

Murshidabad Adarsha Mahavidyalaya

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Islampur
Murshidabad
Pin- 742304 (W.B.)

Memo No: MAM / /

Date: ___/___/___



University of Kalyani CBCS Curriculum of B.A. in Education (Honours/General) effective from 2018-19

B.A. Education (Honours)
SEMESTER-I
EDU-H-GE-T-1: Educational Philosophy
Generic Elective Course: Credit-6. Full Marks-75

Course Objectives:

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.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi
- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim.
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and Types. Co-curricular activities.

Unit-III: Schools of Philosophy and National Values

- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.
- b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

Unit-IV: Great Educators and their educational philosophy

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

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education



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B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-7: Inclusive Education
Core Course; Credit-6. Full Marks-75

Course Objectives-

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

- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education.
- Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

Unit I: Inclusive Education concept and Nature

- a) Concept and principles of Inclusion.
- b) Need of Inclusive education.
- c) PWD Act (1994)

Unit II: Competencies development for Inclusive Education.

- a) Theories of Inclusive Education
- b) Development of Attitude, Positive Behaviour & social skill for Inclusion.

Unit III: Inclusive Education and its Practices.

- a) Differentiating Instruction.
 - Peer Tutoring
 - Co-operative learning
 - Inclusive lesson planning.
- b) Inclusive Instructional Strategies at school level.
 - Remedial Help.
 - Team Teaching.
 - Circles of Friends.

Unit -IV: Inclusive School

- a) Infrastructural facilities for an ideal Inclusive School.
- b) Teachers Role in Inclusive Classroom

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simms, Inclusive Education –Learners and Learning Context, David Fulton Pub. '17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.
10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ধভূক্তিমূলক শিক্ষা
11. ড. -দবরত -দবনাথ ও আশিষকুমার -দবনাথ- ব্যক্তিকর্মমী শিশু ও তার শিক্ষা



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B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-9: Psychology of Instruction
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, factors, and principles of teaching.
- Explain the Flander's Interactional analysis
- Explain the characteristics of a good teacher.
- Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.
- Explain the concept and implications of Micro-teaching
- Discuss different types of teaching methods.

Unit-I: Teaching

- a) Science of Teaching- Relation between teaching and learning;
- b) Factors affecting teaching process, Input and Output variables;
- c) Maxims of teaching; Fundamentals of teaching.

Unit-II: Teacher Behaviour

- a) Observation of classroom behaviour: Flander's Interaction analysis.
- b) Characteristics of a good teacher.

Unit-III: Teacher and Classroom Teaching

- a) Nature of classroom teaching.
- b) Difference between traditional and constructivist teaching;
- c) Micro-teaching- meaning , nature, merits and demerits

Unit-IV: Teaching Methods

- a) Meaning, nature, merits and demerits- Lecture, Demonstration, Project, Problem Solving, and, Story-telling.

Suggested Books:

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology
- 8) সুশীল রায় - শিক্ষা ম-নাবিদ্যা
- 9) অরুণ -বায় - শিক্ষা ম-নাবিদ্যা
- 10) ওলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
- 11) -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
- 12) শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি



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B.A. Education (Honours) SEMESTER-IV

EDU-H-CC-T-10: Contemporary issues in Education Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Explain constitutional provisions with special reference to RTE Act, DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.

Unit-I: Universalization of Elementary Education

Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.

Unit-II: Universalization of Secondary Education

Meaning, aims & objectives, significance; Role of RMSA, Problems.

Unit-III: Higher Education and RUSA

- a) Role of Higher Education
- b) Knowledge Commission & Higher Education
- c) Higher Education and RUSA
- d) Problems of Higher Education in India

Unit-IV: Issues in Education

- a) Peace Education: Meaning, aims & objectives, need.
- b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.
- c) Inclusive Education: Meaning, Need & Govt, programme.
- d) Open & Distance Learning System: Meaning, Characteristics and need.
- e) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
- f) Women Education: Importance, problems.

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
৫. দুলাল মুখাপাশ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভার-তর শিক্ষার চলমান ঘটনাবলী
৬. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন- শিক্ষা ও উন্নয়ন
৭. তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা



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- Women's Education in Ancient and India
- Women's Education in Medieval India
- Vocational Education in Ancient and India
- Vocational Education in Medieval and India

Suggested Readings:

- S.M.Jafar --Some Cultural Aspects of Medieval India ,
- B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
- A.S.Altekar -- Education in Ancient India.
- E.E.Keay --India Education in ancient times.
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- Dr.Harisadhan Goswami- BharatiyaShikhayarItihas (Bengali Version)
- জ্যাতি প্রসাদ বন্দ্যোপাধ্যায় - আধুনিক ভারত-ত শিক্ষা বিবর্তন
- ড. দিলীপ কুমার ঠাকুর ও -শখ হামিদুলহক - আধুনিক ভারত-তর শিক্ষারধারা
- ভক্তিব্রতন ভট্টাচার্য - ভারতীয় শিক্ষার রূপ-রখা
- রনজিৎ -বায় - আধুনিক ভারত-ত শিক্ষার বিকাশ
- রনজিৎ -বায় - যুগ যুগ ভারত-তর শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ



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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.



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- The Calcutta University Commission/ Sadler Commission (1917-1919) :Majors Recommendations and its influence on future Development of Education
- Basic Education(1937) : Concepts , Characteristics , Merits &Demerits
- Abbott- Wood Report(1937) : Majors Recommendations and its influence of future development of Education in India
- The post – war plan of educational development/ Sargent Plan Report(1944): Majors Recommendations and its influence of future development of Education in India
- Educational Policy in Colonial India
- Progress of School Education (Primary & Secondary) Education in Colonial India
- Progress of Girls and Women Education in Colonial India

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education : History,Development And Problems- Shipra Publications
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education-Vikas Publication
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- B. K. Nayak- History Heritage and Development of Indian Education
- জ্যোতি প্রসাদ বন্দোপাধ্যায় - ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা - সেন্ট্রাল লাইব্রেরী
- ভক্তি ভূষণ ভক্তা - ভারতীয় শিক্ষার রূপরেখা - অ-আ-ক-খ প্রকাশনী



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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 :



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