

B.A. General Program in Education

Course Structure (Discipline-1: Education)

- C = Course
- AECC = Ability Enhancement Compulsory Course
- SEC = Skill Enhancement Course
- GE = Generic Elective Course
- DSE = Discipline Specific Elective Course
- Dis-1 = Subject Discipline -1 : Education
- Dis-2 = Subject Discipline -2 : Other than Education

B.A Program in Education: 1st Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-1	Philosophical and Sociological Basis of Education (Dis-1 Education)	C-1	6	50
	Discipline-2 (Discipline Other than Education)	C-2	6	50
	Language -1 (Bengali -1)	AECC-1(Core)	6	50
	Environmental Studies	AECC-1 (Elective)	4	50
		SEMESTER	22	200

B.A Program in Education: 2nd Semester				
Course Code	Course Title	Course Type	Credit	Marks
UGEDCG-2	Psychological Basis of Education (Dis-1 Education)	C-3	6	50
	Discipline-2 (Dis-2 Other than Education)	C-4	6	50
	Language -1 (Bengali -2)	AECC-2(Core)	6	50
	English/MIL	AECC-2 (Elective)	2	50
		SEMESTER	20	200

B.A Program in Education: 3rd Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-3	History of Education in India-I (Dis-1 Education)	C-5	6	50
	Discipline-2(Discipline Other than Education)	C-6	6	50
	Language -2 (English -1)	AECC-3(Core)	6	50
SEC-1A	Life Skill Education	SEC- 1	2	50
SEC-1B	Psychology of Mental Health and Hygiene			
		SEMESTER	20	200

B.A Program in Education: 4th Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-4	History of Education in India-II (Dis-1 Education)	C-7	6	50
	Discipline-2(Discipline Other than Education)	C-8	6	50
	Language -2 (English -2)	AECC-4(Core)	6	50
SEC-2A	Education for Quality Living	SEC- 2	2	50
SEC-2B	Yoga Education			
		SEMESTER	20	200

B.A Program in Education: 5th Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>

	DSE (Any one from Discipline - 1 and any one from Discipline - 2)			
	DSE (Discipline-1 Education) (one out of two)	DSE- 1	6	50
DSE-1A	Curriculum Studies			
DSE-1B	Educational Measurement and Evaluation			
	DSE (Discipline – 2 Other than Education) (one out of two)	DSE- 2	6	50
	1. -----			
	2. -----			
	GE(Any One out of two)	GE-1	6	50
GE -1A	Educational Thoughts and Ideas of Great Educators			
GE -1B	Contemporary Issues in Indian Education			
	SEC (Any one out of two)	SEC- 3	2	50
SEC -3A	Women Education			
SEC -3B	Statistics in Education			
		SEMESTER	20	200

B.A Program in Education: 6th Semester

<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
	DSE (Any one from Discipline - 1 and any one from Discipline - 2)			
	DSE (Discipline – 1 Education)(one out of two)	DSE- 3	6	50
DSE -3A	Educational Technology			
DSE -3B	Educational Guidance and Counseling			
	DSE (Discipline 2 Other than Education) (one out of two)	DSE- 4	6	50
	1.-----			
	2.-----			
	GE (Any one out of two)	GE- 2	6	50
GE-2A	Teacher Education			
GE-2B	Education of Children with Special Needs			
	SEC (Any one out of two)	SEC-4	2	50
SEC-4A	Distance Education			
SEC-4B	Computer Application in Education			
		SEMESTER	20	200
		GRAND TOTAL:	122	1200

Detailed Curriculum

SEMESTER-1

UGEDCG-1: Philosophical and Sociological Basis of Education [Credit: 5+1]

(Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

1. Know the meaning, nature and scope of Educational Philosophy.
2. Understand and explain the relationship between Education & Philosophy.
3. Know and understand the different Individualistic and Socialistic aims of education.
4. Know and understand the different Western schools of philosophy and their contributions in various aspects of education.
5. Know and understand the different Indian schools of philosophy and their contributions in various aspects of education.
6. Know and understand the educational philosophy of great Indian and foreign educators.
7. Know the meaning, nature and scope of Educational Sociology.
8. Know and classify social groups with their nature.
9. Know and understand the definition, characteristics, factors and Constraints of social change.
10. Explain the role of education in social change and social mobility.

Course Contents:

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and scope of Educational Philosophy
- b) Individualistic and socialistic aim
- c) Relation between education and philosophy

Unit-II: Philosophy and Education

- a) Western Schools of Philosophy: Idealism, Naturalism and Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline
- b) Indian Schools of Philosophy and Education: Vedanta, Jainism and Buddhism

Unit-III: Sociology in Education

- a) Meaning, nature and scope of Educational sociology
- b) Social groups and education – Primary, Secondary and Tertiary Group
- c) Concept of Socialization; its Process.

Unit-IV: Social Change and Culture

- a) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change,
- b) Education and Social Mobility
- c) Culture: Meaning and Types; Cultural lag.

Suggested Books:

- A. P. Sharma – Indian and Western Educational Philosophy
- B. R. Purkait – Great Educators
- 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
- N. Arora – Educational Philosophy
- S. P. Chaube & A. Chaube – Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- S. S. Ravi – A Comprehensive Study of Education
- Y. K. Sharma – Sociological Philosophy of Education

SEMESTER-2

UGEDCG-2: Psychological Basis of Education [Credit: 5+1] (Discipline 1)

Course Objectives:

After completion of the course the students shall be able to:

1. Know and understand Learning, its characteristics and influencing factors of learning.
2. Know, understand and explain the different theories of learning and their educational implications.
3. Understand and explain the relationship between Attention and Interest.
4. Know and understand the different Stages and aspects of human development.
5. Understand of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development.
6. Understand of how learning is related with the development of a learner.
7. Know, understand and explain the various theories of human development and their educational implications.

Course Contents:

Unit-I: Introduction to Educational Psychology

- a) Psychology- Meaning, nature and Scope.
- b) Relationship and distinction between Education and Psychology.
- c) Application of educational Psychology in Classroom Teaching-Learning Process

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning; Trial and Error
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest

Unit-III: Growth and Development

- a) Stages and aspects of development in human life
- b) Physical, Social, Emotional and Cognitive development during Infancy, Childhood

and Adolescence

- c) Need of studying development in the context of learning.

Unit-IV: Individual Differences

- a) Individual Difference: Meaning and Causes
- b) Intelligence: Concept, Theories (Two Factors and Group Factor), Measurement
- c) Personality: Concept, Traits, Development of Personality and its assessment.
- d) Memory and Forgetting

Suggested Books:

- Adhikari, S (2015). Sikshayay Monovidya. Classique Books, Kolkata
- Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida.
- Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.
- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.
- Sharma S. K.- Principles of Growth and Development. Gyan.
- Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall.
- Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century.
- Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education.
- Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall.
- Weiner, B. (1980). Human Motivation. New York: Halt, Rinehart & Winston.

SEMESTER-3

UGEDCG-3: Development of Education in India-I [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course, students shall be able to:

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Know, understand and explain the different educational initiatives taken in 19th Century in India and their impacts on Indian education system.

Course Contents:

Unit-I: Education in Ancient India

- a) Education in Bramhanic Period.
- b) Education during Buddhist period.
- c) Educational Centres in Buddhist Period- Nalanda, Bikramshila

Unit-II: Education in Medieval Period

- a) Education System in Mughal Period
- b) Contribution of Babar and Akbar on Education

Unit-III: Introduction of Missionaries education in India

- a) Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
- b) Adam, Munroe and Elphinstone's Report on Indigenous education

Unit-IV: Education in 19th Century in India

- a) Charter Act (1813) and its educational significance
- b) Macaulay Minuets (1835) and its educational significance
- c) Wood's Despatch (1854) and Hunter Commission (1882-83) and their impact on Indian education

SEC-1A: Life Skill Education [Credit: 2] (Discipline- 1)

Course Objectives:

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

1. Acquire knowledge about the concept of life skill education.
2. Know and understand the concept, processes and various skills of communication
3. Acquire knowledge about the language usage skill.
4. Know and understand the process of critical thinking and problem solving.
5. Understand the process of team formation, team work and group activities.
6. Know how to manage team performance and team conflicts.
7. Know and understand the concept and different types of leadership.
8. Develop leadership skills.

Course Contents:

Unit- I: Communication and Language Usage skill

- a) Concept of Communication; Process of Communication and Communication Barriers.
- b) Skills of communication: Listening, Speaking and Writing
- c) Language: concept and functions; Process of Development

Unit-II: Critical Thinking, Problem Solving and Leadership Skill

- a) Meaning of Critical Thinking and Problem Solving
- b) Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c) Leadership, Levels of Leadership and Types of leadership Development Leadership Skills

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Chowdhury, P. Language across the Curriculum. Rita Publication, Kolkata.
- Pandey, S. P.- Life Skill Education for Adolescents. Serials.
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Deport.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010). Advanced Educational Technology, Pacific Books International.

SEC-1B: Psychology of Mental Health and Hygiene [Credit: 2] (Discipline-1)

Course Objectives:

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

9. Know the Concept and Nature of Mental Health.
10. Know the Concept and Scope of Mental Hygiene
11. Know the relationship of Mental Health and Mental Hygiene.
12. Know the Concepts and Need of adjustment.
13. Understand the adjustment mechanism.
14. Know the Classification and Causes of Mental Disorder.
15. Know the Treatment and Prevention of the different forms of Mental Disorders.

Course Contents:

Unit-I: Mental Health and Hygiene and Mental Disorder

- a. Concept, Nature and scope of Mental Health
- b. Relation between Mental Health and Mental Hygiene
- c. Classification with Symptoms of Mental Disorder
- d. Causes of Mental Disorder

Unit-II: Adjustment and Maladjustment

- a) Adjustment: Concept and Need; Adjustment Mechanism.
- b) Role of family and School in Effective Adjustment
- c) Maladjustment: Meaning and Causes
- d) Different forms of maladjustment; Role of family and School in remedial measures.

Suggested Books:

- Arkoff, Abe (1968) Adjustment and Mental Health, US: McGraw-Hill Inc.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002); Essentials of Psychology, Guwahati: Nibedita DK Distributors.
- Carson, R.C. & Butcher, J.N. Abnormal Psychology and Modern Life.
- Crow, R.B & Crow, A (1964); Educational Psychology, New Delhi: Eurasia Publishing House
- Chauhan, S.S. Mental Hygiene- A Science of Adjustment.
- Hilgard, E.O (1976); Theories of Learning (4th Ed), New York: Appleton Century Crgts 10. Woodworth R.S. (1995); A Study of Mental Life, New York: Century.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Mohanty, J. Abnormal Psychology.

SEMESTER-4

UGEDCG-4: Development of Education in India –II [Credit: 5+1]

(Discipline– 1)

Course Objectives:

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

1. Know the development of education in India during British Period.
2. Understand the educational system after independence of India.
3. Know the recommendations of different Education Commissions in Post-Independence India

Course Contents:

Unit-I: Education in 20th Century in India (1901-1944)

- a) Educational reformer- Lord Curzon and his educational policy (1904)
- b) Essential features of Sadler Commission (1917)
- c) Wardha Scheme of Education -1937

Unit-II: Bengal Renaissance and National Education Movement

- a) Bengal Renaissance: Its Nature; Educational Thoughts and activities of Rammohan Roy and Iswar Chandra Vidyasagar
- b) National Education Movement: Characteristics and Causes
- c) Phases of National Education Movement

Unit-III: Education in Post Independence India-I

- a) University Education Commission (1948-49) - Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education
- b) Secondary Education Commission (1952-53) – Structure of Education system,

Aims and Objective, Curriculum and Evaluation system and Language Policy

Unit-IV: Education in Post Independence India-II

- a) Indian Education Commission (1964-66) – Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity
- b) National Education Policy (1968)
- c) National Education Policy (1986)

Suggested Books:

- Agarwal, J. C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Aggarwal, J. C. - Landmarks in the History of Modern Indian Education.
- Banerjee, J. P. – Education in India, Past, Present and Future.
- B. K. Nayak- Modern Trends and Issues in Education of India
- B. K. Nayak - History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal- Theory and Principles of Education
- Mukherjee, S. N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S., and Naik, J. P. – History of Education in India; Macmillan Co.
- R. P. Pathak – Development and Problems of Indian Education
- S. S. Ravi – A Comprehensive Study of Education

