



Diamond Harbour Women's University

Curriculum and Credit Framework

Bachelor of Arts in Education

(Four Year Undergraduate Degree Programme)

As per NEP 2020

Course Syllabi

(Effective from Academic Session 2023-24 onwards)

Department of Education, DHWU

Diamond Harbour Women's University
Department of Education
B.A. 4 Year Honours in Education
Course Structure-NEP 2020
2023

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09/06/23

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09/06/23

Head
Department of Education
Burdwan University
Burdwan

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09/06/2023
Head
Department of Education
Diamond Harbour Women's University

DKD
9.6.23
Dr. Usashi Kundu (De)
Assistant Professor
Department of Education
Diamond Harbour Women's University

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9/06/23
Dr. Indrani Ghosh
Assistant Professor
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09/06/23
Dr. Ashis Kumar Debnath
M.Phil, Ph.D., B.Ed.
Asst. Professor, Dept. of Education
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Diamond Harbour Women's University
Faculty of Arts, Department of Education
Course Code Structure Sample
4-Year B.A. Programme

Year	Sem	Code for DSC	Code for Minor	Code for Multi-Disciplinary	Code for Ability Enhancement Course	Code for Skill Enhancement Course	Code for Value Added Course	Code for Vocational Course	Code for Internship etc.	Code for Dissertation(Honours with Research)	Total Credits	Marks
1	1	C1101(4) C1102(4)	G1103(4)	MD-1(3)	AEC-1(2)	SEC-1(4)	VAC-1(2) ENVS/TH				23	350
	2	C1201(4) C1202(4)	G1203(4)	MD-2(3)	AEC-2(2)	SEC-2(4)	VAC-2(2) ENVS(PROJE CT)	VOC-1(6)			29	400
2	3	C2101(4) C2102(4)	G2103(4)	MD-3(3)	AEC-3(2)	SEC-3(4)					21	300
	4	C2201(4) C2202(4) C2203(4) C2204(4)	G2205(4)		AEC-4(2)			VOC-2(6)			28	400
3	5	C3101(4) C3102(4) C3103(4) C3104(4)	G3105(4)						INT(3)		23	300
	6	C3201(4) C3202(4) C3203(4) C3204(4)	G3205(4)								20	250
4	7	C4101(4) C4102(4) C4103(4) C4104(4)	G4105(4)							DISPART 1(1X4=4)	24	300
	With out Rese arch	C4101(4) C4102(4) C4103(4) C4104(4) C4106(4)	G4105(4)								24	300
4	8	C4201(4) C4202(4)	G4203(4)							DISPART 2(2X4=8)	20	250
	Wit hout Res earc h	C4201 (4) C4202 (4) C4204 (4) C4205 (4)	G4203(4)								20	250
											188	2550

DSC Paper= 4 Credit; Minor = 4 credit; MD= 3Credit; AEC=2Credit; SEC=4 Credit; VAC=2 Credit; VOC= 6 Credit; INT = 3 Credit

Sl no.	Broad Category of Course	Course name	Course code	Course credit	Course Marks	
1	Major(Core)	1.	Introduction to Education	C1101	4	50
		2.	History of Education	C1102	4	50
		3.	Philosophical Foundation of Education	C1201	4	50
		4.	Psychological Foundation of Education	C1202	4	50
		5.	Educational Technology-I	C2101	4	50
		6.	Curriculum Studies	C2102	4	50
		7.	Sociological Foundation of Education	C2201	4	50
		8.	Educational Research	C2202	4	50
		9.	Administration of Psychological Tests	C2203	4	50
		10.	Mental Hygiene	C2204	4	50
		11.	Educational Management	C3101	4	50
		12.	Educational Technology-II	C3102	4	50
		13.	Contemporary Issues in Indian Education	C3103	4	50
		14.	Population Education	C3104	4	50
		15.	Educational Measurement and Evaluation	C3201	4	50
		16.	Women Education	C3202	4	50
		17.	Open and Distance Education	C3203	4	50
		18.	Peace Education	C3204	4	50
		19.	Teacher Education	C4101	4	50
		20.	Guidance and Counseling	C4102	4	50
		21.	Comparative Education	C4103	4	50
		22.	Value Education	C4104	4	50
		23.	The Great Educators	C4201	4	50
		24.	Inclusive Education	C4202	4	50
2	Minor Stream	1.	Educational Philosophy	G1103	4	50

		2.	Educational Psychology	G1203	4	50
		3.	Educational Sociology	G2103	4	50
		4.	History of Education	G2205	4	50
		5.	Women Education	G3105	4	50
		6.	Education for Children with Special Needs	G3205	4	50
		7.	Contemporary Issues in Indian Education	G3204	4	50
		8.	Inclusive Education	G4203	4	50
3	Multidisciplinary	1.	Philosophical Foundation in Education	MD-1	3	50
		2.	Psychological Foundation of Education	MD-2	3	50
		3.	Modern History of Education	MD-3	3	50
4	Ability Enhancement Courses(AEC)	1.	Bengali	AEC-1	2	50
		2.	English	AEC-2	2	50
		3.	Bengali	AEC-3	2	50
			English	AEC-4	2	50
5	Skill Enhancement Courses(SEC)	1.	Administration of Psychological Tests	SEC-1	4	50
		2.	Test Construction	SEC-2	4	50
		3.	Preparation of Teaching Aids	SEC-3	4	50
6	Value Added Courses common for all UG	1.		VAC-1	2	50
		2.		VAC-2	2	50
7	Summer Internship			INT	3	50
8	Research Project/Dissertation(for students who get above 75% marks)		Research Project/Dissertation	DIS-1	4	50
				DIS-2	8	100
	Students who get below 75% marks	1.	Evaluation in Education	C4106	4	50
		2.	Educational Statistics	C4204	4	50
		3.	Essentials of Teaching	C4205	4	50
	Total					

Major course-1

Introduction to Education (C1101)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To define Education;
- To state the role of Education;
- To narrate different types of Education;
- To describe the agencies of Education;
- To enumerate the factors of Education.

Unit-I: Concept of Education (24 Class Hours)

- a. Education: Meaning, Nature and Scope
- b. Aims of education – Individual, Social, and National Development.
- c. Objectives of Education with reference to report of Delor's commission (UNESCO,1996)
- d. Role of Education: National Integration, International Understanding, Democracy

Unit-II: Types of Education (24 Class Hours)

- a. Formal, Informal & Non- formal (Concept only)
- b. Generalized Education, Professional Education, Vocational Education, Technical Education
- c. Face-to-face Mode of Education & Distance Education
- d. Child-centered & Teacher-directed Education

Unit-III: Agencies of Education (18 Class Hours)

- a. Home & Family
- b. Institution
- c. Community: Library, Club
- d. Mass-media: Television, Radio, Cinema and Newspaper

Unit-IV: Factors of Education (24 Class Hours)

- a. Learner: Influence of heredity and environment on the learner
- b. Teacher: Qualities and duties of a good teacher
- c. Educational Institution
- d. Curriculum: Concept and Types; Co-curricular activities

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
- [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]
- [REDACTED]. [REDACTED] – [REDACTED]
- [REDACTED] – [REDACTED]

Major course-2

History of Education (C1102)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To describe features of education in India during ancient period;
- To narrate features of education in India during medieval period;
- To explain the development of education in India during British Period (1800-1853);
- To discuss the development of education in India during British Period (1854- 1905);
- To elaborate the development of education in India during British Period (1917-1946);

Unit-I: Education in India during Ancient and Medieval Period(24 Class Hours)

- a. Vedic
- b. Brahmanic
- c. Buddhistic
- d. Islamic

(Special reference to aim, curriculum, teaching method, teacher-pupil relation)

Unit-II: Education in India during British Period (1800-1853) (18 Class Hours)

- a. Sreerampore trio and their contribution in the field of education
- b. Charter Act, Oriental-occidental controversy
- c. Macaulay Minute and Bentinck's resolution
- d. Adam's report

Unit-III: Education in India during 1854-1905 (24 Class Hours)

- a. Wood's Despatch 1854
- b. Impact of Bengal Renaissance on Education
- c. The Indian Universities Act 1904
- d. National Education Movement

Unit-IV: Education in India during 1905-1946(24 Class Hours)

- a. Curzon's Educational Policy
- b. Sadler Commission
- c. Basic Education
- d. Sargent Plan 1944

Suggested Readings:

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- Nurulla& Naik- A Students History in India
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S.N. Mukerjee- Modern Indian Education
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India

Major course-3

Philosophical Foundation of Education (C1201)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To define meaning of philosophy.
- To describe relation between Philosophy and Education.
- To analyze the relation among Philosophy, Sociology and History.
- To discuss the importance of philosophy in education.
- To describe the Indian schools of philosophy and their impact on education.
- To explain the western schools of philosophy and their impact on education.
- To elucidate the philosophical thoughts of the great educators.

