

VIDYASAGAR UNIVERSITY

Midnapore, West Bengal



PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF

BACHELOR OF ARTS (HONOURS)

MAJOR IN EDUCATION

4-YEAR UNDERGRADUATE PROGRAMME

(w.e.f. Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes

(CCFUP), 2023 & NEP, 2020

VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

VIDYASAGAR UNIVERSITY
BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION
(under CCFUP, 2023)

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks				
								CA	ESE	TOTAL		
B.A. (Hons.)	3 rd	V	SEMESTER-V									
			Major-8	EDCHMJ08	T: Guidance & Counselling in Education	4	3-1-0	15	60	75		
			Major-9	EDCHMJ09	T: Curriculum Studies	4	3-1-0	15	60	75		
			Major-10	EDCHMJ10	T: Educational Technology	4	3-1-0	15	60	75		
			Major Elective-01	EDCHDSE1	T: Mental Health & Hygiene/Women Education & Empowerment / Education for Sustainable Development	4	3-1-0	15	60	75		
			Minor-5 (Disc.-I)	EDCMIN05	T: Educational Assessment (To be taken by the other Discipline)	4	3-1-0	15	60	75		
		Semester-V Total						20				375
		VI	SEMESTER-VI									
			Major-11	EDCHMJ11	T: Measurement & Evaluation in Education	4	3-1-0	15	60	75		
			Major-12	EDCHMJ12	T: Contemporary Issues in Indian Education	4	3-1-0	15	60	75		
			Major-13	EDCHMJ13	T: Gender, Education & Society	4	3-1-0	15	60	75		
			Major Elective-02	EDCHDSE2	T: Human Rights Education / Peace & Value Education/ Life Skill Education	4	3-1-0	15	60	75		
			Minor-6 (Disc.-II)	EDCMIN06	T: Contemporary Trends in Indian Education (To be taken by the other Discipline)	4	3-1-0	15	60	75		
		Semester-VI Total						20				375
		YEAR-3						40				750
		Eligible to be awarded Bachelor of Arts in Education on Exit						126	Marks (Year: I+II+III)			2325

MJ = Major, MI = Minor Course, DSE = Discipline Specific Elective Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical

SEMESTER-V

Semester	Programme	Course	Name of the Paper/ Topic
V	4-Year Hons.	Major 8	Guidance & Counselling in Education
		Major 9	Curriculum Studies
		Major 10	Educational Technology
		Major (Elect.) -1	Mental Health & Hygiene/Women Education & Empowerment / Education for Sustainable Development
		Minor-5	Educational Assessment

MAJOR (MJ)

Major 08: Guidance and Counselling in Education

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To help students understand the meaning and importance of guidance and counselling;
- ✓ To understand the techniques of counselling.
- ✓ To know the qualities of a good guidance and counselling programme.
- ✓ To develop an idea about the role of parents, teachers and counsellor in guidance programme.
- ✓ To give a basic knowledge of different tools and techniques for collecting data for guidance and counselling.
- ✓ To acquaint the students with various approaches for organizing career guidance and counselling.

Learning outcomes:

At the end of the course the student will be able to:

- ✓ explain the meaning and importance of guidance and counselling;
- ✓ understand and apply various counselling techniques;
- ✓ Identify the qualities of an effective guidance and counselling programme;
- ✓ Recognize the roles of parents, teachers, and counsellors in a guidance programme;
- ✓ Utilize different tools and techniques for collecting data in guidance and counselling;
- ✓ Describe various approaches to organizing career guidance and counselling.

Course Content:

Unit-I: Introduction to Guidance:

- a. Concept, nature, scope & Importance of guidance
- b. Bases of guidance – Philosophical, psychological & social (concepts only)
- c. Types of guidance;
 1. Educational guidance, Vocational guidance & Personal guidance (meaning, importance and functions at different stages of education);
 2. Individual guidance & group guidance (advantages & disadvantages);

Unit-II: Introduction to Counselling:

- a. Concept, nature, scope & Importance of counselling
- b. Types of counselling – Individual counselling & Group counselling (concepts only);
- c. Techniques of counselling – Directive counselling, non-directive counselling & eclectic counselling (meaning & steps)

Unit-III: Guidance and Counselling in Education:

- a. Comparison between guidance & counselling;
- b. Qualities of a good counsellor;
- c. Role of parents, teachers & counsellor in guidance programme;

Unit-IV: Application of Guidance and Counselling in Education:

- a. Need of guidance & counselling for diverse learners;
- b. Career Counselling and Pamphlets – meaning and importance;
- c. Various approaches in organizing career guidance & counselling – career corner, career talk, career conference, simulated interview.

