



# NEW CURRICULUM & CREDIT FRAMEWORK

FOR UG Programme in Education  
as per NEP-2020

**(Honours with Research or Honours)**

*(w.e.f. 2023)*



**BANKURA UNIVERSITY**

**BANKURA**

**WEST BENGAL**

**PIN 722155**



The Curriculum consists of **Major Course (MJC)**, **Minor Course (MN)**, **Multidisciplinary Course (MDC)**, **Ability Enhancement Course (AEC)**, **Skill Enhancement Course (SEC)**, and **Common Value-Added Course (VAC)**. Each course is of 50 marks [10 marks for Internal and 40 marks for End-Semester Examination (ESE)]. TH. Stands for Lecture (Theory) Hours and PR. Stands for Practical Hours. 1 Credit = 1 Theory period of one-hour duration, and 1 credits = 1 Practical period of two-hour duration.

In case of Skill Enhancement Course (SEC) ESE (40 Marks) is distributed into two parts i.e., Theory (25 Marks) and Practical (15 Marks). The Practical part of SEC-1, the **Project Work** is evaluated by the Internal Examiner(s) but in the case of SEC-2 (40 Marks: 30 Marks for Notebook and 10 Marks for Viva), “**The Construction of Unit Test**” is evaluated by the Internal Examiner(s) and the External Expert. For **Project Work** Students have to submit a written project paper with mentioning the following points: Introduction, Title of the Project, Objectives, Material Needed, Procedure, Implementation of Plan and Implications of the Project.

**Question Pattern for 40 Marks ESE:** 5 Questions out of 8 of 2 Marks; 4 Questions out of 6 of 5 Marks and 1 Question out of 2 of 10 Marks (**5X2; 4X5; & 1X10**). **Question Pattern for SEC-1 (25 Marks):** 5 Questions out of 8 of 2 Marks; 3 Questions out of 5 of 5 Marks (**5X2 and 3X5**).

*Programme Outcome  
of  
New Curriculum & Credit Framework for UG Programme in Education*

**Programme  
Outcome Nos**

**Programme Outcome**

PO: 1

**Thinking Skills:** Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

PO: 2

**Sense of time and space:** Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.



PO: 3	<b>Effectual Communication:</b> Students demonstrate their communicational skills through paper presentations on subject. They also gain practical knowledge over ICT.
PO: 4	<b>Critical Evaluation:</b> Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They also demonstrate their critical thinking through comparing features of the system of education in Developed countries with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.
PO: 5	<b>Socio-Cultural-political Awareness:</b> The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies
PO: 6	<b>National Integration, International Understanding and Peace:</b> Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.
PO: 7	<b>Social Interaction:</b> Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students, interact with the members of the society.
PO: 8	<b>Inculcating Values and Ethics:</b> Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution
PO: 9	<b>Solving current problems:</b> Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education, Unemployment, Poverty, National Disintegration and Population explosion.
PO: 10	<b>Heritage Awareness, Environment Consciousness and Sustainability:</b> Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.



## CURRICULUM FOR EDUCATION

### Semester I

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/101/MJC-1	Principles of Education	4	10	40	50	4	0
A/EDN/102/MN-1	Principles of Education ( <b>From any allied discipline other than Education</b> )	4	10	40	50	4	0
A/EDN/103/MDC-1	Society and Education	3	10	40	50	3	0
A/EDN/104/SEC-1 (TH+PR)	Socially Useful Productive Work (SUPW)	3 (2 TH +1 PR)	10	40 (TH:25+ PR:15) Evaluated by Internal Examiners	50	2	2
ACS/105/AEC-1	Compulsory English: Literature and Communication	2	10	40	50	2	0
ACS/106/VAC-1	Environmental Studies	4	10	40	50	4	0
Total in Semester I		20	60	240	300	19	2

### Semester II

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/201/MJC-2	Philosophical Foundations of Education	4	10	40	50	4	0
A/EDN/202/MN-2	Philosophical Foundations of Education ( <b>From any allied discipline other than Education</b> )	4	10	40	50	4	0
A/EDN/203/MDC-2	Women Education	3	10	40	50	3	0



A/EDN/204/SEC-2 (PR)	Construction of Unit Test	3 (1TH +2PR)	10	40 <b>Evaluated by Internal and External Examiner (s) (30 Notebook +10 Viva)</b>	50	1	4
ACS/205/AEC-2	MIL-1	2	10	40	50	2	0
ACS/206/VAC-2	a. Health and wellness <b>OR</b> b. Understanding India: Indian Philosophical Traditions and Value systems <b>OR</b> c. Basics of Indian Constitution <b>OR</b> d. Arts and Crafts of Bengal <b>OR</b> e. Historical Tourism in West Bengal	4	10	40	50	4	0
Total in Semester II		20	60	240	300	18	4

### Semester III

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOT AL	TH.	PR.
A/EDN/301/MJC-3		4	10	40	50	4	0
A/EDN/302/MJC-4		4	10	40	50	4	0
A/EDN/303/MN-3		4	10	40	50	4	0
A/EDN/304/MDC-3		3	10	40	50	3	0
ACS/305/SEC-3		3	10	40	50	2	0
A/EDN/306/AEC-3		2	10	40	50	0	6
Total in Semester III		20	60	240	300	17	6



## Semester IV

Course Code	Credit	Marks			No. of Hours		
		I.A.	ESE	TOTAL	TH.	PR.	
A/EDN/401/MJC-5	4	10	40	50	4	0	
A/EDN/402/MJC-6	4	10	40	50	4	0	
A/EDN/403/MJC-7	4	10	40	50	4	0	
A/EDN/404/MJC-8	4	10	40	50	4	0	
A/EDN/405/MN-4	4	10	40	50	4	0	
ACS/406/AEC-4	2	10	40	50	2	0	
Total in Semester IV		22	60	240	300	22	0

## Semester V

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/501/MJC-9		4	10	40	50	4	0
A/EDN/502/MJC-10		4	10	40	50	4	0
A/EDN/503/MJC-11		4	10	40	50	4	0
A/EDN/504/MJDSE-1		4	10	40	50	4	0
A/EDN/505/MN-5		4	10	40	50	4	0
A/EDN/506/ Summer Internship		2	10	40	50	0	4
Total in Semester V		22	60	240	300	20	4

## Semester VI

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/601/MJC-12		4	10	40	50	4	0
A/EDN/602/MJC-13		4	10	40	50	4	0



A/EDN/603/MJC-14		4	10	40	50	4	0
A/EDN/604/MJDSE-2		4	10	40	50	4	0
A/EDN/605/MN-6		4	10	40	50	4	0
Total in Semester VI		20	50	200	250	20	0

### Semester VII

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/701/MJC-15		4	10	40	50	4	0
A/EDN/702/MJC-16		4	10	40	50	4	0
A/EDN/703/MJC-17		4	10	40	50	4	0
A/EDN/704/MJDSE-3		4	10	40	50	4	0
A/EDN/705/MN-7		4	10	40	50	4	0
Total in Semester VII		20	50	200	250	20	0

### Semester VIII

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/801/MJC-14		4	10	40	50	4	0
A/EDN/802/MJDSE-4		4	10	40	50	4	0
A/EDN/803/MJDSE-5		4	10	40	50	4	0
A/EDN/804/MJDSE-6		4	10	40	50	4	0
A/EDN/800/		12				0	24
A/EDN/805/MN-8		4	10	40	50	4	0
Total in Semester VIII		20	50	200	250	20/0	0/24



## **SEMESTER-I**

**Course Title: Principles of Education**

**Course Code: A/EDN/101/MJC-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able to:

1. Understand the meaning, nature, scope and aims of education.
2. Explain the factors of education and their interrelationships.
3. Describe different types of agencies involved in education that influence education.
4. Be acquainted with the concept of child-Centricism and play-way in education.
5. Explain different forms of education and their role in education.

### **Course Contents:**

#### **UNIT-I: Concept, Scope, and Aims of Education:**

**[15 Hours]**

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

#### **UNIT-II: Factors of Education:**

**[15 Hours]**

- 1) The Child – influence of heredity and environment on the learner.
- 2) The Teacher - qualities and responsibilities.
- 3) The Curriculum - concept, types and Co-curricular activities.
- 4) Educational Institutions: Types and role of educational institutions

#### **UNIT III- Forms and Agencies of Education**

**[15 Hours]**

1. Forms of Education: informal, formal, non-formal and their interrelation
2. Agencies of education: Home, school, state, religious institutions, mass media- Television, radio, cinema, newspaper, and Internet (Wikis, Blogs, Social Networking Sites).

#### **UNIT –IV: Child-Centricism and Play-Way in Education:**

**[15 Hours]**

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.





## Suggested Books:

1. A. S. Seetharamu- Philosophies of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. S. S. Chandra & Rajendra. K. Sharma- Principles of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. সুশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
7. ড. দেবশিস পাল, ড.রাজীব লোচন মহাপাত্র, প্রণয় পাণ্ডে- শিক্ষানীতি
8. ড: নূরুল ইসলাম- শিক্ষার দার্শনিক ভিত্তি

**SEMESTER-I****Course Title: Principles of Education****Course Code: A/EDN/102/MN-1****Contact Hours per week: 4****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Outcomes:**

After completion the course the learners will be able to:

- 1) Understand the meaning, nature, scope and aims of education.
- 2) Explain the factors of education and their interrelationships.
- 3) Describe different types of agencies involved in education that influence education.
- 4) Be acquainted with the concept of child-centricism and play-way in education.
- 5) Explain different forms of education and their role in education.

**Course Contents:****UNIT-I: Concept, Scope, and Aim of Education:****[15 Hours]**

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

**UNIT-II: Factors of Education:****[15 Hours]**

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**UNIT –IV: Child-Centricism and Play-Way in Education:****[15 Hours]**

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.



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**SEMESTER-I****Course Title: Society and Education****Course Code: A/EDN/103/MDC-1****Contact Hours per week: 3****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Outcomes:**

After completion the course the learners will be able:

1. To understand the meaning, nature and scope of society and Education.
2. To become aware of the different societal factors and agencies of education.
3. To become aware of social groups and societal changes.
4. To become aware of different contemporary social issues.

**Course Contents:****UNIT-I: Society and Education****[15 Hours]**

- 1) Meaning, nature and scope of society and education
- 2) Relationship between Education and Sociology

**UNIT-II: Societal Factors and Agencies of Education****[15 Hours]**

- 1) Societal Factors: Population, Location, Religion, Class, Culture, Technology, Economy
- 2) Agencies of Education: Educational Institution, Home, State, Club and Mass Media

**UNIT-III: Social Groups and Societal Changes****[15 Hours]**

- 1) Social Groups: Primary, Secondary and Tertiary
- 2) Societal Changes: Sankritization, Westernization, Modernization and Globalization

**UNIT-IV: Education and Contemporary Social Issues****[15 Hours]**

- 1) Poverty
- 2) Unemployment
- 3) National Disintegration
- 4) Population Explosion
- 5) Politics



## Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education.
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন
5. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষা নীতি
6. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালি চক্রবর্তী - শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
8. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
10. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজবিজ্ঞান।
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান।
12. পরিমল ভূষণ - সমাজতত্ত্ব

**SEMESTER-I****Course Title: Socially Useful Productive Work (SUPW)****Course Code: A/EDN/104/SEC-1****Contact Hours per week: 4****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40 (25 TH +15 PR)****Course Outcomes:**

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

- 1) Understand the meaning, needs and importance of plantation, causes of deforestation and its adverse effects.
- 2) Understand the importance of trees and the effect of de-forestation on ecosystems.
- 3) Understand and identify the key concept of Waste management.
- 4) Create a clean and green environment for achieving the mission of Swachh Bharat
- 5) Understand the concept, types and importance of Teaching aids and the effect of using Teaching aids in teaching.
- 6) Prepare teaching-learning material using low and no cost materials.

**Course Contents:****UNIT-I: Plantation and De-forestation****[20 Hours= 10 Hours TH + 10Hours PR]**

1. Meaning and Concept of Plantation
2. Needs of Plantation in the 21<sup>st</sup> Century era in India and worldwide.
3. Meaning and causes of Deforestation. Impact of deforestation on eco-system, wildlife, weather pattern and climate change
4. Field Work- Planting and nurturing of trees on the college campus throughout the U.G. Course

**UNIT-II: Waste-Management****[20 Hours= 10 Hours TH + 10Hours PR]**

1. Waste- Meaning, Concept of Solid Waste, Hazardous waste, Bio- medical Wastes and e-waste
2. Waste Management- Concept, Procedure and effective waste management by using suitable technologies.
3. Outreach Program: Students must Inspect the waste management arrangements adopted in their own Panchayat/Municipality area and prepare a report regarding the steps taken with necessary recommendations.

**UNIT –III: Teaching Aids****[20 Hours= 10 Hours TH + 10Hours PR]**

1. Teaching materials & Teaching Aids- Meaning, Concepts, Components, types and importance
2. Practical Lesson: Students will prepare a TLM using scrap materials and low-cost materials for any subject taught in secondary schools under WBBSE.

**Suggested Books:**

1. Judy Bieber - Plantation Societies in the Era of European Expansion
2. Bianca C. Williams, Dian D. Squire, Frank A. Tuitt - “Plantation Politics and Campus Rebellions”
3. Gunjan Mukherjee, Sunny Dhiman - “Waste Management: Opportunities and Challenges for Sustainable Development”
4. Peter Blatchford, Anthony Russell - “Rethinking Class Size: The complex story of impact on teaching and learning”
5. J.C. Aggarwal - “Principles, Methods & Techniques of Teaching”
6. Sajal Bhatta and Suresh Pathare - “Social Work Education and Practice Engagement”
7. G. S Sehgal & L. P Singh - “Work Experience for Elementary and Nursery Teachers' training Programmes”
8. “বৃক্ষরোপণ বৃক্ষছেদনের পরিবেশ প্রদূষণ ব্যাধি ও তার প্রতিবাদকরা” - ড. শশতি শেখর চট্টোপাধ্যায়। প্রকাশনা: পথিক পাবলিকেশন্স
9. “বৃক্ষরোপণ ও পরিরক্ষণ: প্রাকৃতিক সম্পদ সংরক্ষণ” - মোঃ আতিকুর রহমান। প্রকাশনা: প্রবাহ প্রকাশন
10. “বজ্র ব্যবস্থাপনা: সমস্যা ও সম্ভাবনা” - জাহিদুর রহমান। প্রকাশনা: প্রথমা প্রকাশনা
11. “পরিবেশ বজ্র ব্যবস্থাপনা” - শরিফ মহমুদুর রহমান। প্রকাশনা : অগ্রগ্রন্থ প্রকাশনা।
12. "প্রযুক্তি ও কাজের শিক্ষা" - Sajal Mukhopadhyay
13. “কর্মশিক্ষা শিক্ষন পদ্ধতি বিষয় ও প্রকল্প” - কৌশিক চট্টোপাধ্যায় এবং অরুন কুমার প্রামানিক
14. পরিবেশ শিক্ষা - রাজিব সরকার ও ডালিয়া সরকার, রীতা পাবলিকেশন



**SEMESTER-I**

**Course Title: Compulsory English: Literature and Communication**

**Course Code: ACS/105/AEC-1**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**





**SEMESTER-I**

**Course Title: Environmental Studies**

**Course Code: ACS/106/VAC-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

**SEMESTER-II****Course Title: Philosophical Foundations of Education****Course Code: A/EDN/201/MJC-2****Contact Hours per week: 4****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Outcomes:**

After completion the course the learners will be able to:

1. Understand the meaning, concept and relationship of philosophy and education
2. Discuss the meaning and scope of educational philosophy.
3. Understand regarding the different branches of philosophy.
4. Describe the knowledge, reality and value of different Indian schools of philosophy
5. Discuss the educational view of different Western schools of philosophy
6. Explain the concept of Democracy, Socialism and Secularism and their educational implications.

**Course Contents:****Unit-I: Philosophy and Education****[16 Hours]**

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

**Unit- II: Western Schools of Philosophy****[12 Hours]**

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

**Unit- III: Indian Schools of Philosophy****[20 Hours]**

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaiseshika and Vedanta in terms of knowledge, reality, values and their Educational implications.

**Unit- IV: National Values****[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications



## Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন
7. ড. অর্চনা বন্দ্যোপাধ্যায়- শিক্ষানীতি ও শিক্ষাদর্শন
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন।
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন।
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন।
12. শিক্ষা দর্শনে রূপরেখ - ড: অভিজিৎ কুমার পালা
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষা

**SEMESTER-II****Course Title: Philosophical Foundations of Education****Course Code: A/EDN/202/MN-2****Contact Hours per week: 4****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Outcomes:**

After completion the course the learners will be able to:

- 1) Understand the meaning, concept and relationship of philosophy and education
- 2) Discuss the meaning and scope of educational philosophy.
- 3) Understand regarding the different branches of philosophy.
- 4) Describe the knowledge, reality and value of different Indian schools of philosophy
- 5) Discuss the educational view of different Western schools of philosophy
- 6) Explain the concept of Democracy, Socialism and Secularism and their educational implications.

**Course Contents:****Unit-I: Philosophy and Education****[16 Hours]**

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

**Unit- II: Western Schools of Philosophy****[12 Hours]**

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

**Unit- III: Indian Schools of Philosophy****[20 Hours]**

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaiseshika and Vedanta in terms of knowledge, reality, values and their Educational implications.

**Unit- IV: National Values****[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications



## Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন
7. ড. অর্চনা বন্দ্যোপাধ্যায়- শিক্ষানীতি ও শিক্ষাদর্শন
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন।
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন।
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন।
12. শিক্ষা দর্শনে রূপরেখ - ড: অভিজিৎ কুমার পালা
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষা

**SEMESTER-II**

**Course Title: Women Education**  
**Course Code: A/EDN/203/MDC-2**

**Contact Hours per week: 3****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Outcomes:**

- 1) To understand the meaning, nature, scope of Women Education
- 2) To know the recent trends in Women Education
- 3) To know the role of Indian thinkers towards Women Education
- 4) To identify major constraints of Women Education and Women Empowerment.

**Course Contents:****Unit - I: Introduction to Women Education****[15 Hours]**

- 1) Women Education- meaning, nature and scope
- 2) Role of British Govt.
- 3) Position of Women Education : Ancient, Medieval and Modern Period

**Unit - II: Recent Trends in Women Education****[15 Hours]**

- 1) National Development and Women Education
- 2) Women Education and Women Empowerment

**Unit – III : Role of Indian Thinkers in promoting Women Education [15 Hours]**

- 1) Rammohan Roy
- 2) Pandit Iswar Chandra Vidyasagar
- 3) R.N. Tagore
- 4) Swami Vivekananda

**Unit – IV: Major Constraints of Women Education and Women Empowerment [15 Hours]**

- 1) Social
- 2) Psychological
- 3) Political
- 4) Economical

**Suggested Books:**

- 1) S. P. Agarwal - Women Education in India, New Delhi: Concept Publishing Company
- 2) Ajit Mondal & Neeru Snehi - Dynamics of Women Education in India. New Delhi: Shipra Publications.
- 3) N. L.Gupta - Women's Education through Ages, New Delhi: Concept Publications Company.
- 4) R. K. Rao - Women and Education, New Delhi: Kalpaz Publications.



## **SEMESTER-II**

**Course Title: Construction of Unit Test**

**Course Code: A/EDN/204/SEC-2 (PR)**

**Contact Hours per week: 5**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40 (30 Notebook + 10 Viva)**

### **Course Objectives:**

- 1) To know Unit Test.
- 2) To understand educational objectives
- 3) To construct a Unit Test

### **Course Content:**

**Unit: I: Introduction to Unit Test** [05 Hours]

Definition, Concept, Characteristics, Need and Importance of Unit Test

**Unit II: Taxonomy of Educational objectives** [10 Hours]

Definition, Types, with special reference to Cognitive domain of Bloom Taxonomy.

**Unit III: Students have to construct a unit test of 25 Marks with mentioning the following points:** [60 Hours]

- Introduction
- Title
- Objectives
- Construction of Unit Test
- Planning of Unit Test,
- Preparation of Blueprint
  - ❖ Weightage to objectives
  - ❖ Weightage to Content
  - ❖ Weightage to Forms of Questions
- Selection of Questions
- Preparation of Unit Test

### **Suggested Books:**

1. Educational Evaluation - Mujibul Hasan.
2. Radha Mohan - Measurement Evaluation and Assessment in Education.



3. Robert M. Thorndike - Measurement and Evaluation in Psychology and Education.
4. S. K. Mangal, Uma Mangal - Essentials of Educational Technology.
5. S. K. Mangal - Essentials of Educational Psychology.
6. শিক্ষায় পরিমাপ ও মূল্যায়ন - ড: পাল ও ড: ধর।
7. ড: ভীমচন্দ্র মন্ডল, তুহিন কুমার কর - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তি বিদ্যা।
8. মূল্যায়ন নীতি ও কৌশল - সুশীল রায়,
9. শিক্ষন ব্যবস্থার অ্যাসেসমেন্ট – ড: অমল কান্তি সরকার
10. শিক্ষক শিক্ষণ ও মূল্যায়ন – ড: জয়ন্ত মেটে বিজয়লক্ষী ঘোষ রুমা দেব.
11. ড: অভিজিৎ কুমার পাল, ড: শঙ্কর পাল, পার্থ রায় ও স্বরূপ চন্দ্রী - শিক্ষা প্রসঙ্গে পেডাগগী।





**SEMESTER-I**

**Course Title: MIL-1**

**Course Code: ACS/205/AEC-2**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**



## **SEMESTER-I**

**Course Title: Understanding India/ Mental Health and Wellness**

**Course Code: ACS/206/VAC-2**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

Students will opt any one from the followings:

**VAC- 2a: Health and Wellness**

**VAC-2b: Understanding India: Indian Philosophical Traditions and Value Systems**

**VAC-2c: Basics of Indian Constitution**

**VAC-2d: Arts and Crafts of Bengal**

**VAC-2e: Historical Tourism in West Bengal**