

B.A. Education (Honours) Semester-IV

B.A. Education (Honours)

SEMESTER-IV

EDU-CC-T-8: History of Education in Ancient and Medieval India

Core Course; Credit 6. Full Marks 75

Course Learning Outcomes:

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

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

Course Content:

Unit 1: Vedic System of Education:

Class Hours-15

- a) Salient features
- b) Aim and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation System.

Unit 2: Brahmanic System of Education:

Class Hours-20

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

Unit 3: Buddhistic System of Education:

Class Hours- 20

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

Unit 4: Medieval System of Education:

Class Hours-20

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System.
- c) Contribution of Akbar and Aurangzeb
- d) Centres of Learning: Fatepur Sikri and Delhi

Suggested Readings:

1. S.M. Jafar --Some Cultural Aspects of Medieval India ,
2. B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
3. A.S.Altekar -- Education in Ancient India.
4. E.E.Keay --India Education in ancient times.
5. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
6. S. S. Ravi – A Comprehensive Study of Education
7. J. P. Banerjee – Education in India: Past, Present and Future
8. S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
9. B. K. Nayak- History Heritage and Development of Indian Education
10. B. N. Dash –History of Education in India
11. Dr. Harisadhan Goswami- Bharatiya Shikhayar Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikhayar Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
14. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)

B.A. Education (Honours)

SEMESTER-IV

EDU-H-CC-T-9: Psychological Foundation of Education-II Core Course; Credit-6, Full marks-75

Course Learning Outcomes:

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

- Explain meaning, nature and scope of Neuropsychology.
- Explain the structure and function of human brain and nervous system.
- Describe Moral development theory, Psycho-social development theory and Psychoanalysis theory.
- Describe Social development theory and Social learning theory.
- Explain the concept of Pedagogy and Andragogy and its difference.

Course Content:

Unit -I: Neuropsychology

Class hours- 18

- a) Concept, nature and scope of Neuropsychology
- b) Structure and function of human brain
- c) Concept, types and function of nervous system

Unit-II: Psychology of Development

Class hours-20

- a) Moral development theory of Kohlberg and its educational implication
- b) Theory of Psychosocial development and its educational implication
- c) Theory of Sigmund Freud: concept of Psychoanalysis and its principles,

Unit-III: Psychology of Learning

Class hours-20

- a) Social learning theory of Bandura and its educational implication
- b) Social Competence and Social Cognition-meaning, nature, need
- c) Social Constructivism:- Concept, nature, Social development theory of Vygotsky and its educational implication

Unit-IV: Psychology of Instruction

Class hours-17

- a) Concept of teaching, learning, instruction and indoctrination
- b) Pedagogy, Pedagogical Analysis:- Meaning, nature, need and stages
- c) Andragogy:- meaning, principles, Theory of Andragogy (Malcolm Knowles) and difference between Pedagogy and Andragogy

Suggested Books:

1. S.K. Mangal- Essentials of Educational Psychology- PHI Ltd
2. J.C. Aggarwal- Essentials of Educational Psychology- Vikas Publisher
3. S.K. Mangal- Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas Publisher
5. সুশীল রায়- শিক্ষা মনোবিদ্যা- সোমা বুক এজেন্সি
6. পাল, ধর, দাস- পাঠদান ও শিখনের মনস্তত্ত্ব -শরত বুক এজেন্সি
7. পেডাগগি: সার্বিক ধারণা - কমলেশ করণ ও কিংশুক করণ- রীতা পাবলিকেশন
8. শিক্ষার মনোবৈজ্ঞানিক ভিত্তি- কল্পনা সেন বরাট ও কণিকা চৌধুরী- প্রগতিশীল প্রকাশক
9. শিক্ষা মনোবিজ্ঞানের রূপরেখা-ডঃ প্রণব কুমার চক্রবর্তী- উষা পাবলিশিং হাউস
10. শিশু মনস্তত্ত্ব ও শিক্ষাবিজ্ঞান-ডঃ দেবশিস পাল- রীতা পাবলিকেশন
11. শিক্ষা মনোবিদ্যার রূপরেখা-নূরুল ইসলাম - শ্রীধর প্রকাশনী

B.A. Education (Honours)

SEMESTER-IV

EDU-H-CC-T-10: Introduction to Educational Research Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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

- Define and explain the meaning, and nature of Research.
- Discuss the meaning and nature of Educational Research.
- Identify sources of data for Research.
- Describe different types of Research.
- Describe the meaning of Research Problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling.
- Analyze the Qualitative and Quantitative data.
- Describe the process of collecting data and testing Hypothesis.
- Understand the meaning of Research Ethics.
- Apply basic statistics and graphical presentation in real life problem.

Course Content:

Unit-I: Research-meaning and nature:

Class hours-10

- a. Meaning and nature of Research and scientific inquiry
- b. Research worthy problem- meaning and characteristics
- c. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- d. Importance of Research

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

Class hours-25

- a. Meaning, nature & scope of Educational Research
- b. Types of Research:
 - Basic, Applied & Action Research;
 - Longitudinal and Cross Sectional Research.
 - Historical- meaning, nature and steps
 - Descriptive- meaning, nature and steps
 - Experimental research- meaning and nature
 - Quantitative and Qualitative Research-concept only
- c. Importance of Educational Research.

Unit-III: Basic Ideas of Research

Class hours-25

- a. Review of Related Literature - concept and purpose
- b. Variable - meaning and types (Dependent, Independent, and Intervening)
- c. Research Hypothesis - meaning, nature and types
- d. Population and Sample:
 - Concepts of Population, Sample and Sampling,
 - Need of Sampling
 - Types of Sampling techniques- Non-Probability, Probability- meaning and nature
- e. Research Ethics: Meaning and nature.

Unit-IV: Research Data:**Class hours-15**

- a. Qualitative and Quantitative data- meaning, nature and uses
- b. Tools of data collection- characteristics, merits and demerits of portfolio and rating scale
- c. Descriptive statistics (Central tendencies, Dispersion- meaning, uses, and estimation)
- d. Graphical representations- used in Research (Histogram, Frequency Polygon, Pie chart)
- e. Inferential Statistics-meaning, types- Parametric and non-Parametric (concept and nature only)

Suggested Books:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best & J.V.Kahn – Research in Education
5. Debasis Pal- Gabeshona Padhyati O Rashibigyane Koushol (Bengali Version)

B.A. Education (Honours)
SEMESTER-IV
EDU-H-GE-T-4: Historical and Sociological Foundations of Education
Generic Elective Course; Credit 6, Full Marks 75

Course Learning Outcomes:

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

- Explain the development of education in India in historical perspectives.
- Discuss the contribution of Education Commission in Post Independent India.
- Explain the National Policy on Education and National Education systems.
- Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.
- Define Social Groups, Socialization and Social Agencies of Education.
- Explain the concept of Social Stratification, Mobility and Role of education in it.

Course Content:

Unit-I: Education in 19th and 20th Century in India

Class hours-20

- a. Charter Act of 1813 and its educational significance
- b. Macaulay Minuets 1835 and its educational significance
- c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e. National Education Movement: Concept, characteristics & its impacts in Education
- f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.

Unit- II: Education in Post-Independence India

Class hours- 20

- a. University Education Commission (1948-49): Aims and objectives, Rural University, Teacher education, Vocational Education, Women Education
- b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of opportunity.
- d. National Policy on Education 1986: Main features

Unit -III: Educational Sociology

Class hours- 15

- a. Meaning, Nature and Scope of Educational Sociology
- b. Relation between Education and Sociology
- c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the education in Socialization
- d. Social Agencies of Education: Family and School.

Unit-IV: Some Sociological concept in Education

Class hours: 20

- a. Social Group: Meaning and types (Primary and Secondary), characteristics and educational significance
- b. Culture: Concept, characteristics, relation between education and culture
- c. Social Stratification: Definition and characteristics, role of education in Social Stratification
- d. Social Mobility: Concept, characteristics, role of education in Social Mobility.

Suggested Books:

1. Y.K.Sharma – Sociological Philosophy of Education- Kanishka Publishers Distributors
2. S. S. Ravi -A comprehensive study of Education-PHI
3. J.C. Aggarwal-Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C. Aggarwal-Landmark in the History of Modern Indian Education –Shipra Publications
6. J.P.Banerjee -Education in India; Past, Present, and Future
7. B.K.Nayak – History of Education in India-Raj Publications
8. B.N. Dash - History of Education in India- Dominant Publishers & Distribute
9. Anadikumar Mahapatra- Bishoy Samajtotto (Bengali Version)
10. Parimol Bhuson Kar – Samajtotto (Bengali Version)
11. Dr. Harisadhan Goswami- Bharatiya Shikhayar Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikhayar Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
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B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2 (A): Institutional Survey (Practical Course)

Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

- Define the process of Institutional Survey
- Identify and explain the areas of Institutional Survey
- Analysis the different aspects of Institution with data
- Prepare a comprehensive report on an Institution

Guideline:

In an Institutional Survey Researchers may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages).

Areas of Institution:

1. Leadership
2. Teacher Quality- Preparation, competence and commitment
3. Linkage and interface - communication with the environment
4. Students - academic and non -academic quality
5. Co-curricular activities- Non scholastic areas
6. Teaching - quality of instructions
7. Office Management - Support services
8. Relationship: corporate life in the institution support
9. Examination -purposefulness and methodology
10. Job Satisfaction -staff morale
11. Reputation

Format for Report of Institutional Survey

1. Front page
2. Certificate from Supervisor
3. Student declaration
4. Acknowledgement
5. Preface
6. Content
7. Chapter 1: Introduction of Topic / theoretical framework of topic
8. Chapter 2: Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
9. Chapter 3: Review of Literature/Background of the study.
10. Chapter 4: Methodology
11. Chapter 5: Data Analysis and Interpretation
12. Chapter 6: Conclusion and Suggestions/ Recommendation
13. References/ Bibliography

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Viva Voce -20 Marks, Report Writing -20 Marks

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2(B): Application of Educational/Psychological Tools (Practical Course) Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

- Explain the Study Habit Inventory and Test Anxiety Scale.
- Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

Hands on activities:

- Application of the standardized Study Habit Inventory or Test Anxiety Scale on the sample of home Institution
- Preparing report

Guideline of the practical activity:

- Apply on 50 students of home Institution
- Writing a report on A4 page
 - a. Acknowledgement
 - b. Content
 - c. Name of the Tool
 - d. Introduction
 - e. Objectives
 - f. Methodology:
 - i) Sample and Sampling
 - ii) Description of tool: Name of inventor, Dimensions, No. of test item, Reliability, Validity, Scoring procedure.
 - g. Data Analysis
 - h. Conclusion
 - i. Reference

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-P-2(C): Project Work (Practical Course)
Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

- Explain the process of conducting a Project.
- Prepare a Project Report.

Guideline:

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4) and to be submitted as per University Schedule:

- Title of the Project: To be selected from the syllabus specified for Core papers.
- Introduction
- Significance of the Study
- Objectives of the Study
- Review of Related Literature/ Background of the study
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion
- References

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20