

**University of North Bengal CBCS Curriculum of B.A. in Education (Honours)**  
**Truncated Syllabus for 2<sup>st</sup>, 4<sup>th</sup> & 6<sup>th</sup> Sem., 2021**

<b>SEMESTER-II</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course wise Class (L+T+P)</b>	<b>Credit</b>	<b>Marks</b>
EDU-H-DSC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-4	History of Education in Ancient and Medieval India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-2 (any one to be chosen out of two)	A. Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B. Any Discipline other than Education			
AECC-2	English communication / MIL	Ability enhancement compulsory (30L)	2 (2L+0T)	50
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>20</b>	<b>275</b>

**B.A. Education (Honours)**  
**SEMESTER-II**

**EDU-H-DSC -T-3: Psychological Foundation of Education**  
**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of this course the learners will be able to -

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

**Unit-I: Educational Psychology and Development**

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. Relevance of educational psychology for teachers, methods of studying learner behaviour: Case study
- b) Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development.

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**Unit-II: Learning**

- a) Definition of Learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c) Transfer of Learning: Concept & Types.
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

**Unit-III: Intelligence & Creativity**

- a) Intelligence: Definition; Theories of Intelligence and their implications – Thurstone, Guilford; Measurement of Intelligence- verbal and non-verbal
- b) Creativity: meaning, nature, factors, and nurturing.

**Unit-IV: Personality**

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory.
- c) Measurement of Personality- projective test
  - Projective Techniques (Thematic Apperception Test-TAT, Rorschach Inkblot Test)

**Suggested Readings:**

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

**Bengali Readings:**

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13. S. Roy – Shiksha Monobidya
14. Arun Ghosh - Shiksha Monobidya
15. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
16. Bijan Sarkar – Shikhan o Shikshan
17. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicvitti
18. Pranab Kumar Chakraborty – Shiksha Monobigyanerruprekha

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19. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
20. Bijan Sarkar – Sishu o Bikash
21. Adhikari, S. (2015). SikskayaMonavidya. Classique Books, kolkata
22. Barat, K.S. & Choudhury, K. (2014). Sikharonobaigyanicvitti. Pragatishil publisher, Kolkata.
23. Mete, J. et al (2015). Shaisabkalinbridhi o Bikash. Rita Publication, Kolkata.

২৪. (সুশীলরায় - শিক্ষা মনোবিদ্যা
২৫. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
২৬. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
২৭. বিজনসরকার - শিখন ও শিক্ষন
২৮. কল্পনা সেনবরাটএবংকনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
২৯. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেররপরেখা
৩০. জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব
৩১. পাল, ধর, দাস, ব্যানাজী - পাঠদান ও শিখনের মনস্তত্ত্ব

**B.A. Education (Honours)**  
**SEMESTER-II**

**EDU-H-DSC –T-4: History of Education in Ancient and Medieval India**  
**Core Course; Credit-6. (75 Lectures), Full Marks- 75**

**COURSE OBJECTIVES:**

After end of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education.
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- Discuss the educational contribution of Akbar, Aurangzeb.
- Explain the women and vocational education in Ancient and Medieval India.

**Unit 1: Brahmanic System of Education:**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Centre of Learning: Takshasila

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**Unit 2: Buddhist System of Education:**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
- c) Centre of Learning: Nalanda
- d) Comparison between Brahmanic System of Education and Buddhist System of Education.

**Unit 3: Medieval System of Education:**

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Contribution of Akbar
- d) Centre of Learning: Delhi

**Unit 4: Women and Vocational education in Ancient and Medieval India:**

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Medieval India

**Suggested Readings:**

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
3. Nurulla & Naik- A Students History in India
4. S. S. Ravi – A Comprehensive Study of Education
5. J. P. Banerjee – Education in India: Past, Present and Future
6. S.N. Mukerjee- Modern Indian Education
7. B. K. Nayak- History Heritage and Development of Indian Education
8. B. N. Dash –History of Education in India
9. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan. □

**Bengali Reading:**

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1. J. P. Banerjee –Adhunik Bharater Shiksha Bibartan
2. Dr. Dilip Kumar Thankur & Sekh Hamidul Haque – Adhunik Bharater Shiksha Dhara
3. Bhakti Bhushan Bhakta – Bharati Shiksha Ruprekha
4. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .

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5. Ranjit Ghosh – Adhunik Bharater Shikshar Bikash
6. Pal, D. (2015). Samokalin Bharat o Shikha. Rita Publication. Kolkata. □
7. জ্যোতি প্রসাদ বশেইফ্রাপাঈফ্রায় ট্রাধুডির ভারতে শিক্ষা বিবর্তন
8. ড. দিলীপকুমারঠাকুর ও গেল হামিদুলচরট্রাধুডির ভারতের শিক্ষারধারা
9. ভক্তিভূষণ ভক্তা - ভারতীয় শিক্ষাররূপকেলা
10. রনজিৎ ঘোষট্রাধুডির ভারতে শিক্ষার প্রিরাশ
11. রনজিৎ ঘোষট্রাধুডির ভারতে শিক্ষা: উদ্দাটীন, মধ্য, আধুডির যুগ

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**B.A. Education (Honours)**  
**SEMESTER-II**  
**AECC-2: English Communication/ MIL**  
**Ability Enhancement Compulsory Course; Credit-2. Full Marks-50**

SEMESTER-IV				
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks
EDU-H-DSC-T-8	Inclusive Education	Core(75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-9	Educational Management and Administration	Core(75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-10	History of Education in Post-Independence India	Core(75L+15T)	6(5L+1T)	75
EDU-H-GE-T-4 (any one to be chosen out of two)	A: Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B: Any Discipline other than Education			
EDU-H-SEC-T-2 (Chose any)	B: Community Development	Skill enhancement (30L)	2 (2L)	75
	B: Lesson Planning			
<b>Total</b>	<b>5 courses</b>	<b>Total</b>	<b>26</b>	<b>375</b>

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**B.A. Education (Honours)**  
**SEMESTER-IV**  
**EDU-H-DSC-T-8: Inclusive Education**  
**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives-**

After completion the course the learners will be able to:

- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education.
- Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

**.Unit I: Inclusive Education concept and Nature**

- a) Concept and principles of Inclusion.
- b) Need of Inclusive education.
- c) PWD Act (1995)

**Unit II: Competencies development for Inclusive Education.**

- a) Development of Attitude, Positive Behaviour & social skill for Inclusion.

**Unit III: Inclusive Education and its Practices.**

- a) Differentiating Instruction.
  - Peer Tutoring
  - Co-operative learning
- b) Inclusive Instructional Strategies at school level.
  - Remedial Help.
  - Team Teaching.

**Unit -IV: Inclusive School**

- a) Infrastructural facilities for an ideal Inclusive School.
- b) Teachers Role in Inclusive Classroom

**Suggested Readings:**

1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simms, Inclusive Education – Learners and Learning Context, David Fulton Pub. 17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.
7. Advani, Lal. and Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.

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8. Sharma, Kaushal and Mahapatra (2007). 'Emerging Trends in Inclusive Education', Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. 'Inclusive of Exceptional Children in The Mainstream Schools and teacher education: Global Trends in Teacher education'.

**Bengali Reading:**

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10. Dr. Urmi Chakraborty – Bisheschahidasamparno Sishu o Antorbhuktumulak Shiksha
11. Dr. Debabrata Debnath o Ashis Kumar Debnath – Baticramdharmi Sishu o tar Siksha

10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
11. ড. দেবব্রত দেবনাথ ও আশিষকুমার দেবনাথ- ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা

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**B.A. Education (Honours)**  
**SEMESTER-IV**

**EDU-H-DSC-T-9 : Educational Management and Administration**  
**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain the meaning, purpose of supervision and distinguish between supervision and inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected administrative bodies.

**Unit-I: Concept of Educational Management**

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Autocratic, Democratic and Laissez-fair.
- c) Effective Leadership in Educational Management
  - Leadership –Meaning and Nature
  - Effective Leadership Skills

**Unit-II: Educational Administration and Supervision**

- a) Educational Administration: meaning and function.
- b) Supervision: meaning, purpose; difference between Supervision and Inspection.
- c) Factors affecting managerial behavior of teachers: Institutional
- d) Organisational behaviour: job satisfaction

**Unit-III: Educational Planning**

- a) Educational Planning: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.

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**Unit-IV: Functions of Various Administrative Bodies**

- a) UGC, b) NAAC, c) NCERT, d) NCTE.

**Suggested Readings:**

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management

**Bengali Reading:**

4. Sushil Roy – Shikshan o SikshaProsanga
5. Bimal Chandra Das , Debjani Sengupta and Prodipta Ranjan Roy – ShiksharBabosthapona
6. Dilip Kumar Chakraborty – ShikshagataBabosthapona o parikalpana
7. Tuhin Kumar Kar and Bhim Chandra Mandal – ShikashaiBabosthapona o projuktibidya
8. Gour Das Halder – ShikshanProsangevidyalayasanghatan o shikshanbiggyan
৯. Arun Ghosh - Vidyalaya sanghatan O Paddhatibiggyan
১০. বমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবং প্রদীপ্তরঞ্জনরায়- শিক্ষায়ব্যবস্থাপনা
১১. দিলিপকুমার চক্রবর্তী- শিক্ষাগতব্যবস্থাপনা ও পরিকল্পনা
১২. তুহিনকুমারকরএবং ভীমচন্দ্র মন্ডল- শিক্ষায়ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
১৩. গৌরদাসহালদার- শিক্ষনপ্রসঙ্গে বিদ্যালয়সংগঠন ও শিক্ষনবিজ্ঞান
১৪. অরুণ ঘোষ- বিদ্যালয়সংগঠন ও পদ্ধতিবিজ্ঞান
১৫. সুশীলরায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

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**B.A. Education (Honours)**  
**SEMESTER-IV**

**EDU-H-DSC-T-10: History of Education in Post-Independence India**  
**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Describe the Preamble, various articles and act on education in Indian Constitution.
- Explain the recommendations and educational importance of various Education Commission in post Independent India
- Discuss the functions of some educational bodies in West Bengal
- Discuss the National Policy on Education in different time.

**Unit-I: Education and Constitution**

- a) Preamble and various Articles on Education in Indian Constitution
- b) RTE Act-2009

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

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) National Policy on Education (1986)



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- e) Programme of Action (POA)- 1992
  - i) Ramamurti Committee (1990-91)
  - ii) Janardhan Reddy Committee (1992)
- f) Ashoke Mitra Commission (1991-92)

**Unit-III: Some Educational Bodies in West Bengal (Function only)**

- a) SCERT, b) DIET, c) WBUTTEPA

**Unit-IV: Human Rights Education**

- a) Concept, nature and significance
- b) Human Rights Act 1993
- c) Human Rights Commission: Role and Objectives
- d) UN and Human Rights: Duties and Limitation

**Suggested Readings:**

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

**Bengali Reading:**

8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shiksha Bikash
9. Arun Ghosh – Adhunik Bharatiya Shiksha Itishas
10. Ranjit Ghosh – Jugejuge Bharater Shiksha
11. Sushil Roy- Bharater Shiksha o Shiksha Bharatayan
12. Subimal Mishra – Bharatiya Shiksha Itishas .
13. Bhakti Bhushan Bhakta – Bharatiya Shiksha Ruprekha
14. J. P. Banerjee – Bharatiya Shiksha Itihash
১৫. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
১৬. অরুন ঘোষ - আধুনিক ভারতীয় শিক্ষার ইতিহাস
১৭. রঞ্জিত ঘোষ- যুগে যুগে ভারতের শিক্ষা
১৮. সুশীল রায় - ভারতের শিক্ষা ও শিক্ষার ভারতায়ন
১৯. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
২০. ভক্তি ভূষণ ভক্তা- ভারতীয় শিক্ষার রূপরেখা
২১. জ্যোতিপ্ৰসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

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**B.A. Education (Honours)**  
**SEMESTER-IV**  
**EDU-H-SEC-T-1(B): Community Development**  
**Skill Enhancement Course; Credit-2, (30 Lectures),**  
**Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

**Course Objectives: Objectives:-**

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

**Unit:1 = Introduction to community Development**

- Meaning of community and community development
- Characteristics of community development
- Principles of community development

**Unit: 2 = Community Group Dynamics**

- People's involvement in community group
- Roles and relationship in community group
- Factors affecting inclusiveness of community groups

**Unit:3 = Equality, Diversity, Social Justice within Communities**

- Diversity of communities
- Impact of social inequality, diversity and injustice on communities
- Role of learning in community development process

**Unit: 4 = Community Development Programme in India**

- Objectives of community development in India
- Importance of community development programme
- List of Community Development Programme in India

**Practical: Undertaking a community development programme on a literacy programme**

**Suggested Books:**

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Arthur Perry.
4. Community Center Activities : Clarence Arthur Perry.

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**OR**

**B.A. Education (Honours)**  
**SEMESTER-IV**  
**EDU-H-SEC-T-2(B): Lesson Planning**  
**Skill Enhancement Course; Credit-2, (30 Lectures),**  
**Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

**Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

**Unit-I: Concept of Lesson Planning**

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

**Unit-II: Different aspects of Lesson Plan**

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

**Practical:**

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

**Suggested Books:**

1. Sikshan o SikshaProsango: Sushil Roy.
  2. Lesson Plan : Suzanne Garrnberg,
  3. Lesson Planning : Jontsan Savage,
  4. Daily Lesson Plans: A Teacher'sManual, Walter Lowrie Hervey.
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<b>SEMESTER-VI</b>					
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks	
EDU-H-DSC-T-13	Curriculum Studies	Core (75L+15T)	6(5L+1T)	75	
EDU-H- DSC -T-14	Educational Research	Core (75L+15T)	6(5L+1T)	75	
EDU-H-DSE-T-3 (Chose any )	A: Guidance and Counselling	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)	75	
	B: Comparative Education				
C: Mental hygiene					
EDU-H-DSE-T-4 (Chose any )	D: Educational Tour and Project Work*			ET+FS+DS +V.V	Total
		15+15+15+30	75		
<b>Total</b>	<b>4 courses</b>	<b>Total</b>	<b>24</b>	<b>300</b>	

**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-DSC -T-13: Curriculum Studies**

**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to -

- Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- Discuss the types and bases of curriculum.
- Explain the concept of curriculum framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

**Unit-I: Introduction of Curriculum**

- a) Meaning, Nature, Scope and functions of Curriculum
- b) Determinants of Curriculum
- c) Difference and Relation between Curriculum and Syllabus.
- d) Different Types of Curriculum
- e) Co-curricular Activities
- f) Bases of Curriculum: Philosophical, Sociological & Psychological.

**Unit-II: Concept of Curriculum Framework**

- a) Curriculum Framework: Meaning
- b) NCF – 2009
- c) Principles of curriculum construction

**Unit-III: Curriculum Evaluation**

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- a) Meaning & importance of curriculum evaluation
- b) Formative and summative evaluation of curriculum: concept & difference between them.

**Unit-IV: Curriculum Theories**

- a) Definition
- b) Types (only concept)
- c) Technical Model (One Technical Model)

**Suggested Readings:**

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

**Bengali Reading:**

4. Dibendu Bhattacharjee – Pathacromcharcha o mulayan
5. Mihir Chatterjee - Pathacromcharcha
6. Pranab Kumar Chakraborty- Pathacromniti o nirman
7. দব্যন্দু ভট্টাচার্য-পাঠক্রম চর্চা ও মূল্যায়ন
8. মিহিরচট্টোপাধ্যায়- পাঠক্রম চর্চা
9. প্রণবকুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মাণ

**B.A. Education (Honours)**  
**SEMESTER-VI**

**EDU-H-DSC -T-14: Educational Research**  
**Core Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Define and explain the meaning, and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify sources of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, 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.

**Unit-I: Research-meaning and nature:**

- a) Meaning and nature of research
- b) Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- c) Need of research in Education

**Unit-II: Educational Research- meaning, nature and types**

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- a) Meaning, nature & scope of Educational Research
- b) Types of research: Basic, Applied & Action Research; Historical, Descriptive and Experimental research (meaning only)

**Unit-III: Basic Ideas of Research**

- a) Characteristics of a good research problem
- b) Review of related Literature – purpose
- c) Variable – dependent and independent
- d) Research Hypothesis – meaning, nature and types
- e) Population, Sample and sampling technique – meaning

**Unit-IV: Research Data:**

- a) Qualitative and Quantitative data
- b) Tool of data collection- characteristics, merits and demerits of questionnaire and interview
- c) Descriptive and Inferential statistics (meaning only)

**Suggested Readings:**

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research

**Bengali Reading:**

6. Debashis Paul – GobesonaPaddhati o RashiBiggyanerKoushol
7. Jakir Hossain – Shiksha mulakgobesona
৮. দেবশিসপাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৯. মোঃলুৎফুররহমান, শওকতআলী খানএবংস্বপনকুমারদাস- গবেষণা পদ্ধতি ও পরিসংখ্যান
১০. জাকির হোসেন- শিক্ষামূলকগবেষণা

**B.A. Education (Honours)**  
**SEMESTER-VI**  
**EDU-H-DSE-T-3/4(A): Mental Hygiene**

**Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learner will be able to:

- Discuss the concept, nature, aims and scope of Mental Hygiene
- Discuss the concept, nature, symptoms and causes of mental illness
- Explain the different characteristics of mental disorder
- Discuss the role of parents for preventing Mental health
- Discuss the role of teachers for preventing Mental health

**Unit- I: Concept of Mental Hygiene**

- a) Definition of Mental Hygiene
- b) Aims of Mental Hygiene

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- c) Scope of Mental Hygiene

**Unit-II: Concept of Mental Health**

- a) Definition of mental health
- b) Symptoms of good mental health
- c) Causes of ill mental health

**Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only)**

- a) DSM-IV:
  - Axis- I: Depression
  - Axis- II: Obsessive compulsive disorder (OCD)
  - Axis- VI: Truancy
- b) Common Axis:
  - Common Axis-I: Anxiety
  - Common Axis-III: Conflict

**Unit-IV: Prevention of Mental Hygiene**

- a) Role of parents in preserving mental illness of children
- b) Role of Teachers in preserving mental illness of children in the Educational Institution
- c) Relation between Mental Hygiene and Adjustment

**Suggested Readings:**

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
2. Mohanty, J. – Abnormal Psychology.
3. Sarason&Sarason – The problem of Maladaptive Behavior

**Bengali Reading:**

4. Sengupta, M.- Mano swasthaviggan
5. Ghosh, A. – ManashikSwasthaViggan
6. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
7. অরুনঘোষ - মানসিকস্বাস্থ্যবিজ্ঞান

**OR**

**B.A. Education (Honours)**  
**SEMESTER-VI**

**EDU-H-DSE-T-3/4(B): Comparative Education**

**Discipline Specific Elective Course; Credit-6. (75 Lectures) Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA

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- Compare Indian Education system with UK

**Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education**

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education:
  - i) Philosophical Method
  - ii) Historical Method
  - iii) Sociological Method
  - iv) Psychological Method
  - v) Scientific Method

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

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism.

**Unit-III: Universalization of Education in UK & USA**

**Elementary Education** In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Comparison with Indian Elementary Education System.

**Secondary Education** In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Comparison with Indian Secondary Education System.

**Unit-IV: SAARC Countries (Bangladesh, Nepal, Pakistan) and Indian Education System**

- a) Structure of Education
- b) Curriculum
- c) Examination
- d) Education for All

**Suggested Readings:**

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education

**Bengali Reading:**

5. Debi Mukhopadhyaya – Tulongamulak Shiksha
6. Md. Abdus Samad - Tulongamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshebideshe.
৮. দেবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
৯. মো: আব্দুসসামাদ- তুলনামূলক শিক্ষা



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১০. শ্যামাপ্রসাদচট্টরাজ- শিক্ষা দেশে বিদেশে

**B.A. Education (Honours)**  
**SEMESTER-VI**  
**EDU-H-DSE-T-3/4 (C): Guidance & Counselling**  
**Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counselling.
- Discuss different tools and techniques used in Guidance & Counselling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counselling for diverse learner

**Unit-I: Concept of Guidance**

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
  - i) Educational: Meaning, Characteristics, Purpose & Functions.
  - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
  - iii) Personal: Meaning, Characteristics, Purpose & Functions.

**Unit-II: Concept of Counselling**

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Types of Counselling-
  - i) Directive: Meaning, Characteristics, Purpose & Functions.
  - ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
  - iii) Eclectic: Meaning, Characteristics, Purpose & Functions.

**Unit-III: Tools and Techniques of Guidance and Counselling**

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.

**Unit-IV: Guidance for Diverse Learners**

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners

**Suggested readings:**

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.

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- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

**Bengali Reading:**

- 8) Debashis Paul – Nirdesona o poramorshadan
- 9) Dr. Subir Nag o Gargi Dutta – SangotibidhaneNirdesona o poramorshadan
- 10) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadanerRuprekha
- 11) দেবশিষ পাল- নির্দেশনা ও পরামর্শ
- 12) ড. সুবীরনাগ ও গার্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- 13) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানেররূপরেখা

**OR**

**B.A. Education (Honours)**  
**SEMESTER-VI**  
**EDU-H-DSE-T-3/4(D): Dissertation/ Project Work**  
**Discipline Specific Elective Course; Credit-6. Full Marks-75**  
**Educational Tour - (Field Study: 15, Note Book: 15, Viva Voce: 30)**  
**Project- (Field Study: 15, Note Book: 15, Viva Voce: 30)**

**Course objectives:**

After completion of the course the learners will be able to:

- apply the knowledge gained through different courses in practical field.
- solve problems related to his course of study.
- document, calculate, analyse and interpret data.
- deduce findings from different studies
- write and report in standard academic formats.

**Guidelines:**

The student can select a topic for project from any field of Education. It can be an empirical work based on either field survey data or secondary data. The project report will be evaluated by the Departmental teachers and 60 marks will be allotted for that. For viva-voce and/or presentation of the project report and for attendance, 10 marks and 05 marks will be allotted respectively. During the viva-voce and/or presentation one external expert from University/Other Colleges will be present along with the Departmental teachers for evaluation. Each student will be placed under a supervisor. Students will be given a list of topics and the concerned teachers will give some

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general guidelines. Students will have to prepare the project reports on their own. There can be some demonstration classes about the use of field survey data or secondary data and methodology of the study. The concerned teacher/teachers can mention in the class some of the sources of these secondary data. In case of field survey, the concerned teacher/teachers can give a guideline for the preparation of questionnaire and can administer the field survey to be done by the students. The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.

**Course Contents:**

**Visit to a place (Educational Tour)** of educational importance and writing a report (within 3000 words) on the following and be submitted:

1. Selection of place
2. Objective behind the study
3. Educational Importance of the place
4. Planning for visit
5. Documenting and noting down the visit with important features
6. Recommendations
7. Concluding remarks

The **Project** work will have to be completed according to following points and be submitted:

1. Title of the problem
2. Introduction/ Rational of the Study
3. Statement of the problem
4. Need and Significance
5. Research question (if necessary)
6. Objective of the study
7. Delimitations
8. Methodology
9. Data interpretation and analysis
10. Drawing Recommendation and Inferences
11. Conclusion
12. References

Note : The project may either be a theoretical critical study or an empirical study

**Suggested Readings:**

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research

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**Bengali Reading:**

6. Debashis Paul – Gobesonapaddhati o RashiBiggyanerKoushal
  7. Jakir Hossain- Shiksha mulakGobesona
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