

# **VIDYASAGARUNIVERSITY**

Paschim Midnapore, West Bengal



*PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF*

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**BACHELOR OF ARTS (HONOURS)**

**MAJOR IN EDUCATION**

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**4-YEAR UNDERGRADUATE PROGRAMME**

*(w.e.f. Academic Year 2023-2024)*

*Based on*

**Curriculum & Credit Framework for Undergraduate Programmes**

**(CCFUP), 2023& NEP, 2020**

**VIDYASAGAR UNIVERSITY**  
**BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION**  
**(under CCFUP, 2023)**

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	TOTAL	
BA (Hons.)	1 <sup>st</sup>	I	SEMESTER-I								
			Major-1	EDCHMJ101	T: Philosophical Foundation of Education	4	3-1-0	15	60	75	
			SEC	EDCSEC01	P: Institutional Survey	3	0-0-3	10	40	50	
			AEC	AEC01	Communicative English -1 ( <i>common for all programmes</i> )	2	2-0-0	10	40	50	
			MDC	MDC01	Multidisciplinary Course -1 ( <i>to be chosen from the list</i> )	3	3-0-0	10	40	50	
			VAC	VAC01	ENVS ( <i>common for all programmes</i> )	4	2-0-2	50	50	100	
			Minor (Disc.-I)	EDCMI01	T: Introduction to Education ( <i>To be taken by students of other Disciplines</i> )	4	3-1-0	15	60	75	
						Semester-I Total	20				400
		II	SEMESTER-II								
			Major-2	EDCHMJ102	T: Psychological Foundation of Education	4	3-1-0	15	60	75	
			SEC	EDCSEC02	P: Application of Educational/Psychological Tools	3	0-0-3	10	40	50	
			AEC	AEC02	MIL-1 ( <i>common for all programmes</i> )	2	2-0-0	10	40	50	
			MDC	MDC02	Multi Disciplinary Course-02 ( <i>to be chosen from the list</i> )	3	3-0-0	10	40	50	
			VAC	VAC02	Value Added Course-02 ( <i>to be chosen from the list</i> )	4	4-0-0	10	40	50	
			Minor (Disc.-II)	EDCMI02	T: Educational Psychology ( <i>To be taken by students of other Disciplines</i> )	4	3-1-0	15	60	75	
			Summer Intern.	CS	Community Service	4	0-0-4	-	-	50	
						Semester-II Total	24				400
						TOTAL of YEAR-1	44				800

MJ = Major, MI = Minor Course, SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, VAC = Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language, ENVS = Environmental Studies

## MAJOR (MJ)

### **MJ-1: Philosophical Foundation of Education**

**Credits 04 (Full Marks: 75)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Discuss the meaning, nature, scope, and aims of education.
2. Discuss different aspects of Education and Educational Philosophy.
3. Discuss different aspects of factors of education.
4. Discuss the meaning and branches of Philosophy.
5. Familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
6. Understand the contribution of some great educators and their philosophies of education

### **MJ-1T: Philosophical Foundation of Education**

**Credits 04**

#### **Course contents:**

##### **Unit - I: Education and Educational Philosophy**

- a) Meaning, nature, scope, and aims of Education.
- b) Individualistic and socialistic aim (meaning, characteristics, and difference)
- c) Report of Delor's Commission (UNESCO, 1996)
- d) Educational Philosophy: Meaning, nature, scope, and relation between education and philosophy.

##### **Unit - II: Factors of Education**

- a) Child / learner: influence of heredity and environment on the learner
- b) Teacher: qualities and duties of a good teacher.
- c) Curriculum and co-curricular activities – concept, types and significance of co-curricular activities.
- d) Educational institutions: informal, formal and non-formal, their interrelation.

##### **Unit - III: Philosophical Bases of Education**

- a) Philosophy: Concept and branches
- b) Western Philosophical thoughts and their influence on Education - Idealism, Naturalism, Pragmatism and Realism
- c) Indian Philosophical thoughts and their influence on Education - Samkhya, Yoga, Buddhism, Jainism and Islamic

##### **Unit - IV: Great Educators and Education (w.r.t Aims, Curriculum, Method of Teaching)**

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) John Dewey
- d) Bertrand Russell

#### **Suggested Readings:**

1. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
2. Aggarwal J.C (2008) Theory and Principles of Education, Vikas Publishing House.

3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
4. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
5. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
6. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt.Ltd, New Delhi.
7. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA,Pearson.
8. Nayak, B.K Text Book of Foundation of Education, Cuttack, Odisha: Kitab Mahal
9. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
10. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
11. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
12. M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
13. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে এবং প্রণয় পান্ডে.-শিক্ষার দার্শনিক ভিত্তি. রীতা পাবলিকেশন
14. ড. প্রণব কুমার চক্রবর্তী, ড. জয়ন্ত মেটে এবং ড.দিবেন্দু ভট্টাচার্য. শিক্ষার ইতিহাস. রীতা পাবলিকেশন

## **MJ-2: Psychological Foundation of Education**

**Credits 04 (Full Marks: 75)**

### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

- 1) Discuss the concept, nature, scope, and uses of Psychology in education.
- 2) Explain the influence of growth and development in education.
- 3) Describe the meaning and concept of learning, its theories, and factors.
- 4) Explain the application of learning theories in classroom situations.
- 5) Discuss the concept and theories of intelligence and creativity.
- 6) Explain the concept and development of personality.

## **MJ-2T: Psychological Foundation of Education**

**Credits 04**

### **Course contents:**

#### **Unit-I: Relation between Psychology and Education**

- a. Meaning and Definition of Education and Psychology, and their relationship.
- b. Relation between Education and Psychology.
- c. Nature and Scope of educational Psychology.
- d. Methods of Educational Psychology.

#### **Unit- II: Stages and Types of Human development and their educational significance**

- a. Piaget's cognitive development theory
- b. Erikson's psycho-social development theory
- c. Kohlberg's moral development theory
- d. Personality: Concept, Types and development.

#### **Unit-III: Intelligence & Creativity**

- a. Intelligence: Concept and Nature
- b. Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner.  
Measurement of Intelligence- verbal, non-verbal, and performance tests

- c. Emotional Intelligence: Concept and Nature
- d. Creativity: meaning, nature, factors, and nurturing.

#### **Unit-IV: Learning and Memorization**

- a. Definition and characteristics of Learning; Factors influencing learning.
- b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c. Transfer of Learning: Concept, Types, and Strategies for Promoting transfer
- d. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization.  
Forgetting- meaning and causes

#### **Suggested Readings:**

1. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
2. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
3. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
5. A. Woolfolk -Educational Psychology-Pearson Education
6. J. W. Santrock -Educational Psychology-Mc Gray Hill
7. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development- PHI Ltd
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

## **MINOR (MI)**

### **MI – 1: Introduction to Education**

**Credits 04 (Full Marks: 75)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Discuss the meaning, nature, scope, and aims of education.
2. Explain the factors of education and their relationships.
3. To discuss the agencies of education
4. To be acquainted with the concept of child-centric education

### **MI – 1T: Introduction to Education**

#### **Course contents:**

#### **Unit- I: Concept of Education**

- a. The narrow and broader concept of education
- b. Education as process and product, as Science and Arts
- c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational, and democratic.
- d. Aims of modern education with special reference to Delor's Commission.

#### **Unit- II: Factors of Education**

- a. Child/learner: influence of heredity and environment on the learner
- b. Teacher: qualities and duties of a good teacher.
- c. Curriculum- concept, and types. Co-curricular activities: meaning, values, and significance.
- d. Educational institutions: informal, formal, and non-formal, their interrelation.

#### **Unit- III: Agencies of Education**

- a. Home
- b. School
- c. State
- d. Mass media- television, radio, cinema, and newspaper

#### **Unit- IV: Child Centricism and Play-way in Education.**

- a. Concept of child-centricism in education.
- b. Characteristics and significance of child centricism in education.
- c. Concept of play and work. Characteristics of play way in Education.
- d. Kindergarten, Montessori, Project method.

#### **Suggested Readings:**

1. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
2. Aggarwal J.C (2008) Theory and Principles of Education, Vikas Publishing House.

3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
4. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
5. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
6. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt. Ltd, New Delhi.
7. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA, Pearson.
8. Nayak, B.K Text Book of Foundation of Education, Cuttack, Odisha: Kitab Mahal
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10. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
11. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
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## MI-2: Educational Psychology

**Credits 04 (Full Marks: 75)**

### COURSE LEARNING OUTCOMES:

After the completion of the course, students will have ability to

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Explain the concept and development of personality.
- Discuss the concept and theories of intelligence and creativity.
- Describe the concept of learning, factors, its theories, and their application in classroom situations.

## MI-2: Educational Psychology

**Credits 04**

### Course contents:

#### Unit-I: Relation between Psychology and Education

- a. Meaning and Definition of Education and Psychology.
- b. Relationship between Education and Psychology.
- c. Nature and Scope of Educational Psychology.
- d. Methods of Educational Psychology.

#### Unit- II: Stages and Types of Human development and their educational significance

- a. Piaget's cognitive development theory
- b. Erikson's psycho-social development theory
- c. Kohlberg's moral development theory
- d. Personality: Concept, Types and Personality development by Freud

### **Unit-III: Intelligence & Creativity**

- a. Intelligence: Concept and Nature
- b. Theories of Intelligence and their implications- Spearman and Guilford.  
Measurement of Intelligence- verbal, non-verbal, and performance tests.
- c. Emotional Intelligence: Concept and Nature
- d. Creativity: meaning, nature, factors, and nurturing.

### **Unit-IV: Learning and Memorization**

- a. Definition and characteristics of Learning; Factors influencing learning.
- b. Theories of learning and their implications: Pavlov, Skinner and Vygotsky
- c. Transfer of Learning: Concept and Types
- d. Memorization: Definition, factors, STM, LTM, Strategies for effective memorization.  
Forgetting- meaning and causes

### **Suggested Readings:**

1. Dr. Asis Kumar Dandapat - SIKSHA: MANASTWATIK BHITTI ( Psychological Foundation of Education) - Rita Publication, Kolkata(Bengali Version)
2. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
3. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
4. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
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10. B. N. Dash & N. Dash –A Test Book of Educational Psychology



## **SKILL ENHANCEMENT COURSE (SEC)**

### **SEC 1: Institutional Survey**

**Credits 03 (Full Marks: 50)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Define the process of Institutional Survey
2. Identify and explain the areas of Institutional Survey
3. Analysis the different aspects of Institution with data
4. Prepare a comprehensive report on an Institution

#### **SEC1P: Institutional Survey**

##### **Course Outline:**

In an Institutional Survey, Students may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

##### **Areas of Institution:**

- Leadership
- Teacher Quality- Preparation, competence and commitment
- Linkage and interface - communication with the environment
- Students - academic and non -academic quality
- Co-curricular activities- Non scholastic areas
- Teaching - quality of instructions
- Office Management - Support services
- Relationship: corporate life in the institution support
- Examination -purposefulness and methodology
- Job Satisfaction -staff morale

##### **Format for Report of Institutional Survey:**

- i. Front page
- ii. Certificate from Supervisor
- iii. Student declaration
- iv. Acknowledgement
- v. Preface
- vi. Content
- vii. **Chapter 1:** Introduction of Topic / theoretical framework of topic
- viii. **Chapter 2:** Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
- ix. **Chapter 3:** Review of Literature/Background of the study.
- x. **Chapter 4:** Methodology
- xi. **Chapter 5:** Data Analysis and Interpretation
- xii. **Chapter 6:** Conclusion and Suggestions/ Recommendation
- xiii. References/ Bibliography

## **SEC 2: Application of Educational/ Psychological Tools**

**Credits 03 (Full Marks: 50)**

### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. To acquire the skills of observation and inference in relation to any two selected Educational/ Psychological tools from the following units.
2. To have hands-on experience in Application of Educational/Psychological tools on the sample group
3. Preparing Report

## **SEC 2P: Application of Educational/ Psychological Test**

### **Course Outline:**

<b>Unit-I</b>	: Study Habit Inventory
<b>Unit II</b>	: Test Anxiety Scale.
<b>Unit-III</b>	: KNPI Personality test [using Sixty-six (66) items to be responded to across a 5-point scale of the inventory]/ Cattell's 16 PF on personality test
<b>Unit IV</b>	: Any Achievement test
<b>Unit V</b>	: Sociometric Test
<b>Unit-VI</b>	: Any one non-verbal intelligence test (i.e. Kohs block Design)
<b>Unit-VII</b>	: Educational Aspiration Scale
<b>Unit-VIII</b>	: MSE (Mental Status Examination)
<b>Unit IX</b>	: Job Satisfaction Scale
<b>Unit X</b>	: Socio-Economic Status Scale

### **Guideline of the practical activity:**

- A. Apply on 50 students of home Institution
- B. Writing a report on A4 page and to be submitted as per University Schedule.
  - a) Acknowledgement
  - b) Content
  - c) Name of the Tool
  - d) Introduction
  - e) Objectives
  - f) Methodology:
  - g) Data Analysis
  - h) Conclusion
  - i) Reference

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## **BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION**

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**4-YEAR UNDERGRADUATE PROGRAMME**

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**BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION**  
**(under CCFUP, 2023)**

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	TOTAL	
BA (Hons.)	2 <sup>nd</sup>	III	SEMESTER-III								
			Major-3	EDCHMJ03	T: British Drama & Prose (Renaissance to 18th Century)	4	3-1-0	15	60	75	
			Major-4	EDCHMJ04	T: British Literature: Romantic Period	4	3-1-0	15	60	75	
			SEC	EDCSSEC03	P: Creative Writing (Practical)	3	0-0-3	10	40	50	
			AEC	AEC03	Communicative English -2 ( <i>common for all programmes</i> )	2	2-0-0	10	40	50	
			MDC	MDC03	Multidisciplinary Course -3 ( <i>to be chosen from the list</i> )	3	3-0-0	10	40	50	
			Minor -3 (Disc.-I)	EDCMIN03	T: Poetry & Short story	4	3-1-0	15	60	75	
		Semester-III Total					20				375
		IV	SEMESTER-IV								
			Major-5	EDCHMJ05	T: British Literature: Victorian Period	4	3-1-0	15	60	75	
			Major-6	EDCHMJ06	T: British Literature: The Early 20th Century	4	3-1-0	15	60	75	
			Major-7	EDCHMJ07	T: British Literature : Post World War II	4	3-1-0	15	60	75	
			AEC	AEC04	MIL-2 ( <i>common for all programmes</i> )	2	2-0-0	10	40	50	
			Minor-4 (Disc.-II)	EDCMIN04	T: Essay & Novel	4	3-1-0	15	60	75	
			Internship/ Apprent.	INT	Internship/ Apprenticeship - activities to be decided by the Colleges following the guidelines to be given later	4	0-0-4	-	-	50	
		Semester-IV Total					22				400
		TOTAL of YEAR-2					42				775

MJ = Major, MI = Minor Course, SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language,

## Semester – III

Semester	Course	Course Code	Name of the Paper
III	4-Years Hons.	Major - 3	History of Indian Education
		Major - 4	Sociological Foundation of Education
		SEC - 3	Computer Application in Education
		Minor -3	History of Indian Education System

### Major -3: History of Indian Education

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum and teaching methods in Vedic, Brahmanic, Buddhistic, and Islamic education in Ancient and Medieval India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Describe the concept, characteristics, and impact of the National Education Movement and its role in shaping modern Indian education.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

**Course Content:**

#### Unit 1: Education in Ancient and Medieval India

Salient features of Vedic, Brahmanic, Buddhistic and Islamic Education w.r.t.

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

#### Unit 2: Education in India during British Period (1800-1853)

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3<sup>rd</sup> Report)

### **Unit 3: Education in India during British Period (1854-1946)**

- a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882)
- b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement
- c) Calcutta University Commission/ Sadler Commission (1917-1919)

### **Unit 4: Education in India after Independence**

With respect to Aims, Structure and Curriculum of -

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)

### **Suggested Readings:**

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past Present and Future
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History Heritage and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India ( 1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

# **Major- 4: Sociological Foundation of Education**

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After completion of the course, the learners will be able to

- Understand the meaning, nature and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social Group
- Explain the social change and its impact on education.
- Understand the concept of Social Stratification and Social Mobility
- Describe the Social Communication in Education
- Understand the social issues in Education

**Course Content:**

## **Unit 1: Introduction to Educational Sociology**

- a) Educational Sociology: Concept, Scope and Relationship between Education and Sociology
- b) Education as a Social Process: Social System and Socialization
- c) Education and Social Groups (Primary, Secondary & Tertiary)

## **Unit 2: Social Change and Education**

- a) Social Change: Concept, Factors and Relationship between Social Change and Education
- b) Social Stratification: Concept, Causes & Role of Education
- c) Social Mobility: Concept, Types, Causes & Role of Education

## **Unit 3: Social Factors and Education**

- a) Culture: Concept, Interrelationship between Education and Culture
- b) Concept of 'Unity in Diversity', Cultural Lag, Cultural Conflict, Acculturation
- c) Values: Concept, Nature, Types and Role of Education

## **Unit 4: Social Communication and Social Issues in Education**

- a) Social Communication: Concept and Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Modernization, Sanskritization and Westernization

**Suggested Readings:**

- Y. K. Sharma-Sociological Philosophy of Education-Classique Books
- S. S. Ravi-A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal-Philosophical and Sociological Bases of Education-Vikash Publishing House
- Mark Abrahamson-Classical theory and Modern Studies Introduction to Sociological theory-PHI Private limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja-Social Problems in India-Rawat Publications
- Debasish Paul-Siksha Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadyay & Kabita Chakraborty-Sikkhar Samajtattwik Viiti- Rita Publication (Bengali Version)



# **SEC-3: Computer Application in Education**

**Credit: 3**

**Full Marks: 50**

**Course Learning Outcomes:** After the completion of this course the learner will be able to

- Describe the process of mail merging in MS Word, including how to link a data source, design a document template, and execute the merge to generate personalized output.
- Design and format balance sheets in MS Excel, incorporating essential elements such as assets, liabilities, and equity, and ensuring accuracy in financial reporting.
- Create and design engaging PowerPoint presentations, incorporating elements such as text, images, charts, and multimedia to effectively communicate ideas.
- Design and set up Google Forms for collecting data, including creating various types of questions and configuring form settings.
- Set up and manage a Google Classroom environment, including creating classes, assigning tasks, and organizing course materials.
- Design and produce high-quality visual content using Canva, including social media graphics

**Course Content:**

**Any two of the following:**

- a) Mail Merge using MS Word
- b) Balance Sheet Preparation using MS Excel
- c) Powerpoint Presentation using MS Powerpoint
- d) Preparation of Google Forms
- e) Operational Mechanism of Google Classroom
- f) Graphic Design Basics using Canva

**Guideline of the Practical Activity:**

Writing a report on A4 page and to be submitted as per University Schedule as per following format.

- a) Front Page: Name of the Activity
- b) Acknowledgement

- c) Content/ Index
- d) Introduction
- e) Basic Concept related to the Activity
- f) Steps to conduct the Activity along with Screenshots
- g) References/ Bibliography

**Suggested Readings:**

- "Microsoft Word Step by Step" by Joan Lambert
- "Microsoft PowerPoint 365 Step by Step" by Joan Lambert
- "Google Forms: Your Ultimate Guide" by Top Skills Academy
- "The Non-Designer's Design Book" by Robin Williams

## **Minor- 3: History of Indian Education System**

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum and teaching methods in Vedic, Brahmanic and Buddhist education in Ancient India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

**Course Content:**

### **Unit 1: Education in Ancient India**

Salient features of Vedic, Brahmanic and Buddhist w.r.t.

