UNIVERSITY OF KALYANI

LEARNING OUTCOME BASED CBCS CURRICULUM FOR THREE YEARS UNDER–GRADUATE COURSE IN EDUCATION (HONOURS)

WITH EFFECT FROM THE ACADEMIC SESSION

2021–2022

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching–learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

> 2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

> 2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

> 3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

> 3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value–based and/or skill–based instruction.

A. TOTAL Number of courses in UG–CBCS (B.A. Hons.):

Types of course	Core course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE–1: DETAILS OF COURSES & CREDIT OF B.A.(HONOURS) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	Core Course: 14 Papers	Theory + Practical	Theory + Tutorial
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	Elective Courses: (8 papers)		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	140	140

TABLE–2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HONOURS)

Courses/ (Credits)	Sem–I	Sem–II	Sem–III	Sem–IV	Sem–V	Sem–Vi	Total No. of Courses	Total credit
CC (6)	2	2	3	3	2	2	14	84
DSE (6)	--	--	--	--	2	2	04	24
GE (6)	1	1	1	1	--	--	04	24
AECC (2)	1	1			--	--	02	04
SEC (2)	--	--	1	1	--	--	02	04
Total No. of Course/ Sem.	4	4	5	5	4	4	26	--
Total Credit /Semester	20	20	26	26	24	24	------	140

Learning outcomes-based approach to curriculum planning and development:

1.Graduate attributes:

- **Disciplinary knowledge**: Learners gain the knowledge of basic and applied concepts and issues in Education. Different SEC, and pactical courses help learners to demonstrate their comprehensive knowledge and understanding of one or more disciplines.
- **Communication Skills**: Written assignment, seminar presentation, oral presentation etc. help learners to to express their thoughts and ideas effectively. Simultaneously these help to communicate and share their ideas with others.
- **Critical thinking**: Education as a subject helps to apply analytic thought, evaluate different theories and propositions, practices, policies through scientific and systematic approaches.
- **Problem solving**: By knowing the process of Education learners try to apply their competencies to solve different kinds of problems related to educational field and also practical life.
- **Analytical reasoning**: Education as a subject helps learners to identify and evaluate logical flaws and theoretical framework of different theories by analysing and synthesising data from various sources.
- **Research-related skills**: Through the course of research in education learners develop the sense of inquiry and asking questions, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data.
- **Cooperation/Team work**: Cooperative learning in the classroom, group assigment on SEC courses help learners to work effectively with groups or teams. These activities facilitate cooperative or coordinated effort among the learners.
- **Scientific reasoning**: After reviewing variety of theories and generalizations learners develop the ability to analyse, interpret and draw conclusions from informations, which are helpful to develop scientific reasoning among learners.
- **Reflective thinking**: Learners must be able to think deeply and apply the knowledge and competencies in practical field in the context of both self and society.
- **Information/digital literacy**: Through project work, practical assignments learners develop different skills related to digital literacy like- demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning**: Assignemnt, project work helps learners to dvelop the ability to work independently.
- **Multicultural competence**: As Education a multidisclinary subjects and the nature of subject matter is very much culture specific. Learners must understand the multicultural perspectives of the issues related to educational processes and issues.
- **Moral and ethical awareness/reasoning**: Education as a subject often deals with different ethical and moral issues related to practical life and thus it plays an important role in nurturing moral and ethical awareness and reasoning among learners.
- **Leadership readiness/qualities**: Gaining in-depth knowledge of subject matter helps learners to be a good leader in their field.

- **Lifelong learning**: Learning is a life long process. It helps learners to helps in metacognition that means 'learning how to learn', which encourage learners in participating in learning activities throughout the life.

2. Qualification descriptors:

- Demonstration of indepth understanding of the basic concepts and issues of the emerging areas of educational field
- Nurturing intellectual capabilities to solve practical problems by using the process of problem solving
- Development of practical skills to design and develop
- Exibition of the ability to analyse data and writing project reports
- Development of the ability to present ideas and also team work spirits
- Acquisition of in-depth competencies of the applied areas of Education and other allied disciplines.
- Improving critical thinking and skills facilitating the application of gained knowledge gained in the field of education.

3. Programme learning outcomes:

- The learning outcome of Hons. in Education is to prepare the learners to understand the historical and theoretical background of Education and to gain knowledge of Education from different perspectives suited to the contemporary world and society.
- Learners will learn to apply the understanding of various related fields like Philosophy, Sociology, Psychology, History etc. in educational field.
- Learners will acquire the knowledge of systematic methodology of data collection, data handling, hypothesis generation, hypothesis testing and data analysis.
- Leraners will also understand different technological applications through Technology of and Technology in Education.
- Learners will learn hands on activities to prepare tool, test, media, survey report etc.
- Learners will gain knowledge of issues from global perspectives.

❖ **COURSE CODE & COURSE TITLE:**
A. Core courses (CC)
1. EDU–H–CC–T–1: Philosophical Foundation of Education–1
2. EDU–H–CC–T–2: Sociological Foundation of Education
3. EDU–H–CC–T–3: Psychological Foundation of Education
4. EDU–H–CC–T–4: History of Education in Colonial India
5. EDU–H–CC–T–5: Educational Evaluation & Statistics
6. EDU–H–CC–T–6: Philosophical Foundation of Education–II
7. EDU–H–CC–T–7: Inclusive Education
8. EDU–H–CC–T–8: History of Education in Post–Independence India
9. EDU–H–CC–T–9: Psychology of Instruction
10. EDU–H–CC–T–10: Introduction to Educational Research
11. EDU–H–CC–T–11: Educational Management
12. EDU–H–CC–T–12: Contemporary issues in Education
13. EDU–H–CC–T–13: Curriculum Studies
14. EDU–H–CC–T–14: Educational Technology
15. EDU-H-CC-P-15: Project work (Practical course)

B. Discipline specific elective courses (DSE)
1. EDU–H–DSE–T–1/2(A): Value Education
2. EDU–H–DSE–T–1/2(B): Population Education
3. EDU–H–DSE–T–1/2(C): Peace Education
4. EDU–H–DSE–T–1/2(D): Distance Education
5. EDU–H–DSE–T–1/2(E): History of Education in Ancient and Medieval India
6. EDU–H–DSE–T–3/4(A): Mental Hygiene
7. EDU–H–DSE–T–3/4(B): Comparative Education
8. EDU–H–DSE–T–3/4(C): Guidance &Counselling
9. EDU–H–DSE–T–3/4(D): Great Educators

C. Generic elective courses (GE):
1. EDU–H–GE–T–1: Philosophical & Psychological foundations of Education
2. EDU–H–GE–T–2: Historical & Sociological foundations of Education
3. EDU–H–GE–T–3: Philosophical & Psychological foundations of Education
4. EDU–H–GE–T–4: Historical & Sociological foundations of Education

D. Ability enhancement compulsory courses (AECC)
1. AECC–1: Environmental Education
2. AECC–2: Bengali/English Communication

E. Skill enhancement courses (SEC)
1. EDU–H–SEC–T–1(A): Statistical Analysis
2. EDU–H–SEC–T–1(B): Achievement Test
3. EDU–H–SEC–P–2(A): Institutional Survey (Practical course)
4. EDU–H–SEC–P–2(B): Document/Curriculum analysis (Practical course)
5. EDU–H–SEC–P–2(C): Tools and Techniques of Evaluation (Practical course)
6. EDU–H–SEC–P–2(D): Uses of Media in Education (Practical course)

CBCS CURRICULUM OF B.A.
IN
EDUCATION (HONOURS)

CBCS curriculum of BA (Hons.) in Education: Semester wise Course & Credit distribution
(6 credits=75 marks, 2 credits=50 marks)

Course code	Course Title	Nature of course	Credit of course	Class hour / week	Internal	Semester - end	Total Marks
Semester–I							
EDU–H–CC–T–1	Philosophical foundation of Education–I	Core	6	6	15	60	75
EDU–H–CC–T–2	Sociological foundation of Education	Core	6	6	15	60	75
EDU–H–GE–T–1	Philosophical & Psychological foundations of Education	Generic Elective	6	6	15	60	75
AECC–1	Environmental Education	Ability enhancement	2	2	10	40	50
Total	**04**		**20**	**20**	**55**	**220**	**275**
Semester–II							
EDU–H–CC–T–3	Psychological foundation of Education	Core	6	6	15	60	75
EDU–H–CC–T–4	History of Education in Colonial India	Core	6	6	15	60	75
EDU–H–GE–T–2	Historical & Sociological Foundations of Education	Generic Elective	6	6	15	60	75
AECC–2	Bengali/ English communication	Ability enhancement	2	2	10	40	50
Total	**04**		**20**	**20**	**55**	**220**	**275**
Semester–III							
EDU–H–CC–T–5	Educational Evaluation & Statistics	Core	6	6	15	60	75
EDU–H–CC–T–6	Philosophical foundation of Education–II	Core	6	6	15	60	75
EDU–H–CC–T–7	Inclusive Education	Core	6	6	15	60	75
EDU–H–GE–T–3	Philosophical & Psychological foundations of Education	Generic Elective	6	6	15	60	75
EDU–H–SEC–T–1 (any one)	A. Statistical Analysis B. Achievement Test	Skill enhancement	2	2	10	40	50
Total	**05**		**26**	**26**	**70**	**280**	**350**
Semester–IV							
EDU–H–CC–T–8	History of Education in Post–independence India	Core	6	6	15	60	75
EDU–H–CC–T–9	Psychology of Instruction	Core	6	6	15	60	75
EDU–H–CC–T–10	Introduction to Educational Research	Core	6	6	15	60	75
EDU–H–GE–T–4	Historical & Sociological Foundations of Education	Generic Elective	6	6	15	60	75
EDU–H–SEC–P–2 (any one) (Practical)	A. Institutional survey B. Document/Curriculum analysis C. Tools and techniques of Evaluation D. Uses of Media in Education	Skill enhancement	2	4	10	40	50
Total	**05**		**26**	**26**	**70**	**280**	**350**
Semester–V							
EDU–H–CC–T–11	Educational Management	Core	6	6	15	60	75
EDU–H–CC–T–12	Contemporary issues in Education	Core	6	6	15	60	75
EDU–H–DSE–T–1 EDU–H–DSE–T–2 (any two)	A: Value Education B: Population Education C: Peace Education D: Distance Education E: History of Education in Ancient and Medieval India	Discipline specific elective	6+6	6+6	15+15	60+60	150

Total	**04**			**24**	**24**	**60**	**240**	**300**

Semester–VI							
EDU–H–CC–T–13	**Curriculum Studies**	Core	6	6	15	60	75
EDU–H–CC–T–14	**Educational Technology**	Core	6	6	15	60	75
EDU–H–CC–P–15 (Practical)	**Project work**	Core	6	12	15	60	
EDU–H–DSE–T–3 (any one)	**A: Mental hygiene**	Discipline specific elective	6	6	15	60	75
	B: Comparative Education						
	C: Guidance and Counselling						
	D: Great educators						
Total	**04**		**24**	**24**	**60**	**240**	**300**
Grand Total	**26 courses**	———	**140**	———–	**370**	**1480**	**1850**

B.A. Education (Honours) Semeter-I

B. A. Education (Honours)

SEMESTER – I

Course code & Title : EDU–H–CC–T–1; Philosophical Foundation of Education-I

Core Course (Theoretical) : Credit – 6; Full Marks – 75

Course Learning Outcome :

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

• Discuss the meaning, nature, scope and aims of education..

• Discuss different aspects of Education and Educational Philosophy.

• Discuss different aspects of factors of education.

• Discuss the meaning and branches of Philosophy.

• Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.

• Explain the nature and concept of Indian philosophy.

• Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.

• Explain the nature and concept of Western philosophy.

• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.

Course Content :

Unit – I : Education and Educational Philosophy   **(Class hour – 15)**

a) Meaning, nature, scope and aims of education

   • Education as process and product, as Science and Arts

   • Individualistic and socialistic aim (meaning, characteristics and difference)

   • Report of Delor's Commission (UNESCO, 1996)

b) Educational Philosophy : Meaning, nature, scope and relation between education and philosophy

Unit – II : Factors of Education   **(Class hour – 20)**

a) Child : Meaning, characteristics and importance of child centric education

b) Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor,

facilitator and problem solver

c) Curriculum : Meaning, nature and importance

d) Co-curricular activities : Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity

e) School : Vision and functions

Unit – III : Philosophical bases of Education   (Class hour – 18)

a) Philosophy: Concept and branches

b) Concepts and nature of Metaphysics, Epistemology and Axiology

c) Differences among Metaphysics, Epistemology and Axiology

d) Role of Metaphysics, Epistemology and Axiology in Education

Unit – IV : Schools of Philosophy   (Class hour – 25)

a) Indian schools of Philosophy

- Meaning , nature and classifications in Indian schools of Philosophy
- Atheistic schools of Indian Philosophy – Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications

b) Western schools of Philosophy

- Meaning and Nature
- Idealism, Naturalism, Pragmatism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

Suggested Books :

1. J. C. Aggarwal – Theory and Principles of Education – Vikas Publishing House.
2. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikas Publishing House.
3. S. P. Chaube & A. Chaube – Foundations of Education – Vikas Publishing House.
4. K. K. Shrivastava – Philosophical Foundations of Education – Kaniska Publisher.
5. S. S. Ravi – A Comprehensive Study of Education – PHI Learning Private Limited.
6. M. Sharma – Educational Practices of Classical Indian Philosophies – Bhargava Book House.
7. S. S. Chandra & R. K. Sharma – Philosophy of Education – Atlantic Publisher.
8. M. K. Goswami – Educational Thinkers : Oriental and Occidental, Thoughts and Essays– Asian Books Private Limited.

9. সুশীল রায় – শিক্ষাতত্ত্ব ও শিক্ষা দর্শন – সোমা বুক এজেন্সি।

10. অর্চনা বন্দোপাধ্যায় – শিক্ষা দর্শন ও শিক্ষা নীতি – বি. বি. কুন্ডু সন্স।

11. বিভু রঞ্জন গুহ – শিক্ষায় পথিকৃৎ – শোভা পাবলিকেশন।

12. অরুণ ঘোষ – শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব – সোমা বুক এজেন্সি।

13. গৌড় দাস হালদার ও প্রশান্ত শর্মা – শিক্ষাতত্ত্ব ও শিক্ষানীতি – ব্যানার্জি পাবলিশার্স।

14. জগদিন্দ্র মন্ডল – শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান – ক্লাসিক বুকস।

15. বেবি দত্ত ও দেবিকা গুহ – শিক্ষা দর্শন ও দার্শনিকদের অবদান – প্রগতিশীল প্রকাশক।

16. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পান্ডে – শিক্ষার দার্শনিক ভিত্তি – রিতা বুক এজেন্সি।

17. প্রমোদ বন্ধু সেনগুপ্ত ও পীযূষ কান্তি ঘোষ – ভারতীয় দর্শন – ব্যানার্জি পাবলিশার্স।

18. ডঃ অভিজিৎ কুমার পাল – মহান শিক্ষাবিদগণে র কথা – ক্লাসিক বুকস।

19. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল – শিক্ষা তত্ত্বের গোড়ার কথা – কে. চক্রবর্তী পাবলিকেশন।

B. A. Education (Honours)
SEMESTER – I
Course code & Title: EDU–H–CC–T–2; Sociological Foundation of Education
Core Course (Theoretical); Credit – 6; Full Marks – 75

Course Learning Outcome :

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

- Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.
- Describe the social factors and their relation to education.
- Define social groups, socialization and social institution and agencies of education.
- Explain the social change and its impact on education.

Course Content :

Unit – I : Sociology and Educational Sociology   (Class hour – 14)

a) Sociology : Meaning, emergence, nature and scope
b) Educational sociology : Meaning, nature, scope and importance
c) Relation between Education and Sociology
d) Concept of Educational Sociology and Sociology of Education

Unit – II : Social Factors, Issues and Education   (Class hour – 20)

a) Culture :
  - Concept, nature and elements
  - Relation between individual and culture
  - Relation between culture and society
  - Role of education in culture
b) Cultural lag : Concept, characteristics, causes, education and cultural lag
c) Values : Concept, nature, types and role of education
d) Social issues:
  - Unemployment : Concept, types, causes, role of education in eradication of unemployment
  - Poverty : Concept, causes and role of education in eradication of poverty
  - Inequality : Concept, causes and role of education in eradication of inequality

Unit – III : Social Groups and Education (Class hour – 24)

a) Social groups :

- Meaning, nature
- Types :
  - Primary Group : Meaning, characteristics and role
  - Secondary Group : Meaning, characteristics and role
  - Tertiary Group : Meaning, characteristics and role
  - Comparison between primary group, secondary group and tertiary group

b) Socialization :

- Meaning and characteristics
- Significance of Socialization
- Factors of socialization
- Role of the family and school

c) Social Institutions and Agencies of Education:

(i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

Unit – IV: Social Change and Education (Class hour – 20)

a) Social change : Definition, characteristics, factors, constraints and education as an instrument of social change

b) Social change in India :

- Privatization : Concept and relationship with education
- Liberalization : Concept and relationship with education
- Globalization : Concept and relationship with education

c) Social Stratification : Definition, characteristics, causes; education and social stratification

d) Social Mobility : Definition, characteristics, causes; education and social mobility

Suggested Books :

1. Y. K. Sharma – Sociological Philosophy of Education-Classique Books
2. S. S. Ravi – A Comprehensive Study of Education-PHI Private limited
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
4. Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson- PHI Private limited.
5. Indian Social Problems- G.R. Madan- Vikash Publishing House
6. Social Problems in India- R. Ahuja- Rawat Publications

7.   সুশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি

8.   অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু এন্ড সন্স

9.   দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও সমাজতত্ত্ব- পিয়ারসন

10. সোনালী চক্রবর্তী- শিক্ষা র সমাজ বৈজ্ঞানিক ভিত্তি- সোমা বুক এজেন্সি

11. অনাদিকুমার মহাপাত্র- বিষয় সমাজতত্ত্ব - সুব্রূদ পাবলিকেশন

12. শিক্ষার সমাজতাত্ত্বিক ভিত্তি- ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী- রীতা পাবলিকেশন

B. A. Education (Honours)
SEMESTER – I
EDU–H–GE–T–1 : Philosophical and Psychological Foundation of Education
Generic Elective Course : Credit – 6, Full Marks – 75

Course Learning Outcome:

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

- Discuss the meaning, nature, scope and aims of Education.

- Discuss the meaning and scope of Educational Philosophy.

- Explain the factors of education and their relationships.

- Discuss the concept, nature, scope and uses of psychology in Education.

- Explain the influence of growth and development in Education.

- Describe the meaning and concept of learning, its theories and factors.

- Explain the application of learning theories in classroom situation.

- Discuss the concept and theories of intelligence and creativity.

Course Content :

Unit – I : Concept, Scope, Aim and Factors of Education   (Class hour – 18)

a) Meaning, nature and scope of Education

b) Individualistic and socialistic aim – Meaning, characteristics and difference

c) Meaning and scope of Educational Philosophy; relation between education and philosophy

d) Factors of Education :

  - Child : Meaning and characteristics of child centric education system

  - Teacher: Qualities and duties of a good teacher

  - Curriculum: Meaning, nature, types and importance

  - School : Meaning and function

Unit – II : Schools of Philosophy, Great Philosophers and their Educational Philosophy

(Class hour – 20)

a) Concept : Indian Schools of Philosophy

  - Meaning and nature

  - Importance in Education

  - Sankhya, Vedanta, Buddhism; nature in terms of knowledge, reality and value.

b) Concept : Western Schools of Philosophy

  - Meaning and nature

- Importance in Education
- Idealism, Naturalism, Pragmatism : Nature with special reference to principles, aims of education, curriculum, teaching method, teacher, discipline

c) Great Educators :
- Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
- Western Philosopher : Rousseau, Dewey

Unit – III : Educational Psychology and Development (Class hour – 20)

a) Concept, nature and scope; Distinction between Psychology and Educational Psychology

b) Growth and development: stages and aspects of development in human life; physical, social, emotional, cognitive (Piaget's view) of infancy, childhood and adolescence period and educational importance

Unit – IV: Different Aspects of Educational Psychology (Class hour – 20)

a) Learning :
- Definition and characteristics of learning
- Factors influencing learning
- Theory of learning and its implications : Classical conditioning

b) Intelligence : Definition and nature

c) Transfer of Learning : Concept and types (positive, negative and zero)

d) Motivation : Types, factors and role of motivation in learning

e) Memorization : Definition, factors and types

f) Forgetting : Meaning and causes

g) Creativity : Meaning and factors

h) Individual differences : Meaning, types and implications

Suggested Books :

20. J. C. Aggarwal – Theory and Principles of Education – Vikas Publishing House.

21. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikas Publishing House.

22. S. P. Chaube & A. Chaube – Foundations of Education – Vikas Publishing House.

23. K. K. Shrivastava – Philosophical Foundations of Education – Kaniska Publisher.

24. S. S. Ravi – A Comprehensive Study of Education – PHI Learning Private Limited.

25. M. Sharma – Educational Practices of Classical Indian Philosophies – Bhargava Book House.

26. S. S. Chandra & R. K. Sharma – Philosophy of Education – Atlantic Publisher.

27. M. K. Goswami – Educational Thinkers : Oriental and Occidental, Thoughts and Essays– Asian Books Private Limited.

28. S. K. Mangal – Essentials of Educational Psychology – PHI Publication.

29. J. C. Aggarwal – Essentials of Educational Psychology – Vikas Publishing House.

30. S. K. Mangal – Advanced Educational Psychology – PHI Publication.

31. S. S. Chauhan – Advanced Educational Psychology – Vikas Publishing House.

32. A. Woolfolk – Educational Psychology–Pearson Publication.

33. J. W. Santrock – Educational Psychology – McGraw Hill.

34. E. B. Hurlock – Child Development – McGraw Hill.

35. সুশীল রায় – শিক্ষাতত্ত্ব ও শিক্ষা দর্শন – সোমা বুক এজেন্সি।

36. অর্চনা বন্দোপাধ্যায় – শিক্ষা দর্শন ও শিক্ষা নীতি – বি. বি. কুন্ডু সন্স।

37. দিব্যেন্দু ভট্টাচার্য – শিক্ষা ও দর্শন – পিয়ারসন পাবলিকেশন।

38. বিভু রঞ্জন গুহ – শিক্ষায় পথিকৃৎ – শোভা পাবলিকেশন।

39. অরুণ ঘোষ – শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব – সোমা বুক এজেন্সি।

40. গৌড় দাস হালদার ও প্রশান্ত শর্মা – শিক্ষাতত্ত্ব ও শিক্ষানীতি – ব্যানার্জি পাবলিশার্স।

41. জগদিন্দ্র মন্ডল – শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান – ক্লাসিক বুকস।

42. বেবি দত্ত ও দেবিকা গুহ – শিক্ষা দর্শন ও দার্শনিকদের অবদান – প্রগতিশীল প্রকাশক।

43. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পান্ডে – শিক্ষার দার্শনিক ভিত্তি – রিতা বুক এজেন্সি।

44. প্রমোদ বন্ধু সেনগুপ্ত ও পীযূষ কান্তি ঘোষ – ভারতীয় দর্শন – ব্যানার্জি পাবলিশার্স।

45. ডঃ অভিজিৎ কুমার পাল – মহান শিক্ষাবিদগণে র কথা – ক্লাসিক বুকস

46. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল – শিক্ষা তত্ত্বের গোড়ার কথা – কে. চক্রবর্তী পাবলিকেশন।

47. সুশীল রায় – শিক্ষা মনোবিদ্যা – সোমা বুক এজেন্সি।

48. কল্পনা সেন বরাট ও কনিকা চৌধুরী – শিক্ষার মনোবৈজ্ঞানিক ভিত্তি – প্রগতিশীল পাবলিকেশন।

49. ডক্টর বিজন সরকার – শিখন ও শিক্ষণ – আহেলি পাবলিকেশন।

50. ডক্টর বিজন সরকার – শিশু ও বিকাশ – আহেলি পাবলিকেশন।

51. ডক্টর বিজন সরকার – শিখন ও মনোবিদ্যা – আহেলি পাবলিকেশন।

52. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ – বিকাশ ও শিখন মনস্তত্ত্ব – রীতা পাবলিকেশন।

53. পাল, ধর, দাস ও ব্যানার্জি – পাঠদান ও শিখন মনস্তত্ত্ব – রীতা পাবলিকেশন।

END OF SEMESTER – I