

University of North Bengal CBCS Curriculum of B.A. in Education (Honours)
Truncated Syllabus for 2st, 4th & 6th Sem., 2021

SEMESTER-II				
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks
EDU-H-DSC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-4	History of Education in Ancient and Medieval India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-2 (any one to be chosen out of two)	A. Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B. Any Discipline other than Education			
AECC-2	English communication / MIL	Ability enhancement compulsory (30L)	2 (2L+0T)	50
Total	4 courses	Total	20	275

B.A. Education (Honours)
SEMESTER-II
EDU-H-DSC -T-3: Psychological Foundation of Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

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

- 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.
- Explain the concept and development of personality.

Unit-I: Educational Psychology and Development

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. Relevance of educational psychology for teachers, methods of studying learner behaviour: Case study
- b) Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development.

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Unit-II: Learning

- a) Definition of Learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c) Transfer of Learning: Concept & Types.
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

- a) Intelligence: Definition; Theories of Intelligence and their implications – Thurstone, Guilford; Measurement of Intelligence- verbal and non-verbal
- b) Creativity: meaning, nature, factors, and nurturing.

Unit-IV: Personality

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory.
- c) Measurement of Personality- projective test
 - Projective Techniques (Thematic Apperception Test-TAT, Rorschach Inkblot Test)

Suggested Readings:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K. (2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Readings:

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13. S. Roy – Shiksha Monobidya
14. Arun Ghosh - Shiksha Monobidya
15. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
16. Bijan Sarkar – Shikhan o Shikshan
17. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicvitti
18. Pranab Kumar Chakraborty – Shiksha Monobiggyanerruprekha

University of North Bengal CBCS Curriculum of B.A. in Education (Honours)
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19. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
20. Bijan Sarkar – Sishu o Bikash
21. Adhikari, S. (2015). SikskayaMonavidya. Classique Books, kolkata
22. Barat, K.S. & Choudhury, K. (2014). SikharMonobaigyanicvitti. Pragatishil publisher, Kolkata.
23. Mete, J. et al (2015). Shaisabkalinbridhi o Bikash. Rita Publication, Kolkata.

২৪. (সুশীলরায় - শিক্ষা মনোবিদ্যা
২৫. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
২৬. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
২৭. বিজনসরকার - শিখন ও শিক্ষন
২৮. কল্পনা সেনবরাটএবংকনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
২৯. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেররূপরেখা
৩০. জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব
৩১. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব

B.A. Education (Honours)
SEMESTER-II

EDU-H-DSC –T-4: History of Education in Ancient and Medieval India
Core Course; Credit-6. (75 Lectures), Full Marks- 75

COURSE OBJECTIVES:

After end of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education.
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- Discuss the educational contribution of Akbar, Aurangzeb.
- Explain the women and vocational education in Ancient and Medieval India.

Unit 1: Brahmanic System of Education:

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Centre of Learning: Takshasila

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Unit 2: Buddhistic System of Education:

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
- c) Centre of Learning: Nalanda
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

Unit 3: Medieval System of Education:

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Contribution of Akbar
- d) Centre of Learning: Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India:

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Medieval India

Suggested Readings:

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Nurulla& Naik- A Students History in India
4. S. S. Ravi – A Comprehensive Study of Education
5. J. P. Banerjee – Education in India: Past, Present and Future
6. S.N. Mukerjee- Modern Indian Education
7. B. K. Nayak- History Heritage and Development of Indian Education
8. B. N. Dash –History of Education in India
9. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan. □

Bengali Reading:

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1. J. P. Banerjee –AdhunikBharaterShiksharBibartan
2. Dr. Dilip Kumar Thankur&SekhHamidulHaque – AdhunikBharaterShiksharDhara
3. Bhakti Bhushan Bhakta – BharatioShiksharRuprekha
4. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .