



**NEW COURSE CURRICULUM FRAMEWORK
FOR
4 - YEAR BACHELOR's DEGREE PROGRAMME
(4 – Year UG Degree in Education Honours)**

SUBJECT : EDUCATION

**COOCH BEHAR PANCHANAN BARMA
UNIVERSITY**

SEMESTER – I.

Major-1. Course Title: Foundations of Education–I. (6 Credit)

Course Objectives :

By going through this paper students should be able to:

1. Develop a basic concept of Educational Philosophy.
2. Explain with examples how philosophy influences education and also gets influenced by education.
3. Explain the main philosophical ideas of Indian and Western Schools of Philosophy in terms of three domains of philosophical inquiry-metaphysics, epistemology and axiology.
4. Develop a fundamental concept of Educational Psychology.
5. Apply the knowledge of psychology in education.
6. Distinguish growth and development.
7. Describe various stages of development with developmental characteristics in physical, social, emotional and cognitive aspects.

Course Contents :

Unit-I: Basic Concepts of Educational Philosophy. (1 Credit)

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

Unit-II: Schools of Philosophy. (1 Credit)

- Overview of Indian and Western Schools of Philosophy.
- Indian Schools of Philosophy: Samkhya, Nyaya & Buddhist.
- Western Schools of Philosophy: Idealism, Naturalism and Pragmatism.

Unit-III: Basic Concepts of Educational Psychology. (1 Credit)

- Concept, Nature, and Scope of Educational Psychology.
- Relation between Psychology & Education.
- Relevance of Psychology in Education.

Unit-IV: Growth and Development. (1 Credit)

- Growth and Development: Concept and Principles; Determinants of Development.
- Stages of Development: Infancy, Childhood and Adolescence with special reference to physical, social, emotional and cognitive developments.

Unit-V: Practicum.

(2 Credit)

- Seminar
- Field Practice
- Critical analysis and assessment of Educational Thoughts and Thinkers.

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Suggested Readings :

1. Aggarwal, J.C. (2013). Child development and process of learning. New Delhi: Shipra Publications.
2. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
3. Chauhan, S. S. (2009). Advanced Educational Psychology. Noida: Vikas Publishing House Pvt Ltd
4. Dash, B. A. (2005). A Textbook of Educational Psychology. New Delhi: Dominant Publishers and Distributers.
5. Hurlock, E.B. (1973). Adolescent development(4thedn.).NewYork: McGraw Hill Book Co.
6. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
7. Mangal, S.K. (2014). Essentials of Educational Psychology. Delhi: PHI Learning Pvt. Ltd.
8. Mangal, S. K. (2011). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
9. Ranganathan, N. (ed.). (2020). Understanding Childhood and Adolescence. New Delhi: Sage.
10. Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.
11. Sindhu, I. S. (2012). Educational Psychology. Pearson India.
12. Singh, A. (ed.). (2015). Foundations of Human Development: A Life Span Approach. New Delhi: Orient Blackswan Pvt Ltd.
13. Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.
14. Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Education, Dorling Kinderslay (India) Pvt.Ltd .

Minor-1. Course Title : Contemporary Issues in Education in India.

(6 Credit)

Course Objectives :

By going through this paper students should be able to:

1. Develop a comprehensive knowledge and coherent understanding about the contemporary educational issues in our country.
2. Apply analytic thought to a body of knowledge, including the analysis and evaluation of educational policies.
3. Think in different and diverse ways about the educational issues.
4. Deal with the educational problems and situations and innovate and perform tasks in a better manner.
5. Construct logical arguments in the field of educational policies and practices.
6. Analyze and synthesize educational information's from a variety of sources, draw valid conclusions and support them with evidence and examples and address opposing viewpoints.
7. Develop capacity to extrapolate from what has been learned and apply acquired competencies in their real life situations.
8. Upgrade their level of understanding about the contemporary issues, i.e. unemployment, poverty, education of backward classes, etc.
9. Investigate about the solutions of contemporary problems by considering local, regional and national perspectives.

Course Contents :

Unit-I: Universalization of Elementary Education.

(1 Credit)

- Concept, Aims and Objectives .
- Constitutional Provisions.
- Role of DPEP, SSA and SSM.

Unit-II: Universalization of Secondary Education.

(1 Credit)

- Concept, Aims and Objectives.
- Role of RMSA.
- Problems of Secondary Education in India.

Unit-III: Higher Education.

(1 Credit)

- Concept, Aims and Objectives.
- Higher education and RUSA.
- Problems of higher education in India.

Unit-IV: Contemporary Issues.

(1 Credit)

- Unemployment
- Poverty
- Education of Backward Classes

Unit-V: Practicum

(2 Credit)

- Seminar, Debate, Group Discussion,
- Field Practice.

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Suggested Readings :

1. Agarwal, J. C. (2005) – Educational Reforms in India for the 21st Century, Vikas Publishing House Pvt Ltd., New Delhi.
2. Agarwal, J. C. (2020) – Recent Development and Trends in Education, Vikas Publishing House Pvt Ltd., New Delhi.
3. Mukhopadhyay, Marmar (2019) – Education in India : Dynamics of Development, Classic Books, Kolkata.
4. Pathak, R. P. (2017) - Education in Emerging India, New Academia Pub., new Delhi.
5. Reddy, G. S. (2017) – Current Issues in Education, Classic Books, Kolkata.
6. Safaya, Srivastaba & Singh (2007) – Development of Education in Emerging India and its Current Problems, Dhanpat Rai Pub., New Delhi.
7. Sharma, Ramnath (2000) – Problems of Education in India, Atlantic Publishers, New Delhi.
8. Srinivasan, M. V. (2020) – Education in Contemporary India, Pearson Pub.
9. Wadhwa, S. S. (2003) – Education in Emerging Indian Society, Tandon Pub., Ludhiana.

MDC- 1. Course Title : Human Growth and Development. (4 Credit)

Course Objectives :

After going through this paper, students should be able to:

1. Explain the concept of growth and development.
2. Differentiate the concept of growth and development.
3. Explain the principles of development.
4. Describe various stages of human development.
5. Critically analyse various stages of Piaget’s cognitive development.
6. Understand and describe the characteristics of various stages of Kohlberg’s moral development.

Course Contents :

Unit-I: Growth and Development. (1 Credit)

- Concept and principles,
- Determinants of development,

Unit-II : Stages of Human Development. (1 Credit)

- Infancy, childhood and adolescence,
- Brief outlines of Piaget’s Cognitive Development and Kohlberg’s Moral Development,

Unit-3: Practicum (2 Credit)

- Survey of primary/ secondary schools ,
- Seminar, Debate, Group Discussion.

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Suggested Readings:

1. Adhikari, S. (2015). SikskayaMonavidya. Classique Books, Kolkata.
2. Aggarwal, J.C. (2013). Child development and process of learning. New Delhi: Shipra Publications.

3. Barat, K.S. & Choudhury, K. (2014). *Sikhar Monobaigyanicvitti*. Pragatishil publisher, Kolkata.
 4. Chauhan, S. S. (2009). *Advanced Educational Psychology*. Noida: Vikas Publishing House Pvt Ltd.
 5. Dash, B. A. (2005). *A Textbook of Educational Psychology*. New Delhi: Dominant Publishers and Distributers.
 6. Mangal, S.K. (2014). *Essentials of Educational Psychology*. Delhi: PHI Learning Pvt. Ltd.
 7. Ranganathan, N. (ed.). (2020). *Understanding Childhood and Adolescence*. New Delhi: Sage.
 8. Singh, A. (ed.). (2015). *Foundations of Human Development: A Life Span Approach*. New Delhi: Orient Blackswan Pvt Ltd.
 9. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Education, Dorling Kinderslay (India) Pvt.Ltd .
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SEMESTER - II.

Major-2. Course Title: Foundations of Education – II. (6 Credit)

Course Objectives :

By going through this paper students should be able to:

1. Develop comprehensive and interdisciplinary understanding about the basic concept, nature and scope of educational sociology.
2. Formulate an inspiring vision on various social groups and their functions, nature of Social stratification and social mobility.
3. Increase analytic thought about Culture and its components and determinants.
4. Identify the educational aspirations of our country including the various constitutional provisions for the development of education.
5. Adopt innovative and lateral thinking and interpersonal skills to generate solutions about the contemporary issues in education.
6. Demonstrate the ability to work effectively and respectfully with diverse teams through participating seminar, field activity or community engagement.

Course Contents :

Unit-I: Basic Concepts of Educational Sociology. (1 Credit)

- Meaning, Nature and Scope of Educational Sociology,
- Relation between Education and Sociology; Concept of Sociology of Education,
- Social agencies of education - formal and informal,

Unit –II: Society and Culture. (1 Credit)

- Social groups,
- Social stratification and social mobility,
- Culture - concepts and determinants; cultural lag,

Unit-III: Education and Constitution. (1 Credit)

- Preamble of Indian Constitution,
- Constitutional provisions of education in India,
- RTE Act – 2009,

Unit-IV: Issues in Education.

(1 Credit)

- Equalization of educational opportunities
- Universalization of elementary education
- Social issues - Poverty, Illiteracy and Unemployment

Unit-V: Practicum

(2 Credit)

- Seminar
- Field Practice
- Community engagement and service.

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Suggested Readings :

1. Dash B. N., (2009), Encyclopaedia of Education in Emerging Society, Volume – III, Dominant Publishers and Distributors, New Delhi.
2. M. Francis Abraham, Modern Sociological Theory and Introduction, Oxford University Press. (2008) Jeanne H. Ballantine and Joan Z. Spad (Ed) Schools and Society: A sociological approach to education, 3rd Edition, Sage publications India Pvt. Ltd. 2008.
3. Mathur S.S. (1997), A Sociological Approach to Indian Education, Sheth Publishers, Bombay.
4. Safaya, Shahida and Shukla, (2008), Teacher in Emerging Indian Society; Theory and Principles of Education, Dhanpat Rai Publishing Company, New Delhi.
5. Sharma S. P., (2004), Basic Principles of Education, Kanishka Publishers, Distributors, New Delhi.
6. Sharma K. S., (2001), History and Problems of Education, Kanishka Publishers, Distributors, New Delhi.
7. Taneja, V.R., (1987), Socio-Philosophical Approach to Education, Atlantic publishers & Distributors, New Delhi.
8. Thakur, S. & Sandeep Berwal,(2007), Education in Emerging Indian Society, Mayur Paper Backs, Noida, New Delhi.
9. Y. M. Singh, (2007), Sociological Foundations of Education, Kanishka Publishers, New Delhi.

Minor -2. Course Title : Yoga Education.

(6 Credit)

Course Objectives :

After going through this paper, students should be able to:

1. Understand the concept and nature of Yoga and Yoga Education.
2. Analyse critically the importance of yoga in daily life.
3. Describe yoga education with special reference to aims, curriculum and role of teachers.
4. Discuss the growth of yoga in India.
5. Describe the eminent Yogis and Yogic texts and their contributions in the development of Yoga.
6. Aware about the consequences of yogasanas and mudras and their impacts on physical and mental health of people.
7. Develop insight into the nature of yogic diet.
8. Learn about the benefits of regular practice of yoga.

Course Contents :

Unit– I: Introduction to Yoga Education.

(1 Credit)

- Concept and Nature of Yoga and Yoga Education,
- Role and relevance of Yoga in Education,
- Yoga Education- aims, curriculum, role of teacher,

Unit – II: History of Yoga.

(1 Credit)

- Emergence of Yoga in India,
- Sagacious Yogis - Patanjali, Swami Vivekananda, B. K. S. Iyengar.
- Yogic Texts - Yoga Sutra of Patanjali, Integral Yoga of Sri Aurobindo,

Unit – III: Types of Yoga (Basic concepts).

(1 Credit)

- Karma Yoga
- Jnana Yoga
- Raja Yoga
- Bhakti Yoga

Unit – IV: Yoga for Health.

(1 Credit)

- Guidelines for performing Yoga,
- Yoga for Physical and Mental Health,
- Yogic Diet : Concept and Types – Sentient, Mutative and Static.

Unit – V : Practicum.

(2 Credit)

- Seminar / Group Discussions,
- Practices of Asana and Mudra,
- Special techniques of Yoga for Hypertension, Nasal Allergy and Diabetes.

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Suggested Readings :

1. Das, A. Yog Shiksha. Kolkata: Rita Book Agency.
2. Iyengar, B.K.S.(2000).AstadalaYogamala. New delhi: Allied Publishers.
3. Paul, D.& Das, A.(2014). Yog Shiksha: Atmabodh o Bikash. Kolkata: Rita Book Agency.
4. Satchidananda Saraswati(1970). Integral Yoga Hatha.
5. Shri Aurobindo.(1999). The Synthesis of Yoga.(5thedn).
6. Shri Swami Satchidananda (1988). The Living Gita
7. Stephens, M.(2020). Teaching Yoga: Essentials Foundations and Techniques. Forwarded by Mariel Hemingway.
8. Swami Niranjananda Saraswati.(2014). Yoga Education for Children. Bihar:Yoga Publications Trust
9. Swami Satchidananda (1988). The Yoga Sutras of Patanjali. Prabhat Prakashan.
10. Swami Shivananda Saraswati& Swami Satyananda Saraswati.(2013). Conversations on the science of yoga. Karma Yoga Book-1. Bihar: Yoga Publications Trust.