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

### **Unit 2: Education in India during Early British Period**

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3<sup>rd</sup> Report)

### **Unit 3: Education in India during Later British Period**

- a) Wood's Despatch (1854)
- b) Indian Education Commission or Hunter Commission (1882)
- c) Calcutta University Commission/ Sadler Commission (1917-1919)

### **Unit 4: Education in India after Independence**

- a) University Education Commission (1948-49) [Aims, Structure and Rural University]
- b) Secondary Education Commission (1952-53) [Aims and Structure]

c) Indian Education Commission (1964-66) [Aims and Structure]

**Suggested Readings:**

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past Present and Future
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History Heritage and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India ( 1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

## SEMESTER- IV

Semester	Course	Course Code	Name of the Paper
IV	4-Years Hons.	Major -5	Educational Planning and Administration
		Major - 6	Teaching Skills
		Major - 7	Inclusive Education
		Minor - 4	Educational Sociology
		Internship	Internship

### Major - 5: Educational Planning & Administration

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After completion of the course, the learners will be able to

- Understand the meaning, features and types of administration, management & planning
- Develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
- Develop the ability of making objective decisions in educational administration , management and planning

**Course Content:**

#### Unit 1: Educational Planning

- a) Educational Planning: Concept, Nature and Scope
- b) Types, Steps and Significance of Educational Planning
- c) Barriers of implementation of Educational Planning

#### Unit 2: Educational Administration

- a) Educational Administration: Concept, Nature, Scope and Importance
- b) Supervision Vs Inspection
- c) Administrative Bodies: UGC, NCTE and AICTE (Structure and Functions)

#### Unit 3: Educational Management

- a) Educational Management: Concept, Nature and Scope
- b) Types and Significance of Educational Management

c) Total Quality Management: Concept and Importance

#### **Unit 4: Educational Organization**

a) Educational Organization: Concept, Nature and Scope

b) School Plants: Concept and Features

c) Library, Time- Table, School Medical Services and Laboratories

#### **Suggested Reading:**

- Aggarwal, J.C. (2012): Educational Administration and Management Principles and Practices Doaba House Book Sellers and Publishers , Delhi.
- Dash, B.N. (2013): School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd. Hyderabad.
- Goel, A and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi
- Das, Bimal Chandra; Sengupta, Debjani: Ray, Pradipta Ranjan: Shikhar Byabasthapana, Pashim Bangya Rajya Pustak Parshad, Kolkata (Bengali Version)
- Chakraborty, Dilip Kumar :Shikagata Byabsthapana O Parikalpana: K. Chakraborty Publishers, Kolkata (Bengali Version)
- Tarafdar, Manjusha: Vidaylay Sangathan O Byabasthapana, Pearson, Kolkata ( Bengali Version)

# **Major-6: Teaching Skills**

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After the completion of this course the learner will be able to

- understand the meaning and scope of teaching skill and its development in India.
- acquaint with different teaching strategies
- acquaint with the various aspects of levels of teaching
- develop in practice of teaching skill and pedagogy.
- understand the trainees the teaching and training techniques & also professional development of in-service teachers

**Course Content:**

## **Unit 1: Overview of Teaching Skills**

- a) Teaching Skills: Meaning, Scope and Characteristics
- b) Origin of teaching skills in education
- c) Need for teaching skills

## **Unit 2: Teaching & Teaching Skills**

- a) Teaching Skills: Concept and Classification
- b) Concept & Levels of Teaching: Memory, Understanding and Reflective
- c) Criteria of Reflective teacher

## **Unit 3: Pedagogy & Teaching Skills**

- a) Meaning and concept of Pedagogy
- b) Pedagogy and teaching skills
- c) Stages of Teaching- Pre-active, Interactive and Post active

## **Unit 4: Practice of Teaching Skills**

- a) Practice of Teaching Skills
- b) Simulation and Micro teaching
- c) Pre-service and In-service teacher education programmes for developing teaching skills

**Suggested Readings:**

- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.) New Delhi: Vikas Publishing House.
- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- David Fulton. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinkley Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.



# **Major-7: Inclusive Education**

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After the completion of this course the learner will be able to

- Develop an understanding about the inclusive education and inclusive society
- Acquaint themselves with the diverse needs of special learners in the light of inclusive education
- Understand practice of inclusiveness and involvement of all.
- Develop insights of inclusion to apply fully in the practices of education.
- Develop capacity to build an inclusive society in India.

**Course Content:**

## **Unit 1: Overview of Inclusion**

- a) Exclusion and Inclusion: Conceptual overview
- b) Obstacles/barriers in Inclusion
- c) Elements necessary for creating an inclusive society

## **Unit 2: Differently Abled Concept of Impairment**

- a) Disability and Handicap, Types of Disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual
- b) Autism, Learning Disability (Concept, Causes and their specific problems)
- c) Role of school and society in creating a barrier free environment

## **Unit 3: Socially Disabled Concept**

- a) Concept of disability of SC, ST and OBC groups.
- b) Causes of social exclusion
- c) Understanding social inclusion: role of education

## **Unit 4: Inclusive Education and Practice in Reality**

- a) Building an Inclusive school: barriers and desired changes in System, Structure, Practice and Culture
- b) Learning for All: Equitable and Inclusive education
- c) Role of NGOs in building an inclusive society

### **Suggested Readings:**

- Allyn and Bacon Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, I. S. (1991). Successful Main streaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Publication
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pieningelo, R. (2007) Understanding, Developing and Writing IEPs Corwin press. Sage Publishers.
- Gore, M. C. (2004) Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, I. (2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3<sup>rd</sup> Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston,
- Singular Publications. Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4<sup>th</sup> Ed. New Jersey: Pearson

## **Minor- 4: Educational Sociology**

**Credit: 4**

**Full Marks: 75**

**Course Learning Outcomes:** After completion of the course, the learners will be able to

- Discuss the concept and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social Group
- Explain the social change and its impact on education.
- Understand the concept of Social Mobility
- Describe the Social Communication in Education

**Course Content:**

### **Unit 1: Introduction to Educational Sociology**

- a) Educational Sociology: Concept and Scope
- b) Education and Socialization
- c) Education and Social Groups (Primary, Secondary & Tertiary)

### **Unit 2: Social Change and Education**

- a) Social Change: Concept and Factors
- b) Relationship between Social Change and Education
- c) Social Mobility: Concept, Causes & Role of Education

### **Unit 3: Social Factors and Education**

- a) Culture: Concept, Interrelationship between Education and Culture
- b) Concept of 'Unity in Diversity' and Cultural Lag
- c) Values: Concept and Role of Education

### **Unit 4: Social Communication and Social Issues in Education**

- a) Social Communication: Concept and Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Education and Modernization

**Suggested Readings:**

- Y. K. Sharma-Sociological Philosophy of Education-Classique Books

- S. S. Ravi-A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal-Philosophical and Sociological Bases of Education-Vikash Publishing House
- Mark Abrahamson-Classical theory and Modern Studies Introduction to Sociological theory-PHI Private limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja-Social Problems in India-Rawat Publications
- Debasish Paul-Siksha Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadyay & Kabita Chakraborty-Sikkhar Samajtattwik Viiti- Rita Publication (Bengali Version)

# **Internship**

**Credit: 4**

**Full Marks: 50**

**Course Learning Outcomes:** After the completion of this course the learner will be able to

- Understand the process of Internship
- Analysis the different aspects of Internship
- Prepare a comprehensive report on specific field of Internship
- Apart from this, the internship programs should be well conceptualized and interactive for building research capabilities/aptitude/skills of under-graduate students

## **Guidelines:**

In an Internship programme students must cover 15 days (30 Hours) hands-on training/ practices in an institution. Students may cover suggested area and can include following items for preparing the report of the Internship. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

## **Places of Internship:**

- a) Schools/ Colleges
- b) Govt. Organizations / Non-Govt. Organizations
- c) Special Schools
- d) Local Libraries
- e) Publication Houses

## **Format for Report of Internship:**

- a. Front page
- b. Certificate from Supervisor
- c. Student declaration
- d. Acknowledgement
- e. Preface
- f. Content
- g. **Chapter1:**Introduction/theoretical framework
- h. **Chapter2:**Profile of organization
- i. **Chapter3:**Lesson Plans/ Worksheets (atleast 5)
- j. **Chapter4:** Attendance Sheet and Pictorial documents
- k. **Chapter 5:**Conclusion, Limitations and Suggestions

