma Gandhi: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Sri Aurobindo: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.

Unit- III: Great Western Educators- I

- John Dewey: Educational Philosophy with reference to aims of education, curriculum methods of teaching, role of teacher and educational implication.
- Bertrand Russell: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Montessori: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Froebel: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.

Unit- IV: Great Western Educators –II

- Rousseau: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Pestalozzi: Educational Philosophy with reference to aims of education, curriculum, methods of teaching, role of teacher and educational implication.
- Ivan Illich's De-schooling Society.
- Paulo Friere and Conscientisation.

Suggested Readings:

- Aggarwal, J. C. (2010). *Psychological Philosophical and Sociological Foundations of Education* (1st Edition). Shipra Publication.
- Banerjee, A. *Philosophy and principles of education.* B. B. Kundu Grandsons.
- Chakraborty, J.C. (2022). *Modern education.* K. Chakraborty Publications.
- Freire, P. (2017). *Pedagogy of the Oppressed*. Penguin Classics.
- Joshi, S. *Educational Thoughts of Rabindranath Tagore*. Crescent Publishing Corporation.
- Joshi, S. *Educational Thoughts of Sri Aurobindo*. Crescent Publishing Corporation.
- Joshi, S. *Educational Thoughts of Swami Vivekananda.* Crescent Publishing Corporation.
- Ivan Illich (1972). De-schooling Society. Harper & Row.

- Mukherjee, K.K. (1972). *Some great educators of the world.* Das Gupta and Co, Kolkata.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. PHI Learning Private Limited.
- Sharma, Anita (2011). *Philosophical and Sociological Foundation of Education.* Global Publication.
- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education.* Kanishka Publishers Distributors.
- বাগ, কাজল কুমার – শিক্ষায় দার্শনিক ভিত্তি ও শিক্ষা নীতি। জে পাবলিকেশন।
- রায়, সুশীল – শিক্ষাতত্ত্ব ও শিক্ষাদর্শন। সোমা বুক এজেন্সী।
- দত্ত, বেবী, ও গুহ, দেবীকা – শিক্ষাদর্শন ও দার্শনিকের অবদান। প্রগতিশীল প্রকাশক।
- পাল, অভিজিৎ কুমার (২০১৮) শিক্ষা দর্শনের রূপরেখা। কলকাতা ক্লাসিক বুকস।

Course Name: **Value and Peace Education**

Course Code: **BAEDCMJ602**

Course Type: MAJOR	Course Details: MJC-11		L-T-P: 4-1-0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. know about the meaning and importance of Value Education.
2. understand how fostering Values and Moral Development.
3. learn about the meaning and importance of Peace Education.
4. understand the aspects of Peace Education and how to establish peace.

Course Content: <u>Theory</u>

Unit -I: Introduction to Value Education

- Value: Meaning, Nature and Concept

- Value Education: Meaning, Nature and Concept

- Needs and Importance of Value Education

- Aims and Scope of Value Education

Unit-II: Value Education and Moral Development

- Value Education in Pluralistic Society

- Morality and Value Education

- Values in classroom

- Fostering Values: Role of Parents, Teachers and Society

Unit- III: Introduction to Peace Education

- Peace: Meaning, Nature and Concept

- Peace Education: Meaning, Nature and Concept

- Needs and Importance of Peace Education

- Aims and Scope of Peace Education

Unit- IV: Aspects of Peace Education and Establishing Peace

- Peace Education and National Integration

- Peace Education and Internationalism

- Values in Peace Education

- Peace Education and Conflict Resolution

Suggested Readings:

- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. Shipra Publications.

- Arya, S. (2017). *Peace Education.* K S K Publishers & Distributors.

- Bagchi, J.P. & Teckchadani, V. (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments* (Vol II)*.* University Book House.

- Brindhamani, M. (2011). *Peace and Value Education.* Discovery Publishing Pvt. Ltd.

- Chakrabarti, M. (2003). *Value Education: Changing Perspectives*. Kanishka Publishers.

- Chand, J. (2007). *Value Education*. Shipra Publications.

- Gupta, N. L. (2000). *Human Values in Education*. Concept Publishing Company.

- Jain, A. (2024). *Peace Education.* Himalaya Publishing House.

- Kumar, S. T. (2019). *Values and Peace Education.* 24by7Publishing.

- Montessori, M. (2024). *Reconstruction in Education & Peace and Education.* Dev Publishers & Distributors.

- Ruhela, S.P. (ed.) (1986). *Human Values and Education.* Sterling Publishers Pvt. Ltd

- Salomon, G., & Nevo, B. (2012). *Peace Education: The concept, principles, and practices around the world*. Psychology Press Ltd.

