

**SEMESTER- III**

<b>COURSE STRUCTURE</b>							
<b>Course Type</b>	<b>Course Code</b>	<b>Name of the course</b>	<b>Credit</b>	<b>Full Marks</b>	<b>Theory</b>	<b>Practical</b>	<b>Internal</b>
Major/DS Course (Core)	EDUC 3011	Educational Philosophy-II	5 L-T-P 4-1-0	75	60	0	15
	EDUC 3012	Educational Psychology-II	5 L-T-P 4-1-0	75	60	0	15
Minor Course	EDUC 3021	Intermediate level course (Voc. Education & Training.)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course	EDUC 3031	Psychology of Mental Health and Hygiene	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L <sub>1</sub> -2 MIL)	---- 3041	Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu/ or Equivalent. Course from SWAYAM	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC)	EDUC 3051	Distance Education	3 L-T-P 2-1-0	50	40	0	10
<b>Total</b>			<b>22</b>	<b>375</b>			

**SEMESTER- IV**

<b>COURSE STRUCTURE</b>							
<b>Course Type</b>	<b>Course Code</b>	<b>Name of the course</b>	<b>Credit</b>	<b>Full Marks</b>	<b>Theory</b>	<b>Practical</b>	<b>Internal</b>
Major/DS Course (Core)	EDUC 4011	Educational Sociology- I	5 L-T-P 4-1-0	75	60	0	15
	EDUC 4012	Education in Ancient Medieval India	5 L-T-P 4-1-0	75	60	0	15
	EDUC 4013	Education in British India	5 L-T-P 4-1-0	75	60	0	15
Minor Course	EDUC 4021	History of Education in India	4 L-T-P 3-1-0	75	60	0	15
	----- 4021 (Other than Education)		4 L-T-P	75			15
Ability Enhancement Course (L <sub>2</sub> -2)	ENG 4041	English or Equivalent Course from SWAYAM	2 L-T-P 2-0-0	50	40	0	10
<b>Total</b>			<b>25</b>	<b>425</b>			

## SEMESTER- III

Major/DS

Course Code: EDUC 3011

**Course: Educational Philosophy- II**

**Full Marks:75**

### Course Objectives:

1. Gain a comprehensive understanding of major Western philosophical schools such as Idealism, Naturalism, Realism, and Pragmatism, and their relevance to contemporary education.
2. Analyze how philosophical theories influence educational practices and methodologies in modern classrooms.
3. Explore the pedagogical approaches advocated by renowned educators like Rousseau, Pestalozzi, Froebel, Dewey, and Montessori, and their applicability in today's educational landscape.
4. Critically examine and discuss pressing educational issues, including democracy, national integration, and international understanding, to foster a deeper understanding of their implications.
5. Investigate the role of education in empowering marginalized communities and promoting values of peace and leisure for societal well-being.
6. Understand the complexities of implementing educational reforms in diverse cultural and socio-political contexts.
7. Develop skills to integrate philosophical insights into educational planning and decision-making processes.
8. Foster a reflective and informed approach to education, emphasizing the importance of continuous learning and adaptation to evolving educational paradigms.

### Course Contents:

**L.H.: 75**

Unit –I:

- Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education.

Unit –II:

- Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori

Unit –III:

- Current issues in Education: Education for Democracy, ● Education for National Integration, ● Education for International Understanding,

Unit –IV:

- Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure

### **Recommended Books:**

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy, USA: Pearson.
- Ozman, Howard A., & Craver, Samuel M., Philosophical Foundation of Education. Boston,USA: Ally & Bacon.
- Wingo, G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- Chanda S.S. & Sharma R.k Sociology of Education, New Delhi, Atlanti Publishers.(2002)
- Chandra S.S Indian educational development, problems and trends, New Delhi, KanishkaPublishers, (2002).
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- ❖ Bengali Books on Educational Philosophy.

### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate a nuanced understanding of major Western philosophical schools and their impact on educational practices.
2. Apply pedagogical methodologies advocated by influential educators to enhance teaching and learning experiences.
3. Engage in informed discussions on contemporary educational issues, demonstrating critical thinking skills.
4. Recognize the role of education in promoting empowerment and social cohesion.
5. Contribute positively to societal well-being through informed educational practices.
6. Adapt teaching strategies to meet the diverse needs of learners in various cultural contexts.
7. Integrate philosophical insights into educational decision-making processes to create inclusive learning environments.
8. Cultivate a lifelong commitment to professional growth and development in the field of education.

## **SEMESTER- III**

**Major/DS**

**Course Code: EDUC 3012**

**Course: Educational Psychology-II**

**Full Marks: 75**

### **Course Objectives:**

1. Understand the concept of intelligence, including its definition and various theories such as Two-factor, Group-factor, and Guilford's theory of Intellect.
2. Explore methods for measuring intelligence, including verbal, non-verbal, and performance tests.
3. Examine the nature of creativity, its characteristics, and the traits of creative individuals.
4. Define personality, its types, and traits, and study the development of personality.
5. Investigate psychoanalytical and humanistic approaches to understanding personality.
6. Learn techniques for assessing personality and understanding individual differences.
7. Explore the concept of memory, its processes, and the storage and reproduction of information.
8. Understand the different types of memory, including sensory memory, short-term memory, and long-term memory.
9. Analyze the encoding process of memory and strategies for efficient memorization.
10. Explore the factors influencing remembering and forgetting.

### **Course Contents:**

**L.H.: 75**

#### **Unit –I:**

● **Intelligence: Concept and Definition, ● Theories of Intelligence: Two-factor, Group-factor and ● Guilford's theory of Intellect, ● Measurement of intelligence: Verbal, Non-verbal and Performance Test, ● Creativity: Meaning and nature, Characteristics of creative person.**

#### **Unit –II:**

● **Personality: Meaning and Nature, ● Development of Personality, ● Personality: Types and Traits, Psychoanalytical theory of Personality, ● Humanistic approach of Personality, ● Assessment of Personality.**

#### **Unit –III:**

● **Memory: Meaning and Concepts, Process of Memorization, ● Storage and reproduction of information, ● Types of Memory: Sensory Memory-short term and long term memory, ● Encoding of Memory, ● Economy in memorization, ● Remembering and Forgetting: Causes.**

#### **Unit –IV:**

- **Piaget’s theory of Cognitive development: Definition and brief outline, • Bruner & Vygotsky’s Theories of Development.**

#### **❖ Reference Books:**

- **Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.**
- **Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash 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. Derling Kinderslay (India) Pvt. Ltd.**
- **Bruner, J.(1977). The Process of Education, USA: Harvard University Press.**

#### **❖ Bengali Books on Educational Psychology**

### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of intelligence, including its various theories and measurement methods.
2. Identify and analyze characteristics of creative individuals and understand the nature of creativity.
3. Evaluate different personality types, traits, and theories, and apply them to understand individual behavior.
3. Assess personality using various methods and techniques, demonstrating proficiency in psychological assessment.
5. Understand the processes involved in memory, including encoding, storage, and retrieval.
6. Differentiate between different types of memory and their roles in cognitive functioning.
- 7 . Apply theoretical frameworks such as Piaget’s theory of cognitive development and Bruner & Vygotsky’s theories to understand cognitive development.
8. Demonstrate an understanding of factors influencing remembering and forgetting, and apply strategies for improving memory and retention.

**SEMESTER- III**  
**Multidisciplinary course (MDS-3)**  
**Course Code: EDUC 3031**

**Course: Psychology of Mental Health and Hygiene**

**Full Marks: 50**

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**Course Objectives:**

1. Understand the concepts of mental hygiene and mental health, including their meanings and significance in personal well-being.
2. Identify the characteristics of mental health and recognize the factors contributing to a healthy mental state.
3. Explore the relationship between education and mental health/hygiene, and understand the role of education in promoting mental well-being.
4. Define adjustment and its importance, recognizing the need for adaptation in various life situations.
5. Examine the mechanisms of adjustment and the areas in which individuals may need to adapt for effective functioning.
6. Analyze the roles of family and school in facilitating effective adjustment processes.
7. Define maladjustment and its implications, including the impact on individual functioning and well-being.
8. Identify the causes of maladjustment and understand the different forms it may take in individuals.
9. Explore the roles of family and school in implementing remedial measures to address maladjustment issues.

**Course Contents:**

**L.H.: 45**

**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**

#### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of mental hygiene and mental health concepts, including the characteristics of a healthy mental state.
2. Apply knowledge of mental health principles to assess and promote mental well-being in personal and professional contexts.
3. Recognize the importance of education in fostering positive mental health practices and implementing strategies for mental hygiene.
4. Develop skills in identifying areas requiring adjustment and implementing effective coping mechanisms for adaptation.
5. Evaluate the role of family and school environments in facilitating successful adjustment processes.
6. Identify signs and symptoms of maladjustment and apply appropriate intervention strategies.
7. Demonstrate proficiency in addressing various forms of maladjustment and implementing remedial measures.
8. Collaborate with families and schools to create supportive environments for individuals experiencing maladjustment, promoting holistic well-being.



**SEMESTER- III**  
**Skill Enhancement Course (SEC)**  
**Course Code: 3051**

**SEC-3: Distance Education**

**Full Marks: 50**

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**Course Objectives:**

1. Understand the significance, meaning, and characteristics of distance education, including its historical development and contemporary relevance.
2. Analyze the growth and development of distance education, including key milestones and influential factors shaping its evolution.
3. Develop skills in designing and preparing self-learning materials tailored for distance education settings.
4. Explore the role of Information and Communication Technologies (ICT) and their applications in enhancing distance education delivery and accessibility.
5. Evaluate the concept of self-support services in distance education and their importance in facilitating student learning and support.
6. Examine technical and vocational programs offered through distance education, focusing on their design, delivery, and impact on workforce development.
7. Understand the principles of quality assurance in distance education, including methods for evaluating and maintaining educational standards.
8. Explore strategies for maintaining quality standards in distance education programs, ensuring effective learning outcomes.

**Course Contents:**

L.H.: 45

**Unit –I**

- Distance Education: Meaning, Characteristics and Significance, ● Present status of Distance Education,
- Growth of Distance Education

**Unit –II**

- Designing and preparing self-learning materials (SLM; Role of electronic media) 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, ● Distance Education in rural development

### **Unit –IV**

- Quality assurance of Distance Education, ● Mechanism for maintenance of standards in Distance Education, ● Role of Distance Education Council, & IGNOU

#### ❖ Recommended Books:

- 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.

### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of distance education, including its historical development, significance, and characteristics.
2. Develop proficiency in designing and preparing self-learning materials suitable for distance education contexts.
3. Utilize Information and Communication Technologies (ICT) effectively to enhance teaching and learning experiences in distance education.
4. Identify and implement self-support services to facilitate student learning and address their diverse needs.
5. Evaluate technical and vocational programs offered through distance education and their impact on skill development and employability.
6. Apply quality assurance principles to assess and maintain educational standards in distance education programs.
7. Demonstrate competence in maintaining quality standards throughout the distance education delivery process.
8. Understand the role and functions of Distance Education Councils in regulating and promoting quality distance education initiatives at a national level.

**SEMESTER- IV**  
**Major/DS**  
**Course Code: EDUC 4011**

**Course: Educational Sociology - I**

**Full Marks:75**

**Course Objectives:**

1. Understand Education Sociology: Define its concept, nature, and scope, emphasizing its significance in educational frameworks.
2. Explore the Sociology of Education: Examine its conceptual framework and the interplay between sociology and education.
3. Analyze Education as a Social Sub-system: Identify its unique characteristics and components within societal structures.
4. Investigate the Relationship between Education and Community: Explore the roles of educational institutions in community development and cohesion.
5. Evaluate Education in the Context of Indian Society: Assess its challenges, contributions, and adaptation within the Indian social landscape.
6. Examine Social Change: Define its concept and nature, and understand its drivers and implications within Indian society.
7. Understand Education's Role in Social Change: Analyze how education can both respond to and facilitate social transformation.
8. Explore Social Stratification and Education: Define social stratification, examine its impact on educational access, and assess education's role in addressing social inequalities.

**Course Contents:**

L.H.: 75

**Unit –I:**

Education Sociology: Concept, Nature and Scope, ● Sociology of Education: Concept and Nature ● Relation between Sociology and Education

**Unit –II:**

Education as a social sub-system; specific characteristic, ● The Components of Education and community, ● Relation between Education and Community, ● Education for Indian Society

**Unit –III**

Social Change: Concept and nature, ● Factors and problems of social change in India, Education with Special Reference to Social Change

## **Unit –IV**

Social Stratification: Concept and Nature, ● Education with reference to social stratification, Social equity and equality of educational opportunities

### **Recommended Books:**

- Shukla, S&K Kumar Sociological perspective in Education, New Delhi, ChanakyaPublications,(1985)
- Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Heraldbook 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 & Suri Aruna Philosophical& Sociological foundations of education, H.PBhargav Book house, Agra,(1998)
- ❖ Bengali Books on Educational Sociology.

### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate Comprehensive Understanding: Apply knowledge of Education Sociology to analyze and interpret educational phenomena.
2. Apply Sociological Perspectives: Utilize sociological frameworks to examine educational issues and practices.
3. Identify Components of Education as a Social Sub-system: Analyze the unique characteristics of education within broader societal structures.
4. Assess Community Engagement in Education: Evaluate the relationship between educational institutions and community development.
5. Analyze Education in Indian Society: Critically assess education's role in addressing societal challenges and promoting social progress.
6. Understand Social Change Dynamics: Identify factors driving social change and analyze its implications for education.
7. Evaluate Education's Role in Social Change: Assess the potential of education to drive positive societal transformation.
8. Propose Strategies for Addressing Social Inequalities: Apply sociological insights to develop inclusive educational policies and practices promoting social equity.

**SEMESTER- IV**  
**Major/DS**  
**Course Code: EDUC 4012**

**Course: Education in Ancient & Medieval India**

**Full Marks: 75**

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**Course Objectives:**

1. Understand the educational practices and systems during the Vedic period in ancient India.
2. Explore the educational ideologies and objectives prevalent during the Brahmanic period.
3. Analyze the educational framework and methodologies employed during the Buddhistic period.
4. Compare and contrast the educational systems between the Brahmanic and Buddhistic periods.
5. Investigate the objectives and methodologies of education under the Sultanate and Mughal rulers in Medieval India.
6. Examine the evolution of educational objectives and curriculum across different historical periods.
7. Evaluate the role of teachers and teaching methods in shaping educational practices throughout history.
8. Reflect on the continuity and changes in educational practices to understand their impact on societal development.
9. Reflect on the continuity and change in educational objectives, curriculum, and teaching methods across different historical periods in India.

**Course Contents:**

**L.H.: 75**

**Unit –I:**

- Education in Vedic period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features

**Unit –II:**

- Education in Brahmanic period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features

**Unit –III:**

- Education in Buddhistic Period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features, ● Comparison between Brahmanic and Buddhistic education.

**Unit –IV:**

- Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to ● Objectives, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.

### **Recommended Books:**

- Altekar, A. S. Education in Ancient India
- Basu, A.N. Education in Modern India
- Banerjee, J.P. Education in India-Past, Present and Future
- Keay, F.E. Indian Education in Ancient Times
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Narulla, S, Nayak, J.P. History of Education in India
- Rawat, P.L. History of Indian Education
- ❖ Bengali Books on Education in Ancient and Medieval India

### **Course Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of education during the Vedic period, including its concepts, aims, curriculum, teaching methods, and the role of teachers.
2. Evaluate the educational practices of the Brahmanic period, analyzing concepts, objectives, curriculum, teaching methods, and the role of teachers.
3. Critically assess the educational system during the Buddhistic period, comparing and contrasting it with Brahmanic education, and recognizing key features.
4. Analyze education in Medieval India under Sultanate and Mughal rulers, identifying objectives, curriculum, teaching methods, the role of teachers, and salient features.
5. Apply historical insights to understand the evolution of educational systems and practices in ancient and medieval India.
6. Compare and contrast educational philosophies and methodologies across different historical periods, recognizing their impacts on societal development.
7. Evaluate the role of teachers in shaping educational systems and practices throughout history, recognizing their influence on student learning and societal progress.

**SEMESTER- IV**  
**Major/DS**  
**Course Code: EDUC 4013**

**Course: Education in British India**

**Full Marks: 75**

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**Course Objectives:**

1. Understand early British period education in India and the role of missionary activities.
2. Explore Bengal Renaissance's educational contributions and the impact of the Charter Act of 1813.
3. Examine the introduction of Western education, Oriental and Occidental controversy, and Macaulay's Minute.
4. Analyze significant educational reports and policies like Adam's Report and Wood's Despatch.
5. Investigate Indian Education Commission's recommendations and Lord Curzon's reforms.
6. Understand the National Education Movement and Gokhale's compulsory primary education bill.
7. Analyze recommendations of educational commissions like Calcutta University Commission.
8. Explore educational ideologies including Gandhiji's Basic Education and the impact of diarchy and provincial autonomy.

**Course Contents:**

**L.H.: 75**

**Unit –I:**

- Indian Education during early British Period, ● Missionary educational activities in India during early 19th century, ● Serampore Mission, ● Fort William College, ● Bengal Renaissance-Educational contributions, ● Charter Act of 1813.

**Unit –II:**

- Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854.

**Unit –III:**

- Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale's compulsory primary education bill

**Unit –IV:**

- Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, ● Abbot Wood Report, ● Gandhiji's Basic Education, ● Sergeant Report (1944)

**Recommended Books:**

- Basu, A.N. Education in Modern India
- Basu, A.N. Adam's Report
- 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)
- Narulla, S, Nayak J.P. History of Education in India
- Purkait, B.R. History of Indian Education
- ❖ Bengali Books on education in British India

**Course Outcomes:**

Upon completion of this course, students will be able to

1. Develop understanding of early British period education and missionary influence.
2. Evaluate Bengal Renaissance's educational impact and the Charter Act of 1813.
3. Assess the significance of Western education introduction and Macaulay's Minute.
4. Understand outcomes of key educational reports and policies.
5. Analyze recommendations from the Indian Education Commission and Lord Curzon's reforms.
6. Recognize the importance of the National Education Movement and Gokhale's bill.
7. Evaluate the implications of educational commissions' recommendations.
8. Reflect on educational ideologies like Gandhiji's Basic Education and governance changes.



## SEMESTER- IV

### Minor course

Course Code: EDUC 4021

**Course: History of Education in India**

**Full Marks: 75**

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### Course Objectives:

1. Understand the characteristics and significance of Missionary educational activities in India.
2. Explore the educational contributions of the Serampore Mission and its impact on Indian education.
3. Analyze the provisions and implications of the Charter Act of 1813 on Indian education.
4. Evaluate the significance of Macaulay's Minute in shaping educational policies and practices.
5. Examine the recommendations of Adam's Report and their impact on educational reforms.
6. Understand the key provisions of Woods Despatch (1854) and their influence on education in India.
7. Analyze the recommendations and outcomes of the Indian Education Commission of 1882.
8. Explore the objectives and impact of the Indian University Commission (1902) and the National Education Movement.

### Course Contents:

**L.H.: 60**

#### 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 Scheme.
- 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 Policy 1986 and Revised Educational Policy of 1992.

### **Recommended Books:**

- 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 Outcomes:**

Upon completion of this course, students will be able to:

1. Develop a comprehensive understanding of Missionary educational activities and their role in Indian education.
2. Recognize the educational contributions of the Serampore Mission and its significance in shaping educational practices.
3. Evaluate the historical significance and implications of the Charter Act of 1813 on Indian education.
4. Understand the impact of Macaulay's Minute on language and educational policies in India.
5. Analyze the recommendations of Adam's Report and their influence on educational reforms.
6. Assess the key provisions of Woods Despatch (1854) and their contributions to education in India.
7. Evaluate the outcomes and recommendations of the Indian Education Commission of 1882.
8. Understand the objectives and outcomes of the Indian University Commission (1902) and the National Education Movement.