Unit-I: Concept of Educational Philosophy (18 Class Hours)

- a. Meaning of Philosophy and Education
- b. Relation between Philosophy and Education
- c. Relation of Philosophy with Sociology and History
- d. Significance of Educational Philosophy

Unit-II: Indian Schools of Philosophy (24 Class Hours)

- a. Vedic School –Sankhya
- b. Vedic School –Yoga
- c. Non-Vedic School –Buddhism
- d. Non-Vedic School –Jainism

Unit-III: Western Schools of Philosophy(24 Class Hours)

- a. Idealism
- b. Naturalism
- c. Pragmatism
- d. Realism

Unit-IV: Great Educators (24 Class Hours)

- a. Rabindranath Tagore
- b. Aurobindo
- c. Rousseau,
- d. Dewey

Suggested Readings:

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy, USA: Pearson.
- J. C. Aggarwal- Theory and Principles of Education
- J. C. Aggarwal – Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
- M. Sharma – Educational Practices of Classical Indian Philosophies
- 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.
- S. P. Chaube&A. Chaube – Foundations of Education
- S. S. Ravi – A Comprehensive Study of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. NewDelhi.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

Major course-4

Psychological Foundation of Education (C1202)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To state the meaning of Psychology and be acquainted with its different aspects;
- To describe the patterns of different aspects of human development and relate this knowledge with Education;
- To explain the concept, factors and theories of learning;
- To discuss the concept of intelligence and emotional intelligence.

Unit-I: Relation between Psychology and Education(18 Class Hours)

- a. Meaning and definition of Psychology
- b. Meaning and definition of Education
- c. Relation between Psychology and Education
- d. Nature, Scope and Significance of Educational Psychology

Unit-II: Stages and Types of Human Development and their Educational Significance (24 Class Hours)

- a. Growth and Development: Meaning, stages, principles, factors
- b. Piaget's Cognitive Development theory
- c. Erikson's Psycho-Social Development theory
- d. Kohlberg's Moral Development theory

Unit-III: Learning: Concept, Factors and Theories (24 Class Hours)

- a. Concept and Characteristics of learning
- b. Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- c. Theories: Connectionism (Trial and Error, Classical, Operant conditioning), Insightful learning
- d. Vygotsky's Social Development theory and Bandura's Social Learning theory.

Unit-IV: Intelligence (24 Class Hours)

- a. Concept of Intelligence
- b. Theories of Intelligence by Spearman, Thorndike, and Guilford
- c. Types and uses of Intelligence Tests
- d. Concept of Emotional Intelligence and E.Q.

Suggested Readings:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. S. Chauhan- Advanced Educational Psychology
- S. K. Mangal- Advanced Educational Psychology
- Woolfolk- Educational Psychology
- E. B. Hurlock- Child-development
- L. E. Berk- Child-development

Major course-5

Educational Technology (C2101)

Full Marks - 50

Credit-4

Objectives:

After completion of the course, the learners will be able-

- To discuss the concept, nature and scope of Educational Technology;
- To explain the role of Communication & Multimedia Approach in the field of Education;
- To discuss the Teaching-Learning Process and Models of teaching;
- To describe the role of Technology in Modern Teaching-Learning process.

Unit-I: Educational Technology (24 Class Hours)

- a. Concept of Educational Technology
- b. Meaning, Nature, and Scope of Educational Technology
- c. Components of ET: Hardware, Software, and System approach
- d. Educational Technology and Instructional Technology

Unit-II: Classroom Communication and Media used (20 Class Hours)

- a. Meaning, Nature, Types, and Components of Communication
- b. Barriers of classroom communication and strategies of overcoming barriers in communication
- c. Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits
- d. Computer Assisted Instruction

Unit-III: Teaching-Learning and Models of Teaching (24 Class Hours)

- a. Nature and Characteristics of Teaching
- b. Phases of Teaching: Pre-active, Inter-active & Post-active
- c. Levels of Teaching: Memory, Understanding, Reflective
- d. Mastery Learning

Unit-IV: ICT and e-Learning (22 Class Hours)

- a. Concept of ICT and e – Learning
- b. Nature and Characteristics of e-Learning
- c. Massive Open On-line Course (MOOC)
- d. Different approaches of learning, Collaborative learning, Project based learning and Co-operative learning

Suggested Books:

- J.C. Aggarwal-Educational Technology
- K.Sampath-IntroductiontoEducational Technology
- R.P.Pathak-NewDimensionsofEducationalTechnology
- U.Rao–EducationalTechnology
- K.L.Kumar-Educational Technology
- J.Mohanty-EducationalTechnology
- J.C.Aggarwal-EducationalTechnology
- S.S.Dahiya-EducationalTechnology

Major course-6

Curriculum Studies (C2102)

Full Marks - 50

Credit-4

Objectives:

After completion of the course, the learners will be able-

- To illustrate the meaning, nature, scope, determinants, and functions of Curriculum;
- To discuss the types and bases of curriculum;
- To discuss the bases of curriculum construction, evaluation, and innovation;
- To describe the development of curriculum in India.

Unit-I: Concept of Curriculum(22 Class Hours)

- a. Meaning, Nature, Scope and functions of Curriculum
- b. Determinants of Curriculum
- c. Different Types of Curriculum
- d. Bases of Curriculum: Philosophical, Sociological & Psychological

Unit-II: Curriculum Planning, Development, and Implementation (24 Class Hours)

- a. Models of Curriculum Design: Traditional and Contemporary
- b. Competency based Model
- c. Outcome based Integrative Model
- d. CIPP Model (context, Input, Process and Product)

Unit-III: Curriculum Evaluation(20 Class Hours)

- a. Meaning of curriculum Evaluation
- b. Purpose of Curriculum Evaluation
- c. Approaches to Curriculum Evaluation
- d. Models of curriculum evaluation: Tyler's Model

Unit-IV: Curriculum Development in India (24 Class Hours)

- a. Curriculum Implementation since New Education Policy- Primary and Secondary
- b. Implementation of NCF-2005
- c. Implementation of Curriculum Review Committee Report (UGC)
- d. CBCS

Suggested Books:

- M.Talla –Curriculum Development: Perspectives, Principles
- N.Bhalla-Curriculum Development
- P.H.Taylor & C.M. An Introduction to Curriculum Studies

Major course-7

Sociological Foundation of Education (C2201)

Full Marks-50

Credit-4

Objectives:

The students will be able-

- To understand the concept of Educational Sociology
- To know the concept of Social groups
- To understand the meaning of socialization
- To understand the meaning of social change and meaning of social process
- To know about the different social issues

Unit-I: Educational Sociology(20 Class Hours)

- a. Concept, Nature, and scope of Educational Sociology
- b. Relation between Education and Sociology
- c. Difference between Educational Sociology and Sociology of Education
- d. Sociology of Education- Concept and Nature

Unit-II: Social Group and Socialization(24 Class Hours)

- a. Social Group- Concept and types
- b. Agencies of education
- c. Socialization- concept, features
- d. Education and Socialization

Unit-III: Education and Social Process(24 Class Hours)

- a. Social Change and Education
- b. Social Mobility
- c. Social Stratification
- d. Social Interaction

Unit-IV: Social issues and challenges(22 Class Hours)

- a. Women's Education
- b. Education of the SC/ST and other disadvantaged sections
- c. Education for poverty eradication
- d. Unemployment

Suggested Readings:

- Shukla, S & K Kumar, Sociological perspective in Education, New Delhi, Chanakya Publications, (1985)
- Bhattacharjee, Srinvas, Philosophical and Sociological foundation of Education, Herald book service (1996)
- Saxena, N. R. Philosophical and Sociological foundation of Education, R. Lal book Depot., Meerut, (1956)
- Sharma, S. N. Philosophical and Sociological foundation of Education, Herald book service, Faridabad, (1995)
- Sodhi, T. S & Suri Aruna. Philosophical and Sociological foundation of Education, H. P Bhargav Book House, Agra. (1998)

Major course-8

Educational Research (C2202)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To define and explain the nature of research;
- To identify the sources of knowledge;
- To describe the needs of research in education;
- To describe the various types of research;
- To understand the research problem;
- To understand the review of related literature;
- To cite examples of dependent and independent variables;
- To explain the research questions, hypothesis, population, sample and sampling;
- To understand data and data gathering tools;
- To differentiate between descriptive and inferential statistics.

Unit-I: Research- Meaning and Nature(20 Class Hours)

- a. Meaning and Nature of Research
- b. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- c. Steps of scientific study
- d. Need of Research in Education

Unit-II: Educational Research- Meaning, Nature and Types (24 Class Hours)

- a. Meaning, Nature and Scope of Educational Research
- b. Types of Research: Basic, Applied & Action Research; Longitudinal and Cross-Sectional Research
- c. Historical, Descriptive and Experimental Research (Concept only)
- d. Importance of Educational Research

Unit-III: Basic Ideas of Research (22 Class Hours)

- a. Characteristics of a good Research Problem
- b. Review of Related Literature – purpose
- c. Variables – Dependent and Independent
- d. Research Questions (concept only) and Research Hypothesis (meaning and types) Population, Sample and Sampling technique (concept only)

Unit-IV: Research Data (24 Class Hours)

- a. Qualitative and Quantitative data
- b. Tool of data collection- meaning, characteristics, importance
- c. Merits and demerits of Questionnaire and Interview
- d. Descriptive and Inferential statistics (Concept only)

Suggested Readings:

- L. Koul – Methodology of Educational Research
- S. K. Mangal- Statistics in Education and Psychology
- A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- J. W. Best & J. V. Kahn – Research in Education
- J. W. Creswell – Educational Research
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Major course-9

Administration of Psychological Tests (C2203)

**Full Marks - 50
Credit-4**

Major course-10

Mental Hygiene (C2204)

Full Marks-50

Credit-4

Objectives:

The students will be able-

- To understand the concept of Mental Hygiene;
- To understand the concept of Mental Health;
- To know the role of home and school for good mental health;
- To know the concept of adjustment and maladjustment;
- To know about mental illness and its precautions.

