

2021-2022  
Articles Published in Books

1. Gitanjali Bharali

Relevance of Gandhian Basic Education in Present context.

**Gandhi : The Essence of Truth and Non-Violence** : *A book containing a compilation of selected research papers contributed by various scholars on the topic of Gandhian philosophy edited by Dr. Bijoy Sarmah and published by Gandhian study centre, JDSG College, Bokakhat*

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## Relevance of Gandhian Basic Education in present context

**Gitanjali Bharali**

*Assistant Professor  
Department of Education  
Marangi Mahavidyalaya (Degree)*

### **Introduction:**

*“Of Gandhi’s many gifts to the nation, the experiment of new education is one of the greatest. It seeks to prepare citizen for a new society by teaching young people to live together as a community on the basis of co-operation, love and truth” – Humayun Kabir.*

Mahatma Gandhi, the father of the nation is more known as political and social reformer than in the field of education. Yet he is one of the greatest teachers of mankind for all times. Gandhi

GANDHI : The Essence of Truth and Non-Violence

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was always a philosopher, a seeker after truth, a believer in certain values which give content and significance to life. Gandhi was an experimenter all his life, the philosophy that he gave to the world was the result of his own daily living, his own experience, it reflects his own philosophy of life. Thus to have a true perspective of Gandhi's philosophy of education we should at first, consider his philosophy of life. Gandhi believes in the absolute oneness of God and humanity. Gandhi was a practical, socially determined, idealist and that his greatest ideal as that truth, which is God.

It is his philosophy of life that Gandhi propounded and practised, which inspired his philosophy of education and which formed the cornerstone of his educational theory, the theory that worked out in the shape of the Basic scheme of education. Gandhi realised that the system of education introduced by the British is too bookish and the theoretical. It is unrelated to Indian life. Such type of education could not meet the challenge of the time. Mahatma Gandhi wrote a number of articles in Harijan criticising the present education system of the country and advocating a self sufficient system of education. Consequently in October, 1937 an all India National Education conference was held at Wardha under the president ship of Mahatma Gandhi. In this conference Gandhi introduced a new education system which is known as 'Basic Education'.

#### **Gandhi's philosophy of education:**

Gandhi's educational philosophy was born on his interest

need to better the education or rural India. As Kumarappa points it, "*Gandhiji saw that the only way of saving the nation at that juncture was to revive village economic life and to relate education to it. Education was to be based on village occupations. The child was to be trained to be a producer*". ('Editor's Note' to Basic Education, iii)

Gandhi's thoughts on education form the dynamic side of his general philosophy. It is interesting to remember that his philosophy of education comprises all the essential elements which any good or adequate philosophy of education should possess. On the other hand, it is also critical educational thinking based on philosophy of biology and sociology. It formulates educational aims and objectives, clearly, showed determining the methodology plan and organisation and choice of subject matter.

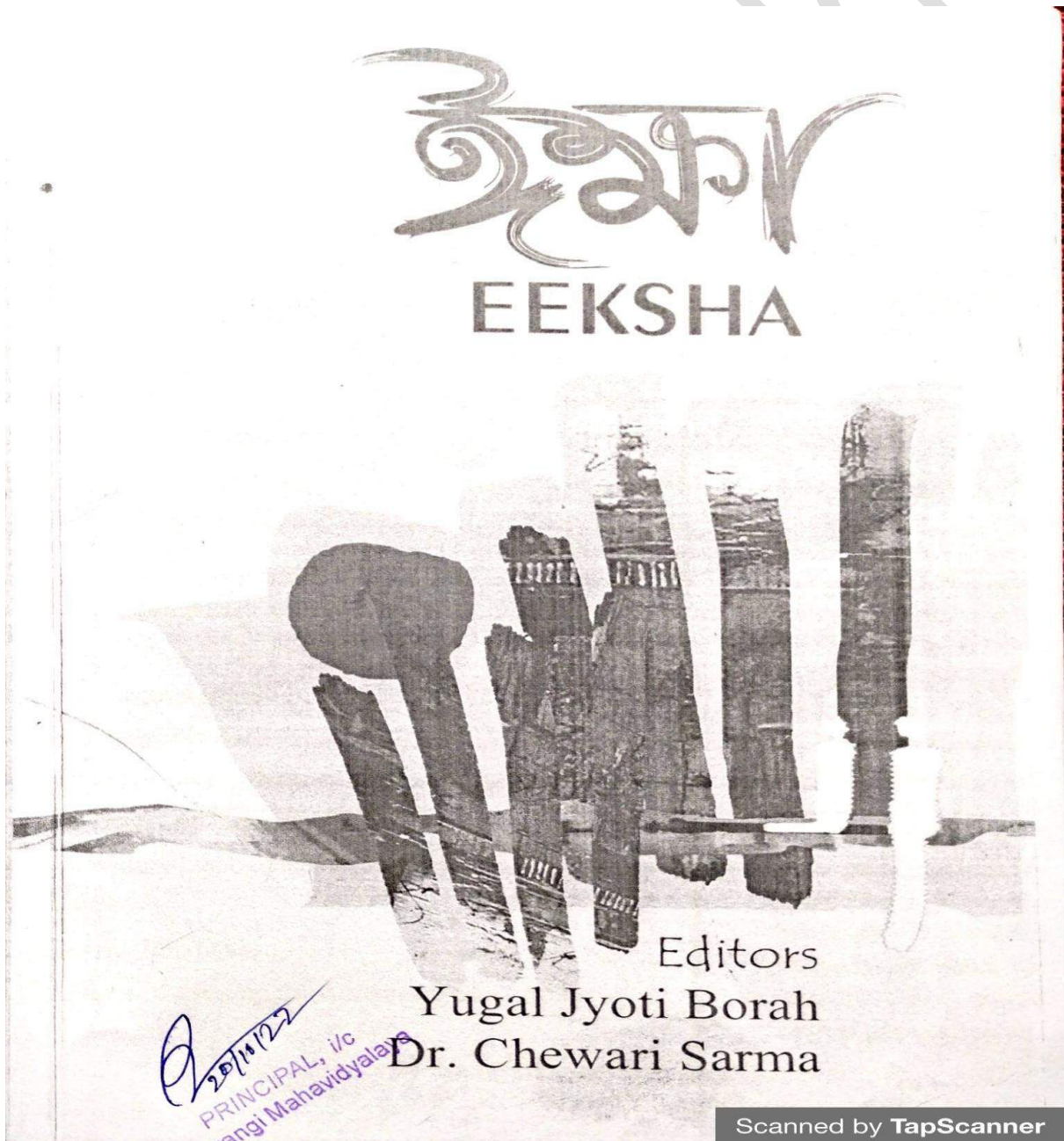
According to Gandhi, "*By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit. Education is not the same as literacy although the latter in one of the means whereby men and women can be educated. Education which draws out the best or truth consists in the development of the mind and body with a corresponding awakening of the soul*".<sup>1</sup>

According to Gandhi, education is not only literacy it is an all round development of the whole man. It can be possible when a man has fulfilled his basic needs. The scheme of basic education propounded by Mahatma Gandhi reflected his philosophical view point regarding human life and education. The main views and

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*Articles Published in Book*

2. Gitanjali Bharali  
Chutia Women of Bokakhat Sub-Division: Problems and Solutions



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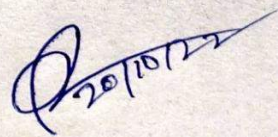
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## Socio-Economic and Educational Status of Chutia Women of Bokakhat Sub-division: Problems and Solutions

✉ Gitanjali Bharali

The Chutiyas were one of the ethnic tribes who ruled gloriously for more than 300 years from 1189 to 1524 A.D. The Chutiyas were a branch of the Kacharis and their original language was also akin to the Bodos. Rev. S. Endle in this book 'the kacharis' mentions that there were two great migrations of the Bodo people from the north and north-east Bengal and western Assam through the valley of the Tista, Dharla, Sankosh and founded the powerful kingdom of Kamrup. The second batch migrated through the river valley of Subansiri, Dibong and Dihing into eastern Assam and they were known as Chutiyas and they held their sway for a long time over this region with Sadiya as their capital (S. Endle, 'The Kacharis', London, 1911). A place called Kundil near Sadiya still bears the archaeological remains their capital. The Chutias are now mostly concentrated in the region of upper Assam mainly of Tinisukia, Dibrugarh, Sivasagar, Jorhat, Golaghat, Nagon, Lakhimpur, Darrang and Sonitpur in the north bank of the Brahmaputra. There are a few Chutia villages in other districts also including Chachar.

At different times of history hordes of Mongolian population migrated into Assam, so Assam has been termed as an 'anthropological museum' and 'melting pot' of diverse group of people who have their own culture, language, religion and social customs. The process of socio cultural fusion towards the growth and development of composite Assamese people and culture was started during the Ahom

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rule among the diverse ethnic and linguistic groups. Among all the tribes of Assam the Chutias who contributed much towards Assamese society and culture wanted to preserve their distinct identity within the larger Assamese society.

### Chutia Women:

Chutia women had a glorious identity in the society. Originally women are given most respect in their society. They had occupied a good socio-economic position in the society. Sati Sadhani the last queen of the Chutia dynasty was a famous lady of Chutia community. Sati Sadhani played a prominent role in the fight against the Ahoms. Sati Sadhani Divas is also observed in Assam on April 21st each year as regional holiday on her death anniversary (1524).

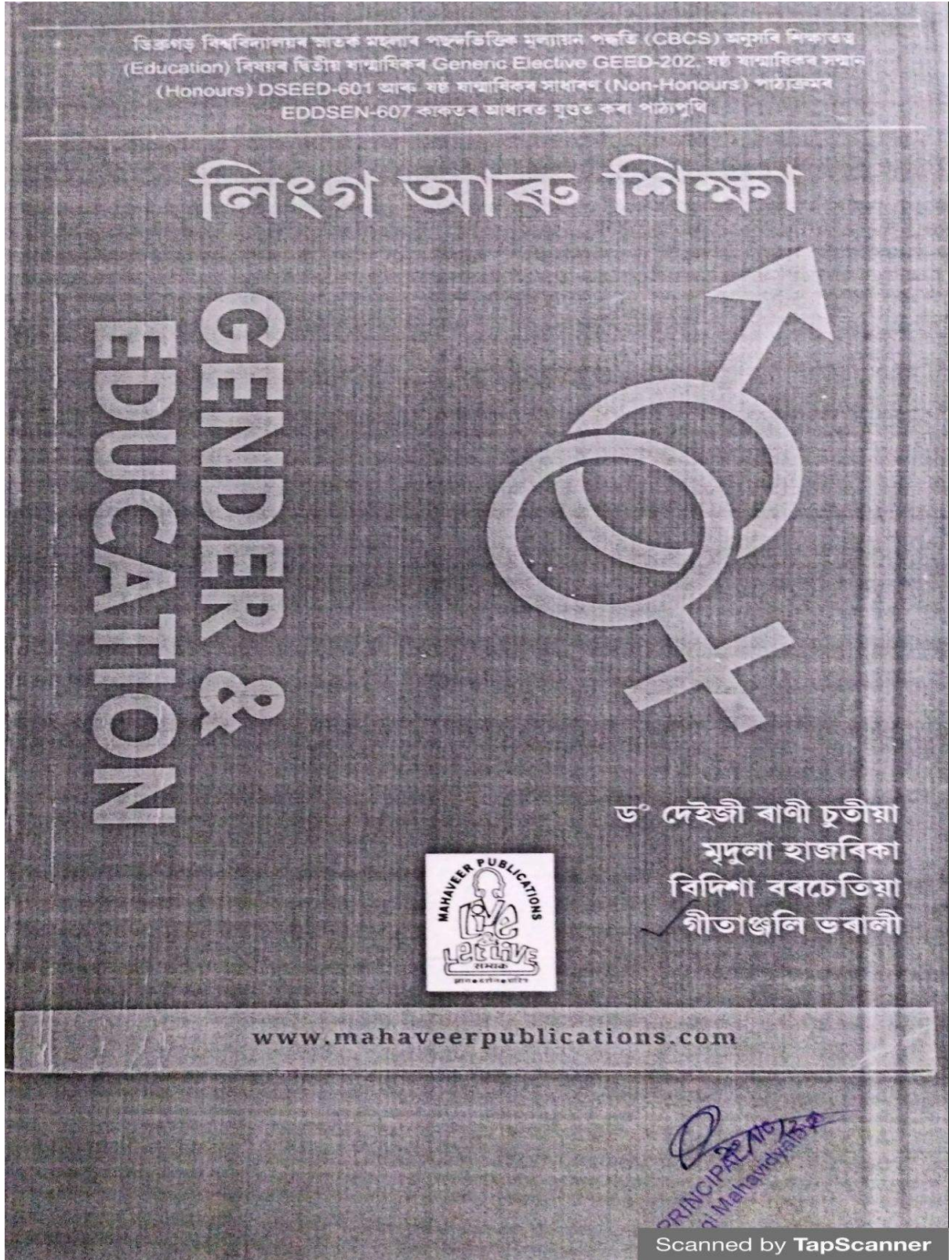
Chutia women have their own unique clothing style for every age group. Chutia girls until puberty wear Gamusa as an upper garment and a Mekhela as a lower garment which is known as Methoni. After puberty girls wear Riha as the upper garment. During marriage, the bride wears Paat/ Muga Riha along with Mekhela and chador. The married women usually wear a chador and a Gamusa/Gathisi to cover their forehead. The old women wore the methela up to their bosom and their another cloth in their waist. Chutia traditional ornaments include Madoli, Dugdugi, Junbiri, Tharia, Gamkharu etc.

Chutia women today have engaged themselves in different types of activities. They take good initiative in every household work. Chutia women carry out their dual responsibilities in the home and outside the home. Their responsibilities are not only in economic activities, but also Chutia women play a vital role in their social, cultural, economic and religious aspect of life. They get local work in household industries, social and traditional forest sericulture weaving, handicraft and agriculture. Dr. Mahavijaya

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY

B.A. in Education 2<sup>nd</sup> Semester GEED-202 (Generic Elective ),  
6<sup>th</sup> Semester DSEED-603 (Honours) and 6<sup>th</sup> Semester

EDDSEN-607 (Non-honours)

GENDER AND EDUCATION

CREDIT: 6

[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: On completion of the course, students will be able to-

1. describe the modern concept, aims, functions and role of Education
2. describe the role of Philosophy in Education.
3. explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.
4. appraise the contribution of the given philosophers in the domain of education.

Course Content

Unit	Topics	M	L	P	T
I	<b>Introduction to Gender And its related terms:</b>	20	20		4
	1.1. Sex and Gender: Meaning and Concept				
	1.2. Difference between sex and gender				
	1.3. Gender role: Concept and nature.		2		
	1.3.1. Types of gender role.				
	1.4. Patriarchal and Martiarchal: Concept and Nature		2		
	. Gender role in patriarchal and Materiarchal society.		2		
	1.5. Social Construct of Gender		2		
	1.6. Gender Segregation: Concept and Nature		1		
	. Types of Gender Segregation: Horizontal & Vertical		2		
	1.6.1 Gender segregation and education		2		
	1.7. Gender marginalisation in Education.				
	. Meaning, concept and nature				
	. Cause of gender marginalisation in education.		3		
	. Measures for inclusion in education.				

Unit	Topics	M	L	P	T
I	1.8. Gender stereotyping : Meaning and concept				
	. Issues and concern related to gender stereotyping in Indian society.		4		
	. Gender stereotyping and education.				
	1.9. Self silencing : Concept and nature.		1		
II	<b>GENDER AND SOCIETY</b>	20	15		4
	2.1. Gender Biases : Meaning and concept				
	2.1.1. Gender biases in				
	• The family		1		
	• The school environment		1		
	• The society		1		
	2.2. Gender socialization : Meaning and concept				
	2.1.1. Gender socialization				
	• Role of the family				
	• Role of the school				1
	• Role of the society				1
	• Role media and popular culture (film and advertisement)				1
	2.3. Gender inequality in education in terms of				
	• Caste				
	• Religion				
	• Region				3
	2.4. Issues related to women/girl child:				
	A. Female foeticide and infanticide				
	B. Sex ratio				
	C. Honour killing				
	D. Dowry				5
	E. Child marriage				

## পাতনি

পৰিৱৰ্তনশীল সময়ে মানৱ সমাজৰ প্ৰতিটো দিশতে প্ৰভাৱ বিস্তাৰ কৰিছে। মানৱ সমাজৰ আৰু মানৱ সভ্যতাৰ গুৰি ধৰোতা শিক্ষা ব্যৱস্থাটো এই পৰিৱৰ্তনৰ প্ৰভাৱ প্ৰতিফলিত হৈছে। পৰিৱৰ্তনৰ লগত খাপ-খাব পৰাকৈ শিক্ষা ব্যৱস্থাৰ পাঠ্যক্ৰম অধিক গতিশীল কৰি তুলিবলৈ শিক্ষাবিদ সকলে চিন্তা-চৰ্চা অব্যাহত ৰাখিছে। বিশ্ববিদ্যালয় অনুদান আয়োগৰ দ্বাৰা নিৰ্দেশিত পাঠ্যক্ৰমৰ লগত সংগতি ৰাখি ডিব্ৰুগড় বিশ্ববিদ্যালয়েও ২০১৯ চনৰ শিক্ষা বৰ্ষৰ পৰা প্ৰয়োজ্য হোৱাকৈ বাছনি ভিত্তিক মূল্যায়ন পদ্ধতি (CBCS) ৰ আধাৰত স্নাতক যান্মাসিকৰ নতুন পাঠ্যক্ৰম প্ৰবৰ্তন কৰিছে। সেয়ে ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ বিভিন্ন বিভাগসমূহে পূৰ্বৰ পাঠ্যক্ৰমৰ কিছু সাল-সলনি ঘটাই শিক্ষাক অধিক বাস্তৱ আৰু ফলপ্ৰসূ কৰি তোলাৰ প্ৰয়াস কৰিছে। এই ক্ষেত্ৰত ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ শিক্ষাতত্ত্ব বিভাগে বৰ্তমান সমাজত বহুভাৱে চৰ্চিত 'লিংগ সংবেদনশীলতা আৰু লিংগ বৈষম্য' বিষয়টোৰ অধ্যয়নৰ প্ৰয়োজনীয়তা উপলব্ধি কৰিছে। সেয়ে 'লিংগ আৰু শিক্ষা' (Gender and Education) নামে এখন পাঠ্যপুথি শিক্ষা বিভাগৰ দ্বিতীয় যান্মাসিকৰ Generic Elective ৰ দ্বিতীয় কাকত (Honours GEED-202), ষষ্ঠ যান্মাসিকৰ সাধাৰণ (Non-Honours, GEEDN-603 আৰু EDDSEN-607) ৰ শিক্ষাৰ্থীসকলৰ বাবে অনুমোদিত পাঠ্যক্ৰমৰ ভিত্তিত যুগত কৰা হৈছে। লিংগ আৰু শিক্ষা (Gender and Education) ৰ পাঠ্যসূচীত সন্নিবিষ্ট বিভিন্ন বিষয়সমূহক সামৰি এই গ্ৰন্থখনি যুগুতাই উলিওৱা হৈছে।

অসমীয়া ভাষাত প্ৰকাশিত গ্ৰন্থখনত পাঠ্যক্ৰমৰ সকলো বিষয়বস্তু বিস্তৃতভাৱে আলোচনা কৰিবলৈ যত্ন কৰা হৈছে যাতে অসমীয়া মাধ্যমৰ ছাত্ৰ-ছাত্ৰীসকলে অধ্যয়ন কৰি অনায়াসে বিষয় বস্তুৰ সম্যক জ্ঞান লাভ কৰিবলৈ সক্ষম

