

# CURRICULUM

## B.A. Program in Education

### CHOICE BASED CREDIT SYSTEM

(With effect from 2020-2021 academic session and onwards)



**KAZI NAZRUL UNIVERSITY**

**ASANSOL, WEST BENGAL, INDIA**

# Kazi Nazrul University

## Curriculum

### B.A. Program in Education

(6 Semester Pattern)

(With effect from 2020-2021 academic session and onwards)



There will be Six Semesters in the three-year B.A. Program in Education. The Curriculum consists of 12 Core Courses (C) of which 4 core courses are to be taken from Discipline 1 (the program in the subject selected by the candidate) ; 4 core courses are to be taken from Discipline 2 (any subject other than Discipline 1) and 4 core courses are to be taken from AECC-Core. Apart from these, 2 Generic Elective courses (GE) [to be taken from the pool of Generic Elective courses], 2 Ability Enhancement Compulsory Courses (AECC-Elective), 4 Skill Enhancement courses (SEC) (from the program in the subject selected by the candidate) and 2 Discipline Specific Elective courses (DSE) from Discipline-1 and 2 such courses from Discipline-2 are to be taken. Each paper is of 50 marks. **L** stands for Lecture Hour, **T** for Tutorial Hour and **P** for Practical Hour.

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

  

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

<b>B.A. Program in Education : 3<sup>rd</sup> Semester</b>					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPEDCC301	Sociological Foundations of Education	CC-1(3)	5 - 1 - 0	6	50
<b>Discipline 2: CC-1(3) of Other Program Discip</b>		<b>CC-2(3)</b>		<b>6</b>	<b>50</b>
BAPEDCSE301	Communication Skills	SEC- 1	0 - 0 - 8	4	50
	MIL-II	CC-3(3)	5 - 1 - 0	6	50
		<b>SEMESTER</b>	<b>TOTAL:</b>	<b>22</b>	<b>200</b>

<b>B.A. Program in Education : 4<sup>th</sup> Semester</b>					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPEDCC401	Psychological Foundations of Education	CC-1(4)	5 - 1 - 0	6	50
<b>Discipline 2: CC-1(4) of Other Program Discip</b>		<b>CC-2(4)</b>		<b>6</b>	<b>50</b>
BAPEDCSE401	Measurement in Education	SEC- 2	4 - 0 - 0	4	50
ENGLC401	English-II	CC-3(4)	5 - 1 - 0	6	50
		<b>SEMESTER</b>	<b>TOTAL:</b>	<b>22</b>	<b>200</b>

<b>B.A. Program in Education : 5<sup>th</sup> Semester</b>					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
	<b>DSE ( Any one from Discipline 1 and any one from Discipline 2 )</b>	<b>DSE- 1</b>		6	50
		<b>DSE- 2</b>		6	50
	<b>DSE Discipline 1(one out of two)</b>				
BAPEDCDSE501	History of Education in pre-independence & post-independence India	DSEC-1(1)	5 - 1 - 0		
BAPEDCDSE502	Educational Technology		5 - 1 - 0		
	<b>DSE Discipline 2(one out of two)</b>				
	<b>1</b>	DSEC-2(1)			
	<b>2</b>				
	<b>GE(Any One out of two)</b>	<b>GE-1</b>		6	50
BAPEDCGE502	Educational Thoughts and Ideas of Great Educators	GEC-1	5 - 1 - 0		
BAPEDCGE601	Contemporary Issues in Education		5 - 1 - 0		
	<b>SEC (Any one out of two)</b>			4	50
BAPEDCSE501	Life Skill Education	SEC-3	4 - 0 - 0		
BAPEDCSE502	Education for Sustainable Development		4 - 0 - 0		
		<b>SEMESTER</b>	<b>TOTAL:</b>	<b>22</b>	<b>200</b>

### B.A. Program in Education : 6<sup>th</sup> Semester

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

## B.A. Program in Education

### Semester – 1<sup>st</sup>

Course: CC-1: INTRODUCTION TO EDUCATION

Full Marks:50

#### Objectives:

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

- understand the meaning of Education
- understand the types of Education
- understand the agencies of Education
- understand the nature of knowledge
- understand the nature of values in society
- understand the role of education in emerging Indian society

