



Cooch Behar PanchananBarma University

Vivekananda Street, Cooch Behar, West Bengal.

Pin – 736101. India.

**Reduced Syllabus for UG – CBCS Hons.and Program course in Education
(For forthcoming 1st , 3rd & 5th Semester only)**

Date of UG – BoS Meeting : 3rd Sep,2020.

Time : 3p.m.(Google Meet online)

Members Present:-

- 1) Prof. BirbalSaha
- 2) Dr. RitwikaLaskar,
- 3) Dr. Subhashree Roy Chowdhury,
- 4) Dr. SunanditaBhowmik,
- 5) Mr. PritamRajak,
- 6) Dr. Sanjib Kr. Roy (Chairperson).

Member Absent :-

- 1) Dr. Sujay Paul.

Course Structure

B. A. HONOURS IN EDUCATION

1ST SEMESTER

Course Code	Course Title	Course Type	Credit	Marks
CC - 01	Philosophical Foundation of Education	C - 1	6	50
CC - 02	Psychological Foundation of Education - I	C - 2	6	50
GE – 1A / 1B	To be chosen from discipline other than EDUCATION	GE - 1	6	50
AECC- 1	Environmental Studies	AECC- 1	2	50
	Semester Total		20	200

3RD SEMESTER

Course Code	Course Title	Course Type	Credit	Marks
CC - 05	Development of Education in Ancient and Medieval India	C - 5	6	50
CC - 06	Development of Education in British India	C - 6	6	50
CC - 07	Development of Education in Post-Independent India	C - 7	6	50
GE – 3A	Adult and Continuing Education	GE – 3 (Any one to be chosen out of two)	6	50
GE – 3B	Women Education			
SEC – 1A	Visual Arts in Education (Project Based)	SEC – 1 (Any one to be chosen out of three)	2	50
SEC – 1B	Computer Application in Education – I (Project Based)			
SEC – 1C	School Based Activities in Education (Project Based)			
Semester Total			26	250

5TH SEMESTER

Course Code	Course Title		Course Type	Credit	Marks
CC - 11	Comparative Education		C - 11	6	50
CC - 12	Measurement and Evaluation in Education		C - 12	6	50
DSE – 1 (Group –A)	1-A/ 2-A	Inclusive Education	DSE -1 &	6	50
	1-B/ 2-B	Value Education			
DSE – 2 (Group –A)	1-C / 2 –C	Population Education	DSE – 2. **(Any Two out of Five from Group - A).	6	50
	1 –D /2–D	Guidance and Counseling in Education			
	1 – E /2- E	Educational Thoughts and Ideas of Great Indian Educators			
Semester Total				24	200

REDUCED SYLLABUS

SEM – I.

CC01 – Philosophical Foundation of Education [Credit: 5+1]

Course Contents:

Unit-I: Concept, Scope and Aim of Education

- a) Aims of education; The Report of Delor's Commission (UNESCO,1996)
- b) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

- a) Child: Meaning and characteristics of child centric education system,
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum and Co-curricular activities: Meaning, types and importance.
- d) Educational Institution: vision and functions

Unit-III: Schools of Philosophy

- a) Indian schools of Philosophy: (i) Vedic Schools- Sankhya (ii) Non- Vedic Schools- Buddhism in relation to reality, knowledge and values as well as their educational implication.
- b) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism with special reference to principles and their educational implications.

Unit-IV: Freedom, Discipline and National Values

- a) Inculcation of National Value as enshrined in the constitution of India: Democracy, Socialism and Secularism.
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SEM – I.

CC02 – Psychological Foundation of Education-I [Credit: 5+1]

Course Contents:

Unit-I: Basic concept of Educational Psychology

- a) Concept, nature and scope of educational psychology
- b) Application of psychology in teaching-learning process

Unit-II: Growth & Development

- a) Growth and Development: Meaning and concept; principles of development; heredity and environment as determinants of development
- b) Stages of development: infancy, childhood and adolescence.
- c) Characteristics of different stages with special emphasis on physical, social, emotional and intellectual;

Unit-III: Cognitive Development & Constructivism

- a) Cognitive structure (schema) and cognitive functions,
- b) Brief outline of different stages of cognitive development according to Piaget,

Unit-IV: Sensation, Perception and Attention

- a) Attention: meaning, kinds of attention; major determinants of attention, relation between attention and interest.
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SEMESTER-III

CC05 – Development of Education in Ancient and Medieval India

[Credit: 5+1]

Unit-I: Education in Ancient India: Vedic System

- a) Aims, curriculum, teacher and methods of teaching
- b) Women education and Evaluation system

Unit-II: Education in Ancient India: Brahmanic System

- a) Aims, curriculum, teacher, methods of teaching, discipline and evaluation system
- b) Status of Women education

Unit-III: Education in Ancient India: Buddhistic System

- a) Aims, curriculum, teacher, methods of teaching, discipline and evaluation system
- b) Institutions (Nalanda, Bikramshila) of Education

Unit-IV: Education in Medieval India

- a) Aims, curriculum, teacher and methods of teaching
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SEMESTER-III

CC06: Development of Education in British India

Course Contents:

Unit-I: Education in India during early British Period

- a) Missionary educational activities in India during early 19th century; Fort William College
- b) Charter Act of 1813 and its educational significance
- c) Bengal Renaissance- Concept, causes and its impact on education, Contribution of Raja Rammohan Roy, and Vidyasagar in Education.

Unit-II: Introduction to Western Education in India

- a) Oriental and Occidental Controversy; Macaulay's Minute
- b) Wood's Despatch, 1854.

Unit-III: Educational Reform and National Education Movement

- a) Recommendation of Indian Education Commission (Hunter Commission),
- b) Educational reforms of Lord Curzon and National Education Movement towards development of a national system of education.

Unit-IV: Commission and Basic Education

- a) Recommendation of Calcutta University Commission (1917-1919).
 - b) Gandhiji's Basic Education and Sargent Report (1944).
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SEMESTER-III

CC07 – Development of Education in Post- Independence India

[Credit: 5+1]

Course Contents:

Unit-I: Education and Constitution

- a) Preamble and various Articles on Education in Indian Constitution.
- b) RTE Act-2009.

Unit-II: Education Commission in post Independent India

- a) Radhakrishnan Commission or University Education Commission (1948-49): Aims, curricula, Rural university and other recommendations
- b) Mudaliar Commission (1952-53): aims, structure, curricula and other recommendations
- c) Indian Education Commission (1964-66): Objectives, structure, curricula, Technical and Professional Education, Recommendations on different areas of education.

Unit-III: Universal Elementary Education

- a) Universal Elementary Education: Free, Compulsory and Universal Education in India,
- b) Present Position of Elementary Education,

Unit-IV: National Policies on Education

- a) National Policy on Education (1986).
 - b) Programme of Action (POA) (1992).
 - i) Ramamurti Committee (1990-91).
 - ii) Janardhan Reddy Committee (1992).
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SEMESTER-III

GE-3A: Adult and Continuing Education [Credit: 5+1]

Course Contents:

Unit-I: Basic concepts of Adult Education

- a) Concept of adult education, adult learning, continuing education, life- long learning
- b) Formal education, non-formal education, informal education, incidental learning
- c) The non-formal approach in education-Education for All. School Drop-outs and universalization of primary education and its relationship with adult literacy:
DPEP

Unit-III: Curriculum Methods and Teaching Materials

- a) Developing curricula-types of curriculum
- b) Different teaching methods; Teaching aids- conventional, non-conventional, modern.

