

SIDHO-KANHO-BIRSHA UNIVERSITY, PURULIA

RAMANANDA CENTENARY COLLEGE

LAULARA, PURULIA

SYLLABUS, LESSON PLAN AND COURSE OUTCOME FOR B.A (HONOURS)

IN

EDUCATION

Under Choice Based Credit System (CBCS)

Effective from the Academic Session 2017-2018



RAMANANDA CENTENARY COLLEGE

SIDHO-KANHO-BIRSHA UNIVERSITY

Purulia-723151, West Bengal

B.A. HONOURS COURSE STRUCTURE

Semester	Core Course (14)	Discipline Specific Elective (4)	Generic Elective (4)	Skill Enhancement Course (2)	Ability Enhancement Course (2)
I	CC1 CC2		GE1		Environmental Science
II	CC3 CC4		GE2		English/MIL
III	CC5 CC6 CC7		GE3	SEC1	
IV	CC8 CC9 CC10		GE4	SEC2	
V	CC11 CC12	DSE1 DSE2			
VI	CC13 CC14	DSE3 DSE4			

Core Subjects Syllabus

- CC01 – Philosophical Foundation of Education
- CC02 – Education in Pre-Independence India
- CC03 – Psychological Foundation of Education
- CC04 – Education in Post-independence India
- CC05 – Sociological Foundation of Education
- CC06 – Education for Quality Living
- CC07 – Curriculum Studies
- CC08 – Educational Technology
- CC09 – Pedagogy
- CC10 – Comparative Education
- CC11 – Educational Administration
- CC12 – Research Methodology in Education

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CC13 – Statistics in Education

CC14 – Education and Mental Health

Department Specific Electives Subjects

(Any four courses for the Education Honours students, two each for Semesters V & VI)

DSE1 – Measurement and Evaluation in Education

DSE2 – Contemporary Issues in Education

DSE3 – Life Skill Education

DSE4 – Contributions of Great Educators

DSE5 – Teacher Education

Skill Enhancement Subjects

(Two courses to be studied by Education Honours students or BA Regular students who can opt Education as one of the two Disciplines)

Any one: SEC1A or SEC1B

SEC1A– Educational Guidance and Counselling

SEC1B– Computer Application in Education

Any one: SEC2A or SEC2B

SEC2A – Education to Include the Excluded

SEC2B– Yoga Education

Generic Elective Subjects (for other courses)

(For UG Honours students other than Education)

GE1– Philosophical Sociological Foundations of Education

GE2– Psychology of Learning and Development

GE3– Development of Education in India

GE4– Pedagogy

Ability Enhancement Course

AEL1-

AEE1-

Detailed Syllabus

CC1 – Philosophical Foundation of Education [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

On completion of the course the students will be able to:

1. State and analyze the Meaning, Nature and Scope of Education.
2. Know the Areas of Focus, Recommendations and impact of International Commission on Education (1996).
3. Establish the relationship between Education and Philosophy.
4. Understand the various Factors of Education.
5. Understand Indian schools of philosophy.
6. Understand Western schools of philosophy
7. Understand the National values as enshrined in the Indian Constitution.

Course Contents:

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and Scope of Education.
- b) Report of Delor's Commission (UNESCO, 1996)
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.

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- c) Curriculum and School: Meaning and Types; Co-curricular activities; vision and functions of Schools.

Unit-III: Schools of Philosophy and National Values

- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality as well as value, and their educational implications.
- b) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles and their educational implications.
- c) Inculcation of National Value as enshrined in the constitution of India: Democracy, Socialism and Secularism.

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). New Delhi: Shipra Publication.
- Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
- Chatterjee. S. & Datta, D. (1948). An Introduction to Indian Philosophy. 3rd Edition. Calcutta: University Press.
- Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers
- Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications.
- Hiriyanna, M. Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publishers Private Limited.
- Nayak, B. K. (2006) Foundation of Education, Cuttack, Kitab Mahal.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Radhakrishnan, S. Indian philosophy Vol. I and Vol. II.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.

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- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.

**CC2 – Education in Pre-Independence India
60 lectures (60 hrs)
Instructor: Dr. Pratap Kumar Panda**

Course Objectives:

On completion of the course the students will be able to:

1. Understand the development of education in India during Ancient period and Medieval period.
2. Understand the development of education in 19th Century in India.
3. Understand the development of education in 20th Century in India.
4. Describe major recommendations of different policies and committee reports on education in Pre-Independence India.

Course Contents:

Unit-I: Education in Ancient and Medieval India

a) Brahmanic System of Education

Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system

b) Buddhistic System of Education

Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system

c) Education in Medieval India

Aims, curriculum, teacher and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar

Unit-II: Education in 19th Century in India

a) Charter Act of 1813 and its educational significance

b) Bengal Renaissance- Concept, causes and its impact on education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

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- c) Wood's Despatch (1854) and Indian Education Commission (1882-83) and their impacts in education.

Unit-III: Education in 20th Century in India

- a) Educational reformer- Lord Curzon
- b) National education movement- Characteristics of National Education Movement; causes of National Education Movement; Different phases of National Education Movement.
- c) Basic Education- Concept, characteristics, merits and demerits and Sadlar Commission or Calcutta University Commission (1917-19).

Suggested Books:

- Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
- Banerjee, J.P. (1994; Education in India Vol-I & II; Kolkata: Central Library.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publishers.
- Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.
- Mukherji, S.M., (1966). History of education in India. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.
- Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
- Rawat, P.L.(1989). History of Indian education. New Delhi: Ram Prasad & Sons.

CC3 – Psychological Foundation of Education [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

On completion of the course the students will be able to:

1. Discuss the Concept, Nature and Scope of Educational Psychology.
1. Explain the concepts and various stages of growth and development of child.
2. Describe the meaning and concept of learning, its theories and factors.
3. Explain the application of learning theories in classroom situation.
4. Discuss the concept and theories of intelligence and creativity.
5. Explain the concept and development of personality.

Course Contents:

Unit-I: Educational Psychology

- a) Concept, Nature and Scope; Relation between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive development during Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development and Bandura's Social Learning Theory.

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning.
- c) Memorization: Definition, factors, LTM, STM. Causes of Forgetting.

Unit-III: Intelligence, Creativity and Personality

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Guilford and Gardner; Measurement of Intelligence.
- b) Creativity: Meaning, Nature, Factors and Development of Creativity.
- c) Personality: Definition, types and importance in education.

Suggested Books:

- Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
- Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.
- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

CC4 – Education in Post Independence India [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

On completion of the course the students will be able to:

1. Understand the Preamble and various Articles on Education in Indian Constitution.
2. Know the RTE Act-2009.
3. Know the Development of Education under Five Years.
4. Describe major recommendations of different Education Commissions in Post Independent India.
5. Know the various National Policies and committees on Education in Post Independent India.

Course Contents:

Unit-I: Education and Constitution

- a) Preamble and various Articles on Education in Indian Constitution.
- b) RTE Act-2009.
- c) Development of Education under Five Years Plan (Last two plans).

Unit-II: Education Commission in post Independent India

- a) Radhakrishnan Commission or University Education Commission (1948-49).
- b) Indian Education Commission (1964-66).
- c) Asoke Mitra Commission (1991-92).

Unit-III: National Policies on Education

- a) National Policy on Education (1968).
- b) National Policy on Education (1986).
- c) Programme of Action (POA)- 1992.

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- i) Ramamurti Committee (1990-91).
- ii) Janardhan Reddy Committee (1992).

Suggested Books:

- Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
- Banerjee, J.P. (1994; Education in India Vol-I & II; Kolkata: Central Library.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publishers.
- Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.
- Mukherji, S.M., (1966). History of Education in India. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.
- Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
- Rawat, P.L.(1989). History of Indian Education. New Delhi: Ram Prasad & Sons.

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CC5 – Sociological Foundation of Education

[Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

On completion of the course the students will be able to:

1. Know the Meaning, Nature and Scope of Educational Sociology.
2. Understand the relationship between Education and Sociology.
3. Know and understand the definition, characteristics, factors, constraints of Social Change.
4. Know and understand the interdependency between education and culture.
5. Know and understand various Social issues in Indian Scenario.
6. Acquire knowledge and understand the concept and role of Social Groups.
7. Know and understand the Meaning, Process and Factors of Socialization and the role of the family and school in Socialization.
8. Understand the role of different Social agencies in Education.

Course Contents:

Unit - I: Educational Sociology

- a) Meaning, Nature and Scope of Educational sociology.
- b) Relation between Education and Sociology.
- c) Concept of Educational Sociology and Sociology of Education.

Unit-II: Social Change, Culture and Issues

- a) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
- b) Culture: Concept, role of education in culture, cultural lag.
- c) Social issues: unemployment, poverty, education of socially and economically

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backward classes, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social Groups, Socialization and Social Agencies of Education

- a) Social Groups: Primary, Secondary and Tertiary
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Agencies of Education: Family, School, State, Mass Media and Religion

Suggested Books:

- Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
- Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- 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.

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- Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

CC6 – Education for Quality Living [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

On completion of the course the students will be able to:

1. Know the Concept of Value and Value Education.
2. Know the Nature and Scope of Value Education.
3. Understand the Role of Parents, Teachers and Society for fostering Values.
4. Know the various Approaches of Value Inculcation.
5. Know the Concept and Nature of Peace Education.
6. Know the Curriculum of Peace Education.
7. Know the role of Education in dissemination of peace and resolution of conflict.
8. Know the Concept and Aims of Sustainable Development.
9. Understand the Role of Education in Sustainable Development.
10. Know the difficulties in maintaining Sustainable Development.

Course Contents:

Unit- I: Value Education

- a) Value and Value Education: Meaning, Definitions, Nature and Scope
- b) Fostering Values: Role of parents, Teachers and Society
- c) Approaches to inculcating values among children

Unit – II: Peace Education

- a) Peace Education: Meaning and nature
- b) Peace Education and Curriculum: Method of integration peace concept in education
- c) Role of Education: Disseminations of peace and resolution of conflict

Unit –III: Education for Sustainable Development

- a) Meaning, aims & objectives
- b) Role of Education in Sustainable Development
- c) Difficulties in maintaining sustainable development

Suggested Books:

- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications.
- Chadha, S. C. (2008). *Education value & value education*. Meerut: R.Lall Books Depot.
- Chand, J. (2007). *Value Education*. Delhi: Anshah publishing House.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Diwahaar, R. R., & Agarwal, M. (Ed). (1984). *Peace education*. New Delhi: Gandhi Marg.
- Fountain, S. (1999) *Peace Education in UNICEF*, Working Paper, Education Section, Programme Division, UNICEF, New York.
- Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Morrison, M. L. (2003). *Peace education*. Australia: McFarland.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) *Value Education: Dimensions and Approaches*, S.B. Enterprise, Kolkata.
- Mishra, L. (2009) *Peace Education Framework For Teachers*, New Delhi: APH Publishing Corporation.
- Passi, B. K., & Singh, P. (1999). *Value education*. Agra: Agra Psychological corporation.
- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, Y. K. (2009). *Value education*. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) *Education for Values, Environment and Human Rights*, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, R. A. (2008). *Human value of education*. Meerut: R.Lall Books Depot.

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- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.

CC7 – Curriculum Studies [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

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

1. Define Curriculum.
2. Know the Nature and Functions of Curriculum.
3. Describe the various Principles of Curriculum Construction.
4. Explain various types of curriculum.
5. Understand the Bases of Curriculum.
6. Know the Concept, Characteristics and Utility of Curriculum Evaluation.
7. Differentiate Formative and Summative Evaluation.
8. Understand the curriculum recommended by Indian Education Commission (1964-66).

Course Contents:

Unit-I: Concept of Curriculum

- a) Definition of Curriculum, Characteristics and Functions of Curriculum.
- b) General Principles of Curriculum Construction.
- c) Types of Curriculum- Explicit & Hidden Curriculum, Core and Activity based Curriculum.

Unit-II: Bases of Curriculum:

- a) Philosophical
- b) Psychological
- c) Sociological

Unit-III: Curriculum Evaluation and Recommendation

- a) Meaning, Characteristics and Utility of Curriculum Evaluation
- b) Formative and Summative Evaluation
- c) Indian Education Commission (1964-66)

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Suggested Books:

- Brent, Allen. (1978); *Philosophical Foundations for the Curriculum*, Boston: Allen and Unwin.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Flinders, D.J (Ed) (1977); *The Curriculum Studies*; New Delhi: Atlantic Publishers
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Saylor, J.G. & Alexander W.M.(1956); *Curriculum Planning for Better Teaching and Learning*: Rinehart& Company, Inc. New York.
- Sharma, R.A. (2012) *Curriculum Development and Instruction*, Meerut: R. Lall Book Depot.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
- Talla, Mrunalini (2012) *Curriculum Development- Perspectives, Principles and Issues*, Delhi, Chennai & Chandigarh: Pearson
- Tanner, D. and Tanner, L.(1975) *Curriculum development- theory and practice*. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicogo Press.
- Vashist, R.P., *Curriculum Development*

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CC8 – Educational Technology [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

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

1. Know the Concept, Nature, Need and Scope of Educational Technology.
2. Know the Problems of Educational Technology.
3. Know the Approaches of Educational Technology.
4. Understand the Concept, Nature, Types, and Components of Communication.
5. Know the Barriers of Classroom communication and strategies of overcoming barriers in communication
6. Know the various Media used in Education.
7. Recognize the Concept of Teaching, Learning and Instruction.
8. Understand the various Phases of Teaching such as Pre-active, Inter-active & Post-active.
9. Understand the various Levels of Teaching.
10. Identify the families of Models of Teaching.

Course Contents:

Unit-I: Educational Technology

- a) Meaning, Nature, Need and Scope of Educational Technology.
- b) Problems of Technology of Education.
- c) Approaches of ET: Hardware, Software, and System

Unit-II: Classroom Communication and Media used

- a) Meaning, Nature, Types, and Components of Communication
- b) Barriers of classroom communication and strategies of overcoming barriers in communication
- a) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- Merits

and Demerits

Unit-III: Phases, Levels, and Models of Teaching

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Levels of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: Concept, Components, Families, Bruner's Concept Attainment Model and Asubel's Advance Organizer Model.

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Kumar, K.L. Educational Technology,
- Mohanty, J. (2001) Educational Technology, New Delhi: Deep & Deep publication.
- Mangal S K and Mangal U, (2009) Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sampath, Pannerselvan, Santhanam, Introduction to Educational Technology.
- Sharma R. N., & S.S. Chandra, (2003) Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005) Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.
- Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.
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CC9 – Pedagogy [Credit: 5+1]
60 lectures (60 hrs)
Instructor: Mr. Samir Kumar Sen

Course Objectives:

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

1. Know the meaning and concept of Pedagogy, theories of teaching and methods of teaching.
2. Understand the relationship between teaching and learning.
3. Discuss the Nature of classroom teaching and Function of a teacher.
4. Differentiate between traditional and constructivist teaching.
5. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Contents:

Unit-I: Teaching

- a) Science of Teaching: Relation between teaching and learning;
- b) Factors affecting teaching process: Input and Output variables;
- c) General principles of teaching: Maxims of Teaching, Fundamentals of teaching.

