

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

Semester - II
Discipline Specific Core-1 (DSC-1) Paper 2: Psychological foundation of Education
Discipline Specific Core -2 (DSC-2) ## Paper 2:
Language Core Course (LCC-2) Paper-1: English
Ability Enhancement Compulsory Course (AECC-2): English/ MIL Communication

B.A. Education (Programme)

SEMESTER-II

**EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education
Core Course; Credit-6.(72 Lectures), Full Marks-75**

Course Objectives:

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

- Explain 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) 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
- 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, Guilford; Measurement of Intelligence.

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Unit-IV: Personality

- a) Definition, Theories – Types and Trait; Measurement of Personality

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. E. b. Hurlock -Child Development
8. L. E. Berk - Child development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

Bengali Readings:

10. S. Roy – Shiksha Monobidya
11. Arun Ghosh - Shiksha Monobidya
12. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
13. Bijan Sarkar – Shiksha o Shikshan
14. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicivitti
15. Pranab Kumar Chakraborty – Shiksha Monobiggyanerruprekha
16. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
17. Bijan Sarkar – Sishu o Bikash
18. সুশীলরায় - শিক্ষা মনোবিদ্যা
19. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
20. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
21. বিজনসরকার - শিখন ও শিক্ষন
22. কম্পনা সেনবরাটএবংকনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
23. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেররূপরেখা

B.A. Education (Programme)

SEMESTER-II

OTHER-P-DSC-2(PAPER-2):

Core Course; Credit-6.(72 Lectures), Full Marks-75

B.A. Education (Programme)

SEMESTER-II

Language2 Core Course -2(LCC-2)

Paper- 1: English

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Core Course; Credit-6. (72 Lectures), Full Marks-75

COMMON SYLLABUS

**B.A. Education (Programme)
SEMESTER-II
AECC-2 English/ MIL Communication
Core Course; Credit-6. Full Marks-50**

COMMON SYLLABUS

Semester-IV
Discipline Specific Core-1 (DSC-1) Paper 4: Historical foundation of Education
Discipline Specific Core -2 (DSC-2) ## Paper 4:
Language Core Course (LCC-2) Paper-2: English
Skill Enhancement Course (SEC-1) Paper-2: (A) Community Development Or (B) Lesson Planning

**B.A. Education (Programme)
SEMESTER-IV
EDU-P-DSC-1(PAPER-4): Historical Foundation of Education
Core Course; Credit-6.(72 Lectures), Full Marks-75**

Course Objectives:

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

- Explain the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Explain the National Policy on Education and National Education System.
- Explain the Functions of Some Major Educational Organization in India.

Unit-I: Education in 19th Century in India

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- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of 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) 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) 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) Ashoke Mitra 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, Navodaya Vidyalaya.
- b) Revised National Policy on Education-1992.

Suggested Books:

- 1. B. R. Purkaiat- Milestones of Modern Indian Education
- 2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 3. S. S. Ravi – A Comprehensive Study of Education
- 4. J. P. Banerjee – Education in India: Past, Present and Future
- 5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- 6. B. K. Nayak- History Heritage and Development of Indian Education
- 7. B. N. Dash –History of education in India

Bengali Reading:

- 8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shikshar Bikash
- 9. Arun Ghosh – Adhunik Bharatiya Shikshar Itishas
- 10. Ranjit Ghosh – Jugejuge Bharater Shiksha
- 11. Sushil Roy- Bharater Shiksha o Shikshar Bharatayan
- 12. Subimal Mishra – Bharatiya Shikshar Itishas .
- 13. Bhakti Bhushan Bhakta – Bharatiya Shikshar Ruprekha
- 14. J. P. Banerjee – Bharatiya Shikshar Itihas
- ১৫. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- 16. অরুন ঘোষ - আধুনিক ভারতীয় শিক্ষার ইতিহাস
- 17. রঞ্জিত ঘোষ- আধুনিক ভারতীয় শিক্ষার রূপরেখা

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18. সুশীলরায় - ভারতের শিক্ষা ও শিক্ষারভারতায়ন
19. সুবিমল মিশ্র- ভারতীয় শিক্ষারইতিহাস
20. ভক্তি ভূষণ ভট্টা-ভারতীয় শিক্ষাররূপরেখা
21. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষারইতিহাস
22. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- আধুনিকভারতের শিক্ষার বিবর্তন

B.A. Education (Programme)

SEMESTER-IV

OTHER-P-DSC-2(PAPER-4):

Core Course; Credit-6.(72 Lectures), Full Marks-75

B.A. Education (Programme)

SEMESTER-IV

: Language Core Course-2 (LCC-2)

Paper- 2 English

Core Course; Credit-6. (72 Lectures), Full Marks-75

COMMON SYLLABUS

B.A. Education (Programme)

SEMESTER-IV

Skill Enhancement Course

Paper- 2

Choose any one

(A)Community Development OR (B) Lesson Planning

(A)EDU-P-SEC-T-2(A): Community Development

Skill Enhancement Course; Credit-2. (30 Lectures),

Full Marks-75 [Theory-40, Practical-20(Spot evaluation:10, Practical Note book:10)]

Course Objectives:

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- ☐ Meaning of community and community development

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- ☐ Characteristics of community development
- ☐ Principles of community development

Unit: 2 = Community Group Dynamics

- ☐ People's involvement in community group
- ☐ Roles and relationship in community group
- ☐ Factors affecting inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

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

Unit: 4 = Community Development Programme in India

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

Practical: Undertaking a community development programme on a literacy programme

Suggested Books:

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Artbur Perry.
4. Community Center Activities : Clarence Artbur Perry.

OR

(B) Lesson Planning

(B)EDU-P-SEC-T-2(B): Lesson Planning

**Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

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

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

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Unit-I: Concept of Lesson Planning

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

- 1. Sikshan o SikshaProsango: Sushil Roy.
- 2. Lesson Plan : Suzanne Garrnberg,
- 3. Lesson Planning : Jontsan Savage,
- 4. Daily Lesson Plans: A Teacher'sManual, WalaterLowrie Hervey.

Semester-VI
Discipline Specific Elective (DSE-1) Paper-2: (Select any one) (A) Measurement and Evaluation in Education (B) Guidance & Counseling (C) Great Educators
Discipline Specific Elective (DSE-2) ## Paper-2
Generic Elective Course (GE)** Paper-2 (choose from pool of Generic Electives)
Skill Enhancement Course (SEC-2)## Paper-2:

B.A. Education (Programme)

SEMESTER-VI

Discipline Specific Elective (DSE-1)

Paper-2: (Select any one)

(A) Measurement and Evaluation in Educational

(B) Guidance and Counseling

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(C) Great Educators

**EDU-P- DSC -T 2(A) - : Measurement and Evaluation in Educational
Core Course; Credit-6. Full Marks-75**

Course Objectives:

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

- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

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

Unit-III: Tools and Techniques of Evaluation

- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Interest Test- Kuder Richardson Test
- b) Techniques:
 - Observation, Interview, Questionnaire
- c) Characteristics of a good test:
 - Validity- Concept Causes of low Validity, Types, Determination.
 - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.

Unit-IV: Evaluation Process

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

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c) Concept of Gradation and Credit system.

Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication. □

Bengali Reading:

13. Sushil Roy – Mulayan o NitiKoushal
14. Debashis Paul and Bebashis Dhar – ShikshaiParimap o Mulayan
15. PurnenduAcharjee – Shiksha khetreMulayan o Nirdesona
16. Nurul Ishlam - ShikshaiMulayanParimap
17. Arun Ghosh – Monoboiganikparimap o parishankha
18. সুশীলরায় - মূল্যায়ন: নীতি ও কৌশল
19. দেবশিস পালএবং দেবশিস ধর- শিক্ষায়পরিমাপ ও মূল্যায়ন
20. পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রেমূল্যায়ন ও নির্দেশনা
21. নূরুলইসলাম- শিক্ষায়মূল্যায়নপরিমাপ

OR

**EDU-P-DSE-T-2(B): Guidance and Counseling
Discipline Specific Elective Course; Credit-6. Full Marks-75**

Course Objectives:

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

- Explain the concept, nature, scope, types & importance of Guidance.

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- Discuss the concept, nature, scope, types & importance of Counseling.
- Discuss different tools and techniques used in Guidance & Counseling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counseling for diverse learner

Unit-I: Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational: Meaning, Characteristics, Purpose & Functions.
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counseling

- a) Meaning, Nature, Scope, and Importance of Counseling
- b) Types of Counseling-
 - i) Directive: Meaning, Characteristics, Purpose & Functions.
 - ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
 - iii) Eclectic: Meaning, Characteristics, Purpose & Functions.

Unit-III: Tools and Techniques of Guidance and Counseling

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.

Unit-IV: Guidance for Diverse Learners

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 1) Debashis Paul – Nirdesona o poramorshadan
- 2) Dr. Subir Nag o Gargi Dutta – SangotibidhaneNirdesona o poramorshadan

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- 3) Dr. Bhim Chandra Mandal - Nirdeśona o poramorshadaner Ruprekha
- 4) দেবশিষ্য পাল- নির্দেশনা ও পরামর্শ
- 5) ড. সুবীরনাথ ও গাঙ্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- 6) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানেররূপরেখা

OR

**EDU-P-DSE-T-2(C): Great Educators
Discipline Specific Elective Course; Credit-6. Full Marks-50**

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west
- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- ShriAurobinda.

Unit - II: Western Educators:

Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

- a) Annie Besant
- b) A.P.J. Abdul Kalam

Unit- IV: Some Experiments of Great Educators on Education:

- a) Viswabharati and Rabindranath Tagore
- b) Basic education and Gandhiji
- c) Laboratory school and John Dewey

SUGGESTED READING:

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- 1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. –Some great educators of the world.
- 3) Purkait, B.R. –Great educators
- 4) Mukherjee, K.K. –Principles of education.
- 5) Banerjee, A –Philosophy and principles of education
- 6) Ravi,s-A comprehensive study of Education

Bengali Reading:

- 7) Sushil Ray –ShikshaTatta
- 8) ArunGhosh –Shikshatatta&ShikshaDarshan.
- 9) BihuranjanGuha –ShikshayaPathikrit.
- 10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.
- 11) A.K.Pal –SikshadarshnerRuparekha
- 12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- 13) নিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
- 14) সুশীলরায় - ভারতের শিক্ষা ও শিক্ষারভারতায়ন

**B.A. Education (Programme)
SEMESTER-VI
Discipline Specific Elective (DSE-2) ##
Paper-2
Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)
SEMESTER-VI
Generic Elective Course (GE)**
Paper-2
(Choose from pool of Generic Electives)
Credit-6 (72 Lectures). Full Marks-75**

**Generic Elective Courses (GE)
Paper -1
Choose any one**

[A] Yoga Education or [B] Human Rights Education

**[A]Yoga EducationEDU-P-GE-T-2(A)
Full Marks: 75 Credit: 6 (72 Lectures)**

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Course Objectives:

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

- Explain the meaning, nature, aims and role of teacher of Yoga education
- Discuss different types of Yoga
- Express the guidelines of Yoga education
- Discuss the significance of Yoga Education
- Explain the historical background of Yoga Education
- Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- Describe the need of Yoga for healthy life style

Unit-I: Concept of Yoga Education

- a) Meaning and definition of Yoga Education
- b) Nature of Yoga Education
- c) Aims of Yoga Education
- d) Role of teachers in implementing Yoga Education

Unit-II: Different Approaches of Yoga Education

- a) Types of Yoga Education
- b) General guidelines for performing Yoga Education
- c) Significance to Yogic texts in the context of schools of Yoga.

Unit-III: Historical Background of Yoga Education

- a) Historical background of Yoga Education
- b) Yoga Philosophy and Yoga Education
- c) Sankhya Philosophy and Yoga Education
- d) Yoga as reflected in Bhagwat Gita

Unit-IV: Yoga and Health

- a) Concept of health and health related Problems
- b) Need of Yoga for good health
- c) Yogic concept of healthy life style
- d) Yoga for reduction of stress

Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society.
- JhaVinay Kant (2015), Patanjalis Yoga Sutras.
- NCERT -Yoga Syllabus
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- NCTE-Yoga Education.
- NCTE- Yoga Education – Master of Education Programme.
- Bhakta, B.B.-VaratiyaShiksha R Ruparekha.

OR

[B] Human Rights Education EDU-P-GE-T-2(B)

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Full Marks: 75 Credit: 6 (72 Lectures)

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

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

Unit: 2 = United Nations and Human rights

- 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

Unit:4 = Role of Advocacy Groups

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

Suggested Readings:

1. V. C. Pandey, Value Education and Education FOR Human Rights.
 2. Sarat C Joshi, Global Trends in Human Rights Education.
 3. Surender Kumar, Human Rights Education.
 4. Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10th December 2001.
 5. C. Naseema, Human Rights Education: Theory and Practice.
 6. Jagdish Chand, Education for Human Rights.
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**B.A. Education (Programme)
SEMESTER-VI
Skill Enhancement Course (SEC-2)##
Paper-2**

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

Credit-2 Full Marks-75

B.A. Education (Programme)

Choose any one

(A)Community Development OR (B) Lesson Planning

**(A)EDU-P-SEC-T-2(A): Community Development
Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory-40, Practical-20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- ☐ Meaning of community and community development
- ☐ Characteristics of community development
- ☐ Principles of community development

Unit: 2 = Community Group Dynamics

- ☐ People's involvement in community group
- ☐ Roles and relationship in community group
- ☐ Factors affecting inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

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

Unit: 4 = Community Development Programme in India

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

Practical: Undertaking a community development programme on a literacy programme

Suggested Books:

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Artbur Perry.
4. Community Center Activities : Clarence Artbur Perry.

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Education, Truncated Syllabus for 2021**

OR

(B) Lesson Planning

(B)EDU-P-SEC-T-2(B): Lesson Planning

**Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

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

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

Unit-I: Concept of Lesson Planning

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

1. Sikshan o SikshaProsango: Sushil Roy.
 2. Lesson Plan : Suzanne Garrnberg,
 3. Lesson Planning : Jontsan Savage,
 4. Daily Lesson Plans: A Teacher'sManual, WalaterLowrie Hervey.
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