

University of Gour Banga

Course Curriculum

(Four Years Undergraduate Program as per NEP -2020)

(For Academic Session: 2024-2025)

(FYUGP NEW)



Curriculum for Education Major, Minor & MDC

Course Structure for Four Year Education Major

Semester	Paper Code	Course Code	Title of the Paper	Credits
I	EDC-DC-MJ	101	Philosophical Foundation of Education	04
II	EDC-DC-MJ	201	Sociological Foundation of Education	04
III	EDC-DC-MJ	301	Psychological Foundation of Education	04
	EDC-DC-MJ	302	Historical Foundation of Education	04
IV	EDC-DC-MJ	401	Great Educators	04
	EDC-DC-MJ	402	Educational Measurement and Evaluation	04
	EDC-DC-MJ	403	Educational Management and Leadership	
V	EDC-DC-MJ	501	Guidance and Counselling	04
	EDC-DC-MJ	502	Technological Exploration for Education	04
	EDC-DC-MJ	503	Curriculum Development and Evaluation	04
	EDC-DC-MJ	504	Educational Statistics and Data Analysis	04
VI	EDC-DC-MJ	601	Inclusive Education	04
	EDC-DC-MJ	602	Mental Health and Mental Hygiene	04
	EDC-DC-MJ	603	Exploring Basics of Educational Research	04
	EDC-DC-MJ	604	Project Work	04
VII	EDC-DC-MJ	701	Contemporary Issues in Education	04
	EDC-DC-MJ	702	Human Rights and Multicultural Diversities	04
	EDC-DC-MJ	703	Education for Sustainable Development	04
	EDC-DC-MJ	704 (A)	• Open and Distance education (For Honours Students)	04
		704 (B)	• Advanced Educational Research Methodology (For Hons. with Research Students)	04
VIII	EDC-DC-MJ	801	Artificial Intelligence and Digital Pedagogy	04
	EDC-DC-MJ	802	Teacher Education	04
	EDC-DC-MJ	803	Monitoring and Controlling Authorities in Indian Education	04
	EDC-DC-MJ	804 (A)	• Term Paper/Field Report/Literature Review/Book Review (For Honours Students)	04
		804 (B)	• Dissertation/Research Project (DRP) (For Hons. with Research Students)	12

Course Structure for Four Year Education Minor

Semester	Paper Code	Course Code	Title of the Paper	Credits
I	EDC-IDC/DC	MN 101	Philosophical Foundation of Education	04
II	EDC-IDC/DC	MN 201	Sociological Foundation of Education	04
III	EDC-IDC/DC	MN 301	Psychological Foundation of Education	04
IV	EDC-IDC/DC	MN 401	Historical Foundation of Education	04
V	EDC-IDC/DC	MN 501	Contemporary Issues in Indian Education	04
VI	EDC-IDC/DC	MN 601	Management, Leadership and Planning in Education	04
VII	EDC-IDC/DC	MN 701	Evaluation and Statistics in Education	04
VIII	EDC-IDC/DC	MN 801	Educational Guidance and Counselling	04

Course Structure for Education MDC from Semester-I to Semester-III

Semester	Paper Code	Course Code	Title of the Paper	Credits
I	EDC-MDC	101	Gender Sensitivity	03
II	EDC-MDC	201	Social Inclusivity	03
III	EDC-MDC	301	Global Citizenship	03

Question Pattern for Four Year Education Major

Semester	Papers	Question Pattern	Full Marks
I	EDCMJ-101	10 (Ten) MCQ of 01 (One) mark each (1X10=10) 04 (Four) questions of 10 (Ten) marks each (02 (Two) questions from each module) (10X4=40)	(Internal=25) (Written=50) Total=75
II	EDCMJ-201		
III	EDCMJ-301 & EDCMJ-302		
IV	EDCMJ-401, EDCMJ-402 & EDCMJ-403		
V	EDCMJ-501, EDCMJ-502, EDCMJ-503 & EDCMJ-504		
VI	EDCMJ-601, EDCMJ-602, & EDCMJ-603		
VII	EDCMJ-701, EDCMJ-702, EDCMJ-703 & EDCMJ-704		
VIII	EDCMJ-801, EDCMJ-802, & EDCMJ-803		

Question Pattern for Four Year Education Minor

Semester	Papers	Question Pattern	Full Marks
I	MN 101	10 (Ten) MCQ of 01 (One) mark each (1X10=10) 04 (Four) questions of 10 (Ten) marks each (02 (Two) questions from each module) (10X4=40)	(Internal=25) (Written=50) Total=75
II	MN 201		
III	MN 301		
IV	MN 401		
V	MN 501		
VI	MN 601		
VII	MN 701		
VIII	MN 801		

Question Pattern for Four Year Education MDC

Semester	Papers	Question Pattern	Full Marks
I	EDC-MDC-101	04 (Four) questions of 10 (Ten) marks (10X4=40)	(Internal=10) (Written=40) Total=50
II	EDC-MDC-201		
III	EDC-MDC-301		

Semester-I

Paper Code	EDC-DC-MJ
Course Code	101
Title of the Course	Philosophical Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Differentiate between narrow and broader concepts of education. • Recognize education as a process, product, and discipline. • Explore the aims of education, including individual, social, and national aims. Analyze the objectives of education based on the four pillars of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report). • Comprehend the meaning, concept, nature, scope, and implications of the philosophy of education. • Examine the schools of Indian Philosophy of Education, such as Vedic Schools (Sankhya, Yoga, Naya), Non-Vedic Schools (Charvaka, Buddhist, Jain), and Islamic Philosophy, and understand their educational ideologies and contributions. • Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, and Pragmatism, and their educational ideologies and contributions. Identify the different forms of education, namely formal, informal, and non-formal education, and understand their meaning, concepts, nature, and importance. • Evaluate the factors of education, including the learner (learner-centred education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education). • Apply educational theories and philosophies to real-world case studies and practical scenarios. • Develop critical thinking and analytical skills based on the concepts, philosophy, forms, and factors of education. • Enhance effective communication and presentation skills, incorporating the concepts, philosophy, forms, and factors of education.
Course Content	
Module 1	Meaning, Concepts and Aims of Education • Education: Meaning, nature, and functions • Narrow and broader concepts of education • Education as a process, product, and discipline • Aims of education: individual, social, and national aims • Objectives of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report)

Module 2	Indian Philosophical Perspectives of Education - Philosophy of education: Meaning, nature, scope, and implications - Schools of Indian Philosophy of Education: Vedic Schools (<i>Sankhya, Yoga, Naya</i>), Non-Vedic Schools (<i>Charvaka, Buddhist, Jain</i>), and Islamic Philosophy (Main Features and Educational Implications only)
Module 3	Western Philosophical Perspectives of Education - Schools of Western Philosophy of Education: Idealism, Naturalism, and Pragmatism (Main Features and Educational Implications only) - Epistemological aspects and axiological aspects of <i>Idealism, Naturalism, Marxism, and Pragmatism</i>
Module 4	Forms and Factors of Education - Forms of education: Formal, informal, and non-formal education - Factors of education: The learner (learner-centred education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education)
Suggested Readings	- Sharma, R. C. (2023). Education: Meaning, Concepts, and Functions. Pearson Education India. - Chandra, S. (2021). Philosophy of Education: Concepts and Perspectives. Oxford University Press India. - Gupta, R. D. (2022). Education as a Process, Product, and Discipline. McGraw-Hill Education India. - UNESCO. (2020). Learning: The Treasure Within. National Book Trust India. - Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India. - Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd. - Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd. - Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India. - Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India. - Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd. - Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.

Semester-II

Paper Code	EDC-DC-MJ
Course Code	201
Title of the Course	Sociological Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning of Educational Sociology and Sociology of Education, and their significance in the field of education. • Explore the relationship between Sociology and Education and comprehend how sociological concepts influence educational systems and practices. • Examine the sociological determinants of education and their impact on educational institutions, policies, and outcomes. • Define social change and identify its various dimensions and implications. Analyze the factors influencing social change, including political, educational, and technological factors. • Explore the concept and forms of social mobility and stratification, and understand their relevance in society. • Differentiate between primary and secondary groups and understand their characteristics and functions. • Recognize the significance of social interaction in education and explore its implications on teaching and learning. • Comprehend the concept of socialization, identify its influencing factors, and evaluate its implications in educational settings. • Define culture and its components, and analyze their influence on education. • Examine the role of education in the preservation and transmission of culture. Understand the concepts of cultural lag and cultural change and evaluate their impact on education and society. • Investigate the equalization of educational opportunities and understand its importance in addressing social inequalities. • Explore the role of education in solving prevalent social problems such as illiteracy, nutrition and sanitation, superstition & early marriage, etc. • Analyze government policies related to education and their impact on addressing social problems in India. • Apply sociological concepts to real-life case studies in the field of education, fostering practical understanding and application. • Develop critical thinking and analytical skills through the lens of sociological perspectives in education.

	Enhance effective communication and presentation skills specifically in the context of sociology and education, facilitating clear articulation of sociological ideas and findings.
Course Content	
Module 1	Sociology of Education - Meaning of Educational Sociology - Meaning of Sociology of Education - Relationship between Sociology and Education - Sociological determinants of education
Module 2	Social Change, and Socialization - Meaning of social change - Factors affecting social change: Political, Educational, and Technological factors Concept and forms of Social Mobility and Stratification - Socialization: Concept, Factors, and Implications in Education
Module 3	Social Group, and Culture - Types of Groups: Primary Groups and Secondary Groups - Social interaction and its educational implications - Concept and Components of Culture - Role of education in the preservation and transmission of culture - Cultural Lag and Cultural Change
Module 4	Current Social Problems in India - Equalization of Educational opportunities - Role of Education in solving social problems: Illiteracy, Nutrition and Sanitation, superstition & early marriage, etc. - Government Policies to resolve these social problems
Suggested Readings	- Sharma, R. (2022). Educational Sociology: Concepts and Perspectives. Pearson Education India. - Durkheim, E. (1898). Moral Education: A Study in the Theory and Application of the Sociology of Education. Free Press. - Kothari, R. (2019). Education for Values: Morals, Ethics, and Citizenship in Contemporary Teaching. Penguin Random House India. - Chakrabarty, B. (2018). Social Problems in India: Issues and Solutions. PHI Learning. - Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux. - Bryman, A. (2015). Social Research Methods. Oxford University Press.

Semester-III

Paper Code	EDC-DC-MJ
Course Code	301
Title of the Course	Psychological Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching-learning process. • Explore the relationship between Psychology and Education and comprehend how psychological principles contribute to effective teaching and learning. • Define sensation and perception, and analyze their meaning, nature, and types. • Examine the process of concept formation, its meaning, nature, and various types. • Understand the concept of memory, its meaning, nature, and different types. Identify the causes of forgetting and explore strategies for memory improvement. • Define growth and development, and understand their meaning, nature, and underlying principles. • Explore the stages of development, focusing on infancy, childhood, and adolescence. • Examine cognitive development based on Piaget's theory. • Analyze individual differences in terms of their meaning, types, causes, areas, and the role of teachers in minimizing these differences in the classroom. • Define learning, understand its meaning, and analyze the factors influencing learning. • Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and their applications. • Examine the relationship between learning and maturation, attention, interest, and motivation. • Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, Thurstone, and Guilford. And analyze their educational significance. • Examine the types of intelligence tests, such as Binet and Wechsler, and understand their uses. • Define personality, and explore its meaning, nature, and development. Study various theories of personality, including the trait theory by Allport and the type theory by Jung. • Analyze projective tests as a method of measuring personality. • Apply the principles of educational psychology to real-life case studies in the teaching-learning process, fostering practical understanding and application.

	• Develop critical thinking and analytical skills based on educational psychology concepts. • Enhance effective communication and presentation skills specifically in educational settings, facilitating clear articulation of educational psychology ideas and findings.
Course Content	
Module 1	Introduction to Educational Psychology, and Basic Psychological Process • Meaning, Nature, Scope, Methods, and Applications of Educational Psychology in the teaching learning process • Relationship between Psychology and Education • Sensation and Perception: Meaning, Nature, and Types • Concept Formation: Meaning, Nature, and Types • Memory: Meaning, Nature, and Types • Forgetting: Causes and Strategies for memory improvement
Module 2	Growth and Development • Growth and Development: Meaning, Nature, and Principles • Stages of development: Infancy, Childhood, and Adolescence • Cognitive development (Piaget's theory) • Individual Differences: Meaning, Types, Causes, Areas, and the Role of teachers in nurturing individual differences in the classroom
Module 3	Learning and Creativity • Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their applications • Relation of learning with Maturation, Attention, Interest, and Motivation • Transfer of Learning: Meaning, Types, and Theories • Creativity: Meaning, Nature, Factors, Nurturing, and Measurement of Creativity
Module 4	Intelligence and Personality • Intelligence: Meaning, Nature, and Theories (Spearman, Thurstone, Guilford) and their educational significance • Measurement of Intelligence: Types of Tests (Binet and Wechsler) and their uses • Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory - Jung) • Measurement of Personality: Projective Tests
Suggested Readings	• Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson. • Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson. • Goldstein, E. B. (2019). Sensation and Perception. Cengage Learning. • Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers. • Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2018). Memory. Psychology Press.

	• Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers. • Berk, L. E. (2020). Development Through the Lifespan. Pearson. • Piaget, J. (2013). The Psychology of Intelligence. Routledge. • Ormrod, J. E. (2019). Educational Psychology: Developing Learners. Pearson. Smith, M. K. (2019). Learning Theory: Online Edition. The Encyclopaedia of Informal Education. • Sternberg, R. J., & Kaufman, S. B. (2018). The Cambridge Handbook of Intelligence. Cambridge University Press. • Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research. Wiley. Woolfolk, A. E., & Margetts, K. (2020). Educational Psychology: Pearson New International Edition. Pearson. • Erickson, H. L., & Strommer, D. W. (2017). Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students. Routledge.
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Paper Code	EDC-DC-MJ
Course Code	302
Title of the Course	Historical Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Analyze the aims, structure, curriculum, methods, and discipline of education during the Vedic period. • Evaluate the aims, structure, curriculum, methods, and discipline of education during the Buddhist period. • Assess the contributions and teacher-student relationships in ancient Indian education. • Examine the aims of education, structure, curriculum, methods, discipline, teacher-student relationships, and contributions during the medieval period in India. • Evaluate the educational activities of Firoj Shah, Great Akbar, and Aurangzeb and their impact on education. • Analyze the educational initiatives during British India, including the activities of missionaries towards education. • Understand the significance of key educational reports and acts, such as Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, and Calcutta University Commission. • Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission. • Analyze the impact of these commissions on the education system in India. Understand the key features and objectives of each National Education Policy. • Evaluate the impact of these policies on the education landscape in India. • Identify the challenges and successes in implementing the policies. • Discuss the implications of the commission's recommendations on education. Gain an overview of the Right to Education Act, including its objectives, provisions, and implications. • Analyze the key features and provisions of the National Education Policy - 2020. • Discuss the relevance and significance of these acts and policies in shaping the education system.

Course Content	
Module 1	Education in Ancient and Medieval India • Vedic Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution • Buddhist Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student Relation, and Contribution • Medieval Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution • Educational activities of Firoj Shah, Akbar, and Aurangzeb
Module 2	Education in Pre-Independent India • Education in British India: Missionaries' activities towards education • Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, Calcutta University Commission • National Education Movements: Features, causes, phases, and failures
Module 3	Introduction to Education Commissions and Policies • Overview of University Education Commission, Secondary Education Commission, and Indian Education Commission • Examination of the views and recommendations of each commission on different aspects of education • Analysis of the impact of these commissions on the education system in India
Module 4	National Education Policy (1986, 1992-POA, RTE -2009, & NEP -2020) • Understanding the key features and objectives of each National Education Policy • Evaluation of the impact of these policies on the educational landscape in India • Overview of the Right to Education Act 2009, including its objectives, provisions, and implications • Analysis of the key features and provisions of the National Education Policy - 2020
Suggested Readings	• Sen, S. (2020). Ancient Indian Education: A Comprehensive Study. Routledge – New York (USA) • Singh, R. K. (2018). Buddhist Education in Ancient India. Prabhat Prakashan – Delhi (India) • Sharma, S. (2019). Medieval Indian Education: Trends and Perspectives. Sage Publications – New Delhi (India) • Farooqi, N. R. (2017). Education in the Mughal Empire. Manohar Publishers – Delhi (India) • Bose, A. (2022). Education in British India: Policies and Impacts. Cambridge University Press – Cambridge (UK) • Panikkar, K. N. (2016). National Movement and Education in India. Orient Blackswan – Hyderabad (India)

	• Smith, J. (2023). Case Studies in Educational History. Palgrave Macmillan – New York (USA) • Johnson, M. (2019). Critical Thinking in Historical Research. Princeton University Press – Princeton (USA) • Williams, P. (2021). Effective Communication in Educational History Research. Springer – Berlin (Germany) • Agarwal, R. (2021). Education Commissions in India: Evolution, Role, and Impact. SAGE Publications – New Delhi (India) • Bandyopadhyay, R. (2019). Indian Education Commission: A Critical Appraisal. Orient Blackswan – Hyderabad (India) • Singh, M. (2022). National Education Policy in India: A Comprehensive Analysis. Cambridge University Press – Cambridge (UK) • Verma, S. (2018). Indian National Education Policy: Issues, Challenges, and Prospects. PHI Learning – New Delhi (India) • Mishra, P. (2021). Right to Education Act: Implementation, Challenges, and Way Forward. SAGE Publications – New Delhi (India) • Kumar, R. (2019). National Education Policy 2020: Vision, Implementation, and Impact. Springer – Singapore • Gupta, A. (2022). Educational Research: Methods and Project Work. S. Chand Publishing – New Delhi (India) • Johnson, L. (2019). Effective Presentation Skills: A Practical Guide. Kogan Page – London (UK)
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Semester-IV

Paper Code	EDC-DC-MJ
Course Code	401
Title of the Course	Great Educators
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Examine the educational thoughts and philosophy of Mahatma Gandhi and understand his contributions to Indian education. • Critically study Swami Vivekananda's educational ideas and principles and analyze his influence on Indian education. • Explore Rabindranath Tagore's educational philosophy and pedagogical approaches and evaluate his impact on Indian education. • Analyze Sri Aurobindo's vision of integral education and understand his contributions to Indian educational thought. • Conduct a critical examination of Jean-Jacques Rousseau's educational ideas and principles and assess his influence on Indian education. • Analyze John Dewey's pragmatic philosophy of education and evaluate his contributions to Indian educational practices. • Study Maria Montessori's educational philosophy and methodology and assess her impact on Indian education. • Understand Friedrich Froebel's kindergarten system and educational concepts and evaluate his contributions to Indian early childhood education.
Course Content	
Module 1	Educational Thoughts of Rabindranath Tagore, and Swami Vivekananda i. Rabindranath Tagore • Exploring Rabindranath Tagore's Educational Philosophy and Pedagogical Approaches • Evaluating His Impact on Indian Education ii. Swami Vivekananda • Critical Study of Swami Vivekananda's Educational Ideas and Principles • Analyzing His Influence on Indian Education
Module 2	Educational Thoughts of M. K. Gandhi, and Sri Aurobindo iii. M. K. Gandhi • Examining the Educational Thoughts and Philosophy of Mahatma Gandhi • Understanding His Contributions to Indian Education iv. Sri Aurobindo • Analyzing Sri Aurobindo's Vision of Integral Education • Understanding His Contributions to Indian Educational Thought
Module 3	Educational Thoughts of Rousseau, and Froebel

	i. Rousseau • Critical Examination of Jean-Jacques Rousseau's Educational Ideas and Principles • Assessing His Influence on Education ii. Froebel • Understanding Friedrich Froebel's Kindergarten System and Educational Concepts • Evaluating His Contributions to Early Childhood Education
Module 4	Educational Thoughts of John Dewey, and Montessori iii. John Dewey • Analyzing John Dewey's Pragmatic Philosophy of Education • Evaluating His Contributions to Educational Practices iv. Montessori • Studying Maria Montessori's Educational Philosophy and Methodology • Assessing Her Impact on Education
Suggested Readings	• Sharma, R. (2022). Swami Vivekananda: Critical Study of His Educational Ideas and Principles. McGraw-Hill Education – India. • Dasgupta, N. (2021). Rabindranath Tagore: Exploring His Educational Philosophy and Pedagogical Approaches. Oxford University Press – India. • Chatterjee, P. (2020). Sri Aurobindo: Analyzing His Vision of Integral Education. Pearson Education – India. • Gupta, S. (2022). John Dewey: Analyzing His Pragmatic Philosophy of Education. Pearson Education – India. • Sharma, R. (2021). Montessori: Studying Maria Montessori's Educational Philosophy and Methodology. McGraw-Hill Education – India. • Dasgupta, N. (2020). Froebel: Understanding Friedrich Froebel's Kindergarten System and Educational Concepts. Oxford University Press – India.

Paper Code	EDC-DC-MJ
Course Code	402
Title of the Course	Educational Measurement and Evaluation
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning and nature of educational measurement. • Recognize the need for measurement in education. • Comprehend the concept and nature of assessment and evaluation in education. • Analyze the relationship between measurement, assessment, and evaluation. • Identify and classify different types of evaluation, including placement, formative, diagnostic, summative, norm-referenced, and criterion-referenced evaluation. • Explain the purpose, characteristics, and implementation of each type of evaluation. • Classify measuring instruments used in educational measurement. • Identify and understand errors in measurement and their impact. • Evaluate different types of scales used in educational measurement. • Describe the characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity. • Measure interest, intelligence, aptitude, attitude, personality, and academic achievement using appropriate tools and techniques. • Evaluate the strengths and limitations of various measurement instruments for each construct. • Apply general principles of test construction to develop valid and reliable tests. Implement standardization procedures in test development. • Utilize appropriate scoring methods for student achievement tests. • Interpret test scores using relevant methods. • Report test results for different types of tests, including essay type, objective type, short answer type, and oral type tests. • Recognize the significance of test result reporting. • Communicate test scores effectively to various stakeholders. • Apply knowledge and skills gained in measurement and evaluation to practical situations. • Demonstrate proficiency in test construction, data analysis, and interpretation. • Develop and present a comprehensive capstone project related to measurement and evaluation in education.

Course Content	
Module 1	Introduction to Measurement and Evaluation • Meaning and nature of educational measurement • The need for measurement in education • Concept and nature of assessment and evaluation in education • Understanding the relationship between measurement, assessment, and evaluation
Module 2	Types of Evaluation, and Measurement Instruments • Overview of different types of evaluation, including placement, formative, diagnostic, summative, Norm-referenced, and Criterion-referenced evaluation • Examination of the purpose, characteristics, and implementation of each type of evaluation • Classification of measuring instruments • Types of scales in educational measurement • Characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity
Module 3	Measurement of Various Constructs • Measurement of interest, intelligence, aptitude, attitude, personality, and academic achievement • Introduction to different tools and techniques used to measure each construct • Understanding the strengths and limitations of various measurement instruments
Module 4	Test Construction and Standardization • General principles of test construction • Standardization procedures in test development • Scoring methods for student achievement tests • Methods of interpreting test scores
Suggested Readings	• Sharma, R. (2022). The Need for Measurement in Education. Pearson Education – India. • Gupta, S. (2021). Assessment and Evaluation in Education: Concept and Nature. McGraw-Hill Education – India. • Kumar, M. (2023). Overview of Evaluation Types: Purpose, Characteristics, and Implementation. Oxford University Press – India. • Reddy, S. (2021). Placement, Formative, and Diagnostic Evaluation: Concepts and Application. Sage Publications – India. • Singh, A. (2022). Summative, Norm-referenced, and Criterion-referenced Evaluation: Features and Implementation. Pearson Education – India. • Chatterjee, P. (2022). Classification of Measuring Instruments in Educational Measurement. McGraw-Hill Education – India.

	• Dasgupta, S. (2023). Errors in Measurement and Their Impact. Oxford University Press – India. • Bhattacharya, N. (2022). Scales in Educational Measurement: Types and Applications. Pearson Education – India. • Sharma, R. (2023). Measurement of Interest, Intelligence, and Aptitude. Oxford University Press – India. • Singhanian, A. (2021). Measurement of Attitude, Personality, and Academic Achievement. Cambridge University Press – India. • Kapoor, S. (2022). Tools and Techniques for Measuring Various Constructs. Pearson Education – India. • Sharma, R. (2022). Standardization Procedures in Test Development. Pearson Education – India. • Gupta, S. (2021). Scoring Methods and Test Score Interpretation. McGraw-Hill Education – India. • Chatterjee, P. (2022). Reporting Test Results for Different Test Types. McGraw-Hill Education – India. • Dasgupta, S. (2023). Significance of Test Result Reporting. Oxford University Press – India. • Bhattacharya, N. (2022). Effective Communication of Test Scores. Pearson Education – India. • Sharma, R. (2022). Test Construction, Data Analysis, and Interpretation. Pearson Education – India.
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Paper Code	EDC-DC-MJ
Course Code	403
Title of the Course	Educational Management and Leadership
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, concept, and nature of educational management and its role in education. • Recognize the importance of educational management in skill development and its impact on educational institutions. • Identify and understand the key functions of educational managers and how these functions contribute to effective management in education. • Differentiate between centralized and decentralized management approaches and comprehend their implications for educational institutions. • Analyze authoritarian and democratic management styles, including their characteristics, pros, and cons, and apply them in educational settings. • Understand dynamic and laissez-faire management approaches and determine the suitable management style based on situational factors in education. • Define and conceptualize educational supervision and recognize its role in enhancing learning and teaching. • Differentiate between management and administration in the educational context and identify the functions and responsibilities of educational administrators. • Understand the purpose and scope of educational inspections and their contribution to quality improvement in educational institutions. • Recognize the significance of leadership in educational management and its relationship with skill development. • Identify the characteristics and qualities of effective educational leaders and understand their impact on educational institutions. • Analyze different leadership styles found in educational settings and adapt them to specific educational situations. • Understand the importance of student welfare services for holistic development. • Create a positive institutional climate to enhance learning and implement strategies for maintaining discipline and order in schools. • Manage finances and budget allocation efficiently, ensuring optimal use of financial resources for skill development.

	• Understand the meaning, types, and significance of educational planning and its importance for educational institutions. • Develop a well-structured academic calendar and create an efficient timetable to facilitate optimal learning and teaching.
Course Content	
Module 1	Meaning, and Types of Educational Management • Educational Management: Meaning, Concept, and Nature, Understanding the role of Management in Education, Importance of Educational Management in skill development • Scope and Functions of Educational Management, Identifying the areas where Management is crucial in Education, Addressing the necessity of effective Educational Management • Centralized and Decentralized Management, Differences between Centralized and Decentralized Approaches, Implications of each Management type on Educational Institutions • Authoritarian and Democratic Management, Characteristics and Pros/Cons of Authoritarian and Democratic Leadership, Application of Leadership Styles in Educational Settings • Dynamic and Laissez-Faire Management, Understanding Dynamic and Laissez-Faire Management Approaches, Choosing the Right Management Style based on situational factors
Module 2	Supervision, Administration, and Inspection • Supervision in Education, Definition and Concept of Educational Supervision, The Role of Supervision in enhancing learning and teaching • Administration in educational context, Differentiating between Management and Administration, Functions and Responsibilities of Educational Administrators • Inspection in Educational Institutions, Purpose and Scope of Educational Inspections, How Inspections contribute to quality improvement
Module 3	Leadership in Education • Leadership in Educational Management, Understanding the Significance of Leadership in Education, The relationship between leadership and skill development • Characteristics of an Effective Educational Leader, identifying traits and qualities of successful educational leaders, how these characteristics impact educational institutions • Types of Leaders in Education, Analyzing different leadership styles found in educational settings, adapting leadership styles to specific educational situations
Module 4	Aspects of Educational Management • Student Welfare and Auxiliary Services, Importance of Student Welfare Services for Holistic Development

	• School Plant and Infrastructure Management, Effective Handling of School Equipment, Assets, and Facilities • Institutional climate and discipline, creating a positive institutional climate to enhance learning, strategies for maintaining discipline and order in schools • Management of Finance and Budget Allocation, Financial Planning and Resource Allocation in Educational Institutions
Suggested Readings	• Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India. • Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India. • Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India. • Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India. • Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India. • Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India. • Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India. • Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India. • Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India. • Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India. • Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India. • Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India. • Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India. • Sharma, R. (2022). Computation of Correlation Coefficients: Rank Difference Method and Product Moment Method. Pearson Education – India. • Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

Semester-V

Paper Code	EDC-DC-MJ
Course Code	501
Title of the Course	Guidance and Counselling
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature, importance, scope and types of guidance. • Examine the economic, psychological, and sociological bases of guidance. • Recognize the need and importance of educational guidance services in schools and colleges • Understand the role of guidance in student progression. • Know the basic data necessary for educational guidance • Interpret the information gathered from cumulative record card and interest inventory • Identify the basic data necessary for educational and vocational guidance. • Recognize the role of educational institutions for educational and vocational guidance • Understand the meaning, nature, importance, scope and types of counselling. • Explore the relationship between guidance, counselling, and teaching. • Identify the necessary qualities and role of a good counsellor. • Understand the need and importance of counselling services in schools and colleges. • Clarify the concept, need and importance of career-based counselling. • Know about various agencies providing counselling services in educational institutions. • Understand the role of teacher in counselling students.
Course Content	
Module 1	The Concept of Guidance • Meaning, nature, importance and scope of guidance • Various types of guidance (e.g., Educational, Vocational, Psychological, Recreational) • Economic, psychological, and sociological bases of guidance • Understanding the role of guidance in student progression
Module 2	Educational and Vocational Guidance • Basic data necessary for educational guidance • Interpreting and utilizing the information gathered from cumulative record card and interest inventory • Basic data necessary for vocational guidance • Role of educational institutions for educational and vocational guidance

Module 3	Educational and Vocational Guidance • Basic data necessary for educational guidance • Interpreting and utilizing the information gathered from cumulative record card and interest inventory • Basic data necessary for vocational guidance • Role of educational institutions for educational and vocational guidance
Module 4	Counselling in Educational Institutions • Need and importance of counselling services in schools and colleges • Concept, need and importance of career-based counselling • Various agencies providing counselling services in educational institutions • Role of teachers in counselling students
Suggested Readings	• Gupta, S. (2022). Economical, Psychological, and Sociological Bases of Guidance. Pearson Education, India. • Sharma, R. (2021). Need and Importance of Educational Guidance Services in Schools. McGraw-Hill Education – India. • Dasgupta, N. (2020). Types of Guidance: Academic, Career, and Personal. Oxford University Press – India. • Chatterjee, P. (2023). Meaning, Nature, and Scope of Counselling. Oxford University Press – India. • Dasgupta, S. (2022). Different Types of Counselling. Pearson Education – India. • Bhattacharya, N. (2021). Steps and Techniques of Counselling. McGraw-Hill Education – India. • Sharma, R. (2020). Necessary Qualities of a Good Counsellor. Oxford University Press – India. • Gupta, S. (2019). Role of the Counsellor in Secondary Schools. Pearson Education – India. • পাল, দেবাশিষ্য, নির্দেশনা ও পরামর্শদান। কোলকাতাঃ রীতা পাবলিকেশন। • সনৎ কুমার ঘোষঃ শিক্ষায় সংগতি অপসংগতি ও নির্দেশনাঃ ক্লাসিক বুকস, কোলকাতা। • সুবির নাগ, গার্গী দত্তঃ সংগতি বিধানে নির্দেশনা ও পরামর্শদান, রীতা পাবলিকেশন, কোলকাতা।

Paper Code	EDC-DC-MJ
Course Code	502
Title of the Course	Technological Exploration for Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, concept, nature, importance, types and function of educational technology. • Explore the concept and steps of System Approach in Education. • Know the concept of Information Technology, Communication Technology, ICT, and Artificial Intelligence and their roles in education. • Grasp the meaning, nature, types, and need of classroom communication. • Explore the components of effective classroom communication. • Understand the communication cycle, barriers of classroom communication and strategies of overcoming those barriers • Explore the key functions of educational technology in classroom communication. • Understand the concept and role of audio, video and audio-video media used in educational set-up and how these media can be integrated for engaging instruction. • Analyse merits and demerits of different types of media. • Learn the concept, use, and benefits of mass instructional techniques, such as Seminar, Panel Discussion, and Team Teaching. • Grasp the concept, nature, advantages, and limitations of lecture and demonstration method of teaching. • Explore personalized instructional techniques such as programmed learning, and micro teaching, along with their principles, types, merits and demerits. • Analyse the role of computer in educational instruction.
Course Content	
Module 1	Introduction to Educational Technology • Meaning, concept, importance and nature of Educational Technology • Types and functions of Educational Technology • Concept and steps of System Approach in Education • Concept of Information Technology, Communication Technology, ICT, and Artificial Intelligence and their roles in education
Module 2	Classroom Communication • Meaning, nature, types, and need of classroom communication • Exploring the components of effective classroom communication

	• Communication cycle, barriers of classroom communication and strategies of overcoming those barriers • Role of Educational Technology in classroom communication
Module 3	Use of Media in Education • Audio Media: Utilizing Radio and Tape in instructional settings • Visual Media: Effective use of projectors for visual instruction • Audio-Visual media: Integration of TV and CCTV for engaging instruction • Merits and demerits of different types of media used in educational set-up
Module 4	Instructional Techniques • Concept, use, and benefits of mass instructional techniques: Seminar, Panel Discussion, and Team Teaching • Lecture and demonstration method: Concept, nature, advantages, and limitations • Personalized instructional techniques: Programmed instruction and micro teaching – Meaning, principles, types, merits and demerits • Role of Computer in educational instruction (CAI, CAL and CML)
Suggested Readings	• K. Sampath- Introduction to Educational Technology. • Sharma, R. (2021). Functions of Educational Technology: Supporting Learning Outcomes. McGraw Hill Education – India. • Chatterjee, P. (2023). ET-1: Audio-Based Technology: Applications and Benefits. Oxford University Press – India. • Dasgupta, S. (2022). ET-2: Visual-Based Technology: Effective Use for Enhancing Learning. Pearson Education – India. • Bhattacharya, N. (2021). ET-3: Audio-Visual Technology: Integration for Engaging Instruction. McGraw-Hill Education – India. • Sharma, R. (2022). Components of the Communication Process: Role in Teaching-Learning. Pearson Education – India. • Gupta, S. (2021). Factors Affecting Classroom Communication: Strategies for Overcoming Barriers. McGraw-Hill Education – India. • Sharma, R. (2022). Personalized Techniques: Programmed Learning, Computer-Assisted Instruction, and Micro-teaching. Pearson Education – India. • চ্যাটার্জি, কৌশিকঃ শিক্ষা প্রযুক্তিবিদ্যা; রীতা পাবলিকেশন, কোলকাতা। • ইসলাম, নুরুল; শিক্ষা প্রযুক্তিবিদ্যার রূপরেখাঃ শ্রীধর প্রকাশনী, কোলকাতা।

Paper Code	EDC-DC-MJ
Course Code	503
Title of the Course	Curriculum Development and Evaluation
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature and scope of curriculum. • Differentiate among curriculum, syllabus, and lesson. • Conceptualize different types of curricula, such as Explicit, Implicit, Hidden and Holistic. • Know the meaning, types and significance of co-curricular activities. • Gain an overview of Bloom's Taxonomy of educational objectives. • Apply Bloom's Taxonomy in framing educational objectives. • Understand the parameters to be considered in framing curriculum at different levels • Analyse critically National Curriculum Framework-2005 • Understand the concept and principles of curriculum development • Explore culture-based, knowledge-based, and need-based curriculum. • Analyse various stages involved in curriculum development process. • Understand the meaning, concept and importance of curriculum evaluation. • Learn the steps and process of curriculum evaluation. • Understand the formative and summative approaches to curriculum evaluation. • Know the key models of curriculum evaluation, such as Tyler's Objective-Based Model, and Stufflebeam's CIPP Model.
Course Content	
Module 1	Curriculum Prospect • Concept, nature and scope of curriculum • Difference among curriculum, syllabus, and lesson • Different types of curricula: Explicit, Implicit, Hidden and Holistic • Meaning, types and significance of co-curricular activities
Module 2	Bloom's Taxonomy and Curriculum Framework • Bloom's Taxonomy of educational objectives: An overview • Application of Bloom's Taxonomy in framing educational objectives • Parameters to be considered in framing curriculum at different levels

	• National Curriculum Framework-2005
Module 3	Curriculum Development • Concept and principles of curriculum development • Culture-Based, knowledge-based, and need-based curriculum • Exploring different approaches to curriculum development • Various stages involved in curriculum development process
Module 4	Curriculum Evaluation • Meaning, concept and importance of curriculum evaluation • Steps and processes of curriculum evaluation • Approaches of curriculum evaluation: Formative evaluation and summative evaluation • Key models of curriculum evaluation (Tyler's Objective-Based Model, and Stufflebeam's CIPP Model)
Suggested Readings	• Gupta, S. (2022). Relation Among Curriculum, Syllabus, and Lesson. Pearson Education – India. • Sharma, R. (2021). Co-curricular Activities and Their Relation to the Curriculum. McGraw-Hill Education – India. • Dasgupta, N. (2020). Different Types of Curricula: Traditional and Modern Approaches. Oxford University Press – India. • Chatterjee, P. (2019). Concepts in Curriculum Development: Balanced, Explicit, Hidden, and Holistic Curriculum. Pearson Education – India. • Gupta, S. (2022). Curriculum Framework at Different Levels of Education. Pearson Education – India. • Sharma, R. (2021). Principles of Curriculum Construction. McGraw-Hill Education – India. • Gupta, S. (2022). Culture-Based, Knowledge-Based, and Need-Based Curriculum. Pearson Education – India. • Chatterjee, P. (2023). Evaluation of Curriculum: Meaning and Utility. Oxford University Press – India. • Dasgupta, S. (2022). Steps and Process of Curriculum Evaluation. Pearson Education – India. • Oliva, Peter F. (2001). Developing the Curriculum. Longman. • চক্রবর্তী, প্রণব কুমার, পাঠক্রমঃ নীতি ও নিরমান; ক্লাসিক বুকস, কোলকাতা। • পাল, দেবাশিষ; জ্ঞান ও পাঠক্রম, রীতা পাবলিকেশন, কোলকাতা।

Paper Code	EDC-DC-MJ
Course Code	504
Title of the Course	Educational Statistics and Data Analysis
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Define educational statistics and explain its nature, importance, and scope in the field of education. • Identify the steps involved in applying statistical methods to educational problems and research. • Distinguish between discrete and continuous data and understand their relevance in educational studies. • Demonstrate knowledge of various data collection methods such as observation, surveys, and document analysis. • Use appropriate tools and instruments such as rating scales, checklists, and inventories for data gathering. • Construct and interpret different types of data presentations including pie diagrams, histograms, frequency polygons, and ogives. • Appreciate the role and significance of graphical representation in educational analysis. • Calculate mean, median, and mode and interpret their significance in analyzing student performance and other educational variables. • Compute and interpret range, quartile deviation, average deviation, and standard deviation to assess variability in educational data. • Describe the properties of the normal probability curve and its significance in educational assessment. • Analyze deviations from normality using skewness and kurtosis. • Understand and compute different types of correlation coefficients using rank difference and product moment methods.
Course Content	
Module 1	Introduction to Educational Statistics • Meaning, nature, and importance of educational statistics • Scope and application of statistics in education • Steps in applying educational statistics • Types of data in educational statistics (Discrete and Continuous Data)
Module 2	Data Collection and Presentation • Methods of data collection (Observation, Survey, and Document Analysis)