Suggested Readings:

1. Madhukar, Indira. Guidance and Counselling, New Delhi: Authors Press Publishers of Scholarly Books.
1. Jaiswal, Sitaram. Principles of Guidance and Counselling.
2. Aggarwal, J.C. Educational Vocational Guidance and Counselling, New Delhi: Doabs. House Booksellers & Publishers.
3. Agarwal, Rashmi (2006). Educational Vocational Guidance & Counselling: Principles, Techniques & Programs. New Delhi: Shipra Publication.
4. Kochhar, S.K. (1985). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.

Major 09: Curriculum Studies

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To understand the concept, nature, scope and functions of curriculum.
- ✓ To understand the bases of curriculum.
- ✓ To understand the taxonomy of educational objectives.
- ✓ To develop an idea about curriculum framework.
- ✓ To give students a brief knowledge of the method of curriculum evaluation.

Learning outcomes:

At the end of the course the student will be able to:

- ✓ Explain the concept, nature, scope, and functions of curriculum.
- ✓ Identify the bases of curriculum development.
- ✓ Differentiate between major approaches to curriculum.
- ✓ Understand and apply the taxonomy of educational objectives.
- ✓ Develop a clear idea about the curriculum framework.
- ✓ Describe the methods of curriculum evaluation.

Course Content:

Unit-I: Introduction to Curriculum:

- a. Curriculum: Concept, scope, & functions; relation between curriculum & syllabus.
- b. Bases of curriculum – Philosophical, psychological and sociological;
- c. Types of curriculum – Knowledge based, experience based and activity based; Core and hidden curriculum.

Unit-II: Curriculum Construction:

- a. Aims & Objectives of curriculum construction and its importance;
- b. Principles of curriculum construction;
- c. Curriculum & Instruction – instructional objectives, comparison between BLOOM's taxonomy & revised BLOOM's taxonomy.

Unit-III: Curriculum Development:

- a. Concept, steps & Importance of curriculum development;
- b. Learner centered curriculum framework – Concept, factors & characteristics;
- c. National Curriculum framework 2005.

Unit-IV: Evaluation of Curriculum:

- a. Curriculum Evaluation: Concept & significance;
- b. Approaches to curriculum evaluation – Formative & Summative;
- c. Models of evaluation – Stufflebeam & Tylor.

Suggested Readings:

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies
5. Prasad, Janardhan & Vijay Kumari. Advanced Curriculum Construction, New Delhi: Kanishka Publishers & Distributors.
6. Bolsara, Maitreya. Principles of Curriculum Construction, New Delhi: Kanishka Publishers & Distributors.
7. Safaya, R.K&B.D.Shaida. Development of Educational Theory and Practice of Education.
8. A V Kelly, The Curriculum, SAGE Publications Ltd, eBook ISBN - 9781446245545

Major 10: Educational Technology

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To enable students to understand the concept, scope and importance of educational technology.
- ✓ To understand the evolution of educational technology.
- ✓ To understand the concept of communication and system approach in educational technology.
- ✓ To create an understanding of the application of basics of technology in the process of education.
- ✓ To familiarise with technological advances made and to develop a positive attitude towards the adaptation and practice of digital literacy.
- ✓ To know about the assistive technology for supporting students with disabilities.

Learning outcomes:

At the end of the course the student will be able to:

- ✓ Explain the concept, scope, and importance of educational technology.
- ✓ Describe the evolution of educational technology.
- ✓ Apply communication and system approach in educational settings.
- ✓ Integrate basic technological tools into educational practices.
- ✓ Demonstrate digital literacy and adapt to technological innovations.
- ✓ Recognize and utilize assistive technologies for supporting students with disabilities.

Course Content:

Unit-I: Introduction to Educational Technology:

- a. Concept, nature, scope & importance of educational technology;
- b. Evolution of educational technology – From traditional tools to digital platforms;
- c. Computer & ICT: Role in education.

Unit-II: Systems Approach & Communication in Education:

- a. Systems approach in education;
- b. Communication – Concept, nature, components, types, needs & communication cycle;
- c. Classroom communication- Barriers and strategies to overcome.

Unit-III: Instructional Design in Education:

- a. Mass Instructional Techniques – Concepts & types (seminar, panel discussion, MOOCS, SWAYAM);
- b. Personalized Instructional Techniques – Concepts & types (Programme Instruction & Keller Plan);
- c. Models of teaching – Concept, components & types.

Unit-IV: Modern Trends & Current Issues:

- a. Digital Literacy: Importance and adaptability;
- b. Issues in educational technology – misuse of technology, online etiquette and safety;
- c. Mobile learning, Artificial Intelligence, Virtual Learning –Concept and importance

Suggested Readings:

- Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R.Lall Book Depot
- Mangal, S.K. Educational Technology.
- Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Ltd.
- Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
- Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

MAJOR ELECTIVE (DSE)

Major Elective – 01: Mental Health & Hygiene

Credit: 4

Full Marks: 75

Course Objective / Learning Outcome:

- ✓ To understand the concept of mental health;
- ✓ To practice the principles of good mental health;
- ✓ To identify the causes of disturbed mental health conditions;
- ✓ To discuss the concept, nature, aims and scope of Mental Hygiene;
- ✓ To explain the role of parents and teachers in preventing Mental health problems;
- ✓ To understand the concept of adjustment, maladjustment;
- ✓ To express the interconnection among conflict, maladjustment and delinquency.

Learning Outcome:

At the end of the course the student will be able to:

- ✓ understand the concept of mental health;
- ✓ practice the principles of good mental health;
- ✓ identify the causes of disturbed mental health conditions;
- ✓ discuss the concept, nature, aims and scope of Mental Hygiene;
- ✓ explain the role of parents and teachers in preventing Mental health problems;
- ✓ understand the concept of adjustment, maladjustment;
- ✓ express the interconnection among conflict, maladjustment and delinquency.

Course Content:

Unit-I: Mental Health:

- a. Mental Health: Meaning, Concept and Nature;
- b. Causes of Disturbed Mental Health and Characteristics of a Mentally Healthy Person;
- c. Role of Family and School in Mental Health

Unit-II: Mental Hygiene:

- a. Mental Hygiene: Meaning and Concept;
- b. Area, Objective and Aims of Mental Hygiene;
- c. Importance of Mental Hygiene.

Unit-III: Adjustment:

- a. Adjustment: Concept, need and areas of adjustment;
- b. Mechanism of Adjustment; Criteria of good adjustment;
- c. Conflict and its management

Unit-IV: Maladjustment:

- a. Maladjustment: Concept and Causes of Maladjustment;
- b. Different forms of Maladjustment; Interrelation between Maladjustment and Delinquency;
- c. Role of Family and School for bringing remedial measures.

Suggested Readings:

- Auger, Rick (2011). The School Counsellor's Mental Health Sourcebook. New Delhi: Sage India Pvt. Ltd.
- Bernard, H. W., (1952). Mental Hygiene for Class-room Teachers. New York: McGraw Hill Book Co.
- Bhan, S., & Dutt, N.K. (1986). Mental Health through Education. New Delhi: Vision Books.
- Bonny, M.E., (1960). Mental Health in Education. Boston: Allyn and Bacon Inc.
- Carroll, Herbert, A. (1956). Mental Hygiene: The Dynamic of Adjustment. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Chauhan, S. S. (2007). Advanced Educational psychology(7th Edition). Vikas Publishing House Pvt. Ltd
- Crow, Lester D., & Crow, Alice (1952). Mental Hygiene. New York: McGraw Hill Book Company Inc.
- Garg, B.R. (2002). An Introduction to Mental Health. Amabala: Associate Publications.

OR

Major Elective – 1: Women Education and Empowerment

Credit: 4

Full Marks: 75

Course Objective

- ✓ To understand the historical and contemporary challenges related to women's education;
- ✓ To analyse national and international policies aimed at promoting women's education and empowerment;
- ✓ To evaluate the role of education in enhancing women's social, political, and economic status and empowerment;
- ✓ To suggest strategies for improving gender sensitivity in educational curricula;
- ✓ To apply global best practices in local contexts for promoting women's empowerment through education.

Learning Outcome:

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

- ✓ understand the historical and contemporary challenges related to women's education;
- ✓ analyse national and international policies aimed at promoting women's education and empowerment;
- ✓ evaluate the role of education in enhancing women's social, political, and economic empowerment;
- ✓ suggest strategies for improving gender sensitivity in educational curricula;
- ✓ apply global best practices in local contexts for promoting women's empowerment through education.

Course Content:

Unit 1: Introduction to Women's Education:

- a. Women's education in ancient and medieval period; Current Indian Scenario (Literacy rates & gender disparities in education);
- b. Significance of Women's Education: Social, economic, and political;
- c. Government Initiatives (State & Central): *Kanyashree & Beti Bachao, Beti Padhao*.

Unit 2: Policies on Women's Education:

- a. NEP 1986 & 2020 in light of women education;
- b. National Committees: Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee;
- c. National Council for Women Education.

Unit 3: Education and Women Empowerment:

- a. Empowerment: Concept & types (economic, social, political);
- b. Challenges to Women's Empowerment: Social norms, economic & political constraints, gender violence and discrimination;
- c. Education as a Tool for Empowerment.

Unit 4: Legal framework & Global Perspectives:

- a. Constitutional Provision for equality of Women (Educational and Legal Provisions);
- b. Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013);
- c. Sustainable Development Goals (SDG 4 & 5); Role of UNESCO.

Suggested Readings:

1. Ajit Mondal & Aanup Bagh (2022). Women Education in India, Aaheli Publishers (Bengali Version).
2. Amal Aslam (2016). Empowering Women through Literacy: Views from Experience (Ed.), Asian Development Bank (ADB).
3. Bell Hooks (2000). Feminist Theory: From Margin to Center, South End Press.
4. Carolyn Medel (1995). Women, Education and Empowerment: Pathways towards Autonomy, UNESCO Institute for Education.
5. J. Lea Smith and Sally Barr Ebest (2005). The Power to Lead: A Leadership Model for Empowering Women in Education, Pearson.
6. Nicholas D. Kristof and Sheryl WuDunn (2010). Half the Sky: Turning Oppression into Opportunity for Women Worldwide, Vintage Books.
7. Nalini Juneja (2012). Women, Education, and Empowerment in India, Mittal Publications.
8. Vimala Ramachandran (2013). Educating Women: Schooling and Identity in Post-Colonial India, Zubaan.

