

**DIRECTORATE OF DISTANCE EDUCATION
UNIVERSITY OF NORTH BENGAL
SYLLABUS FOR
BA PROGRAMME IN EDUCATION: 3 YEARS (6 SEMESTERS)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION UNDER CBCS

DISCIPLINE SPECIFIC CORE (DSC)

DSC – 1: PAPER – I (SEMESTER – I)

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1997)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

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

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

Unit-III: School of Philosophy and national values

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

Unit-IV : Great Educators and their educational philosophy

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

DSC – 1: PAPER – II (SEMESTER – II)

Unit-I: Educational Psychology and Development

- a) Definition, 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 and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial

- and Error and Insightful Learning.
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest.
- d) Memorization: LTM, STM. Principles of memory involved in Memorization; Causes of Forgetting.

Unit-III: Intelligence

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford; Measurement of Intelligence.

Unit-IV: Personality

- a) Definition, Theories – Types and Trait; Measurement of Personality; Concept of Individual differences in classroom.

DSC – 1: PAPER – III (SEMESTER – III)

Unit-I: Educational Sociology

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.

Unit-II: Social factor and Education

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.

Unit-III: Social groups and education

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institution and Agencies of Education: (a) Family, (b) School, (c) State, (d) Mass media and (d) Religion

Unit-IV: Social change and Education

- a) Social change: Its definition, characteristics, factors, Constraints and education as an instrument of social change.
- b) Education and Social Mobility.
- c) Education for Socially and Economically backward classes, disadvantaged section of Indian society (SC, ST, OBC, Women, Rural)

DSC – 1: PAPER – IV (SEMESTER – IV)

Unit-I: Education in 19th Century in India

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
- d) Wood's Despatch (1854) and its impact on education.
- e) Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944)

- a) Educational reformer Lord Curzon
- b) National education movement- Causes, Phases and Importance in Education.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sargent Plan Report(1944)-
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post-Independence India

- a) University Education Commission(1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission(1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission(1964-66)
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.
- d) AshokeMitra Commission(1991-92)
- Recommendations Regarding Primary and Secondary Education.

Unit-IV: National Policy on Education

- a) National Policy on Education(1986)
-National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya.
- b) Revised National Policy on Education-1992.

**DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION
UNDER CBCS**

LANGUAGE CORE COURSE (LCC-1)

LCC – 1: PAPER – I (SEMESTER – I)

BENGALI

Common approved syllabus to be followed.

LCC – 1: PAPER – I (SEMESTER – I)

NEPALI

Common approved syllabus to be followed.

LCC – 1: PAPER – I (SEMESTER – I)

HINDI

Common approved syllabus to be followed.

LCC – 1: PAPER – II (SEMESTER – III)

BENGALI

Common approved syllabus to be followed.

LCC – 1: PAPER – II (SEMESTER – III)

NEPALI

Common approved syllabus to be followed.

LCC – 1: PAPER – II (SEMESTER – III)

HINDI

Common approved syllabus to be followed.

**DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION
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LANGUAGE CORE COURSE (LCC-2)

LCC – 2: PAPER – I (SEMESTER – II)

Common approved syllabus to be followed.

LCC – 2: PAPER – II (SEMESTER – IV)

Common approved syllabus to be followed.

DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION UNDER CBCS

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

AECC – 1: Environmental Studies (SEMESTER – I)

Unit 1: Introduction to environmental studies

- Multidisciplinary nature of environmental studies
- Scope and importance; Concept of sustainability and sustainable development

Unit 2: Ecosystems

- What is an ecosystem?
Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 3: Natural Resources: Renewable and Non – renewable Resources

- Land resources and land-use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over – exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state), Dams – benefits and problems.
- Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity.
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies

Unit 4: Biodiversity and Conservation

- Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hotspots.
- India as a mega-biodiversity nation; Endangered and endemic species of India, threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.
- Conservation of biodiversity: In – situ and Ex – situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise

pollution

- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Water conservation, rain water harvesting, watershed management.
- Wasteland reclamation.
- Environmental movements: Chipko, Silent valley, Bishnoi of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication & public awareness, case studies (e.g., CNG vehicles in Delhi).

(To be chosen from English, Bengali, Nepali and Hindi)

AECC – 2: English Communication (SEMESTER – II)

Common approved syllabus to be followed.

AECC – 2: Bengali Communication (SEMESTER – II)

Common approved syllabus to be followed.

AECC – 2: Nepali Communication (SEMESTER – II)

Common approved syllabus to be followed.

AECC – 2: Hindi Communication (SEMESTER – II)

Common approved syllabus to be followed.

**DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION
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SKILL ENHANCEMENT COURSE (SEC)

SEC – 1: PAPER - I (SEMESTER – III)

Unit-I: Descriptive Statistics

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
- c) Percentile and Percentile Rank-Definition, Calculation, Application, Graphical Determination.

Unit-II: Relationship and Inferential Statistics

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman’s method) and Product Moment (Karl Pearson’s method).
- c) Parametric and Non-Parametric Test- (only Concept and Uses).

Unit-III: Concept of Normal distribution

Concept of NPC and its properties and uses

SEC – 1: Paper - II (SEMESTER – IV)

Unit - I: Introduction to community Development

- Meaning of community and community development
- Characteristics of community development
- Principle of community development

Unit - II: Community Group Dynamics

- People’s involvement in community group
- Roles and relationship in community group
- Factors affecting autonomy and inclusiveness of community groups

Unit – III: Equality, Diversity, Social Justice within Communities

- Diversity of communities
- Impact of social inequality, diversity and injustice communities
- Role of reflection and learning in community development process

Unit – IV:Community Development Programme in India

- Objectives of community development in India
- Importance of community development programme
- List of Community Development Programme in India

SEC – 2: PAPER – I (SEMESTER – V)

Other Discipline. Common approved syllabus to be followed.

SEC – 2: PAPER – II (SEMESTER – VI)

Other Discipline. Common approved syllabus to be followed.

DETAILED SYLLABUS OF BA PROGRAMME IN EDUCATION UNDER CBCS

DISCIPLINE SPECIFIC ELECTIVE (DSE)

(Choose any one Group from Paper I and one from Paper II)

DSE – 1: PAPER – I (SEMESTER – V)

UNIT-I: Meaning and nature of Value

- a) Value: Meaning and Nature
- b) Values enshrined in Indian constitution.
- c) Classification of values proposed by NCERT

UNIT-II: Value Education

- a) Value Education: concept and objective.
- b) Need for value education in India

UNIT-III: Value Education in School

- a) Value Education through Curriculum.
- b) Value Education through Co-Curricular Activities.
- c) Role of teachers to facilitate development of values among the learners.

UNIT-IV: Strategies of value education

- a) Storytelling.
- b) Play-way Method.
- c) Role plays.

DSE – 1: PAPER – II (SEMESTER – VI)

Unit-I: Measurement and Evaluation in Education

- a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
- b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Educational Statistics

- a) Concept, Scope and Need of Educational Statistics
- b) Concept of raw data, score, frequency distribution, range, variable.
- c) Organization and Tabulation of Data- Frequency distribution table

Unit-III: Tools and Techniques of Evaluation

- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Personality Test- Rorschach Ink Blot Test
 - Interest Test- Kuder Richardson Test

- b) Techniques:
- Observation, CRC, Interview, Questionnaire and Inquiry.
- c) Characteristics of a good test:
- Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
 - Validity- Concept Causes of low Validity, Types, Determination.
 - Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
 - Norms- Concept, Types and their uses.

Unit-IV: Evaluation Process

- a) Evaluation Process: Concept, Types (Formative and Summative)
b) Concept of Norm-Referenced Test and Criterion Referenced Test.
c) Concept of Gradation and Credit system.

DSE – 2: PAPER – I (SEMESTER – V)

Other Discipline. Common approved syllabus to be followed.

DSE – 2: PAPER – II (SEMESTER – VI)

Other Discipline. Common approved syllabus to be followed.

DETAILED SYLLABUS OF BA PROGRAMME IN PHILOSOPHY UNDER CBCS

GENERIC ELECTIVE (GE)

GE – 1: PAPER – I (SEMESTER – V)

Unit-I: Concept of Life Long Learning

- a) Meaning and definition of Life Long Learning and Adult Education
- b) Characteristics of Life Long Learning
- c) Aims of Life Long Learning
- d) Need or Importance of Life Long Learning.

Unit-II: Approaches of Life Long Learning

- a) Dimensions of Life Long Learning
- b) Different teaching methods for Life Long Learning

Unit-III: Historical Background of Life Long Learning

- a) Life Long Learning in Pre-Independence India
 - Life Long Learning in Ancient India
 - Life Long Learning in Medieval India
 - Life Long Learning in British India
- b) Life Long Learning in Post-Independence India. (Historical description from Independence to last twelve fifth year plan)

Unit-IV: Recommendations of different commission on Life Long learning

- a) National Literacy Mission (NLM) – (1988)
- b) National Adult Education Program
- c) Problems & Prospects of Life Long Learning.

GE – 1: PAPER – II (SEMESTER – VI)

Unit – 1: Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit – 2: United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit – 3: Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

Unit – 4: Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.