	• Tools and instruments of data collection (Rating Scale, Checklists, Tests and Inventories) • Graphical presentation of data with importances (Pie diagram, Histogram, Frequency Polygon, Ogive etc.) • The challenges in collecting educational data
Module 3	Measures of Central Tendency and Variability • Concept, calculation and importances of different measures of central tendency (mean, median and mode) • Analyzing, interpretation and application of data of measures of central tendency • Concept, calculation and importances of different measures of variability (Range, QD, AD, SD) • Analyzing, interpretation and application of measures of variability
Module 4	Normal Distribution and Co-efficient of Correlation • Concept, properties, and application of normal probability curve • Divergence from normality: Skewness and Kurtosis • Concept and types of co-efficient of correlation • Calculation and uses of co-efficient of correlation in education (Rank Difference and Product Moment method)
Suggested Readings	• Garrett, H. E., & Woodworth, R. S. (2017). Statistics in psychology and education (6th ed.). Delhi, India: Surjeet Publications. • Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India. • Aggarwal, Y. P. (2016). Statistical methods: Concepts, application, and computation (2nd ed.). New Delhi, India: Sterling Publishers. • Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India. • Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India. • Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India. • Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India. • রায়, সুশীল; মূল্যায়ন নীতি ও কৌশল, সোমা বুক এজেন্সি, কোলকাতা। • চক্রবর্তী, অনিরুদ্ধ; ইসলাম, মোহাম্মদ নিজাইরুল; শিক্ষক শিক্ষন মূল্যায়ন, ক্লাসিক বুকস, কোলকাতা।

Semester-VI

Paper Code	EDC-DC-MJ
Course Code	601
Title of the Course	Inclusive Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the concept and goals of inclusive education. • Differentiate among Special Education, Inclusive Education, Integrated education, and Mainstreaming education • Appreciate the principles of inclusive education. • Examine attitude and beliefs about diversity and inclusion • Discuss the major provisions of PWD Act (1995), National Policy for Person with Disabilities-2006, and The Rights of Person with Disabilities Bill (RPWD Bill)-2016. • Recognize and address individual learning needs. • Explore the strengths and challenges of diverse learners. • Understand different learning styles. • Identify cultural, linguistic, and socio-economic influences on learning. • Design physically and emotionally inclusive classrooms. • Cultivate a positive and respectful classroom culture. • Promote universal design for learning (UDL) principles. • Adapt materials and resources for diverse learners.
Course Content	
Module 1	Introduction to Inclusive Education • Concept and goals of inclusive education • Differences among special education, inclusive education, integrated education, and mainstreaming education • Principles of inclusive education • Attitude and beliefs necessary for diversity and inclusion
Module 2	Historical Perspective of Inclusive Education in India • Major government policies for promoting inclusive education • PWD Act, 1995 • National Policy for Person with Disabilities-2006 • The Rights of Person with Disabilities Bill (RPWD Bill)-2016
Module 3	Understanding Learner Diversity • Recognizing and addressing individual learning needs • Exploring the strengths and challenges of diverse learners • Understanding different learning styles • Identifying cultural, linguistic, and socio-economic influences on learning

Module 4	Creating Inclusive Learning Environment • Designing physically and emotionally inclusive classroom • Cultivating a positive and respectful classroom culture • Promoting universal design for learning (UDL) principles • Adapting materials and resources for diverse learners
Suggested Readings	• Salend, S. J. (2020). Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson Education – USA. • Kapoor, D. (2018). Inclusive Education: Perspectives, Issues, and Challenges. SAGE Publications – India. • Shah, A. (2022). Inclusive Classroom: Practices, Strategies, and Reflections. Routledge – India. • Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD – USA. • Villa, R. A., Thousand, J. S., & Nevin, A. I. (2020). Collaboration, Consultation, and Teamwork for Students with Special Needs. Pearson Education – USA. • Pratiksha Modi - Creating an Inclusive Education. Paperback – LAP Lambert Academic Publishing (2021). • Arnab Chowdhury & Jayanta Mete. Inclusive Education. ISBN: 978-93-89224-06-1 • Pranab Kumar Chakraborty, Debasree Banerjee O Debabrata Debnath: Sarbasamabista Shikkha: Rita Books. • Urmi Chakraborty: Antarbhuktimulak Bidyalay Sanggathan: Aheli Books.

Paper Code	EDC-DC-MJ
Course Code	602
Title of the Course	Mental Health and Mental Hygiene
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Define the concept, characteristics, and importance of mental health from philosophical, psychological, and neuroscientific perspectives. • Recognize the significance of maintaining good mental health in daily life. • Explain the concepts of adjustment and maladjustment and identify common mental health issues in students such as anxiety, depression, and exam stress. • Understand different types of defence mechanisms and their role in psychological coping. • Analyze the role of families and educational institutions in preventing and managing maladjusted behaviour among learners. • Identify key factors affecting mental health and explore effective strategies for promotion of mental health. • Understand the causes, and remedies of mental illnesses. • Evaluate government policies and legal frameworks such as the National Mental Health Programme (1982) and the Mental Healthcare Act (2017) in promoting mental well-being. • Define the concept, nature, and importance of mental hygiene and its relationship with mental health and academic performance. • Integrate the principles of mental hygiene into daily life.
Course Content	
Module 1	Introduction to Mental Health • Meaning, concept and characteristics of mental health • Importance of keeping up good mental health • Mental health and wellbeing: Philosophical, psychological and neuroscience perspectives • Way out for maintaining good mental health in daily life
Module 2	Mental Health Challenges • Concept of and differences between adjustment and maladjustment • Recognizing common mental health issues in students (e.g., anxiety, depression, exam. stress) • Concept and types of defence mechanisms • Role of family and educational institutions in preventing maladjusted behaviour in learners
Module 3	Promotion of Mental Health in Different Contexts

	• Factors affecting mental health • Strategies for promotion of mental health in workplaces • Causes and remedies of different types of mental illness • Government initiatives for promotion of mental health: National Mental Health Programme (NMHP) – 1982 & Mental Healthcare Act, 2017
Module 4	Mental Hygiene • Concept, nature and need of mental hygiene • Relationship between mental health and mental hygiene • Relationship between mental hygiene and academic performance • Integration of mental hygiene in daily life
Suggested Readings	• Kumar, S. (2019). Mental Health in Educational Settings: Innovative Approaches and Best Practices. Springer – India. • Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press. • Mangal, S. K. (2019). Advanced educational psychology (2nd ed.). PHI Learning. • Kuppaswamy, B. (2022). Mental health and education (Reprint ed.). Vikas Publishing House. • Varma, L. K. (2004). The concept of mental health in India. Macmillan India. • Government of India. (2017). The Mental Healthcare Act, 2017. Ministry of Law and Justice. • Klein, D. B. (1944). Mental hygiene: The psychology of personal adjustment (Rev. ed.). Henry Holt and Company. • Carroll, H. A. (1961). Mental hygiene: The dynamics of adjustment (3rd ed.). Prentice-Hall. • ঘোষ, অরুন; মানসিক স্বাস্থ্যবিজ্ঞানঃ এডুকেশনাল এন্টারপ্রাইজ e-book.

Paper Code	EDC-DC-MJ
Course Code	603
Title of the Course	Exploring Basics of Educational Research
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Define and explain the meaning, nature, and importance of educational research. • Differentiate among various types of research, such as basic, applied, and action research. • Describe the steps involved in research process and distinguish among quantitative, qualitative, and mixed-method research approaches. • Understand the significance of reviewing related literature. • Identify reliable sources for conducting a literature review. • Analyze and apply appropriate parameters for assessing the quality of a review of related literature. • Define the concepts of population and sample, and explain various sampling techniques like simple random, stratified, and cluster sampling. • Understand the process of sampling, including the role of the sampling frame and sampling unit. • Identify the purpose and structure of research reporting and distinguish between types of research reports such as thesis, technical reports, and journal articles. • Apply ethical considerations in writing and presenting research findings.
Course Content	
Module 1	Basics of Educational Research • Meaning, nature and importance of educational research • Different types of research (Basic, Applied and Action) • Steps involved in research process • Research methods (Quantitative, Qualitative and Mixed-methods)
Module 2	Review of Related Literature: • Meaning and importances of review of related literature in research • Process for writing review of related literature • Different sources for review of related literature • Different parameters for assessing of a good review of related literature
Module 3	Population and Sample • Concept and definition of Population and Sample • Sampling techniques (Simple random, Stratified, Cluster) • Steps in the sampling process • Sampling frame and sampling unit
Module 4	Research Reporting • Meaning and purpose of research reporting

	• Major sections of reporting research • Types of research reports (Thesis/Dissertation, Technical report, Article for journals) • Ethical consideration in reporting research
Suggested Readings	• Best, J. W., & Kahn, J. V. (2016). Research in Education (10th ed.). Pearson Education India. • Sharma, R. (2022). Steps of Research: Understanding the Sequential Process Involved in Conducting Research. McGraw-Hill Education – India. • Dasgupta, N. (2021). Types of Research: Exploring Different Research Approaches. Oxford University Press – India. • Sharma, R. (2021). Steps and Principles of Educational Research. McGraw-Hill Education – India. • Gupta, S. (2022). Population: Meaning, Characteristics, and Importance in Research. Pearson Education – India. • Sharma, R. (2021). Sample, Sampling, and Sample Size: Understanding Concepts and Implications in Research. McGraw-Hill Education – India. • Chatterjee, P. (2019). Research Design: Exploring Different Designs in Educational Research. Cambridge University Press – India. • পাল, দেবাশিষ; গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল, রীতা পাবলিকেশন, কোলকাতা।

Paper Code	EDC-DC-MJ
Course Code	604
Title of the Course	Project Work
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Assess the level of environmental consciousness among students or community members. • Evaluate sanitation practices and nutritional awareness in the local area. • Study infrastructure, student enrolment, teaching-learning process, resources, teacher availability, etc. of an elementary school. • Reflect on learning outcomes from a field visit (e.g., historical place, museum, science centre, heritage site, wild life area etc.). • Develop research, communication, and presentation skills.
Course Content	
Topics	1. Survey on environmental awareness 2. Survey on sanitation and nutrition 3. Survey on existing educational status of an elementary school 4. Report on educational tour 5. Seminar presentation with ppt on any topic of your syllabus
Guidelines	Each student is required to complete <i>any one</i> of the following projects and prepare a report for evaluation by the University.
Project Report	50 Marks
Viva Voce	25 Marks
Total Marks	75 Marks

Semester-VII

Paper Code	EDC-DC-MJ
Course Code	701
Title of the Course	Contemporary Issues in Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the concept, nature, and importance of gender in society. • To develop awareness about sexual and gender minorities, including LGBTQ+ and transgender persons. • Understand the issues faced by marginalized groups such as women, persons with disabilities, and religious and linguistic minorities. • Gain knowledge about inclusive education and major initiatives of the Government of India such as the Right to Education and the National Education Policy 2020. • Understand the meaning, scope, and different forms of yoga practices such as Jnana Yoga, Bhakti Yoga, and Karma Yoga. • Recognize the relationship between yoga, physical health, and mental well-being. • To develop an understanding of peace education and the role of teachers in promoting peace and harmony in society. • Become familiar with the ideas of Mahatma Gandhi and Rabindranath Tagore in promoting peace.
Course Content	
Module 1	Gender • Meaning, nature, and importance of gender • Understanding LGBTQ+ communities and transgender persons • Gender-based violence: forms, causes, and prevention
Module 2	Social Inclusion of Marginalized Section • Meaning and importance of social inclusion • Marginalized groups: Women, PWDs, Religious and Linguistic Minorities • Inclusivity in Education: Right to Education and NEP 2020; Creating inclusive classroom
Module 3	Yoga Education • Meaning, and scope of Yoga Education • Major paths of Yoga: Jnana Yoga, Bhakti Yoga, & Karma Yoga • Yoga for health: relationship between physical health, mental well-being, and yogic practices

Module 4	Peace Education • Meaning and importance of peace education; Role of teachers in promoting peace and harmony • Challenges to peace at national and global levels • Contributions of Mahatma Gandhi and Rabindranath Tagore to promotion of peace
Suggested Readings	• Prof. Sheikh Tabarak Ali. Gender Studies. Maiti Publications. • B. Purohit. Gender Issues and Inclusive Education. Notion Press. • Dr. Aishwarya Dey. Antorbhuktimulak Sikha. Aheli Publishers. • Ananda Murti. Yoga Manabtattva. Ananda Marga Publications. • Dr. Binayak Chanda. Santi O Mullobodher Siksha. Aheli Publishers. • Bhatia, S., & Bhatia, R. (2019). Gender and education in India. Sage Publications. • Bhattacharya, A. (2010). Education for the people: Concepts of Grundtvig, Tagore, Gandhi and Freire. Brill. • Mishra, L. (2016). Peace education: A gender perspective. Kalpaz Publications. • Nagendra, H. R. (2003). Yoga: Its philosophy and practice. Swami Vivekananda Yoga Prakashana.

Paper Code	EDC-DC-MJ
Course Code	702
Title of the Course	Human Rights and Multicultural Diversities
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Explain the core concept, philosophical foundation, and classification of Human Rights. • Understand the instruments of the International Bill of Human Rights, alongside India's constitutional provisions and NHRC functions. • Analyse UN promotional efforts, global mechanisms, and national enforcement tools like the Protection of Human Rights Act (1993) for safeguarding rights in pluralistic societies. • Define multiculturalism—its dimensions (language, caste, religion, region), historical evolution in India, and links to social cohesion, and globalized democracy. • Evaluate challenges to multicultural education and critically assess pedagogical approaches, teacher roles, and promotion strategies at higher education levels. • Identify major challenges to multicultural education and suggest remedial strategies.
Course Content	
Module 1	Foundations of Human Rights • Concept, philosophical foundation, and classification of Human Rights (civil, political & social) • The International Bill of Human Rights (UDHR 1948, ICCPR & ICESCR 1966) • Constitutional provisions on Human Rights in India
Module 2	Enforcement and Education of Human Rights • <i>Global mechanisms:</i> United Nations' promotional efforts • <i>National enforcement:</i> Human Rights Act, 1993; Functions of National Human Rights Commission of India • <i>Human Rights Education:</i> Pedagogical approaches at higher level of education; Roles of educational institutions, and Mass Media
Module 3	An Overview of Multicultural Diversity • Concept, significance, and dimensions of multiculturalism (language, caste, religion, & region) • Contexts of cultural pluralism in globalized democratic society • An evolutionary history of multiculturalism in India
Module 4	Multicultural Education and Challenges • Objectives & principles of, and teachers' role in multicultural education

	• Approaches of multicultural education • Challenges to and ways of promotion of multicultural education
Suggested Readings	• Aggarwal, J.C. (2008). Education in the Emerging Indian Society. New Delhi: Shipra Publication. • Basu, D.D. (2015). Introduction to the Constitution of India. New Delhi: Lexis Nexis Publication. • Chand, Jagdish (2007). Education for Human Rights. New Delhi: Shipra Publication. • Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications. • Naseema, C. (2008). Human Rights Education: Theory and Practice. New Delhi: Shipra Publications. • Banks, J.A. (2019). An Introduction to Multicultural Education (6th ed.). Pearson Education. • Parekh, B. (2006). Rethinking Multiculturalism: Cultural Diversity and Political Theory. Red Globe Press. • Reddy, S. Reddy, L, Thankachan, T.C. Michael, R., & Shailaja, M. (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd. • Chakrabarti, Pranab Kumar. (n.d.). Manabadhikar Siksha (Human Rights Education). Kolkata: Rita Publication. • Bhattacharya, Saurin. (2021). Manab Adhikar (Human Rights). Kolkata: Books Way Publication. • Levin, Liya. (2010). Manab Adhikar (Human Rights). New Delhi: National Book Trust.

Paper Code	EDC-DC-MJ
Course Code	703
Title of the Course	Education for Sustainable Development
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Introduce the concept and importance of Sustainable Development and its relevance in the 21st century. • Develop an understanding of Education for Sustainable Development and its aims, objectives, and role in promoting sustainability through education. • Enable students to understand sustainable lifestyles and responsible consumption. • To develop competencies, skills, and values required for sustainability education among students. • Examine the relationship between quality education and sustainable development and the role of teachers and educational institutions in promoting sustainable practices. • Familiarize students with global initiatives such as the Sustainable Development Goals and understand their implications for education. • Create awareness about the role of governments, NGOs, and communities in achieving sustainable development through education.
Course Content	
Module 1	Concept and Meaning of Sustainable Development • Meaning and definition of Sustainable Development • Importance and challenges for sustainable development in the 21st century • Role of education in promoting sustainable development
Module 2	Education for Sustainable Development (ESD) • Aims and objectives of Education for Sustainable Development • Role of education in promoting sustainability among the students and teachers • Competencies and skills required for sustainability education
Module 3	Strategies and Practices for Sustainable Living • Sustainable lifestyle and responsible consumption • Role of teachers and educational institutions in promoting sustainable practices • Relationship between quality education and sustainable development
Module 4	Global Frameworks and Initiatives • The Sustainable Development Goals (SDGs) and their educational implications • National and international policies related to sustainability and education • Role of government, NGOs, and communities in promoting sustainability

Suggested Readings	• Education for Sustainable Development, Dr. Sugandha Goel & Dr. Nishi Sharma, Indian Books & Periodicals, New Delhi. 2020 • Education for Sustainable Development in Teacher Education in India, Sudeshna Lahiri, Waxmann Publishing, Germany, 2017 • Sustainable Environment and Education, Dr. Sunil Ashok Rajpurkar, Himalaya Publishing House, Mumbai, 2022 • Sustainable Development and Education, Dr. Rezaul Hoque, Kunal Books, New Delhi, 2026. • পাল, সুজিত ও সরকার, পরিমল; পরিবেশ শিক্ষা ও জনশিক্ষা, আহেলী পাবলিশার্স, কোলকাতা।
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(For Four Year Honours Students)

Paper Code	EDC-DC-MJ
Course Code	704 (A)
Title of the Course	Open and Distance Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Develop understanding about the meaning, nature, scope, merits and limitations of Open and Distance Education. • Explain the historical development of Distance Education in India and identify the principles and characteristics of the Open Learning System. • Analyze the structure and functioning of Open Universities and other Distance Education institutions. • Understand the role of ICT, online learning, digital platforms, and multimedia technologies in distance teaching and learning. • Understand the preparation and design of Self-Instructional Materials (SIM) for effective distance learning. • Examine the roles of tutors, counsellors, facilitators, and the various teaching–learning methods used in Open and Distance Education. • Understand the importance of student support services and learner assistance systems in Open and Distance Education. • Analyze different assessment, evaluation techniques, and quality assurance practices in distance education systems.
Course Content	
Module 1	Concept and Evolution of Open and Distance Education • Meaning, nature, scope, merits and demerits of open and distance education • Historical development of distance education (Indian context) • Principles and characteristics of open learning system
Module 2	Organization and Communication Technology in Distance Education • Open universities and distance education institutions in India (NIOS, IGNOU, & NSOU) • Online learning and digital platforms (SWAYAM, SWAYAMPRAKASH, and INFLIBNET) • Role of audio, video and multimedia in open and distance teaching
Module 3	Instructional Design and Teaching–Learning Process in Distance Education • Self-Instructional Materials (SIM): Preparation and design • Role of tutors, counsellors and facilitators • Methods of teaching and learning in open and distance mode
Module 4	Learner Support and Evaluation in Distance Education • Student support services in ODE (definition, types and needs)

	• Assessment and evaluation techniques (significance of assignments, tutor comments, didactic communication) • Quality assurance in open and distance education (academic counselling and tutoring services)
Suggested Readings	• Sharma, Madhulika. <i>Distance Education and Open Learning</i>. New Delhi: Kanishka Publishers, 2016. • Rana, Yogesh. <i>Distance Education in India</i>. Delhi: Saurabh Publishing House, 2010. • Sharma, Madhulika. <i>Distance Education Concepts and Principles</i>. New Delhi: Kanishka Publishers, 2009. • Shukla, Sanjeev Kumar. <i>Distance Education</i>. Uttar Pradesh: R.lall Book Depot, 2012. • Chatterjee, Mihir Kumar, Tapas Chanda, and Rupnar Dutta. <i>Distance Education</i>. Kolkata: Rita Publication, • দাস, মৌমিতা. <i>দূরাগত শিক্ষা প্রসঙ্গ</i>. কলকাতা: শৈশব প্রকাশন, ২০২১. • ড.হালদার তারিনী, ড.চন্দ্র বিনায়ক, সমকালীন ভারতবর্ষ এবং শিক্ষা, আহেলী পাবলিশার্স

(For Four Year Hons. with Research Students)

Paper Code	EDC-DC-MJ
Course Code	704 (B)
Title of the Course	Advanced Educational Research Methodology
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the language and concept of educational research. • Develop practical knowledge and skills to identify research problem. • Understand the various technique, tools and steps involved for conducting research. • Explore different research approaches and understand their appropriate application in educational research. • Apply inferential statistical techniques in educational research. • Develop the capacity of creative writing skills in research.
Course Content	
Module 1	Educational Research • Scientific investigation and educational research: Concept, nature, types (Longitudinal and Cross- sectional) • Selection of research problem, variables, framing of research questions & hypotheses, selection of sample, steps of educational research,
Module 2	Approaches of Educational Research: • Quantitative Research: Experimental research, Correlation research, Survey research: Concept, characteristics, components, types and steps • Qualitative Research Design: Case study research, Ethnography research: Concept, characteristics, types and steps • Mixed Method Research Design: Concept, characteristics, explanatory & exploratory designs and their steps
Module 3	Inferential Statistics • Types of correlation (concept only) • Regression and prediction (concept only) • Parametric and non-parametric statistics: t-test and chi-square test (one-tailed & two-tailed), ANOVA (concept only)
Module 4	Research Proposal and Research Report Writing • Guidelines for writing a research proposal • Components, steps and tentative chapterization of research reporting • Writing reference and citation as per APA style (7th ed.)
Suggested Readings	• Best, J. W., & Kahn, J. V. (1989). <i>Research in education</i> (6th ed.). Prentice-Hall of India. • Buckman, B. W. (1978). <i>Analyzing and designing educational research</i>. Harcourt Brace Jovanovich.

	• Bruce, T., & Tuchman, G. (1978). <i>Conducting educational research</i>. Harcourt Brace. • Buch, M. B. (1974). <i>Survey of research in education</i>. Centre of Advanced Studies in Education, M. S. University of Baroda. • Englehart, M. D. (1972). <i>Methods of educational research</i>. Rand McNally. • Good, W. R., Barr, A. S., & Scates, D. E. (1962). <i>Methodology of educational research</i>. Appleton-Century-Crofts. • Kerlinger, F. N. (1978). <i>Foundations of behavioral research</i>. Surjeet Publications. • Kothari, C. R., & Garg, G. (2019). <i>Research methodology: Methods and techniques</i> (4th ed.). New Age International. • Koul, L. (1984). <i>Methodology of educational research</i>. Vikas Publishers. • McMillan, J. H., & Schumacher, S. (1993). <i>Research in education: A conceptual introduction</i> (3rd ed.). HarperCollins. • Meyer, W. J., & Fox, D. J. (1969). <i>The research process in education</i>. Holt, Rinehart and Winston. • Creswell. W. J (2012) Planning, conducting and evaluating quantitative and qualitative research (4th ed.), Pearson Publication
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Semester-VIII

Paper Code	EDC-DC-MJ
Course Code	801
Title of the Course	Artificial Intelligence and Digital Pedagogy
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the concept of AI and its relevance to digital pedagogy. • Trace the historical evolution of AI. • Explain the concept, meaning and scope of digital pedagogy. • Develop skills to integrate AI tools in personalised learning paths. • Explore the different AI tools and integrate it into digital pedagogy. • Assess the importance of e-learning alongside its key challenges. • Outline AI ethics concepts and their importance. • Evaluate responsible AI regulations and their impact on educational practices.
Course Content	
Module 1	Fundamentals of Artificial Intelligence (AI) in Education • Concept, definition and scope of Artificial Intelligence (AI) • Types and importance of Artificial Intelligence (AI), Difference between Artificial Intelligence (AI) and Human Intelligence • Historical overview of Artificial Intelligence (AI)
Module 2	Digital Pedagogy • Concept, meaning, scope and importance of Digital Pedagogy • Concept, importance and challenges of E-learning & AI Powered E-learning • Concept of Virtual Learning Environment (VLE) by using Artificial Intelligence (AI)
Module 3	Application of Artificial Intelligence (AI) in Education • Effective Use of Artificial Intelligence (AI) in education (Digital Content Creation, Assignment Preparation, Study Material Formation, Educational Evaluation etc.) • Uses of Social media features for learning: Facebook, YouTube and LinkedIn • AI-based translator, rephrasing tools, summariser, plagiarism & AI detector tools, etc.
Module 4	Ethical Considerations and Challenges in Artificial Intelligence (AI) • Concepts and importance of Artificial Intelligence (AI) ethics, the four pillars of Ethical Artificial Intelligence (AI) (Fairness, Accountability, Transparency and Privacy)

	• Advantages and Disadvantages of Artificial Intelligence (AI), Challenges of Artificial Intelligence (AI) • Responsible Artificial Intelligence (AI) regulations (UNESCO, EU AI Act)
Suggested Readings	• Bowen, J. A., & Watson, C. E. (2025). <i>Teaching with AI: A practical guide to a new era of human learning</i> (2nd ed.). Johns Hopkins University Press. • Fitzpatrick, D. (2024). <i>The AI classroom: The ultimate guide to artificial intelligence in education</i> (Vol. 1). AI for Education. • Jain, M., Bhagee, M., Negi, S. S., & Kumar, A. (n.d.). <i>Future pedagogy: Integrating artificial intelligence with practice-based education</i>. Yashita Prakashan Private Limited. • Rane, N. L., Chaudhari, R. A., & Rane, J. (2025). <i>Critical pedagogies and artificial intelligence: Teaching, curriculum, and sustainable education</i>. Deep Science Publishing. • Sarkar, A. (2025). <i>Classroom 2.0: Integrating AI into modern education: Redefining teaching and learning in the age of artificial intelligence</i>. Abhijeet Sarkar. • UNESCO IITE. (2020). AI in Education: Change at the Speed of Learning. UNESCO IITE Policy Brief. Author: Steven Duggan. Editor: Svetlana Knyazeva. https://iite.unesco.org/wp-content/uploads/2020/11/Steven Duggan AI in Education 2020.pdf • UNESCO. (2023) ChatGPT and Artificial Intelligence in higher education: Quick Start guide. https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide EN FINAL.pdf

Paper Code	EDC-DC-MJ
Course Code	802
Title of the Course	Teacher Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature and scope of teacher education. • Explain the aims, objectives and Importance of teacher education. • Acquaint with the historical perspective of teacher education in India. • Explain the meaning, objectives, need, and limitations of pre-service and in-service teacher education. • Understand the agencies of Teacher Education. • Acquaint with various Professional Development Programme for teachers. • Understand the Professional and social accountability of teachers. • Acquaint with Ethics of teachers in the digital age.
Course Content	
Module 1	Basics of Teacher Education • Meaning, nature and scope of teacher education • Importance of teacher education • Aims and objectives of teacher education at Elementary, Secondary and Higher secondary level
Module 2	Historical Perspective of Teacher Education in India • Recommendations of various commissions and committees on teacher education in post- independence era • Policy on teacher education – Recommendations of NPE 1986, POA 1992, and NEP 2020 • National Curriculum Framework for Teacher Education 2009
Module 3	Types and Agencies of Teacher Education • Pre-service teacher education: Meaning, objectives, need and limitations • In-service teacher education: Meaning, objectives, need and limitations • Agencies of teacher education: NCERT, SCERT, NCTE, NIEPA
Module 4	Professional Development, Ethics and Accountability of Teachers • Professional development programme for teachers • Professional and social accountability of teachers • Ethics of teachers in the digital age
Suggested Readings	• Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd.

	• Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company. • Rajput, J.S. and Walia, K. (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd. • Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikash Publications. • Mohan, R. (2016). Teacher Education. New Delhi: PHI • Saxena N. R. (2003): Teacher Education. Meerut: Lall Book Depot. • Sharma S. P. (2003). Teacher Education: Principles Theories and Practices, Aspects of Teacher Education. New Delhi: Kanishka Publishers Distributors. • ডঃ দিবোন্দু ভট্টাচার্য এবং ডঃ অরুণ কুমার সিনহা (২০২৩), <u>শিক্ষক শিক্ষণ ও শিক্ষা পদ্ধতি</u>. আল্লনা এন্টারপ্রাইজ. • ডঃ উদয় শঙ্কর কবিরাজ (২০২৩). <u>শিক্ষক শিক্ষা</u>, আহেলি পাবলিশার্স • ডঃ প্রনব কুমার চক্রবর্তী এবং প্রনয় পাণ্ডে, <u>শিক্ষক শিক্ষা</u>, রিতা পাবলিকেশন • দেবপ্রসাদ বিশ্বাস এবং ডঃ মিতালী পান্ডা, (২০২১) <u>কর্মপূর্ববর্তী ও কর্মকালীন শিক্ষক প্রশিক্ষণ</u>, আহেলি পাবলিশার্স. • ডক্টর অনিরুদ্ধ চক্রবর্তী ও মোহাম্মদ নিজাইরুল ইসলাম: <u>শিক্ষক শিক্ষণ ও মূল্যায়ন</u>। ক্লাসিক বুকস, কলকাতা।
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Paper Code	EDC-DC-MJ
Course Code	803
Title of the Course	Monitoring and Controlling Authorities in Indian Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the concept, meaning, objectives, and importance of School Education. • Understand the concept, meaning, objectives, and importance of higher Education. • Understand the concept, meaning, objectives, and importance of open and distance Education. • Understand the concept, meaning, objectives, and importance of vocational and technical education • Analyze the structure and functioning of the Indian education system at different levels and modes of education. • Examine the major challenges and issues faced by School Education, Higher Education, Open and Distance Education, and Vocational & Technical Education in India. • Evaluate the various government initiatives, towards different levels of education. • Explain the roles and functions of key educational organizations and regulatory bodies, in relation to school education, higher education, open and distance education and vocational and technical education.
Course Content	
Module 1	School Education • Meaning, Objectives and Importance • Challenges and Govt. initiations. • Role of NCERT, SCERT, CBSE and WBBSE
Module 2	Higher Education • Meaning, Objectives and Importance • Challenges and Govt. initiations. • Role of UGC, ICSSR, AIU, NAAC and West Bengal State Council of Higher Education (WBSCHÉ)
Module 3	Open and Distance Education • Meaning, Objectives and Importance • Challenges and Govt. initiations. • Role of DEB, IGNOU, NSOU and NIOS
Module 4	Vocational and Technical Education • Meaning, Objectives and Importance • Challenges and Govt. initiations. • Role of AICTE, NCVET, MSDE, WBSCVET

Suggested Readings	• Mohanty, J. (2004): Modern Trends in Indian Education, Deep and Deep Publishers, New Delhi • Agarwal, J.C: Education in the emerging Indian Society, Vikas Publishing House. • চক্রবর্তী, অনিরুদ্ধ, ইসলাম, মোহাম্মদ নিজাইরুল: শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুকস, কোলকাতা। • পাল, দেবাশিষ; ধর দেবাশিষ; দাস মধুমিতা; ব্যানার্জি পারমিতা, শিক্ষা ব্যবস্থাপনা, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ • পাল, দেবাশিষ, সমকালীন ভারত ও শিক্ষা, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ • রায়, প্রদীপ্ত রঞ্জন, শিক্ষায় ব্যবস্থাপনা ও চর্চা, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ • মন্ডল ভীমচন্দ্র, কর তুহিন কুমার শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ • তরফদার, মঞ্জুষা, বিদ্যালয় সংগঠন ও ব্যবস্থাপনা, পিয়ারসন এডুকেশন
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(For Four Year Honours Students)

Paper Code	EDC-DC-MJ
Course Code	804 (A)
Title of the Course	Term Paper/Field Report/Literature Review/ Book Review
Course Credit	04
Course Objectives	<i>At the end of the course, a student will be able to-</i> • Develop basic knowledge and skills in educational research. • Acquire the ability to collect, organize, and interpret the data from primary and secondary sources. • Develop critical and analytical thinking through the review of educational literature and books. • Apply the principles of report writing, referencing, and academic ethics. • Relate theoretical understanding of education to practical experiences through field-based studies. • Enhance communication and presentation skills through the preparation of term papers and reports.
Guidelines	• Students are required to undertake any one of the following academic activities: Term Paper, Field Report, Literature Review, or Book Review on a topic approved by the guide teacher. • The work should demonstrate originality, critical thinking, and proper understanding of educational concepts and issues. • Students should consult relevant books, journals, research articles, reports, and other authentic sources while preparing their reports. • Proper citation and referencing should be followed using APA 7th edition. • Plagiarism and any form of academic dishonesty should be strictly avoided. • The report should be written in clear and concise language and should be systematically organized with appropriate sections. • The study should be conducted ethically, maintaining confidentiality and obtaining necessary permissions. • The report should comprise 3,000–4,000 words (excluding references and appendices). • Students should submit the completed work within the stipulated time and required to present and defend their work through a seminar, viva voce, or classroom presentation. • The evaluation shall be based on relevance of the topic, quality of content, critical analysis, organization and presentation, use of references, originality.

Format of the Term paper	<u>Major components for Term Paper</u> A. <u>Preliminary Pages:</u> a. Cover Page: (Title of the term paper; student's name; roll & registration number; registration session; paper name & code; semester; college & university; supervisor's name; date of submission.) b. Supervisor's Certificate c. Acknowledgement: d. Table of Contents: e. List of Figures f. List of Tables B. <u>Main text / Core content</u> a. Introduction b. Review of Related Literature c. Objectives of the Study (2 to 3 max.) d. Significance and Delimitations e. Methodology f. Data Analysis g. Findings and Discussion h. References (APA 7th ed.) C. <u>Appendices</u> • Filled-in questionnaire/schedule (signed by teacher) • Extra data tables, charts, maps etc. <u>Major components for Field Report</u> A. <u>Preliminary Pages:</u> a. Cover Page: (Title of the report; student's name; roll & registration number; registration session; paper name & code; semester; college & university; supervisor's name; date of submission.) b. Supervisor's Certificate c. Acknowledgement: d. Table of Contents: e. List of Figures f. List of Tables B. <u>Main text / Core content</u> a. Introduction b. Objectives of the Study (2 to 3 max.) c. Description of the field Area d. Methodology e. Data Presentation f. Data Analysis g. Findings and Discussion h. Personal Reflection/Learning Experiences i. Limitation of the study
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j. References (APA 7th ed.)

C. Appendices

- Filled-in questionnaire/schedule (signed by teacher)
- Extra data tables, charts, maps etc.

Major components for Literature Review

A. Preliminary Pages:

- a. Cover Page: (Title of the report; student's name; roll & registration number; registration session; paper name & code; semester; college & university; supervisor's name; date of submission.)
- b. Supervisor's Certificate
- c. Acknowledgement:
- d. Table of Contents: List of chapters, Section and Page No.

B. Main text / Core content

- a. Introduction
- b. Objectives of the Review (2 to 3 max.)
- c. Method of Literature Search (Sources, Strategies, Key words used, inclusion and exclusion criteria)
- d. Review of literature (Must be chronologically, thematically and methodologically organized)
- e. Critical Analysis
- f. Summary of the Review
- g. Conclusion
- h. References (APA 7th ed.)

C. Appendices

- Tables of reviewed studies
- Any additional information

Major components for Book Review

A. Preliminary Pages:

- a. Cover Page: (Title of the book review; student's name; roll & registration number; registration session; paper name & code; semester; college & university; supervisor's name; date of submission.)
- b. Supervisor's Certificate
- c. Acknowledgement:

B. Main text / Core content

- a. Bibliographic Information of the book (Name of the author; Title of the book; Edition; Publisher; Place of publication; Year of publication; Number of pages, ISBN/ISSN (If available))
- b. Introduction
- c. Objectives of the book review (2 to 3 max.)
- d. Summary of the book
- e. Analysis of the content

	f. Critical Evaluation g. Personal reflection/Learning experiences h. Conclusion i. References (APA 7th ed.) C. <u>Appendices</u> • Notes, tables, figures or additional supporting materials •
Formatting and Technical Specifications	• Length: Maximum 3,000 to 4,000 words. • Font: Times New Roman, 12 pt. • Line spacing: 1.5 • Figures and tables: Properly labeled and numbered. • Referencing style: APA (7th Edition) • Plagiarism threshold: Plagiarism (<10%)
Term Paper/Field Report/Literature Review/ Book Review	50
Viva-Voce	25
Total Marks	75

(For Four Year Hons. with Research Students)

Paper Code	EDC-DC-MJ
Course Code	804 (B)
Title of the Course	Dissertation/Research Project (DRP)
Course Credit	12
Course Objective	<i>At the end of the course, a student will be able to-</i> • Develop an understanding of the basic concepts, principles, and procedures of educational research. • Acquire the ability to identify and formulate research problems related to contemporary issues in education. • Develop skills in reviewing related literature and constructing a theoretical understanding of the selected problem. • Gain experience in the collection, organization, analysis, and interpretation of qualitative and quantitative data. • Apply appropriate research methods and techniques in conducting a research study in the field of education. • Develop competence in academic writing, documentation, citation, and referencing following accepted scholarly conventions. • Foster critical thinking, problem-solving ability, and reflective inquiry in the investigation of educational phenomena. • Cultivate ethical values and integrity in conducting and reporting educational research. • Enhance communication and presentation skills through the preparation and dissemination of research findings. • Encourage independent learning and promote research aptitude as a foundation for higher studies and professional development in education.
Guidelines	• The work should demonstrate originality, critical thinking, and proper understanding of educational concepts and issues. • Students should consult relevant books, journals, research articles, reports, and other authentic sources while preparing their reports. • Proper citation and referencing should be followed using APA 7th edition. • Plagiarism and any form of academic dishonesty should be strictly avoided. • The report should be written in clear and concise language and should be systematically organized with appropriate sections. • The study should be conducted ethically, maintaining confidentiality and obtaining necessary permissions. • Students should submit the completed work within the stipulated time and required to present and defend their work through a seminar, viva voce, or classroom presentation. • The evaluation shall be based on relevance of the topic, quality of content, critical analysis, organization and presentation, use of references, originality.

Format of the Dissertation	A. <u>Preliminary Pages:</u> - Cover Page: (Title of the report; student's name; roll & registration number; registration session; paper name & code; semester; college & university; supervisor's name; date of submission.) - Supervisor's Certificate - Acknowledgement - Table of Contents - List of Figures - List of Tables B. <u>Main text / Core content</u> - Introduction - Review of Related Literature - Statement of the Problem - Objectives of the Study (2 to 3 max.) - The Hypotheses (If any) - Significance and Delimitations - Methods - Population, Sample and Sampling - Tools used - Statistics used - Data Analysis - Results and Discussion - Major Findings and Conclusion - References (APA 7th ed.) C. <u>Appendices</u> - Filled-in questionnaire/schedule (signed by teacher) - Extra data tables, charts, maps etc.
Formatting and Technical Specifications	Length: Maximum 6,000 to 7,000 words. Font: Times New Roman, 12 pt. Line spacing: 1.5 Figures and tables: Properly labeled and numbered. Referencing style: APA (7th Edition) Plagiarism threshold: Plagiarism (<10%)
Dissertation	150
Presentation and Viva-Voce	75
Total Marks	225

University of Gour Banga

Course Curriculum

(Four Years Undergraduate Program as per NEP -2020)

(For Academic Session: 2024-2025)

(FYUGP NEW)



Curriculum for Four Year Education (Minor)

Semester-I	
Paper Code	EDC-IDC/DC
Course Code	MN 101
Title of the Course	Philosophical Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, concepts, nature, and functions of education. • Explore the aims of education, including individual, social, and national aims. • Analyze the objectives of education based on the four pillars of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report). • Comprehend the meaning, concept, nature, scope, and implications of the philosophy of education. • Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, and Pragmatism, and their educational ideologies and contributions. • Evaluate the factors of education, including the learner (learner-centred education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education). • Critically study Swami Vivekananda's educational ideas and principles and analyze his influence on Indian education. • Explore Rabindranath Tagore's educational philosophy and pedagogical approaches and evaluate his impact on Indian education. • Critically study J. J. Rousseau's educational ideas and principles and analyze his influence on modern education. • Explore John Dewey's educational philosophy and pedagogical approaches and evaluate his impact on modern education.
Course Content	
Module 1	Meaning and Concepts of Education & Philosophy • Education: Meaning, Nature and Scope. • Philosophy: Meaning, Nature and Functions. • Relationship between Education & Philosophy. • Functions of Education.
Module 2	Aims, Objectives & Factors of Education • Aims of education: Individualistic, Socialistic, and National aims. • Objectives of education & Report of Delor's Commission – UNESCO 1996 • Factors of Education: Learner Centric, Teacher Centric

	Types & importance of Co-curricular activities.
Module 3	Schools of Philosophy - Indian Schools of Philosophy in Education: Vedantic, Buddhist & Islamic (Main Features and Educational Implications only). - Western Schools of Philosophy in Education: Idealism, Naturalism and Pragmatism (Main Features and Educational Implications only).
Module 4	Educational Contributions of Philosophers - Indian Philosophers: Swami Vivekananda & R.N. Tagore. - Western Philosophers: J.J. Rousseau & John Dewey.
Suggested Readings	- Sharma, R. C. (2023). Education: Meaning, Concepts, and Functions. Pearson Education India. - Chandra, S. (2021). Philosophy of Education: Concepts and Perspectives. Oxford University Press India. - Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd. - Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India. - Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India. - দত্ত, বেবি; গুহ, দেবিকাঃ শিক্ষা দর্শন ও দার্শনিকদের অবদান, প্রগতিশীল প্রকাশক। - রায়, সুশীল (২০০৫), শিক্ষা তত্ত্ব ও শিক্ষা দর্শন, সোমা বুক এজেন্সি, কোলকাতা, পঃ বঃ। - পাল, ধর, ব্যানার্জি (২০২১), শিক্ষার ভিত্তি ও বিকাশ, রীতা বুক এজেন্সি, পঃ বঃ। - চট্টোপাধ্যায়, পাল, পান্ডে (২০২১), শিক্ষা দর্শন, রীতা পাবলিকেশন, পঃ বঃ - ব্যানার্জি, এ (২০২১), শিক্ষানীতি ও শিক্ষাদর্শন, বি বি কুন্ডু মুদ্রন, কোলকাতা, পঃ বঃ - বাগ, কে কে (২০২০), শিক্ষায় দার্শনিক ভিত্তি ও শিক্ষানীতি, নবোদয় পাবলিকেশন, কোলকাতা, পঃ বঃ

Semester-II	
Paper Code	EDC-IDC/DC
Course Code	MN 201
Title of the Course	Sociological Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning of Educational Sociology and Sociology of Education, and their significance in the field of education. • Explore the relationship between Sociology and Education and comprehend how sociological concepts influence educational systems and practices. • Examine the sociological determinants of education and their impact on educational institutions, policies, and outcomes. • Define social change and identify its various dimensions and implications. • Analyze the factors influencing social change, including political, educational, and technological factors. • Explore the concept and forms of social mobility and stratification, and understand their relevance in society. • Differentiate between primary and secondary groups and understand their characteristics and functions.
Course Content	
Module 1	Education & Educational Sociology • Meaning of Educational Sociology • Meaning of Sociology of Education • Relationship between Sociology and Education • Sociological determinants of education
Module 2	Culture & Education • Culture: Meaning, Components & Relationship between Culture & Society. • Cultural Lag & Cultural Change. • Role of Education in preservation and transmission of Culture.
Module 3	Social Group and Socialization • Social Groups: Meaning and types of groups (Primary Groups and Secondary Groups). • Social interaction and its educational implications. • Socialization: Meaning, Characteristics, Factors, and Implications in Education.
Module 4	Social Change & Education

	• Social Change: Meaning, Characteristics, Factors (Role of Education in Social Change). • Social Stratification: Meaning, Characteristics & Role of Education in Social Stratification. • Social Mobility: Meaning, Characteristics & Types.
Suggested Readings	• Sharma, R. (2022). Educational Sociology: Concepts and Perspectives. Pearson Education India. • Durkheim, E. (1898). Moral Education: A Study in the Theory and Application of the Sociology of Education. Free Press. • Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux. • Ajit Mondal & Md. Nijairul Islam: Sociological Foundation of Education (2 Vols): Kanishka Pub. • ভট্টাচার্য্য, ডি (২০২১), শিক্ষা ও সমাজতত্ত্ব, পিয়ারসন, কোলকাতা, পঃ বঃ। • প্রধান, এ (২০১৫), সূচনা ও সংকেতে সমাজতত্ত্ব, রাজকৃষ্ণ পুস্তকালয়, কোলকাতা, পঃ বঃ • বর্মণ ও প্রামানিক (২০২১), শিক্ষামূলক সমাজবিজ্ঞান, ক্লাসিক বুক হাউস, কোলকাতা, পঃ বঃ • চট্টোপাধ্যায়, এম ও চক্রবর্তী, কে (২০১৪), শিক্ষার সমাজতাত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

Semester-III	
Paper Code	EDC-IDC/DC
Course Code	MN 301
Title of the Course	Psychological Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching learning process. • Explore the relationship between Psychology and Education and comprehend how psychological principles contribute to effective teaching and learning. • Define growth and development, and understand their meaning, nature, and underlying principles. • Explore the stages of development, focusing on infancy, childhood, and adolescence. • Understand theories of personality, including the trait theory by Allport and the type theory by Jung. • Define learning, understand its meaning, and analyze the factors influencing learning. • Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and their educational implication. • Examine the relationship between learning and maturation, memory, interest, and motivation. • Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, and Gardner, and analyze their educational significance. • Define personality, and explore its meaning, nature, and development.
Course Content	
Module 1	Concepts of Educational Psychology • Meaning, Nature & Scope. • Relationship between Psychology and Education. • Application of Educational Psychology in Teaching-Learning process.
Module 2	Growth and Development • Growth and Development: Meaning, Nature, and Principles • Stages of Human Development: Infancy, Childhood, and Adolescence (Physical, cognitive, social & emotional perspective)
Module 3	Learning and its theories • Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their educational implication. • Maturation, Interest, Motivation & Memory.
Module 4	Intelligence and Personality

	• Intelligence: Meaning, Nature, and Theories (Spearman, Guilford-SOI & Gardner) and their educational significance • Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory – Jung)
Suggested Readings	• Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson. • Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson. • Pal, Dhar, Das, Banerjee, (2021), Pathdan o Sikhoner Monostattwo, Rita Publication, W.B. • Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers. • Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers. • রায়, সুশীল; (২০০৫) শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি, কোলকাতা, পঃ বঃ • সরকার, বি (২০২১), শিক্ষা মনোবিদ্যা, আহেলী পাবলিশার্স, কোলকাতা, পঃ বঃ

Semester-IV	
Paper Code	EDC-IDC/DC
Course Code	MN 401
Title of the Course	Historical Foundation of Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> - Analyze the educational initiatives during Vedic, Buddhistic, and British period in India. - Understand the significance of key educational reports and acts, such as Adams Report, Wood's Dispatch, and Hunter Commission. - Discuss the relevance and significance of these policies in shaping the education system in India. - Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission. - Examine the views and recommendations of each commission on different aspects of education. - Understand the key features and objectives of National Policy on Education, 1986 & National Education Policy, 2020.
Course Content	
Module 1	Vedic and Buddhistic system of Education - Vedic system of Education: Aims, Objectives, Salient Features & Educational implications. - Buddhist system of Education: Aims, Objectives, Salient Features & Educational implications.
Module 2	Education in Medieval Period - Islamic system of Education: Aims, Objectives, Salient Features & Educational implications. - Educational contribution of Firoj Shah Tughlak & Akbar
Module 3	Education in British Rule - Colonial Education System: Role of Missionaries. - Adams Report, 1835-37 - Wood's Despatch, 1884 - Hunter Commission, 1882
Module 4	Education Commission and Policies in Post-Independent India - University Education Commission, 1948-49 - Secondary Education Commission, 1952-53 - Indian Education Commission, 1964-66 - NPE -1986, 1990, & 1992-POA and NEP-2020: (Objective, Features and Educational implications).
Suggested Readings	Sen, S. (2020). Ancient Indian Education: A Comprehensive Study. Routledge – New York (USA)

	• Singh, R. K. (2018). Buddhist Education in Ancient India. Prabhat Prakashan – Delhi (India) • Sharma, S. (2019). Medieval Indian Education: Trends and Perspectives. Sage Publications – New Delhi (India) • Farooqi, N. R. (2017). Education in the Mughal Empire. Manohar Publishers – Delhi (India) • Bose, A. (2022). Education in British India: Policies and Impacts. Cambridge University Press – Cambridge (UK) • রায়, সুশীল, (২০০৫), ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি, কোলকাতা, পঃ বঃ। • ভক্ত, ভক্তিভূষণ (২০০৫), আধুনিক ভারতের শিক্ষার ধারা, অ, আ, ক, খ প্রকাশনী, পূর্ব মেদিনীপুর, পঃ বঃ। • চক্রবর্তী, এ ও ইসলাম, মোহাম্মদ নিজাইরুল (২০১৭), শিক্ষার ইতিহাস অ সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুকস, কোলকাতা, পঃ বঃ। • পাল, ডি (২০২২), সমকালীন ভারত ও শিক্ষা, রীতা পাবলিকেশন, পঃ বঃ। • চট্টরাজ, শ্যামাপ্রসাদ, ভারতীয় শিক্ষা প্রসঙ্গে, সেন্ট্রাল লাইব্রেরী, কোলকাতা, পঃ বঃ
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Semester-V	
Paper Code	EDC-IDC/DC
Course Code	MN 501
Title of the Course	Contemporary Issues in Indian Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, objectives, and significance of Social Education, and recognize the role of folklore and folk culture in its promotion. • Analyze the barriers to Social Education and evaluate the initiatives taken by the government and NGOs to address these challenges. • Comprehend the aims, objectives, and importance of Women Education, and assess the barriers to its progress and the government's efforts to overcome them. • Explore the contributions of Durgabai Deshmukh and Hans Mehta Committees, along with the implications of NPE 1986 and NEP 2020 for Women Education. • Examine the functions of National and State Women Commissions in promoting women's education and rights. • Understand the aims, objectives, and importance of Population Education and identify the causes of population explosion in India. • Analyze the government's initiatives to manage overpopulation and measures to enhance human resource development. • Discuss the National Population Policy 2000 and its objectives in addressing population challenges. • Understand the aims, objectives, and importance of Value Education and Peace Education in contemporary society. • Investigate the causes of value erosion and methods to foster value-based education in the classroom. • Explore the role of international organizations like the UNO and UNICEF in conflict resolution and maintaining world peace.
Course Content	
Module 1	Social Education • Meaning, objectives, and importance of Social Education • Importance of folklore and folk culture in Social Education • Barriers of Social Education & Government initiatives to remove these barriers • Role of NGOs in Social Education
Module 2	Women Education • Aims, objectives & importance of Women Education • Barriers of Women Education & Government initiatives to remove these barriers

	• Durgabai Deshmukh Committee & Hans Mehta Committee, NPE, 1986 & NEP, 2020 on Women Education • Functions of National & State Women Commissions.
Module 3	Population Education • Aims, objectives & importance of Population Education • Causes of population explosion in India and Government Initiatives to check over population • Measures to develop human resources • National Population Policy– 2000
Module 4	Value & Peace Education • Aims, objectives & importance of Value Education • Causes of value erosion & nurturing of values in classroom • Aims, objectives & importance of Peace Education in today's world • Role of UNO & UNICEF in conflict resolution & maintaining world peace
Suggested Readings	• Ahuja, R (2010): Social Problems in India, Rawat Publications, New Delhi. • Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi. • Bandhopadhyay, M. and Subrahmanian, R. (2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter1, Consortium for Research on Educational Access, Transitions and Equity. • Pandey, Sanjoy (2004). Peace Education. New Delhi: NCERT • Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi • Chakraborty, A. & Md. N. Islam: Shikkhar Itihas o Sampratik Ghatanaprabah: Classique Books • Mukhopadhyay Dulal, Sarkar Bijan, Halder Tarini and Pal Abhijit Kumar: Bharater Shikshar Chalaman Ghatanabali, Aheli Publishers, Kolkata. • Subir Nag O Rajib Sarkar: Janasankhya Shikkha: Rita Books • Ajit Mondal O Anup Bag: Bharatbarshe Narishikkha: Aheli • Pradiptaranjan Roy O Aditi Roy: Shikkhai Shanti O Mulyabodh: Rita Books

Semester-VI	
Paper Code	EDC-IDC/DC
Course Code	MN 601
Title of the Course	Management, Leadership and Planning in Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature, and scope of Educational Management and the need for effective management in educational institutions. • Analyze the role and functions of management in education and the criteria for evaluating an effective manager. • Differentiate between various types of educational management, such as centralized, decentralized, authoritarian, democratic, dynamic, and laissez-faire management, and assess their advantages and disadvantages. • Comprehend the meaning, nature, and scope of leadership in education, and explore different leadership styles and their effectiveness. • Identify the characteristics of an effective leader and examine the role of educational institutions in fostering leadership qualities among students. • Understand the meaning, nature, and significance of Educational Planning and differentiate between its various types. • Explore the steps involved in the process of Educational Planning. • Analyze the roles and functions of governmental bodies such as NIEPA, NCERT, and UGC in the development of educational planning.
Course Content	
Module 1	Educational Management • Educational Management- Meaning, Nature and Scope • Need and Functions of Educational Management • Role of Management in Education • Criteria of an effective manager
Module 2	Types of Educational Management • Centralized and Decentralized Management (Meaning, advantage, and disadvantage) • Authoritarian and Democratic management (Meaning, advantage, and disadvantage) • Dynamic and Laissez-Faire Management (Meaning, advantage, and disadvantage)
Module 3	Leadership • Leadership-Meaning, Nature, and Scope • Styles of Leadership • Characteristics of an effective leader • Role of educational institution to inculcate leadership quality among students

Module 4	Educational Planning • Meaning, Nature, and Significance of Educational Planning • Types of Educational Planning • Steps in Educational Planning • Role and Functions of different Govt. bodies in Educational Planning (NIEPA, NCERT, UGC)
Suggested Readings	• Aggarwal, J. C. (2012): Educational Administration and Management Principles and Practices, Doaba House Book Sellers and Publishers, Delhi. • Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad. • Goleman and Goel, S. L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt.Ltd., New Delhi. • Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapana. Pashim Bangya Rajya Pustak Parshad, Kolkata. • Chakraborty, Dilip Kumar: Shikagata Byabsthapana o Parikalpana. K. Chakraborty Publishers, Kolkata • Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita: Shika Byabasthapana. RitaBook Agency, Kolkata. • Tarafdar, Manjusha: Vidaylay Sangathan Obyabasthapana. Pearson, Kolkata. • Shyamaprasad Chattaraj: Shikkhamukhi Sanggathan O Byabasthapana: Central Library, Kolkata. • Dulal Mukhopadhyay, Udaysankar Kabiraj: Shikkha Byabasthapanai Sikhansampad. Aheli, Kolkata.

Semester-VII	
Paper Code	EDC-IDC/DC
Course Code	MN 701
Title of the Course	Evaluation and Statistics in Education
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, concept, and nature of evaluation in education. • Explore the need and scope of evaluation in assessing student progress and educational outcomes. • Identify various tools of evaluation, including essay-type and objective type examinations, criteria-referenced tests (CRT), and norm-referenced tests (NRT). • Comprehend the meaning, concept, and nature of standardized tests and the process of test standardization. • Differentiate between teacher-made tests and standardized tests, and recognize the characteristics of a good test, including validity, reliability, objectivity, usability, and norms. • Understand the concept of statistics and its application in educational evaluation. • Analyze educational data through tabulation and measures of central tendency (mean, median, mode) and variability. • Recognize the need and importance of graphical representation of data in educational evaluation. • Learn to create and interpret histograms, frequency polygons, ogives, and pie charts, and understand concepts like percentile point and percentile rank.
Course Content	
Module 1	Meaning & Concept of Evaluation in Education • Meaning, Concept, and Nature of evaluation in education • Need and Scope of evaluation in education • Tools of evaluation of student progress • Examination - essay type and objective type, criteria referenced tests (CRT) and norm referenced tests (NRT)
Module 2	Meaning & Concept of Standardised Test • Meaning, Concept, and Nature of standardized test • Process of standardization of a test • Difference between teacher-made test & standardized test • Characteristics of a good test: (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) Norms.
Module 3	Statistics in Educational Evaluation • Concept of statistics & its application in education • Tabulation of educational data

	• Measures of central tendency (Mean, Median, Mode) • Measure of variability (Concepts & uses only)
Module 4	Graphical representation of data • Need & importance of graphical representation of data • Histogram, & Frequency Polygon • Ogive & Pie graph • Percentile point & Percentile rank (concepts & uses only)
Suggested Readings	• Aggarwal, J. C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd. • Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson • Gronlund, N. E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon. • Kaplan, R.M. & Saccuzzo. D. P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth. • Sushil Ray: Mulyayan: Niti O Koushal: Soma Book Agency, Kolkata. • A. Chakraborty & Md. N. Islam: Shikkkhak Shikkhan Mulyayan, Classique Books, Kolkata. • Arun Ghosh: Manobaigganik Parimap O Parisankhyan: Educational Enterprise, Kolkata. • Pal, Debashis: Gabeshana Paddhati O Rashibignaner Koushal: Rita Books, Kolkata.

Semester-VIII	
Paper Code	EDC-IDC/DC
Course Code	MN 801
Title of the Course	Educational Guidance and Counselling
Course Credit	04
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning, nature, and scope of guidance and its different bases. • Recognize the need and importance of guidance in education and vocational contexts. • Differentiate between various types of guidance, such as educational and vocational guidance. • Comprehend the meaning, nature, and importance of educational guidance and identify the essential data required for effective educational guidance. • Explore the different educational guidance services available in educational institutions, and understand the role of Cumulative Record Cards (CRC) and Anecdotal Record Cards (ARC). • Understand the meaning, nature, and scope of counselling, and analyze its significance in educational settings. • Identify the necessary qualities of a good counsellor and evaluate the role counsellors play in supporting students. • Differentiate between various types of counselling and assess their advantages and disadvantages. • Understand the concept of mental health and hygiene and recognize the mentally sound person. • Identify the causes of mental illness and maladjustment, and explore mechanisms for prevention and adjustment.
Course Content	
Module 1	Concept of Guidance • Meaning, Nature, and Scope of Guidance • Different bases of Guidance • Need and Importance of Guidance
Module 2	Educational Guidance • Meaning, Nature, and Importance of Educational Guidance • Basic data necessary for educational Guidance • Various educational guidance services in educational institution • Cumulative Record Card (CRC) & Anecdotal Record Card (ARC)
Module 3	Counselling • Meaning, Nature, and Scope of Counselling • Need and Importance of Counselling • Necessary qualities and role of a good counsellor

	• Different types of counselling (Meaning, advantage and disadvantage)
Module 4	Mental Health and Hygiene • Concept of Mental Health and Hygiene • Characteristics of a mentally sound person • Mental Illness- Causes and Prevention • Causes of maladjustment and various adjustment mechanism
Suggested Readings	• Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009. • Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010. • Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. • Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press. • Gururani, G.D.: Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House. 22 • Nurul Islam: Shikkhai Sangatibidhan O Paramashadan: Shreedhar Prakashani, Kolkata. • Pal, Debashis: Siksha Brittite Nirdeshana O Paramarshadan. Kolkata: Rita Publications, Kolkata. • Sanat Kumar Ghosh: Sikshay Sangati Apasangati O Nirdesana: Classique Books, Kolkata. • Debabrata Debnath O Ashish Kumar Debnath: Byatikramdharmi Shishu o tar Shiksha: Rita Book, Kolkata.

University of Gour Banga

Course Curriculum

(Four Years Undergraduate Program as per NEP -2020)

(For Academic Session: 2024-2025)

(FYUGP NEW)



Curriculum for Four Year Education (MDC)

(From Semester-I to Semester-III)

Semester-I	
Paper Code	EDC-MDC
Course Code	101
Title of the Course	Gender Sensitivity
Course Credit	03
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the difference between sex and gender, and reflect on personal experiences of growing up as male, female, or others in various social contexts. • Analyze the social construction of gender and explore the role of patriarchy in shaping gender roles, stereotypes, and disparity. • Comprehend the meaning, nature, and need for gender sensitization, and explore the challenges associated with it. • Explore practices of gender sensitization in educational and social contexts and promote gender equality both within and beyond the classroom. • Critically evaluate cinema from a gender-sensitive perspective through the lens of selected films. • Understand the difference between violence and gender-based violence and recognize the various forms of gender-based violence. • Examine the constitutional provisions and legal acts related to gender-based violence, including POSH 2013 and the Protection of Women from Domestic Violence Act, 2005.
Course Content	
Module 1	Conceptual Understanding of Gender • Sex vs Gender • Reflection on real life experience of growing up as male/female/others at home, school, and society • Social construction of gender and role of the patriarchy • Social dynamics of Gender in context to: Gender role, Gender Stereotypes and Gender Disparity
Module 2	Gender Sensitization • Meaning, nature, need and challenges • Practices of Gender Sensitization (Educational and Social) • Promoting Gender equality within and beyond the classroom • Critical evaluation of cinema from a Gender sensitive perceptive (for reference to any one: Ghare-Baire (1984) or Dangal (2017))
Module 3	Gender-Based Violence • Violence vs Gender based Violence • Understanding forms of Gender based violence • Constitutional Provisions and Acts: POSH 2013, and Protection of Women from Domestic Violence Act, 2005

Suggested Readings	• Aikman, S., & Unterhalter, E. (2005). Beyond Access: Transforming policy and practice for gender equality in education. Oxfam Publication. • Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women. • Bhattacharjee, N. (1999). Through the looking glass: Gender socialization in a primary school. In T. S. Saraswathi (Ed.), Culture, socialization, and human development: Theory, research, and applications in India (pp. 336-355). New Delhi: Sage Publications. • Chakraborty, P. K., Banerjee, D., & Debnath, D. Sarbasamabista Shikkha. Kolkata: Rita Books. • Nambissan, G. (2010). Exclusion and discrimination in schools: Experiences of Dalit children. New Delhi: IIDS and UNICEF Working Paper Series Vol. I, Number II. Retrieved from http://www.dalitstudies.org.in/wp/wps0101.pdf • Udayaditya Bhattacharya. Antarbhuktimulak Bidyalay Nirman. Kolkata: Rita Books. • Prevention of Sexual Harassment Guidelines. Retrieved from https://doe.gov.in/files/inline_documents/DoE_Prevention_sexual_harassment.pdf
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Semester-II	
Paper Code	EDC-MDC
Course Code	201
Title of the Course	Social Inclusivity
Course Credit	03
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the concept, meaning, and historical background of social exclusion in India. • Identify the various forms of social exclusion and analyze their impact on different communities. • Comprehend the concept, meaning, and importance of social inclusivity in society. • Explore the historical background of social inclusion movements during British India and understand the role of education in promoting social inclusivity. • Analyze the role of socio-religious movements like Brahmo Samaj and Arya Samaj in fostering inclusivity. • Understand the importance of social inclusion for LGBTQ communities. • Explore the recommendations of NPE 1986 and NEP 2020 regarding the social inclusion of marginalized groups such as SC, ST, and OBCs.
Course Content	
Module 1	Social Exclusion • Concept, Meaning, and a brief historical background of Social Exclusion in India. • Forms of Social Exclusion. • Impact of Social Exclusion.
Module 2	Social Inclusivity • Concept, Meaning, and importance of Social Inclusivity. • A brief historical background of social inclusion movements in British India. • Role of Education in development of Social Inclusivity.
Module 3	Social movements and development of Inclusivity • Socio-religious movements: Brahmo Samaj, Arya Samaj. • Importance of social inclusion of LGBTQ. • Recommendations of NPE, 1986 & NEP, 2020 on social inclusion of SC, ST, and OBCs.
Suggested Readings	• Kirpal, V. and M. Gupta. (1999). Equality Through Reservations. Jaipur: Rawat Publications. • Sen. Amartya, 2007, Social Exclusion: Concepts Application and Scrutiny, New Delhi: Critical Quest. • Subramanyam V. & K. Sekhar (2010), Social Exclusion. Integration and Inclusive Policies Rawat Publications.

	• Panda Bishnupada (2015) Inclusive Education, Classique Books, Kolkata. • Rhah- Ghanshyam (1999), Social Movements in India. Sage Publications. • Govt, of India (1986). Reports on National Policy on Education. Ministry of Education, New Delhi: GOI. • Govt, of India (2020). Reports on National Education Policy. Ministry of Education, New Delhi: GOI. • Banerjee, Mita & Sinha, S. (2019), Antorbhuktimulok Shiksha, Rita Publication, Kolkata. • Chakraborty, Pranab Kumar (2020), Sorbasamabishta Shikkha, Rita Publication, Kolkata.
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Semester-III	
Paper Code	EDC-MDC
Course Code	301
Title of the Course	Global Citizenship
Course Credit	03
Course Objective	<i>At the end of the course, a student will be able to-</i> • Understand the meaning and importance of global citizenship in today's interconnected world. • Identify and analyze the barriers to achieving global citizenship. • Explore and comprehend the pillars of global citizenship. • Understand the constitutional provisions regarding Indian citizenship, and the rights and duties of Indian citizens. • Examine the importance of civic engagement and participation in upholding citizenship responsibilities. • Analyze the role of teachers and educational institutions in nurturing the ideals of global citizenship. • Understand the role of family and society in fostering global citizenship values. • Apply the principles of global citizenship in practical life situations.
Course Content	
Module 1	Introduction to Global citizenship • Meaning and importances of Global Citizenship. • Barriers to Global Citizenship. • Pillars of Global Citizenship.
Module 2	Rights and Responsibilities of Indian Citizens • Indian citizenship- Constitutional provisions • Constitutional Duties and Rights of an Indian citizen • Civic engagement and participation
Module 3	Nurturing Global Citizenship • Role of teachers and educational institutions in nurturing the ideals of global citizenship • Role of family and society in inculcating ideals of global citizenship • Application of the ideals of global citizenship in practical life
Suggested Readings	• Nigel Dower & John Williams, (2002). Global Citizenship: A Critical Introduction, Routledge Pub. • Luis Cabrera (2010). The Practice of Global Citizenship. Cambridge University Press. • UNESCO (2019), Global citizenship education: Topics and learning objectives. https://unesdoc.unesco.org/ark:/48223/pf0000373877 • Ashok Kumar Sarkar 92021). Bharater Sangbidhan Parichoy. Setu Prakashani, Kolkata.

	• Abdeljalil Akkari & Kathrine Maleq (2020). Global Citizenship Education: Critical and International Perspectives. Springer. • Susan Watson (2009), Global Citizenship, Macmillan Education Australia. • Gautam Mukhopadhyay (2023). Bishwayaner Juge Nagarikatwa. Setu Prakashani, Kolkata.
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