

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semester I & II

FYUGP

To be implemented from Session 2023 – 24

Course Structure (Semester I & II) for Education Major

	Name of the Paper	Code	Type	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
Semester I	Major I – Foundations of Education	UEDCMAJ11001	Theory	60+10+5 = 75
	SEC I – Yoga Education	UEDCSEC11001	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi–Disciplinary Course (MDC) – Great Educators/Distance Education	UPOAMDC11019/ UPOAMDC11020	Theory	60+10+5 = 75
Semester II	Major II – Perspectives of Education	UEDCMAJ12002	Theory	60+10+5 = 75
	SEC II – Lesson Planning	UEDCSEC12002	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi–Disciplinary Course (MDC) – Education of Children with Special Needs / Mental Health and Hygiene	UPOBMDC12040/ UPOBMDC12041	Theory	60+10+5 = 75

Total Marks Distribution:

Examination	Practical Based Course	Duration of Examination	Non-Practical Course	Duration of Examination
Semester End Examination (Theoretical)	40	2 hours	60	2.5 hours
Semester End Examination (Practical – to be conducted by College)	20	--	--	--
Continuing Evaluation/ Internal Assessment / Mid Semester Examination (By College)	10	--	10	--
Attendance	5		5	
Total	75		75	

Question Pattern:**For 60 Marks:**

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	4	6	3	$4 \times 3 = 12$
2.	4	6	6	$4 \times 6 = 24$
3.	2	4	12	$2 \times 12 = 24$

For 40 Marks:

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	5	8	1	$5 \times 1 = 5$
2.	3	5	5	$3 \times 5 = 15$
3.	2	4	10	$2 \times 10 = 20$

Semester I

B.A. Education (Major)

SEMESTER-I

UEDCMAJ11001: Foundations of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Foundations of Education is an Introductory Course which provides an overview about the development of Education, from the point of view of Philosophy, Sociology, Psychology and Technology.

Course Objectives:

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

- Analyse the meaning of Education and its related aspects.
- Explain the relation between Education and Philosophy, Education and Sociology, Education and Psychology, Education and Technology.
- Apply principles of Philosophy, Sociology, Psychology and Technology in Education
- Implement ICT in Education.

Course Syllabus Overview:

Unit I: Introduction to Educational Philosophy

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit II: Introduction to Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

Unit III: Introduction to Educational Psychology

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology
- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology – Observation, Experimentation and Case Study

Unit IV: Introduction to Educational Technology

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.

7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাছার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য্য, আল্পনা এন্টারপ্রাইস
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন

B.A. Education – Skill Enhancement Course (SEC)
SEMESTER-I
UEDCSEC 11001: Yoga Education
Type of Paper: Theory and Non – Lab Based Practical
Full Marks – 75 (40+20+10+5)

This Course teaches the importance of Yoga and how it can be useful for improving our lifestyle.

Course Objectives:

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

- Explain the meaning and importance of Yoga.
- Classify the different types of Yoga.
- Understand the importance of Yoga for healthy living.
- Demonstrate the Asanas.

Course Syllabus Overview:

Unit I: Concept of Yoga Education

- a) Meaning of Yoga Education
- b) Aims and Objectives of Yoga Education
- c) History of Yoga as a Discipline

Unit II: Yoga, Health and Living

- a) Importance of Yoga for Physical and Mental Health
- b) Yogic Perspective of Health, Healing and Disease
- c) Yogic Principles of Healthy Living

Unit III: Introduction to Yogic Texts

- a) Classification of Yoga and Yogic Texts
- b) Understanding Astanga Yoga
- c) Meditational Processes

Practical:

Preparation of file with pictorial representations of the following Asanas mentioning their importance for a healthy lifestyle.

- a) Padmasana, b) Bajrasana, c) Bhujangasana, d) Halasana, e) Ardha Chandrasana

Suggested Readings:

1. Yoga Education Self Understanding and Development, Dr. Das, A., Pandey P. Rita Book Agency
2. Patanjali's Yoga Sutras, Jha Vinay Kant,
3. Raja Yoga, Vivekananda Swami, Adyar Publication
4. যোগশিক্ষায় আত্মবোধ ও তার বিকাশ, ড. উদয়াদিত্য ভট্টাচার্য, রীতা পাবলিকেশন

B.A. Education (Multi – Disciplinary Course)
SEMESTER-I
UPOAMDC 11019: Great Indian Educators
Type of Paper: Theory
Full Marks – 75 (60+10+5)

This course discusses educational philosophies of Great Indian Educators along with their contribution in the field of Education.

Course Objectives:

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

- Explain the philosophies of great Indian Educators.
- Understand the contribution of great Indian Educators in the field of education.

Course Syllabus Overview:

Unit I

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

Unit II

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

Unit III

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

Unit IV

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

Suggested Readings:

English Version

- 1) Some great educators of the world, Mukherjee, K.K.
- 2) Great educators, Purkait, B.R.
- 3) Banerjee, A –Philosophy and principles of education

Bengali Version

- 4) মহান ভারতীয় শিক্ষাবিদদের শিক্ষাচিন্তা, ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 5) শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খণ্ড) -ড. বিনায়ক চন্দ, ড. তারিণী হালদার - আহেলি পাবলিশার্স
- 6) মহান শিক্ষানায়কদের কথা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
- 7) শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী

B.A. Education (Multi – Disciplinary Course)

SEMESTER-I

UPOAMDC 11020: Distance Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

This course traces the development of Distance Education and emphasizes upon its importance in the present day context.

Course Objectives:

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

- Understand the concept of Distance Education.
- Explain the importance of Distance Education.
- Analyse the role of mass media in Distance Education.

Course Syllabus Overview:

Unit I: Concept of Open and Distance Education

- a) Meaning of Open and Distance Education
- b) Characteristics and Objectives of Distance Education
- c) Merits and Demerits of Distance Education

Unit II: Strategies of Distance Education

- a) Meaning, Nature and Scope of Non-formal Education
- b) Mode and strategies of Distance Education
- c) Mass Media in Distance Education

Unit III: Status of Distance Education in India

- a) Present status of Distance Education in India
- b) Role of Multi-Media in Distance Education
- c) Application of Technology in Distance Education

Unit IV: Problems and Remedies of Distance Education in India

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School
- b) Problems of Distance and Open Education in India
- c) Measures for strengthening Distance and Open Education in India

Suggested Readings:

English Version

- 1) Distance Education and Open Learning, Sarma, M., Bookman
- 2) A Comprehensive Study of Education, Ravi S.S
- 3) Modern Trends and Issues in Education of India, Nayak B.K.

Bengali Version

- 4) সমকালীন ভারতবর্ষ ও শিক্ষা, তারিণী হালদার ও বিনায়ক চন্দ্র, আহেলি পাবলিশার্স

Semester II

B.A. Education (Major)

SEMESTER-II

UEDCMAJ12002: Perspectives of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Perspectives of Education explores the factors of education. It highlights the role and importance of social factors which play a role in moulding educational practices.

Course Objectives:

After completion of the course the learners should be:

- Familiar with the concept of Child Centric Education.
- Aware of the importance of Co – curricular Activities.
- Able to explain the different stages of Growth and Development.
- Able to explain the concept of Teacher Education.

Course Syllabus Overview:

Unit I: Aspects of Education

- a) Four Pillars of Education (Delor's Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co-curricular Activities

Unit II: Social Groups and Social Factors

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

Unit III: Growth and Development

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence
- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

Unit IV: Teacher Education and Teaching

- a) Concept, Nature and Scope of Teacher Education
- b) Difference between Pre-Service and In-Service Teacher Education
- c) Criteria of Good Teaching and Maxims of Teaching

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J.C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষক শিক্ষা - ড. উদয় শঙ্কর কবিরাজ - আহেলি পাবলিশার্স
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

B.A. Education – Skill Enhancement Course (SEC)
SEMESTER-II
UEDCSEC 12002: Lesson Planning
Type of Paper: Theory and Non – Lab Based Practical
Full Marks – 75 (40+20+10+5)

This Course is meant to provide the students a hands on training on how to prepare a lesson plan.

Course Objectives:

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

- Explain the concept and types of lesson plan.
- Understand the principles of preparing a lesson plan.
- Analyse the need and types of Teaching – Learning Materials
- Analyze teaching skills.

Course Syllabus Overview:

Unit-I: Concept of Lesson Plan

- a) Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of a Lesson Plan

- a) Types of Lesson Plan
- b) Principles of developing a Lesson Plan
- c) Steps of preparing a Lesson Plan

Unit III: Teaching Skills and TLMs

- a) Meaning of Teaching Skill and Simulated Teaching
- b) Core Teaching Skills according to NCERT
- c) Edgar Dale's Model Classification of TLMs

Practical:

Preparation of Lesson Plan: (10 Lesson Plans to be prepared)

Suggested Readings:

English Version

1. The Lesson Planning Handbook, Peter Brunn, Scholastic
2. Writing Effective Lesson Plan, Serdyukov, P., Ryan, M.
3. Lesson Plan : Suzanne Garrnberg,
4. Lesson Planning : Jontsan Savage,
5. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.

Bengali Version

6. শিক্ষণ ও শিক্ষা প্রসঙ্গ, সুশীল রায়, সোমা বুক এজেন্সি
7. বিদ্যালয় সংগঠন ও শিক্ষা প্রসঙ্গ, সরোজ চট্টোপাধ্যায়, নিউ সেন্ট্রাল বুক এজেন্সি

B.A. Education (Multi – Disciplinary Course)

SEMESTER-II

UPOBMDC 12040: Education of Children with Special Needs

Type of Paper: Theory

Full Marks – 75 (60+10+5)

This course provides information about Disability, Handicap and Impairment. It throws light upon the educational interventions for Children with Special Needs.

Course Objectives:

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

- Differentiate between Disability, Handicap and Impairment.
- Understand the importance of educational interventions.
- Devise strategies for improving condition of children with special needs.

Course Syllabus Overview:

Unit I: Children with Special Needs

- a) Meaning of Children with Special Needs
- b) Types of Children with Special Needs
- c) Meaning of Disability, Handicap and Impairment

Unit II: Disability and Handicap

- a) Intellectually Disabled: Meaning, Identification and Educational Intervention
- b) Orthopaedically Handicapped: Meaning, Identification and Educational Intervention

Unit III: Sensory Impairment

- a) Visual Impairment: Meaning, Identification and Educational Intervention
- b) Hearing Impairment: Meaning, Identification and Educational Intervention

Unit IV: Mainstreaming, Integration and Intervention Programmes

- a) Concept of Mainstreaming, Advantages and Disadvantages of Mainstreaming
- b) Concept of Integration, Aims and Objectives of Integration
- c) Role of NGOs in Intervention Programmes for Children with Special Needs

Suggested Readings:

English Version

1. Exceptional Children, Chintamani Kar, Sterling
2. Essentials of Exceptionality and Special Education, Dash and Dash, Atlantic

Bengali Version

3. বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তি মূলক শিক্ষা, ড. উর্মি চক্রবর্তী
4. ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা, ড. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ

B.A. Education (Multi – Disciplinary Course)
SEMESTER-II
UPOBMDC 12041: Mental Health and Hygiene
Type of Paper: Theory
Full Marks – 75 (60+10+5)

This course discusses the concept of mental health and hygiene and the role of teachers and parents in preserving mental health of children.

Course Objectives:

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

- Relate with the concept of Mental Health and Mental Hygiene.
- Deal with stress and stressors.
- Inculcate good habits to preserve mental health.

Course Syllabus Overview:

Unit I: Mental Health

- a) Meaning of Mental Health
- b) Nature and Characteristics of Mental Health
- c) Causes of ill Mental Health

Unit II: Mental Hygiene

- a) Meaning of Mental Hygiene
- b) Aims and Scope of Mental Hygiene
- c) Relation between Mental Health, Mental Hygiene and Education

Unit III: Stress and Stressors

- a) Meaning of Stress and Stressors
- b) Effects of Stress on Mental Health
- c) Stress Management through Education

Unit IV: Preservation of Mental Health

- a) Role of Parents in preservation of Mental Health
- b) Role of Teachers in preservation of Mental Health
- c) Symptoms of good Mental Health

Suggested Readings:

English Version

1. Mental Hygiene, S. S. Chauhan, Allied
2. Education for Mental Health, Namita Ranganathan, Shipra Publications

Bengali Version

3. মানসিক স্বাস্থ্যবিদ্যা, জগদীন্দ্র মন্ডল, সোমা বুক এজেন্সি
4. মানসিক স্বাস্থ্যবিজ্ঞান, অরুন কুমার ঘোষ,
5. মানসিক স্বাস্থ্যবিজ্ঞান, মঞ্জুরি সেনগুপ্ত

B.A. Education (Minor)
SEMESTER – I & II
UEDCMIN 10001: Philosophical Foundation of Education
Type of Paper: Theory
Full Marks – 75 (60+10+5)

Philosophical Foundation of Education focusses on application of philosophical principles in Education. It highlights the contribution of different schools of Philosophy towards development of educational aims, curriculum and method of teaching.

Course Objectives:

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

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

Course Syllabus Overview:

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস