Learning Outcome Based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. Program in Education

w.e.f. Academic Session 2020-21

Kazi Nazrul University

Asansol, Paschim Bardhaman
West Bengal 713340

PREAMBLE

The objective of any program at Higher Education Institute is to prepare their students for the society at large. Kazi Nazrul University envisions all its program in the best interest of their students and in this endeavor it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate program. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Under Graduate Programmes will prepare the students for both, academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and also skills for employability. In short, each program prepares students for sustainability and life-long learning. The new curriculum of B.A. (Program) Education offers students an opportunity to engage with significant issues, policies, practices and their own lived experiences in Education. The spectrum of coverage is from early childhood to young adulthood. The attempt is thus to build understanding about Education from the pre-primary to higher education stage. Each of the six core courses provide engagement with important theories use focused readings to build perspective and include suggested assignments for better practice theory interface. The debates and discussions which continue to draw attention in Education have also been included in the courses. The skill-based courses deal with the applications of Educational theory and provide opportunities for rich practicum exposure from which new theories can be built and existing theories can be appreciated. The idea is to make every student engage in reflection, analysis and mini research and develop a zest to pursue further studies in Education. The Kazi Nazrul University hopes the LOCF approach of the program B.A. (Program) Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

Semester- 1st

Course Name: Introduction to Education

Course Code: BAPEDCC101

Course Type: C	Course Details: CC-1(1)/ CC-2(1)		L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. understand the meaning of Education

2. understand the types of Education

3. understand the agencies of Education

4. understand the nature of knowledge

5. understand the nature of values in society

6. understand the role of education in emerging Indian society

Course Content:Theory

Unit I **Introduction**
- Education: Meaning, Definitions and Nature
- Scope and Functions of Education
- Goals of Education in emerging Indian Society
- Importance of Education

Unit II **Types of Education**
- Formal, Informal & Non- formal
- Liberal Education, Professional Education, Vocational Education, Technical Education
- Face-to-face Education
- Distance Education

Unit III **Agencies of Education**
- Home & Family
- School,
- Community
- Mass-media: Concept and importance in education in reference to modern Indian society

Unit IV **Factors of education**
- Students
- Teachers
- School
- Curriculum

Unit V **Nature of Knowledge**
- Understanding Knowledge
- Characteristics of Knowledge
- Forms of Knowledge
- Ways of Knowledge

Unit VI **Role of Education**
- Education for National Integration
- Education for International Understanding
- Education and Democracy
- Education and Empowerment

References/ Suggested Readings:

→ Basics in Education: NCERT
→ J. C. Aggarwal- Theory and Principles of Education
→ S. P. Chaube & A. Chaube – Foundations of Education
→ Banerjee, A -Philosophy and principles of education
→ S. S. Ravi – A Comprehensive Study of Education
→ Kundu and Majumder -Theories of education
→ Mukherjee, K. K. -Principles of education.
→ Purkait, B.R- Principles and Practices of Education
→ সুশীল রায়– শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
→ অর্চনা বন্দ্যোপাধ্যায়– শিক্ষাদর্শন ও শিক্ষানীতি
→ দিবেন্দু ভট্টাচার্য্য– শিক্ষা ও দর্শন
→ জগদিন্দ্র মণ্ডল– শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
→ গৌরদাস হালদার ও প্রশান্ত শর্মা– শিক্ষাতত্ত্ব ও শিক্ষানীতি
→ ড. দেবাশিষ পাল ও ড. দেবাশিষ ধর– শিক্ষার ভিত্তি ও বিকাশ
→ ড. নূরুল ইসলাম– শিক্ষাতত্ত্বের রূপরেখা

Course Name: Philosophical Foundations of Education

Course Code: BAPEDCC201

Course Type: C	Course Details: CC-1(2)/CC-2(2)		L-T-P: 5-1-0	
		CA Marks		ESE Marks	
Credit: 6	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. understand the meaning and relationship of Education and Philosophy

2. understand the meaning and features of child centric education

3. understand the concept of Indian philosophy

4. understand the concept of western philosophy

5. understand the contributions of great Indian educators

6. understand the contributions of great western educators

Course Content: Theory

Unit I **Education and Philosophy**

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

Unit II **Child Centric Education**

- Child centric Education: Meaning and Characteristics
- Aims and approaches of Child centric education
- Life centric education: features and significance

Unit III **Indian Philosophy**

- Concept of Indian schools of philosophy with a special reference to
- Buddhism
- Jainism

Unit IV **Western Philosophy**

- Concept of Western schools of philosophy with a special reference to
- Idealism
- Naturalism
- Pragmatism
- Realism

Unit V **Contributions of Great Indian Educators**
- Swami Vivekananda
- Rabindranath Tagore

Unit VI **Contributions of Great Western Educators**
- Rousseau
- Froebel

References/ Suggested Readings:

→ 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.

→ Nayak,B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.

→ Ozman, Howard A.,& Craver, Samuel M.- Philosophical Foundation of Education. Boston,USA: Ally &Bacon.

→ Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.

→ তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মন, দুলাল মুখোপাধ্যায়– শিক্ষা ও উন্নয়ন

→ ড. অভিজিৎ কুমার পাল– শিক্ষা দার্শনের রূপরেখা

→ তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী– শিক্ষার দার্শনিক ও সমাজতান্ত্রিক 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. দেবাশিষ পাল ও ড. মিহির চট্টোপাধ্যায়– শিক্ষার দার্শনিক ভিত্তি

→ ড. মিহির চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী– শিক্ষাদর্শন ও শিক্ষানীতির রূপরেখা

→ সুশিল রায়– শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

Course Name: Educational Sociology

Course Code: BAPEDCC301

Course Type: C	Course Details: CC-1(3)/CC-2(3)		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
Credit: 6	**Full Marks: 50**		10		40

Course Learning Outcomes:
After the completion of course, the students will have the ability to:

1. understand the meaning and relationship of Education and Sociology.
2. understand the types and agencies of education.
3. understand the interrelation of school and society.
4. understand the sociological bases of education.
5. understand the constitutional provisions for education.
6. understand the concept and role of religion and culture.

Course Content: Theory

Unit I **Introduction**
- Education: Meaning, Need, Scope and Functions.
- Aims of Education in reference to present Indian Society.
- Sociology: Meaning, Nature, Scope and Functions.
- Relationship between Education and Sociology.

Unit II **Education and Society**
- Education as a Social Subsystem.
- Types of Education – Formal, Informal, Non- formal and its impact on Society.
- Role of Agencies- Home, School, Family and Community in Societal Development.
- Mass-media- concept and importance in education in reference to modern Indian society.

Unit III **School and Society**
- Role of School as a miniature form of Society.
- Role of School in Social Development.
- Role of Society in Social Development.
- Interaction between School and Society.

Unit IV **Sociological Bases of Education**
- Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition.
- Need based education for modern society (societal expectations of education).
- Role of Education in socialization and social change.
- Role of Education in social mobility & social stratification.

Unit V **Constitutional Provisions and Social Development**
- Fundamental Rights and Education
- Fundamental Duties and Education
- Preamble of Indian Constitution and Indian Society
- Equity and Equality in society.

Unit VI **Religion and Culture**
- Concept of Religion in India
- Role of Religion in Education and Social Development
- Concept of Culture
- Role of Culture in Education and Social Development

References/ Suggested Readings:

→ Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publising 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

→ সোনালি চক্রবর্তী– শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি

→ দিবেন্দু ভট্টাচার্য্য– শিক্ষা ও সমাজতত্ত্ব

→ মঞ্জুষা তরফদার– শিক্ষাশ্রয়ী সমাজবিজ্ঞান

→ বিষ্ণুপদ নন্দ– শিক্ষাশ্রয়ী সমাজতত্ত্ব

→ শ্যামাপ্রসাদ চট্টরাজ– শিক্ষামুখী সমাজবিজ্ঞান

→ ড. দেবাশিষ পাল– শিক্ষার সামাজিক ভিত্তি

→ তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী– শিক্ষার দার্শনিক ও সমাজতান্ত্রিক ভিত্তি

→ ড. মিহির চক্রবর্তী ও ড. কবিতা চক্রবর্তী- শিক্ষা সমাজতত্ত্বের রূপরেখা

Course Name: Basics of Communication Skills

Course Code: BAPEDCSE301

Course Type: SE	Course Details: SEC-1		L-T-P: 0-0-8	
Credit: 4	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
		30		**20**	

Course Learning Outcomes:

After going through this course, the students will have the ability to-

1. understand the fundamental elements of communication

2. understand the process of communication

3. acquire listening skills

4. acquire reading skills

5. acquire writing skills

6. acquire speaking skills

Course Content: Practical

Unit I **Introduction to Communication**
- Meaning, Nature and Types
- Scope
- Principles
- Barriers of effective communication

Unit II **Process of Communication**
- Context
- Sender and Encoding
- Message and the Medium
- Recipient, Decoding and Feedback

Unit III **Listening Skills**
- Fundamental Principles of Listening skill
- Types of Listeners
- Barriers to Listening
- Practical Work: Listening to live or recorded lectures and reproducing them

Unit IV **Reading Skills**
- Previewing, Skimming and Scanning
- Development of Skills for Correct Pronunciation, Reading and Comprehension
- Practical Work: Reading with proper Diction and Understanding the gist of an argument or paragraph
- Practical Work: Answering questions after going through a paragraph

Unit V **Writing Skills**
- Sentence formation
- Punctuation
- Practical Work: Essay writing

- Practical Work: formal letter writing

Unit VI **Speaking Skills**
- Verbal and Non verbal communication at Interview
- Public Speaking: Extempore
- Group Discussion
- Seminar with power point presentation

References/ Suggested Readings

→ Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi

→ Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.

→ Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

→ Marami Goswami- Pedagogy of Education

→ মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান

→ ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Course Name: Psychological Foundations of Education

Course Code: BAPEDCC401

Course Type: C	Course Details: CC-1(4)/ CC-2(4)		L-T-P: 5-1-0	
		CA Marks		ESE Marks
Credit: 6	**Full Marks:**	Practical	Theoretical	Practical	Theoretical
	50		10		40

Course Learning Outcomes:
After the completion of course, the students will have the ability to:
1. understand the concept of Psychology
2. relate psychology with education

3. be acquaint with the concepts of growth and development, their different stages and aspects

4. understand the nature and theories of learning and how different factors affect it

5. be acquaint with the concepts of Intelligence, Creativity and Personality

6. know basic concept of teaching and its different methods

Course Content: Theory

Unit I **Psychology and Education**
- Concept of Psychology and
- Its relation with education
- Concept and Nature of Educational Psychology
- Scope of Educational Psychology

Unit II **Cognition**
- Sensation and Perception
- Neural basis of cognition: Structure and Electrical potentials of Neuron & Synoptic transmission
- Human Brain: Structure and Functions
- Neo-endocrinal System

Unit III **Growth and Development**
- Concept and Factors
- Stages and Types of Human Development: Physical, Motor, Psycho-Social (Erikson), Cognitive (Piaget) and Moral (Kohlberg)

Unit IV **Learning**
- Concept
- Characteristics
- Theories: Trial and Error, Classical and Operant Conditioning, Insightful Learning
- Factors: Motivation, Memory and Attention

Unit V **Intelligence**
- Concept
- Theories: Spearman, Guildford, Thurstone
- Measurement: Brief description on Individual, Group, Verbal and Non-verbal tests
- Creativity: Meaning, Nature and Characteristics

Unit VI **Teaching**
- Concept and Characteristics
- Role of teacher in modifying students' behaviour
- Teaching Methods: Lecture, Demonstration and Tutorial
- Concept of Constructivist Teaching and its difference with traditional teaching

References/ Suggested Readings:

→ 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 Experriments. 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– শিক্ষাশ্রয়ী মনোবিজ্ঞান

→ প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা– শিক্ষা মনোবিজ্ঞান

Course Name: Measurement in Education

Course Code: BAPEDCSE401

Course Type: SE	Course Details: SEC-2			L-T-P: 4-0-0	
		CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
Credit: 4	Full Marks: 50		10		40

Course Learning Outcomes:
After the completion of course, the students will have the ability to:

1. Understand the concept of measurement
2. Know different types of evaluation
3. Understand different types of tools and techniques of assessment
4. Understand the characteristics of a good test
5. Know about data, data collection and data representation
6. Know about the treatment of data
7.

Course Content: Theory

Unit I **Introduction**
- Concept of Measurement
- Differences of Measurement and Evaluation
- Concept and Nature of Educational Evaluation

Unit II **Types**
- Formative and Summative Evaluation
- Diagnostic Evaluation
- NRT
- CRT

Unit III **Tools and Techniques of Assessment**
- Observation, Assignment & Project
- Tests
- General Principles of Test Construction
- Teacher-made Test and Standardized Test

Unit IV **Characteristics of a Good Test**
- Objectivity
- Reliability
- Validity

Unit V **Educational Data**

- Types

- Collection and Procession of data

- Histogram, Frequency Polygon and Ogive

- Bar diagram and Pie Chart

Unit VI **Data Treatment**

- Measures of Central Tendency: Mean, Median and Mode

- Measures of variability: Range, QD & SD

- Measures of correlation: Rank Difference & Product Moment

References / Suggested Readings:

→ S. K. Mangal- Statistics in Education and Psychology

→ 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

→ ডঃ দেবাশিস পাল , ডঃ দেবাশিস ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন

→ ডঃ দেবাশিস পাল, ডঃ প্রণব কুমার চক্রবর্তী, প্রণয় পাণ্ডে – শিক্ষাগত মূল্যায়ন এবং রাশি বিজ্ঞান

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ ডঃ নুরুল ইসলাম – শিক্ষায় মূল্যায়ন ও পরিমাপ

Semester- 5th

Course Name: History of Education in Pre and Post-independent India

Course Code: BAPEDCDSE501

Course Type: DSE	Course Details: DSEC-1(1)/ DSEC-2(1)		L-T-P: 5-1-0	
		CA Marks	**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
Credit: 6	**Full Marks: 50**		10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the education system of early British period in India

2.understand the influence of western education system in Indian context

3.understand different educational policies of India under British rule

4.understand the impact of colonial plan of education in India

5.understand the education system of post-independent India

6.understand different educational policies of post-independent India

Course Content: Theory

Unit I **Early British Education**

Contribution of Missionaries with special reference to
- Charter Act (1813)
- Macaulay's Minute
- Adam's Report

Unit II **Influence of Western Education**
- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

Unit III **Educational Policies of British India**
- Wood's Despatch (1854)
- Educational Contribution of Lord Curzon
- Calcutta University Commission

Unit IV **Impact of Colonial Plan of Education in India**
- Development of vernacular language
- Women Education
- Teacher Education

Unit V **Education in Post-Independent India**
- Raddhakrishnan Commission
- Mudaliar Commission
- Kothari Commission

Unit VI **Educational Policies in India**
- National Policy on Education (1968)
- National Policy on Education (1986)
- Programme of Action (POA) (1992)

References/ Suggested Readings:

→ 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.

→ National Policy on Education, 1986. Policy perspective and Action program

→ ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- আধুনিক ভারতে শিক্ষার ধারা

→ ভক্তিভূষন ভক্ত- 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 শিক্ষাঃ প্রাচীন, মধ্য ও আধুনিক

→ জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা

→ ড. অনিরুদ্ধ চক্রবর্তী ও মহঃ নিজাইরুল ইসলাম- শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ

→ 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

Course Name: Educational Technology

Course Code: BAPEDCDSE502

Course Type: DSE	Course Details: DSEC-1(1)/ DSEC-2(1)		L-T-P: 5-1-0	
		CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
Credit: 6	Full Marks: 50		10		40

- *Course Learning Outcomes:*
  After going through this course, the students will have the ability to-
1. understand the concept of Educational Technology.
2. acquaint with the concepts of system approach to education.
3. know the idea of communication.
4. understand the details of instructional techniques.
5. **develop the concept of different models of teaching**

*Course Content: **Theory***

Unit I **Concept of Educational Technology**
- Meaning of Educational Technology
- Nature and Scope of Educational Technology
- Need of Educational Technology
- Components of Educational Technology – Hardware & Software

Unit II **System Approach to Education**
- Definitions of Systems
- Need for System Approach
- Classification of Systems
- Components of System

Unit III **Communication**
- Meaning, nature and types of communication
- Barriers of communication
- Components of communication process
- Role of communication in effective teaching-learning process

Unit IV **Mass Instructional Techniques**
- Seminar
- Workshop
- Panel Discussion
- Team Teaching

Unit V **Personalized Instructional Techniques**
- Programmed Learning
- Mastery Learning
- Micro-Teaching
- Computer Assisted Instruction (CAI)

Unit VI **Models of Teaching**
- Nature & concepts of Teaching Models
- Advantages of the use of Models of Teaching

- Glaser's Basic Teaching Model
- Bruner's Concept Attainment Model

References/ Suggested Readings

→ 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

→ ডঃ পল, ডঃ সন্তোষ কুমার বেহেরা , পি,পাণ্ডে– শিক্ষায় প্রযুক্তি বিদ্যা

→ 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

Course Name: Life Skill Education

Course Code: BAPEDCSE501

Course Type: SE	Course Details: SEC-3		L-T-P: 4-0-0	
		CA Marks		**ESE Marks**	
Credit: 4	**Full Marks:**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
	50		**10**		**40**

Course Learning Outcomes: After going through this course, the students will have ability to-

1. Understand the concept of life skills including different types of skills;

2. know about the scope of life skill education;

3. know in detail about life skills and their importance in life;

4. learn how life skill education is taught with special reference to adolescence period;

5. know about the various modern teaching methods of education;

6. learn in detail about the various Life Skill Policies in India etc.

Course Content: Theory

Unit I **Concept of Like skills**
- Meaning of Life skills
- Types of Life skills
- Concept of Life skill Education
- Scope of Life Skill Education

Unit II **Different Types of Life skills**
- Skills of learning and living with oneself
- Skills of Learning and living with others
- Skills of effective decision making
- Ten life skills laid down by WHO (World Health Organization)

Unit III **Importance of Life Skills**
- Why life skill education is needed
- Who needs life skill education?

Unit IV **Life skill education with special reference to Adolescence period**
- Objectives of life skill education during this period
- How life skill education to be imparted at this stage

Unit V **Teaching Methods for Life skill Education**
- Class Discussion
- Brain storming
- Role play and simulation
- Games and Story telling

Unit VI **Life Skill Policies in India**

- National Curriculum Framework
- CBSE and CCE (Comprehensive Continuous Evaluation 2005)
- SSA
- Teacher Development for Life Skill Education
- Challenges to Life skill Education in India

References/ Suggested Readings

→ K. Ravikanth Rao and P. Dinakar- Life Skills Education

→ Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi

→ Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System

→ http://www.unicef.org/lifeskills/index_7308.html...retrieved Jan, 2016.

→ WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.

→ Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programs (2012).

→ NCF 2005.

→ Teacher Education, Department of School Education and Literacy, MHRD, India.

→ ড. দেবাশিষ পাল- জীবনশৈলী শিক্ষা

→ ড. সুবির নাগ- মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা

Course Name: Education for Sustainable Development

Course Code: BAPEDCSE502

Course Type: SE	Course Details: SEC-3		L-T-P: 4-0-0	
		CA Marks		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
Credit: 4	**Full Marks: 50**		10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts the concept and components of sustainable development

2. help the student to understand the history, goals and challenges for sustainable development

3. help the student to understand the various dimension of sustainable development

4. enable the student to understand the education for sustainable development

5. enable the students understand the current issue of the sustainable development

6. help the student to understand the united nations' decade of education for a sustainable development

Course Content Theory

Unit I **Concept and Components of Sustainable Development**
- Definition and principles of sustainable development
- Characteristics and need of sustainable development
- Scope of sustainable development

Unit II **History, Goals and Challenges of Sustainable Development**
- History of sustainable development
- Goals of sustainable development
- Challenges of sustainable development goals

Unit III **Dimension of Sustainable Development**
- Economic Dimension (Concept only)
- Social Dimension (Concept only)
- Environmental Dimension (Concept only)

Unit IV **Current Issue of the Sustainable Development**
- Environment and sustainable development
- Role of government agencies for sustainable development
- Role of NGOs for sustainable development

Unit V **Education for Sustainable Development**
- Meaning of education for sustainable development
- Importance of education for sustainable development
- Challenges for the education for a sustainable development

Unit VI **The United Nations' Decade of Education for a Sustainable Development**
- Key characteristics of education for Sustainable Development
- The objectives of the decade of education for a sustainable development
- The decade of education for sustainable development within the context of globalization (Indian context)
- Education for a sustainable development and education for a sustainable life

References/ Suggested Readings

→ Cruz, R.V., H. Harasawa, M. Lal, S. Wu, Y.Anokhin, B. Punsalmaa, Y. Honda, M. Jafari, C. Li and N. Hu Ninh (2007): Asia. Climate Change, 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to The Fourth Assessment Report the Intergovernmental Panel on Climate Change, M.L.Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson Eds, Cambridge University Press, Cambridge, U.K. 469-506.

→ Susan M. (2008). Roles and realities. In Local Sustainable Urban Development in a Globalised World, Lauren C. Heberle and Susan M. Opp eds. Hampshire, Ashgate Publishing Limited, England.

→ Darshini Mahadeviya (2002) Sustainable Urban Development in India: An inclusive perspective. In From Unsustainable to Inclusive cities, David Westendorff (ed), Geneva, UNRISD publication with Swiss

→ Megan Landon (2006) Environment, Health and sustainable development: understanding public health, England, Open University Press.

→ World Health Organization (2002) Community participation in local health and sustainable development: Approaches and techniques, Geneva, European Sustainable development and health series 4.

→ Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy, Netherland, Kluwer Academic Publisher.

Semester- 5th

Course Name: Educational Thoughts and Ideas of Great Educators
Course Code: BAPEDCGE501

Course Type: GE	Course Details: GEC-1		L-T-P: 5-1-0	
		CA Marks	ESE Marks	
Credit: 6	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1.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.

Unit I **Great Educators – Eastern: I**
- Abul Kalam Azad (1888-1958): Philosophy of life, activities, ideas on education.
- Annie Besant (1847-1933): Educational philosophy, aims of education, activities and ideas on women education.

Unit II **Great Educators – Eastern: II**
- Sarvepalli Radhakrishnan (1888-1975): Educational philosophy, aims of education, method of instruction, curriculum of education and concept of teaching.
- Sri Aurobindo (1872-1950): Educational Philosophy, aims of education, method of instruction, curriculum, concept of teacher.

Unit III **Great Educators – Eastern: III**
- Mahatma Gandhi (1869-1948): Educational philosophy, aims of Education, method of instruction, curriculum, Basic Education

Unit IV **Great Educators – Western: I**
- John Dewey (1859-1952) - Educational philosophy, Aims of Education, Method of instruction and Curriculum.

Unit V **Great Educators – Western: II**
- Montessori - Educational philosophy, Aims of Education, Method of instruction, Curriculum.

Unit VI **Great Educators – Western: III**

- Bertrand Russell- Educational philosophy, Aims of Education, Method of instruction, Curriculum.

References / Suggested Readings:

→ 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.

→ অধ্যাপক কাজল কুমার বাগ– শিক্ষায় দার্শনিক ভিত্তি ও শিক্ষা নীতি

Course Name: Contemporary Issues in Education

Course Code: BAPEDCGE501

Course Type: GE	Course Details: GEC-1		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks: 50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:

After going through this course, the students will have ability to-

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

2. enable the student to understand the concept of secondary education, role of RMSA and problems of secondary education in India

3. enable the students meaning, aims & objectives of higher education, Knowledge Commission, RUSA

4. enable the student to understand the Indian constitution and the right to education

5. develop appreciation and understanding about the some important trend and issues in education

Course Content: Theory

Unit I **Indian Constitution and the Right to Education**
- Constitutional goal for Indian Education
- Right to education and provisions in the Indian constitution
- The right of children to free and compulsory education act 2009 (brief outline)

Unit II **Elementary Education**
- Universalisation of elementary education-Meaning, aims & objectives
- Sarva Sikshya Abhiyan (SSA), District Primary Education Project (DPEP) - Objectives and functions.
- Challenges and problems of Elementary Education

Unit III **Secondary Education**
- Quality concerns in secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)- Objectives and functions.
- Challenges and problems of secondary education

Unit IV **Higher Education**
- Developments, concerns and
- prospects
- Challenges and Problems of Higher education.

Unit V **Present Issues in Education**
- Gender issues in education
- Issues of quality and equity
- Value education, peace education (Significance)

Unit VI **Trends in Indian Education**
- SWAYAM
- Family life education
- Privatization of education

References/ Suggested Readings

→ 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

→ ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ সন্তোষ কুমার বেহেরা , প্রণয় পাণ্ডে – শিক্ষায় সাম্প্রতিক বিষয় সমূহ

→ ডঃ দুলাল মুখোপাধ্যায় , ডঃ তারিণী হলদার, ডঃ বিনায়ক চন্দ – সমকালীন ভারতবর্ষ ও শিক্ষা

→ ডঃ মুহাম্মদ আফসার আলী – সমসাময়িক ভারত বর্ষ ও শিক্ষা

→ ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ দেবাশীষ পাল, প্রণয় পাণ্ডে – ভারতীয় শিক্ষায় সাম্প্রতিক বিষয় সমূহ

Course Name: Curriculum Studies

Course Code: BAPEDCDSE601

Course Type: DSE	Course Details: DSEC-1(2)/ DSEC-2(2)		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks:** **50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:

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

1. know the concept and objectives of curriculum

2. acquaint with different bases of curriculum

3. develop concept of curriculum framework

4. realize the importance of curriculum evaluation

5. be aware of different theories of curriculum

Course Content: Theory

Unit I **Introduction to Curriculum**
- Meaning, nature, scope and functions of curriculum
- Concepts of curriculum and syllabus
- Types of curriculum: Explicit & Hidden; Activity Based

Unit II **Bases of Curriculum**
- Philosophical
- Sociological
- Psychological

Unit III **Objectives of Curriculum**
- Need to form objectives of curriculum
- Areas of educational objectives: Bloom's Taxonomy (revised)
- Curriculum content and curriculum organization

Unit IV **Concept of Curriculum Framework**
- Principles of curriculum construction
- NCF-2005
- UGC-Model of curriculum development: CBCS

Unit V **Curriculum Evaluation**
- Meaning of curriculum evaluation
- Significance of curriculum evaluation
- Formative and Summative evaluation of curriculum

Unit VI **Theories of Curriculum**
- Definition
- Types
- Technical & Non-Technical Model (one theory from each category)

References/ Suggested Readings

→ 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

→ দিবেন্দু ভট্টাচার্য – পাঠক্রম চর্চা ও মূল্যায়ন

→ মিহির চট্টোপাধ্যায় - পাঠক্রম চর্চা

→প্রনব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মান

→নূরুল ইসলাম- পাঠক্রম চর্চা ও ব্যবহারিক শিক্ষাবিজ্ঞান

→সোনালী চক্রবর্তী- পাঠক্রম চর্চা ও নির্দেশনা দান

→ তারিনি হালদার ও ড. সান্ত্রোষ মুখাজী- প্রজ্ঞা ও পাঠ্যক্রম

→ দিবেন্দু ভট্টাচার্য – জ্ঞানের স্বরূপ ও পাঠ্যক্রম

Course Name: Education of Special Children

Course Code: BAPEDCDSE602

Course Type: DSE	Course Details: DSEC-1(2)/DESC-2(2)		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
Credit: 6	**Full Marks: 50**		**10**		**40**

Course Learning Outcomes:

After going through this course, the students will have the ability to-

1. explain meaning, nature and causes of exceptionality;

2. elaborate Historical Development of special Education in India;

3. understand different types of special Education;

4. suggest the alternative or remedial educational provisions for special children;

5. understand concept of different types of special education

Course Content: Theory

Unit I **Introduction to Special Education**
- Meaning and scope of special education
- Nature and provisions of Education of the Children with Special Needs
- A brief history of special Education in India

Unit II **Provisions of Special Education**
- Strategies – Special education, Integrated Education, Inclusive Education: Comparison
- Special Education and Universalization of elementary Education – Constitutional provisions and government policies.
- Recommendations and suggestions in the Person with Disability Act 1995 and 2016

Unit III **Children with special needs and their education**
- Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.
- Learning disability: Concept and Meaning, Types, Characteristics
- Identification and Remedial Measures

Unit IV **Exceptional Learners**
    Salient characteristics of each category of exceptional Learners –
- Mentally retarded,
- Visually impaired,
- Hearing impaired,
- Gifted and Creative children,
- Cerebral Palsy and
- Juvenile delinquents.

Unit V **Special Schools:**
- Nature and objective of Special schools
- Concept of main streaming – Integrated schools and its support services including Resource Room, Resource Teacher and Counsellor.
- Concept of Remedial teaching for children with learning difficulties

Unit VI **Role of different categories of members**
- Teacher and peer group in the school of the exceptional child,
- Family members of the exceptional child
- Community of the exceptional child

References / Suggested Readings:
→ 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

→ ডঃ প্রণব কুমার চক্রবর্তী ও ডঃ দেবশ্রী ব্যানার্জী – সর্ব সমাবিষ্ট শিক্ষা

→ ডঃ উর্মি চক্রবর্তী – অন্তর্ভুক্তিমূলক বিদ্যালয় সংঘটন

→ ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা

Course Name: Educational Management

Course Code: BAPEDCSE601

Course Type: SE	Course Details: SEC-4		L-T-P: 4-0-0	
		CA Marks		ESE Marks
		Practical	Theoretical	Practical	Theoretical
Credit: 4	Full Marks: 50		10		40

Course Learning Outcomes:
After the completion of course, the students will have the ability to:

1.understand the concept of educational management
2.understand the meaning of educational administration and school organization
3.understand the concept of educational supervision
4.understand the meaning of educational planning
5.know the functions of different administrative bodies
6.know the structure of different educational bodies

Course Content: Theory

Unit I **Educational Management**
- Concept & Nature
- Scope
- Functions
- Types: Autocratic, Democratic, Laissez-fair, centralized and decentralized

Unit II **Educational Administration and School Organization**
- Educational Administration: Meaning and Functions
- Difference between Administration and Management
- School Organization: Meaning and Functions
- School building, Time table and Welfare Services

Unit III **Educational Supervision**
- Modern Concept & Difference between Supervision and Inspection
- Purpose
- Types
- Qualities of a Supervisor

Unit IV **Educational Planning**
- Meaning and Significance
- Types
- Steps
- Institutional Planning

Unit V **Functions of Administrative Bodies**
- UGC
- NCERT & SCERT
- NCTE
- DIET

Unit VI **Teaching**
- The role of Central and State Government in School Organisation
- Administrative Structure of Secondary Education of West Bengal
- West Bengal Board of Secondary Education
- West Bengal Council of Higher Secondary Education

References/ Suggested Readings

→ P.D. Shukla – Adminstration of Education in India, Vikash, New Delhi. 1983.

→ H. Spears - Improving the supervision of Instrcution. 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.

→ 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

Course Name: Open and Distance Learning

Course Code: BAPEDCSE602

Course Type: SE	Course Details: SEC-4		L-T-P: 4-0-0	
		CA Marks		ESE Marks	
Credit: 4	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:
After the completion of course, the students will have the ability to-

1. help the student to understand the basic concept of teacher education.

2. enable the students the historical perspective and development of teacher education in India.

3. understand the Teaching as a profession

4. help the student to understand teacher education programme at different levels

5. understand the various agencies in teacher education

6. make an idea about some major issues and problems of teacher education

Course Content: Theory

Unit I **Concept and Growth of Open and Distance Education**
- Concept of open and distance education
- Nature of distance and open education
- Growth of distance and open learning

Unit II **Issues of Open and Distance Education**
- Philosophical Issues
- Psychological Issues
- Sociological Issues

Unit III **Curriculum and Support Services for Distance and Open Learning**
- Curriculum for open education and distance education
- Need and types of Support Services
- Use of Instructional techniques and materials for open education and distance education

Unit IV **Planning and Management of Distance and Open Learning**
- Planning of open and traditional university system
- Management of learning materials operational aspects
- Use of Technology in distance and open learning system

Unit V **Status, Agencies and Problems of Open and Distance Education in India**
- Present Status of open and distance education in India
- Various agencies of open and distance education
- Problems of open and distance education in India

Unit VI **Quality Enhancement of Open and Distance Education**
- Quality assurance of open and distance education
- Mechanisms for maintenance of standards in open and distance education
- Role of Distance Education Council (DEC)

References/ Suggested Readings
→ Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.
→ Criscito Pat. (2004): Barron's Gide to Distance Learning. Barron's E Publisher.
→ Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
→ Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
→ Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
→ Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
→ Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
→ IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.
→ Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
→ Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
→ Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
→ Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.
→ Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House

Semester- 6th

Course Name: Guidance and Counselling in Education

Course Code: BAPEDCGE601

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
Credit: 6	**Full Marks:**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
	50		**10**		**40**

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts, types and agencies of guidance

2. help the student to understand the concept, technique and implications of counselling

3. enable the students the types and agencies of counselling

4. enable the student to understand the psychometric methods and techniques for guidance and counselling

5. help the student to understand guidance and services programme

Course Content: <u>Theory</u>

Unit I **Concept and Types of Guidance**
- Meaning and principles of guidance
- Scope and importance of guidance
- Types of guidance- Individual and Group guidance

Unit II **Agencies of Guidance**
- Guidance at different levels of education
- Importance of guidance at different levels of education
- Importance of guidance for adolescent

Unit III **Concept and Types of Counselling**
- Meaning and characteristics of counselling
- Principles and importance of counselling
- Types of Counselling- Directive, Non-Directive, Eclectic

Unit IV **Areas of Counselling**
- Individual and Group counselling- Concepts, needs and significance
- Educational and Vocational Counselling- Concepts, needs and significance
- Counselling and Psychotherapy

Unit V **Guidance and Counselling Services**
- General characteristics of guidance and counselling service
- Type of guidance and counselling services
- Placement service and follow-up service

Unit VI **Personnel in Guidance Programme**
- Characteristics and role of guidance personnel– the counsellor
- Role of guidance personnel– career master
- Characteristics and role of guidance personnel– parents

References/ Suggested Readings

→ Gibson- Guidance and Counselling

→ NCERT- Guidance and Counselling

→ N. C. Basu- Educational and Vocational Guidance

→ S. S. Chauhan- Principles and Techniques of Guidance

→ Dr. K.P.Sehgal- Guidance and Counselling

→ Dr.Subir Nag and Pranay Pandey- GUIDANCE AND COUNSELLING

→ Dr.Pankaj Kumar Yadav , Dr. Vijay Gupta- Educational Guidance and Counselling

→ ডঃ সনৎ কুমার ঘোষ– শিক্ষায় সংগতি – অপ সংগতি এবং নির্দেশনা

→ ডঃ দেবাশিষ পাল, ডঃ সুবির নাগ , প্রণয় পাণ্ডে – নির্দেশনা ও পরামর্শ দান

→ কাকলি মুখোপাধ্যায় – নির্দেশনা ও পরামর্শ দান

→ ডঃ সুবির নাগ , ডঃ গার্গী দত্ত – সংগতিবিধানে নির্দেশনা ও পরামর্শ দান

Course Name: Inclusive Education

Course Code: BAPEDCGE602

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:
After the completion of course, the students will have ability to:

1. develop an understanding of the concept and philosophy of inclusive
2. understand education in the context of education for all
3. familiarize with the trends and issues in inclusive education
4. develop an attitude to foster inclusive education
5. develop an understanding of the role of facilitators in inclusive education
6. understand and appreciate the needs of such children in the society

Course Content: Theory

Unit I **Introduction to Inclusive Education**
- Concept and meaning of inclusive education
- Objectives of inclusive education
- Need and importance of inclusive education

Unit II **Inclusive education and its evolution**
- Concept of special education
- Integrated education
- Mainstreaming and inclusive education of non-inclusive

Unit III **Perspectives of inclusive education**
- Social, psychological, economical and educational contexts of inclusion
- Barriers to inclusive education – attitudinal, physical, instructional and institutional

Unit IV **Special Educational Needs (SEN) of Learners in Inclusive School**
- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)

Unit V **Inclusive School setting**
- Concept of inclusive school
- School's philosophy, enrolment & retention drive
- Provisions of facilities, aids and equipments

Unit VI **Facilitators for Inclusive Education**

- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Parents involvement
- Use of technology to support diverse learning needs

References/ Suggested Readings

→ 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. উর্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন

→ ড. উর্মি 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