#### Unit I Introduction

- Education: Meaning, Definitions and Nature
- Scope and Functions of Education
- Goals of Education in emerging Indian Society
- Importance of Education

#### Unit II Types of Education

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

#### Unit III Agencies of Education

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

#### Unit IV Factors of education

- Students
- Teachers
- School
- Curriculum

#### Unit V Nature of Knowledge

- Understanding Knowledge
- Characteristics of Knowledge
- Forms of Knowledge
- Ways of Knowledge

#### Unit VI Role of Education

- Education for National Integration
- Education for International Understanding
- Education and Democracy
- Education and Empowerment

#### Recommended Books:

- Basics in Education: NCERT
- J. C. Aggarwal- Theory and Principles of Education
- S. P. Chaube & A. Chaube – Foundations of Education
- Banerjee, A -Philosophy and principles of education
- S. S. Ravi – A Comprehensive Study of Education

- Kundu and Majumder -Theories of education
- Mukherjee, K. K. -Principles of education.
- Purkait, B.R- Principles and Practices of Education
- সূশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- অর্চনা বন্দ্যোপাধ্যায়- শিক্ষাদর্শন ও শিক্ষানীতি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও দর্শন
- জগদিন্দ্র মণ্ডল- শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
- গৌরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ডঃ দেবাশিষ পাল ও ডঃ দেবাশিষ ধর- শিক্ষার ভিত্তি ও বিকাশ
- ডঃ নূরুল ইসলাম- শিক্ষাতত্ত্বের রূপরেখা

**Semester – 2<sup>nd</sup>**

**Course: CC-3: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**FULL MARKS:50**

**Objectives:**

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

- understand the meaning and relationship of Education and Philosophy
- understand the meaning and features of child centric education
- understand the concept of Indian philosophy
- understand the concept of western philosophy
- understand the contributions of great Indian educators
- understand the contributions of great western educators

**Unit I Education and Philosophy**

- Education: Meaning, Nature & Scope
- Aims of Education: Individualistic and Socialistic
- Scope of Educational Philosophy and Relation between Education and Philosophy

**Unit II Child Centric Education**

- Child centric Education: Meaning and Characteristics
- Aims and approaches of Child centric education
- Life centric education: features and significance

**Unit III Indian Philosophy**

- Concept of Indian schools of philosophy with a special reference to
- Buddhism
- Jainism

**Unit IV Western Philosophy**

- Concept of Western schools of philosophy with a special reference to
- Idealism,
- Naturalism,
- Pragmatism
- Realism

**Unit V Contributions of Great Indian Educators**

- Swami Vivekananda
- Rabindranath Tagore

**Unit VI Contributions of Great Western Educators**

- Rousseau
- Froebel

**Recommended Books:**

- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- Chandra S.S- Indian educational development, problems and trends.
- O.P. Dhiman- Philosophical Foundations of Education

- R. R. Sharma- Philosophical and Sociological Foundation of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- B. R. Purkait – Great Educators
- Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education
- Mukherjee, K.K. -Some great educators of the world.
- V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L.- New Perspectives on Philosophy and Education. NewJersy, USA: Pearson.
- Nayak, B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.
- Ozman, Howard A., & Craver, Samuel M.- Philosophical Foundation of Education. Boston, USA: Ally & Bacon.
- Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.
- তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মণ, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন
- ডঃ অভিজিৎ কুমার পাল- শিক্ষা দার্শনের রূপরেখা
- তারিনী হালদার ও ডঃ প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- বেবী দত্ত ও দেবীকা গুহ- শিক্ষাদর্শন ও দার্শনিকের অবদান
- ডঃ উজ্জল পাণ্ডা, ডঃ মিহির চট্টোপাধ্যায় ও ডঃ স্বপন সেন- শিক্ষার দার্শনিক ও সামাজিক ভিত্তি
- ডঃ দেবাশিষ পাল ও ডঃ মিহির চট্টোপাধ্যায়- শিক্ষার দার্শনিক ভিত্তি
- ডঃ মিহির চট্টোপাধ্যায় ও ডঃ কবিতা চক্রবর্তী- শিক্ষাদর্শন ও শিক্ষানীতির রূপরেখা
- সুশিল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন



## Semester – 3rd

**Course: CC-5: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**FULL MARKS:50**

### **Objectives:**

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

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

### **Unit I Introduction**

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

### **Unit II Education and Society**

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

### **Unit III School and Society**

- Role of School as a miniature form of Society.
- Role of School in Social Development.
  
- Role of Society in Social Development.
  
- Interaction between School and Society.

### **Unit IV Sociological Bases of Education**

- Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition.
  
- Need based education for modern society (societal expectations of education).
  
- Role of Education in socialization and social change.
  
- Role of Education in social mobility & social stratification.

### **Unit V Constitutional Provisions and Social Development**

- Fundamental Rights and Education
- Fundamental Duties and Education
  
- Preamble of Indian Constitution and Indian Society
  
- Equity and Equality in society.

## Unit VI Religion and Culture

- Concept of Religion in India
- Role of Religion in Education and Social Development
- Concept of Culture
- Role of Culture in Education and Social Development

### Recommended Books:

- Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publishing House.
- Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.
- Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.
- Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.
- Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.
- Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.
- Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.
- S. P. Chaube & A. Chaube – Foundations of Education
- Sharma, Y. - Sociology of Education
- Brown, F.L. -Educational Sociology
- Chakraborty, J.C. -Educational Sociology
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata
- Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur
- সোনালি চক্রবর্তী- শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও সমাজতত্ত্ব
- মঞ্জুশা তরফদার- শিক্ষাগ্রন্থী সমাজবিজ্ঞান
- বিষ্ণু পদ নন্দ- শিক্ষাগ্রন্থী সমাজতত্ত্ব
- শ্যামাপ্রসাদ চট্টরাজ- শিক্ষামুখী সমাজবিজ্ঞান
- ডঃ দেবাশিষ পাল- শিক্ষার সামাজিক ভিত্তি
- তারিনী হালদার ও ডঃ প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- ডঃ মিহির চক্রবর্তী ও ডঃ কবিতা চক্রবর্তী- শিক্ষা সমাজতত্ত্বের রূপরেখা

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

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

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

**Unit I Introduction to Communication**

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

**Unit II Process of Communication**

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

**Unit III Listening Skills**

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

**Unit IV Reading Skills**

- Previewing, Skimming and Scanning
- Development of Skills for Correct Pronunciation, Reading and Comprehension
- Practical Work: Reading with proper Diction and Understanding the gist of an argument or paragraph
- Practical Work: Answering questions after going through a paragraph

**Unit V Writing Skills**

- Sentence formation
- Punctuation
- Practical Work: Essay writing
- Practical Work: formal letter writing

**Unit VI Speaking Skills**

- Verbal and Non verbal communication at Interview
- Public Speaking: Extempore
- Group Discussion
- Seminar with power point presentation

**Recommended Books:**

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.
- Marami Goswami- Pedagogy of Education
- মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান
- ডঃ দুলাল মুখোপাধ্যায় ও ডঃ উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

**Semester – 4<sup>th</sup>**

**Course: CC-7: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**FULL MARKS:50**

**Objectives:**

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

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

**Unit I Psychology and Education**

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

**Unit II Cognition**

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

**Unit III Growth and Development**

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

**Unit IV Learning**

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

**Unit V Intelligence**

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

## Unit VI Teaching

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

### Recommended Books:

- Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.
- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996)- Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- Normann Sprinthall and Richard, C. Sprinthall- Educational psychology: McGraw-Hill Publishing Company.
- সুশীল রায়- শিক্ষা মনোবিদ্যা
- ডঃ বিজন সরকার- শিখন ও শিক্ষণ
- ডঃ প্রনব কুমার চক্রবর্তী ও ডঃ বিজন সরকার- শিখন ও মনোবিদ্যা
- ডঃ দেবাশিষ পাল- শিখন ও মনোবিদ্যা
- ডঃ দেবাশিষ পাল, ডঃ ধর, ডঃ দাশ ও ডঃ ব্যানার্জী- পাঠদান ও শিখনের মনস্তত্ত্ব
- ডঃ প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- ডঃ প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞান ও শিখনপ্রক্রিয়া
- অরুন ঘোষ- শিক্ষাপ্রয়ী মনোবিজ্ঞান
- প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা- শিক্ষা মনোবিজ্ঞান

**Objectives:**

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

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

**Unit I Introduction**

- Concept of Measurement
- Differences of Measurement and Evaluation
- Concept and Nature of Educational Evaluation

**Unit II Types**

- Formative and Summative Evaluation
- Diagnostic Evaluation
- NRT
- CRT

**Unit III Tools and Techniques of Assessment**

- Observation, Assignment & Project
- Tests
- General Principles of Test Construction
- Teacher-made Test and Standardized Test

**Unit IV Characteristics of a Good Test**

- Objectivity
- Reliability
- Validity

**Unit V Educational Data**

- Types
- Collection and Processing of data
- Histogram, Frequency Polygon and Ogive
- Bar diagram and Pie Chart

**Unit VI Data Treatment**

- Measures of Central Tendency: Mean, Median and Mode
- Measures of variability: Range, QD & SD
- Measures of correlation: Rank Difference & Product Moment

**Recommended Books:**

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

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



## Semester – 5<sup>th</sup>

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

### **Objectives:**

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

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

### **Unit I Early British Education**

Contribution of Missionaries with special reference to

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

### **Unit II Influence of Western Education**

- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

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

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

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

- Development of vernacular language
- Women Education
- Teacher Education

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

- Raddhakrishnan Commission
- Mudaliar Commission
- Kothari Commission

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

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

### **Recommended Books:**

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

- ডঃ দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- আধুনিক ভারতে শিক্ষার ধারা
- ভক্তিভূষণ ভক্তা- ভারতীয় শিক্ষার রূপরেখা
- রণজিৎ ঘোষ- আধুনিক ভারতে শিক্ষার বিকাশ
- ডঃ দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ্র- সমকালীন ভারতবর্ষ ও শিক্ষা
- ডঃ নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- গৌরদাস হালদার ও প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা
- ডঃ অনিরুদ্ধ চক্রবর্তী ও মহঃ নিজাইরুল ইসলাম- শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ
- ডঃ দেবাশিষ পাল, ডঃ দিলীপ কুমার ঠাকুর ও হামিদুল হক- সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- ডঃ দেবাশিষ পাল, ডঃ দত্ত, ডঃ ধর ও ডঃ মণ্ডল- সমসাময়িক ভারতবর্ষে শিক্ষার বিকাশ

**Objectives:**

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

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

**Unit I Concept of Educational Technology**

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

**Unit II System Approach to Education**

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

**Unit III Communication**

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

**Unit IV Mass Instructional Techniques**

- Seminar
- Workshop
- Panel Discussion
- Team Teaching

**Unit V Personalized Instructional Techniques**

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

**Unit VI Models of Teaching**

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

**Recommended Books:**

- J.C. Aggarwal – Essentials of Educational Technology.
- K.Sampath – Introduction to Educational Technology.
- R.P. Pathak – New Dimensions of Educational Technology.
- J. Mohanty - Educational Technology.
- Mangal & Mangal – Essential of Educational Technology.
- মলয় কুমার সেন – শিক্ষা প্রযুক্তি বিজ্ঞান
- তুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল – শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- শ্যামাপ্রসাদ চট্টোপাধ্যায় – শিক্ষা প্রযুক্তি

- ডঃ দুলাল মুখোপাধ্যায় ও ডঃ উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

**Course : SEC-3: LIFE SKILL EDUCATION**

**Full Marks:50**

**Objectives:**

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

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

**Unit I Concept of Like skills**

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

**Unit II Different Types of Life skills**

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

**Unit III Importance of Life Skills**

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

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

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

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

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

**Unit VI Life Skill Policies in India**

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

**Recommended Books:**

- K. Ravikanth Rao and P. Dinakar- Life Skills Education
- Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
- Singh, B.D. and Menon R- Life Skills in India ( 2015) An Overview of Evidence and Current Practices in our Education System
- [http://www.unicef.org/lifeskills/index\\_7308.html](http://www.unicef.org/lifeskills/index_7308.html)...retrieved Jan, 2016.
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
- Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programmes (2012).
- NCF 2005.
- Teacher Education, Department of School Education and Literacy, MHRD, India.
- ডঃ দেবাশিষ পাল- জীবনশৈলী শিক্ষা

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

**Course: SEC-3: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**FULL MARKS:50**

**Objectives:**

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

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

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

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

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

**Unit III Dimension of Sustainable Development**

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

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

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

**Unit V Education for Sustainable Development**

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

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

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

**Recommended Books:**

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

University Press.