OR

Major Elective – 01: Education for Sustainable Development

Credit: 4

Full Marks: 75

Course Objective

- ✓ To gain insights into the international efforts to safeguard the Earth's environment and resources;
- ✓ To think critically about the long-term impacts of human actions on the planet and society;
- ✓ To recognize key sustainability issues, and participate in actions to promote sustainable development;
- ✓ To take an active role in building sustainable futures.

Learning Outcome:

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

- ✓ gain insights into the international efforts to safeguard the Earth's environment and resources;
- ✓ think critically about the long-term impacts of human actions on the planet and society;
- ✓ recognize key sustainability issues, and participate in actions to promote sustainable development;
- ✓ take an active role in building sustainable futures.

Course Content:

Unit 1: Introduction to Sustainable Development:

- a. Meaning and evolution of the concept of sustainable development;
- b. Characteristics and scope of sustainable development;
- c. Importance and Challenges of sustainable development.

Unit 2: Goals and challenges of sustainable development:

- a. Proposal for UN's sustainable development goals at Rio;
- b. Sustainable Development Goals (SDGs) – targets, indicators, challenges and strategies for SDGs, Strength and weaknesses of sustainable development goals;
- c. Global and Local Challenges of sustainable development.

Unit 3: Aspects and challenges of sustainable development:

- a. Challenges related to equality, equity and fairness to all;
- b. Income inequality (poverty, malnutrition, poor health, habitation) affecting sustainable development;
- c. Threats to bio-diversity, use of natural resources (renewable and non-renewable) for sustainable development.

Unit 4: Governance and Policy for Sustainable Development:

- a. National Laws and Policies for Sustainable Development: Brief outline of NAPCC, National Green Tribunal Act-2010, Environment Protection Act-1986,
- b. Role of Government, NGOs and Civil Society in sustainable development;
- c. The 2030 Agenda for sustainable development.

Suggested Readings:

1. Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, *Journal of Environmental Management*, 161 (15): 261-275.
2. Fisher, Michael H. (2018) *An Environmental History of India- From Earliest Times to the Twenty-First Century*, Cambridge University Press.
3. Jeffrey D. Sachs. (2015) *The Age of Sustainable Development*, Columbia University Press.
4. Headrick, Daniel R. (2020) *Humans versus Nature- A Global Environmental History*, Oxford University Press.
5. Chiras, D. D and Reganold, J. P. (2010). *Natural Resource Conservation: Management for a Sustainable Future*. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. *Ecology, Environment and Resource Conservation*. Anamaya Publications <https://sdgs.un.org/goals>
7. Tom Theis & Jonathan Tomkin (2012) *Sustainability: A Comprehensive Foundation* (Ed.), Rice University (Open stax).
8. Tiefenbacher, J (ed.) (2022), *Environmental Management - Pollution, Habitat, Ecology, and Sustainability*, Intech Open, London. 10.5772/
9. Ministry of Environment, Forest and Climate Change (2019) *A Handbook on International Environment Conventions & Programmes*.
<https://moef.gov.in/wpcontent/uploads/2020/02/convention-V-16-CURVE-web.pdf>
10. The Brundtland Report. (1987) *Our Common Future*, Oxford University Press.
11. William McDonough & Michael Braungart. (2002) *Cradle to Cradle: Remaking the Way We Make Things*, North Point Press.

MINOR (MI)

Minor-5: Educational Assessment

Credit: 4

Full Marks: 75

Course Objectives-

- ✓ To understand the concept of educational assessment;
- ✓ To comprehend criteria of assessment in education;
- ✓ To understand the tools and techniques of assessment;
- ✓ To get acquainted with assessment for learning system;

Learning outcomes-

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

- ✓ Understand the concepts of assessment for learning system;
- ✓ Apply methods of assessing different criteria of assessment;
- ✓ explain the role of the community and stake-holders in development of teaching –learning system;
- ✓ Identify and use tools and techniques of assessment process;

Course Contents-

Unit 1: Assessment in Education

- a. Educational assessment and evaluation: concept, need and scope;
- b. Functions of educational assessment (formative, and summative purposes);
- c. Relation among assessment, measurement and evaluation.

Unit 2: Criteria of Assessment

- a. Characteristics of a good assessment tool;
- b. Validity and Reliability- concepts and methods of assessments;
- c. Steps for construction of standardized tools.

Unit 3: Tools and techniques of assessment

- a. Educational and Psychological Tests- concepts and types: Intelligence, creativity, aptitude and personality test (concept only);
- b. Scales of measurement (nominal, ordinal, interval, and ratio scales)
- c. Techniques of assessment- Observation, Interview and Questionnaire methods

Unit-4 Emerging trends in Assessment

- a. Grading and credit system- concept, merits and de-merits.
- b. Academic Bank of Credits (ABC)- concept, merits and de-merits.
- c. ARC, CRC and portfolio- Concept and uses.

Suggested readings-

- Assessment for learning, S.K. Mangal, Shubhra Mangal, PHI Learning Publishers.
- Assessment for Learning, Prof. Dr. Komolkrishna De, Dr. Khagendranath Chottopadhyay, Dr. Subhaschondro Bhat, Aheli Publishers.
- Assessment of learning, S.K. Mangal, Shubhra Mangal, Shipra Publishers.
- Assessment for learning, Dr. Debashis Pal, Dr. Debashis Dhar, Rita Book Agency.
- 5. Assessment for the learning process and system, Dr. Amal Kanti Sarkar, Rita Book Agency.
- Hawe, E. & Dixon, H. (2017). Assessment for learning: A catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, 42(8), 1181-1192.
- Harlen, W. & James, M.J. (1977). Assessment and learning: differences and relationships between formative and summative assessment. *Assessment in Education*, 4(3), 365-380.
- Som, R., Bhattacharya, R., & Sarkar, B. (n.d.). পরিমাপ ও মূল্যায়ন (Measurement & Evaluation). (B. Sarkar, Ed.). Aheli Publishers

SEMESTER-VI

Semester	Programme	Course	Name of the Paper/ Topic
VI	4-Year Hons.	Major 11	Measurement & Evaluation in Education
		Major 12	Contemporary Issues in Indian Education
		Major 13	Gender, Education & Society
		Major (Elect.) -2	Human Rights Education / Peace & Value Education/ Life Skill Education
		Minor-6	Contemporary Trends in Indian Education

MAJOR (MJ)

Major 11: Measurement & Evaluation in Education

Credit: 4

Full Marks: 75

Course Objectives-

To enable students to

- ✓ understand the concept of educational measurement and evaluation.
- ✓ comprehend ideas of modern trends of evaluation in education.
- ✓ realize criteria and standardization process of test items.
- ✓ get acquainted with different tests and scales required for evaluation.

Learning outcomes-

- ✓ Students will be able to differentiate the concept of assessment, measurement and evaluation.
- ✓ Students will learn about different methods of evaluation according to modern education system.
- ✓ Students will gain knowledge about characteristics of a good test, general principles and norms of construction and standardization of tests.
- ✓ Students will be able to analyze and apply psychological tools and techniques during educational measurement and evaluation.

Course Content:

Unit 1- Measurement and Evaluation

- a. Measurement, Assessment and Evaluation: Concept, Scope, and Importance.
- b. Scales of measurement: Nominal, Ordinal, Interval & Ratio
- c. Evaluation in Education: Formative & Summative.

Unit 2- Modern Trends in Evaluation

- a. Continuous and Comprehensive Evaluation (CCE): concept, importance, advantages and limitations.
- b. Grading and Credit system: concept, importance, advantages and limitations.
- c. Academic Bank of Credits (ABC) & Choice Based Credit System (CBCS): Concept & Significance.

Unit 3- Tests and Measurements

- a. Educational Test: Concept & Types (N.R.T & C.R.T; Teacher-made and Standardized test)
- b. Criterion of a good test: Objectivity, Reliability, Validity & Norms
- c. Standardization of a test: Principles and steps

Unit 4- Tools and Techniques of Evaluation

- a. Educational Tools: Achievement test (oral & written)
- b. Rating scale and Likert scale: Concept and Use.
- c. Techniques- observation, interview and case study.

Suggested readings-

1. Evaluation and statistics in education, Nurul Islam, Kolkata Sreedhar Publishers.
2. 'Sikkhay porimap o mulayoner ruprekha', Amal Kanti Sarkar, Rita book Agency.
3. AERA, APA, and NCME. 2014. *Standards for educational and psychological testing*. Washington DC: American Educational Research Association.
4. Haladyna, T. M., and M. C. Rodriguez. 2013. *Developing and Validating Test Items*. New York, NY: Routledge.
5. Bloom, B.S., Hastings, J.T., & Madaus, G.F. (1971). *Handbook on formative and summative evaluation of student learning*. New York: McGraw-Hill.
6. Thorndike, R.M. (1997). *Measurement and evaluation in psychology and education (6th ed.)*. Upper Saddle River, NJ: Prentice-Hall.

Major 12: Contemporary Issues in Indian Education

Credit: 4

Full Marks: 75

Course Learning Outcomes

On completion of this course the learners will be able to-

- ✓ Understand the importance of pre-school and elementary school education.
- ✓ Analyze various problems and issues for ensuring quality elementary education
- ✓ State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- ✓ Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- ✓ Analyze emerging concerns in Indian education.

Course Content

Unit 1: Pre-school and Elementary Education

- a. Early Childhood Care and Education (ECCE): Meaning, nature, importance, problems and issues
- b. Universalization of Elementary Education: Concept, Sarva Siksha Abhiyaan (SSA), District Primary Education Programme(DPEP) and Right to Education Act-2009
- c. Equalization of Educational Opportunities: Concept & Issues

Unit-2: Secondary and Higher Secondary Education

- a. Universalization of Secondary Education: Concept and objectives.
- b. Problems of Secondary Education in India and role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- c. Vocationalization of secondary and higher secondary education: Problems and issues

Unit 3: Higher Education

- a. Challenges in Higher education: expansion, quality and inclusion
- b. Quality assurance in Higher Education: Role of RUSA and NAAC
- c. Expansion of Higher education: Role of Open and Distance learning

Unit 4: Current Trends in Indian Education

- a. Concept and importance of MOOC and SWAYAM
- b. Examination reforms and concept, merits and demerits of Open Book Examination (OBE)
- c. NEP 2020: Structure & Curriculum

Suggested Books

1. Aggarwal, J. C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi. Banerjee J. P. (2010); Bharatiya Siksha Itihas, Central Library, Kolkata.
2. Chatterjee, M.K. & Chakraborty, K. - Sampratik Bharatiya Shikshar Dhara: Rita Book .
3. Chaube, S. (2010); History and Problems of Indian Education, Agarwal Publication, Agra.
4. Chauhan, C. P. S. (2010); Modern Indian Education: Policies, Progress and Problems, Kanishka Publishers, New Delhi.
5. Ghosh, R. (2012); Adhunik Bharater Siksha Vikash, Soma Book Agency, Kolkata.

Major-13: Gender, Education & Society

Credit: 4

Full Marks: 75

Course Learning Outcomes:

After end of this course learner will be able to:

- ✓ Describe the definition of Gender, Gender Dynamics
- ✓ Discuss Gender Roles and Relationships Matrix
- ✓ Explore attitudes towards Gender
- ✓ Understand gender as a social construct
- ✓ Analyze gender socialization processes
- ✓ Examine gender roles and inequalities in education
- ✓ Develop gender-sensitive perspectives in teaching-learning

Course Content:

Unit 1: Understanding Gender

- a. Gender and Sex: Concepts & differences
- b. Gender Dynamics: Gender identity; Gender role and gender stereotypes
- c. Gender Sensitization: Meaning & Importance

Unit 2: Gender Socialization and Education

- a. Agents of Gender Socialization (Family, School, Media)
- b. Gender Bias in Family and School
- c. Social Differentiation and Intersectionality in Education

Unit 3: Gender Roles and Power Relations

- a. Gender Roles and Relationships Matrix
- b. Gender Division of Labour and Valuation of Work
- c. Attitudes towards Gender and Hidden Curriculum

Unit 4: Gender Inequality in Schooling

- a. Gender Inequality in knowledge and Curriculum
- b. Representation of gender in text books.
- c. Classroom Dynamics and Girl-friendly Schooling

Suggested Books:

1. Shikha J, Gender School & Society, Pearson, Delhi
2. Trivedi O T (2016), Gender School and Society, Agrawal Publications, Agra
3. Mehta R, Bluerose Publishers Pvt. Ltd., Noida

4. Rani A and Kumar D (2016), Bookman India, Muzaffarnagar
5. National Council of Educational Research and Training (NCERT). (2006). Gender, School and Society. New Delhi: NCERT.
6. Kamla Bhasin. (2004). Understanding Gender. New Delhi: Kali for Women.
7. Usha Nayar. (2012). Gender and Education in India. New Delhi: Pearson

Additional Readings:

8. Nivedita Menon. (2012). Seeing Like a Feminist. New Delhi: Zubaan.
9. Sharmila Rege. (2003). Sociology of Gender. New Delhi: Sage Publications.
10. Karuna Chanana (Ed.). (1988). Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman

MAJOR ELECTIVE (DSE)

Major (Elec.)- 2: Human Right Education

Credit: 4

Full Marks: 75

Learning Objectives: -

After the end of this course, learners will able to -

- ✓ Define human rights, nature and their core values
- ✓ Understand the significance of human rights education
- ✓ Explain the role of the United Nations in human rights
- ✓ Summarize key historical developments and documents
- ✓ Describe human rights enforcement mechanisms in India
- ✓ Analyze the Human Rights Act, 1993 and the role of the Human Rights Commission
- ✓ Understand the role of the judiciary in protecting human rights
- ✓ Evaluate the contributions of advocacy groups, educational institutions and NGOs

Course Outcomes (CO):

At the end of this course, students will be able to --

CO1: Explain the concept, definition, evolution, and significance of Human Rights, and understand the core values of dignity, liberty, equality, and justice.

CO2: Analyze the role of the United Nations in promoting Human Rights, the historical milestones in their development, and the relevance of the Universal Declaration of Human Rights.

CO3: Evaluate the Human Rights enforcement mechanisms in India, including the Human Rights Act of 1993 and the role of the Human Rights Commission and judiciary.

CO4: Discuss the contributions of advocacy groups, educational institutions, media, and NGOs in promoting and safeguarding Human Rights.

Course Content:

Unit-1: Basic Concepts of Human Rights

- a. Concept, definition and nature of Human Rights
- b. Human Values – Dignity, liberty, equality and justice.
- c. Meaning and significance of Human Rights Education

Unit-2: United Nations and Human Rights

- a. United Nations and the development of Human Rights
- b. Evolution of Human Rights in national & international perspectives
- c. Universal Declaration of Human Rights

Unit-3: Human Rights Enforcement Mechanism in India

- a. Human Rights Act, 1993
- b. Human Rights Commission: Role and objectives
- c. Role of judicial organs: Supreme Court and High Courts

Unit-4: Role of Advocacy Groups and Other Stakeholders

- a. Role of advocacy groups
- b. Role of educational institutions
- c. Role of NGOs

Suggested Readings:

1. Agarwal, H. O. (2018). Human rights. CLP.
2. Agarwal, H. O. (2019). International law and human rights. CLP.
3. Bajwa, G. S. (2003). Human rights in India: Implementation and violations. Anmol Publications.
4. Chitnis, V., et al. (n.d.). Human rights and the law: National and global perspective.
5. Deshpande, B. A. (2017). Human rights: Law and practice. CLP.
6. Dharmadhikari, J. D. M. (2016). Human values and human rights. Lexis Nexis.
7. Flowers, N. (Ed.). (2004). Human rights here and now: Celebrating the Universal Declaration of Human Rights. Human Rights Resource Center.
8. Jain, M. P. (2016). Indian constitutional law (8th ed.). LexisNexis.
9. Jain, R. (2016). Text book on human rights law and practice. Lexis Nexis.
10. Kaur, H., & Singh, A. (n.d.). Introduction to jurisprudence. Lexis Nexis.
11. Mahajan, V. D. (2016). Jurisprudence and legal theory. Eastern Book Co.
12. Osler, A., & Starkey, H. (2010). Teachers and human rights education. Trentham Books.
13. Paranjpe, N. V. (2019). Studies in jurisprudence & legal theory. CLA.
14. Sinha, M. K. (n.d.). Implementation of basic human rights. Lexis Nexis.
15. Tibbitts, F. (2002). Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3–4), 159–171.

OR

Major (Elec.)- 2: Peace and Value Education

Credit: 4

Full Marks: 75

Learning Objectives: -

After the end of this course, learners will be able to -

- ✓ *Know the concept of peace education;*
- ✓ *Understand the concept, nature and objectives of Non-Violence;*
- ✓ *Explain the Barriers and their prevention measures for Peace Education;*
- ✓ *Explain the meaning, nature, classify values;*
- ✓ *Discuss the meaning, objectives and need of value Education;*
- ✓ *Understand peace, value and conflict resolution.*

Course Outcomes (CO):

At the end of this course, students will be able to –

CO1: Explain the nature, scope, and importance of Peace Education in the modern world.

CO2: Analyze the role of teachers and educational institutions in fostering and promoting Peace Education, based on the recommendations of NEP 2020.

CO3: Identify the barriers to Peace Education and propose preventive measures to overcome these challenges.

CO4: Discuss the concept of Non-Violence, and assess the role of Peace Education to promote Non-Violence.

CO5: Define and classify various values and evaluate the perspectives of Value Education in the 21st century.

CO6: Explain the role of home, school, and society in fostering and inculcating values among individuals.

CO7: Examine the nature and types of conflict, and demonstrate effective conflict resolution strategies.

CO8: Assess the role of teachers in conflict resolution and the contribution of Peace and Value Education in resolving conflicts.

Course Content:

Unit: 1 = Peace Education

- a. Peace Education: nature, scope and importance.
- b. Barriers and preventive measures to promote peace education.
- c. Peace Education: relevance with respect to NEP 2020.

Unit: 2 = Peace and Non-Violence

- a. Causes of violence.
- b. Role of Peace Education for Non-Violence.
- c. Role of Educational Institutions in promoting peace education.

Unit: 3 = Value Education

- a. Value: Meaning, Nature and Characteristics.
- b. Value Education: Aims and Perspectives.
- c. Role of Home, School and Society for fostering Values.

Unit: 4 = Peace, Value and Conflict Resolution

- a. Conflict: Concept and types.
- b. Role of Teachers in Conflict Resolution.
- c. Role of Peace and Value Education in resolving conflict.

Suggested Books:

1. Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
2. Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
3. Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications
4. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
5. Chakraborty, Mohit (2003); Value Education: Changing Perspectives. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company.
6. Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
7. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation
8. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
9. Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
10. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

Major (Elect.)-2: Life Skill Education

Credit: 4

Full Marks: 75

Course Objectives

- To provide knowledge of life skills education and basic life skills.
- To understand the different models of life skills.
- To acquaint students with the application of life skills in everyday life.
- To discuss the prospects of life skills education.
- To provide practical application of different life skills techniques.

Course Learning Outcomes

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

- Explain life skills and life skills education.
- Describe different models of life skills.
- Apply necessary life skills in daily life.
- Explain the concept of training and techniques for life skills education.
- Demonstrate practical application of various life skills techniques.

Course Outline:

Unit: 1: Introduction to Life Skills

- a. Life Skills: Concept and Significance; Life Skills Education
- b. Life Skills in Indian Context
- c. Survival Skills, Livelihood Skills, Negotiation skills and Digital literacy skills.

Unit: 2: Models of Life Skills

- a. WHO's 10 life skills model
- b. 4 H (Head, Heart, Hands & Health) targeting Model
- c. 4-dimensions model by UNESCO

Unit 3: Application of Life Skill Education

- a. Life Skills for social exclusion & civic engagement
- b. Life Skills for carrier opportunities (resume writing, Group Discussion, Carrier searching, Interview skills)
- c. Problems and provisions in application of Life Skills Education.

Unit 4: Techniques and Training

- a. Techniques of life skills (Debate, Role Play, Storytelling, Gamification)
- b. Role of Teachers in promoting life Skills
- c. Training for promoting Team-Work and Addressing Misunderstanding

Suggested Books:

1. Bhatt I Rajeshkumar (2017), Life Skill Education, Notion Press, Chennai
2. Rao R K & Dinakar P (2016), Life Skills education, Neelkamal, Hyderabad
3. Mahajan G (2009), Life skill Education, Shipra Publication, Delhi
4. Hydrabasha, A. S. Life Skills of education, Current Publication, Mumbai
5. Ralhan R (2022), Life Skill Education, Tandon Publications, Ludhiana
6. UNICEF: omprehensive Life Skills Framework.
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf> (Pg-18)
7. ELOPING LIFE SKILLS: METHODS AND TECHNIQUES
<https://egyankosh.ac.in/bitstream/123456789/106540/3/Unit-16.pdf>
8. World Health Organization. Life Skills Education For Children and Adolescents in Schools: Programme on Mental Health World Health Organization Geneva 1997.
<https://iris.who.int/server/api/core/bitstreams/87fe5602-fd22-4d61-8605-26aa6a21f4c8/content>
9. Mishra, Savita., Hanif, Md., Prabhat, P. Raj (2004). Education: Life Skills and Training. Aadi Publication, India.
10. Chakrabarty, P.K (2022). Jiboner Dakkhata Shikkha. Rita Publications, Kolkata

MINOR (MI)

Minor-6: Contemporary Trends in Indian Education

Credit: 4

Full Marks: 75

Course Learning Outcomes

On completion of this course the learners will be able to-

- ✓ Understand the importance of pre-school and elementary school education.
- ✓ Analyze various problems and issues for ensuring quality elementary education
- ✓ State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- ✓ Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- ✓ Analyze emerging concerns in Indian education.

Course Content

Unit 1: Pre-school and Elementary Education

- d. Early Childhood Care and Education (ECCE): Meaning, nature, importance, problems and issues
- e. Universalization of Elementary Education: Concept, Sarva Siksha Abhiyaan (SSA), District Primary Education Programme(DPEP) and Right to Education Act-2009
- f. Equalization of Educational Opportunities: Concept & Issues

Unit-2: Secondary and Higher Secondary Education

- d. Universalization of Secondary Education: Concept and objectives.
- e. Problems of Secondary Education in India and role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- f. Vocationalization of secondary and higher secondary education: Problems and issues

Unit 3: Higher Education

- d. Challenges in Higher education: expansion, quality and inclusion
- e. Quality assurance in Higher Education: Role of RUSA and NAAC
- f. Expansion of Higher education: Role of Open and Distance learning

Unit 4: Current Trends in Indian Education

- d. Concept and importance of MOOC and SWAYAM
- e. Examination reforms and concept, merits and demerits of Open Book Examination (OBE)
- f. NEP 2020: Structure & Curriculum

Suggested Books

6. Aggarwal, J. C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi. Banerjee J. P. (2010); Bharatiya Siksha Itihas, Central Library, Kolkata.
7. Chatterjee, M.K. & Chakraborty, K. - Sampratik Bharatiya Shikshar Dhara: Rita Book .
8. Chaube, S. (2010); History and Problems of Indian Education, Agarwal Publication, Agra.
9. Chauhan, C. P. S. (2010); Modern Indian Education: Policies, Progress and Problems, Kanishka Publishers, New Delhi.
10. Ghosh, R. (2012); Adhunik Bharater Siksha Vikash, Soma Book Agency, Kolkata.