Unit-IV: Current Trends in Adult Education

- a) National Literacy Mission (NLM): structure, role and function of supporting agencies such as DIET, NIAE, Directorate of Adult Education etc.
 - b) Total Literacy Campaigns (TLC), Post-Literacy Campaigns (PLC), Off shoots of TLC and PLC,
 - c) UNESCO's efforts : EFA, Hamburg Declaration-Mumbai Statement.
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SEMESTER-III

SEC-1C: School Based Activities & Education [Credit: 2]

Course Contents:

Unit-I: Educational Objectives and Instructional Design

- a) Concept of Educational Objectives and Instructional Objectives.
- b) Bloom's Taxonomy for designing an instructional material
- c) Application of instructional design in classroom teaching

Unit-II: School Activities

- a) Conduct of morning Assembly, Preparation of Class time-table, Record of attendance register.
- b) Conduct of Parent-Teacher Meeting, Observation of National Days
- c) Organization of Environment Awareness Program, Gender Sensitization, Awareness of Drug Abuse, HIV Awareness programme etc.

Unit- III: Project Work

1. Preparation of class routine of any upper primary or secondary level.
2. Organizing morning assembly at any school.
3. Recording of attendance percentage of girls' student at upper primary level or secondary level.
4. Calculation of attendance ratio of boys and girls students of upper primary or secondary level.
5. Organizing a programme for celebration of national festivals or Teachers Day.
6. Organize a plantation programme at the school campus.
7. Organize a health awareness and cleanliness programme at school campus.
8. Survey of primary school or anganwadi or kindergarten.
9. Organize a science exhibition at the school campus.
10. Activities related to decoration of classroom for beautification of school campus.

SEMESTER-V

CC11 – Comparative Education [Credit: 5+1]

Course Contents:

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

- a) Meaning and Nature of Comparative Education
- b) Scope and importance of Comparative Education

Unit-III: Formal Education System in India, UK &USA

Structure, Aims, Curriculum, Methodology and Evaluation system of formal education of -

- a) India,
- b) UK,
- c) USA.

Unit-IV: Primary & Secondary Education of India, UK & USA

Educational objectives and Curriculum of Primary and Secondary Education of –

- a) India
 - b) UK
 - c) USA
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SEMESTER-V

CC12- Measurement and Evaluation in Education [Credit: 5+1]

Course Contents:

Unit-I: Measurement and Evaluation in Education

- a) Concept, Scope and Need of Evaluation
- b) Scales of Measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- a) Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- b) Personality Test : Projective Tests
- c) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a Good Test

- a) Reliability, Validity & Objectivity

Unit-IV: Evaluation in Education

- a) Formative and Summative Evaluation, Norm Reference Test and Criterion Reference Test.
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SEMESTER-V

DSE-1A/2A: Inclusive Education [Credit: 5+1]

Course Contents:

UNIT-I: Inclusive Education and Standard for Engaging all Students in Learning

- a) Inclusive Education: Meaning, Need and Programme
- b) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education
- c) Connecting students' prior knowledge, life experiences, and interests with learning goals

UNIT-II: Standard for Creating and Maintaining Effective Environments

- a) Creating a physical environment that engages all students;
- b) Establishing a climate that promotes fairness and respect behaviours in a fair, equitable way
- c) Promoting social development and group responsibility

Unit-IV: Teacher Preparation for inclusive school

- a) Characteristics of inclusive school. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
 - b) Problems in inclusion in the real classroom situations; ways of overcoming the problems in inclusion.
 - c) Teacher preparation for inclusive education in the light of NCF,2005.
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SEMESTER-V

DSE-1D/2D: Educational Guidance and Counselling [Credit: 5+1]

Course Contents:

Unit-I: Concept of Guidance

- a) Meaning, Nature and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational: Meaning, Characteristics, Purpose & Functions.
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling

- a) Meaning, Nature and Importance of Counselling
- b) Types of Counselling-
 - iv) Directive: Meaning, Characteristics, Purpose & Functions.
 - v) Non-directive: Meaning, Characteristics, Purpose & Functions.
 - vi) Eclectic: Meaning, Characteristics, Purpose & Functions.

Unit-III: Tools and Techniques of Guidance and Counselling

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.

Unit- IV: Guidance and Counseling

- a) Difference between Guidance, Counselling and Teaching.
 - b) Role of parent, teacher and counsellor in guidance programme.
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