Unit-II: Teacher and Classroom Teaching

- a) Nature of classroom teaching.
- b) Differences between traditional and constructivist teaching.
- c) Functions of a teacher as a Planner, as a Facilitator, as a Counsellor, as a Researcher

Unit-III: Teaching Methods

- a) Factors: Perception, Attention and Attitude.
- b) Teaching Methods: Demonstration and Story Telling

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c) Further Methods of Teaching: Lecture and Problem Solving

Suggested Books:

- Aggarwal, J.C. Principles, Methods and Techniques of Teaching, New Delhi: Vikas Publishing House.
- Aggarwal J C (2001), Essentials of Educational Technology, New Delhi: Vikash Publishing House.
- Fry, H.; Ketteridge,S. & Marshall, S. (2009) A Handbook for Teaching and Learning in Higher Education, New York: Routledge
- Kochhar, S.K. (2010) Methods and Techniques of Teaching, New Delhi: Sterling Publishers
- Nimbalkar, M. R. (2011) Educational Skills & Strategies of Teaching: Principles and Maxims of Teaching, Neelkamal.
- Virk,J.K. Billing, H.; Deshwal, P. (2015) Learning and Teaching, Twentyfirst Century Publications

CC10 – Comparative Education [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

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

1. Define Comparative Education.
2. Know the Nature, Scope and Importance of Comparative Education.
3. Know the Methods of Comparative Education.
4. Know the various Factors of Comparative Education.
5. Know the Aims and Objectives of Education at various levels in India, USA and UK.
6. Understand the Structure and Curriculum of Education at various levels in India, USA and UK.
7. Know the Administration System of Education in India, USA and UK.
8. Make comparison among the countries like India, USA and UK with respect to their Educational Aims, Objectives, Structure, Curriculum, Administration system of Education.

Course Contents:

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

- a) Meaning and Nature of Comparative Education
- b) Scope and importance of Comparative Education
- c) Methods of Comparative Education:
 - i) Philosophical Method
 - ii) Sociological Method
 - iii) Psychological Method

Unit-II: Factors and Forces of Comparative Education:

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.

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b) Spiritual Factors: Religious and Philosophical Factors.

c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

**Unit-III: Elementary, Secondary and Higher Education in India, UK &
USA**

a) Structure, Aims and Objectives.

b) Curriculum, Methodology and Evaluation system.

c) Administration including Finance.

Suggested Books:

- Bereday, George (1964) Comparative Method in Education. New York: Holt, Rinehart and Winston
- Chaube, S.P. and Chaube, A (1998) Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Cramer J.F. and Browne C.S.(1956) Contemporary Education. New York: Harcourt, Brace
- Dutta, B.S.V (2004) Comparative Education-A Comparative Study of Educational Systems, Guwahati: DVS, Publishers & Distributors.
- Gezi, K.I. (1971) Education in Comparative and International perspective, New York: Halt, Rinehart & Winston, Inc.
- Hans, Nicholas (1994) Comparative Education
- Hans Collins (ed) (1964) Comparative Education, London: Routledge and kegan Paul Limited.
- Khan, M.A. (2004) Modern Comparative Education, New Delhi: Anmol Publications Pvt. Ltd.
- Priestly, K.E. (1961) Education in China. Cornell University: Dragonfly Books.
- Rao, V.K. (2004) Comparative education. The methods of Analysis and Enquiry, Guwahati: DVS, Publishers and Distributors.
- Rao, V.K. eddy, R.S.(1997) Comparative Education. New Delhi: commonwealth Publishers.

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- S. P. Chaube & A. Chaube – Comparative Education
- Sharma, R.A. (2009) Comparative Education, Meerut: R.Lall Book Depot.
- Sodhi, T.S. (1998) Textbook of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, Y.K. (2004) Comparative Education, New Delhi: Kanishka Publishers, Distributors.
- UNESCO (1971) Developing of education in Asia, unesco/mineda's/paris.

**CC11 – Educational Administration
60 lectures (60 hrs)
Instructor: Mr. Samir Kumar Sen**

[Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Understand the Meaning and Functions of Educational Administration.
2. Know the Meaning and Purpose of Supervision.
3. Understand the various Factors affecting Managerial behaviour of teachers.
4. Know the Meaning, Need and Significance of Educational Planning.
5. Recognize the Strategies and Steps in Educational Planning.
6. Know the last Five Year Plan in Primary and Secondary Education.
7. Know the Functions of various Agencies / Bodies of Administration.
8. Distinguish between Inspection and supervision.

Course Contents:

Unit-I: Educational Administration and Supervision

- a) Educational Administration: Meaning and Function.
- b) Supervision: Meaning, Purpose; Distinguish between Supervision and Inspection.
- c) Factors affecting Managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.

Unit-II: Educational Planning

- a) Educational Planning: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.
- c) Brief outline of the last Five Year Plan in Primary and Secondary Education.

Unit-III: Functions of Various Administrative Bodies

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UGC, NAAC, NCERT and NCTE

Suggested Books:

- Aggarwal, J.C. Educational Administration, Management and Supervision.
- Bala, M. (1990) Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatia, S.K. (2008) Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
- Bhatnagar, R.P. and Aggarwal, V. (1987) Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
- Bush, T. & Bell, L. (2003) The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
- Chand, T. & Prakash, R. (1997) Advanced Educational Administration. New Delhi: Kanishka Publishers.
- Chandrasekaran, P. (1994) Educational Planning and Management. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2005) Educational Administration and Management. NM Publication.
- Greene, J.F. (1975) School Personnel Administration. Pennsylvania: Chilton Book Company.
- Gupta, S.K. & Joshi, R. (2007) Organisational Behaviour. New Delhi: Kalyani Publishers.
- Jolliffe, A., Ritter J. & Stevens D. (2003) The Online Learning Handbook. London: Kogan Page.
- Kaur, K. (1985) Education In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.
- Khan, N.S. & Khan, M.S. (1980) Educational Administration. New Delhi: Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K. (1976) Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.

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- Lynton, R.P. & Pareek, U. (2000) Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
- Mukherji, S.N. (1970) Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: Sage Publications
- Philip, H.C. (1985) The World Crisis in Education Oxford University Press.
- Prasad, L.M. (2008) Organisational Behaviour. New Delhi: Sultan Chand & Sons.
- Robbins, S.P, Judge, T.A. & Sanghi, S. (2007) Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
- Rudestam, K.E. & Schoenholtz, R.J. (2002) Handbook of Online Learning. New Delhi: Sage Publications.
- Sayeed, O.B. (2001) Organisational Commitment and Conflict. New Delhi: Sage Publications.
- Sharma, R.A. (2012) Educational Administration and Management, Meerut :R. Lall Book Depot.
- Sharma, Y.K. and Sharma, M. (2006) Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sindhu, I. S. (2008) Educational Administration and Management. Meerut: International Publishing House.
- Thakur, D. & Thakur, D.N. (1996) Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Thomas, I.S. (1980) Educational Governance and Administration. America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996) Management Education. New Delhi: Discovery Publishing House.

CC12 – Research Methodology in Education [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

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

1. Know the Concept, Nature, Scope and Importance of Educational Research.
2. Know the Sources of Knowledge.
3. Know the Need of Research in Education.
4. Understand the various Methods and Types of Educational Research.
5. Identify the criteria of good Research Problem.
6. Know the Concept, Characteristics and Types of hypothesis.
7. Know the concept of Population , Sample and Sampling Techniques
8. Know the Concept, Nature and Sources of Qualitative and Quantitative Data.
9. Know the Research Tools.
10. Write and Evaluate the Research Proposal.

Course Contents:

Unit-I: Educational Research- Meaning, Nature and Types

- a) Meaning, Nature & Scope of Educational Research
- b) Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction). Need of Research in Education
- c) Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research. Historical, Descriptive and Experimental research (meaning only); Importance of Educational Research

Unit-II: Basic Ideas of Research

- a) Criteria of selecting a good Research Problem.
- b) Research Hypothesis – Meaning, Nature and Types.

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- c) Population, Sample and Sampling Techniques (Probability & Non Probability).

Unit-III: Research Data:

- a) Qualitative and Quantitative data: Concept, Nature and Sources
b) Tool of data collection and their characteristics, merits and demerits
c) Parameters of good research tools

Suggested Books:

- Aggarwal, J.C.(2002) Educational Research, Agra: Aryan Book Depot.
- Best, J.W. & Kahn, J.V.(1989). Research in Education, (6th edition). New Delhi: Prentice Hall.
- Gay, L.R. & Airasian, P. (2000) Educational Research : Competencies for Analysis and Application, New Jersey Mersil.
- Good, C.V, Barr & Douglas, E. Scates. (1962). Methodology of Educational Research New York: Appleton Crofts.
- Kothari, C.R.(2009) Research methodology methods and techniques, New Delhi: New age international (P) Ltd publishers.
- Kerlinger F.N. (1978). Foundation of Behavior Research. Delhi: Surjeet Publications
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications.
- Sukla S.P,& Others.(1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers
- Van Dalen, D.B & Meyer, W.J. (1979). Understanding Educational Research. New York: Mcgraw Hill C.

CC13 – Statistics in Education
60 lectures (60 hrs)
Instructor: Mr. Samir Kumar Sen

[Credit: 5+1]

Course Objectives:

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

1. Know the Concept Scope and Need of Educational statistics.
2. Make organization, tabulation and graphical representation of Data.
3. Measure the Central Tendency.
4. Measure the Variability.
5. Calculate the Percentile and Percentile Rank.
6. Compute Coefficient of Correlation by using various methods.
7. Know the Concept of Normal Distribution, its Properties and Uses.
8. Calculate the Skewness and Kurtosis.
9. Calculate the Derived Scores.

Course Contents:

Unit-I: Educational Statistics

- a) Concept, Scope and Need of Educational Statistics
- b) Organization and Tabulation of Data- Frequency distribution table
- c) Graphical Representation of Data

Unit-II: Descriptive Statistics

- a) Meaning of Central Tendency: Mean, Median and Mode
- b) Measure of Variability: Range, AD, SD, QD and Percentile and Percentile Rank
- c) Concept of Correlation: Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of

Correlation

Unit-III: Normal Distribution and Derived Score

- a) Concept of Normal Distribution: Properties and Uses
- b) Divergence from Normality: Skewness and Kurtosis
- c) Derived Scores: Z-Score, Standard Score

Suggested Books:

- Aggrwal, Y.P. (1988): Statistical Methods-Concepts, Application and Computation, New Delhi: Streling.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret. H.E (1988). Statistics in Psychology and Education Bombay: Vakils, Ferrer & Simons Ltd
- Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill
- Mangal, S.K. (2008). Statistics in Education and Psychology, New Delhi: Prentice Hall.
- Rath, R. K.(1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.
- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.
- Saha, Kaberi (2012) Statistics In Education And Psychology, New Delhi: Asian Books Private Ltd

**CC14 – Education and Mental Health
60 lectures (60 hrs)**

[Credit: 5+1]

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

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

1. Know the Concept and Nature of Mental Health.
2. Know the Concept and Scope of Mental Hygiene
3. Know the relationship of Mental Health and Mental Hygiene.
4. Know the Concepts and Need of adjustment.
5. Understand the adjustment mechanism.
6. Understand the Freud contribution.
7. Know the Classification and Causes of Mental Disorder.
8. Know the Treatment and Prevention of the different forms of Mental Disorders.

Course Contents:

Unit-I: Mental Health and Hygiene

- a) Concept and Nature of Mental Health
- b) Concept and Scope of Mental Hygiene
- c) Relation between Mental Health and Mental Hygiene

Unit-II: Adjustment

- a) Adjustment: Concepts, Need, adjustment mechanism and Role of family and School
- b) Maladjustment: Meaning, Causes, different forms of maladjustment, Role of family and School.
- c) Contribution of Freud to understand maladjustment.

Unit-III: Mental Disorder

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- a) Classification with Symptoms of Mental Disorder
- b) Causes of Mental Disorder
- c) Treatment and Prevention of the different forms of Mental Disorders

Suggested Books:

- Arkoff, Abe (1968) Adjustment and Mental Health, US: McGraw-Hill Inc.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002); Essentials of Psychology, Guwahati: Nibedita DK Distributors.
- Crow, R.B & Crow, A (1964); Educational Psychology, New Delhi: Eurasia Publishing House
- Hilgard, E.O (1976); Theories of Learning (4th Ed), New York: Appleton Century Crgts 10. Woodworth R.S. (1995); A Study of Mental Life, New York: Century.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.

Department Specific Electives Subjects Syllabus

**DSE1 – Measurement and Evaluation in Education [Credit: 5+1]
60 lectures (60 hrs)**

Instructor: Mr. Samir Kumar Sen

Unit-I: Measurement and Evaluation in Education

- a) Concept, Scope and Need of Evaluation
- b) Relation between Evaluation and Measurement
- c) Scales of Measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- a) Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- b) Personality and Interest Test: Projective and Non-projective Tests
- c) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a good test

- a) Objectivity: Meaning and nature
- b) Evaluation Process: Concept, Types (Formative and Summative)
- c) Concept of Gradation and Credit system.

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

DSE2- Contemporary Issues in Education [Credit: 5+1]

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60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

After completion the course the learners will be able to:

Unit-I: Universalization of Elementary Education

- a) Universalization of Elementary Education: Meaning, Constitutional Provision with special reference to RTE Act
- b) Role of DPEP
- c) SSA-SSM

Unit-II: Universalization of Secondary Education

- a) Meaning, aims and objectives
- b) Role of RMSA
- c) Problems of Secondary Education

Unit-III: Higher Education and RUSA

- a) Concept and Objectives of Higher Education in India
- b) Higher Education and RUSA
- c) Problems of Indian Higher Education

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

**DSE3- Life Skill Education [Credit: 5+1]
60 lectures (60 hrs)**

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Instructor: Dr. Pratap Kumar Panda

Course Objectives:

After completion the course the learners will be able to:

UNIT – I: Communication Skill

- a) Concept of Communication
- b) The Process and Barriers of Communication
- c) Skills of Communication: Listening, Speaking and Writing

UNIT – II: Critical Thinking and Problem Solving

- a) Creativity: Lateral thinking, Critical thinking, Multiple Intelligence, Problem Solving
- b) Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c) Group Dynamics, Managing Team Performance & Team Conflicts

UNIT – III: Leadership Skills

- a) Leadership, Levels of Leadership and Types of leadership
- b) Transactions Vs Transformational Leadership
- c) Development Leadership Skills

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

DSE4- Contributions of Great Educators [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

After completion the course the learners will be able to:

UNIT-I: Contribution of Great Indian Educators:

- a) Swami Vivekananda
- b) R.N. Tagore
- c) Sri Aurobindo

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With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-II: Contribution of Great Foreign Educators

- a) Rousseau
- b) Froebel
- c) Montessori

With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-III: Contribution of Modern Educators

- a) Amartya Sen: Capability Pedagogy
- b) Paulo Freire: Critical Pedagogy
- c) R.S. Peters: Philosophy of Education

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

DSE5- Teacher Education [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

To develop an understanding of

- d) Concept, development and agencies of Teacher Education.
- e) Teacher Education programmes at Different Levels – Their Objectives, Structure, Curriculum, and Role and Competencies of the Teacher
- f) Need for Teacher Education at Tertiary Level
- g) Issues, Problems and Innovative Practices in Teacher Education
- h) Research and professionalism in Teacher Education

UNIT-I: Concept of Teacher Education

- a) Meaning and Nature of Teacher Education

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- b) Need and Scope of Teacher Education
- c) Changing Context of Teacher Education in the Indian Scenario

UNIT-II: Development of Teacher Education in India

- a) Teacher Education in Pre-Independence India
- b) Teacher Education in Post-Independence India
- c) Problems of Teacher Education and suggestions for improving conditions of Teacher Education in India

UNIT-III: Agencies of Teacher Education

- a) SCERT, UGC, NCTE and UNESCO
- b) Concept of Profession and Professionalism – Teaching as the noblest profession
- c) Characteristics of professional teaching

Suggested Books:

1. Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
2. Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authorspress.
3. Dillon Justin and Maguire Meg (1997) Becoming A Teacher : Issues in Secondary Teaching Buckingham, Open University Press.
4. Dunking, Michael, J. (1987) The International Encyclopaedia of Teaching and Teacher Education Oxford, Pergamon Press.
5. Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation
6. Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
7. McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education : The Challenge of Professional Practice Boston Allyn and Bacon.
8. Misra, K.S. (1993) Teachers and Their Education Ambala Cantt., The Associated Publishers.
9. Mohanty Jagannath (2000) Teacher Education in India
10. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.
11. National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.

Skill Enhancement Subjects Syllabus
SEC1- Educational Guidance and Counselling [Credit: 2]
60 lectures (60 hrs)
Instructor: Mr. Samir Kumar Sen

Course Objectives:

After completion 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. Explain the concept of tools and techniques of Guidance & Counselling. Discuss the concept and nature of mental health and Adjustment.
- 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: Concept of Guidance

- a) Meaning, Nature 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.
- c) Guidance at different stages of Education with special emphasis on Secondary stage of Education.

Unit-II: Concept of Counselling

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- a) Meaning, Nature 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.
- c) Steps of Counselling; Characteristics of good Counsellor.

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.
- b) Measurement of Intelligence, Personality and Motivation
- c) Difference between Guidance, Counselling and Teaching.

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

SEC2- Education to Include the Excluded [Credit: 2]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

After completion the course the learners will be able to:

UNIT-I: Inclusive Education and Standard for Engaging all Students in Learning

- a) Inclusive Education: Meaning, Need and Programme

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- b) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education
- c) Connecting students' prior knowledge, life experiences, and interests with learning goals

UNIT-II: Standard for Creating and Maintaining Effective Environments

- a) Creating a physical environment that engages all students;
- b) Establishing a climate that promotes fairness and respect behaviours in a fair, equitable way
- c) Promoting social development and group responsibility

UNIT-III: Standard for Planning Instruction and Designing Learning Experiences

- a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- b) Establishing and articulating goals for student learning
- c) Developing and sequencing instructional activities and materials for student learning

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

SEC3- Computer Application in Education [Credit: 2]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

After completion the course the learners will be able to:

UNIT-I: Computer

- a) Definition, Characteristics, Applications
- b) Components of Computer System, Input/Output Devices
- c) Concept of Memory, Magnetic and Optical Storage Devices.

UNIT-II: Operating System and Word Processing

- a) Definition & Functions of Operating System
- b) Basic Components of Windows, Managing files and folders, Control panel – display properties, add/remove software and hardware, setting date and time, screensaver and appearance.
- c) Introduction to Word Processing, Menus, Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.

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UNIT-III Computer Communication

- a) Internet and its applications
- b) Surfing the Internet using web browsers
- c) Creating Email Id, Viewing an E-Mail, Sending an E-Mail to a single and multiple users, Sending a file as an attachment.

REFERENCES BOOKS

1. Sinha, P.K. & Sinha, Priti, Computer Fundamentals, BPB
2. Dromey, R.G., How to Solve it By Computer, PHI
3. Microsoft Office – Complete Reference – BPB Publication

**SEC4- Yoga Education [Credit: 2]
60 lectures (60 hrs)**

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

After completion the course the learners will be able to:

1. Know the Concept of Yoga and Yoga Education.
2. Understand the Role of Yoga in Education
3. Describe Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.
4. Understand the History of Yoga and the contributions of Sagacious Yogis.
5. Describe the Types of Yoga.
6. Understand the Asans.
7. Practice of Yoga for Health Issues.

UNIT- I: Introduction to Yoga Education

- a) Meaning and Definitions of Yoga and Yoga Education
- b) Role of Yoga in Education
- c) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.

UNIT-II: History of Yoga and Sagacious Yogis:

- a) Yoga in various Periods / times.
- b) Sagacious Yogis: Swami Vivekananda, B. K. S. Iyengar: Father of Modern Yoga and their contributions for the development and promotion of Yoga.
- c) Types of Yoga: Karma Yoga of Bhagavgita, Surya Namaskar, Ashtanga Yoga, Integ; Yoga of Sri Aurobindo.

UNIT-III: Yoga Practices:

- a) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method,

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- b) Different Asans / Mudras and their effects to promote a sound physical and mental health.
- c) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension

Suggested Readings:

- Ghorote, M.L. : Yoga Applied to Physical Education Lonavala; Kaivalyadhama.
- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.
- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6
- NCTE (2015) Yoga Education diploma in Elementary Education, New Delhi, pp.15-18
- Nagendra, H.R. and Nagarathna R : New Perspectives in Stress Management (V.K.Yogas, Bangalore,1988)
- Prabhupada, S. (ed.). (2007). *Srimagbhat GitaAs It Is*. Nadia: Bhaktibedanto Book Trust.
- Pal, T., Rath, S.K. & Roy S.C. (2014) Yoga Education at a Glimpse, Romania: Bri Center..
- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.
- R Nagarathna and Dr H R Nagendra : Integrated Approach of Yoga Therapy for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.
- Swami Satchidananda, *The Yoga Sutras of Patanjali*, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.
- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999
- Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Bihar, India, 2002.
- Swami Satyananda : *Yoga Education For Children Saraswati (Bihar Schools of Yoga, Munger, 1990)*.
- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970
- Udupa, K.N. : *Stress and its Management by Yoga (Motilal Banarsidass, Delhi)*
- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

Generic Elective Courses

GE1 – Philosophical and Sociological Foundations of Education 60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

[Credit: 5+1]

Course Objectives:

After completion the course the learners will be able to:

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and scope of Educational Philosophy
- b) Individualistic and socialistic aim.
- c) Relation between education and philosophy

Unit-II: Philosophy and Education

- a) Western Schools of Philosophy: Idealism and Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline
- b) Indian Schools of Philosophy and Education: Vedanta, Jainism and Buddhism
- c) Great Educators and their educational philosophy:
 - i) Swami Vivekananda and Rabindranath Tagore
 - ii) Rousseau and Dewey.

Unit-III: Sociology in Education

- a) Meaning, nature and scope of Educational sociology
- b) Social groups and education – Primary, Secondary and Tertiary Group
- c) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change, Education and Social Mobility

Suggested Books:

J. C. Aggarwal- Theory and Principles of Education

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. S. P. Chaube & A. Chaube – Foundations of Education
3. K. K. Shrivastava- Philosophical Foundations of Education
4. Y. K. Sharma – Sociological Philosophy of Education
5. A. P. Sharma – Indian and Western Educational Philosophy
6. S. S. Ravi – A Comprehensive Study of Education
7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. N. Arora – Educational Philosophy
10. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays

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11. B. R. Purkait – Great Educators

GE2 – Psychology of Learning and Development [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Mr. Samir Kumar Sen

Course Objectives:

After completion the course the learners will be able to:

Unit-I: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning; Trial and Error
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest

Unit-II: Growth and Development

- a) Stages and aspects of development in human life
- b) Physical, Social, Emotional and Cognitive development during Infancy and Childhood
- a) Need of studying development in the context of learning

Unit-III: Some Theories of Development

- a) Freud's Theory of Development of Libido
- d) Piaget's Theory of Cognitive development
- e) Bandura's Social Learning Theory

Suggested Book:

GE3 – Development of Education in India [Credit: 5+1]

60 lectures (60 hrs)

Instructor: Dr. Pratap Kumar Panda

Course Objectives:

After completion the course the learners will be able to:

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Discuss the development of education in India in historical perspectives.

Discuss the British Indian education system.

Explain the significant points of selected educational documents and report of ancient, medieval and British India.

Describe the Constitutional Provision of Education.

Discuss the contributions of Education Commission in post Independent India.

Explain the Functions of Some Major Educational Organization in India.

Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.

Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.

Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Unit-I: Education in 19th Century in India

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Wood's Despatch (1854) and Hunter Commission (1882-83) and their impact on Indian education

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

- a) Educational reformer- Lord Curzon
- b) National education movement- Causes, Phases and Importance in Education
- c) Basic Education- Concept, characteristics, merits and demerits

Unit-III: Education in Post Independence India

- a) University Education Commission (1948-49) – Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education
- b) Secondary Education Commission (1952-53) – Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission (1964-66) – Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education

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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
8. S. S. Ravi – A Comprehensive Study of Education
9. J. C. Aggarwal- Theory and Principles of Education
10. R. P. Pathak – Development and Problems of Indian Education
11. B. K. Nayak- Modern Trends and Issues in Education of India

**GE4 – Pedagogy [Credit: 5+1]
60 lectures (60 hrs)
Instructor: Mr. Samir Kumar Sen**

Course Objectives:

After completion the course the learners will be able to:

- a. The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- b. Discuss the Nature of classroom teaching and Function of a teacher.
- c. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Unit-I: Teaching

- a) Science of Teaching: Relation between teaching and learning
- b) Teaching process: Input and Output variables
- c) General principles of teaching: Maxims of Teaching, Fundamentals of teaching

Unit-II: Teacher and Classroom Teaching

- a) Nature of classroom teaching
- b) Differences between traditional and constructivist teaching
- c) Functions of a teacher as a Planner, as a Facilitator, as a Counsellor, as a Researcher

Unit-III: Factors Influencing Teaching Methods

- a) Factors: Perception, Attention and Attitude

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- b) Teaching Methods: Demonstration and Story Telling
- c) Further Methods of Teaching: Lecture and Problem Solving

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

Syllabus for AEL1-to be done
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