Unit-I: Concept of Mental Hygiene

- a. Meaning of Mental Hygiene
- b. Nature and scope of Mental Hygiene
- c. Historical background of Mental Hygiene
- d. Aims and purposes of Mental Hygiene

Unit-II: Concept of Mental Health

- a. Concept and nature of Mental Health
- b. Symptoms of good Mental Health
- c. Importance and principle of Mental Health
- d. Role of teacher in promoting good Mental Health

Unit-III: Adjustment

- a. Concept, types, and criteria of Adjustment
- b. Role of teachers in Adjustment
- c. Concept of Maladjustment
- d. Causes of Maladjustment

Unit-IV: Mental Disorders

- a. DSM IV
- b. Depression Disorder- Symptoms, Prevention, Treatment
- c. Stress- coping strategies
- d. Cognitive Disorder- Symptoms, Prevention, Treatment

Suggested Readings:

- S. S. Chauhan- Mental Hygiene- A Science of Adjustment.
- J. Mohanty- Abnormal Psychology.
- Sarason&Sarason- The Problem of Maladaptive Behavior
- M. Sengupta- Mano Swasthaviggan
- A. Ghosh- ManashikSwasthaViggan

Major course-11

Educational Management (C3101)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand the concept of Educational Management;
- To explain the meaning and functions of Educational Administration;
- To explain the meaning and purpose of Supervision;
- To understand the concept of Educational Planning;
- To discuss the functions of some selected Administrative Bodies.

Unit-I: Concept of Educational Management(24 Class Hours)

- a. Meaning, Nature and Scope of Educational Management
- b. Functions and Need of Educational Management
- c. Types of Educational Management- Centralized, Decentralized, Autocratic, Democratic and Laissez-faire

Unit-II: Concept of Educational Administration and Supervision(24 Class Hours)

- a. Meaning and Functions of Educational Administration
- b. Meaning and Purpose of Supervision
- c. Difference between Supervision and Inspection
- d. Relationship among Management, Administration and Supervision

Unit-III: Concept of Educational Planning(23 Class Hours)

- a. Meaning, Need and Significance of Educational Planning
- b. Types of Educational Planning
- c. Strategies and Steps in Educational Planning
- d. Education in the last two Five Year Plans

Unit-IV: Functions of Various Administrative Bodies(19 Class Hours)

- a. UGC
- b. NAAC
- c. NCERT
- d. NCTE

Suggested Readings:

- J. C. Aggrawal- Educational Administration, Management and Supervision
- J. Mohanty- Educational Administration, Supervision and School Management
- I. S. Sindhu- Educational Administration and Management
- B. N. Dash- School Organisation, Administration and Management
- A. Goel & S. L. Goel- Educational Administration and Management
- P. D. Shukla- Administration of Education in India

Major course-12

Educational Technology-II (C3102)

Full Marks - 50

Credit-4

Objectives:

After completion of the course, the learners will be able-

- To discuss the Meaning of Programmed Learning, nature and scope of Educational Technology;
- To explain the Meaning of Teaching Model, Fundamental Elements of Teaching Models
- To discuss the Teacher Behaviour and Teaching Behaviour and Flander's Interaction Analysis of teaching;
- To describe the role of Technology in Modern Teaching-Learning process.

Unit-I: Programmed Instruction /Programmed Learning (24 Class Hours)

- a. Definitions and Meaning of Programmed Instruction
- b. Characteristics and Fundamental Principles of Programmed Learning
- c. Application of Programmed Learning in India
- d. Types of Programming (Linear, Branching)

Unit-II: Teaching Models (22 Class Hours)

- a. Definition and Meaning of a Teaching Model
- b. Fundamental Elements of a Teaching Model
- c. Advanced Organizer Model
- d. Concept Attainment Model

Unit-III: Teacher Behaviour and Interaction Analysis (24 Class Hours)

- a. Meaning of Teacher Behaviour and Teaching Behaviour
- b. Chief Characteristics of Teaching Behaviour
- c. Desirable Behaviour in Teaching
- d. Flanders's Interaction Analysis Category System

Unit-IV: Education and System Analysis(20 Class Hours)

- a. Meaning and Definitions of System Analysis
- b. Steps in System Approach
- c. Model of an Instructional System, Flow Diagram
- d. Approach to Instructional Diagram: Role of the Teacher in the System Approach

Suggested Books:

- J.C.Aggarwal-EducationalTechnology
- K.Sampath-IntroductiontoEducationalTechnology
- R.P.Pathak-NewDimensionsofEducational Technology
- U.Rao–Educational Technology
- K.L.Kumar-Educational Technology
- J.Mohanty-EducationalTechnology
- J.C.Aggarwal-EducationalTechnology
- S.S.Dahiya-EducationalTechnology

Major course-13

Contemporary Issues in Indian Education (C3103)

Full marks-50

Credit-4

Objectives:

After completion of the course the learners will be able-

- To explain constitutional provisions in Indian Education;
- To understand the problems, effectiveness, application, present relevance of different Education Commissions;
- To explain the concept, role of Higher Education, Knowledge Commission and RUSA;
- To discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Equality & Equity in Education.

Unit-I: Education Provision in the Constitution of India (22 Class Hours)

- a. Fundamental Rights
- b. Directive Principles of State Policy
- c. Fundamental Duties
- d. Central-State Relationship

Unit-II: Recommendations of various Commissions after Independence (24 Class Hours)

- a. University Education Commission (1948-1949)
- b. Secondary Education Commission (1952-53)
- c. Indian Education Commission (1964-66)
- d. National Policy of Education (1986)

Unit-III: Higher Education in India (20 Class Hours)

- a. Role of Higher Education
- b. Knowledge Commission
- c. RUSA
- d. Problems of Higher Education in India

Unit-IV: Issues in Education (24 Class Hours)

- a. Peace Education: Meaning, aims & objectives, need
- b. Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development
- c. Inclusive Education: Meaning, Need
- d. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education

Suggested Books:

- 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

Major Course-14

Population Education (C3104)

Full Marks-50

Credit-4

Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies.

Unit-1: Meaning and Concept of Population Education

- a. Meaning & Concept of Population Education
- b. Scope & objectives of Population Education.

Unit-II: Historical Development of Population Education

- a. Historical development of Population Education and education programme in India.
- b. Some major thrust areas of population education-
 - Family planning
 - Adolescent education.

Unit-III: Population Growth and Problems in India

- a. Definition of population growth.
- b. Factors influencing population growth- fertility, mortality, and migration.
- c. Causes of rapid population growth
- d. Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

- a. Curriculum of Population education at different stages.
- b. Role of population policy in India.
- c. Role of Teacher in making awareness of population explosion.
- d. Community sensitisation programme of early marriage and child labour etc.

Suggested Books:

- 1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
- 2) Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
- 3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
- 4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi110002.
- 5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
- 6) Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.

Major course-15

Educational Measurement and Evaluation (C3201)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand the concepts of Measurement and Evaluation in Education;
- To be acquainted with the process of Evaluation;
- To be acquainted with different types of measuring instruments and their uses;
- To develop understanding of the concepts of Validity and Reliability and their importance in Educational Measurement;
- To be acquainted with the principles of test construction.

Unit-I: Measurement and Evaluation in Education(20 Class Hours)

- a. Concept of Educational Measurement and Evaluation
- b. Need and Scope of Educational Measurement and Evaluation
- c. Relation between Measurement, Assessment and Evaluation
- d. Scales of Measurement- Nominal, Ordinal, Interval and Ratio

Unit-II: Evaluation Process(20 Class Hours)

- a. Evaluation Process: Concept, Types (Formative and Summative)
- b. Types and Steps of Evaluation
- c. Norm-Referenced Test and Criterion Referenced Test
- d. Grading and Credit System

Unit 3: Tools and Techniques of Evaluation(25 Class Hours)

- a. Concept of Tools and Techniques
- b. Testing Tools
 - i) Educational: Essay type and Objective type
 - ii) Psychological: Personality Test, Interest Test, Intelligence Test
- c. Non Testing Tools- Cumulative Record Card
- d. Techniques:
 - i) Self reporting: Interview, Questionnaire
 - ii) Observation

Unit 4: Criteria of a Good Tool and its Construction(25 Class Hours)

- a. Characteristics of a good tool
 - i) Objectivity- Concept
 - ii) Reliability- Concept, Methods of determining Reliability
 - iii) Validity- Concept and Types
 - iv) Norms- Concept and Types
 - v) Usability- Concept
- b. Steps for construction and standardization of Achievement Test

Suggested Readings:

- J. C. Aggrawal- Essentials of Examination System, Evaluation, Tests and Measurement
- R. M. Kaplan & D. P. Saccuzzo- Psychological Testing, Principles, Applications and Issues
- K. D. Hopkins- Educational and Psychological Measurement and Evaluation
- A. K. Singh- Tests, Measurement and Research methods in Behavioural Sciences
- L. J. Cronbach- Essentials of Psychological Testing
- R. A. Sharma- Mental Measurement and Evaluation

Major course-16

Women Education (C3202)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand the concept and development of Women's Education in India;
- To know about the problems and constraints of Women's Education;
- To study the recent trends in Women's Education; and
- To understand the aspects relating to women's health

Unit-I: Introduction to Women's Education(24 Class Hours)

- a. Concept, Need, and Scope of Women's Education
- b. Development of Women's Education in the Pre-Independence Era
- c. Constitutional Provisions relating to Women's Education
- d. Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992, Commissions and Committees on Women's Education

Unit-II: Women's Education- Problems and Perspectives(24 Class Hours)

- a. Gender Parity in Education- Enrolment Ratios and Dropout Rates
- b. Women's Education as a tool of Women Empowerment
- c. Vocational, Adult, and Non-Formal Education for Women's Development
- d. Women and Higher Education

Unit-III: Recent Trends in Women's Education(22 Class Hours)

- a. Women's Education and Social Transformation
- b. Changing role of women in the society
- c. Effect of Globalisation on Women's Education
- d. Effect of ICT on Women's Education

Unit-IV: Women and their Health(20 Class Hours)

- a. Health Status of women in India- Mortality and Morbidity factors influencing Health
- b. National Health and Population Policies and Programmes- Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age
- c. Common Nutritional Diseases and their Preventive Measures
- d. Spread of HIV and AIDS and its impact on women; Preventive measures

Suggested Readings:

- Agarwal, S. P., Women's Education in India, Eastern Book Depot, Guwahati, 2001.
- Gupta, N. L., Women Education through Ages, Eastern Book Depot, Guwahati, 2000.
- Hart, H. R., Belsey, A. M., & Taemo, E., Integrating Maternal and Child Health Services with Primary Health Care, WHO Geneva, B. R. Publishing Co., New Delhi.
- Joshi, S. T., Women and Development: The Changing Scenario, Mittal Publications, New Delhi, 1999.
- Kumar, R., Women and Leadership, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Kumar, R., Women in Politics, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Sharma, N., HIV-AIDS in Women and Children, Pearl Books, New Delhi, 2007.
- Sharma, U., Women Education in Modern India, Commonwealth Publisher, New Delhi, 1995.
- Shanthi, K., Women in India: Retrospect and Prospect, Anmol Publishers Pvt. Ltd, New Delhi, 2005.

Major course-17

Open and Distance Education (C3203)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To explain the meaning, characteristics, objectives, merits & demerits of open and distance education;
- To discuss the mode and strategies of distance education;
- To describe the relationship among Non-formal, Correspondence, Distance and Open Education;
- To discuss the present status of distance and open education in India;
- To describe the curriculum pattern of open learning;
- To discuss the instructional techniques for Distance and Open Education;
- To explain the role of multi-media in Distance and Open Education;
- To discuss the problems and remedies of distance and open education in India.

Unit-I: Concept of Open and Distance Education(24 Class Hours)

- a. Meaning and definition of Open and Distance Education
- b. Objectives and Characteristics of Open and Distance Education
- c. Merits and limitations of Open and Distance Education
- d. Significance of Open and Distance Education

Unit-II: Strategies of Distance Education (24 Class Hours)

- a. Mode of Distance Education
- b. Strategies of Distance Education
- c. Relationship among Non-formal, Correspondence, Distance and Open Education
- d. Difference between Open and Distance Education

Unit-III: Status of Open and Distance Education in India (24 Class Hours)

- a. Present status of Open and Distance Education in India
- b. Curriculum for Open and Distance Education
- c. Instructional techniques for Open and Distance Education
- d. Role of multi-media in Distance and Open Education

Unit-IV: Problems and remedies of Distance and Open Education in India (18 Class Hours)

- a. Salient features of Central Open University
- b. Salient features of State Open University
- c. Problems of Distance and Open Education in India
- d. Measures for strengthening Distance and Open Education in India

Major Course-18

Peace Education (C3204)

Full Marks-50
Credit-4

Course Objectives:

After end of this course learner will able to:

- Explain the concept, aims, objectives, scope, need and factors of Peace Education.
- Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education
- Explain the principles and curriculum of Peace Education □Discuss the role of education in Peace Education.
- Understand the approaches of Peace Education

UNIT-1: Concept of Peace Education

- a. Peace Education : Meaning, nature, aims, objectives & scope
- b. Need of Peace Education.
- c. Factors of peace education: unemployment, terrorism, religion.

UNIT-2: Key Thinkers of Peace Education

- a. **Indian Context:**
 - Rabindranath Tagore,
 - Sri Aurobinda
- b. **Global context:**
 - Montessori
 - John Dewey

UNIT-3:Peace Education Programme in School

- a. Principles of peace education
- b. Curriculum and Peace Education.
- c. Quality of a teacher as a peace educator

UNIT-4: Approaches of Peace Education

- a. Participatory Education
- b. Co-operative Learning

Reading List

1. Krishnamurti, J. Education and the Significance of Life
2. Kumar, K. Learning from Conflict.
3. Kumar, K. Battle for Peace.
4. NCERT. Ways to Peace
5. UNESCO. Learning the Way of Peace: Teacher's Guide.

6. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

Major course-19

Teacher Education (C4101)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand about the concept, scope, need, and aims of Teacher Education in India;
- To understand the historical development of Teacher Education in India;
- To be acquainted with the different programmes of Teacher Education; and
- To comprehend the role and functions of various agencies associated with Teacher Education.

Unit-I: Concept of Teacher Education(20 Class Hours)

- a. Meaning, Concept, and Scope of Teacher Education
- b. Need and Significance of Teacher Education
- c. Aims and Objectives of Teacher
- d. Models of Teacher Education

Unit-II: Historical Perspective of Teacher Education(24 Class Hours)

- a. Teacher Education in Ancient India
- b. Teacher Education in Pre-Independent India (1854-1946)
- c. Teacher Education in Post Independent India-1 (1947-1986)
- d. Teacher Education in Post Independent India-2 (1986- NEP 2020)

Unit-III: Types of Teacher Education Programmes (24 Class Hours)

- a. In-service Teacher Education
- b. Pre-service Teacher Education
- c. Teacher Education in ODL Mode
- d. Orientation and Refresher Courses

Unit-IV: Agencies of Teacher Education(22 Class Hours)

- a. UGC
- b. NCTE
- c. DIETs

d. IASE

Suggested Readings:

- Aggarwal, J. C., *Teacher's Role, Status, Service Conditions and Education in India*, Doaba House, Delhi, 1988.
- Chakrabarti, M., *Teacher Education: Modern Trends*, Kanishka Publishers, New Delhi, 1998.
- Chaurasia, G., *New Era in Teacher Education*, Sterling Publishers, New Delhi, 1967.
- Dash, M., *Education in India: Problems and Perspectives*, Atlantic Publishers & Distributors, New Delhi, 2004.
- Dikshit, S. S., *Teacher Education in Modern Democracies*, Sterling Publishers, New Delhi, 1969.
- Elahi, N., *Teacher Education in India*, APH Publishing Corporation, New Delhi, 2008.
- Harvard, G. R. & Hodkinson, P. (Eds.), *Action and Reflection in Teacher Education*, Ablex Publishing Corporation, New Jersey, 1994.
- Hemchand, T. K., *Problems of Teacher Education*, Crescent Publishing Corporation New Delhi, 2009.
- Mehra, C., *National Survey of Elementary Teacher Education in India*, NCERT, New Delhi, 1970.
- Mohalik, R., *Inservice Teacher Education*, Mahamaya Publishing House, New Delhi, 2010.
- Mohan, R., *Teacher Education*, PHI Learning Pvt. Ltd., New Delhi, 2011.
- *National Curriculum Framework*, NCTE, New Delhi, 2009.
- *National Policy on Education (Modified)*, Department of Education, Ministry of Human Resource, Govt. of India, New Delhi, 1992.
- *National Policy on Education: A Policy Perspective*, Ministry of Human Resource, Govt. of India, New Delhi, 1986.
- Paneer Selvam, S. K., *Global Trends in Teacher Education*, APH Publishing Corporation, New Delhi, 2009.
- Rajput, J. S. &Walia, K, *Teacher Education in India*, Sterling Publishers, New Delhi, 2002.
- Selkirk, A., &Tichenor, M., *Teacher Education: Policy, Practice and Research*, Nova Science Publishers, Inc., New York, 2009.
- Singh, U. K. &Sudarshan, K. N., *Teacher Education*, Discovery Publishing House, New Delhi, 2003.
- Srivastava, R. C., *Teacher Education in India: Issues and Perspective*, Regency Publications, New Delhi, 1997.
- Vasishtha, K. K., *Teacher education in India: A Study in New Dimensions*, Concept Publishing Company, New Delhi, 1979.

Major course-20

Guidance and Counselling (C4102)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand the concept of Guidance;
- To know the various types of Guidance;
- To understand the concept of Counselling;
- To find out the basic data necessary for Guidance.

Unit-I: Concept of Guidance(22 Class Hours)

- a. Meaning, Nature and Scope of Guidance
- b. Need and Importance of Guidance
- c. Individual Guidance- Meaning, Advantages and Disadvantages
- d. Group Guidance- Meaning, Advantages and Disadvantages

Unit-II: Guidance- Educational, Vocational, Personal(22 Class Hours)

- a. Educational Guidance- Meaning, Functions at Different Stages of Education
- b. Vocational Guidance- Meaning, Functions at Different Stages of Education
- c. Personal Guidance- Meaning, Importance for Adolescents

Unit-III: Concept of Counselling(23 Class Hours)

- a. Meaning, Nature and Scope of Counselling
- b. Importance of Counselling
- c. Techniques of Counselling- Directive, Non-Directive, Eclectic
- d. Individual and Group Counselling- Meaning, Importance

Unit-IV: Basic Data Necessary for Guidance(23 Class Hours)

- a. Tools for collecting information on pupil: Intelligence- Concept and Test, Personality- Concept and Test, Aptitude- Concept and Test
- b. Cumulative Record Card
- c. Anecdotal Record Card

Suggested Readings:

- S. S. Chauhan- Principles and Techniques of Guidance
- S. K. Kochhar- Educational and Vocational Guidance in Secondary Schools
- N. C. Basu- Educational and Vocational Guidance
- K. K. Bhatia- Principles of Guidance and Counselling
- I. Madhukar- Guidance and Counselling
- P. Milner- Counselling in Education

Major course-21

Comparative Education (C4103)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To discuss the meaning, nature, scope, importance, and methods of Comparative Education;
- To explain the concept of Elementary Education in UK & USA;
- To describe the concept of Secondary Education in USA and Russia;
- To compare Elementary Education system in U.K & USA with India;
- To compare Secondary Education system in U.S.A. & Russia with India.

Unit-I: Comparative Education-Meaning, Nature, Scope and Methods(24 Class Hours)

- a. Meaning,nature and scope of Comparative Education
- b. Importance of Comparative Education
- c. Philosophical and Historical Methods of Comparative Education
- d. Sociological and Psychological Methods of Comparative Education

Unit-II: Factors of Comparative Education (24 Class Hours)

- a. Geographical factor
- b. Historical factor
- c. Socio-cultural factor
- d. Linguistic factor

Unit-III: Elementary Education- U.K., U.S.A. and India (22 Class Hours)

- a. Structure, Aims and Objectives
- b. Curriculum, Methodology and Evaluation
- c. Infrastructure and Finance
- d. Comparison with India

Unit-IV: Secondary Education-U.S.A., Japan and India (20 Class Hours)

- a. Structure, Aims and Objectives
- b. Curriculum, Methodology and Evaluation
- c. Infrastructure and Finance
- d. Comparison with India

Suggested Readings:

- S. P. Chaube & A. Chaube – Comparative Education
- R. N. Sharma- Comparative Education
- Y. K. Sharma- Comparative Education
- Nikholas Hanse - On Comparative Education
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Major Course-22

Value Education(C4104) Full Marks-75

Credit-6

Course objectives:

After end of this course learner will able to-

- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

UNIT-I: Meaning and nature of Value

- a. Value: Meaning and Nature
- b. Values enshrined in Indian constitution.
- c. Classification of values proposed by NCERT

UNIT-II: Value Education

- a. Value Education: concept and objective.
- b. Need for value education in India

UNIT-III: Value Education in School

- a. Value Education through Curriculum.
- b. Value Education through Co-Curricular Activities.
- c. Role of teachers to facilitate development of values among the learners.

UNIT-IV: Strategies of value education

- a. Storytelling.
- b. Play-way Method.
- c. Role plays.

Suggested Books:

- 1) Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- 2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- 3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
- 5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi:

Major course-23

The Great Educators (C4201)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To develop an understanding of educational ideas of Indian and Western Educators;
- To understand pedagogical concepts given by Indian and Western educational thinkers;
- To understanding the attempts of the great educators for the evolution of sound philosophy of education;
- To develop an understanding of the philosophical thoughts of the great educators.

Unit-I: Indian Educators (Part 1)(24 Class Hours)

- a. Vivekananda
- b. Rabindranath
- c. Pandit Ishwar Chandra Vidyasagar

Unit-II: Great Educators(24 Class Hours)

- a. Radhakrishnan
- b. Begum Rokeya
- c. Sister Nivedita

Unit-III: Western Educators (Part 1)(22 Class Hours)

- a. Plato
- b. Rousseau
- c. Montessori

Unit-IV: Western Educators (Part 2)(20 Class Hours)

- a. Pestalozzi
- b. Dewey
- c. Ivan Illich

Suggested Readings:

- Mukherjee, K.K. -Some great educators of the world.
- Mukherjee, K.K. -Principles of education.
- Munro. -History of education.
- Purkait, B.R. -Great Educators

Bengali Books:

- Bibhuranjan Guha -ShikshayaPathikrita.
- A.K. Pal-SikshadarshnerRuparekha

Major course-24

Inclusive Education (C4202)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To discuss the Concept, nature, need of Inclusive Education;
- To describe the theories of Inclusive Education;
- To explain the development of competencies for Inclusive Education;
- To discuss the practices of Inclusive Education;
- To describe the Infrastructural facilities for an ideal Inclusive School;
- To discuss the Role of teacher, administrator, parent and social community in Inclusive school.

Unit-I: Inclusive Education-Concept and Nature(22 Class Hours)

- a. Meaning and concept of Inclusive Education
- b. Principles and Characteristics of Inclusive Education
- c. Need of Inclusive Education
- d. PWD Act (1994)

Unit-II: Competencies development for Inclusive Education (24 Class Hours)

- a. Theories of Inclusive Education
- b. Development of Attitude, Positive Behaviour of parents
- c. Development of Attitude, Positive Behaviour of teachers
- d. Development of Attitude, Positive Behaviour of peers.

Unit-III: Inclusive Education and its Practices (24 Class Hours)

- a. Differentiating Instruction-Peer Tutoring, Co-operative learning
- b. Inclusive Instructional Strategies at school level- Inclusive lesson planning, Team Teaching
- c. Remedial Help
- d. Use of technology to support diverse learning needs.

Unit-IV: Inclusive School (20 Class Hours)

- a. Barriers to inclusive education – attitudinal, physical, instructional, and institutional
- b. Infrastructural facilities for an ideal Inclusive School
- c. Administrator's Role in Inclusive School
- d. Teacher's Role in Inclusive Classroom

Suggested Readings:

- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000.
- Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
- Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education, Delhi, IVY Pub.
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Minor course-1

Educational Philosophy (G1103)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To define the concept of Education.
- To describe the factors of Education.
- To discuss the meaning of Educational Philosophy.
- To elucidate the schools of philosophy and their impact on education.

Unit-I: Concept of Education(18 Class Hours)

- a. Education: Meaning, Nature and Scope
- b. Aims of Education – Individual, Social, and National Development.
- c. Objectives of Education with reference to report of Delor's commission (UNESCO, 1996)
- d. Role of Education: National Integration, International Understanding, Democracy

Unit-II: Factors of Education (24 Class Hours)

- a. Learner: Influence of heredity and environment on the learner
- b. Teacher: Qualities and duties of a good teacher
- c. Educational Institution
- d. Curriculum: Concept and Types; Co-curricular activities

Unit-III: Concept of Educational Philosophy (24 Class Hours)

- a. Meaning of Philosophy
- b. Relation between Philosophy and Education
- c. Nature and Scope of Educational Philosophy
- d. Significance of Educational Philosophy

Unit-IV: Schools of Philosophy (24 Class Hours)

- a. Idealism
- b. Naturalism
- c. Pragmatism
- d. Realism

Suggested Readings:

- J. C. Aggarwal- Theory and Principles of Education
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- S. P. Chaube & A. Chaube – Foundations of Education
- S. S. Ravi – A Comprehensive Study of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.

Minor course-2

Educational Psychology (G1203)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To enumerate the meaning of Psychology and be acquainted with its different aspects.
- To state the process of memorization and forgetting.
- To explain the concept and theories of learning.
- To discuss the concept of intelligence and emotional intelligence.

Unit-I: Relation between Psychology and Education(18 Class Hours)

- a. Meaning and definition of Psychology
- b. Meaning and definition of Education
- c. Relation between Psychology and Education
- d. Nature, Scope and Significance of Educational Psychology

Unit-II: Memorization and Forgetting (24 Class Hours)

- a. Memorization and Forgetting: Meaning
- b. Process of Memorization
- c. Causes of Forgetting
- d. Economical ways of improving Memorization

Unit-III: Learning: Concept and Theories(24 Class Hours)

- a. Concept and Characteristics of Learning
- b. Trial and Error theory of learning
- c. Classical and Operant Conditioning
- d. Insightful learning

Unit-IV: Intelligence (24 Class Hours)

- a. Concept of Intelligence
- b. Theories of Intelligence by Spearman, Thorndike and Guilford
- c. Types and uses of Intelligence Tests
- d. Concept of Emotional Intelligence and E.Q.