SEC-2A: Education for Quality Living [Credit-2] (Discipline-1)

Course Objectives:

On completion of the course the students will be able to:

5. Know the Concept of Value and Value Education.
6. Know the Nature and Scope of Value Education.
7. Understand the Role of Parents, Teachers and Society for fostering Values.
8. Know the various Approaches of Value Inculcation.
9. Know the Concept and Nature of Peace Education.
10. Know the Curriculum of Peace Education.
11. Know the role of Education in dissemination of peace and resolution of conflict.
12. Know the Concept and Aims of Sustainable Development.
13. Understand the Role of Education in Sustainable Development.
14. Know the difficulties in maintaining Sustainable Development.

Course Contents:

Unit- I: Value Education and Peace Education

- a. Value and Value Education: Meaning, Definitions, Nature and Scope
- b. Fostering Values: Role of parents, Teachers and Society
- c. Peace Education: Meaning and nature
- d. Peace Education and Curriculum: Method of integration peace concept in education

Unit –II: Education for Sustainable Development and Human Resource Development

- a) Meaning, aims & objectives
- b) Role of Education in Sustainable Development
- c) Difficulties in maintaining sustainable development
- d) Human Resource Development: Meaning and Concept

Suggested Books:

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

- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New York.
- Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- Mishra, L. (2009) Peace Education Framework For Teachers, New Delhi: APH Publishing Corporation.
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

SEC-2B: Yoga Education [Credit-2] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

8. Know the Concept of Yoga and Yoga Education.
9. Understand the Role of Yoga in Education.
10. Describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications.
11. Know and understand the various techniques or methods of practicing Yoga.
12. Know and understand the Asans / Mudras and their effects to promote a sound physical and mental health.

Course Contents:

UNIT- I: Introduction to Yoga Education

- d) Meaning and Definitions of Yoga and Yoga Education
- e) Role of Yoga in Education
- f) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.

UNIT-II: Yoga Practices:

- d) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method,
- e) Different Asans / Mudras and their effects to promote a sound physical and mental health.
- f) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension
- g) Need of yoga for positive health; stress management through yoga and yogic dietary considerations.

Suggested Books:

- Ghorote, M. L. Yoga Applied to Physical Education. Lonavala; Kaivalyadhama.

- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.
- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6
- Nagendra, H.R. and Nagarathna R: *New Perspectives in Stress Management* (V.K.Yogas, Bangalore,1988).
- NCTE (2015) *Yoga Education diploma in Elementary Education*, New Delhi, pp.15-18.
- Pal, T., Rath, S.K. & Roy S.C. (2014) *Yoga Education at a Glimpse*, Romania: Bridge Center.
- Prabhupada, S. (ed.). (2007). *Srimagbhat Gita As It Is*. Nadia: Bhaktibedanto Book Trust.
- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.
- R Nagarathna and H R Nagendra : *Integrated Approach of Yoga Therapy for Positive Health*, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.
- Swami Satchidananda, *The Yoga Sutras of Patanjali*, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.
- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999.
- Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Bihar, India, 2002.
- Swami Satyananda : *Yoga Education For Children Saraswati* (Bihar Schools of Yoga, Munger, 1990).
- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970.
- Udupa, K.N. : *Stress and its Management by Yoga* (Motilal Banarsidass, Delhi).
- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

SEMESTER-5

DSE-1A: Curriculum Studies [Credit: 5+1] (Discipline-1)

Course Objectives:

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

10. Define Curriculum.
11. Know the Nature and Functions of Curriculum.
12. Describe the various Principles of Curriculum Construction.
13. Explain various types of curriculum.
14. Understand the Bases of Curriculum.
15. Know the Concept, Characteristics and Utility of Curriculum Evaluation.
16. Differentiate Formative and Summative Evaluation.
17. Understand the curriculum recommended by Indian Education Commission (1964-66).

Course Contents:

Unit-I: Concept of Curriculum

- d) Definition of Curriculum, Characteristics and Functions of Curriculum.
- e) General Principles of Curriculum Construction.
- f) Types of Curriculum- Explicit & Hidden Curriculum, Core and Activity based Curriculum.

Unit-II: Bases of Curriculum:

- d) Philosophical
- e) Psychological
- f) Sociological

Unit-III: Curriculum Evaluation and Recommendation

- d) Meaning, Characteristics and Utility of Curriculum Evaluation
- e) Formative and Summative Evaluation
- f) Indian Education Commission (1964-66)

Suggested Books:

- Brent, Allen. (1978); *Philosophical Foundations for the Curriculum*, Boston: Allen and Unwin.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Flinders, D.J (Ed) (1977); *The Curriculum Studies*; New Delhi: Atlantic Publishers
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Saylor, J.G. & Alexander W.M.(1956); *Curriculum Planning for Better Teaching and Learning*: Rinehart & Company, Inc. New York.
- Sharma, R.A. (2012) *Curriculum Development and Instruction*, Meerut: R. Lall Book Depot.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
- Talla, Mrunalini (2012) *Curriculum Development- Perspectives, Principles and Issues*, Delhi, Chennai & Chandigarh: Pearson
- Tanner, D. and Tanner, L.(1975) *Curriculum development- theory and practice*. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Vashist, R.P., *Curriculum Development*

DSE-1B: Educational Measurement and Evaluation [Credit: 5+1] (Dicipline-1)

Course Objectives:

After completion of the course the students shall be able to:

6. Acquire knowledge about the concept of Measurement and Evaluation.
7. Understand the relationship between Measurement and Evaluation.
8. Know, understand and differentiate various scales of measurement from each other.
9. Know and understand the different tools and techniques of evaluation used in education.
10. Know and understand the various important characteristics of a good test.

Course Contents:

Unit-I: Measurement and Evaluation in Education

- d) Concept, Scope and Need of Evaluation
- e) Relation between Evaluation and Measurement
- f) Scales of Measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- d) Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- e) Personality and Interest Test: Projective and Non-projective Tests
- f) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a Good Test

- d) Objectivity: Meaning and nature
- e) Evaluation Process: Concept, Types (Formative and Summative)
- f) Concept of Gradation and Credit system.

Suggested Books:

- Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.

- Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
- Best, J. W. & Kahn, J. V. (1989). Research in Education, (6th edition). New Delhi: Prentice Hall.
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications.
- Pathak, R. P. (2012). Measurement and Evaluation in Education. Pearson India.
- Priyadarsaini, J. R., and Swarupa Rani, T. (2004). Educational Measurement and Evaluation (01st Edition). Discovery Publishing House Pvt. Ltd.
- Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
- Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
- Singh, A. K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.
- Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
- Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

GE-1A: Educational Thoughts and Ideas of Great Educators

Course Objectives:

After completion of the course the students shall be able to:

3. Know, understand and explain the contributions of eminent Indian educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.
4. Know, understand and explain the contributions of eminent foreign educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.
5. Know, understand and explain the contributions of modern educators in the field of education.

Course Contents:

UNIT-I: Contribution of Great Indian Educators:

- a) Swami Vivekananda
- b) Rabindranath Thakur
- c) Sri Aurobindo

With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-II: Contribution of Great Foreign Educators

- a) Rousseau
- b) Froebel
- c) Montessori

With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-III: Contribution of Modern Educators

- c) Amartya Sen: Capability Pedagogy

- d) Paulo Freire: Critical Pedagogy
- e) R.S. Peters: Philosophy of Education

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- David Brookshaw Paulo Freire and Oliveira Brookshaw Freire (2014). Pedagogy of Commitment. Paradigm Publishers.
- Freire Paulo (2000). Pedagogy of the oppressed, 30th Anniversary Edition. Translated by Myra Bergman Ramos With an Introduction by Donaldo Macedo. Continuum, New York, London
- 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.