5. World Health Organization (2002) Community participation in local health and sustainable development: Approaches and techniques, Geneva , European Sustainable development and health series 4.

6. Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy, Netherland, Kluwer Academic Publisher.

**Course: GE-1: EDUCATIONAL THOUGHTS AND IDEAS OF GREAT EDUCATORS Full Marks:50**

**Objectives:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Recommended Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Aggarwal.J.C. -Theory and Principles of education Philosophical and Sociological Bases of education
- Banerjee, A -Philosophy and principles of education.
- Chakraborty, J.C. -Modern education
- Kundu and Majumder -Theories of education
- Mukherjee, K.K. -Some great educators of the world
- Mukherjee, K.K. -Principles of education
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).
- Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,
- Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.
- AQÑej h-¼cifjdÉju - ĆnrjcnÑe J Ćnrje£ĉa
- Ćc-hÉ¼c¥ iVÊjQjkÑÉ - Ćnrj J cnÑe
- Ćhi¥l"e ...q - ĆnrjufĉbL«v
- Al|e -Oio- Ćnrj Ćh'j-el cnÑe J jšmašÄ
- -N±lcip qimcil J fĔniĉ<sup>1</sup> nÑji- ĆnrjašÄ J Ćnrje£ĉa
- SNĉc¼cĔ jäm - ĆnrjcnÑe J ĆnrjĆh'je
- Ćhi¥l"e ...q-Ćnrju fĉbL«v



**Objectives:**

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

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

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

**Unit II Elementary Education**

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

**Unit III Secondary Education**

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

**Unit IV Higher Education**

- Developments, concerns and
- prospects

- Challenges and Problems of Higher education.

#### Unit V Present Issues in Education

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

#### Unit VI Trends in Indian Education

- SWAYAM
- Family life education
- Privatisation of education

#### Recommended Books:

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of education in India
- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal- Theory and Principles of education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak- Modern Trends and Issues in Education of India
- -N±lcip qimcil Hhw fĒnijġ<sup>1</sup> njÑi- BdᄁceL ijlaEu ċnril ċhLjn
- Al'e -Ojo -BdᄁceL ijlaEu ċnril Cċaqip
- lZċSv -Ojo- BdᄁceL ijlaEu ċnril lĊf-IMj
- iċš<sup>2</sup> i"oZ iš<sup>2</sup>j -ijlaEu ċnril lĊf-IMj
- -SĒjċafĒpic h-¼cĒjfdĒju- BdᄁceL ijl-al ċnril ċhhaÑe
- X. ċmim jᄁ-MifjdĒju, X. ċhSe plil, aiċleĒ qimcil Hhw X. AċiċSvLᄁjil fim- ijl-al ċnril Qmjje OVeihmĒ
- aiċleĒ qimcil, ċhejuL Q¼c Hhw pᄁniġ<sup>1</sup> Lᄁjil hjÑe- ċnril J Eæue
- aiċleĒ qimcil J ċhejuL Q¼c- pjLimĒe ijlahoÑ J ċnril

## Semester – 6th

Course: DSE-3/ DSE-4: CURRICULUM STUDIES

FULL MARKS:50

### Objectives:

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

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

### Unit I Introduction to Curriculum

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

### Unit II Bases of Curriculum

- Philosophical
- Sociological
- Psychological

### Unit III Objectives of Curriculum

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

### Unit IV Concept of Curriculum Framework

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

### Unit V Curriculum Evaluation

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

### Unit VI Theories of Curriculum

- Definition

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

**Recommended Books:**

- H. Tabe - Curriculum Development- Theory & Practice
- A.V. Kelly – The Curriculum, Theory and Practice
- N. Bhalla – Curriculum Development
- M. Talla – Curriculum Development: Perspectives, Principles and Issues
- J. C. Aggarwal – Curriculum Development
- দিবেন্দু ভট্টাচার্য – পাঠক্রম চর্চা ও মূল্যায়ন
- মিহির চট্টোপাধ্যায় - পাঠক্রম চর্চা
- প্রনব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মাণ
- নূরুল ইসলাম- পাঠক্রম চর্চা ও ব্যবহারিক শিক্ষাবিজ্ঞান
- সোনালী চক্রবর্তী- পাঠক্রম চর্চা ও নির্দেশনা দান

