

Program Outcome of Bachelor of Arts

Student seeking admission for B.A Programme are expected to imbibe the following quality which will help them in their future life to the expected goals.

- a) Realization of human values.
- b) Importance of social services and values.
- c) Responsible and dutiful citizen.
- d) Development of Creative ability.
- e) Productive / self sufficient .
- f) The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better.

Major Aims of CBCS:

1. DIMINISHING DISCRIMINATIONS: The CBCS aims at diminishing the discrimination between HONOURS and GENERAL courses of study. Under the CBCS, the graduating batch of students, both HONOURS and PROGRAM (previously GENERAL) would be eligible for pursuing Postgraduate Courses of studies.

2. FREEDOM OF EXERCISING INTEREST: Under the CBCS, the undergraduate batch of students would be able to choose courses as per their interest in the last two semesters. This would definitely encourage academic flexibility and enable the students to look beyond the stereotypes of a particular academic Discipline.

3. DISTRIBUTION OF ACADEMIC BURDEN: Under the CBCS, the academic load will certainly get distributed. Besides, there will be provision for Supplementary Tests to clear up back-logs. This will definitely add momentum to the teaching, learning and evaluation process.

4. ENCOURAGING RESEARCH APTITUDE: Every Academic Programme under the CBCS will take care to make the students familiar with the existing trends in Research Methodology, and there will be a test in the form of preparation of Dissertation / Assignment / Term Paper to instil some primary concepts of academic research among the undergraduate students.

5. UP TO DATE KNOWLEDGE: The CBCS is expected to cater contemporary and up to date knowledge to the students.

6. ACCESS TO THE JOB MARKET: The Interdisciplinary and contemporary approach of the CBCS will enhance the students' access to the current job market.

7. ADVANCING TOWARDS A UNIFORM SYLLABUS: If the UGC implements a uniform undergraduate syllabus for the Universities of India in future, the CBCS will be of great advantage as the only means to attain that end.

8. STUDENTS MORE EQUIPPED TO APPEAR IN ALL-INDIA COMPETITIVE EXAMINATIONS: The MCQ and Short Answer Type Question format and the contemporary approach of the syllabus under the CBCS will make the students more equipped to appear at All-India level Competitive Examinations for Banking, Civil and other services.

Major Program Outcomes :

PO1. Professional Capacity Building:

Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.

PO2. Academic Integrity and Professional Ethics:

Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.

PO3. Resilience and cope up with Complex issues:

Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.

PO4. Academic Administration and Management Capacities:

Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.

PO5. Continuous Academic Development:

Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.

PO6. Commitment towards Society and National Goals:

Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PO7. Sensitivity for Emerging Issues:

Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

PO8. Research and Knowledge Creation:

Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PO9. Independent and Team Work Capacities:

Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

PO10: Professional Communication Skills:

Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

Course Outcomes :

B.A. 3 Years , 6 Semesters Honours Degree program.

Semester-1

CC-1

Course Name : INTRODUCTION TO EDUCATION . Course Code - BAHEDCC101

Syllabus:

Unit:I	Introduction.
Unit :II	Types of Education.
Unit :III	Agencies of Education.
Unit :IV	Factors of education.
Unit:V	Nature of Knowledge.
Unit :VI	Role of Education

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the meaning of Education
- understand the types of Education
- understand the agencies of Education
- understand the nature of knowledge
- understand the nature of values in society
- understand the role of education in emerging Indian society

Recommended Books:

- Altekar, A. S.- Education in Ancient India
- Basu, A. N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future
- Keay, F.E.- Indian Education in Ancient Times
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Narulla, S, Naite J.P.- History of Education in India
- Rawat, P.L.- History of Indian Education
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- ভক্তিব্রহ্মন ভক্তা- ভারতীয় শিক্ষার রূপরেখা
- সুব্রহ্মণ্য মিশ্র- ভারতীয় শিক্ষার ইতিহাস
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- রঞ্জিতা ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- শিক্ষার ইতিহাস
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- শিক্ষার ইতিহাস: প্রাচীন, মধ্য ও আধুনিক যুগ

Semester-1

Course Name : History of Education in Ancient & Medieval India. Course Code - BAHEDCC102

Syllabus:

Unit:I	Education in Vedic Period
Unit :II	Education in Brahmanic Period
Unit :III	Education in Buddhist Period
Unit :IV	Education in Sultanate Period
Unit:V	Education in Mughal Period
Unit :VI	Centres of Learning

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the aims of education in ancient and medieval period in India.
- understand the curriculum in ancient and medieval period in India.
- understand the methods of teaching in ancient and medieval period in India.
- understand the status of women education in ancient and medieval period in India.
- understand the evaluation system in education in ancient and medieval period in India.
- understand different centres of learning in ancient and medieval period in India.

Recommended Books:

- Altekhar, A. S.- Education in Ancient India
- Basu, A. N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future
- Keay, F.E.- Indian Education in Ancient Times
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Narulla, S, Naite J.P.- History of Education in India
- Rawat, P.L.- History of Indian Education
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- ভক্তিভূষণ ভট্টা- ভারতীয় শিক্ষার রূপরেখা
- সুব্রহ্মণ্য মিশ্র- ভারতীয় শিক্ষার ইতিহাস
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- শিক্ষার ইতিহাস
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- শিক্ষার ইতিহাস: প্রাচীন, মধ্য ও আধুনিক যুগ
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**Course Name : HISTORY OF EDUCATION IN PRE-INDEPENDENCE & POST-INDEPENDENCE INDIA.
Course Code – BAHEDCC201**

Syllabus:

Unit:I	Early British Education
Unit:II	Influence of Western Education
Unit:III	Educational Policies of British India
Unit:IV	Impact of Colonial Plan of Education in India
Unit:V	Education in Post-Independent India
Unit:VI	Educational Policies in India

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the education system of early British period in India.
- understand the influence of western education system in Indian context.
- understand different educational policies of India under British rule.
- understand the impact of colonial plan of education in India.
- understand the education system of post-independent India.
- understand different educational policies of post-independent India .

Recommended Books:

- Aggarwal, J. C.- Landmarks in the History of Modern Indian Education
- Basu, A.N.- Education in Modern India
- Banerjee, J.P.- Education in India-Past, Present and Future, Vol. I and II
- Mukherjee, S.N.- Education in India, Today and Tomorrow
- Mukherjee, S.N.- History of Education (Modern Period)
- Narulla, S, Naite J.P.- History of Education in India
- Purkait, B.R.- Milestones of Modern Indian Education
- Report of Commissions-Radha Krishnan, Mudaliar, Kothari.
- ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- আধুনিক ভারতে শিক্ষার ধারা
- ভক্তিতুশন ভক্তা- ভারতীয় শিক্ষার রূপরেখা
- রণজিৎ ঘোষ- আধুনিক ভারতে শিক্ষার বিকাশ
- ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ্র- সমকালীন ভারতবর্ষ ও শিক্ষা
- ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- গৌরদাস হালদার ও প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষা: প্রাচীন, মধ্য ও আধুনিক
- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা
- ড. দেবাশিষ পাল, ড. দিলীপ কুমার ঠাকুর ও হামিদুল হক- সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- ড. দেবাশিষ পাল, ড. দত্ত, ড. ধর ও ড. মণ্ডল- সমসাময়িক ভারতবর্ষে শিক্ষার বিকাশ

Semester-2

Course Name : PHILOSOPHICAL FOUNDATIONS OF EDUCATION
Course Code – BAHEDCC202

Syllabus:

Unit:I	Education and Philosophy
Unit:II	Child Centric Education
Unit:III	Indian Philosophy
Unit:IV	Western Philosophy
Unit:V	Contributions of Great Indian Educators
Unit:VI	Contributions of Great Western Educators

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the meaning and relationship of Education and Philosophy.
- understand the meaning and features of child centric education.
- understand the concept of Indian philosophy.
- understand the concept of western philosophy.
- understand the contributions of great Indian educators.
- understand the contributions of great western educators.
- understand the sociological bases of education.

Recommended Books:

- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- Chandra S.S- Indian educational development, problems and trends.
- O.P. Dhiman- Philosophical Foundations of Education
- R. R. Sharma- Philosophical and Sociological Foundation of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- B. R. Purkait – Great Educators
- Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education
- Mukherjee, K.K. -Some great educators of the world.
- V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L.- New Perspectives on Philosophy and Education. NewJersy, USA: □pearson.
- তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মণ, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন
- ড. অভিজিৎ কুমার পাল- শিক্ষা দর্শনের রূপরেখা
- তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- বেবী দত্ত ও দেবীকা গুহ- শিক্ষাদর্শন ও দার্শনিকের অবদান
- ড. উজ্জ্বল পাণ্ডা, ড. মিহির চট্টোপাধ্যায় ও ড. স্বপন সেন- শিক্ষার দার্শনিক ও সামাজিক ভিত্তি
- ড. দেবশিষ্য পাল ও ড. মিহির চট্টোপাধ্যায়- শিক্ষার দার্শনিক ভিত্তি

Semester-3

CC-5

Course Name : SOCIOLOGICAL FOUNDATIONS OF EDUCATION
Course Code – BAHEDCC301

Syllabus:

Unit:I	Introduction
Unit:II	Education and Society
Unit:III	School and Society
Unit:IV	Sociological Bases of Education
Unit:V	Constitutional Provisions and Social Development
Unit:VI	Religion and Culture

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the meaning and relationship of Education and Sociology.
- understand the types and agencies of education.
- understand the interrelation of school and society.
- understand the sociological bases of education.
- understand the constitutional provisions for education.
- understand the concept and role of religion and culture.

Recommended Books:

- Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publishing House.
- Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.
- Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.
- Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.
- Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.
- Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.
- Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.
- S. P. Chaube & A. Chaube – Foundations of Education
- Sharma, Y. - Sociology of Education
- Brown, F.L. -Educational Sociology
- Chakraborty, J.C. -Educational Sociology
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata
- Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur
- সোনাণী চক্রবর্তী- শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি
- দিবেন্দু ভট্টাচার্য্য- শিক্ষা ও সমাজতত্ত্ব
- মঞ্জুশা তরফদার- শিক্ষাপ্রয়ী সমাজবিজ্ঞান
- বিষ্ণুপদ নন্দ- শিক্ষাপ্রয়ী সমাজতত্ত্ব
- শ্যামাপ্রসাদ চট্টরাজ- শিক্ষামুখী সমাজবিজ্ঞান
- ড. দেবাশিষ পাল- শিক্ষার সামাজিক ভিত্তি
- তারিণী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- ড. মিহির চক্রবর্তী ও ড. কবিতা চক্রবর্তী- শিক্ষা সমাজতত্ত্বের রূপরেখা

Semester-3

CC-6

Course Name : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Syllabus:

Unit:I	Psychology and Education
Unit:II	Cognition
Unit:III	Growth and Development
Unit:IV	Learning
Unit:V	Intelligence
Unit:VI	Teaching

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the concept of Psychology.
- relate psychology with education.
- be acquaint with the concepts of growth and development, their different stages and aspects.
- understand the nature and theories of learning and how different factors affect it.
- be acquaint with the concepts of Intelligence, Creativity and Personality.
- know basic concept of teaching and its different methods .

Recommended Books:

- Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.
- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996)- Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- Normann Sprinthall and Richard, C. Sprinthall- Educational psychology: McGraw-Hill Publishing Company.
- সুশীল রায়- শিক্ষা মনোবিদ্যা
- ড. বিজন সরকার- শিখন ও শিক্ষণ
- ড. প্রনব কুমার চক্রবর্তী ও ড. বিজন সরকার- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল- শিখন ও মনোবিদ্যা
- ড. দেবাশিষ পাল, ড. ধর, ড. দাশ ও ড. ব্যানার্জী- পাঠদান ও শিখনের মনস্তত্ত্ব
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- ড. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞান ও শিখনপ্রক্রিয়া
- অরুন ঘোষ- শিক্ষাপ্রণয়ী মনোবিজ্ঞান
- প্রমোদবকু সেনগুপ্ত ও প্রশান্ত শর্মা- শিক্ষা মনোবিজ্ঞান

Semester-3

CC-7

Course Name : SCHOOL ORGANISATION AND EDUCATIONAL MANAGEMENT

Course Code – BAHEDCC303

Syllabus:

Unit:I	Educational Management
Unit:II	Educational Administration and School Organization
Unit:III	Educational Supervision
Unit:IV	Educational Planning
Unit:V	Functions of Administrative Bodies
Unit:VI	Teaching

Expected Course Outcome:

After going through this paper, the students will be able to-

- understand the concept of educational management
- understand the meaning of educational administration and school organization
- understand the concept of educational supervision
- understand the meaning of educational planning
- know the functions of different administrative bodies
- know the structure of different educational bodies

Recommended Books:

- P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
- H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
- Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
- Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
- K.K. Shukla – Inspection and Supervision in Secondary Schools.
- NIEPA – Some Basic Facts about Educational Administration in India.
- J. C. Aggarwal- Educational Administration, Management and Supervision
- Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- I. S. Sindhu- Educational Administration and Management
- T.S. Sodhi & Aruna Suri – School Management
- Kochar, S.K - Secondary School Organization
- Aggarwal - School Organization
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- ড. তুহিন কুমার কর ও ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- ড. দুলাল মুখোপাধ্যায় ও লোপামুদ্রা পাল (চক্রবর্তী)-শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ড. দেবাশিষ পাল- বিদ্যালয় সংগঠন ও ব্যবস্থাপনা
- দিলীপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- বিমল চন্দ্র দাশ, সেনগুপ্ত ও রায়- শিক্ষায় ব্যবস্থাপনা
- ড. দেবাশিষ পাল ও ড. দেবব্রত দেবনাথ- শিক্ষা ব্যবস্থাপনা, পরিকল্পনা ও মূল্যায়ন
- ড. দেবাশিষ পাল ও দেবাশিষ ধর- শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা
- ড. প্রদীপ্ত রঞ্জন রায় ও ড. অমলকান্তি সরকার- বিদ্যালয় সংগঠন, ব্যবস্থাপনা ও পরিকল্পনা
- ড. মহম্মদ আফসার আলি- শিক্ষা ব্যবস্থাপনা ও সংগঠন
- ড. হরেকৃষ্ণ মণ্ডল- বিদ্যালয় পরিচালনা ও ব্যবস্থাপনা

Semester-3

SEC-1

Course Name : COMPUTER APPLICATION IN EDUCATION

Course Code – BAHEDCSEC302

Syllabus:

Unit:I	Basics of MS WORD
Unit:II	Basics of MS EXCEL
Unit:III	Serial Preparation
Unit:IV	Table Preparation
Unit:V	Certificate Preparation
Unit:VI	Basics of Power Point

Expected Course Outcome:

After going through this course, the students will be able to-

- Apply various computer applications in the field of education
- Perform fundamental works in MS WORD
- Perform fundamental works in MS EXCEL
- Perform fundamental works in MS POWER POINT
- Make graphical representations

Recommended Books

Atul Jain- Computer in Education

- শঙ্কু সোম- শিক্ষাক্ষেত্রে কম্পিউটারের প্রয়োগ
- শঙ্কু সোম ও অমল শঙ্কর মুখার্জী- শিক্ষণ শিখনে কম্পিউটার
- অরুনাভ সামন্ত- শিক্ষায় কম্পিউটারের প্রয়োগ

Semester-4

CC-8

Course Name : EDUCATIONAL TECHNOLOGY

Course Code – BAHEDCC401

Syllabus:

Unit:I	Concept of Educational Technology
Unit:II	System Approach to Education
Unit:III	Communication
Unit:IV	Mass Instructional Techniques
Unit:V	Personalized Instructional Techniques
Unit:VI	Models of Teaching

Expected Course Outcome:

After going through this course, the students will be able to-

- understand the concept of Educational Technology.
- acquaint with the concepts of system approach to education.
- know the idea of communication.
- understand the details of instructional techniques.
- develop the concept of different models of teaching.

Recommended Books:

- J.C. Aggarwal – Essentials of Educational Technology.
- K.Sampath – Introduction to Educational Technology.
- R.P. Pathak – New Dimensions of Educational Technology.
- J. Mohanty - Educational Technology.
- Mangal & Mangal – Essential of Educational Technology.
- U. Rao – Educational Technology
- K. L. Kumar- Educational Technology
- মলয় কুমার সেন – শিক্ষা প্রযুক্তি বিজ্ঞান
- তুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল – শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
- শ্যামাপ্রসাদ চট্টরাজ – শিক্ষা প্রযুক্তি
- ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Semester-4

CC-9

Course Name : CURRICULUM STUDIES

Course Code – BAHEDCC402

Syllabus:

Unit:I	Introduction to Curriculum
Unit:II	Bases of Curriculum
Unit:III	Objectives of Curriculum
Unit:IV	Concept of Curriculum Framework
Unit:V	Curriculum Evaluation
Unit:VI	Theories of Curriculum

Expected Course Outcome:

After going through this course, the students will be able to-

- know the concept and objectives of curriculum
- acquaint with different bases of curriculum
- develop concept of curriculum framework
- realize the importance of curriculum evaluation
- be aware of different theories of curriculum .

Recommended Books:

- H. Tabe - Curriculum Development- Theory & Practice
- A.V. Kelly – The Curriculum, Theory and Practice
- N. Bhalla – Curriculum Development
- M. Talla – Curriculum Development: Perspectives, Principles and Issues
- J. C. Aggarwal – Curriculum Development
- দিবেন্দ্যু ভট্টাচার্য – পাঠক্রম চর্চা ও মূল্যায়ন
- মিহির চট্টোপাধ্যায় - পাঠক্রম চর্চা
- প্রনব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মাণ
- নূরুল ইসলাম- পাঠক্রম চর্চা ও ব্যবহারিক শিক্ষাবিজ্ঞান
- সোনালী চক্রবর্তী- পাঠক্রম চর্চা ও নির্দেশনা দান
- দিবেন্দ্যু ভট্টাচার্য – জ্ঞানের স্বরূপ ও পাঠক্রম

Semester-4

CC-10

Course Name : INCLUSIVE EDUCATION

Course Code – BAHEDCC403

Syllabus:

Unit:I	Introduction to Inclusive Education
Unit:II	Inclusive education and its evolution

Unit:III	Perspectives of inclusive education
Unit:IV	Special Educational Needs (SEN) of Learners in Inclusive School
Unit:V	Inclusive School setting
Unit:VI	Facilitators for Inclusive Education

Expected Course Outcome:

After going through this course, the students will be able to-

- develop an understanding of the concept and philosophy of inclusive
- understand education in the context of education for all
- familiarize with the trends and issues in inclusive education
- develop an attitude to foster inclusive education
- develop an understanding of the role of facilitators in inclusive education
- understand and appreciate the needs of such children in the society

Recommended Books:

- M. Dash – Education of Exceptional children
- James R Patton – Strategies for Teaching Learners with Special Need
- Robert A Gable – Strategies for Teaching Students – With Mild to Severe Mental Retardation
- Eugene B. Edger – Mentally Handicapped Children: Education and Training
- Warren Umansky – Young Children with Special Need
- Giangreco Michel – Ideas of Educating Students with Disabilities
- ড. দেবব্রত দেবনাথ ও আশিষ কুমার দেবনাথ- অন্তর্ভুক্তিমূলক শিক্ষা
- ড. দেবাশিষ পাল, ড. দেবাশিষ ধর ও ড. মধুমিতা দাশ- অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা
- ড. উম্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন
- ড. উম্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
- ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা
- ড. প্রনব কুমার চক্রবর্তী ও ড. দেবশ্রী ব্যানার্জী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা

Semester-4

SEC-2

Course Name : ACTION RESEARCH AND CASE STUDY

Course Code – BAHEDCSEC402

Syllabus:

Unit:I	Introduction to action research
Unit:II	Practicum

Expected Course Outcome:

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

- develop the concept of action research and its importance in education
- write a report on an action research undertaken by them.

Recommended Books:

Lokesh koul- Methodology of Educational Research.

A.K.Singh_ - tests.measurements and Research methods inBehaviourial science.

ডঃদেবাশিস পাল,দেবাশিস ধর- সক্রিয় গবেষণা

ডঃদেবাশিস পাল- গবেষণা পদ্ধতি ও রাশি বিজ্ঞানের কৌশল ।

Semester-5

CC-11

Course Name : CONTEMPORARY ISSUES IN EDUCATION

Course Code – BAHEDCC501

Syllabus:

Unit:I	Indian Constitution and the Right to Education
Unit:II	Elementary Education
Unit:III	Secondary Education
Unit:IV	Higher Education
Unit:V	Present Issues in Education
Unit:VI	Trends in Indian Education

Expected Course Outcome:

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

To help the student to understand the concept, constitutional provision, role of DPEP, RCFCE, SSA current status and problems of elementary education in India

- To enable the student to understand the concept of secondary education, role of RMSA and problems of secondary education in India
- To enable the students meaning, aims & objectives of higher education, Knowledge Commission, RUSA
- To enable the student to understand the Indian constitution and the right to education
- To develop appreciation and understanding about the some important trend and issues in education

Recommended Books:

B. R. Purkait- Milestones of Modern Indian Education

- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of education in India
- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal- Theory and Principles of education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak- Modern Trends and Issues in Education of India

Semester-5

CC-12

Course Name : GUIDANCE AND COUNSELLING IN EDUCATION

Course Code – BAHEDCC502

Syllabus:

Unit:I	Concept and Types of Guidance
Unit:II	Agencies of Guidance
Unit:III	Concept and Types of Counselling
Unit:IV	Areas of Counselling
Unit:V	Guidance and Counselling Services
Unit:VI	Personnel in Guidance Programme

Expected Course Outcome:

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

- * To develop appreciation and understanding about the concepts, types and agencies of guidance
- *To help the student to understand the concept, technique and implications of counselling
- *To enable the students the types and agencies of counselling
- *To enable the student to understand the psychometric methods and techniques for guidance and counselling
- *To help the student to understand guidance and services programme- Guidance and Counselling

Recommended Books:

- NCERT- Guidance and Counselling
- N. C. Basu- Educational and Vocational Guidance
- S. S. Chauhan- Principles and Techniques of Guidance

Semester-5

DSE-1

Course Name : **TEACHER EDUCATION**

Course Code – **BAHEDCDSE501**

Syllabus:

Unit:I	Concept of Teacher Education
Unit:II	History of Teacher Education in India
Unit:III	Teaching as a Profession
Unit:IV	Teacher Education Programme at Different Levels
Unit:V	Academic and Administrative Control on Teacher Education
Unit:VI	Major Issues and Problems of Teacher Education

Expected Course Outcome:

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

- *To help the student to understand the basic concept of teacher education.
- *To enable the students the historical perspective and development of teacher education in India.
- *To understand the Teaching as a profession
- *To help the student to understand teacher education programme at different levels
- *To understand the various agencies in teacher education
 - *To make an idea about some major issues and problems of teacher education

Recommended Books:

- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National Curriculum Framework.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.

Semester-5**DSE-2**

Course Name : PSYCHOLOGY OF MENTAL HEALTH AND HYGIENE

Course Code – BAHEDCDSE502

Syllabus:

Unit:I	Introduction to Mental Health
Unit:II	History& Importance of Mental Health
Unit:III	Adjustment and Maladjustment
Unit:IV	Mental Illnesses
Unit:V	Treatment/Methods for the Preservation and Enhancement of Mental Health
Unit:VI	Education and Mental Health

Expected Course Outcome:

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

- *To develop appreciation and understanding about the Concepts of adjustment and maladjustment
- * To enable the student to understand about the concepts, factors, importance and history of mental health
- * To be aware about Mental Illnesses
- *To understand the treatment/methods for the preservation and enhancement of mental health
- *To enable the student to understand about role of home and society in maintaining good mental health.

Recommended Books:

- Bhan S. & Dutt, N. K. (1986). Mental Health through Education. New Delhi: Vision Books.
- Brown, J. F. (1940). The Psycho-dynamics of Abnormal Behavior. New York: McGraw Hill Book Co.
 - Carol, H. A. (1979). Mental Hygiene. New York: Prentice Hall.
 - Chauhan, J. C. (1986). Mental Hygiene. New Delhi: Allied publisher.
 - Crow, I.D. & Crow, A. (1970). Mental Hygiene. New York: McGraw Hill Book Co.
 - Cyril, M.F. (1969). Behavior Therapy. New York: McGraw Hill Book.
 - Dollard, J. & Miller N. E. (1970). Personality and Psychotherapy. Chicago: Aldine.
 - Enelow, Allen J. (1978). Elements of Psychotherapy. New York: Oxford University Press.
 - Howard, S. Friedman and Mirian, W. Schustach (2004). Personality: Classic theories and Modern Research. Delhi: Pearson Education Pvt. Ltd.
 - Jahoda, M. (1958). Current Concepts of Positive Mental Health. New Basic Books. Inc.
 - Klein, D. B. (1956). Modern Hygiene. New York: Henry Holt Company.
 - Korchin, S. J. (1986). Modern Clinical Psychology. New Delhi: Indian Edition CBS Publishers.
 - Lorenze, A. Pervin (1990). Handbook of Personality: Theory and Research. New York: Guilford Press.
 - Maurus, J. (). Mental Hygiene. Allahabad: Better Yourself Books.
 - Page, I. P. (1970). Abnormal Psychology. New Delhi: Tata McGraw Hill Publishers.
 - Rayan, W. Carson (1970). Mental Health through Education: New Delhi: Commonwealth.

Semester-6**CC-13****Course Name : MEASUREMENT AND EVALUATION IN EDUCATION****Course Code – BAHEDCC601****Syllabus:**

Unit:I	Measurement and Evaluation in Education
Unit:II	Tools of Measurement and Evaluation
Unit:III	Techniques of Measurement and Evaluation
Unit:IV	Scales of Measurement and Evaluation
Unit:V	Characteristics of a Good Test
Unit:VI	Evaluation Process

Expected Course Outcome:

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

- * describe the role of measurement and evaluation in education.
- *differentiate measurement and evaluation.
- * establish the relationship between measurement and evaluation.
- * explain different forms of assessment that aid student learning.
- *use wide range of tools and techniques and construct these appropriately.
- *classify educational objectives in terms of specific behavioural form.

Recommended Books:

- *S. K. Mangal- Statistics in Education and Psychology
- *A. K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
- *E. Garret- Statistics in Education and Psychology
- *R. A. Sharma- Mental Measurement and Evaluation
- *Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation.

Semester-6

CC-14

Course Name : FUNDAMENTALS OF EDUCATIONAL RESEARCH

Course Code – BAHEDCC602

Syllabus:

Unit:I	Research-meaning and nature:
Unit:II	Educational Research- meaning, nature and types
Unit:III	Basic Ideas of Research- I
Unit:IV	Basic Ideas of Research- II
Unit:V	Major Approaches of Research
Unit:VI	Methodology of Educational Research

Expected Course Outcome:

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

- *define and explain the meaning and nature of research.
- *define and explain the meaning and nature of Educational research.
- *identify source of data for Research.
- *describe the types of Research.
- *describe the meaning of Research problem and Review of Related Literature.
- * explain the concept of Hypothesis, Variables, and Research data.
- *analyze the Qualitative and Quantitative data.
- * acquaint with the process of collecting data.
- *apply relevant statistical techniques to analyze data.

Recommended Books:

- *A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- *Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among
- *S. K. Mangal- Statistics in Education and Psychology
- *Lokesh Koul- Methodology of Educational Research (4thed.). New Delhi: Vikash Publishing House Pvt Ltd.
- *J W Best & J V Khan- Research in Education (10thed.). New Delhi: PHI Learning Private Limited.
- *V.K Shastri,. (2008). Research Methodology in Education.Delhi: Authors Press.
- * W. Wiersma (1995)- Research Methodology in Education: An Introduction. USA: Allyn and Bacon.
- *S.K. Mangal, & S. Mangal, (2012)- Research Methodology in Behavioural Science. New Delhi: PHI Learning Private Limited.

Semester-6

DSE-3

Course Name : EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Course Code – BAHEDCC601

Syllabus:

Unit:I	Introduction to Special Education
Unit:II	Provisions of Special Education
Unit:III	Children with special needs and their education
Unit:IV	Exceptional Learners
Unit:V	Special Schools:
Unit:VI	Role of different categories of members

Expected Course Outcome:

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

- * explain meaning, nature and causes of exceptionality;
- *elaborate Historical Development of special Education in India;
- *understand different types of special Education;
- *suggest the alternative or remedial educational provisions for special children;
- *understand concept of different types of special education.

Recommended Books:

- * Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook for Cognitive Domain. New York: John Wiley & Sons Inc.
- *Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
- *Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
- *De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
- *Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol.IX. No.6.
- *Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
- *Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
- *Mehra, V. (2004): Educational Technology. New Delhi: SSP.
- *Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
- *Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
- *Spaulding, S.C. (1972): Technological Devices in Education. AECT International. Unwin,
- *D. & Mc Alease, R. (1978): Encyclopaedia of Educational
- *Media Communication and Technology. West Port: Greenwood Press.
- *S. M. Sahu, Educatin of Children with Special Needs

Semester-6

DSE-4

Course Name : EDUCATIONAL THOUGHTS AND IDEAS OF GREAT EDUCATORS

Course Code – BAHEDCC602

Syllabus:

Unit:I	Great Educators – Eastern: I
Unit:II	Great Educators – Eastern: II
Unit:III	Great Educators – Eastern: III
Unit:IV	Great Educators – Western: I
Unit:V	Great Educators – Western: II
Unit:VI	Great Educators – Western: III

Expected Course Outcome:

After completion of the course, the students will be able to-
to know, understand and explain the contributions of eminent Indian and Western educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.

Recommended Books:

Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.

- Aggarwal.J.C. -Theory and Principles of education Philosophical and Sociological Bases of education
- Banerjee, A -Philosophy and principles of education.
- Chakraborty, J.C. -Modern education
- Kundu and Majumder -Theories of education
- Mukherjee, K.K. -Some great educators of the world
- Mukherjee, K.K. -Principles of education
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).
- Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,
- Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen’s Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.