GE-1B: Contemporary Issues in Indian Education [Credit-5+1] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

6. Know and understand the concept and objectives of Universalization of Elementary Education, Secondary Education and Higher Education.
7. Know, understand and explain the role of RTE Act, DPEP, and SSA-SSM in Universalization of Elementary Education.
8. Know, understand and explain the role of RMSA in Universalization of Secondary Education.
9. Know, understand and explain the role of RUSA in Higher Education.
10. Know and understand the problems of Elementary Education, Secondary Education and Higher Education.

Course Contents:

Unit-I: Universalization of Elementary Education

- d) Universalization of Elementary Education: Meaning, Constitutional Provision with special reference to RTE Act
- e) Role of DPEP
- f) SSA-SSM

Unit-II: Universalization of Secondary Education

- d) Meaning, aims and objectives
- e) Role of RMSA
- f) Problems of Secondary Education

Unit-III: Higher Education and RUSA

- d) Concept and Objectives of Higher Education in India
- e) Higher Education and RUSA
- f) Problems of Indian Higher Education

Suggested Books:

- Agarwal, J. C. - Recent Developments and Trends in Education (with special reference to India). Shipra Publication.
- Hemchand, T. K.- Problems of Elementary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Secondary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Higher Education. Crescent Publication.
- Kochhar, S. K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S. N. – Secondary Education in India, Orient Longman, New Delhi, 1972.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Tripathy, P., and Roy, P. (2015). Contemporary Issues in Education. Kunalbooks.
- Tripathy, S. N.- Right to Education : Education for the Deprived Children. Abhijeet Pub.

SEC- 3A: Women Education [Credit: 2] (Discipline-1)

Course Objectives:

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

7. Know the concept and needs of women studies
8. Understand the scope and problems of women education
9. Know the literacy percentage of women.
10. Know the existing prejudices against women education.
11. Understand the role of educators on women education
12. Know the recommendations of different committees and commissions for women.
13. Understand the changing role of women in society and women rights

Course Contents:

Unit –I: Women Education

- a) Women Education: Meaning and Concept.
- b) Problems of Women Education.
- c) Literacy percentage of women.
- d) Existing prejudices against women education.
- e) Needs & Scope of Education for girls.

Unit –II: Recommendation on Women Education

- a) Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.
- b) Women Education as recommended by different commissions in Independent India.
- c) Measures taken by the Government for Women Education.
- d) Role of NGO's for Women Education.

Suggested Books:

- Bagal, J.C, Women's Education in Eastern India, 1956.
- Mukherjee, S.N.: Education in India. Today and Tomorrow, 1969.
- Report of the Commission on the Status of Women in India, December 1974.
Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
- Newson, J.The Education of Girls, Faber and Faber Ltd, London, 1948.
- Mitra, Ashok. The Status of Women, Literacy and Employment, Allied Publishers, New Delhi, 1979.

SEC-3B: Statistics in Education [Credit: 2] (Discipline- 1)

Course Objectives:

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

10. Know the Concept Scope and Need of Educational statistics.
11. Make organization, tabulation and graphical representation of Data.
12. Measure the Central Tendency.
13. Measure the Variability.
14. Compute Coefficient of Correlation by using various methods.

Course Contents:

Unit-I: Educational Statistics

- d) Concept, Scope and Need of Educational Statistics
- e) Organization and Tabulation of Data- Frequency distribution table
- f) Graphical Representation of Data

Unit-II: Descriptive Statistics

- d) Meaning of Central Tendency: Mean, Median and Mode
- e) Measure of Variability: Range, AD, SD, QD
- f) Concept of Correlation: Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation

Suggested Books:

- Aggrwal, Y.P. (1988): Statistical Methods-Concepts, Application and Computation, New Delhi: Streling.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret. H.E (1988). Statistics in Psychology and Education Bombay: Vakils, Ferrer & Simons Ltd
- Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill
- Mangal, S.K. (2008). Statistics in Education and Psychology, New Delhi: Prentice Hall.
- Rath, R. K. (1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.
- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.
- Saha, Kaberi (2012) Statistics In Education And Psychology, New Delhi: Asian Books Private Ltd

SEMESTER-6

DSE-3A: Educational Technology [Credit: 5+1] (Discipline-1)

Course Objectives:

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

12. Know the Concept, Nature, Need and Scope of Educational Technology.
13. Know the Problems of Educational Technology.
14. Know the Approaches of Educational Technology.
15. Understand the Concept, Nature, Types, and Components of Communication.
16. Know the Barriers of Classroom communication and strategies of overcoming barriers in communication
17. Know the various Media used in Education.

Course Contents:

Unit –I:

- a) Educational Technology: Concept and Meaning.
- b) Educational Technology: Nature, Scope, Needs and Limitations.
- c) Components of Educational Technology-Hardware, Software & System Approach

Unit –II:

- a) Communication: Meaning, Nature, Types and Process.
- b) Barriers of Communication.
- c) Significance of Communication.

Unit –III:

- a) Multimedia approach in educational technology.
- b) Visual, audio and audio-visual types and their uses in education.
- c) Computer and its role in education.

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Kumar, K.L. Educational Technology,
- Mohanty, J. (2001) Educational Technology, New Delhi: Deep & Deep publication.
- Mangal S K and Mangal U, (2009) Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sampath, Pannerselvan, Santhanam, Introduction to Educational Technology.
- Sharma R. N., & S.S. Chandra, (2003) Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005) Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.
- Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.

DSE-3B: Educational Guidance and Counseling [Credit: 5+1] (Discipline- 1)

Course Objectives:

After completion of the course the students shall be able to:

9. Know the concept, meaning, nature and importance of guidance.
10. Know, understand and explain the meaning, purposes and functions of different types of guidance.
11. Understand and explain the necessities of guidance at different stages of education.
12. Know the concept, meaning, nature and importance of counseling.
13. Know, understand and explain the meaning, purposes and functions of different types of counseling.
14. Know and understand the characteristics of a good Counsellor.
15. Know and understand the different Tools and Techniques of Guidance and Counselling.
16. Distinguish between guidance, counselling and teaching.

Course Contents:

Unit –I: Educational Guidance

- a) Educational Guidance: Meaning, Definition, Scope.
- b) Needs and Importance of Guidance.
- c) Essentials of good Guidance programme.
- d) Different forms of Guidance.

Unit-II: Vocational Guidance

- a) Educational and Vocational Guidance.
- b) Organization of Guidance service at different levels of education.
- c) Tools and techniques of Guidance.

Unit –III: Counseling

- a) Counseling: meaning, nature, scope.

- b) Tools and techniques of Counseling.
- c) Difference between Guidance and Counseling.
- d) Counseling process-relationships & its characteristics.
- e) Role of parent, teacher & counselor in guidance programme.

Suggested Books:

- Basu, N.C. Educational and Vocational Guidance.
- Chauhan, S.S. – Principles and Techniques of Guidance.
- NCERT- Guidance and Counseling.

GE-2A: Teacher Education [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

11. Understand the Meaning, Nature and Scope of Teacher Education.
12. Understand the Need and Importance of Teacher Education.
13. Know and understand the Changing Context of Teacher Education in Indian Scenario.
14. Explain Historical Development of Teacher Education in India.
15. Understand the problems of Teacher Education in India.
16. Give some suggestions to improve the conditions of Teacher Education in India.
17. Explain the role of various agencies of Teacher Education.
18. Know and understand the concept of profession and professionalism.
19. Justify teaching as a noblest profession.
20. Know the characteristics of professional teaching.

Course Contents:

UNIT-I: Concept of Teacher Education

- d) Meaning and Nature of Teacher Education
- e) Need and Scope of Teacher Education
- f) Changing Context of Teacher Education in the Indian Scenario

UNIT-II: Development of Teacher Education in India

- e) Teacher Education in Pre-Independence India
- f) Teacher Education in Post-Independence India
- g) Problems of Teacher Education and suggestions for improving conditions of Teacher Education in India

UNIT-III: Agencies of Teacher Education

- d) SCERT, UGC, NCTE and UNESCO
- e) Concept of Profession and Professionalism – Teaching as the noblest profession
- f) Characteristics of professional teaching

Suggested Books:

- Kundu, C. L. (1998). Indian Year Book on Teacher Education. New Delhi, Sterling Publishers Privatization Ltd.
- Mohan, Radha (2011). Teacher Education. New Delhi: PHI Learning Private limited.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- Sharma, Shashi Prabha (2004). Teacher Education in India, Vikas Publications, New Delhi.
- Shankar, V. (1984). Education of Indian Teachers, New Delhi: Sterling Publishers.

GE-2B: Education of Children with Special Needs [Credit: 5+1] (Discipline-1)

Course Objectives:

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

1. Know about the exceptional children.
2. Understand the importance of special education
3. Know the characteristics of visually impaired, hearing impaired children and children with speech disorder.
4. Know the characteristics and educational provision of mentally retarded children and learning disabled children.

Course Contents:

Unit-I: Children with Special Needs

- a) Exceptional children: Meaning and Classification
- b) Special Education
- c) Significance of Special Education

Unit –II: Children with VI, HI and Speech Disorder

- Education of Children with:
 - Visual Impairment: identification, intervention, education and prevention.
 - Hearing Impairment: identification, intervention, education and prevention.
 - Speech and Language Disorders: identification, intervention, education and prevention.

Unit –III: Children with MR and LD

- Education of Children with:
 - Mentally Retardation: identification, intervention, education and prevention.
- Education of Children with:
 - Learning Disabilities: identification, intervention, education and prevention.

Suggested References:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi:Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi:Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York:McGraw-Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi:Kanishka publishers, Distributors.
- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, PremLata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.

SEC- 4A: Distance Education [Credit: 2] (Discipline- 1)

Course Objectives:

After careful study of the course, learners will be able to-

9. State the meaning and characteristic features of distance education in India.
10. Give the significance of distance education
11. Know the present status of distance education.
12. State the concept of information and communication technologies and their application in distance education.
13. Describe the media for distance education-print and electronic
14. Understand the management of student-support services;
15. Describe the distance mode for technical and vocational education programmes for rural development;
16. Understand the quality assurance of distance education;

Course Contents:

Unit –I:

- a) Distance Education; Significance, Meaning and Characteristics.
- b) Growth and Development of Distance Education.
- c) Designing and preparing self-learning materials in Distance Education.
- d) ICT and their applications in Distance Education

Unit –II:

- a) Self – support service in Distance Education.
- b) Technical and vocational Programmes through Distance Education.
- c) Quality assurance in Distance Education.
- d) Maintaining of standards in Distance Education.
- e) Role of Distance Education Council.

Suggested Books:

- Distance Education: Principles, Potentialities and Perspectives – A.Goel&S.Goel.
- Distance Education: In the 21st Century – A.Goel&S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery&D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

SEC- 4B Computer Application in Education [Credit: 2] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

8. Know the definitions, characteristics and applications of computer.
9. Know and understand the various important components of computer and its Input and Output Devices.
10. Know and understand the Concept of Memory, Magnetic and Optical Storage Devices of computer.
11. Explain the definitions and functions of operating system of computer.
12. Know and understand the Basic Components of Windows.
13. Manage files and folders, Control panel – display properties, add/remove software and hardware, set date and time, screensaver and appearance.
14. Know and understand about various functions of Microsoft office word.
15. Know about Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.
16. Know and understand about Internet and its various applications.
17. Know and understand of how to Create Email Id, View an E-Mail, Send an E-Mail to a single and multiple users, Send a file as an attachment.

Course Contents:

UNIT-I: Computer

- a) Definition, Characteristics, Applications
- b) Components of Computer System, Input/Output Devices
- c) Concept of Memory, Magnetic and Optical Storage Devices

UNIT-II: Operating System and Word Processing

- a) Definition & Functions of Operating System
- b) Basic Components of Windows, Managing files and folders, Control panel – display properties, add/remove software and hardware, setting date and time, screensaver and appearance.
- c) Introduction to Word Processing, Menus, Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.

UNIT-III Computer Communication

- a) Internet and its applications
- b) Surfing the Internet using web browsers
- c) Creating Email Id, Viewing an E-Mail, Sending an E-Mail to a single and multiple users, Sending a file as an attachment.

Suggested Books

- Sinha, P. K. & Sinha, Priti, Computer Fundamentals, BPB
- Dromey, R.G., How to Solve it By Computer, PHI
- Microsoft Office – Complete Reference – BPB Publication