**Course:DSE-3/DSE-4 : EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

**FULL MARKS:50**

**Objectives:**

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

- Explain meaning, nature and causes of exceptionality;
- Elaborate Historical Development of special Education in India;
- Understand different types of special Education;
- Suggest the alternative or remedial educational provisions for special children;
- Understand concept of different types of special education.

**Unit I Introduction to Special Education**

- Meaning and scope of special education
- Nature and provisions of Education of the Children with Special Needs
- A brief history of special Education in India

**Unit II Provisions of Special Education**

- Strategies – Special education, Integrated Education, Inclusive Education: Comparison
- Special Education and Universalization of elementary Education – Constitutional provisions and government policies.
- Recommendations and suggestions in the Person with Disability Act 1995 and 2016

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

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

**Unit IV Exceptional Learners**

Salient characteristics

of each category of exceptional Learners –

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

**Unit V Special Schools:**

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

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

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

**Recommended Books:**

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

**Course: SEC-4: EDUCATIONAL MANAGEMENT**

**FULL MARKS:50**

**Objectives:**

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

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

**Unit I Educational Management**

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

**Unit II Educational Administration and School Organization**

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

**Unit III Educational Supervision**

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

**Unit IV Educational Planning**

- Meaning and Significance
- Types
- Steps
- Institutional Planning

### Unit V Functions of Administrative Bodies

- UGC
- NCERT & SCERT
- NCTE
- DIET

### Unit VI Teaching

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

### Recommended Books:

- P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
- H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
- Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
- Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
- K.K. Shukla – Inspection and Supervision in Secondary Schools.
- NIEPA – Some Basic Facts about Educational Administration in India.
- J. C. Aggarwal- Educational Administration, Management and Supervision
- Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- I. S. Sindhu- Educational Administration and Management
- T.S. Sodhi & Aruna Suri – School Management
- Kochar, S.K - Secondary School Organization
- Aggarwal - School Organization
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- ডঃ তুহিন কুমার কর ও ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- ডঃ দুলাল মুখোপাধ্যায় ও লোপামুদ্রা পাল (চক্রবর্তী)-শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ডঃ দেবাশিষ পাল- বিদ্যালয় সংগঠন ও ব্যবস্থাপনা
- দিলীপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- বিমল চন্দ্র দাশ, সেনগুপ্ত ও রায়- শিক্ষায় ব্যবস্থাপনা
- ডঃ দেবাশিষ পাল ও ডঃ দেবরত দেবনাথ- শিক্ষা ব্যবস্থাপনা, পরিকল্পনা ও মূল্যায়ন
- ডঃ দেবাশিষ পাল ও দেবাশিষ ধর- শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা
- ডঃ প্রদীপ্ত রঞ্জন রায় ও ডঃ অমলকান্তি সরকার- বিদ্যালয় সংগঠন, ব্যবস্থাপনা ও পরিকল্পনা
- ডঃ মহম্মদ আফসার আলি- শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ডঃ হরেকৃষ্ণ মণ্ডল- বিদ্যালয় পরিচালনা ও ব্যবস্থাপনা