- Sharma, A. P. (2022). *Peace Education.* Rakhi Prakashan.

- Sharma, R. A. (2016). *Human value of education*. R. Lall Books Depot.

- Sharma, Y. K., & Katoch, K. S. (2007). *Education for Values, Environment and Human Rights*. Deep & Deep Publications.

- Shukla, R. P. (2004). *Value education and human rights*. Sarup Book Publishers.

- Venkataiah, N. (2011). *Value education*. APH Publishing Corporation.

- পাল, অভিজিৎ কুমার ও বেহেরা, সন্তোষ কুমার - শান্তি শিক্ষা, রীতা বুক এজেন্সি।

- রায়, প্রদীপ্ত রঞ্জন ও পাণ্ডে, প্রণয় – শান্তি ও মূল্যবোধ শিক্ষা, রীতা পাবলিকেশন।

- চন্দ, বিনায়ক - শান্তি ও মূল্যবোধের শিক্ষা, আহেলি পাবলিশার্স।

- দত্ত, রিম্মি ও মেটে, জয়ন্ত - মূল্যবোধ ও শান্তি শিক্ষা, কৃণাল বুকস পাবলিশার্স এন্ড ডিস্ট্রিবিউটার্স।

- রায়, প্রদীপ্ত রঞ্জন ও রায়, অদিতি - শিক্ষায় শান্তি ও মূল্যবোধ, রীতা বুক এজেন্সি।

- চট্টোপাধ্যায়, মিহির কুমার ও পান্ডে, প্রণয় - মূল্যবোধ শিক্ষা, রীতা পাবলিকেশন।

Course Type: MAJOR	Course Details: MJC-12		L-T-P: 4-1-0	
Credit: 5	**Full Marks: 100**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			30		70

Course Learning Outcomes:

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

1. know about the concept, nature, scope of Teacher Education.
2. learn about the aims and objectives of Teacher Education at different levels
3. understand the historical development of Teacher Education.
4. know about the role of agencies of Teacher Education.
5. understand different types of Teacher Education Programmes and Professional Development.
6. identify various challenges of Teacher Education in India.
7. know about the condition for improving the Teacher Education in India.
8. learn about the concept and characteristics of Quality and Quality Education.
9. examine the quality management in Teacher education.
10. know about the concept, characteristics and structure of Teacher effectiveness.
11. explore various contemporary issues and innovative practices in Teacher Education

Course Content: Theory

Unit -I: Concept and Evolution of Teacher Education

- Meaning, Nature, and Scope of Teacher Education
- Aims and Objectives of Teacher Education at different levels: Elementary, Secondary and Higher Education)
- Historical Development of Teacher Education in India: Pre- and Post-Independence
- Agencies of Teacher Education: UGC, NCTE, NCERT

Unit-II: Different Types of Teacher Education Programmes & Professional Development

- Pre-service Teacher Education
- In-service Teacher Education
- Orientation and Refresher Courses, Professional Ethics and Code of Conduct for Teachers
- Teacher Education Through Distance Mode

Unit- III: Challenges and Quality Management of Teacher Education

- Challenges of Teacher Education in India
- Suggestions for improving the Condition of Teacher Education in India
- Concept and Characteristics of Quality and Quality Education
- Quality Management of Teacher Education: NAAC, NIRF

Unit- IV: Contemporary Issues and Innovative Practices in Teacher Education

- Teacher effectiveness - Concept, Characteristics and Structure
- Global Trends and Comparative Perspectives in Teacher Education
- Use of ICT and Digital Platforms in Teacher Preparation
- Micro-Teaching, Team Teaching and e- Learning

Suggested Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a developing Society*. Vikas Publishing House Pvt. Ltd.
- Bhargava, M., & Saikia, L. R. (2012). *Teacher in 21st century: Challenges, responsibilities, credibility*. Rakhi Prakashan.
- Chatterjee, M. K., Chakrabarti, P. K., & Pandey, P. (2020). *Karmapurbo o karmakalin sikshak siksha (Pre-service and in-service teacher education)*. Rita Publication. [Bengali Version]
- Chakrabarti, P. K., & Pandey, P. (2020). *Sikshak Siksha (Teacher Education)*. Rita Publication. [Bengali Version]
- Kohli V.K. (1992). *Teacher Education in India*. Vivek Publishers.
- Mohanty, J. (2003). *Teacher Education.* Deep and Deep Publications Pvt. Ltd.
- Mangla, S. (2001). *Teacher Education: Trends and Strategies*. Radha Publications.
- Mohan, R. (2016). *Teacher education*. PHI Learning.
- Mukherjee, S. N. (1968). *Education of teachers in India* (Vols. I–II). S. Chand and Company.
- Mukhopadhyay, M. (2005). *Total Quality Management in Education*. Sage Publications

- Raina, V.T. (1998). *Teacher Education: A Perspective*. Eastern Book House.
- Rajput, J. S., & Walia, K. (2002). *Teacher education in India*. Sterling Publishers Pvt. Ltd.
- Shankar V. (1984). *Education of Indian Teachers*. Sterling Publishers.
- Sharma, S. P. (2004). *Teacher education in India*. Vikash Publications.
- Singh, R. P. (2011). *Teacher Education Today Researches Speak*. Shipra Publications.
- Smith, E.R. (ed.) (1962). *Teacher Education: A Reappraisal*. Harper &Row Publishers.
- ভট্টাচার্য্য, দিব্যেন্দু ও সিংহ, অরুণ কুমার - শিক্ষক শিক্ষণ ও শিক্ষাপদ্ধতি। আলপনা পাব্লিশার্স।
- চক্রবর্তী, প্রণব কুমার ও পাণ্ডে, প্রণয় - শিক্ষক শিক্ষা। রীতা পাবলিকেশন।

Course Name: **Mental Health and Hygiene**

Course Code: **BAEDCMJ604**

Course Type: MAJOR	Course Details: MJC-13			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. develop an appreciation and understand about the concept of mental health and hygiene
2. understand about the concept of adjustment and maladjustment
3. understand about the mental illness
4. understand about role of home and society in maintaining good mental health

Course Content: Theory

Unit -I: Introduction to Mental Health and Hygiene

- Concept, characteristics and factors of mental health.
- History and Importance of mental health.
- Role of home and society in maintaining good mental health.
- Concept, aims, principles, functions and benefits of mental hygiene.

Unit-II: Adjustment and Maladjustment

- Concept, and elements of adjustment and maladjustment.

- Criteria and method of personality adjustment.

- Causes of maladjustment with respect of defense mechanisms.

- Indicators of mal-adjustment (with special reference to anxiety, depression, low self-Esteem, mood swings, phobias and anger).

Unit- III: Mental Health and Illnesses

- Meaning, symptoms, and types of mental illness.

- Treatment, management, and considerations

- Important psychotherapies: Cognitive Behavior Therapy (CBT) and Rational Emotive Behavior Therapy (REBT).

- Importance Psycho-analysis in mental health (with special reference to Sigmund Freud).

Unit- IV: Sex Education

- Concept and needs of sex education.

- Sexual health and reproductive rights.

- Effectiveness of sex education.

- The role of the schools, colleges, and teachers in providing sex education to students.

Suggested Readings:

- Bhan S. & Dutt, N. K. (1986). *Mental health through education.* Vision Books.

- Brown, J. F. (1940). *The Psycho-dynamics of abnormal behavior*. McGraw Hill Book Co.

- Carol, H. A. (1979). *Mental Hygiene.* Prentice Hall.

- Chauhan, J. C. (1986). *Mental Hygiene.* Allied publisher.

- Crow, I. D. & Crow, A. (1970). *Mental Hygiene.* McGraw Hill Book Co.

- Cyril, M. F. (1969). *Behavior Therapy*. McGraw Hill Book Co.

- Dollard, J. & Miller, N. E. (1970). *Personality and Psychotherapy.* Aldine.

- Enelow, A. J. (1978). *Elements of Psychotherapy.* Oxford University Press.

- Howard, S. F. & Mirian, W. S. (2004). *Personality: Classic theories and Modern Research.* Pearson Education Pvt. Ltd.

- Jahoda, M. (1958). *Current Concept of Positive Mental Health.* New Basic Books. Inc.

- Klein, D.B. (1956). *Modern Hygiene.* Henery Holt Company.

- Korchin, S.J. (1986). *Modern Clinical Psychology.* Indian Education CBS Publishers.

- Lorenze, A. Pervin (1990). *Handbook of Personality: Theory and Research.* Guilford Press.
- Maurus, J. O. *Mental Hygiene.* Better Yourself Books.
- Bhargava, M., & Saikia, L. R. (2012). *Teacher in 21st century: Challenges, responsibilities, credibility*. Rakhi Prakashan.
- চক্রবর্তী, উর্মী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তি মূলক শিক্ষা। আহেলি পাবলিশার্শ
- দেবনাথ, দেবব্রত, ও দেবনাথ, আশিষ কুমার- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা। রীতা বুক এজেন্সি।
- ঘোষ, অরুণ - মানসিক স্বাস্থ্যবিজ্ঞান। এড়ুকেশনাল এন্টারপ্রাইজার্স।
- সেনগুপ্ত, মঞ্জুরি- মনোস্বাস্থ্যবিজ্ঞান।
- নাগ, সুবির ও দত্ত, গার্গী- সংগতিবিধানে নির্দেশনা ও পরামর্শদান। রীতা বুক এজেন্সি।

Modalities for Summer Internship under Curriculum and Credit Framework for Undergraduate Programmes

Introduction:

A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term.

Students will be provided with opportunities for internships with **home institutions/College, University, local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations** so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

OBJECTIVE

The internship programs for Employability are to be conceptualized and interactive for building research capabilities/aptitude/skills for

1. Development of project and its execution
2. Decision-making
3. Confidence development
4. Working/coordinating in a team
5. Creative and critical thinking and problem-solving
6. Ethical values
7. Professional development
8. Understanding government/local bodies world of work
9. Reference of resource persons in the field
10. Development of online/ simulation-based module for a virtual research internship
11. Understanding the nuances of building a deep-technology start-up
12. Entrepreneurship
13. Study of the enterprises, farmers, artisans, etc.

Duration of Internship:

60 working Hours for 2 Credits

The course may be conducted during the semester or within one month after completion of 2nd, 4th & 6th Theory ESE (End Semester Examinations) including Evaluation.

Internship Domains:

Any one:

1. Micro Teaching in the classroom (Dept. of Education & Colleges)
2. Field visit and observation of activities of Special School (IICP, Manovikash Kendra, NIOH or any NGO etc.)
3. Field visit and observation of vocational institute / industry.
4. In-depth survey, collection of data (backward and special communities in the local area)
5. Visit to other college and take part in teaching practice.
6. Adult Education Programme in the adjacent college area
7. Visit to any nearby cultural heritage complex and explore the Indian Knowledge System (Offered by the Dept. of Education, KNU).
8. Project on Psychological Test (Offered by the Dept. of Education, KNU)
9. In script and make an educational video for Social and Educational awareness (Dept. of Education & Colleges).
10. Yoga and Mindfulness (Dept. of Education, KNU & under colleges)
11. Visit to nearby slam area and teach the children and make an achievement test (Dept. of Education, KNU & under colleges).
12. Project on Basic Computer Skills and Academic Writing (Abstract, Article, Citation, References / Bibliography as per APA 7th Edition) (Dept. of Education & Colleges)

Internship   Opportunities / Organisation :

Students will undergo internship at **home institutions/ College, University**, **local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations**.

Internship may be as field-work training/training in the laboratory under the supervision of Supervisor from the parent institution (own college) and Mentor from host Institution.

For Examination/ Evaluation

- A report within 3000 to 5000 words to be prepared by the intern under the supervision **of Supervisor from the parent institution** (own college) and **Mentor from host Institution**
- Internship Completion Certificate by the Mentors/ Mentor. and Supervisor /Supervisor
- **Self-assessment and feedback form to be submitted by the Intern.**
- CA :30 Marks will be assessed by the **Supervisor from the parent institution as Continuous assessment in consultation with the Mentor, depending upon performance and attendance of the intern, and report**
- ESE: 20 Marks will be assessed by the External and Internal faculty through seminar presentation and/or viva-voce at the parent institution,
- All Evaluation process along with mark capture for the Course: **Summer Internship (SI601) must be completed by June every year.**

Nodal Officer

Internship Programme will be fully organised, executed and monitored by the R&D cell of Institution through a Nodal Officer, Nodal Officer to be appointed by the Vice Chancellor/ Director/ Principal/ Head of the Institution.

If possible, make a registration system for internship program each year in the website of the parent Institutions so that next year onwards students may get help.

Course Name: Summer Internship

Course Code: SI601

Course Type: **Summer Internship**	Course Details: **SIMC-1**		L-T-P: **0-0-4**	
Credit: **2**	Full Marks: **50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30		**20**	

Summer Internship (after 6th Semester)

1) **Micro Teaching in the Classroom**

Activities:

i.   Step-1: Prepare Lesson Design of ten topics at school level according to choice

ii.   Step-2: Teach each lesson to the students at school level (5 to 10 minutes)

iii. Step-3: Follow the teaching skills

iv.   Step-4: Video Recording the teaching skills

v.   Step-5: Feedback in prescribed proforma

For Report:

• Lesson Design of Ten topics and Recording videos

• Observation and evaluation of skills in the following area:

i.   Introducing the lesson

ii.   Questioning

iii. Lecturing

iv.   Explanation

v.   Use of teaching aids

vi.   Reinforcement

vii. Illustration

2. Field visit and observation of activities of Special School (IICP, Manovikash Kendra, NIOH or any NGO etc.)

A field report template is used to document the observation and analysis of a specific project. It is used by students / researchers to perform the following:

- Introduction
- The objective of the field report
- Document observation and analysis
- Attach photo evidence of observed items
- Assign corrective action for immediate rectification
- Record overall assessment and recommendations
- Conclusion

3. Field visit and observation of Vocational Institute / Industry

Activities:

i. Industry tour
ii. Interactive workshop
iii. Career Counselling Session
iv. Mock Interview
v. Question-answer session

For Report:

- Introduction (Brief overview)
- Objectives
- Observation and Analysis (Infrastructure, Resources, Teaching methods, Student engagement, Student feedback, Challenge)
- Attach photo evidence of observed items
- Record overall assessment and recommendations
- Conclusion

4. In-depth Survey, Collection of data (Backward and Special Communities in the local area)

Activities:

i. Choose date, time, location
ii. Nature of people
iii. Data regarding their needs
iv. Creating targeted programs
v. Conducting interviews
vi. Collaboration with local organization or leaders regarding vocational/ counselling counseling

For Report:

i. Introduction- Purpose of visit and needs of background information
ii. Data collection through interview on - demographic, socio-economic, health, education etc.)
iii. Data analysis- interpretation and conclusion
iv. Report writing
v. Mention any two remarkable case studies
vi. Concluding observation

5. Visit to other college and take part in teaching practice

Activities:

i. Observation
ii. Collaboration with teachers
iii. Assisting in lessons
iv. Feedback sessions
v. Student interaction
vi. Attend seminar
vii. Networking
viii. Reflective practice

For Report:

- Name
- Date of visit
- Name of the host college
- Introduction
- Objective of the visit
- Classroom observation
- Teaching practice
- Collaboration
- Reflection
- Conclusion

6. Adult Education Programme in the adjacent college area

Activities:

i) Find out local area

ii) Group wise arrangement

(Group wise teaching/ Language class/ Math skill/ Health education/ Community welfare/ Job opportunity)

For Report:

- Introduction
- Program Structure
- Particular profile
- Teaching strategies
- Evaluation
- Challenges faced
- Success stories
- Collaboration
- Reflection
- Conclusion

7. Visit to any nearby Cultural Heritage Complex and explore the Indian Knowledge System

For Report:
- Introduction
- Objectives
- Methodology
- Analysis / Discussion
- Impact- Social, Economic, Environment and Education
- Challenges
- Remedies
- Conclusion

8. Project on Psychological Test

For Report:

- Theoretical Part
  - ✓ History of Psychological Test
  - ✓ Definition of Psychological Test
  - ✓ Characteristics of Psychological Test
  - ✓ Types of Psychological Test (with flow chart)
  - ✓ Criteria of good test
- Practical Part
  - ✓ Description about any Psychological Test
  - ✓ Meaning & Types
  - ✓ Construction or Use Standardized Scale
  - ✓ Administration
  - ✓ Analysis and Interpretation

- ✓ Conclusion
- ✓ References

9. In script and make an educational video for Social and Education awareness

For Report:

- Script on any particular topic of Social and Educational Awareness.
    - ✓ Topic
    - ✓ Objectives
    - ✓ Background
    - ✓ Main Role and Characteristics
    - ✓ Social Awareness
    - ✓ Educational Awareness
    - ✓ Conclusion
- Prepare a video with peer group or others.

10. Yoga and Mindfulness

For Report:

- **Theoretical Part:**
    - ✓ Meaning and Definitions of Yoga and Yoga Education
    - ✓ Importance of Yoga in daily life
    - ✓ Ashtanga Yoga
    - ✓ Mindfulness
    - ✓ Characteristics of Mindfulness
- **Practical Part:**
    - ✓ Surya namaskar
    - ✓ Pranayam (controlling the breath)
    - ✓ Strategies for Mindfulness

11. Visit to nearby slam area and teach the children and make an achievement test

For Report / Activities:

- Choose nearby slam area and take permission
- Take a Pre-test of students on any topic (which you like to give treatment / teach).
- Make two groups-A and B on this basis of Achievement Test.
- Teach both groups for 2 months
- Make a Post Test
- Analysis
- Interpret the Result
- Conclusion

12. Project on Basic Computer Skills and Academic Writing (Abstract, Article, Citation, References / Bibliography as per APA 7th Edition) (Dept. of Education & Colleges)

- MS Word
- MS Power Point
- MS Excel
- Abstract
- Article
- Citation
- Reference and Bibliography as per APA 7th Edition
- SPSS
- AI tools for academic writing
- Plagiarism software