

**WEST BENGAL STATE UNIVERSITY
BERUNANPUKURIA, MALLIKAPUR, BARASAT
NORTH 24 PARGANAS, KOLKATA-126, WEST BENGAL**

**DRAFT CURRICULUM & CREDIT FRAMEWORK
FOR
UG PROGRAMME IN EDUCATION
BASED ON NEP 2020**

**4 YEAR UNDERGRADUATE PROGRAMME IN
EDUCATION HONOURS & HONOURS WITH RESEARCH
&
3 YEAR MULTIDICIPLINARY UG PROGRAMME**

Structure of 4-year Undergraduate Programme (Honours)

Year	Semester	Full marks	Internship	Credit
First Year	Semester I	500		27
	Semester II	500	4**	27
Exit with Certificate				4** + 54
Second Year	Semester III	450		24
	Semester IV	400	4**	20
Exit with diploma				4** + 98
Third Year	Semester V	400		20
	Semester VI	400	4**	20
Exit with Major after 3 years				4** + 138
Fourth Year	Semester VII	400		20
	Semester VIII	400		20
4 Years	8 Semesters	3450	4**	182

1 Credit = 15 Hours (Theory)

1 Credit = 30 Hours (Practical / Tutorial)

4 Credit Internship = 120 Hours (50 Marks)

Structure of 4-year Undergraduate Programme (Honours)

Table 1: Semester-wise & course category –wise distribution of credits

Year	Semester	Major DS	Minor	MDC	AEC	SEC	VAC	Internship	Total Credit
I ST	I	DS-1 (5)	MA-1 (5) MB-1 (5)	MD-1 (3)	AE-1 (3)	SE-1 (3)	VA-1 (3)	-	27
	II	DS-2 (5)	MA-2 (5) MB-2 (5)	MD-2 (3)	AE-2 (3)	SE-2 (3)	VA-2 (3)	4**	27
Exit with certificate		10	20	6	6	6	6		4**+54
II ND	III	DS-3 (5)	MA-3 (5) MB-3 (5)	MD-3 (3)	AE-3 (3)	SE-3 (3)	-	-	24
	IV	DS-4 (5) DS-5 (5) DS-6 (5) DS-7 (5)	-	-	-	-	-	4**	20
Exit with Diploma		35	30	9	9	9	6	-	4**+98
III RD	V	DS-8 (5) DS-9 (5) DS-10 (5) DS-11 (5)	-	-	-	-	-	-	20
	VI	DS-12 (5) DS-13 (5) DS-14 (5) DS-15 (5)	-	-	-	-	-	4***	20

Exit with Major after 3 Years		75	30	9	9	9	6	4***	4**+138
IVth	VII	DS-16 (5) DS-17 (5)	SM-1 (5) SM-2 (5)	-	-	-	-	-	20
	VIII	DS-18 (5) DS-19 (5) DS-20 (5) DS-21 (5)	-	-	-	-	-	-	20
Credit		105	40	9	9	9	6	4	182

DS: Discipline specific core course, MA: Minor discipline 1, MB: Minor discipline 2, SM: Special Minor courses from the same discipline, either MA or MB but of higher level. Credit distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1; (c) field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

Structure of 4-year Undergraduate Programme (Honours with Research)

Year	Semester	Full marks	Internship	Credit
First Year	Semester I	500	-	27
	Semester II	500	4**	27
Exit with Certificate				4** + 54
Second Year	Semester III	450		24
	Semester IV	400	4**	20
Exit with Diploma				4** + 98
Third Year	Semester V	400		20
	Semester VI	400	4**	20
Exit with Major after 3 years				4** + 138
Fourth Year	Semester VII	400		20
	Semester VIII	200	15	25

4 Years	8 Semesters	2850	19	187
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1 Credit = 15 Hours (Theory)

1 Credit = 30 Hours (Practical / Tutorial)

4 Credit Internship = 120 Hours (50 Marks)

Structure of 4-year Undergraduate Programme (Honours with Research)

Table 2: Semester-wise & course category –wise distribution of credits

Year	Semester	Major DS	Minor	MD C	AEC	SEC	VAC	Internship or Research	Total Credit
I st	I	DS-1 (5)	MA-1 (5) MB-1(5)	MD-1 (3)	AEC-1 (3)	SEC-1 (3)	VA-1 (3)	-	27
	II	DS-2 (5)	MA-2(5) MB-2 (5)	MD-2 (3)	AEC-2 (3)	SEC-2 (3)	VA-2 (3)	4**	27
Exit with certificate									4**+54
II nd	III	DS-3 (5)	MA-3(5) MB-3 (5)	MD-3 (3)	AEC-3 (3)	SEC-3 (3)	-	-	24
	IV	DS-4 (5) DS-5 (5) DS-6 (5) DS-7 (5)	-	-	-	-	-	4**	20
Exit with Diploma									4**+98

III rd	V	DS-8 (5) DS-9 (5) DS-10 (5) DS-11 (5)	-	-	-	-	-	-	20
	VI	DS-12 (5) DS-13 (5) DS-14 (5) DS-15 (5)	-	-	-	-	-	4***	20
Exit with Major after 3 Years		75	30	9	9	9	6	4***	4**+138
IVth	VII	DS-16 (5) DS-17 (5)	SM-1 (5) SM-2 (5)	-	-	-	-	-	20
	VIII	DS-18 (5) DS-19 (5)	-	-	-	-	-	15	20
Credit		95	40	9	9	9	6	19	187

DS: Discipline specific core course, MA: Minor discipline 1, MB: Minor discipline 2, SM: Special Minor courses from the same discipline, either MA or MB but of higher level. Credit distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1; (c) field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

Structure of 3-year Multidisciplinary UG Programme

Year	Semester	Full marks	Internship	Credits
First Year	Semester I	400		21
	Semester II	400	4**	21
Exit with Certificate		800		4** + 42

Second Year	Semester III	400		21
	Semester IV	400	4**	21
Exit with Diploma		1600		4** + 84
Third Year	Semester V	400		21
	Semester VI	400	4**	21
3 Years	6 Semesters	2400	50	4** + 126

1 Credit = 15 Hours (Theory)

1 Credit = 30 Hours (Practical / Tutorial)

4 credit Internship = 120 Hours

Structure of 3-Year Multidisciplinary UG Programme

Table 3: Semester-wise & course category –wise distribution of credits

SEM	Core Course (A)	Core Course (B)	Core Course (C)	MDC	AEC	SEC	VAC	Internship	Total Credits
I	MA-1 (5)	MB-1 (5)	MC-1 (5)	-	AE-1 (3)	-	VA-1 (3)		21
II	MA-2 (5)	MB-2 (5)	MC-2 (5)	-	AE-2 (3)	-	VA-2 (3)	4**	21
Exit with Certificate									4**+42
III	MA-3 (5)	MB-3 (5)	MC-3 (5)	-	AE-3 (3)	SE-1 (3)	-	-	21
IV	MA-4 (5)	MB-4 (5)	MC-4 (5)	MD-1 (3)	-	SE-2 (3)	-	4**	21
Exit with Diploma									4**+84

V	MA-5 (5)	MB-5 (5)	MC-5 (5)	MD-2 (3)	-	SE-3 (3)	-	-	21
VI	MA-6 (5)	MB-6 (5)	MC-6 (5)	MD-3 (3)	-	SE-4 (3)	-	4**	21
Credit	30	30	30	9	9	12	6	4	4**+126

MA: Core course from discipline 1, MB: Core course from discipline 2, MC: Core course from discipline 3 Credit (5) distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1 (c) Field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

COURSES FOR THE STUDENTS OF OTHER DISCIPLINE

Education as Minor Discipline (Course-1) [Honours & Honours with Research]

Full Marks: 100 [Each]

3 Courses

Course Type	Course Name	Credit	FM

Minor Course	Semester I	Philosophical foundation of Education (MA-1 / MB-1)	5	100
	Semester II	Psychological Foundation of Education (MA-2 / MB-2)	5	100
	Semester III	Sociological Foundation of Education (MA-3 / MB-3)	5	100

COURSES (MDS) FOR HONOURS / HONOURS WITH RESEARCH

Multidisciplinary Course (MDS)

Full Marks: 50

3 Courses

Course Type	Course Name		Credit	Full Marks
MDS	Semester I	Introduction to Education [MD-1] / [MD-2] / [MD-3]	3	50
	Semester II		3	50
	Semester III		3	50

COURSES FOR THE STUDENTS OF OTHER DISCIPLINE

Education as Minor Discipline (Course -1) [3-Year Multidisciplinary UG Programme]

Semester	Course Type (A)	Course Name	Credit	Full marks
I	MA-1	Philosophical Foundation of Education	5	100
II	MA-2	Psychological Foundation of Education	5	100
III	MA-3	Sociological Foundation of Education	5	100
IV	MA-4	Evaluation in Education	5	100
V	MA-5	Development of Education in India	5	100
VI	MA-6	Guidance & Counselling	5	100

COURSES (MDS) FOR 3 YEAR MULTIDISCIPLINARY UG PROGRAMME

Multidisciplinary Course (MDC)

Full Marks: 50

3 Courses

Course Type		Course Name	Credit	Full Marks
MDS	Semester IV	Introduction to Education [MD-1] / [MD-2] / [MD-3]	3	50
	Semester V	Discipline other than Education [MD-2]	3	50
	Semester VI	Discipline other than Education [MD-3]	3	50

Multidisciplinary Course (MDC)

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experiences and form part of liberal arts and science education. Students are not allowed to choose or repeat

courses already undergone at the higher secondary level (12th Class) in the proposed major & minor stream under this category.

The University will provide a list of courses under 5 categories mentioned in the NEP document. Students will be asked to choose 3 different MDCs for 3 semesters.

Categories	Multidisciplinary Courses from The following disciplines
1	Life Science/ Chemistry/ Physics/ Electronics/Anthropology
2	Mathematics/ Statistics/Computer Application/ Economics
3	Journalism/Mass Media & Communication.
4	Travel & tourism/ Commerce/ Management/ Advertisement & Sales Promotion
5	Defence Studies/Psychology/ Human Rights/Sociology/ Political Science/Physical Education/Women Studies/ Education

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EDUCATION HONOURS & HONOURS WITH RESEARCH

STRUCTURE OF 4 YEAR UNDERGRADUATE PROGRAMME

SEMESTER – 1

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS -1 Course	Educational Philosophy (DS-1)	5	100	4 credit	-	1 credit
Minor Any allied subject other than Education	(MA-1)	5	100	4 credit	-	1 credit
	(MB-1) [From any discipline other than Education]	5	100	4 credit	-	1 credit
Multidisciplinary Course (MDC)	(MD-1)	3	50	50	-	-
Ability Enhancement Course (AEC)	Compulsory English or MIL (Bengali, Hindi, Urdu) / Alternative English (AE-1)	3	50	50	-	-
Skill Enhancement Course (SEC)	SE-1	3	50	50	-	-

Value Addition Course (VAC)	(VA-1)	3	50	50	-	-
Total Marks		27	500	350		150

Draft Syllabus for 4 Year Undergraduate Programme

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER - I

Major/DS-1

COURSE: EDUCATIONAL PHILOSOPHY (EDUDSC101T)

Credit: 5

Full Marks: 100

Course Objectives

- To understand the meaning, nature, and scope of Education.
- To explore the various functions of Education.
- To examine the aims of Education from both individualistic and socialistic perspectives.
- To introduce the Philosophy of Education and to be acquainted with the relationship of Education and Philosophy.
- To familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
- To analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Buddhist, and Jain.
- To comprehend the concept of child-centric education and its meaning and characteristics.
- To explore the concept of modern life-centric education.
- To examine different approaches to child-centric education.
- To be acquainted with the values enshrined in Indian constitution.
- To be acquainted with educational provisions in the Indian constitution.
- To understand the contributions of some great educators and their philosophies of education.

Course Contents

Unit – I [Concept & Scope of Education]

- a) Concept of modern Education with reference to the Delor's Commission, Scope of Education, Child Centricism in Education, Concept of Life-Centric Education.

- b) Different forms of Education – Formal, Informal, Non-formal & Open and Distance Learning (ODL)
- c) Functions of Education – Individual & Social Development, Human Resource Development

Unit –II [Philosophical Bases of Education]

- a) Philosophy- concept & nature, Philosophical influence on Education with reference to Aims, Knowledge, Curriculum, Methods of Teaching, Role of Teacher & Discipline.
- b) Western Philosophical thoughts & their influence on Education – Idealism, Naturalism, Pragmatism & Existentialism.
- c) Indian Philosophical thoughts & their influence on Education – Sanhkya, Yoga, Jainism, Buddhism & Islamic.

Unit –III [National Values & Role of Education]

- a) Values as Enshrined in Indian Constitution – Democracy, Secularism, Equality & Justice
- b) Educational Provisions under the Constitution of India

Unit –IV [Great Educators & Education] (w.r.t Aims, Curriculum, Method of Teaching)

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) John Dewey
- d) Bertrand Russell

Course Outcome

On completion of this course, students will be able to:

- Define Education and understand the modern concept of Education.
- Develop an understanding of the aims that influence education and the role they play in shaping the educational process.
- Compare and contrast individualistic and socialistic aims of education.
- Gain insights into the relationship between Education and Philosophy and its implications for educational practices.
- Comprehensive understanding of different schools of Indian & Western philosophy and their relevance to education.
- Analyze the educational implications of specific Indian & Western philosophical schools.
- Explain the concept of child-centric education and its significance in modern educational contexts.
- Recognize the features and significance of life-centric education and its impact on holistic development.
- Understand the contribution of great educators & their philosophies of education

Recommended Books:

- Aggarwal, J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
- Aggarwal, J.C (2008) Theory & Principles of Education, Vikash Publishing House, New Delhi.
- Bandyopadhyay, A (2005) Siksha Darshan O Siksha Neeti, B.B Kundu Grandson, Kolkata.
- Gutek, Gerald L. (2009).New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: Kitab Mahal.
- Pal, A.K (2013) Siksha Darshaner Ruprekha, Classique Books, Kolkata.
- Purkait, B.R (1995) Great Educators & Their Philosophies, New central Book Agency, Kolkata.
- Purkait, B.R (2000) Principles and Practices of Education, New Central Book Agency, Kolkata.
- Ray, S. (2007) Siksha Tattwa O Siksha Darshan, Soma Book Agency, Kolkata.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Chanda, B. & Halder, T. (2022): Siksha Darshanik Pariprekshit. Aaheli Publishers, Kolkata:

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SEMESTER I

Education as a Minor Discipline 1 (MA-1 / MB-1)

COURSE: PHILOSOPHICAL FOUNDATION OF EDUCATION

(EDUMIN101T)

Full Marks: 100

Credit: 5

Course Objectives

- Understand the meaning, nature, and scope of education.
- Identify the functions and factors that influence the field of education.
- Examine the aims of education from individualistic and socialistic perspectives.
- Define the concept of curriculum and its significance in education.
- Differentiate between different types of curriculum and their applications.
- Understand the principles involved in curriculum construction.
- Recognize the importance of co-curricular activities in enhancing overall education.
- Explore child-centric education, its characteristics, and its aims in modern education.
- Analyze the significance of play and play-way methods in education, including various approaches.
- Understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents

Unit –I [Concept & scope of education]

- a. Education: Concept (Narrow & Broader), Nature and Scope of Education
- b. Factors of Education

Unit –II [Forms & Aims of Education]

- a. Difference between different forms of Education - Informal, Formal, Non-formal
- b. Aims of Education - Individual, Socialistic & Democratic aim

Unit –III [Values & Education]

- a. Value- Concept, characteristics, types of values
- b. Relation between values & education, Importance of values in Education

Unit- IV [Great Educators]

- a. Rabindranath Tagore
- b. Friedrich Wilhelm August Froebel

Course Outcome:

- Demonstrate a clear understanding of the meaning, nature, and scope of education.
- Evaluate the functions and factors that shape the field of education.
- Critically analyze the aims of education from both individualistic and socialistic perspectives.
- Apply the concept of curriculum to design effective educational programs.
- Justify appropriate nature of curriculum for specific educational contexts.
- Develop concept of curriculum & its principles of construction skills.
- Recognize the value and integration of co-curricular activities in educational institution
- Implement child-centric education principles to promote holistic development.
- Apply play and play-way methods in educational setup.
- Promote a balanced approach towards the contribution of the Great educators.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.

- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshanik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors.
- Purakait, B.R. (2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Kolkata: Aaheli Publishers.

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EDUCATION AS A SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-1

SE-1 EDUHSE101M (For Honours Students)

COURSE: SKILL DEVELOPMENT FOR SOCIAL AWARENESS

Credit: 3

Full Marks: 50

Course Objectives

- To be acquainted with the concept of social awareness, social backwardness & social advancement.
- To know how to plan & execute social awareness programme.
- To know the relationship among IQ, EQ & Social awareness.
- To know how to organize & participate in a social awareness programme.
- To know how to write a report on the social awareness programme.

Unit: 1 Social Awareness- Basic Concept

- a. Meaning & Nature of Social Awareness, Social Backwardness & Social Advancement.
- b. Need for development of Social Awareness, Types of Social Awareness Programme.

Unit: 2 Planning of Social Awareness Programme

- a. Planning & Execution of a Social Awareness Programme.
- b. Relationship among I.Q, E.Q & social awareness.

Unit: 3 Skill development in Social awareness

- a. Organisation & Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective College. (Child labour & Abuse; RTE; HIV / AIDS; Traffic Awareness & literacy Programme.
- b. Write a report on the programme.

Course Outcome

- The students will be acquainted with the concept of social awareness, social backwardness & social advancement.
- Students will know how to plan & execute social awareness programme.
- The students will understand the relationship among IQ, EQ & Social awareness.
- The students will understand how to organize & participate in a social awareness programme.
- The students will understand how to write a report on the social awareness programme.

References:

- Ahuja, R (****) Social Problems in India, Rawat Publication, Jaipur.
- Bernard, L.L., (*****) An Introduction to Social Psychology.
- Mahapatra, A.K (*****) Bishoy Samajtatwa, Indian Book Concern, Kolkata.
- Selman, R.L (****) The Promotion of Social Awareness.

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EDUCATION HONOURS & HONOURS WITH RESEARCH

STRUCTURE OF 4 YEAR UNDERGRADUATE PROGRAMME

SEMESTER II

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)

Major/ DS -2 Course	Educational Psychology (DS- 2)	5	100	4 credit	-	1 credit
Minor Any allied subject other than Education	(MA-2)	5	100	4 credit	-	1 credit
	(MB-2)	5	100	4 credit	-	1 credit
Multidisciplinary Course (MDC)	(MD-2)	3	50	50	-	-
Ability Enhancement Course (AEC)	Compulsory English or MIL (Bengali, Hindi, Urdu) / Alternative English (AE-2)	3	50	50	-	-
Skill Enhancement Course (SEC)	SE-2	3	50	50	-	-
Value Addition Course (VAC)	(VA-2)	3	50	50	-	-
Total Marks		27	500	350		150

SEMESTER- II
Major/DS -2

COURSE: EDUCATIONAL PSYCHOLOGY (EDUDSC202T)

Full Marks: 100

Credit: 5

Course Objectives:

- Introduce students to the field of psychology and its relevance to education.
- Understand the nature & scope of educational psychology.
- Explore the relationship between education and psychology
- To understand Neuro-physiological bases of human behaviour.
- To understand the Structure & functions of Human brain.
- To know the concept of endocrinal glands, sensation & perception
- Examine the concepts of growth and development and their significance in educational psychology.
- Identify the principles that underlie human development.
- Study the stages of physical, cognitive, moral, psycho-social, personality development and recognize the characteristics of each development.
- Explore concept of Intelligence & different theories of Intelligence.
- To understand the concept of Creativity & to know the characteristics of a creative person.
- To understand the relation between Creativity & Intelligence
- Introduce the concept of learning and its importance in education.
- Identify the factors associated with learning and their impact on educational outcomes.
- Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, and insightful learning.

Course Content

Unit –I [Introduction to Educational Psychology]

- a) Concept of Psychology, Nature and Scope of Educational Psychology.
- b) Relation between Education and Psychology

- c) Introduction to Neuro-physiological bases of human behaviour- structure & function of human brain & Neuron, Concept of Synaptic transmission & endocrinal Gland
- d) Concept of Sensation & Perception

Unit –II [Psychology of Human Development & Education]

- a) Human development – concept, principles, types & stages
- b) Cognitive development (Piaget) & its significance in education
- c) Moral development (Kohlberg) & its significance in education
- d) Psycho-social development (Erikson) & its significance in education
- e) Personality- concept, types (Jung, Adler), Personality development by Freud

Unit –III [Intelligence & Creativity]

- a) Intelligence - concept & scope
- b) Theories of Intelligence - Guildford, Gardner, Sternberg
- c) Creativity - concept, scope & characteristics of a creative person.
- d) Inter-relationship among intelligence, creativity and education

Unit –IV [Psychology of Learning]

- a) Learning- concept & scope
- b) Factors influencing learning – attention, maturation, motivation & emotion (concept only)
- c) Theories of learning: Pavlov, Skinner, Bandura & Vygotsky.

Course Outcomes

- Define and explain the concept of psychology and its connection to education.
- Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
- Analyze the neuro- physiological bases of human behaviour.
- To know about structure & function of human brain & neuron, synaptic transmission.
- Explain the concept sensation & perception
- Explain the concepts of growth and development and their significance in education.
- Identify and compare the different types of human development.
- Apply the principles of development to understand the patterns and processes of growth
- Define learning and its significance in educational contexts.
- Identify and evaluate the factors that influence learning outcomes.
- To know about different factors affecting learning process.
- Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.

Recommended Books

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chakraborty, P.K. (2008) Siksha Monovigyaner Rooprekha, K Chakraborty Publication.

- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996). Educational Psychology and Experriments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Roy, S, Shiksha Monovidya, Soma Book Agency, Kolkata.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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SEMESTER II

Education as a Minor Discipline 2 (MA-2/ MB-2)

PSYCHOLOGICAL FOUNDATION OF EDUCATION (EDUMIN202T)

CREDIT: 5

FULL MARKS: 100

Course Objectives

- To know the relationship between Psychology & Education.
- To know the nature, concept & significance of Educational Psychology.
- To know the concept, principles, types & stages of human development.
- To know the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- To know the concept, nature & determinants of Attention.
- To know the concept & process of memorization.
- To know the causes of forgetting.
- To know the concept, characteristics & types of personality.
- To know the Freudian theory of personality.

Course Content

Unit - 1 [Introduction to Educational Psychology]

- a. Relationship between Psychology & Education.
- b. Educational Psychology – concept & nature, Significance of Educational Psychology.

Unit - 2 [Psychology of Human Development & Education]

- a. Human Development – concept, principles, types & stages.
- b. Concept of Physical, Motor, Cognitive, Moral development & its significance in Education.

Unit - 3 [Attention & Memory]

- a. Concept, Nature & determinants of Attention.
- b. Concept and process of memorization, causes of forgetting.

Unit - 4 [Personality & Education]

- a. Personality – concept, characteristics, types.
- b. Psychoanalytic Theory by Freud.

Course Outcome

- The students were able to know the relationship between Psychology & Education.
- The students were able to know the nature, concept & significance of Educational Psychology.
- The students were able to know the concept, principles, types & stages of human development.
- Familiarize the students with the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- The students were able to know the concept, nature & determinants of Attention.
- Identify the concept & process of memorization.
- Examine the causes of forgetting.
- Understand the concept, characteristics & types of personality.
- The students will be able to explore the Freudian theory of personality.

Recommended Books

- Woolfolk, A, Mishra, G & Jha, A.K.(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sharma, Y.K.(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al.(2017): Pathdan o Sikhner Monastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N(2017): Siksha Monobidyar Ruprekha, Kolkata: ShreeDhar Prokashani.
- Fernnandes, M.M. (2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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SEMESTER II

EDUCATION AS AN SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-II

(SE-2) (EDUHSE202M)

COURSE: DEVELOPMENT OF OBSERVATIONAL SKILL

Credit: 3

Full Marks: 50

Course Objectives

- To know the concept of observation, classification of Observation 7 its advantages and disadvantages.
- How to plan & execute observational skills.
- How to record & interpret observed data.

Unit: 1 Observation- Basic Concept

- a. Meaning, nature & characteristics of Observation.
- b. Classification of Observation, Advantages & Disadvantages of Observation.

Unit: 2 Planning of Observational Skills

- a. Planning & Execution of observation.
- b. Recording (Photographs with Geo-tags) & Interpretation of observed data.

Unit: 3 Developing Observational Skills

- a. Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- b. Write a report on the visit.

Course Outcome

- The students will be able to know the concept of observation, classification of Observation & its advantages and disadvantages.
- The students will be able to know how to plan & execute observational skills.
- The students will be able to know how to record & interpret observed data.

References

Draft Syllabus for 4 Year Undergraduate Programme

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER – I OR II OR III

MD-1(EDUHMD101T) (EDUGMD101T) / MD-2 (EDUHMD202T) (EDUGMD202T) / MD-3 (EDUHMD303T) (EDUGMD303T)

COURSE: INTRODUCTION TO EDUCATION

Full Marks: 50

Credit: 3

Course Objectives

- Understand the meaning, nature & scope of Education.
- Examine the aims of Education from individualistic & socialistic perspectives.
- Identify the factors that influence the field of Education.
- Differentiate among formal, informal & non-formal forms of Education.
- Explore the concept of Open Education, its characteristics & importance.
- Explore the concept of Distance Education, its characteristics & importance.
- Recognize the meaning & characteristics of child-centric education.
- Understand the meaning of curriculum & principles of curriculum construction.
- Define co-curricular activities & its importance in Education.

Unit: 1 Concept of Education

- a. Concept, nature & scope of Education
- b. Aims of Education – Individualistic & Socialistic aims of Education
- c. Factors of Educations & inter-relationship among the factors.

Unit: 2 Forms of Education

- a. Formal, Informal & Non-formal - Concept, characteristics & importance.
- b. Open Education – Concept, Characteristics & importance.
- c. Distance Education - Concept, Characteristics & importance.

Unit: 3 Factors of Education

- a. Child –centric education – Meaning & Characteristics.
- b. Curriculum – Meaning & Principles of curriculum construction.
- c. Co-curricular activities – Concept & its importance in Education.

Course outcome

- Demonstrate a clear understanding of meaning, nature & scope of Education.
- Analyze the aims of education from both individualistic & socialistic perspectives.
- Evaluate the functions that shape the field of education.

- Recognize the different forms of education i.e., formal, informal & non-formal forms of Education.
- Develop the concept of Open Education, its characteristics & importance.
- Develop the concept of Distance Education, its characteristics & importance.
- Develop curriculum construction skills based on established principles.
- Recognize the co-curricular activities & its importance in Education.
- Implement child –centric education to promote holistic development.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshantik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors

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DRAFT SYLLABUS FOR 3-YEAR MULTIDISCIPLINARY UG PROGRAMME

SEMESTER I

Education as a Minor Discipline 1 (MA-1/ MB-1/ MC-1)

COURSE: PHILOSOPHICAL FOUNDATION OF EDUCATION

(EDUCOR101T)

Full Marks: 100

Credit: 5

Course Objectives

- Understand the meaning, nature, and scope of education.
- Identify the functions and factors that influence the field of education.
- Examine the aims of education from individualistic and socialistic perspectives.
- Define the concept of curriculum and its significance in education.
- Differentiate between different types of curriculum and their applications.
- Understand the principles involved in curriculum construction.
- Recognize the importance of co-curricular activities in enhancing overall education.
- Explore child-centric education, its characteristics, and its aims in modern education.
- Analyze the significance of play and play-way methods in education, including various approaches.
- Understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents

Unit –I [Concept & scope of education]

- c. Education: Concept (Narrow & Broader), Nature and Scope of Education
- d. Factors of Education

Unit –II [Forms & Aims of Education] / [Curriculum & Education]

- c. Difference between different forms of Education - Informal, Formal, Non-formal
- d. Aims of Education - Individual, Socialistic & Democratic aim

Unit –III [Values & Education]

- c. Value- Concept, characteristics, types of values
- d. Relation between values & education, Importance of values in Education

Unit- IV [Great Educators]

- c. Rabindranath Tagore
- d. Friedrich Wilhelm August Froebel

Course Outcome:

- Demonstrate a clear understanding of the meaning, nature, and scope of education.
- Evaluate the functions and factors that shape the field of education.
- Critically analyze the aims of education from both individualistic and socialistic perspectives.
- Apply the concept of curriculum to design effective educational programs.
- Justify appropriate nature of curriculum for specific educational contexts.
- Develop concept of curriculum & its principles of construction skills.
- Recognize the value and integration of co-curricular activities in educational institution

- Implement child-centric education principles to promote holistic development.
- Apply play and play-way methods in educational setup.
- Promote a balanced approach towards the contribution of the Great educators.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshanik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors.
- Purakait, B.R. (2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Kolkata: Aaheli Publishers.

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SEMESTER II

Education as a Minor Discipline 2 (MA-2/ MB-2/ MC-2)

COURSE: PSYCHOLOGICAL FOUNDATION OF EDUCATION

(EDUCOR202T)

FULL MARKS: 100

CREDIT: 5

Course Objectives

- To know the relationship between Psychology & Education.
- To know the nature, concept & significance of Educational Psychology.
- To know the concept, principles, types & stages of human development.
- To know the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.

- To know the concept, nature & determinants of Attention.
- To know the concept & process of memorization.
- To know the causes of forgetting.
- To know the concept, characteristics & types of personality.
- To know the Freudian theory of personality.

Course Content

Unit - 1 [Introduction to Educational Psychology]

- a. Relationship between Psychology & Education.
- b. Educational Psychology – concept & nature, Significance of Educational Psychology.

Unit - 2 [Psychology of Human Development & Education]

- a. Human Development – concept, principles, types & stages.
- b. Concept of Physical, Motor, Cognitive, Moral development & its significance in Education.

Unit - 3 [Attention & Memory]

- a. Concept, Nature & determinants of Attention.
- b. Concept and process of memorization, causes of forgetting.

Unit - 4 [Personality & Education]

- a. Personality – concept, characteristics, types.
- b. Psychoanalytic Theory by Freud.

Course Outcome

- The students were able to know the relationship between Psychology & Education.
- The students were able to know the nature, concept & significance of Educational Psychology.
- The students were able to know the concept, principles, types & stages of human development.
- Familiarize the students with the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- The students were able to know the concept, nature & determinants of Attention.
- Identify the concept & process of memorization.
- Examine the causes of forgetting.
- Understand the concept, characteristics & types of personality.
- The students will be able to explore the Freudian theory of personality.

Recommended Books

- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.

- Sharma, Y.K.(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al.(2017): Pathdan o Sikhaneer Monastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N(2017): Siksha Monobidyar Ruprekha, Kolkata: ShreeDhar Prokashani.
- Fernnandes, M.M. (2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapanni, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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**EDUCATION HONOURS & HONOURS WITH RESEARCH
STRUCTURE OF 4 YEAR UNDERGRADUATE PROGRAMME
SEMESTER – III**

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial (TU)	Internal (50)
Major/ DS -3 Course	Pedagogy (EDCDSC303T)	5	100	4 credit	-	1 credit
(EDCDSC404T) Minor Any allied subject other than Education	MA-3	5	100	4 credit	-	1 credit
	(MB-3) [From any discipline other than Education]	5	100	4 credit	-	1 credit
Multidisciplin ary Course (MDC)	(MD-3)	3	50	50	-	-

Ability Enhancement Course (AEC)	Compulsory English or MIL (Bengali, Hindi, Urdu) / Alternative English (AE-3)	3	50	50	-	-
Skill Enhancement Course (SEC)	SE-3	3	50	50	-	-
Total Marks		24	450	300		150

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER - III

Major/DS-3

COURSE: PEDAGOGY [EDUDSC303T]

Full Marks: 100

Credit: 5

Course Objectives

- To realize Pedagogy as a Discipline.
- To understand the concept of Pedagogy & its different perspectives.
- To develop an understanding of Philosophical, Sociological & Psychological bases of Pedagogy.
- To understand the relationship between teaching & learning.
- To be acquainted with contemporary issues of pedagogy & its application.

Course Content

Unit 1 Introduction to Pedagogy

- a. Pedagogy – Concept, scope. Relationship between learning & teaching

- b. Bases of Pedagogy- Philosophical, Sociological & Psychological.
- c. Pedagogy Vs Andragogy

Unit 2 Pedagogy as a science of teaching

- a. Teaching- concept, scope, principles & function
- b. Teaching as a process- Input, Process & Output.
- c. Levels of Teaching- autonomous, memory, understanding & reflective.

Unit 3 Pedagogy of Teaching- learning

- a. Models of Pedagogy – Associative (Merrill) & Situative (Mwanza)
- b. Teaching- learning of Creativity & Discovery
- c. Teaching- learning of Psychomotor Skills.

Unit 4 Application of Pedagogy in Classroom

- a. Teaching- learning of Principles & Concepts
- b. Teaching- learning of Problem solving
- c. Teaching- learning of Knowledge construction.

Course Outcome

The students will be able to understand the-

- The concept Pedagogy as a Discipline.
- The concept of Pedagogy & its different perspectives.
- Philosophical, Sociological & Psychological bases of Pedagogy.
- Relationship between teaching & learning.
- To be acquainted with contemporary issues of pedagogy & its application

SEMESTER III

Education as a Minor Discipline 3 (MA-3/ MB-3/ MC-3)

COURSE: SOCIOLOGICAL FOUNDATION OF EDUCATION

EDUCOR303T/ EDUMIN303T

Course Objectives

- To know the relationship between Sociology & Education.
- To know the nature, concept & significance of Educational Sociology.
- To know the concept, nature, types Social group & its significance in Education.
- To know the concept, nature, types Social change & its significance in Education.
- To know the concept, nature & types of Social agency.
- To know the role of family & school as a social agency of Education.
- To know the causes of Population Explosion, & Poverty.
- To know the role of Education in the eradication of Poverty & Population Explosion

Course Content

Unit - 1 [Introduction to Educational Sociology]

- a. Concept & nature of Sociology
- b. Educational Sociology – concept & Scope, Relation between education & Sociology.

Unit - 2 Socialization

- a. Social group-Concept, Characteristics, Types of Social Groups (Primary & Secondary)
Educational significance of social groups.
- b. Social Change- Concept, characteristics, Types of social change (Linear & Cyclic), Role of Education in social Change.

Unit - 3 Social Agency & Education

- a. Social agency-Concept, Nature & Types (Formal & Informal-characteristics and educational importance)
- b. Role of family & school as social agency of Education

Unit - 4 Emerging Social Issues in India

- a. Population Explosion-concept, causes, role of education in population control
- b. Poverty- concept, causes, role of education in Poverty Erradication

Course Outcome

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

- The relationship between Sociology & Education.
- The nature, concept & significance of Educational Sociology.
- The concept, nature, types Social group & its significance in Education.
- The concept, nature, types Social change & its significance in Education.
- The concept, nature & types of Social agency.
- The role of family & school as a social agency of Education.
- The causes of Population Explosion, & Poverty.
- The role of Education in the eradication of Poverty & Population Explosion

Recommended Books

- Ahuja,R (****)Social Problems in India, Rawat Publication, Jaipur.
- Bhattacharyya, D (*****) Siksha O Samajtatwa, Pearson, New Delhi.
- Borwn, F.G (*****) Educational Sociology, Prentice Hall Inc.
- Chakrborty,J.C (*****) Educational Sociology, Publishers Distributers, New Delhi.
- Chattoraj, S (2011) Sikshamukhi Samaj Vigyan, Central Library, Kolkata.

SEMESTER-III

SKILL ENHANCEMENT COURSE -3

EDUHSE303M (SE-3) Honours Students

SE-1 (General Stream Students)

EDUGSE301M (For 3 Year Multidisciplinary Course)

COURSE: SKILL DEVELOPMENT FOR SOCIAL AWARENESS

Credit: 3

Full Marks: 50

Course Objectives

- To familiarize the students with the concept of social awareness.
- To create social awareness among students.
- To know the relationship among I.Q, E.Q & Social awareness
- To prepare a report on a social awareness programme.

Course Content

Unit: 1 Social Awareness- Basic Concept

- c. Meaning & Nature of Social Awareness, Social Backwardness & Social Advancement.
- d. Need for development of Social Awareness, Types of Social Awareness Programme.

Unit: 2 Planning of Social Awareness Programme

- c. Planning & Execution of a Social Awareness Programme.
- d. Relationship among I.Q, E.Q & social awareness.

Unit: 3 Skill development in Social awareness

- c. Organisation & Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective College. (Child labour & Abuse; RTE; HIV / AIDS; Traffic Awareness & literacy Programme.
- d. Write a report on the programme.

Course Outcome

After completion of the course the students will be able to

- Know the concept of social awareness.
- Create social awareness among larger society.
- Understand the relationship among I.Q, E.Q & Social awareness
- Prepare a report on a social awareness programme.

References:

- Ahuja, R (****) Social Problems in India, Rawat Publication, Jaipur.
- Bernard, L.L., (*****) An Introduction to Social Psychology.
- Mahapatra, A.K (*****) Bishoy Samajtatwa, Indian Book Concern, Kolkata.
- Selman, R.L (****) The Promotion of Social Awareness.

SEMESTER – IV

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS-4 Course	Educational Sociology (EDUDSC404T)	5	100	4 credit	-	1 credit
Major/ DS-5 Course	Educational Management (EDUDSC405T)	5	100	4 credit	-	1 credit
	Basics of Educational	5	100	4 credit	-	1 credit

Major/ DS-6 Course	Research & Evaluation (EDUDSC406T)					
Major/ DS-7 Course	Statistics in Education & Statistics Practical (EDUDSC407M)	5	100	50marks 3 Credit	50 Marks Practical + Internal (2 credit)	
Total Marks		20	400	350		150

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER - IV

Major/DS-4

COURSE: EDUCATIONAL SOCIOLOGY (EDUDSC404T)

Full Marks: 100

Credit: 5

Course Objectives

- To realize Sociology as a Discipline.
- To understand the concept of Sociology & its different perspectives.
- To understand the Meaning and Nature of Educational Sociology.
- To explain the relationship between Sociology and Education.
- To discuss Education as a social process.

- To explain Education and Socialization.
- To acquaint with the concept of culture and its relationship with Education.
- To understand about National Integration & International Understanding.
- To get an idea of social development and role of education.
- To connect with some Social issues in education.

Course Content

Unit 1: Introduction to Educational Sociology

- Educational Sociology – Concept, Scope
- Relationship between Education and Sociology. Educational Sociology & Sociology of Education.
- Education as a Social process – Social System, Socialization, Social Groups (Primary, Secondary, Tertiary), Social Mobility.

Unit 2: Culture and Education

- Culture – Concept, Interrelationship between Education and Culture, Importance of Folk Culture in Education.
- The concept of ‘Unity in Diversity’, Cultural Lag, Cultural Conflict, Acculturation.
- National Integration, International Understanding.

Unit 3: Education and Social Development

- Social Development in India — Sanskritisation, Modernization, Globalization.
- Education for Sustainable Development — Concept, Need, Report of the Brundtland Commission.

Unit 4: Social Issues and Education

- Education for Poverty Eradication.
- Inclusive Education.
- Child Rights and Abuses.

Course Outcome

The students will be able to understand the —

- Meaning of Sociology and its different perspectives related to Education.

- The relationship between Education and Sociology.
- The concept of culture and its relationship with Education.
- The concept of National Integration & International Understanding.
- Idea of Social Development and Role of Education.
- Connection with some Social Issues in Education.

Recommended Books

- Aggarwal, J. C. (2008), Education for Values, Environment and Human Rights, Shipra Publication, New Delhi.
- Ahuja, R. Social Problems in India; Rawat Publication; Jaipur.
- Banerjee, A Foundation of Educational Sociology, B. B. Kundu Grandsons', Kolkata.
- Chakraborty, J. C. Educational Sociology, Publishers Distributors, New Delhi.
- Bhattacharjee, D - Siksha O Samajtatwa, Pearson, New Delhi.
- Chatterjee, S. (2011), Sikshamukhi Samaj Vigyan, Central Library, Kolkata.
- Tarafdar, M. Sikhsa Shrayee Samaj Bigjan; K. Chakraborty Publication, Kolkata.

Major/DS-5

COURSE: EDUCATIONAL MANAGEMENT (EDUDSC405T)

5 credits

Full Marks – 100

Course Objectives:

- To understand the concept, nature and types of educational management.
- To understand the concept, scope, characteristics and significance of leadership in educational management.
- To familiarize the students with the agencies of educational management in India

- To understand the nature of planning, resource management in education and Management Information System (MIS).

Course Content

Unit:1 Educational Management

- a. Educational management – concept, nature, need and scope
- b. Types of educational management – centralized, decentralized, authoritarian, democratic, dynamic and laissez faire
- c. Supervision and inspection – concept, scope, difference between supervision and inspection

Unit 2 Leadership and management

- a. Leadership in management – concept, scope, significance, characteristics of an effective leader in education
- b. Total Quality Management in Education (TQP)- Concept & Importance

Unit 3 Agencies of educational management

- a. Ministry of Education (Formerly MHRD)- concept & functions
- b. Agencies of Education (Centre and State) – UGC, NAAC, NCERT, SCERT, WBSCHE

Unit 4 Planning and Management

- a. Planning – concept, need & Strategies in Educational Planning.
- b. Resource management in educational institutions – concept and aspects of resource management
- c. Management Information System (MIS)- concept & need

Course Outcome

On completion of this course, students will be able to:

- Explain the concept, nature, scope, types of educational management and its need in our life.
- Have an idea about the nature, scope and significance of leadership in management.

- Have an idea about the characteristics of an effective leader in education and the concept of total quality in educational management.
- Have an idea about the agencies of educational management in India
- Have an idea about planning, resource management in education and Management Information System

Selected References:

- Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapana O Parikalpana, K. *Chakraborty Publications*.kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, *NewCentral Book Agency*, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, *Pravati Libray*, Dhaka.
- Roy Sushil, (2009), Sikshan O SikshaPrasanga, *Soma Book Agency*, Kolkata

Major/DS-6

COURSE: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION
(EDUDSC406T)

5 credits

Full Marks – 100

Course Objectives:

- To understand the preliminary concepts of research in education.
- To familiarize the students with the definitions of different terms used in educational

research.

- To understand the concepts of sampling and hypothesis.
- To have an idea about evaluation, measurement and the scales of measurement in education.
- To have an idea about types of test, criteria of a good test.
- To have an idea about the concepts of reliability and validity of a test.

Course Content

Unit: 1 Preliminary concepts on research methodology (20L)

- a. Research – concept, nature, need for educational research
- b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)
- c. Research related terminologies – data, population, sample, variable (dependent, independent, intermittent)

Unit: 2 Sampling and hypothesis (15L)

- a. Sampling – meaning, nature
- b. Types of sampling – Probability & Non- Probability [Simple Random, Systematic, Stratified, Cluster (PS) & Convenience/ Purposive, Snow ball, Quota, Judgment (NPS)]
- c. Research hypothesis – meaning, nature, types [Simple, null, alternative]

Unit 3 Evaluation and Measurement (15L)

- a. Evaluation – concept, scope, principles and importance
- b. Measurement – nature, characteristics, difference between evaluation and measurement
- c. Scales of measurement [Nominal, Ordinal, Ratio, Interval]

Unit 4 Standardization of a test (20L)

- a. Test – educational and psychological (concept, classification), criteria of a good test
- b. Reliability – concept, characteristics, causes of low reliability, determination of reliability (various types)
- c. Validity – concept, causes of low validity, types, determination of validity

Course Outcome

On completion of this course, students will be able to:

- Explain the concept and types of research and define research related terminologies.
- Define sampling and research hypothesis; explain the different types of sampling.
- Explain the concepts of evaluation and measurement in education.
- Explain the different scales of measurement.
- Define test and explain the different types of tests.
- Explain the concepts of reliability and validity.

References

- Ahmed, A.A.A. (2012); *Sikshay Gabeshana Paddhati*, Pravati Library, Dhaka.
- Best & Khan (2010); *Research in Education*, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); *SikshayParimap O Mulyan*, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); *Samajik Gabeshana O Prakriya*, Arambag Book House, Kolkata.
- Dhali, S. (2009), *SikshayParimap O Mullayan*, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), *SikshaMullayan O Nirdesana*, *Banglaacademy, Dhaka*.
- Kaul, L. (2012); *Methodology of Educational Research*, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); *Research Methodology in Behavioural Sciences*, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); *Research Methodology And Statistical Technique*, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); *Research Methodology And Statistics in Education*, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), *Statistical Methods (Vol.II)*, *Tata McGraw Hill Education Private Limited*, New Delhi.
- Garrett, H.E. (1981), *Statistics in Psychology & Education*, *VakilsFefferandSimonsLtd*, Mumbai.
- Guilford, J.P. (1954). *Psychometric Methods*, *Tata McGraw Hill Education Private Limited*, New Delhi.
- Mangal, S.K. (2008); *Statistics In Education & Psychology*, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), *Research Methodology & Statistics*, *GranthaKutir*, Dhaka.
- Roy, Sushil. (2005), *Mullayan: Niti O Kousal*, *SomaBookAgency*, Kolkata.

- S. Kaberi, (2012), Statistics In Education & Psychology, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); Statistics In Education & Psychology, Sterling Publishers Pvt Ltd. New Delhi.

Major/DS-7
COURSE: STATISTICS IN EDUCATION & STATISTICS PRACTICAL
(EDUDSC407M)

3 credits

Full Marks – 50

Course Objectives

- To develop the basic concept of Statistics
- To organize and tabulate data
- To learn about descriptive statistics
- To develop the concept of calculation of Inferential Statistics

Course Content

Unit 1: Statistics- Basic Concept

- Statistics- Concept, scope, uses of statistics in Education & Psychology.
- Organisation of Data [Frequency distribution table] (score, tally, frequency, class boundary).
- Graphical representation of data- Frequency Polygon, histogram, Pie chart, Ogive (drawing & uses)

Unit 2: Descriptive Statistics

- Measures of Central tendency- concept, properties, uses, calculation.
- Measures of Variability – concept, types, uses, calculation of SD & QD.
- Normal Probability Curve – concept, characteristics, uses, skewness & kurtosis (calculation).

Unit 3: Inferential Statistics

- PP, PR – concept, calculation, uses.

- b. Correlation- concept, types, significance.
- c. Rank difference & Product moment (calculation)

Course Outcome

- Develop the basic concept of Statistics
- Organize and tabulate data
- Learn about descriptive statistics
- Will know the calculation of Inferential Statistics

References

STATISTICS PRACTICAL

Unit 1: Data Collection

- a. Introduction to Data: Definition, Types, Uses [Lab Note Book]
- b. **Collection of Data:** To collect data of two set of Achievement Test from respective neighbourhood institutions (sample size 50 each)

Unit 2: Data analysis by Excel/ software & manual both

- a. Determination of Central Tendency & Variability (Range. SD. QD). [both]
- b. Graphical Representation of data: Frequency Polygon (manual calculation)
- c. Comparison between two sets of data: Rank difference method or Product moment method (software calculation).

The report of Statistics practical should be based on the following steps-

- Title
- Objectives
- Description of data
- Tabulation of data
- Calculation & analysis
- Discussion
- Inference

Course Outcome

- Know about data Collection
- Explore the method of data Analyses by any excel/ software and manual both
- Gather experience about statistical report writing

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Education as a Minor Discipline 4

(MA-4/MB-4/MC-4)

COURSE: EVALUATION IN EDUCATION (EDCM IN404T)

Credit: 5

Full Marks: 100

Course Objectives

- To know about the meaning, principles, types and importance of evaluation in education.
- To get acquainted about the advantages and disadvantages of tools and techniques of evaluation in education.
- To know about the meaning, types and characteristics of educational and psychological test.
- To develop a concept about the meaning and utility of statistics, calculation of central tendency and variability of a distribution.

Course Content

Unit 1: Evaluation

- a. Concept, principles and importance of evaluation.
- b. Comparison between evaluation and measurement.

Unit 2: Tools and Techniques of Evaluation

- a. Scales of Measurement
- b. Tools of evaluation – Questionnaire, Interview, Observation & CRC (characteristics, advantages and disadvantages).

Unit 3: Educational Test

- a. Educational test – concept, types & characteristics of a good test.
- b. Difference between educational & psychological tests.

Unit 4: Statistics

- a. Statistics – concepts, utility, score, tabulation
- b. Measures of central tendency – concept, properties, uses, calculation.
- c. Measure of variability – concept, types (concept), uses, calculation of SD.

Course Outcome

- The students will be able to understand the —
- The meaning, principles, types and importance of evaluation in education.
- Advantages and disadvantages of tools and techniques of evaluation.
- The meaning, types and characteristics of educational and psychological test.
- The meaning and utility of statistics.

References

- Chakraborty, A. (2014); Sikshay Parimap O Mullayan, Classic Books, Kolkata.
- Dhali, S. (2009), Sikshay Parimap O Mullayan, Pravati Library, Dhaka.
- Pal, D. (2015); Research Methodology and Statistical Techniques.
- Das, N. G. (2011); Statistical Methods (Vol. II), Tata McGraw Hill Education Private Limited, New Delhi.

SKILL ENHANCEMENT COURSE -3**SE-2 (General Stream Students)****EDUGSE402M (For 3 Year Multidisciplinary Course)****DEVELOPMENT OF OBSERVATIONAL SKILL****Credit: 3****Full marks: 50****Course Objectives**

- To develop the concept of Observation.

- To know about the classification of Observation.
- To know the procedure of planning & execution of Observational skills.
- To develop Observational skills by writing a report.

Course content

Unit: 1 Observation- Basic Concept

- c. Meaning, nature & characteristics of Observation.
- d. Classification of Observation, Advantages & Disadvantages of Observation.

Unit: 2 Planning of Observational Skills

- c. Planning & Execution of observation.
- d. Recording (Photographs with Geo-tags) & Interpretation of observed data.

Unit: 3 Developing Observational Skills

- c. Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- d. Write a report on the visit.

Course Outcome

After completing the skill enhancement course the students will be able to understand

- The concept of Observation.
- The classification of Observation.
- The procedure of planning & execution of Observational skills.
- How to develop Observational skills by writing a report.

References

SEMESTER – V

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS - 8 Course	Guidance & Counselling (EDCDSC508T)	5	100	4 credit	-	1 credit
Major/ DS - 9 Course	Education in Pre-Independence India (EDCDSC509T)	5	100	4 credit	-	1 credit
Major/ DS - 10 Course	Education in Post-Independence India (EDCDSC510T)	5	100	4 credit	-	1 credit
Major/ DS - 11 Course	Contemporary Issues Field Tour & Report Writing (EDCDSC511M)	5	100	3 credit 50marks	50 Marks Practical + Internal (2 credit)	
Total Marks		20	400	350	150	

Major/ DS- 08

COURSE: GUIDANCE AND COUNSELLING (EDUDSC508T)

5 credits

Full Marks – 100

Course Objectives:

- To understand the preliminary concept of guidance.
- To understand the preliminary concept of counseling.
- To have an idea about the nature of adjustment and maladjustment.
- To have an idea about mental disorder.
- To have an idea about the need of data and testing in guidance and counseling.

Course Content

Unit 1 Guidance – basic concept

- Guidance – concept, scope, need / Importance
- Different types of guidance – educational, vocational and personal (meaning, characteristics, purpose and functions)

Unit 2 Counseling – basic concept

- Counseling – meaning, nature, scope, Importance & types (directive, non-directive, eclectic, individual and group counseling) - meaning, characteristics, purpose & functions).
- A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic.
- Difference between Guidance, Counselling & Teaching

Unit 3 Adjustment and Maladjustment

- Concept of adjustment – definition, scope, need for adjustment.
- Criteria of good adjustment. Concept of maladjustment – types, problem behavior in adolescent stage.
- Mental disorder -schizophrenia and paranoia(Probable Causes, Symptoms & Treatment)

Unit 4 Testing and Diagnosis

- Primary data necessary for guidance
- Psychological testing – personality (TAT), intelligence (Stanford Binet scale, 1937), creativity (Torrance).

Course Outcome

- Will develop the basic concept of Guidance and Counselling.
- Will understand the concepts of adjustment and maladjustment.
- Will understand the types of mal-adjustive behavior in adolescents.
- Will have an idea about mental disorder.
- Will have an idea about the need of data and testing in guidance and counseling.

Major | DS-9

COURSE: EDUCATION IN PRE-INDEPENDENCE INDIA (EDC DSC509T)

Credit: 5

Full Marks: 100

Course Objectives

- To develop an idea of Education in Ancient and Medieval India.
- To know about the Education under East India Company.
- To perceive the development of Education under British Rule.
- To develop a concept of Education from 1917-1947.

Course Content

Unit: 1 Development of Education in Ancient and Medieval India.

Salient features of Brahmanic, Buddhistic and Islamic Education w.r.t.

- a. Aims of Education.
- b. Curriculum and Method of Teaching.
- c. Centres of Learning: Nabadwip, Nalanda, Agra.

Unit 2: Development of Education under East India Company

- a. Charter Act of 1813.

- b. Macauley Minute.
- c. Bengal Renaissance – Nature, Characteristics.
- d. Contribution of Rammohan, Derozio, Vidyasagar.

Unit 3: Development of Education under British Rule

- a. Wood’s Despatch (1854)
- b. Hunter Commission (1882-83)
- c. Curzon’s Policy (1902)

Unit 4: Development of Education from 1917-1947

- a. Calcutta University Commission (1917-1919)
- b. Basic Education Policy.

Course Outcome

The students will be able to understand the —

- Scenario of education in Ancient and Medieval India.
- Position of Education under East India Company.
- The development of Education under British Rule.
- Concept of Education from 1917-1947.

Major | DS-10

COURSE: EDUCATION IN POST-INDEPENDENCE INDIA (EDCDSC510T)

Credit: 5

Full Marks: 100

Course Objectives

- To understand about the development of Education from 1947-1953.
- To develop a concept of Education from 1964-1968.
- To know about the Education from 1986-1992.

- To learn about the development of Education from 1993 onwards.

Course Content

Unit 1: Development of Education from 1947-1953

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53)

Unit 2: Development of Education from 1964-1968)

- a. Indian Education Commission (1964-66)
- b. National Policy on Education, 1968.

Unit 3: Development of Education from 1986-1992

- a. National Policy on Education, 1986.
- b. Programme of Action, 1992.

Unit 4: Development of Education from 1993 onwards.

- a. Sarva Shiksha Mission.
- b. Right to Education Act 2009.

Course Outcome

The students will be able to understand the

- Development of Education from 1947-1953
- Concept of Education from 1964-1968
- System and Position of Education from 1986-1992.
- The development of Education from 1993 onwards.

Major | DS-11

COURSE: CONTEMPORARY ISSUES (EDCDSC511T)

Credit: 5

Full Marks: 50

Course Objectives

To explore the Traditional Issues, Social Issues and Educational Issues of Indian Educational System.

Course Content

Unit 1: Traditional Issues

- a. Language Issues
- b. Vocational & Technical Education

Unit 2: Social Issues

- a. Education of Disadvantaged sections.
- b. Adult and Non-formal Education.

Unit 3: Educational Issues

- a. Equality of Educational Opportunities.
- b. National Curriculum Framework for School Education 2023

Course Outcome

The students will be able to understand the

- Traditional Issues, Social Issues and Educational Issues of Indian Educational System.

Recommended Books

- Aggarwal, J. C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi.
- Banerjee J. P. (2010); Bharatiya Siksha Itihas, Central Library, Kolkata.
- Chaube, S. (2010); History and Problems of Indian Education, Agarwal Publication, Agra.
- Chauhan, C. P. S. (2010); Modern Indian Education: Policies, Progress and Problems, Kanishka Publishers, New Delhi.
- Ghosh, R. (2012); Adhunik Bharater Siksha Vikash, Soma Book Agency, Kolkata.

- Gupta, A. (2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G. D. & Sharma, P. (2010); Adhunik Bharatiya Sikshar Vikash, Banerjee Publishers, Kolkata.
- Halder, K & Nath, G. (2014); Bharatiya Sikshar Samprotik Bishoy, K. Chakraborty Publications, Kolkata.

FIELD TOUR AND REPORT WRITING

Credit: 3

Full Marks: 30

Course Objectives

- To gather experience regarding places of Philosophical, Psychological & Historical Importance.
- To learn about proper planning, execution of journey and report writing.
- To be able to link learning with experience.

Course Content

Any one place from the list has to be visited

Philosophical Importance

1. Shantiniketan (Philosophy of Tagore)
2. Belur & Narendrapur (Philosophy of Vivekananda)
3. Gandhidham in Gujrat (Philosophy of Gandhiji)

Psychological Importance

1. Central Institute of Psychiatry, Ranchi
2. Pavlov Mental Hospital
3. NIMH (National Institute of Mentally Handicapped) & NIHH (National Institute of Hearing Handicapped) in Bon-Hooghly, and IICP (Indian Institute of Cerebral Palsy) in Taratala.
4. Any Special School within West Bengal.

Historical Importance

1. Nalanda in Rajgir
2. AMU (Aligarh Muslim University) in U.P.

3. BHU (Benaras Hindu University) in U.P.
4. Asiatic Society and National Library in Kolkata.
5. Gour in Malda
6. Jorasanko in Kolkata
7. Birsingha in Midnapor.
8. Serampore and Bandel for Missionary Activities.
9. Hazarduary in Murshidabad.

Course Outcome

The students will be able to understand.

- The Philosophical, Psychological & Historical importance of the places.
- The proper planning, execution of journey and report writing.
- The link between their learning with experience.

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MA-5/MB-5/MC-5

COURSE: DEVELOPMENT OF EDUCATION IN INDIA

(EDUCOR505T/EDUMIN505T)

5 Credits

Full Marks-100

Unit 1: Development of Education in Ancient India

- a. Brahmanic Education – aims, curriculum and method of education
- b. Buddhist Education - aims, curriculum and method of education
- c. Islamic Education - aims, curriculum and method of education

Unit 2: Development of Education in British India

- a. Charter Act of 1813
- b. Wood's dispatch
- c. Hunter Commission

Unit 3: Development of Education in Independent India

(Brief Outlines of the recommendations only)

- a) University Education Commission, 1948-49.
- b) Secondary Education Commission, (Mudaliar), 1952-53.
- c) Indian Education Commission, (Kothari), 1964-66.

Unit 4: Development of Educational Policies

- a) National Education policy 1986
- b) SSA/SSM 2002
- c) RTEA 2009

SKILL ENHANCEMENT COURSE 4 (SEC)

(SE 3)Semester V (General Stream Students)

EDCGSE503M (For 3 Year Multidisciplinary Course)

COLLECTION AND ANALYSIS OF STATISTICAL DATA

Credit: 3

Full Marks: 50

Course Objective

- To know the concept of Data.
- To know the preparation of Frequency Distribution Table.
- Calculation of Central Tendency.
- Interpretation of results.

Unit-1. Data Collection

- (a) Introduction to Data- Meaning, Types and Uses of Data.
- (b) Collection of Data (N=50)

Unit- 2. Data Analysis and Interpretation.

- (a) Preparation of Frequency Distribution Table.
- (b) Calculation of Mean, Median, Mode, SD and QD.

(c) Interpretation of Results.

Course Outcome

- The concept of Data.
- The preparation of Frequency Distribution Table.
- Calculate the different measures of Central Tendency.
- Interpretation of results.

References:

1. Chakraborty, A.: Sikshya Parimap O Mulyayan, Classiqe Books, Kolkata.
2. Koul, L.: Methodology of Educational Research, Vikash Pub House New Delhi.
3. Pal, D.: Research Methodology and Statistical Techniques, Rita Boo Agency, Kol.
Roy, Sushil.: Mullayan: Niti O Kousal, Soma Book agency, Kol

SEMESTER – VI

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS - 12 Course	Women Education (EDUDSC612T)	5	100	4 credit	-	1 credit
Major/ DS - 13 Course	Teacher Education (EDUDSC613T)	5	100	4 credit	-	1 credit
Major/ DS - 14 Course	Life Skill Education (EDUDSC614T)	5	100	4 credit	-	1 credit

Major/ DS - 15 Course	Educational Technology & Basic ICT (EDUDSC615M)	5	100	3 credit 50mark	50 Marks Practical + Internal (2 credit)	
Total Marks		20	400	350		150

WOMEN EDUCATION (EDUDSC612T)

**6 credits
Marks – 100**

Full

Unit-1: Introduction to Women Education

- a. Women Education—meaning, nature and scope.
- b. Necessities of women Education.

Unit-2: Historical Development of Women Education in India

- a. Development of Women Education in ancient , mediaeval and British period (from 1600 to 1947)
- b. Development of Women Education in post –independence period: Recommendations of various Commission and Committee for the development of Women Education.

Unit-3: Problems of Women Education in India

- a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.
- b. Role of Teacher in popularizing Women Education.

Unit – 4: Women Rights in India

- a. Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243
- b. Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).

TEACHER EDUCATION (EDUDSC613T)

6 Credit

Full Marks – 100

Unit-1: An Introduction to Teacher Education

- a. Teacher Education-meaning, nature and scope.
- b. Objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.

Unit-2: Teacher and Teaching

- a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.
- b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.

Unit-3: Historical Development of Teacher Education in India

- a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report.
- b. Development of Teacher Education in post –independence period: Recommendations of various Commissions (Radhakrishnan, Kothari, NEP 1986 only) for the development of Teacher Education.

Unit-4: Trends in methodology of teaching Methods of teaching

- a. Teaching models: Advance Organizer Model, Concept Attainment Model
- b. Micro teaching, Simulated teaching.

LIFE SKILL EDUCATION (EDUDSC614T)

6 Credits

Full Marks – 100

Unit-1: An Introduction to Life Skills and Education

- a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).
- b. Life Skill Education—Meaning, nature, characteristics, types & scope.
Necessities of Life-skill Education at present context

Unit-2: Role of the Agencies of Education in Life Skill Education

- a. Role of educational institutes, parents, teachers and the Governments (central and State).
- b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.

Unit-3: Issues in Life Skill Education

- a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.
- b. Preparation of life skill curriculum in school and colleges.

Unit-4: Acts related to Life Skill Education

- a. POCSO (2012)
- b. Domestic Violence Act (2005)

EDUCATIONAL TECHNOLOGY & BASIC ICT (EDUDSC615M)

Credit: 3

Full Marks: 50

Course Objectives

- To know about the concept, nature, scope, limitation & approaches of Educational Technology.
- To know about the concept, components, classification & barriers of Communication.
- To know about the basic class room oriented model of communication.
- To know about the mass instructional techniques & personalized instructional techniques.

Unit 1 Educational Technology

- a. Concept, Nature, scope & limitations of Educational Technology.
- b. Approaches to Educational Technology H Educational Technology. Hardware, Software, Systems approach.

Unit 2 Communication

- a. Concept, components, Classification & Barriers of communication.
- b. One basic classroom orientation model i.e Linear Model & its significance in education.

Unit 3 Instructional Technology

- a. Mass instructional techniques- Seminar, Symposium, Workshop and Panel Discussion.
- b. Personalized Instructional Techniques- Programmed Learning (Linear), Micro teaching, Mastery Learning, Computer Assisted Instruction.

Course Outcome

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

- The concept, nature, scope, limitation & approaches of Educational Technology.
- The concept, components, classification & barriers of Communication.
- The basic class room oriented model of communication.
- The mass instructional techniques & personalized instructional techniques

Basic ICT

Full Marks: 30

Credit: 01

Course Objectives

- To know the basic concept of Computer & its components
- To know about basic operations of MS Word.
- To know about basic operations of MS Excel
- To know about Slide making

Unit 1 Computer & its Components

- a. Booting & Shutting down the computer: Different parts of a Desktop & laptop.
- b. Identify different cables to join the ports, Difference between UPS & CPU.

- c. Identification of different components: Hardware, Software, Memory, Input-Output Device, Storage Device (Concept of Bit & Byte), Data Transfer Device (Bluetooth, Wi-Fi).

Unit 2 DTP Operation

- a. Creating a new file- Typing-Opening & saving procedure.
- b. Introduction to different Menu-Home, Insert, Design, Page Layout, References, View.
- c. Sub menus: Cut-Copy-Paste; Align Text (Left-Right-Centre-Justify); Line Spacing; Bullets & Numbering; Font name-size-style; Bold-Italics-Underline.
- d. Margin-Orientation-Sizes-Columns; Insert tables; Page numbering; Headers & Footers.

Unit 3 Excel Operation

- a. Basic Idea of Excel Spreadsheet- Data Typing (Opening & saving file). [Paste snipped diagram of an Excel datasheet, Labelling Active Sheet, Active Cell, Menu Bar, Function Bar]
- b. Introduction to Functions – Sum, Average, Standard Deviation, & Correlation (Using two sets of 25 data).
- c. Creating Charts (2D or 3D modes):Column, Line, Pie, Scatter [**any two**]
[Paste Snipped diagram of the calculation]

Unit 4 Oral Presentation with PPT

- a. Introduction to the Concept of Slides & making Power Point, Opening & Saving file.
- b. Prepare 5 Slides on any topic from the syllabus.
- c. To prepare a write up on the topic of PPT (atleast 500 words).
- d. Attach Thumb Nail print out of the slides in one A4 size paper.

Course Outcome

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

- The basic concept of Computer & its components
- The basic operations of MS Word.
- The basic operations of MS Excel
- The process of Slide making & Report Writing

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Education as a Minor Discipline 6 (MA-6/ MB-6/ MC-6)

COURSE: GUIDANCE & COUNSELLING

EDUMIN606T/ EDUCOR606T

Credit: 5

Full marks: 100

Course Objectives

- To know the basic concept of guidance & counselling as an area of study in Education.
- To know about the criteria of good adjustment.
- To be acquainted with the need for adjustment.
- To know about the importance of counselling in now a days.
- To understand the concept of adjustment & maladjustment.
- To be acquainted with the basic data necessary guidance.
- To be acquainted with the techniques of data collection for guidance.
- To know about the different types of Guidance & counselling.
- To know the causes of maladjustment & its different types.
- To understand the concept of Defense mechanism.

Course Content

Unit 1[Adjustment & Maladjustment]

- a. Concept of adjustment-definition, scope, need for adjustment, criteria of good adjustment; Defense mechanism.
- b. Concept of maladjustment-causes, types, w.r.t adolescence.

Unit 2 [Guidance]

- a. Guidance-meaning, definition, scope, need & importance of guidance.
- b. Different types of guidance- Educational, Vocational, Personal (nature, purpose, function).

Unit 3 [Counselling]

- a. Counselling- meaning, nature, scope & importance of counselling. Difference between guidance & counselling.

- b. Types of Counselling-directive, non-directive, eclectic; individual & group counselling.

Unit 4 [Data & Techniques for Guidance]

- a. Basic data necessary for guidance.
- b. Techniques of data collection for guidance.

Course Outcome

Upon completion of this course-

- The students will be able to understand the concept of Guidance & counselling as an area of study in education.
- Gain insight regarding the criteria of good adjustment.
- Develop an understanding of Defense mechanism.
- Understand the different types of guidance & counselling.
- Recognize the causes of maladjustment during the adolescence period.
- Explain the type of maladjustment
- Familiarize with basic data necessary for guidance along with the different techniques of data collection for giving proper guidance.
- Able to know about the importance of guidance & counselling in modern days.

References

- Dutta, G & Nag, S (2014) Sangatibidhane Nirdesana O Paramarshadan, Rita Publication, Kolkata.
- Ghosh, S.K (2013) Sikshay Sangati Apasangati O Nirdesana, Classique Books, Kolkata.
- Pal, D (2010) Nirdesana O Paramarsha, Central Library, Kolkata.
- Pal, A.K (2014) Guidance & Counselling, Abheejit Publication, New Delhi.
- Rao, N (2000) Guidance & counselling, Tata McGraw Hill, New Delhi.

(SKILL ENHANCEMENT COURSE- 4)

Semester VI

EDUGSE604M (For 3 Year Multidisciplinary Course)

DEVELOPMENT OF ENVIRONMENTAL AWARENESS

Credit: 3

Full Marks: 50

Course objectives

- To know the concept of Environmental Awareness.
- To know the Need, Importance and types of Environmental Awareness training.
- How to Plan and execute of Environmental Awareness Programme.
- Know to write report.

Unit-1. Environmental Awareness-Basic Concepts.

- (a) Meaning and Nature of Environmental Awareness.
- (b) Need, Importance and types of Environmental Awareness training.

Unit-2. Skill Development in Environmental Awareness.

- (a) Planning and execution of Environmental Awareness Programme.
- (b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc.
- (c) Reporting on the Programme.

Course Outcome

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

- The concept of Environmental Awareness.
- The Need, Importance and types of Environmental Awareness training.
- To Plan and execute of Environmental Awareness Programme.
- To know the concept of Environmental Awareness.
- To know the Need, Importance and types of Environmental Awareness training.
- How to Plan and execute of Environmental Awareness Programme.
- Know to write report.
- How to write report.

References:

1. Ahuja, R.: Social Problems in India, Rawat Pub., Jaipur, Raj.
2. 2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mohapatra, A. k.: Bishay Samaj Tatwa, Indian Book Concern, Kol.
4. Murthy, D.B.N.: Environmental Awareness and Protection.

SEMESTER – VII

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS - 16 Course	Curriculum Studies (EDUDSC716T)	5	100	4 credit	-	1 credit
Major/ DS - 17 Course	Special Education (EDUDSC717T)	5	100	4 credit	-	1 credit
Special Minor Any allied subject other than Education	SM-1	5	100	4 credit	-	1 credit
	SM-2	5	100	4 Credit	-	1 credit
Total Marks		20	400	350		150

COURSE: CURRICULUM STUDIES (EDUDSC716T)

Credit: 5

Full Marks: 100

Course Objectives

- To understand the concept, nature & scope of curriculum.
- To be acquainted with the relationship among Syllabus, Content & Curriculum.
- To understand brief introduction about different types of curriculum.
- To know about basic sources of Curriculum construction.
- To know about the need to form aims & objectives of Curriculum.
- To understand Bloom's Taxonomy of Educational Objectives (Cognitive Domain only).
- To know about the factors of Curriculum Development.
- To understand the meaning & purpose of evaluation of curriculum.
- To be acquainted with the approaches to Curriculum Evaluation.
- To know about Scientific Model of Curriculum Evaluation.

Course Content

Unit 1 Introduction to Curriculum

- a. Meaning, nature & scope of Curriculum.
- b. Relationship among Curriculum, Syllabus & Content.
- c. Types of Curriculum- Written & Hidden Curriculum.
- d. Bases of curriculum – Philosophical, Socio-Cultural, Psychological.

Unit 2 Aims & Objectives of curriculum

- a. Formation of aims & objectives of curriculum: needs
- b. Areas of educational objectives: Bloom's Taxonomy (cognitive Domain)

Unit 3 Development of Curriculum

- a. Factors of Curriculum development
- b. Principles of curriculum construction

Unit 4 Evaluation of Curriculum

- a. Meaning & purpose of curriculum Evaluation.
- b. Approaches to curriculum evaluation: Formative & Summative

Course Outcome

After completion of the course the students will be able to understand –

- The concept, nature & scope of curriculum.
- The relationship among Syllabus, Content & Curriculum.
- Brief introduction about different types of curriculum.
- Basic sources of Curriculum construction.
- The need to form aims & objectives of Curriculum.
- The Bloom's Taxonomy of Educational Objectives (Cognitive Domain only).
- The factors of Curriculum Development.
- The meaning & purpose of evaluation of curriculum.
- The approaches to Curriculum Evaluation.

References

SPECIAL EDUCATION (EDUDSC717T)

Credit: 5

Full Marks: 100

Course Objectives

- To know the basic concept of special education
- To know the history & development of Special education in India.
- To be acquainted with the idea about Gifted & Slow Learners.
- To know about different types of exceptionality.

Unit 1 Introduction to Special Education

- a. Special Education- Concept, nature, objectives & characteristics.

- b. Inclusive Education- concept, types. Is inclusive Education a viable alternative?

Unit 2 Development & Organization of special education in India

- a. Development of special education in India (Pre & Post Independence)
- b. Organization & administration of special education in India (Pre & Post Independence)

Unit 3 Gifted & Slow Learners

- a. Gifted children - Definition, Classification, identification, needs, problems & educational- support for them.
- b. Slow Learners - Definition, Classification, identification, needs, problems & educational- support for them.

Unit 4 Types of exceptionality

Definition, Characteristics, Classification, Causes, Preventive & Remedial measures of

- a. Visual Impairment
- b. Auditory Impairment
- c. Mental Retardation

Course Outcome

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

- The basic concept of special education
- The history & development of Special education in India.
- The idea about Gifted & Slow Learners.
- The about different types of exceptionality.

References

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SPECIAL MINOR COURSE (SM-1/SM-2) FOR (OTHER) HONOURS STUDENTS
TEACHER EDUCATION IN INDIA
EDUSMC701T / EDUSMC702T

Full Marks: 100

Credit: 5

Course Objectives

- To know about concept, objectives & importance of teacher education.
- To know about the development of Teacher education in India.
- To know the concept, Functions of Pre-service & In-service Teacher Education.
- To know about Distance mode of Teacher Education.
- To know about administration of Teacher Education.
- To know about Modern concept of Teacher education.

Course Content

Unit: 1 Teacher Education: Basic Concept

- a. Teacher education- definition, objectives & importance
- b. Development of Teacher Education in India: Ancient, Medieval, British and Post-independence period (upto Kothari Commission)

Unit: 2 Teacher Education in India

- a. Pre-service & In-service Teacher Education in India- objectives, functions, advantages & disadvantages.
- b. Teacher Education through Distance Mode-objectives, agencies, advantages & disadvantages.

Unit: 3 Administration of Teacher Education

- a. Teacher training Institutes: Primary & Secondary Levels- Functions, problems, & solutions.
- b. Agencies of Teacher Education-NCERT, NCTE, and CTE (brief history & function).

Unit: 4 Modern concept in Teacher Education

- a. Enhancement of Professional Capacity (EPC) - concept, types, importance.
- b. School Internship – concept, characteristics & importance.

Course Outcome

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

- Concept, objectives & importance of teacher education.
- Development of Teacher education in India.
- Concept, Functions of Pre-service & In-service Teacher Education.
- Distance mode of Teacher Education.
- Administration of Teacher Education.
- About Modern concept of Teacher education

Recommended Books

SEMESTER – VIII

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS - 18 Course	Inclusive Education (EDUDSC818T)	5	100	4 credit	-	1 credit
Major/ DS - 19 Course	Environmental Education (EDUDSC819T)	5	100	4 credit	-	1 credit
Major/ DS - 20 Course	Value Education (EDUDSC820T)	5	100	4 credit	-	1 credit
Major/ DS - 21 Course	Peace Education (EDUDSC821T)	5	100	4 Credit	-	1 credit
Total Marks		20	400	350		150

MAJOR/DS-18

INCLUSIVE EDUCATION (EDUDSC818T)

Course Objectives:

- To develop an idea about inclusive education
- To get an idea about adult and social education
- To develop the concept of special education
- To develop an awareness about the issues in inclusive education

5 credits

100 marks

Course content

Unit 1: Inclusive Education – Basic Concept

- Inclusive Education—meaning, nature and importance
- Development of Inclusive Education –in British and post-independence period

Unit 2: Adult and Social Education (20L)

- Meaning, nature, importance of Adult & Social Education; relationship between adult and social education
- National Adult Education Programme (NAEP), National Literacy Mission (NLM)

Unit 3: Special Education (20L)

- Special Education – meaning, nature and importance
- RCI, NIOH, NIMH, NIVH - brief history, objective and functions

Unit 4: Issues in Inclusive Education

- Barriers and facilitators in Inclusive Education- Psychological, Social and Ethical.
- Role of technology in inclusive classroom-aids, appliances and remedial teaching.

Course Outcome:

On the completion of the course, the student will be able to –

- Understand the concept of inclusive education
- Develop the concept of adult and social education
- Understand the concept and importance of special education
- Develop an awareness about the issues in inclusive education

Reference Books

1. Agarwal Rashmi and Rao,BVLN(2015):Education for Disabled Children,New Delhi,Shipra
2. Mangal, S.K (2017):Educating Exceptional Children, New Delhi, PHI Learning Private Limited
3. Nanda, Bishnu Pada (2015): Sikshay Ekibhaban, Kolkata, Classique Books

MAJOR/DS-19

ENVIRONMENTAL EDUCATION (EDUDSC819T)

5 Credits

Full

Marks – 100

Course Objectives:

- To develop an idea about environmental education
- To get an idea about eco system
- To develop the concept of environmental pollution
- To develop an awareness about the environment

Unit 1: Introduction to Environmental Education

- a. Environmental Education- meaning, characteristics, components and scope.
- b. Necessities to study Environmental Education.

Unit 2: Introduction to Eco system & Bio Diversity

- a. Eco system-Concept, types, components, inter relations of components, energy flow in Eco system.
- b. Role of Education in Eco-system.
- c. Bio Diversity- concept, threats (Habitual loss, poaching of wild life, man-wildlife conflict.

Unit 3: Environmental Pollution

- a. Environmental Pollution - definition, types (air, water, soil & noise pollution)
- b. Role of Education to combat various environmental pollution; functions of CPCB (Central Pollution Control Board).
- c. Solid waste Management- concept & techniques.

Unit 4: Environmental Awareness

- a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness.
- b. Some environmental movements - Narmada Bachao Andolan (NBA), Chipko Movement, Silent Valley Movement.

Course Outcome:

On the completion of the course, the student will be able to –

- Develop an idea about environmental education
- Develop the concept of eco system and its types, components
- Develop an idea about environmental pollution
- Be aware about the environmental hazards

References

MAJOR/DS- 20

VALUE EDUCATION (EDUDSC820T)

5 Credits

Full

Marks – 100

Course objectives:

- To have an idea about the meaning, nature and importance of values.
- To develop an idea about values from different perspectives
- To develop an understanding of the concept of value crisis
- To develop an understanding of the concept of value education

Unit-1: An introduction to Values

- a. Value - Meaning, nature and importance.
- b. Classification of value -Indian and Western context.

Unit-2: Values from different perspectives

- a. Philosophy, History, Environment, Literature, Religion and Education (concept, nature, importance).
- b. Democratic and Universal Human Values – Concept, nature and importance.

Unit-3: Value Crises

- a. Value Crises – Definition, nature and characteristics.
- b. Causes of Value crises with respect to Social, Economic and Political life, preventive measures of value crises.

Unit-4: Value Education

- a. Value Education - meaning, nature, approaches. Learning experiences in value education through imitation, indoctrination, inculcation and internalization.
- b. Role of parents, teachers, mass-media in inculcating values

Course Outcome:

On the completion of the course, the student will be able to -

- Understand the meaning, nature and importance of values.
- Develop an idea about values from different perspectives
- Develop an understanding of the concept of value crisis
- Develop an understanding of the concept of value education

References

**MAJOR/DS-21
PEACE EDUCATION (EDUDSC821T)**

5 Credits

Full Marks – 100

Course Objectives:

- To develop an idea about peace and peace education
- To familiarize with the barriers of peace education
- To understand the factors responsible for disturbing peace in an individual
- To understand the role of peace education in the present situation

Course content

Unit 1: An introduction to Peace Education

- a. Peace - meaning, characteristics, scope and importance.
- b. Peace Education – Concept, nature and importance.

Unit 2: Barriers of Peace Education

- a. Psychological, Socio-cultural, Political Barriers
- b. Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO.

Unit 3: Factors Responsible for Disturbing individual Peace

- a. Psychological, Social & Cultural
- b. Violence in home and educational institutions

Unit 4: Role of Peace Education present context

- a. Role of education to maintain peace; approaches promoting peace among individuals.
- b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization.

Course Outcome

On the completion of the course, the student will be able to –

- Develop an idea about peace and peace education
- Understand the barriers of peace education
- Familiarize with the factors responsible for disturbing peace in an individual
- Understand the need for peace education in the present situation

References

SEMESTER – VIII

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Internship / Research	Internal (50)
Major/ DS - 18 Course	Inclusive Education (EDUDSC818T)	5	100	4 credit	-	1 credit
Major/ DS - 19 Course	Environmental Education (EDUDSC819T)	5	100	4 credit	-	1 Credit
Dissertation	EDURES801M	15	300	Project Report (200), PPT (50), Viva voce (50)		

MAJOR/DS-18

INCLUSIVE EDUCATION (EDCDSC818T)

Course Objectives:

- To develop an idea about inclusive education
- To get an idea about adult and social education
- To develop the concept of special education
- To develop an awareness about the issues in inclusive education

5 credits

100 marks

Course content

Unit 1: Inclusive Education – Basic Concept

- c) Inclusive Education—meaning, nature and importance
- d) Development of Inclusive Education –in British and post-independence period

Unit 2: Adult and Social Education

- c) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education
- d) National Adult Education Programme (NAEP), National Literacy Mission (NLM)

Unit 3: Special Education

- c) Special Education – meaning, nature and importance
- d) RCI, NIOH, NIMH, NIVH - brief history, objective and functions

Unit 4: Issues in Inclusive Education

- a) Barriers and facilitators in Inclusive Education- Psychological, Social and Ethical.
- b) Role of technology in inclusive classroom-aids, appliances and remedial teaching.

Course Outcome:

On the completion of the course, the student will be able to –

- Understand the concept of inclusive education
- Develop the concept of adult and social education
- Understand the concept and importance of special education
- Develop an awareness about the issues in inclusive education

Reference Books

4. Agarwal Rashmi and Rao,BVLN(2015):Education for Disabled Children,New Delhi,Shipra
5. Mangal, S.K (2017):Educating Exceptional Children, New Delhi, PHI Learning Private Limited
6. Nanda, Bishnu Pada (2o15): Sikshay Ekibhaban, Kolkata, Classique Books

MAJOR/DS-19

ENVIRONMENTAL EDUCATION (EDCDSC819T)

5 Credits

Full

Marks – 100

Course Objectives:

- To develop an idea about environmental education
- To get an idea about eco system
- To develop the concept of environmental pollution
- To develop an awareness about the environment

Unit 1: Introduction to Environmental Education

- a. Environmental Education- meaning, characteristics, components and scope.

- b. Necessities to study Environmental Education.

Unit 2: Introduction to Eco system & Bio Diversity

- a. Eco system-Concept, types, components, inter relations of components, energy flow in Eco system.
- b. Role of Education in Eco-system.
- c. Bio Diversity- concept, threats (Habitual loss, poaching of wild life, man-wildlife conflict).

Unit 3: Environmental Pollution

- a. Environmental Pollution - definition, types (air, water, soil & noise pollution)
- b. Role of Education to combat various environmental pollution; functions of CPCB (Central Pollution Control Board).
- c. Solid waste Management- concept & techniques.

Unit 4: Environmental Awareness

- a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness.
- b. Some environmental movements - Narmada Bachao Andolan (NBA), Chipko Movement, Silent Valley Movement.

Course Outcome:

On the completion of the course, the student will be able to –

- Develop an idea about environmental education
- Develop the concept of eco system and its types, components
- Develop an idea about environmental pollution
- Be aware about the environmental hazards

References

Semester – VIII
Research Project/Dissertation
Code: EDURES801M

Credit: 15

Marks: 300

Course Objectives:

- learn how to conduct educational research
- know the process of reviewing the related literature
- learn how to formulate research problem
- learn how to collect data
- learn how to analyze the collected data
- learn how to draw inferences
- develop the art of writing project report
- develop the familiarity with referencing style and in-text citations
- understand the process of presentation and defense of Project

Marks Distribution

1) Dissertation/Project Report — 200	}	300
2) Presentation (PPT) — 50		
3) Viva Voce — 50		

Guidelines for Dissertation/Project Report:

- 1) Reporting of Dissertation / Project will be in English/ Bengali
- 2) Word Limit- 3000-5000 excluding References / Bibliography
- 3) N= 50 or more (except Case Study & Experimental Research)
- 4) Review of Related Literature – minimum 10
- 5) Font —Times New Roman, Size - 12
- 6) Line Spacing — 1.5
- 7) Referencing & In-Text Citation: APA (7th Edition)
- 8) Endnote/Footnote: Use Endnotes wherever applicable
- 9) The Report of the Research Project/Dissertation in hardbound / spiral-bound (04 Copies) must submit to the University for Examination and evaluation.
- 10) Total number of Samples: 60 - 80
- 11) Review of Related Literature: 10 - 15 (Maximum)
- 12) Report of the Research Project / Dissertation should have Introduction, Review of Related Literature, Rationale of the Study, Research Methodology, Analysis & Interpretation of Data, Findings, Conclusion, and Bibliography.

Course Outcomes:

After conducting research project / dissertation, the learners will be able to –

- carry out any educational research
- know the process of reviewing the related literature

- locate research gap
- learn how to formulate research problem
- learn how to construct data collecting tools
- learn how to analyze the collected data
- learn how to draw inferences
- develop the art of writing project report
- develop the familiarity with referencing style and in-text citations
- understand the process of presentation and defense of Project

Suggested Reading

- 1) Husain, Noushad (2024). Research and Publication Ethics: Principles & Practices. New Delhi: Shipra Publications.
- 2) Yadav, Santosh Kumar (2023). Research and Publication Ethics. New York: Springer.
- 3) Jalote, Pankaj (2021). Building Research Universities in India. New Delhi: Sage Publications.
- 4) UGC (2020). Good Academic Research Practices. New Delhi: UGC.
- 5) APA (2019). Publication Manual of the American Psychological Association (7th Edition). New York: APA.
- 6) Thomas, Gary (2017). How to Do Your Research Project – A Guide for Students. New York: Sage Publications Ltd.