**Course: SEC-4: OPEN AND DISTANCE LEARNING**

**FULL MARKS:50**

**Objectives:**

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

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

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

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

- Philosophical Issues
- Psychological Issues
- Sociological Issues

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

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

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

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

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

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

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



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

**Recommended Books:**

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

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

**Objectives:**

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

**Unit I Concept and Types of Guidance**

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

**Unit II Agencies of Guidance**

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

<p><b>Unit III Concept and Types of Counselling</b></p> <ul style="list-style-type: none"> <li>• Meaning and characteristics of counselling</li> <li>• Principles and importance of counselling</li> <li>• Types of Counselling- Directive, Non-Directive, Eclectic</li> </ul>
<p><b>Unit IV Areas of Counselling</b></p> <ul style="list-style-type: none"> <li>• Individual and Group counselling- Concepts, needs and significance</li> <li>• Educational and Vocational Counselling- Concepts, needs and significance</li> <li>• Counselling and Psychotherapy</li> </ul>
<p><b>Unit V Guidance and Counselling Services</b></p> <ul style="list-style-type: none"> <li>• General characteristics of guidance and counselling service</li> <li>• Type of guidance and counselling services</li> <li>• Placement service and follow-up service</li> </ul>
<p><b>Unit VI Personnel in Guidance Programme</b></p> <ul style="list-style-type: none"> <li>• Characteristics and role of guidance personnel– the counsellor</li> <li>• Role of guidance personnel– career master</li> <li>• Characteristics and role of guidance personnel– parents</li> </ul>
<p><b>Recommended Books:</b></p> <ul style="list-style-type: none"> <li>• Gibson- Guidance and Counselling</li> <li>• NCERT- Guidance and Counselling</li> <li>• N. C. Basu- Educational and Vocational Guidance</li> <li>• S. S. Chauhan- Principles and Techniques of Guidance</li> <li>• pev LŸjil -Ojo- Ćnrju pwNĆa - AfpwNĆa Hhw Će-cŃnej</li> <li>• -chjĆno fjm- ĆeŃ-cnej J flijnŃ</li> <li>• X. pŕŕhŒlejN J NjNŃŒ Ćš- p%ĉaĆhdj-e ĆeŃ-cnej J flijnŃĉje</li> <li>• X. iŒjQ¾ĈĒ jām- ĆeŃ-cnej J flijnŃĉi-ell©f-IMj</li> </ul>
<p><b>Course: GE - 2 : INCLUSIVE EDUCATION</b> <span style="float: right;"><b>Full Marks:50</b></span></p>
<p><b>Objectives:</b> After going through this course, the students will be able to-</p> <ul style="list-style-type: none"> <li>• develop an understanding of the concept and philosophy of inclusive</li> <li>• understand education in the context of education for all</li> <li>• familiarize with the trends and issues in inclusive education</li> <li>• develop an attitude to foster inclusive education</li> <li>• develop an understanding of the role of facilitators in inclusive education</li> <li>• understand and appreciate the needs of such children in the society</li> </ul>
<p><b>Unit I Introduction to Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Concept and meaning of inclusive education</li> <li>• Objectives of inclusive education</li> <li>• Need and importance of inclusive education</li> </ul>
<p><b>Unit II Inclusive education and its evolution</b></p> <ul style="list-style-type: none"> <li>• Concept of special education</li> <li>• Integrated education</li> <li>• Mainstreaming and inclusive education of non-inclusive</li> </ul>
<p><b>Unit III Perspectives of inclusive education</b></p>

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

#### **Unit IV Special Educational Needs (SEN) of Learners in Inclusive School**

- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)

#### **Unit V Inclusive School setting**

- Concept of inclusive school
- School's philosophy, enrolment & retention drive
- Provisions of facilities, aids and equipments

#### **Unit VI Facilitators for Inclusive Education**

- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Parents involvement
- Use of technology to support diverse learning needs

#### **Recommended Books:**

- M. Dash – Education of Exceptional children
- James R Patton – Strategies for Teaching Learners with Special Need
- Robert A Gable – Strategies for Teaching Students – With Mild to Severe Mental Retardation
- Eugene B. Edger – Mentally Handicapped Children: Education and Training
- Warren Umansky – Young Children with Special Need
- Giangreco Michel – Ideas of Educating Students with Disabilities
- ড. দেবরত দেবনাথ ও আশিষ কুমার দেবনাথ- অন্তর্ভুক্তিমূলক শিক্ষা
- ড. দেবাশিষ পাল, ড. দেবাশিষ ধর ও ড. মধুমিতা দাশ- অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা
- ড. উর্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন
- ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা
- ড. প্রনব কুমার চক্রবর্তী ও ড. দেবশ্রী ব্যানার্জী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা