

# **RAIGANJ UNIVERSITY**

## **Learning Outcomes Based Curriculum for Three/Four Years Undergraduate Programmes**

### **Subject: EDUCATION (Under NEP-2020)**

**w.e.f. 2023-2024**



**Department of Education  
Raiganj University**

**SEMESTER WISE COURSE STRUCTURE**  
**Subject: EDUCATION**  
**(UNDER NEP-2020)**

**SEMESTER-I**

Course Code	Course Title	Nature of Course	Credit of Course	Class Hour/Week			Evaluation (Marks)		
				Lec.	Tu.	Prac.	CE	ET	Total
EDNMAJ-1	Philosophical Foundations of Education	Major	4	3	1	-	15	45	60
EDNMIN-1	Educational Philosophy	Minor	4	3	1	-	15	45	60
EDNMDC-1	Contribution of Great Educators	Multidisciplinary Course (MDC)	3	2	1	-	15	30	45
EDNSEC-1	Communication Skill	Skill Enhancement Course (SEC)	3	2	1	-	15	30	45
AEC-1		Ability Enhancement Course (AEC)	2	2	-	-	-	30	30
VAC-1	Understanding India	Value Added Course (VAC)	4	3	1	-	15	45	60
<b>06</b>	<b>Total in Semester-I</b>		<b>20</b>	<b>15</b>	<b>05</b>	<b>00</b>	<b>75</b>	<b>225</b>	<b>300</b>

**SEMESTER-II**

Course Code	Course Title	Nature of Course	Credit of Course	Class Hour/Week			Evaluation (Marks)		
				Lec.	Tu.	Prac.	CE	ET	Total
EDNMAJ-2	Psychological Foundations of Education	Major	4	3	1	-	15	45	60
EDNMIN-2	Educational Psychology	Minor	4	3	1	-	15	45	60
EDNMDC-2	Environmental Education	Multidisciplinary Course (MDC)	3	2	1	-	15	30	45
EDNSEC-2	Psychological Testing in Education	Skill Enhancement Course (SEC)	3	2	1		15	30	45
AEC-2		Ability Enhancement Course (AEC)	2	2	-	-	-	30	30
VAC-2	Understanding India	Value Added Course (VAC)	4	3	1	-	15	45	60
<b>06</b>	<b>Total in Semester-II</b>		<b>20</b>	<b>15</b>	<b>05</b>	<b>00</b>	<b>75</b>	<b>225</b>	<b>300</b>

Note: **EDN**= Education, **MAJ** = Major, **MIN**=Minor, **MDC**=Multidisciplinary Course, **SEC**=Skill Enhancement Course, **AEC**=Ability Enhancement Course, **VAC**=Value Added Course, **Lec.**=Lecture, **Tu.**=Tutorial, **Prac.**=Practical, **CE**=Continuous Evaluation, **ET**=End Term



**SEMESTER-III**

Course Code	Course Title	Nature of Course	Credit of Course	Class Hour/Week			Evaluation (Marks)		
				Lec.	Tu.	Prac.	CE	ET	Total
EDNMAJ-3	Sociological Foundations of Education	Major	4	3	1	-	15	45	60
EDNMAJ-4	Education in Pre-Independence India	Major	4	3	1	-	15	45	60
EDNMIN-3	Educational Sociology	Minor	4	3	1	-	15	45	60
EDNMDC-3	Mental Hygiene in Education	Multidisciplinary Course (MDC)	3	2	1	-	15	30	45
EDNSEC-3	Computer Application in Education	Skill Enhancement Course (SEC)	3	2	1	-	15	30	45
AEC-3		Ability Enhancement Course (AEC)	2	2	-	-	-	30	30
<b>06</b>	<b>Total in Semester-III</b>		<b>20</b>	<b>15</b>	<b>05</b>	<b>00</b>	<b>75</b>	<b>225</b>	<b>300</b>

**SEMESTER-IV**

Course Code	Course Title	Nature of Course	Credit of Course	Class Hour/Week			Evaluation (Marks)		
				Lec.	Tu.	Prac.	CE	ET	Total
EDNMAJ-5	Education in Post-Independence India	Major	4	3	1	-	15	45	60
EDNMAJ-6	Contemporary Issues in Education	Major	4	3	1	-	15	45	60
EDNMAJ-7	Guidance and Counseling	Major	4	3	1	-	15	45	60
EDNMAJ-8	Educational Technology	Major	4	3	1	-	15	45	60
EDNMIN-4	Introduction to Guidance and Counseling	Minor	4	3	1	-	15	45	60
AEC-4		Ability Enhancement Course (AEC)	2	2	-	-	-	30	30
<b>06</b>	<b>Total in Semester-IV</b>		<b>22</b>	<b>17</b>	<b>05</b>	<b>00</b>	<b>75</b>	<b>255</b>	<b>330</b>

Note: **EDN**= Education, **MAJ** = Major, **MIN**=Minor, **MDC**=Multidisciplinary Course, **SEC**=Skill Enhancement Course, **AEC**=Ability Enhancement Course, **VAC**=Value Added Course, **Lec.**=Lecture, **Tu.**=Tutorial, **Prac.**=Practical, **CE**=Continuous Evaluation, **ET**=End Term



**SEMESTER WISE DETAILED SYLLABUS****SEMESTER-I*****Course: EDNMAJ-1: Philosophical Foundations of Education*****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the meaning, nature, scope and aims of Education.*
- ✓ *Know and understand the Report of Delor's Commission.*
- ✓ *Know and understand the relationship between Philosophy and Education.*
- ✓ *Acquire knowledge and understanding about the various factors of Education and their relationships.*
- ✓ *Know and understand the qualities and duties of a good teacher.*
- ✓ *Know and understand the different schools of Indian and Western Philosophy.*
- ✓ *Acquire knowledge about the National Values and their Educational Implications.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Distinguish between individualistic and socialistic aims of Education.*
- ✓ *Inculcate the aims of Education as reported by the Delor's Commission in their life.*
- ✓ *Develop the various qualities of a good teacher in their future life.*
- ✓ *Understand and explain the relationship between Education and Philosophy.*
- ✓ *Utilize the concept of Co-curricular activities in their day-to-day life.*
- ✓ *Apply the concept of values in their life according to the Indian Schools of Philosophy.*
- ✓ *Follow and apply the different concepts of National Values in their daily life.*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*

**Course Contents/Materials:****Unit-I: Concept, Scope and Aims of Education**

- *Concept and Scope of Education*
- *Aims of Education: Individualistic and Socialistic*
- *Report of Delor's Commission (UNESCO, 1996)*
- *Educational Philosophy: Concept, Nature and Scope*
- *Relation between Education and Philosophy*



**Unit-II: Factors of Education**

- Child: Meaning and Characteristics of Child Centric Education System
- Teacher: Qualities and Duties of a Good Teacher. Teacher as a Motivator, Mentor, Facilitator and Problem Solver
- Curriculum: Meaning, Bases, Types and Principles of Curriculum Construction
- Co-curricular activities: Concept, Types and Importance
- School: Vision and functions

**Unit-III: Schools of Philosophy**

- Indian Schools of Philosophy: Samkhya, Yoga, Nyaya and Buddhism with special reference to Knowledge, Reality, Values & their Educational Implications
- Western School of Philosophy: Idealism, Naturalism, Pragmatism and Realism with special reference to Principles, Aims of Education, Curriculum, Teaching Method, Teacher and Discipline.

**Unit-IV: National Values**

- National Values: Concept and various National Values as enshrined in the Indian Constitution
- Democracy: Concept, Nature, Principles and Role of Education
- Socialism: Concept, Nature, Principles and Role of Education
- Secularism: Concept, Nature, Principles and Role of Education

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Agarwalla, S. (2019). *Philosophical Foundations of Education (1st ed.)*. Mahaveer Publications.
2. Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education (1st ed.)*. Shipra Publication.
3. Aggarwal, J.C. (2020). *Philosophical Foundations of Education*. Shri Vinod Pustak Mandir.
4. Avinashalingam, J. S. (1947): *Educational Philosophy & Swami Vivekananda*. Coimbatore: Sri Ramkrishna Mission Vidyala.
5. Bhattacharya, S. (2008). *Philosophical Foundation of Education*. Atlantic



6. Brent, A. (2017). *Philosophy and Educational Foundations*. New York: Routledge.
7. Chand, J. (2006). *Philosophical Foundation of Education*. Shipra Publication.
8. Chand, J. (2009): *Great Indian Thinkers on Education*. Delhi: Ashish Publication.
9. Chaube, A., & Chaube, S.P. (2020). *Philosophical and Sociological Foundations of Education*. Shri Vinod Pustak Mandir.
10. Das, M. (1999). *Sri Aurobindo on Education*. New Delhi: NCTE
11. Khan, W.A. (2011). *Philosophical Foundation of Education (1st ed.)*. New Delhi: Sports Publication.
12. Nandra, I.D., Soni, J., & Yadav, S. (2019). *Philosophical Foundation of Education (1st ed.)*. Bookman.
13. Noddings, N. (2018). *Philosophy of Education (4<sup>th</sup> ed)*. Routledge
14. Pal, A.K. (2020). *Sikshadarshaner Ruporekha*, Classic Books, Kolkata, W.B.
15. Pathak, R.P. (2007). *Philosophical and Sociological Perspectives of Education (1st ed.)*. Atlantic.
16. Samuel, R.S. (2015). *Philosophical and Sociological Bases of Education*. PHI Learning Private Limited.
17. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Delhi: Saujanya Books.



**Course: EDNMIN-1: Educational Philosophy****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the meaning, nature and scope of Educational Philosophy.*
- ✓ *Know and understand the various Branches of Philosophy.*
- ✓ *Know and understand the relationship between Education and Philosophy.*
- ✓ *Acquire knowledge about Indian Philosophy.*
- ✓ *Know and understand the different schools of Indian Philosophy.*
- ✓ *Acquire knowledge and understanding about Western Schools of Philosophy.*
- ✓ *Acquire knowledge about the National Values and their Educational Implications.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Explain the meaning of Educational Philosophy.*
- ✓ *Understand and explain the relationship between Education and Philosophy.*
- ✓ *Make a comparison among the basic concepts of different branches of Philosophy.*
- ✓ *Distinguish between Orthodox and Heterodox Schools of Indian Philosophy.*
- ✓ *Apply the concept of values in their life according to the Indian Schools of Philosophy.*
- ✓ *Follow and apply the different concepts of National Values in their daily life.*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*

**Course Contents/Materials:****Unit-I: Introduction to Educational Philosophy**

- *Meaning, Nature and Scope of Educational Philosophy*
- *Relationship between Education and Philosophy*
- *Branches of Philosophy: Metaphysics, Epistemology and Axiology*

**Unit-II: Indian Schools of Philosophy**

- *Concept, Nature and Branches of Indian Philosophy*
- *Orthodox Schools: Samkhya and Yoga with special reference to Knowledge, Reality, Values & their Educational Implications*



- Heterodox Schools: Charvaka and Buddhism with special reference to Knowledge, Reality, Values & their Educational Implications

### Unit-III: Western Schools of Philosophy

Principles, Aims of Education, Curriculum, Teaching Method, Teacher and Discipline of the following western schools of philosophy:

- Idealism
- Naturalism
- Pragmatism
- Realism

### Unit-IV: National Values

- National Values: Concept and various National Values as enshrined in the Indian Constitution
- Democracy: Concept, Nature, Principles and Role of Education
- Socialism: Concept, Nature, Principles and Role of Education
- Secularism: Concept, Nature, Principles and Role of Education

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

### Suggested Books/Readings:

1. Agarwalla, S. (2019). *Philosophical Foundations of Education (1st ed.)*. Mahaveer Publications.
2. Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education (1st ed.)*. Shipra Publication.
3. Aggarwal, J.C. (2020). *Philosophical Foundations of Education*. Shri Vinod Pustak Mandir.
4. Avinashalingam, J. S. (1947): *Educational Philosophy & Swami Vivekananda*. Coimbatore: Sri Ramkrishna Mission Vidyala.
5. Bhattacharya, S. (2008). *Philosophical Foundation of Education*. Atlantic
6. Brent, A. (2017). *Philosophy and Educational Foundations*. New York: Routledge.
7. Chand, J. (2006). *Philosophical Foundation of Education*. Shipra Publication.
8. Chand, J. (2009): *Great Indian Thinkers on Education*. Delhi: Ashish Publication.
9. Chaube, A., & Chaube, S.P. (2020). *Philosophical and Sociological Foundations of Education*. Shri Vinod Pustak Mandir.



