

**CURRICULUM  
FOR  
B.A. GENERAL  
IN EDUCATION**

**UNDER CHOICE BASED CREDIT  
SYSTEM**

**BURDWAN UNIVERSITY  
BURDWAN, WEST BENGAL**

# B.A General Program in Education

## Course Structure (Discipline-1: Education)

- CC = Core Course
- AECC = Ability Enhancement Compulsory Course
- SEC = Skill Enhancement Course
- GE = Generic Elective Course
- DSE = Discipline Specific Elective Course
- Dis-1 = Subject Discipline -1 : Education
- Dis-2 = Subject Discipline -2 : Other than Education

<b>B.A Program in Education: 1<sup>st</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
CC-1A	Principles of Education (Dis-1 Edn)	CC	6	75
CC-2A	Discipline-2 (Dis. Other than Edn.)	CC	6	75
	Language -1 (English – L <sub>1</sub> -1)	Language(Core)	6	75
	Environment Studies	AECC-1	4	100
		<b>SEMESTER</b>	<b>22</b>	<b>325</b>

<b>B.A Program in Education: 2<sup>nd</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
CC- 1B	Educational Psychology (Dis-1 Edn)	CC	6	75
CC- 2B	Discipline-2 (Dis. Other than Edn.)	CC	6	75
	Language -2 (Beng/Hindi/MIL: L <sub>2</sub> -1)	Language(Core)	6	75

	English/MIL	AECC-2	2	50
		<b>SEMESTER</b>	<b>20</b>	<b>275</b>

<b>B.A Program in Education: 3<sup>rd</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
CC- 1C	Educational Sociology (Dis-1 Edn)	CC	6	75
CC- 2C	Discipline-2 (Dis. Other than Edn.)	CC	6	75
	Language -1 (English –L <sub>1</sub> -2)	Language(Core)	6	75
SEC- 1	Measurement and Evaluation in Education	SEC	2	50
		<b>SEMESTER</b>	<b>20</b>	<b>275</b>

<b>B.A Program in Education: 4<sup>th</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
CC- 1D	History of Education in India (Dis-1 Edn)	CC	6	75
CC- 2D	Discipline-2 (Dis. Other than Edn.)	CC	6	75
	Language -2 (Beng/Hindi/MIL: L <sub>2</sub> -2)	Language(Core)	6	75
SEC- 2	Value Education	SEC	2	50
		<b>SEMESTER</b>	<b>20</b>	<b>275</b>

<b>B.A Program in Education: 5<sup>th</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
	<b>DSE ( Any one from Discipline - 1 and any one from Discipline - 2 )</b>			
	<b>DSE Discipline 1(Edn) (one out of two)</b>	<b>DSE of Dis.- 1</b>	<b>6</b>	<b>75</b>
<b>DSE-1A</b>	Great Educators			
<b>DSE-1A</b>	Women Education			
	<b>DSE Discipline - 2 (Dis. Other than Edn.)</b>	<b>DSE of Dis.- 2</b>	<b>6</b>	<b>75</b>
<b>DSE-2A</b>				
<b>GE -1</b>	<b>Any discipline other than core Disciplines</b>	<b>GE</b>	<b>6</b>	<b>75</b>
	<b>SEC (Any one out of two)</b>	<b>SEC</b>	<b>2</b>	<b>50</b>
<b>SEC -3</b>	Educational Guidance and Counselling			
<b>SEC -3</b>	Computer Application in Education-I			
		<b>SEMESTER</b>	<b>20</b>	<b>275</b>

<b>B.A Program in Education: 6<sup>th</sup> Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>
	<b>DSE ( Any one from Discipline - 1 and any one from Discipline - 2 )</b>			
	<b>DSE Discipline - 1(Edn) (one out of two)</b>	<b>DSE- of Dis.- 1</b>	<b>6</b>	<b>75</b>
<b>DSE -1B</b>	Educational Technology			
<b>DSE -1B</b>	Project Work Related to Education			
<b>DSE - 2</b>	<b>DSE Discipline 2(one out of two) (Dis. Other than Edn.)</b>	<b>DSE of Dis.- 2</b>	<b>6</b>	<b>75</b>
<b>GE -2</b>	<b>Any discipline other than core Disciplines</b>	<b>GE</b>	<b>6</b>	<b>75</b>
	<b>SEC (Any one out of two)</b>	<b>SEC</b>	<b>2</b>	<b>50</b>
<b>SEC-4</b>	Distance Education			
<b>SEC-4</b>	Computer Application in Education- II			
		<b>SEMESTER</b>	<b>20</b>	<b>275</b>
		<b>GRAND TOTAL:</b>	<b>122</b>	<b>1700</b>

# SYLLABUS

## Semester-1<sup>st</sup>

**Core Course: (CC-1A): Principles of Education**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Education: Meaning, Nature and Scope.
- Functions of Education
- Factors of Education.
- Aims of Education: Individualistic and Socialistic.

**Unit –II:**

- Meaning of Curriculum.
- Types of curriculum.
- Principles of curriculum construction.
- Co – curricular activities.

**Unit –III:**

- Child Centric Education: Meaning and Characteristics.
- Aims of modern child centric education.
- Child Centricism in Education: its significance.
- Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.

**UNIT –IV:**

- Freedom and Discipline: Concepts.
- Needs of discipline.
- Concept of Free discipline.
- Concept of Self-discipline.
- Application of Discipline in Educational Institution.

**Suggested Reference:**

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Principles of Education

**Core Course: (CC-2A): (Dis. Other than Edn.)**

**Course: Language (Core): Language -1 (Eng – L<sub>1</sub>- 1) Full Marks: 75**  
**Course Contents:**

- ❖ English Language -1(Core) Common Syllabus to be provided by the respective Department

**Course: AECC-1: Environment Studies Full Marks: 100**  
**Course Contents:**

- ❖ Ability-Enhancement Compulsory Course AECC-1 Common Syllabus to be provided by the respective Department

**Semester-2<sup>nd</sup>**

**Core Course : (CC-1B) : Educational Psychology Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

**Unit –II:**

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

**Unit –III:**

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

**Unit –IV:**

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

**Unit –V:**

- Learning: Meaning & Nature.
- Factors associated with learning.

- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation.

**Suggested Reference:**

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.
- ❖ Bengali Books on Educational Psychology.

**Core Course : (CC-2B) : (Dis. Other than Edn.)**

**Course: Language(Core): Language -2 (Hindi/MIL – L<sub>2</sub>- 1): Full**  
**Marks: 75 Course Contents:**

- ❖ Hindi/MIL : Language course (Core) Common Syllabus to be provided by the respective Department

**Course: AECC-2: English / Mil Full Marks: 50**  
**Course Contents:**

- ❖ Ability-Enhancement Compulsory Course AECC-2 Common Syllabus to be provided by the respective Department

**Semester-3<sup>rd</sup>**

**Core Course: (CC-1C): Educational Sociology Full Marks:**  
**75 Course Contents:**

**Unit –I:**

- Education Sociology: Meaning, Nature and Scope.
- Relation between Sociology and Education.
- Education-as a social sub-system.

**Unit –II:**

- Social Change: Concept and nature.
- Factors and problems of social change in India.
- Social stratification: Meaning and Types.

**Unit –III:**

- Socialization: Meaning, process and factors of socialization.
- Social Control: Meaning and types of Social control, Agencies of Social Control.



#### **Unit –IV:**

- Social Agencies of Education and their educative role:
- Family.
- School.
- State.
- Mass media.

#### **Suggested Reference:**

- Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,(1985)
- Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service(1996)
- Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot., Meerut,(1956).
- Sharma , S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad, (1995).
- Sodhi, T.S &SuriAruna Philosophical& Sociological foundations of education, H.P Bhargav Book house, Agra,(1998)
- ❖ Bengali Books on Educational Sociology

#### **Core Course : (CC-2C) : (Dis. Other than Edn.)**

#### **Course: SEC-1: Measurement and Evaluation in Education**

**Full Marks:**

#### **50 Course Contents:**

##### **Unit –I:**

- Concept of Measurement and Evaluation.
- Difference between Measurement and Evaluation.
- Needs of Evaluation in Education.

##### **Unit –II:**

- Different tools and techniques of Evaluation.
- Teacher Made test and Standardized test.
- Achievement tests and Psychological tests
- Cumulative Record Card.

##### **Unit –III:**

- Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.
- Validity: Meaning and Method of Determining Content Validity.

##### **Unit –IV:**

- Tabulation of Educational Data.
- Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).
- Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)

##### **Unit –V:**

- Concept of Correlation.

- Rank Difference method and Product moment method for Computation of correlation, Co-efficient.
- Interpretation of results.

**Suggested Reference:**

- Agarwal. J.C. Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi (1997)
- Cronbach, L.J. Essentials of Psychological Testing, New York, Harper and Brothers, (1960)
- Garrett. H.E. Statistics in Psychology and Education, Easternm Book House, Shantipur Guwahati – (1995)
- ❖ Bengali Books on Measurement and Evaluation in Education

**Course: Language(Core): Language -1 (English L<sub>1</sub> - 2) Full Marks: 75**  
**Course Contents:**

- ❖ English Language (Core) Common Syllabus to be provided by the respective Department

**Semester-4<sup>th</sup>**

**Course: CC-1D : History of Education in India**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Missionary educational activities in India: Characteristics and significance.
- Serampore Mission: Contributions of the Trio to Education.
- Charter Act of 1813.
- Macaulay’s Minute.
- Adam’s Report and its recommendations.
- Woods Despatch (1854).

**Unit –II:**

- Indian Education commission -1882.
- Indian University Commission (1902).
- National Education Movement.

**Unit –III:**

- Sadler Commission -1917
- Hartog Committee Report.
- Wardha Schame.
- The Sargent Plan (1944).

**Unit –IV:**

- Radhakrishnan Commission-1948, with special reference to rural university.
- Mudaliar Commission (1952-53): Reports and Recommendations.
- Kothari Commission (1964-66): Reports and Recommendations.
- National Education Policy1986 and Revised Educational Policy of 1992.

**Suggested References:**

- Basu, A.N. Education in Modern India
- Banerjee, J.P. Education in India-Past, Present and Future
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Mukherjee, S.N. History of Education (Modern Period)
- Nurullah, S, Naik J.P. History of Education in India
- Rawat, P.L. History of Indian Education
- ❖ Bengali Books on History of Education in India

**Course: CC-2D : (Dis. Other than Edn.)**

**Course: SEC-2: Value Education****Full Marks: 50****Course Contents:****Unit –I:**

- Value in Education: Meaning and Concept
- Needs of Value Education

**Unit –II:**

- Morality: Meaning & Concept.
- Morality and Values in Education.
- Role of Parents to Facilitate Children’s Moral Development

**Unit –III:**

- Social Values.
- Values in Classroom.
- Inculcation of Values among the students

**Unit –IV:**

- Peace Education: Meanings and Aims.
- Values in Peace Education.
- Values and Human Rights Education

**Suggested References:**

- The moral child – Damon, W.New York: The free press.
- Values in Education and Education in value – Halstead, J.Mark. London.
- The Psychology of moral Development – Kohlberg. New York.
- Values Education – Bagchi, J.P: University Book House (P) Ltd.
- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Values and Teaching : Working with values in the Classroom,
- ❖ Bengali Books on Value Education

**Course: Language(Core): Language -2 (Hindi/MIL – L<sub>2</sub>- 2): Full Marks: 75**

**Course Contents:**

- ❖ Hindi/MIL language Course (Core) Common Syllabus to be provided by the respective Department

## **Semester-5<sup>th</sup>**

**Course: DSE-1A: Great Educators**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Swami Vivekananda (1863-1902).
- Sri Aurobindo (1872-1950).

**Unit –II:**

- Rabindranath Tagore (1861-1941).
- Mahatma Gandhi (1869-1948).

**Unit –III:**

- Jean Jacques Rousseau (1712-1778).
- F.W. August Froebel (1782-1852).

**Unit –IV:**

- John Dewey (1859-1952).
- Madam Maria Montessori (1870-1952).

**Suggested References:**

- Mukherjee, K.K, Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K., Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.
- ❖ Bengali Books on Educational Thoughts and Ideas of Great Educators

OR

**Course: DSE-1A : Women Education**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Women Education: Meaning and Concept.
- Problems of Women Education.

**Unit –II:**

- Literacy percentage of women.
- Existing prejudices against women education.
- Needs & Scope of Education for girls.

**Unit –III:**

- Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.

**Unit –IV:**

- Women Education as recommended by different commissions in Independent India.
- Measures taken by the Government for Women Education.
- Role of NGO's for Women Education.

**Suggested References:**

- Bagal, J.C, Women's Education in Eastern India, 1956.
- Mukherjee, S.N.: Education in India. Today and Tomorrow, 1969.
- Report of the Commission on the Status of Women in India, December 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
- Newson, J.The Education of Girls, Faber and Faber Ltd, London, 1948.
- Mitra, Ashok. The Status of Women, Literacy and Employment, Allied Publishers, New Delhi, 1979.
- ❖ Bengali Books on Women Education

**Generic Elective ( For other disciplines)****GE-1 : Yoga Education****Full Marks: 75****Course Contents:****Unit –I:**

- Basis of Yoga Meaning and Concept.
- Patanjala Yogasutra.
- Hathayoga Pradipika.

**Unit –II:**

- Concept of Yoga.
- Streams of Yoga.
- Raja Yoga: Eight Fold Path.
- Anand Mimamsa.

**Unit –III:**

- Theories of Yoga Practices.
- Asana.
- Pranayama.
- Kriyas.
- Dhyana.

**Unit –IV:**

- Practical Eight Step Method: Single Group and Double Group Practice.
- Asana.
- Pranayama.

- Relaxation Techniques

**Suggested References:**

- Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi, 2007
- Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi, 2007
- Gharote, Manmath M. and Others- Application in Yoga; Lonavla, 2008
- Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger, 1969
- Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla
- Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow, 2009
- ❖ Bengali Books on Yoga Education.

OR

**Course: GE-1: Current Issues in Indian Education**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Development of Education since 1947
- Primary Education.
- Secondary Education.
- Higher Education.
- Technical and Vocational Education.

**Unit –II:**

- Equalization of educational opportunity.
- Education for the Backward Classes.
- Development and Problems of Women Education.

**Unit –III:**

- Development of Non-formal Education in India.
- Adult and Continuing Education.
- Sarbo Siksha Abhijan / Mission.

**Unit –IV:**

- Functions of following Educational Organizations.
- CABE, UGC, NCERT, SECRT, and DIET.

**Suggested References:**

- Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
- Banerjee, J.P. – Education in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.) – Educaion in India, Dynamics and Development, Shipra.
- Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Agarwal, J.C. – Modern Indian Education, Shipra.
- ❖ Bengali Books on Current Issues in Indian Education

**Course: SEC-3 : Educational Guidance and Counselling**

**Full Marks: 50**

**Course Contents:**

**Unit –I:**

- Educational Guidance: Meaning, Definition, Scope.
- Needs and Importance of Guidance.
- Essentials of good Guidance programme.

**Unit –II:**

- Different forms of Guidance.
- Educational and Vocational Guidance.
- Organization of Guidance service at different levels of education.
- Tools and techniques of Guidance.

**Unit –III:**

- Counseling: meaning, nature, scope.
- Types of counselling.
- Tools and techniques of Counseling.

**Unit –IV:**

- Difference between Guidance and Counselling.
- Counseling process-relationships & its characteristics.
- Role of parent, teacher & counselor in guidance programme.

**Suggested References:**

- Basu, N.C. Educational and Vocational Guidance.
- Chauhan, S.S. – Principles and Techniques of Guidance.
- NCERT- Guidance and Counseling.
- ❖ Bengali Books on Educational Guidance and Counselling

**OR**

**Course: SEC-3: Computer Application in Education-I**

**Marks 50**

**Course Contents:**

**Unit I:**

**MS office:**

- MS Word • MS Power Point • MS Excel

**Unit II:**

- Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India.

**Unit III:**

- Components and Objectives of National Mission on

Education through ICT (NMEICT), Spoken Tutorials,  
Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh;  
Virtual laboratory and Haptic technology

## **Semester-6<sup>th</sup>**

**Course: DSE-3: Educational Technology**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Educational Technology: Concept and Meaning.
- Educational Technology: Nature, Scope, Needs and Limitations.
- Components of Educational Technology-Hardware & Software.

**Unit –II:**

- System approach: Concept and Characteristics.
- Uses and limitation of system approach.

**Unit –III:**

- Communication: Meaning, Nature, Types and Process.
- Barriers of Communication.
- Significance of Communication.

**Unit –IV:**

- Multimedia approach in educational technology.
- Visual, audio and audio-visual types and their uses in education.
- Computer and its role in education.

**Suggested References:**

- Educational Technology – J.Mohanty
- Instruction to educational Technology – K.Sampath
- Technology of Teaching – R.A.Sharma
- The Technology of Teaching – B.F.Skinner
- Educational Technology – B.C.Das
- Educational Technology- S.P.Ruhela
- Educational Technology – Rao and Ravisankar
- ❖ Bengali Books on Educational Technology

OR

**Course: DSE-3: Project work related to education (to be decided by the Institution)**



**Generic Elective ( For other disciplines)**

**Course: GE-2 : Psychology of Mental Health and Hygiene**

**Full Marks: 75**

**Course Contents:**

**Unit –I:**

- Mental Hygiene: Meaning and Concept.
- Mental Health: Meaning and Concept.
- Characteristics of Mental Health.
- Education and Mental Health & Hygiene.

**Unit –II:**

- Adjustment: Concepts, Need, and Areas of Adjustment.
- Mechanism of Adjustment.
- Role of Family and School in effective Adjustment.

**Unit –III:**

- Maladjustment: Meaning and Definition.
- Causes of Maladjustment.
- Different forms of Maladjustment.
- Role of Family and School in remedial measures.

**Suggested References:**

- Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
- Coleman, J.C. – Psychology and Effective Behavior.
- Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.
- ❖ Bengali Books on Psychology of Mental Health and Hygiene

OR

**Course: GE-2 : Education of Children with Special Needs**

**Full Marks-75**

**Course Contents:**

**Unit –I:**

- Education of Children with:
  - Visual Impairment: identification, intervention, education and prevention.
  - Hearing Impairment: identification, intervention, education and prevention.

**Unit –II:**

- Education of Children with:
  - Speech and Language Disorders: identification, intervention, education and prevention.

**Unit –III:**

- Education of Children with:
  - Physically Handicraft: identification, intervention, education and prevention.

**Unit –IV:**

- Education of Children with:

- Learning Disabilities: identification, intervention, education and prevention.

### **Suggested References:**

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.
- ❖ Bengali Books on Education of Children with Special Needs

### **Course: SEC-4 : Distance Education**

**Full Marks: 50**

#### **Course Contents:**

##### **Unit –I:**

- Distance Education; Significance, Meaning and Characteristics.
- Growth and Development of Distance Education.

##### **Unit –II:**

- Designing and preparing self-learning materials in Distance Education.
- ICT and their applications in Distance Education

##### **Unit –III:**

- Self – support service in Distance Education.
- Technical and vocational Programmes through Distance Education.

##### **Unit –IV:**

- Quality assurance in Distance Education.
- Maintaining of standards in Distance Education.
- Role of Distance Education Council.

### **Suggested References:**

- Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
- Distance Education: In the 21st Century – A.Goel & S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.
- ❖ Bengali Books on Distance Education.

OR

**Course: SEC-4 : Computer Application in Education-II**

**Marks 50**

**Unit I :**

**Internet**

- Introduction to Internet
- E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode

**Unit II: Educational Resources**

- Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);
- Social networking

**Unit III : ICT Integrated Education**

- On line Admissions
- Digital Lesson Designing
- Evaluation Rubrics
- E-Portfolios of Learners
- Time-Space-Personnel Management
- Learning Resources Management
- Web Based Instruction
- Office Automation
- E-guidance & counselling
- E-modules
- E-learning Resources

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