Suggested Readings:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. S. Chauhan- Advanced Educational Psychology
- S. K. Mangal- Advanced Educational Psychology
- A. Woolfolk- Educational Psychology
- E. B. Hurlock- Child-development
- L. E. Berk- Child-development

Minor course-3

Educational Sociology (G2103)

Full Marks - 50

Credit-4

Objectives:

The students will be able-

- To understand the concept, nature and scope of Educational Sociology;
- To know the relation between Sociology and Education;
- To understand the concept of social group and socialization;
- To know about the various social process;
- To understand the different social issues.

Unit-I: Educational Sociology(20 Class Hours)

- a. Concept of Educational Sociology
- b. Nature and Scope of Educational Sociology
- c. Relation between Education and Sociology
- d. Concept of Sociology of Education

Unit-II: Social Group and Socialization(24 Class Hours)

- a. Concept of Social Group
- b. Types of Social Group
- c. Socialization- meaning, features
- d. Role of family and school in Socialization

Unit-III: Social Process(24 Class Hours)

- a. Social Change- concept, characteristics
- b. Features of Social Change
- c. Education and Social Mobility
- d. Education and Social Stratification

Unit-IV: Social issues and Education(22 Class Hours)

- a. Unemployment and Education
- b. Poverty and Education
- c. Women's Education
- d. Population explosion and Education

Suggested Readings:

- Shukla, S & K Kumar, Sociological perspective in Education, New Delhi, Chanakya Publications, (1985)
- Bhattacharjee, Srinvas, Philosophical and Sociological foundation of Education, Herald book service (1996)
- Saxena, N. R. Philosophical and Sociological foundation of Education, R. Lal book Depot., Meerut, (1956)
- Sharma, S. N. Philosophical and Sociological foundation of Education, Herald book service, Faridabad, (1995)
- Sodhi, T. S & Suri Aruna. Philosophical and Sociological foundation of Education, H. P Bhargav Book House, Agra. (1998)

Minor course-4

History of Education (G2204)

Full Marks – 50

Credit-4

Objectives:

The students will be able-

- To understand the development of education in India during 1800-1853;
- To understand the development of education in India during 1854-1905;
- To understand the development of education in India during 1905-1946;
- To understand the various educational provisions mentioned in the different educational commissions.

Unit-I: Education in India during 1800-1853(18 Class Hours)

- a. Missionary educational activities in India
- b. Serampore Mission- Contributions of Serampore Mission in India
- c. Macaulay's Minute
- d. Adam's Report and its recommendations

Unit-II: Education in India during 1854-1905(24 Class Hours)

- a. Wood's Dispatch
- b. Indian Education Commission 1882
- c. Indian University Commission 1902
- d. National Education Movement

Unit-III: Education in India during 1905-1946(24 Class Hours)

- a. Curzon's Educational Policy
- b. Sadler Commission
- c. Basic Education
- d. Sergeant Plan 1944

Unit -IV: Educational Commissions(24 Class Hours)

- a. University Education Commission 1948
- b. Secondary Education Commission 1954
- c. Kothari Commission 1964
- d. NEP 1968, 1986, POA 1992

Suggested Readings:

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

Minor course-5

Women Education (G3104)

Full Marks-50

Credit-4

Objectives:

The students will be able-

- To understand the concept and development of Women's Education in India;
- To know about the problems and constraints of Women's Education;
- To study the recent trends in Women's Education; and
- To understand the aspects relating to women's health

Unit-I: Introduction to Women's Education

- a. Concept, Need, and Scope of Women's Education
- b. Development of Women's Education in the Pre-Independence Era
- c. Constitutional Provisions relating to Women's Education
- d. Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992, Commissions and Committees on Women's Education

Unit-II: Women's Education- Problems and Perspectives

- a. Gender Parity in Education- Enrolment Ratios and Dropout Rates
- b. Women's Education as a tool of Women Empowerment
- c. Vocational, Adult, and Non-Formal Education for Women's Development
- d. Women and Higher Education

Unit-III: Recent Trends in Women's Education

- a. Women's Education and Social Transformation
- b. Changing role of women in the society
- c. Effect of Globalisation on Women's Education
- d. Effect of ICT on Women's Education

Unit-IV: Women and their Health

- a. Health Status of women in India- Mortality and Morbidity factors influencing Health
- b. National Health and Population Policies and Programmes- Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age
- c. Common Nutritional Diseases and their Preventive Measures
- d. Spread of HIV and AIDS and its impact on women; Preventive measures

Suggested Readings:

- Agarwal, S. P., Women's Education in India, Eastern Book Depot, Guwahati, 2001.
- Gupta, N. L., Women Education through Ages, Eastern Book Depot, Guwahati, 2000.
- Hart, H. R., Belsey, A. M., & Taemo, E., Integrating Maternal and Child Health Services with Primary Health Care, WHO Geneva, B. R. Publishing Co., New Delhi.
- Joshi, S. T., Women and Development: The Changing Scenario, Mittal Publications, New Delhi, 1999.
- Kumar, R., Women and Leadership, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Kumar, R., Women in Politics, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Sharma, N., HIV-AIDS in Women and Children, Pearl Books, New Delhi, 2007.
- Sharma, U., Women Education in Modern India, Commonwealth Publisher, New Delhi, 1995.
- Shanthi, K., Women in India: Retrospect and Prospect, Anmol Publishers Pvt. Ltd, New Delhi, 2005.

Minor course-6

Education for Children with Special Needs (G3105)

Full Marks- 50

Credit-4

Objectives:

The students will be able-

- To understand the meaning and scope of Special Education with special reference to India;
- To understand the various provisions and Acts regarding special education and children;
- To know about the different types of children with special need;
- To understand the various causes, preventive measures, educational programmes with respect to impairment of the children;
- To understand the gifted and creative children and their educational programmes.

Unit-1: Concept, Nature and Provisions of Special Education

- a. Meaning, nature, scope and needs of Special Education
- b. Concept and Types of Exceptional Children: Impaired, Disabled, Handicapped, Gifted and Creative
- c. History of Origin and Development of Special Education
- d. Constitutional Provisions, RCI Act (1992), PWD Act (1995), NPPD (2006).

Unit-2: Education of Mentally Retarded, Visually Impaired, and Hearing Impaired

Children

- a. Definition, Classification, and Characteristic Features
- b. Causes and Preventive Measures
- c. Identification and Early Intervention
- d. Educational Programmes.

Unit-3: Education of Learning Disabled, Emotionally Disturbed, ADHD

- a. Definition, Classification, and Characteristic Features
- b. Causes and Preventive Measures
- c. Identification and Early Intervention
- d. Educational Programmes.

Unit-4: Education of the Gifted and Creative Children

- a. Definition, Classification, and Characteristic Features
- b. Identification and Necessity of Early Intervention
- c. Educational Programmes for fostering
- d. Role of the Teachers.

Suggested Readings:

- Bantwal, A., Nandukar, A., & Jalvi, R., *Fundamental of Hearing Impairment and Audiological Management. RCI Manual, [DSE (HI)]*, Kanishka Publishers & Distributors, New Delhi.
- Biswas, P. C. *Education of Children with Visual Impairment in Inclusive School*, Abhijeet Publications, New Delhi.
- Debnath, D. & Debnath, A. K., *Byatikromdharmi Shishu o Taar Shiksha*, Rita Book Agency, Kolkata, 2014.
- Gupta, P. K., *Education for Creativity: Training, Research and Implications*, Cosmo Publications, New Delhi, 2006.
- Kirk, S., *Educating Exceptional Children*, Oxford & IBH Publishing Co., New Delhi.
- Maitra, K., *Giftedness in Action: Theory and Practice*.
- Mani, M. N. G., *Techniques of Teaching Blind Children*, Sterling Publishers Pvt. Ltd.
- Mangal, S. K., *Introduction to Exceptional Children*, Prentice Hall Learning Pvt. Ltd., New Delhi, 2011.
- Nanda, B. P. & Zaman, S. *Exceptional Children*, Maowla Brothers, Dhaka, 2010.
- Torrance, E. P., *Guiding Creative Talent*, Prentice-Hall of India Pvt. Ltd., New Delhi, 1969.

Objectives

After completion of the course the learners will be able to:

- Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.

Unit-I: Universalization of Elementary Education

Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems

Unit-II: Universalization of Secondary Education

Meaning, aims & objectives, significance; Role of RMSA, Problems

Unit-III: Higher Education and RUSA

- a. Role of Higher Education
- b. Knowledge Commission & Higher Education
- c. Higher Education and RUSA
- d. Problems of Higher Education in India

Unit-IV: Issues in Education

- a. Peace Education: Meaning, aims & objectives, need
- b. Inclusive Education: Meaning, Need & Govt, programme
- c. Open & Distance Learning System: Meaning, Characteristics and need
- d. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education

Suggested Books:

- 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
 - $\alpha\mu\eta\mu\ \text{j}\alpha\text{-Mifid}\acute{\epsilon}\text{j}\mu, \text{chSepLLil}, \text{aj}\ \acute{\text{c}}\text{le}\acute{\text{f}}\ \text{qimc}\text{ilHhWA}\acute{\text{c}}\text{icSvL}\acute{\text{z}}\text{jilf}\text{im- ijl-al}\ \acute{\text{c}}\text{nr}\text{ilQm}\text{jjeOve}\text{jhm}\acute{\text{e}}$
 - $\text{aj}\ \acute{\text{c}}\text{le}\acute{\text{f}}\ \text{qimc}\text{il}, \text{chejuL}\ \text{Q}\frac{3}{4}\text{c}\ \text{Hhwp}\acute{\alpha}\text{nj}\acute{\text{z}}^1\ \text{L}\acute{\text{z}}\text{jilHj}\acute{\text{N}}\text{e-}\ \acute{\text{c}}\text{nr}\text{il}\ \text{J}\ \text{E}\acute{\alpha}\text{ue}$
 - $\text{aj}\ \acute{\text{c}}\text{le}\acute{\text{f}}\ \text{qimc}\text{il}\ \text{J}\ \text{chejuL}\ \text{Q}\frac{3}{4}\text{c-}\ \text{pJl}\text{im}\acute{\text{e}}\text{ijl}\text{aho}\ \acute{\text{N}}\ \text{J}\ \acute{\text{c}}\text{nr}\text{il}$

Minor Course-8

Course Objectives-

After completion the course the learners will be able to:

- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education. □ Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

Unit I: Inclusive Education concept and Nature

- a. Concept and principles of Inclusion.
- b. Need of Inclusive education.
- c. PWD Act (1994)

Unit II: Competencies development for Inclusive Education.

- a. Theories of Inclusive Education
- b. Development of Attitude, Positive Behaviour & social skill for Inclusion.

Unit III: Inclusive Education and its Practices.

- a. Differentiating Instruction.
 - Peer Tutoring
 - Co-operative learning
 - Inclusive lesson planning.
- b. Inclusive Instructional Strategies at school level.
 - Remedial Help.
 - Team Teaching.
 - Circles of Friends.

Unit -IV: Inclusive School

- a. Infrastructural facilities for an ideal Inclusive School.
- b. Teachers Role in Inclusive Classroom

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000 6.Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.

Objectives:

The students will be able to-

- develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- understand some concepts related to western philosophies
- develop insights to apply the above competencies in the practices of education.

Unit-I: Educational Philosophy (15 Class Hours)

- a. Meaning and Nature of Educational Philosophy,
- b. Scope of Educational Philosophy
- c. Nature of Indian Philosophy,
- d. Relationship of Education and Philosophy.

Unit-II: Indian schools of Philosophy(15 Class Hours)

- a. Nyaya, Sankhya, Yoga,
- b. Buddhism,
- c. Jainism and
- d. Islamic

(with special reference to their educational implications)

Unit-III: Western Schools of Philosophy (15 class Hours)

- a. Idealism,
- b. Realism,
- c. Naturalism,
- d. Pragmatism

(with special reference to aims, curriculum and methods of teaching)

Suggested Readings:

- Aggarwal, J. C. & Gupta, S., *Great Philosophers and Thinkers on Education*, Shipra Publications, New Delhi, 2006.
- Ahmed, S., *World's Great Educationists*, Anmol Publications Pvt. Ltd., New Delhi, 2007.
- Ansari, S. H., *Philosophical Foundations of Education*, Sanjay Prakashan, New Delhi, 2003.
- Butler, J. D., *Four Philosophies and their Practice in Education and Religion*, Third Edition, Harper & Row Co., New York, 1968.

- Brubacher, J. S., *Modern Philosophies of Education*, Tata McGraw-Hill Publishing Co. Pvt. Ltd., New Delhi-Bombay, 1950.
- Cahn, S. M., *The Philosophical Foundations of Education*.
- Shukla, C. S., *Development of Educational System in India*. Loyal Book Depot, Meerut.
- John, D., *Democracy of Education*, Mac Millan, New York, 1963.
- Kabir, H., *Philosophy of Education*, Asia Publishing House, Bombay, 1961.
- Kabir, H., *Education in Modern India*, Middlesen, England, 1971.
- Kripalani, K., *Rabindranath Tagore*, OUP, London, 1963.
- O' Connor, D. J., *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London, 1957.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan & Co. Ltd.
- Rusk, R. R., *The Philosophical Bases of Education*, University of London Press Ltd., London, 1928.
- Rusk, R. R. & Scotland, J., *Doctrines of the Great Educators*, (Fifth Edition), The Macmillan Press Ltd., New York, 1979.
- Seetharamu, A. S., *Philosophies of Education*, APH Publishing, Delhi, 1978.
- Sharma, Y. K., *The Doctrines of the Great Indian Educators*, Kanishka Publishers, New Delhi, 2002.

Multidisciplinary Course-2

Psychological Foundation of Education (MD-2)

**Full Marks-50
Credit-3**

Objectives:

The students will be able-

- To enumerate the meaning of Psychology and be acquainted with its different aspects
- To state the process of memorization and forgetting
- To explain the concept and theories of learning
- To discuss the concept of intelligence
- To explain the theories of intelligence.

Unit-I: Relation between Psychology and Education (15 hours)

- a. Meaning and definition of Psychology
- b. Meaning and definition of Education
- c. Relation between Psychology and Education
- d. Nature, Scope and Significance of Educational Psychology

Unit-II: Memorization and Forgetting (15 hours)

- a. Memorization and Forgetting: Meaning
- b. Process of Memorization
- c. Causes of Forgetting
- d. Economical ways of improving Memorization

Unit-III: Learning and Intelligence (15 hours)

- a. Concept and Characteristics of Learning
- b. Classical and Operant Conditioning
- c. Concept of Intelligence
- d. Theories of Intelligence by Spearman, Thorndike and Guilford

Suggested Readings:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. S. Chauhan- Advanced Educational Psychology
- S. K. Mangal- Advanced Educational Psychology
- A. Woolfolk- Educational Psychology
- E. B. Hurlock- Child Development
- L. E. Berk- Child Development

Multidisciplinary Course-3

Modern History of Education (MD-3)

Full Marks- 50

Credit-3

Objectives:

After completion of the course the learners will be able to:

- Describe the Preamble, various articles and act on education in Indian Constitution.
- Explain the recommendations and educational importance of various Education Commission in post Independent India
- Discuss the functions of some educational bodies in West Bengal □ Discuss the National Policy on Education in different time.

Unit-I: Education and Constitution

- a. Preamble and various Articles on Education in Indian Constitution
- b. Directive Principle of State Policy
- c. Fundamental Duties
- d. RTE Act-2009

Unit-II: Education Commission in post Independent India

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53)
- c. Indian Education Commission (1964-66)
- d. National Policy of Education (1986)

Unit-III: Some Educational Bodies

- a. SCERT b. DIET c. CTE d. DIET

Unit-IV: National Policies on Education

- a. NCF -2005
- b. NKC- 2009
- c. RMSA
- d. NCF-TE-2009

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. -N±lc|pq|mc|lHhwfĒn;ĳ 1 njÑĳ- Bd±œeLi|la£u çnr|l çhLĳn

9. Alle -Ojo -BdæeLiĵlaĵu ĉnrĵlCĉaqĵp
10. lZĉSv -Ojo- kæ-N kæ-N iĵl-al ĉnrĵ

Ability Enhancement Courses (AEC)-1

Ability Enhancement Courses (AEC)-2

**English
Credit-2**

Full Marks-50

Ability Enhancement Courses (AEC)-3

Bengali
Credit-2

Full Marks-50

Ability Enhancement Courses (AEC)-4

Skill Enhancement Course (SEC)-1

Administration of Psychological Tests (SEC-1)
Credit-4

Full marks-50

Objectives:

The students will be able to-

- understand the basic concept of intelligence test
- administer an intelligence test on subjects
- understand the basic concept of creativity test
- administer a creativity test on subjects
- learn the methods of scoring and interpret results

Unit 1: Intelligence Test (Theory)

- a. Basic concept about intelligence and intelligence tests
- b. Types of intelligence tests
- c. Uses of intelligence tests

Unit 2: Intelligence Test (Practical)

- a. Application of one intelligence test
- b. Usage of manual
- c. Scoring
- d. Interpretation of scores

Unit 3: Creativity Test (Theory)

- a. Basic concept about creativity and creativity tests
- b. Types of creativity tests
- c. Uses of creativity tests

Unit 4: Creativity Test (Practical)

- a. Application of one creativity test
- b. Usage of manual
- c. Scoring
- d. Interpretation of scores

Suggested Readings:

- F. S. Freeman- Theory and Practice of Psychological Testing
- A. Anastasi, & S. Urbina- Psychological Testing
- R. M. Kaplan, & D. P. Saccuzzo- Psychological Testing: Principles, Applications and Issues
- K. R. Murphy & C. O. Davidshofer- Psychological Testing
- L. A. Miller, R. L. Lovler, & S. A. McIntire- Psychological Testing

Skill Enhancement Course (SEC)-2

Test Construction (SEC-2)
Credit-4

Full marks-50

Objectives:

The students will be able to-

- understand the concept of test construction;
- differentiate among test construction, development and adaptation;
- know general principle of test construction;
- analyse the test items;
- determine reliability, validity index;
- construct an achievement test;
- construct a psychological or educational test.

Unit I: Concept of Test Construction

- a. Meaning, Nature and Scope of Test Construction
- b. Test Items: Essay Type, Objective Type- Meaning, Principles of Construction, Advantages and Disadvantages
- c. Test Development
- d. Test Adaptation

Unit II: Procedure of Test Construction

- a. General Principles of Test Construction
- b. Analysis of Test Items
- c. Test Standardization- Methods for Estimating Test Reliability, Test Validation Procedures
- d. Norms

Unit III: Achievement Test Construction (Practical)

- a. Selection of Items as per Bloom's Taxonomy of Educational Objectives
- b. Blue-print for Achievement Test
- c. Construction of an Achievement Test
- d. Scoring Keys

Unit IV: Psychological/Educational Test Construction (Practical)

- a. Selection of a Psychological Trait or an Educational Issue
- b. Definition and Determination of Its Dimensions, Selection of Test Items
- c. Pattern and Construction of the Test
- d. Standardization of the Test-Reliability, Validity, Norm and Scoring Keys

Suggested Readings:

- Anastasi, A., *Psychological Testing (Fifth-21)*, Macmillan Pub. Co. Inc., New York, 1976.
- Singh, A. K., *Tests, Measurement and Research Methods in Behavioral Sciences*, Tata McGraw Hill Publishing Company Limited, New Delhi, 1986.
- F. S. Freeman- Theory and Practice of Psychological Testing
- R. M. Kaplan, & D. P. Saccuzzo- Psychological Testing: Principles, Applications and Issues
- K. R. Murphy & C. O. Davidshofer- Psychological Testing
- L. A. Miller, R. L. Lovler, & S. A. McIntire- Psychological Testing
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Skill Enhancement Course (SEC)-3

Preparation of Teaching Aids (SEC-3)
Credit-4

Full Marks-50

Course Objectives:

After completion of the course, the learners will be able to:

- Discuss the meaning and characteristics of Teaching Aids
- Explain the usability of Teaching Aids
- Express the quality and limitation of Teaching Aids
- Discuss the classification of Teaching Aids
- Develop different Teaching Aids

Unit-I: Concept of Teaching Aids

- a. Definition & Meaning, Nature & Scope of Teaching Aids
- b. Characteristics of Teaching Aids
- c. Utility of Teaching Aids
- d. Limitations of Teaching Aids

Unit-II: Different Types of Teaching Aids

- a. Classification of Teaching Aids (Concept only)
- b. Projected Teaching Aids - OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
- c. Non-Projected Teaching Aids - Model, Chart, Poster (Concept, principles of construction, uses)

Unit-III: Preparation of TLM

- a. Preparation of Lesson Plan
- b. TLM on the basis of Content Matter
- c. Application of TLM in classroom

Unit-IV: Practical

Suggested Books:

1. X.c²mjmj²M;f;dÉ;uHhwX.Ecun^IL,hl;S-(nr)h' ;ee:(afÜ{aJ-L:nm
2. X.(e;MmL;IcšHhwX.¿QaeÉjäm-(nr)h' ;e:nrefÜ{a
3. X.¿QaeÉjäm-pj;Sf;W;nrefÜ{a

Value Added Course (VAC)-1

Environmental Science (ENVS)/TH

**Full Marks-50
Credit-2**

Value Added Course (VAC)-2

Environmental Science (ENVS)-Project

**Full Marks-50
Credit-2**

Vocational Course (VOC)-1

Full Marks-50
Credit-6

Vocational Course (VOC)-2

Full Marks-50

Credit-6

Sl. No. 8-1

Evaluation in Education (C4106)

**Full Marks- 50
Credit-4**

Objectives:

The students will be able to-

- understand the basic concepts and practices adopted in Educational Measurement and Educational Evaluation;
- understand relationship among Assessment, Measurement, and Evaluation in education;
- know tools and models of Measurement and Evaluation;
- understand the Assessment in Pedagogy of Education;
- develop their skills and competencies in constructing and standardizing a test;
- understand how various requirements of education are measured, evaluated, interpreted, and their results are recorded to help the learners.

Unit I: Measurement and Evaluation Process (13 class hours)

- a. Measurement- Concept, Scope, and Need, Taxonomies of Educational Objectives; Norm-Referenced and Criterion-Referenced Measurement
- b. Assessment – Meaning, nature, perspectives (assessment for Learning, and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning
- c. Evaluation- Concept, Characteristics, Functions, and Basic Principles, Interrelationship between Measurement and Evaluation in Education
- d. The Status of Educational Measurement in India

Unit II: Assessment in Pedagogy of Education (8 class hours)

- a. Feedback Devices: Meaning, Types, Criteria
- b. Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
- c. Competency Based Evaluation
- d. Assessment of Teacher Prepared ICT Resources

Unit III: Standardization of Measuring Instrument (15 class hours)

- a. General Principles of Test Construction and Steps involved in Standardizing of a Test
- b. Basic Characteristics of good Measuring Instruments- Validity, Objectivity, Reliability, Usability, and Norms
- c. Analysis and Selection of Test Item
- d. Test Standardization- Methods for Estimating Test Reliability, Test Validation Procedures

Unit IV: Psychological Tests as Measuring Instruments (10 class hours)

Type, Characteristics, and Need of Measurement Tools for the following:

- a. Intelligence
- b. Creativity
- c. Aptitude
- d. Ability

Suggested Readings:

- Anastasi, A., *Psychological Testing (Fifth-21)*, Macmillan Pub. Co. Inc., New York, 1976.
- Singh, A. K., *Tests, Measurement and Research Methods in Behavioral Sciences*, Tata McGraw Hill Publishing Company Limited, New Delhi, 1986.
- Bhargav, M., *AdhunicManovagyanicParikshanAvamMapan*, H. P. Bhargav Book House, Agra, 2003.
- Ebel, R. L., *Essential of Educational Measurement*, Third Will Prentice Hall Inc., New Jersey, 1970.
- Ferguson, G. A. & Takane, Y., *Statistical Analysis in Psychology and Education*, McGraw-Hill, 1989.
- Garrett, H. E., *Statistics in Psychology and Education*, Bombay Vakils Feffer&SimousPvt. Ltd., 1969.
- Gupta, S. P., *AdhunicMapanAvamMulyankan*, Sharda Pustak Bhawan, Allahabad, 2001.
- Sharma, R. A., *Essentials of Educational Measurement and Evaluation*, R. Lall Book Depot, Meerut, 1999.

Sl. No. 8-2

Educational Statistics (C4204)

Full Marks-50
Credit-4

Objectives:

The students will be able-

- To develop the concept and skill in analysing descriptive measures;
- To be acquainted with the concept of Normal Probability Curve and its uses in education;
- To develop a concept of measures of relationship;
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analysing and displaying data.

Unit-I: Concept of Statistics and Descriptive Statistics

- a. Concept of Statistics. Uses of Statistics in Education, Organization, and presentation of data – tabulation, graphical representation (Frequency Polygon, Histogram, Ogive, Pie)
- b. Meaning and measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- c. Meaning and measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application
- d. Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination

Unit-II: Normal Distribution and Derived Score

- a. Concept of Normal Distribution- Properties
- b. Uses of Normal Probability Curve in Education
- c. Divergence from Normality- Skewness and Kurtosis (Concept and Calculation)
- d. Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses)

Unit-III: Measure of Relationship

- a. Bi-variate Distribution- Concept and types of Linear Correlation
- b. Scatter Diagram (only Concept)
- c. Uses of Correlation
- d. Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

Unit-IV: Statistics (Practical)

Students are expected to collect relevant data (Bi-variate educational data) from their university or neighbourhood (minimum sample size must be 50) with the objective of

- describing the nature and characteristics of the two distributions,
- comparing two distributions and

- finding association between two sets of data by applying the following method:

- a. Tabulation of data
- b. Determination of central tendencies and variability (standard deviation)
- c. Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph
- d. Determination of the type of association between two sets of data by drawing scatter diagram

Suggested Readings:

- L. Koul- Methodology of Educational Research
- S. K. Mangal- Statistics in Education and Psychology
- K. Singh- Test, Measurement and Research Methods in Behavioural Sciences

Sl. No. 8-3

Essentials of Teaching (4205)

**Full Marks-50
Credit- 4**

Objectives:

The students will be able-

- To understand about the concept, scope, need, and scope of Teacher Education in India;
- To understand the nature, characteristics and types of teaching;
- To be acquainted with the different skills of teaching;
- To comprehend the usage of micro teaching and simulation teaching; and
- To recognize the importance and qualities of good of learning design in teaching

Unit-I: Concept of Teacher Education and Teaching Skills

- e. Meaning, Concept, and Scope of Teacher Education
- f. Nature of teaching and characteristic factors affecting teaching
- g. Relation between teaching and training
- h. Types of Teaching Skills

Unit-II: Skills of Teaching (Basic Concept)

- a. Nature and definition of skills of teaching
- b. Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids,
- c. Developing teaching skills: Illustration and Reinforcement
- d. Phases of teaching: Pre-active, Inter-active, Post-active

Unit-III: Micro Teaching and Simulation Teaching

- e. Concept and Definition of Micro- Teaching
- f. Skills in Micro- Teaching
- g. Concept and Definition of Simulation Teaching
- h. Skills in Simulation

Unit-IV: Learning Design (LD)

- a. Concept of learning design
- b. Importance of learning design in teaching
- c. Steps of learning design
- d. Qualities of good learning design

Suggested Readings:

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