

Diamond Harbour Women's University

Department of Education

B.A. Honours in Education

Under Choice Based Credit System (CBCS)

2023

A. Total Number of courses in UG-CBCS (B.A. Hons.): Education

Types of courses	Core course (CC)	Elective course		Ability enhancement course		T O T A L
		Discipline specific elective course (DSE)	Generic elective course (GE)	Ability enhancement compulsory course (AECC)	Skill enhancement compulsory course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

**B. SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A. (HONOURS)
Education**

Course/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No of Courses	Total Credit
CC(6)	2	2	3	3	2	2	14	84
DSE(6)	--	--	--	--	2	2	04	24
GE(6)	1	1	1	1	--	--	04	24
AECC (2)	1	1	--	--	--	--	02	04
SEC (2)	--	--	1	1	--	--	02	04
Total No. of Course/Sem	4	4	5	5	4	4	26	--
Total Credit/Sem.	20	20	26	26	24	24	--	140

B.A. Honours in Education (EDCH)

Choice Based Credit System

In the 3 years B.A. Honours in Education, there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) Courses and 4 Generic Elective (GE) Courses. Each course is of 50 Marks.

Course Title:

Semester-1	EDU/CC/1101: INTRODUCTION TO EDUCATION
	EDU/CC/1102: HISTORY OF EDUCATION

Semester-2	EDU/CC/1201: PHILOSOPHICAL FOUNDATION OF EDUCATION
	EDU/CC/1202: PSYCHOLOGICAL FOUNDATION OF EDUCATION

Semester-3	EDU/CC/2101: EDUCATIONAL TECHNOLOGY-I
	EDU/CC/2102: CURRICULUM STUDIES
	EDU/CC/2103: SOCIOLOGICAL FOUNDATION OF EDUCATION

Semester-4	EDU/CC/2201: EDUCATIONAL RESEARCH
	EDU/CC/2202: EDUCATIONAL STATISTICS
	EDU/CC/2203: EDUCATIONAL TOUR/PROJECT/FIELD STUDIES

Semester-5	EDU/CC/3101: EDUCATIONAL MANAGEMENT
	EDU/CC/3102: EDUCATIONAL TECHNOLOGY-II

Semester-6	EDU/CC/3201: CONTEMPORARY ISSUES IN EDUCATION
	EDU/CC/3202: EDUCATIONAL MEASUREMENT & EVALUATION

Semester-3	SEC-A: EDU/SEC/2105
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Semester-4	SEC-B: EDU/SEC/2205
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Semester-1	AECC-1: MIL/AECC <i>Byaboharik Bangla</i>
Semester-2	AECC-2: EVS/AECC Environmental Science

DSE–A: Any one from the following (For 5th Semester)

1. EDU/DSE/3103-1: WOMEN EDUCATION
2. EDU/DSE/3103-2: OPEN AND DISTANCE EDUCATION

DSE–A: Any one from the following (For 6th Semester)

1. EDU/DSE/3203-1: TEACHER EDUCATION
2. EDU/DSE/3203-2: GUIDANCE AND COUNCELLING

DSE–B: Any one from the following (For 5th Semester)

1. EDU/DSE/3103-3: COMPARATIVE EDUCATION
2. EDU/DSE/3103-4: MENTAL HYGIENE

DSE–B: Any one from the following (For 6th Semester)

1. EDU/DSE/3203-3: THE GREAT EDUCATORS
2. EDU/DSE/3203-4: INCLUSIVE EDUCATION

Generic Elective Courses (GE):

1. EDU/GE/1103: EDUCATIONAL PHILOSOPHY
2. EDU/GE/1203: EDUCATIONAL PSYCHOLOGY
3. EDU/GE/2104: EDUCATIONAL SOCIOLOGY
4. EDU/GE/2204: HISTORY OF EDUCATION

SEMESTER-1

Introduction to Education
EDU/CC/1101

Credit- 6; Full Marks - 50

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
- সুশীলরায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- অর্চনাবন্দোপাধ্যায় – শিক্ষাদর্শন ও শিক্ষানীতি
- দিব্যেন্দুভট্টাচার্য – শিক্ষা ও দর্শন
- জগদীন্দ্রমণ্ডল – শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
- গৌরদাসহালদার ও প্রশান্তশর্মা – শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ড.দেবাশিষপাল ও ড. দেবাশিষধর – শিক্ষারভিত্তি ও বিকাশ
- ড. নূরুলইসলাম – শিক্ষাতত্ত্বেররূপরেখা

SEMESTER-1

History of Education
EDU/CC/1102

Credit- 6; Full Marks - 50

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

SEMESTER-2

Philosophical Foundation of Education
EDU/CC/1201

Credit- 6; Full Marks - 50

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. New Jersey, 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. New Delhi.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

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

SEMESTER-3



DHWU B.A. (H)
Syllabus FOR 3 YEARS

Educational Technology-I
EDU/CC/2101

Credit- 6; Full Marks - 50

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-Introduction to Educational Technology
- R.P.Pathak-New Dimensions of Educational Technology
- U.Rao–Educational Technology
- K.L.Kumar-Educational Technology
- J.Mohanty-Educational Technology
- J.C.Aggarwal-Educational Technology
- S.S.Dahiya-Educational Technology

SEMESTER-3

Curriculum Studies
EDU/CC/2102

Credit- 6; Full Marks - 50

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

SEMESTER-3

Sociological Foundation of Education

EDU/CC/2103

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)

SEMESTER-4

Educational Research
EDU/CC/2201

Credit- 6; Full Marks - 50

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
- গবেষণা পদ্ধতি ও রাশি বিজ্ঞানের কৌশল- দেবশীষ পাল- রীতা বুক এজেন্সি

SEMESTER-4

Educational Statistics
EDU/CC/2202

Credit- 6; Full Marks - 50

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 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 (24 Class Hours)

- 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 & 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 (18 Class Hours)

- a. Concept of Normal Distribution-
- b. Properties of Normal Distribution
- c. Normal Probability Curve
- d. Uses of Normal Probability Curve in Education

Unit-III: Measure of Derived Score (22 Class Hours)

- a. Divergence from Normality- Skewness (Concept and Calculation)
- b. Divergence from Normality- Kurtosis (Concept and Calculation)
- c. Derived Scores- Z-Score and T Score (Concept, Calculation and Uses)
- d. Derived Scores- Standard Score (Concept, Calculation and Uses)

Unit-IV: Statistics (Practical) (26 Class Hours)

Students are expected to collect relevant data (Bi-variate educational data) from their college 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

Educational Tour/ Project/Field Studies Credit- 6; Full Marks - 50

EDU/CC/2203

Objectives:

The students will be able to-

- apply the knowledge gained through different courses in practical field.
- solve problems related to course of study.
- deduce findings from different studies
- write and report in standard academic formats.

Educational Tour/ Project/Field Studies to be selected by the Department

Guidelines:

- a) The students undertaking this course shall be allotted a mentor/guide at the beginning of the semester.
- b) The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.
- c) The work shall be evaluated on the basis of the written document submitted by the student and a viva-voce conducted on the same.

SEMESTER-5

Educational Management
EDU/CC/3101

Credit- 6; Full Marks - 50

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

SEMESTER-5

Educational Technology-II
EDU/CC/3102

Credit- 6; Full Marks - 50

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-Educational Technology
- K.Sampath-Introduction to Educational Technology
- R.P.Pathak-New Dimensions of Educational Technology
- U.Rao-Educational Technology
- K.L.Kumar-Educational Technology
- J.Mohanty-Educational Technology
- J.C.Aggarwal-Educational Technology
- S.S.Dahiya-Educational Technology

SEMESTER-6

Contemporary Issues in Indian Education Credit -6 ; Full marks-50 EDU/CC/3201

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

SEMESTER-6

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

SEMESTER-1

Philosophy of Education
EDU/GE/1103

Credit- 6; Full Marks - 50

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.

SEMESTER-2

Psychology of Education
EDU/GE/1203

Credit- 6; Full Marks - 50

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

SEMESTER-3

Educational Sociology
EDU/GE/2104

Credit- 6; Full Marks - 50

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)

SEMESTER-4

History of Education
EDU/GE/2204

Credit- 6; Full Marks - 50

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

SEMESTER-5

**Women Education
EDU/DSE/3103-1**

Credit- 6; Full Marks - 50

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., & Taamo, 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.

SEMESTER-5

Open and Distance Education
EDU/DSE/3103-2

Credit- 6; Full Marks - 50

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

Suggested Readings:

- S. S. Ravi – A Comprehensive Study of Education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak – Modern Trends and Issues in Education of India
- S. S. Chib--Distance Education. Chandigarh: Chadda Publication
- B. Holmberg--Status and Structure of Distance Education (2nd Ed.). Lector Publishing
- P. K. Joshi--Modern Distance Education. New Delhi: Anmol Publications
- দুলালমুখোপাধ্যায়,বিজনসরকার,তারিণীহালদারওঅভিজিৎকুমারপাল-
ভারতেরশিক্ষারচলমানঘটনাবলি
- তারিণীহালদারওবিনায়কচন্দ- সমকালীনভারতবর্ষওশিক্ষা

SEMESTER-6

Teacher Education
EDU/DSE/3203-1

Credit- 6; Full Marks - 50

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.

SEMESTER-6

Guidance and Counselling
EDU/DSE/3203-2

Credit- 6; Full Marks - 50

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

SEMESTER-5

Comparative Education
EDU/DSE/3103-3

Credit- 6; Full Marks - 50

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
- দেবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
- শ্যামাপ্রসাদ চট্টরাজ-দেশ বিদেশের শিক্ষা

SEMESTER-5

Mental Hygiene
EDU/DSE/3103-4

Credit- 6; Full Marks - 50

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 (20 Class Hours)

- 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 (24 Class Hours)

- 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 (24 Class Hours)

- 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 (22 Class Hours)

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

Suggested Readings:

- Ghauhan, S.S.- Mental Hygiene- A Science of Adjustment.
- Mohanty, J. – Abnormal Psychology.
- Sarason&Sarason- The problem of Maladaptive Behavior
- Sengupta, M.- Mano swasthaviggan
- Ghosh,A.- ManashikSwasthaViggan

SEMESTER-6

The Great Educators
EDU/DSE/3203-3

Credit- 6; Full Marks - 50

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

SEMESTER-6

Inclusive Education
EDU/DSE/3203-4

Credit- 6; Full Marks - 50

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.
- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা - দেবনাথ, দেবনাথ-রীতা বুক এজেন্সি
- অন্তর্ভুক্তিমূলক শিক্ষা- দেবনাথ, দেবনাথ-রীতা পাবলিকেশন