10. Das, M. (1999). *Sri Aurobindo on Education*. New Delhi: NCTE
11. Khan, W.A. (2011). *Philosophical Foundation of Education (1st ed.)*. New Delhi: Sports Publication.
12. Nandra, I.D., Soni, J., & Yadav, S. (2019). *Philosophical Foundation of Education (1st ed.)*. Bookman.
13. Noddings, N. (2018). *Philosophy of Education (4<sup>th</sup> ed)*. Routledge
14. Pal, A.K. (2020). *Sikshadarshaner Ruporekha*, Classic Books, Kolkata, W.B.
15. Pathak, R.P. (2007). *Philosophical and Sociological Perspectives of Education (1st ed.)*. Atlantic.
16. Samuel, R.S. (2015). *Philosophical and Sociological Bases of Education*. PHI Learning Private Limited.
17. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Delhi: Saujanya Books.



**Course: EDNMDC-1: Contribution of Great Educators****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the educational thoughts and ideas of Indian Educators.*
- ✓ *Know and understand the contributions of Indian Educationists in the field of Education.*
- ✓ *Acquire knowledge about the educational thoughts and ideas of Western Educators.*
- ✓ *Know and understand the contributions of Western Educationists in the field of Education.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Understand and explain the different educational thoughts of Indian Educators.*
- ✓ *Compare the educational thoughts of different Indian Educators.*
- ✓ *Understand and explain the different educational thoughts of Western Educators.*
- ✓ *Compare the educational thoughts of different Western Educators.*
- ✓ *Make a comparison between educational thoughts of Indian and Western educators.*

**Teaching Learning Approach:**

- ✓ *Lecture Method*
- ✓ *Discussion Method*
- ✓ *Power point presentation*

**Course Contents/Materials****Unit-I: Educational thoughts of Indian Educators**

Educational thoughts with special reference to Meaning, Aims and Objectives of Education, Curriculum, Method of Teaching, Discipline, Role of Teacher of the following thinkers

- Rabindranath Tagore
- M. K. Gandhi
- Swami Vivekananda

**Unit-II: Educational thoughts of Contemporary Indian Educators**

Educational thoughts with special reference to Meaning, Aims and Objectives of Education, Curriculum, Method of Teaching, Discipline, Role of Teacher of the following thinkers

- Sri Aurobindo



- J. Krishnamurthy
- Savitribai Phule

**Unit-III: Educational thoughts of Modern Western Educators**

Educational thoughts with special reference to Meaning, Aims and Objectives of Education, Curriculum, Method of Teaching, Discipline, Role of Teacher of the following thinkers

- Friedrich Froebel
- John Dewey
- Paulo Freire

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Mukherjee, K.K. -*Some Great Educators of the World*.
2. Mukherjee, K.K. -*Principles of Education*.
3. Munro. -*History of Education*.
4. Purkait, B.R. -*Great Educators*.

**Bengali Books:**

- 1) S. Roy – □□□□□□□□□□ □ □□□□□□□□□□
- 2) A.K. Pal- □□□□□□□□□□ □□□□□□
- 3) A.K.Pal- □□□□ □□□□□□□□□□ *N-el* □□□



**Course: EDNSEC-1: Communication Skill****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

This course will enable the students to

- ✓ Grasp the essential relationship between language and communication.
- ✓ Understand the different types of verbal and non-verbal communication.
- ✓ Appreciate the importance and necessity of communication skills in different social contexts.

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ Understand the inherent relationship between language and communication.
- ✓ Communicate through verbal medium inside and outside the classroom situation.
- ✓ Interact with various social situations with oral and written mode.

**Teaching Learning Approach:**

- ✓ Lecture Method
- ✓ Tutorial Method
- ✓ Internal Assignment

**Course Contents/Materials****Unit-I: Language and Communication**

- Nature and functions of language
- Salient features of first language and second language
- Nature of 1<sup>st</sup> language communication and 2<sup>nd</sup> language communication
- Characteristics of bilingualism and multilingualism

**Unit-II: Communication Skills: Modes and Strategies**

- Communication: Concept and types (Verbal and non-verbal communication)
- Process of basic Communication
- Barriers to communication
- Communication Skills- Listening, Speaking, Reading and Writing
- Strategies to develop the Productive and Receptive Skills of Communication
- Process of classroom communication
- Questioning and discussion as tools to generate communicative skills inside the classroom situation



**Unit-III: Internal Assessments/ Project/Practicum**

- Assignments on developing speaking skills--- oral presentation, debate, discussion through mother tongue and second language
- Assignments on testing different forms writing skills, such as, letter, paragraph, essay, summary etc.
- Testing the learners' power of listening comprehension through reading out connected and comprehensive reading elements by the teacher.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. *Oxford's Communication Skills* by Sanjoy Sharma, Publisher: Agarwal Law House
2. *Communication Skills for Professionals and Students* by Amitava Kishor Dwivedi  
Publisher: Notion Press
3. *Communication Skills and Soft Skills: An Integrated Approach* by E. Suresh Kumar, P. Srihari, I. Savithri. Publisher: Pearson India
4. *Language Across the Curriculum* by Sambhunath Maji, Aheli Publishers, Kolkata
5. *Educational Technology* by R.P. Pathak Publisher: Pearson



**SEMESTER-II****Course: EDNMAJ-2: Psychological Foundations of Education****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This will enable students to

- ✓ Know about the concepts, types & stages of growth & development.
- ✓ Aware about some notable theories of development.
- ✓ Understand the concepts like transfer of learning, memory and forgetting.
- ✓ Acquire knowledge regarding theories of learning, theories of intelligence and intelligence quotient.
- ✓ Be acquainted with factors and stages of creativity, identification and nurturance of creativity.
- ✓ Develop knowledge about theories and measurements of personality and concept & types of motivation

**Course Learning Outcomes:**

After completion of the course the students will be able to

- ✓ Acknowledge the relevance of physical, social, emotional, cognitive and language development of infancy, childhood, adolescence & adulthood period in Education.
- ✓ Render the process involved in memory and marks of good memory.
- ✓ Explain the nature, factors and stages of creativity.
- ✓ Evaluate the theories of motivation and personality.

**Teaching Learning Approach:**

- ✓ Lecture
- ✓ Demonstration
- ✓ Heuristic
- ✓ Presentation

**Course Contents/Materials:****Unit-I: Stages of Development**

- Concept of Growth and Development, Physical, Social, Emotional, Cognitive and Language Development of Infancy, Childhood, Adolescence & Adulthood period and their relevance in Education.



- Theories of Development: Cognitive Development (Piaget), Psycho-social Development (Erikson), Psycho-sexual development (Freud) and Moral Development (Kohlberg)

### **Unit-II: Learning, Memory & Forgetting**

- Concept of Learning; Factors influencing learning, Transfer of Learning, Theories of Learning: Classical and Operant conditioning, Trial and Error Method, Insightful Learning, Basic ideas of social constructivist approach (Vygotsky)
- Process involved in memory, Marks of good memory, Forgetting – Meaning, causes and remedial measures

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

- Concept of Intelligence Theories of Intelligence: Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence, Intelligence Quotient
- Concept of Creativity, Nature, Factors and Stages of Creativity, Identification and Nurturance of creativity

### **Unit-IV: Personality & Motivation**

- Concept & nature of Personality, Trait theories of personality (Allport, Cattell and Eysenck), Measurements of Personality (Projective & Non-projective techniques)
- Concept & types of Motivation, Theories of Motivation-Maslow, Weiner and McClelland, Factors affecting Motivation.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

### **Suggested Books/Readings:**

1. Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
2. Berk, L.A. (2003). Child development, Delhi: Pearson Education.
3. Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
4. Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.



**Course: EDNMIN-2: Educational Psychology****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable students to

- ✓ Comprehend the concept of educational psychology, aspects of human development and application of educational psychology in Education.
- ✓ Grasp the essential relationship between growth & development.
- ✓ Acquire knowledge and understanding about types of memory, theories of learning and forgetting
- ✓ Be acquainted with the concept of trait, its characteristics and trait theories.
- ✓ Know and understand about the identification and nurturance of creativity, concept & types of motivation.

**Course Learning Outcomes:**

After completion of the course the students will be able to

- ✓ Make aware themselves about the different stages and aspects of human development.
- ✓ Explore the possibilities of attention span and its fluctuation, factors affecting motivation.
- ✓ Understand the concept & nature of personality, nature & factors creativity
- ✓ Write about determinants of attention and their classroom application

**Teaching Learning Approach:**

- ✓ Lecture
- ✓ Demonstration
- ✓ Heuristics
- ✓ Presentation

**Course Contents/Materials:****Unit-I: Educational Psychology & Human Development**

- Concept of Educational Psychology, Nature and Scope of Educational Psychology, Application of Educational Psychology in Education
- Concept of Growth & Development, Different stages and aspects of Human Development, Theories of Development- Cognitive Development (Piaget), Psycho-social (Erikson), and Moral Development (Kohlberg)



**Unit-II: Concept of Learning, Memory & Forgetting**

- Concept of Learning, Theories of Learning: Classical and Operant Conditioning, Trial and Error Method, Insightful Learning
- Memory: Concept and Types, Forgetting: Concept, Causes and remedial measures

**Unit-III: Personality & Attention**

- Concept & nature of Personality, Concept of Trait and its characteristics, Trait theories of personality (Allport & Cattell)
- Concept of Attention, Determinants of Attention and their classroom application. Attention Span and its fluctuation, Distraction.

**Unit-IV: Creativity & Motivation**

- Concept of Creativity, Nature & Factors Creativity, Identification and nurturance of Creativity
- Concept & types of Motivation, Theories of Motivation-Maslow, Weiner and McClelland, Factors affecting Motivation.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Essentials of Educational Psychology - S.K. Mangal
2. Advanced Education Psychology – S.K. Mangal
3. Psychology of Learning and Development – J.C. Aggarwal
4. Advanced Educational Psychology: S.S. Chauhan.



**Course: EDNMDC-2: Environmental Education****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

This course will enable the students to

- ✓ *Understand the concept, scope and importance of Environmental Education;*
- ✓ *Understand the concept of Sustainability and Sustainable Development;*
- ✓ *Understand the concept of Environment, Ecology and Ecosystem;*
- ✓ *Acquire knowledge on Renewable and Non-renewable resources;*
- ✓ *Acquire knowledge on natural resources, deforestation and energy resources.*

**Learning Outcomes**

After completion of the course, student will be able to

- ✓ Apply the concept, scope and importance of Environmental Education;
- ✓ Apply the concept of sustainability and sustainable development;
- ✓ Apply the concept of Environment, Ecology and Ecosystem;
- ✓ Apply knowledge of Renewable and Non-renewable resources;
- ✓ Apply knowledge of natural resources, deforestation and energy resources apply knowledge about the Biodiversity and Conservation of biodiversity in their daily life.

**Teaching Learning Approach:**

- ✓ Lecture-cum Demonstration Method
- ✓ Group Discussion
- ✓ Field Visit & Reporting

**Course Contents/Materials****UNIT-I: Introduction to Environmental Education**

- Meaning and nature of Environmental Education;
- Scope and importance of Environmental Education;
- Concept of Sustainability and Sustainable Development.

**UNIT-II: Ecology and Ecosystems**

- Concept of Ecology and Ecosystem, Structure and functions of Ecosystem;
- Energy flow in an ecosystem; Food chains, food webs;
- Basic concept of Population and Community Ecology; Ecological Succession.
- Types of Ecosystems: Forest Ecosystem, Grassland Ecosystem, Desert Ecosystem, Aquatic Ecosystem



**Unit-III: Natural Resources**

- Concept of Renewable and Non-renewable resources
- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes, consequences and remedial measures
- Water: Uses and over-exploitations of surface and ground water, floods, droughts, conflicts over water (international & inter-state);
- Energy resources: Environmental impact of energy generation, uses of alternative and nonconventional energy sources, growing energy needs.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Agarwal, S.P. & Aggarwal, J.C. (1996). Environmental Protection, Education and Development. New Concept
2. Daubenmise, R.F. (1974). Plants & Environment (3rd ed). John Wiley & Sons
3. Deshbandhu & Berberet, G. (1987). Environmental Education for conservation and Development. Indian Environment Society.
4. Katoch, K. S. Sharma, Y. K. (2007). Education for Values, Environment and Human Rights.
5. Kelu, P. (2000). Environmental Education: A Conceptual Analysis. University of Calicut Publication
6. Kumar, A. (2011). A Textbook of Environmental Science. APH Publishing
7. Neal, P. & Palmer, J. (1994). The Handbook of Environmental Education. Routledge
8. Reddy, P. K., & Reddy, N. D. (2016). Environmental Education. Neelkamal
9. Sapru, R.K. (1987). Environmental Management in India. Ashish Publication House.
10. Saxena, A.B. (2011). Environmental Education. New Age International Private Limited.
11. Sharma, R. A. (2012). Environmental Education. Meerut: R-Lall
12. Sharma, R. G. (2012). Environmental Education. Surya Publications
13. Sharma, V. S. (2005). Environmental Education. Anmol Publisher
14. Singh, Y. K. (2005). Teaching of Environmental Science. APH Publishing
15. Verma, P.S. & Aggarwal, V.K. (2015). Environmental Biology. S Chand Publishers.



**Course: EDNSEC-2: Psychological Testing in Education****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

At the end of the semester, the student will be able to:

- ✓ Understand the nature and types of Psychological Test;
- ✓ Define the practical use and necessary limitations of the use of Psychological Tests;
- ✓ Understand the process of Test Construction along with principles, norms and ethical issues;
- ✓ Participate in the development of a Psychological Test in Education;
- ✓ Score and interpret the commonly used and administered Psychological Tests;
- ✓ Apply the Psychological Tests in Education whenever it required.

**Teaching Learning Approach:**

- ✓ Lecture-cum Demonstration Method
- ✓ Group Discussion
- ✓ Administration of Psychological Test and Scoring

**UNIT -I: Introduction to Psychological Testing**

- Psychological Test: Meaning and Criteria
- Types of Psychological Test
- Uses of Psychological Tests in Education

**UNIT -II: Reliability and Validity**

- Reliability: Nature, Types and Method of Estimation
- Validity: Nature, Types and Testing methods, Test Bias
- Importance of Reliability and Validity in Psychological Testing

**UNIT -III: Test Construction and Application**

- Principles and Steps of Test construction
- Test Norms: Meaning & Types
- Ethical issues in Psychological Testing process
- Basics of Test Administration; Interpretation of Score



**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
3. Cohen, R.J., & Swerdlik, M.E. Psychological Testing & Measurement: An Introduction to Tests and Measurements. (ed). New York: McGraw – Hill Companies, Inc.
4. Domino, G. & Domino, M. L. (2006). Psychological Testing: An Introduction (2<sup>nd</sup> Ed.). New York: Cambridge University Press.
5. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.
6. Jesus, E., & Caparas, M.V., (2007). Psychological Assessment: Theory and Practice.
7. Kaplan, R.M., & Saccuzzo, D. (2011). Psychological Testing: Principles, Applications, and Issues (7th ed.). Singapore: Cengage Learning Asia Pte. Ltd.
8. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
9. Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
10. Philippines Munarriiz, N.J., & Cerverra, V.M., (2013). Psychological Testing in the Philippines: Practice, Directions, and Perspectives.
11. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
12. Urbina, Susana. (2014). Essentials of Psychological Testing. New Jersey: Wiley
13. হাসান, মোঃ মেহেদী, রহমান, মোঃ তবিউর, সাহা, তপসচন্দ্র – মনোবৈজ্ঞানিক অধীক্ষা পরিমাপন ও মূল্যায়ন.



**SEMESTER-III****Course: EDNMAJ-3: Sociological Foundations of Education****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the meaning, nature and scope of Educational Sociology.*
- ✓ *Know and understand the relationship between Education and Sociology.*
- ✓ *Understand the difference between Educational Sociology and Sociology of Education.*
- ✓ *Understand Education as a social sub system.*
- ✓ *Acquire knowledge and understanding about the Social groups and their types.*
- ✓ *Know and understand the process of Socialization and role of family & school in the process of Socialization.*
- ✓ *Know and understand about the Social Change, Social Stratification and Social Mobility.*
- ✓ *Know and understand about the various Social issues present in Indian Society.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Make a relationship between Education and Sociology.*
- ✓ *Distinguish between Educational Sociology and Sociology of Education.*
- ✓ *Explain the process of Socialization.*
- ✓ *Explain the role of various Social agencies in Education.*
- ✓ *Explain the causes or reasons of Social Change.*
- ✓ *Explain the role of Education in the process of Social Change as an instrument.*
- ✓ *Understand and explain the relationship between Social Stratification and Social Mobility.*
- ✓ *Understand and explain the role of Education in Social Mobility.*
- ✓ *Develop an understanding about the various Social factors and issues prevailing in our Indian Society at present.*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*



**Course Contents/Materials:****Unit-I: Introduction to Educational Sociology**

- Meaning, nature and scope of Educational Sociology
- Relation between Education and Sociology
- Difference between Educational Sociology and Sociology of Education.
- Education as a social sub-system

**Unit-II: Social Groups and Education**

- Social Groups: Meaning and types (Primary, Secondary and Tertiary)
- Socialization: Meaning, process and factors of Socialization, role of family and school.
- Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

**Unit-III: Social Change and Education**

- Social Change: Concept, characteristics, factors, constraints and Education as an instrument of Social Change.
- Process of Social change in India: Privatization and Globalization
- Social Stratification: Concept, characteristics and role of Education
- Social Mobility: Concept, characteristics, types and role of Education

**Unit-IV: Contemporary Social Issues and Education**

- Culture: Concept, characteristics, role of Education in culture, Cultural Lag.
- Human Resource Development: Meaning and its significance in the present Society.
- Social Issues: Unemployment, Poverty, Education of Socially and Economically Backward Classes, Disadvantaged Section of Indian Society (SC, ST and OBC).

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil



**Suggested Books/Readings:**

1. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
2. Aggrawal, J.C. (2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
3. Barman, P; & Paramanik, N. (2022). Sikshamulok Samajbigyan, Classic Book House, KoLkata, W.B.
4. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
5. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
6. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
7. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
8. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
9. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
10. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
11. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
12. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
13. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.
14. Y. K. Sharma – Sociological Philosophy of Education



**Course: EDNMAJ-4: Education in Pre-Independence India****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ Acquire knowledge about the Brahmanic and Buddhistic System of Education.
- ✓ Acquire knowledge about the Islamic system of Education.
- ✓ Know and understand the relationship between Brahmanic, Buddhistic and Islamic System of Education.
- ✓ Know and understand the British Indian Education System.

**Learning Outcomes:**

After completion the course the learners will be able to:

- ✓ Discuss the development of Education in India in historical perspectives.
- ✓ Describe the salient features of Education in India: Brahmanic and Buddhist system of Education.
- ✓ Discuss the Medieval and British Indian Education System.
- ✓ Explain the significant points of selected educational documents and report of Ancient, Medieval and British India.

**Teaching Learning Approach:**

- ✓ Lecture cum Demonstration
- ✓ Group Discussion
- ✓ Tutorial

**Course Contents/Materials:****Unit-I: Education in Ancient India**

- Brahmanic System of Education: Aims, Curriculum, Teacher, Methods of Teaching, Institutions, Evaluation System and Women Education
- Buddhistic System of Education- Aims, Curriculum, Teacher, Methods of Teaching, Institutions (Nalanda, Bikramsila), Evaluation System and Women Education.

**Unit-II: Education in Medieval India**

- Islamic System of Education: Aims, Curriculum, Teacher, Methods of Teaching, Institutions and Women Education.
- Contributions of Firoz Shah Tughlak, Akbar and Aurangzeb to Indian Education.



**Unit-III: Education in 19th Century in India**

- Charter Act of 1813 and its Educational Significance
- Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- Wood's Despatch (1854) and its impact on Education.
- Indian Education Commission (1882-83) and its impact on Education.

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

- Educational Reformer- Lord Curzon
- National Education Movement- Characteristics of National Education Movement, Causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.
- Basic Education- Concept, characteristics, merits and demerits.
- Calcutta University Commission (1917-19)
- ✓ Sargent Plan (1944).

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India



**Course: EDNMIN-3: Educational Sociology****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the meaning, nature and scope of Educational Sociology.*
- ✓ *Know and understand the relationship between Education and Sociology.*
- ✓ *Understand the difference between Educational Sociology and Sociology of Education.*
- ✓ *Understand Education as a Social Sub-System.*
- ✓ *Know and understand the process of Socialization and role of family & school in the process of Socialization.*
- ✓ *Know and understand about the Social Change and its factors & constraints.*
- ✓ *Know and understand about the various social issues present in Indian Society.*
- ✓ *Acquire knowledge about the concept of culture and its nature & types.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Make a relationship between Education and Sociology.*
- ✓ *Distinguish between Educational Sociology and Sociology of Education.*
- ✓ *Explain the process of Socialization.*
- ✓ *Explain the role of various Social Agencies in Education.*
- ✓ *Explain the causes or reasons of Social Change.*
- ✓ *Explain the role of education in the process of Social Change as an instrument.*
- ✓ *Develop an understanding about the various social factors and issues prevailing in our Indian Society at present.*
- ✓ *Realize the importance of Value inculcation among the students at present time.*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*

**Course Contents/Materials:****Unit-I: Basic Ideas of Educational Sociology**

- *Meaning, nature and scope of Educational Sociology*
- *Relation between Education and Sociology*
- *Difference between Educational Sociology and Sociology of Education.*
- *Education as a Social Sub-System*



**Unit-II: Socialization and Agencies of Education**

- Socialization: Meaning, process and factors of Socialization, role of the family and school.
- Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

**Unit-III: Culture, Social Change and Education**

- Culture: Concept, nature, role of Education in culture, Cultural Lag
- Social Change: Definition, characteristics, factors, Constraints and education as an instrument of social change.

**Unit-IV: Current Social Issues and Education**

- Value: Meaning, nature, types and importance of value inculcation among the students
- Equality of Educational Opportunity: Concept, causes and solutions of inequality of educational opportunity
- Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Aggrawal, J.C. (2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
2. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
3. Barman, P., & Paramanik, N. (2022). Sikshamulok Samajbigyan, Classic Book House, Kolkata, W.B.
4. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
5. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
6. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.



7. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
8. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
9. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
10. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
11. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
12. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
13. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.
14. Y. K. Sharma – Sociological Philosophy of Education.



**Course: EDNMDC-3: Mental Hygiene in Education****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

This will enable students to

- ✓ Understand the concepts of Mental Health and Mental Hygiene.
- ✓ Acquaint the students with mental problems along with the remedial measures.
- ✓ Make the students aware of some types of mental diseases.
- ✓ Educate the students about some types of mental therapies.

**Course Learning Outcomes:**

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

- ✓ Acknowledge the relevance of Mental Health and Mental Hygiene in education.
- ✓ Render some mental problems.
- ✓ Clarify some types of mental diseases to the near ones.
- ✓ Evaluate some types of mental therapies.

**Teaching Learning Approach:**

- ✓ Lecture
- ✓ Demonstration
- ✓ Heuristics
- ✓ Presentation

**Course Contents/Materials:****Unit-I: Mental Health & Hygiene**

- Meaning, Nature and Scope of Mental Hygiene.
- Aspects of Mental Hygiene —Conservative, Preventive, Curative.
- Concept and Importance of Mental Health, Characteristics of a Mentally Healthy Individual
- Factors Affecting Mental Health, Educational Implications of Mental Health
- Stress- Nature, Types, Causes, and Consequences. Coping Strategies for Stress

**Unit-II: Mental Diseases**

- Psychoses: Schizophrenia, Manic-depressive Psychosis (MDP), Delusional Disorder, Paranoia- Clinical Features, Etiology and Treatment
- Neuroses: Anxiety Neuroses, Phobia, Hysteria, Psychasthenia and Neurasthenia.

**Unit-III: Therapies**

- Psycho-drama, Play therapy, Behaviour Modification therapy. Cognitive therapy,
- Psychoanalytic method-Free Association, Transference and Dream Analysis.



**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Coleman, J.C.: Abnormal Psychology and Modern Life, D.B. Taraporevala Sons and Co., Bombay.
2. Hadfield, J.A.: Psychology and Mental Health,
3. Hall, C.S. & Lindzey, G., Theories of Personality, Wiley Publications, New York.
4. Kalein, D.B.: Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.
5. Ghosh, Dr. Sanat Kumar, *Shikshay Sangati-Apasangati Ebong Nirdeshana*,
6. Nag, Dr. Subir & Datta, Dr. Gargi. *Sangati Bidhane Nirdeshana O Paramarshadan* (Guidance and Counselling in Adjustment), Rita Book Agency.
7. Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. *Byatikramdharmi Shishu*, Maola Brothers, Dhaka.
8. Pal, Debashis (2001). *Shikshay O Brittite Nirdeshana*, Central Library.
9. Pal, Debashis. *Nirdeshana O Paramarsha*, Central Library, Kolkata.



**Course: EDNSEC-3: Computer Application in Education****Total Credits: 03 (Theory/Lecture: 02, Tutorial: 01)****Maximum Marks: 45****Contact Hours per week: 3****CE: 15****Examination Duration: 1.5 hours****ET: 30****Course Objectives:**

This course will enable the students to

- ✓ *Understand the Concept, Features and application of Word Processing Software in Education.*
- ✓ *Know about the Concept, Features and application of Presentation Software in Education.*
- ✓ *Acquire Knowledge on the Concept, Features and application of Data Processing Software in Education.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Apply the knowledge of Word Processing Software in Education and create a document file along with text, table, picture, chart etc.*
- ✓ *Apply the Concept, Features and application of Presentation Software in Education and create a presentation file along with text, table, picture, video, audio, chart etc.*
- ✓ *Apply the Knowledge of Data Processing Software in Education and create a data file along with text, numbers, data calculations, creating charts etc.*

**Teaching Learning Approach:**

- ✓ Lecture cum Demonstration
- ✓ PPT Presentation
- ✓ Tutorial

**Course Contents/Materials:****Unit-I: Word Processing Software**

- Concept and Features of Word Processing Software
- Preparation of complete document file (doc) along with text, table, picture, chart etc.
- Application of Word Processing Software in Education

**Unit-II: Presentation Software**

- Concept and Features of Presentation Software
- Preparation of complete presentation file (ppt) along with text, table, picture, video, audio, chart etc.
- Application of Presentation Software in Education

**Unit-III: Data Processing Software**

- Concept and Features of Data Processing Software



- Preparation of complete spreadsheet file (Excel) along with text, numbers, data calculations, creating charts etc.
- Application of Data Processing Software in Education.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Presentation:	15
Internal Class Test:	Nil
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Computer Applications in Education - Dr. Jasim Ahmad and Md. Shahid Ahmad
2. Information & Communication Technology (ICT) In Education - Prof. A. Ramakrishna and Prof. T. Mrunalini
3. Application of ICT in Education - Dr. S. Arulsamy
4. Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited
5. Windows 10 Bible -Rob Tidrow, Jim Boyce and Jeffrey R. Shapiro
6. Microsoft Excel Functions & Formulas - Paul McFedries
7. Microsoft Office Complete Reference -Jennifer Kettell
8. Computer Proyog Shikhan Sopan – Rajdeep Ray



**SEMESTER-IV****Course: EDNMAJ-5: Education in Post-Independence India****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ Acquire knowledge of Indian Constitution.
- ✓ Acquire knowledge on different commission.
- ✓ Know and understand the aims, objectives, educational systems of different commission.

**Learning Outcomes:**

After completion the course the learners will be able to:

- ✓ Describe the Constitutional Provision of Education.
- ✓ Discuss the contributions of Education Commission in Post-Independent India.
- ✓ Elaborate the National Policy on Education and National Education System.

**Teaching Learning Approach:**

- ✓ Lecture
- ✓ Demonstration
- ✓ Heuristics
- ✓ Presentation

**Course Contents/Materials:****Unit-I: Education and Constitution**

- Preamble and various Articles on Education in Indian Constitution RTE Act-2009
- Development of Education under Plan (Last two plans)

**Unit-II: Education Commission in post Independent India**

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Knowledge Commission (2005)

**Unit-III: Some Educational Bodies in West Bengal**

- SCERT
- DIET
- WBBPE
- WBBSE



- WBCHSE
- WBSCHSE

**Unit-IV: National Policies and Committees on Education**

- National Policy on Education (1968)
- National Policy on Education (1986)
- Programme of Action (POA)- 1992
- Ramamurti Committee (1990-91)
- Janardhan Reddy Committee (1992)

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India



**Course: EDNMAJ-6: Contemporary Issues in Education****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE)*
- ✓ *Understand the constitutional provision with special reference to RTE Act. DPEP, SSM of UEE*
- ✓ *Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.*
- ✓ *Explain the concept, role of Higher Education and Knowledge Commission and UGC*
- ✓ *Discuss the Current issues in Indian Education.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *Apply Knowledge in the process of Universalization of Elementary Education (UEE).*
- ✓ *Realize the constitutional provision with special reference to RTE Act. and describe the role of DPEP and SSM in the process of Universalization*
- ✓ *Understand the significance of Universalization of Secondary Education and describe the role of RMSA.*
- ✓ *Describe the concept, role of Higher Education and Knowledge Commission and Role of UGC*
- ✓ *Apply the knowledge of Current issues in Indian Education in according to the necessity of the issues*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*

**Course Contents/Materials:****Unit-I: Universalization of Elementary Education (UEE)**

- *Meaning, aims and Objectives, and Importance of UEE*
- *Constitutional Provision with special reference to RTE Act;*
- *Role of DPEP and SSM*
- *Problems of UEE and Probable Solutions*



**Unit-II: Universalization of Secondary Education (USE)**

- Meaning, Aims & Objectives, Significance of USE
- Role of RMSA for USE
- Problems of USE and their Solutions

**Unit-III: Higher Education in India**

- Concept, Role, and Problems of Higher Education
- Role of UGC in Higher Education
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

**Unit-IV: Current Issues in Education**

- Early Childhood Care and Education (ECCE)
- NEP-2020: Important Recommendations
- Online and Digital Education: Concept, Importance and Limitations
- Artificial Intelligence in Education: Concept and Application
- Education for Sustainable Development: Meaning, Aims & Objectives
- Peace Education: Meaning, aims & objectives

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. Dinesh Kumar Krishnanan - Contemporary Issues in Indian Education
7. Ministry of Education – National Education Policy 2020



**Course: EDNMAJ-7: Guidance and Counseling****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ *Acquire knowledge about the meaning, nature, scope and aims of Guidance.*
- ✓ *Acquire knowledge about the meaning, nature, scope and aims of Counselling.*
- ✓ *Know and understand the relationship between Guidance and Counselling.*
- ✓ *Know and understand the qualities and functions of good Counsellor.*
- ✓ *Acquire knowledge about the meaning of Mental Health and Mental Hygiene.*

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ *To develop an understanding of the concepts of Guidance and Counseling.*
- ✓ *To develop an understanding of the types of Guidance.*
- ✓ *To develop and understanding of the role of teacher as Counselor.*
- ✓ *Describe the role of Counselor*
- ✓ *Maintain good Mental Health*

**Teaching Learning Approach:**

- ✓ *Lecture cum Demonstration*
- ✓ *Group Discussion*
- ✓ *Tutorial*

**Course Contents/Materials:****Unit-I: The Concept of Guidance**

- *Meaning, nature & scope of Guidance.*
- *Philosophical, Psychological and Sociological bases of Guidance.*
- *Need and importance of Educational Guidance services in schools.*

**Unit- II: Vocational Guidance and Educational Guidance:**

- *Vocational Guidance – Concept, purpose, and functions.*
- *Educational Guidance – Concept, Basic data necessary for Educational Guidance, Construction, Administration and Interpretations of Cumulative Record Curve*
- *Relationship between Educational and Vocational Guidance.*

**Unit-III: The Concept of Counseling**

- *Counseling - Meaning, nature, scope, types, steps and techniques, qualities of counselor and role of Counselor in Secondary Schools*
- *Relationship between Guidance, Counseling and Teaching.*



**Unit-IV: Mental Health and Adjustment**

- Concept of Mental Health and Mental Hygiene
- Causes and symptoms of Maladjustment
- Frustration and Conflicts
- Adjustment mechanisms

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Agarwalla, S. (2019). Philosophical Foundations of Education (1st ed.). Mahaveer Publications.
2. Aggarwal, J.C. (2002). Philosophical and Sociological Perspectives on Education (1st ed.). Shipra Publication.
3. Aggarwal, J.C. (2020). Philosophical Foundations of Education. Shri Vinod Pustak Mandir.
4. Avinashalingam, J. S. (1947): Educational Philosophy & Swami Vivekananda. Coimbatore: Sri Ramkrishna Mission Vidyala.
5. Bhattacharya, S. (2008). Philosophical Foundation of Education. Atlantic
6. Chand, J. (2009): Great Indian Thinkers on Education. Delhi: Ashish Publication
7. Chand, J. (2006). Philosophical Foundation of Education. Shipra Publication.
8. Chaube, A., & Chaube, S.P. (2020). Philosophical and Sociological Foundations of Education. Shri Vinod Pustak Mandir.



**Course: EDNMAJ-8: Educational Technology****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ Understand the nature and scope of Educational Technology and also about the various forms of Technology
- ✓ Understand the System Approach to Education and communication theories and modes of communication,
- ✓ Develop basic skills in the production of different types of instructional material,
- ✓ Know the applicability of ICT and internet in teaching-learning situations

**Learning Outcomes:**

At the end of this course, the students will be able to –

- ✓ Define various concepts relating to Educational Technology and System Approach in Education.
- ✓ Understand the nature of communication process and teaching-learning
- ✓ Equip themselves with the knowledge and skills of different teaching and instructional strategies.
- ✓ Develop basic knowledge in the use of Computer and Internet access.
- ✓ Explore the possibilities of Educational Technologies for removing potential barriers to Equitable, Accessible and Quality Education for all

**Teaching Learning Approach:**

- ✓ Lecture
- ✓ Demonstration
- ✓ Heuristic
- ✓ Presentation

**Course Contents/Materials:****Unit –I: Educational Technology**

- Educational Technology: Meaning, nature and scope
- System approach to Education: Definition of System, need for System Approach, classification of System and components of System.

**Unit-II: Instructional Objectives & Teaching Strategies**

- Relationship between Instructional Objectives and General Objectives, Taxonomy of Instructional Objectives
- Special features of Teaching Strategies ; Types of Teaching Strategies



(Lecture, Group Discussion, Demonstration, Discovery or Heuristic Strategy, Problem Solving Strategy and Tutorial)

### Unit-III: Communication and Teaching -Learning

- Communication: Definition, Components, Role of communication in effective teaching learning process, Factors affecting classroom communication.
- Teaching Aids: Projected and Non-Projected, Dale's Cone of Experience,

### Unit-IV: ICT and its Application in Education

- Nature and Importance of ICT in teaching-learning , Role of Computer in Education
- Uses of Internet in teaching and instruction; e-learning and virtual classroom.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

### Suggested Books/Readings:

1. Aggarwal J.C. (2001). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Bhat, B.D. and Sharma, S.R. (1992) : Educational Technology concept and Technique. Delhi: Kanishka Pub. House.
3. Chand, Tara (1990) : Educational Technology. New Delhi : Anmol Pub.
4. Das, R.C. (1993) : Educational Technology: a basic text. New Delhi: Sterling Pub. Private Ltd.,
5. Evaut, M. ( ) The International Encyclopaedia of Educational Technology.
6. Jagannath Mohanty (1992) : Educational Technology. New Delhi: Deep & Deep Pub.
7. Mukopadhyay, M. (Ed.) (1990) : Educational Technology: challenging issues. New Delhi: Sterling Pub. Privae Ltd.,



**Course: EDNMIN-4: Introduction to Guidance and Counseling****Total Credits: 04 (Theory/Lecture: 03, Tutorial: 01)****Maximum Marks: 60****Contact Hours per week: 4****CE: 15****Examination Duration: 2 hours****ET: 45****Course Objectives:**

This course will enable the students to

- ✓ Acquire knowledge about the meaning, nature, scope and aims of Guidance.
- ✓ Acquire knowledge about the meaning, nature, scope and aims of Counselling.
- ✓ Know and understand the relationship between Guidance and Counselling.
- ✓ Know and understand the qualities and functions of good Counsellor.

**Learning Outcomes:**

After completion of the course the students will be able to

- ✓ To develop an understanding of the concepts of Guidance and Counseling.
- ✓ To develop an understanding of the types of Guidance.
- ✓ To develop and understanding of the role of teacher as Counselor.
- ✓ Describe the role of Counselor.

**Teaching Learning Approach:**

- ✓ Lecture cum Demonstration
- ✓ Demonstration
- ✓ Heuristic
- ✓ Presentation

**Course Contents/Materials:****Unit-I: Concept of Guidance**

- Meaning, Characteristics, Scope of Guidance.
- Needs and importance of Educational Guidance services in Schools.
- Organization of Guidance programme in School

**Unit-II: Types of Guidance**

- Educational: Meaning, Characteristics, Purpose & Functions.
- Vocational: Meaning, Characteristics, Purpose & Functions.
- Personal: Meaning, Characteristics, Purpose & Functions.

**Unit-III: Concept of Counseling**

- Meaning, Characteristics, Scope of Counseling
- Needs and importance of Psychological Counseling.



**Unit-IV: Types of Counseling**

- Concept of different types; Eclectic Counseling.
- Difference between Guidance, Counseling and Teaching.

**Suggested Continuous Evaluation Methods:** The Continuous Internal Evaluation of the students shall be done based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Continuous Evaluation Methods	Marks
Project/Assignment:	5
Internal Class Test:	10
Course prerequisites:	Nil

**Suggested Books/Readings:**

1. Agarwalla, S. (2019). Philosophical Foundations of Education (1st ed.). Mahaveer Publications.
2. Aggarwal, J.C. (2002). Philosophical and Sociological Perspectives on Education (1st ed.). Shipra Publication.
3. Aggarwal, J.C. (2020). Philosophical Foundations of Education. Shri Vinod Pustak Mandir.
4. Avinashalingam, J. S. (1947): Educational Philosophy & Swami Vivekananda. Coimbatore: Sri Ramkrishna Mission Vidyala.
5. Bhattacharya, S. (2008). Philosophical Foundation of Education. Atlantic
6. Chand, J. (2009): Great Indian Thinkers on Education. Delhi: Ashish Publication.
7. Chand, J. (2006). Philosophical Foundation of Education. Shipra Publication.
8. Chaube, A., & Chaube, S.P. (2020). Philosophical and Sociological Foundations of Education. Shri Vinod Pustak Mandir.