হয়। গ্ৰন্থখনি লিখাৰ সময়ত যিহেতু বিভিন্ন গ্ৰন্থ আৰু ইন্টাৰনেটৰ সহায় লোৱা হৈছে। গতিকে কোনো কাৰণতে কিতাপখনৰ সম্পূৰ্ণ মৌলিকতা দাবী কৰিব নোৱাৰি। গ্ৰন্থখনি ৰচনা কৰোতে যিসকল লিখকৰ গ্ৰন্থৰ সহায় লোৱা হৈছে তেখেতসকলে আৰু বেবচাইটসমূহলৈ এই আপাহতে আমাৰ কৃতজ্ঞতা জ্ঞাপন কৰিছো। গ্ৰন্থখনি যুগুত কৰি উলিওৱাৰ ক্ষেত্ৰত অনিচ্ছাকৃতভাৱে থাকি যোৱা ভুল ভ্ৰান্তিখিনি সদাশয় পাঠক সমাজ তথা ছাত্ৰ-ছাত্ৰীসকলে আঙুলিয়াই দিলে পৰৱৰ্তী সংস্কৰণত আঁতৰ কৰাৰ বাবে আমি নিশ্চয় প্ৰয়াস কৰিম। আমাৰ অনিচ্ছাকৃতভাৱে ৰৈ যোৱা ত্ৰুটিবোৰ মাৰ্জনা কৰি শিক্ষক আৰু শিক্ষাৰ্থীসকলে পুথিখন মৰমেৰে আকোঁৱালি ল'ব বুলি আমি আশাবাদী।

গ্ৰন্থখনি প্ৰকাশৰ বাবে আগবাঢ়ি অহা ডিব্ৰুগড় মহাবীৰ প্ৰকাশনৰ স্বহাৰিকাৰী অমৃত জৈন দেৱলৈ আমাৰ শ্ৰদ্ধা আৰু কৃতজ্ঞতা জনালো আৰু প্ৰকাশৰ লগত জড়িত প্ৰতিজন ব্যক্তিলৈকে আমাৰ আন্তৰিক ধন্যবাদ আৰু কৃতজ্ঞতা জ্ঞাপন কৰিলো।

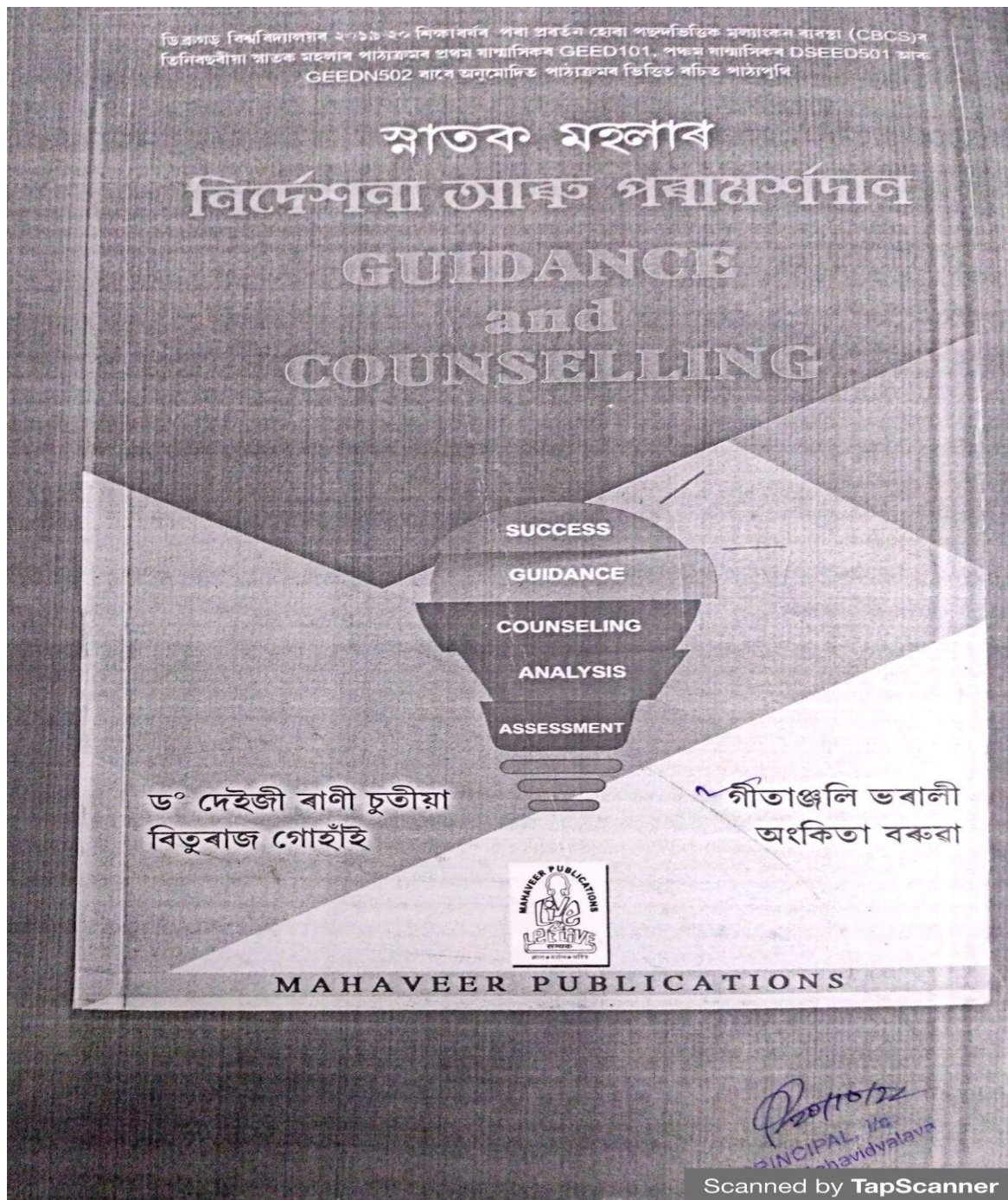
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SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
DSEED501 / GEED101: GUIDANCE AND COUNSELLING  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. describe meaning, nature, purpose and scope of guidance and counselling.
2. describe the characteristics and functions of guidance and counselling.
3. state the basic principles of guidance and counselling.
4. explain the types and areas of guidance and counselling.
5. use various tools and techniques of guidance in appropriate context.
6. explain the qualities and role of a counsellor.

Unit	Contents:	Content	Marks	L	P	T
I	Guidance:		16		1	3
	1.1	Meaning, Nature, Definition and Scope of Guidance		2		
	1.2	Aims and Objectives of Guidance		1		
	1.3	Need of Guidance		1		
	1.4	Principles of Guidance		1		
	1.5	Philosophical, Psychological and Sociological bases of Guidance.		3		
	1.6	Types of Guidance :				
		● Personal guidance & Social guidance				
		● Educational guidance		5		
		● Vocational guidance				
		● Health guidance				
		● Individual and Group Guidance				
	Guidance at Various Levels:					
	1.7	Guidance at Pre-school education				
	1.8	Guidance at Elementary education level				
	1.9	Guidance at Secondary education level		5		
	1.10	Guidance at Higher education level				
	1.11	Importance of good guidance programme		1		

Unit	Content	Marks	L	P	T
II	Counselling	16			3
	2.1	Meaning, Nature and Scope of Counselling		2	
	2.2	Characteristics of good counselling process		1	
	2.3	Principles of Counselling		1	
	2.4	Types of Counselling		2	
		● Directive Counselling			
		● Non-directive Counselling			
		● Eclectic Counselling			
	2.5	Counselling for adjustment		1	
	2.6	Relationship between Guidance, Counselling and Teaching		2	
	2.7	Role of Counsellor, Parents and Teachers in Secondary School.		2	
				1	
	2.8	Concept of Occupational information, dissemination of occupation information and career counselling		2	
III	Tools and Techniques of Guidance:	16			3
	3.1	Basic concept of tools and techniques of Guidance		2	
	3.2	Types of Guidance techniques:		1	
		● Counselling (Individual and group)		1	
	3.3	Organization of guidance services		1	
		● Placement Services		2	
		● Follow Up Services			
	3.4	Organization of counselling services			
		● Centralization		1	
		● Decentralization		2	
		● Mixed form of counselling services			
	3.5	Basic tools of counselling services		2	
		● Psychological test		1	
		● Interview			
		● Observation		2	
		● Check list			
		● Sociometry			
		● Cumulative record card			

## পাতনি

এজন ব্যক্তিৰ বাবে দৈনন্দিন জীৱনৰ বিভিন্ন পৰিবেশ-পৰিস্থিতিত নিৰ্দেশনা আৰু পৰামৰ্শ গ্ৰহণৰ প্ৰয়োজন হয় তথা বিভিন্ন সময়ত অন্য এজন ব্যক্তিকো নিৰ্দেশনা আৰু পৰামৰ্শ প্ৰদান কৰিব লগা হয়। স্বাভাৱিকতেই প্ৰতীয়মান যে নিৰ্দেশনা আৰু পৰামৰ্শদান সেৱা ব্যক্তি জীৱনৰ এক অনবদ্য অংশস্বৰূপ। ছাত্ৰ-ছাত্ৰীৰ বাবেও শৈক্ষিক, বৃত্তিগত আৰু অন্যান্য ব্যক্তিগত সমস্যাসমূহৰ সমাধানৰ প্ৰশস্ত মাধ্যম হিচাপে নিৰ্দেশনা আৰু পৰামৰ্শদানে কাৰ্যব্যৱস্থা গ্ৰহণ কৰি আহিছে। ছাত্ৰ-ছাত্ৰীৰ প্ৰতিভা, দক্ষতা, অভিক্ষমতা আৰু প্ৰয়োজনীয়তাৰ ভিত্তিত এখন উপযুক্ত শিক্ষানুষ্ঠান, এটা উপযুক্ত বিষয় বা পাঠ্যক্ৰম আৰু এটা উপযুক্ত বৃত্তি নিৰ্বাচনৰ বাবে নিৰ্দেশনা আৰু পৰামৰ্শদানেহে সহায় কৰিব পাৰে। এনেবোৰ প্ৰাসংগিক দিশ অনুধাৱন কৰি ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ ২০১৯-২০ শিক্ষাবৰ্ষৰ পৰা প্ৰবৰ্তন হোৱা পছদভিত্তিক মূল্যাংকন ব্যৱস্থা (CBCS) ৰ তিনিবছৰীয়া স্নাতক মহলাৰ পাঠ্যক্ৰমৰ প্ৰথম বাৰ্ষিকৰ GEED101, পঞ্চম বাৰ্ষিকৰ DSEED501 আৰু GEEDN502 ৰ বাবে অনুমোদিত পাঠ্যক্ৰম অনুসৰি প্ৰযোজ্য হোৱাকৈ অসমীয়া ভাষাত এই পাঠ্যপুথিখনি প্ৰস্তুত কৰা হৈছে। ছাত্ৰ-ছাত্ৰীৰ সহজ বোধগম্যতাৰ প্ৰতি লক্ষ্য ৰাখি প্ৰতিটো অধ্যায় সহজ-সৰল ভাষাৰে দাঙি

ধৰাৰ আমাৰ এইয়া এক ক্ষুদ্ৰ প্ৰয়াসহে মাথোন।

নিৰ্দেশনা, পৰামৰ্শদান আৰু ইয়াৰ শৈক্ষিক প্ৰায়োগিকতাক প্ৰাধান্য দি প্ৰস্তুত কৰা আমাৰ এই পুথিখনে স্নাতক পৰ্যায়ৰ ছাত্ৰ-ছাত্ৰীসকলৰ সমান্তৰালভাৱে D.El Ed, B.Ed, M.Ed আদিত অধ্যয়নৰত শিক্ষক প্ৰশিক্ষার্থীসকলকো সহায় কৰিব। তদুপৰি TET, NET, CET তথা অন্যান্য প্ৰতিযোগিতামূলক পৰীক্ষাত অৱতীৰ্ণ হ'ব খোজা পৰীক্ষার্থসকলকো আমাৰ এই পুথিখনে উপকৃত কৰিব বুলি আমি দৃঢ়তাৰে আশাবাদী।

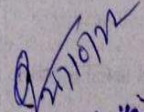
পাঠ্যপুথিখন প্ৰস্তুত কৰাৰ সময়ছোৱাত দেশ-বিদেশৰ অনেক গ্ৰন্থৰ সহায় লোৱা হৈছে। আমি সেই গ্ৰন্থসমূহৰ প্ৰতিজন গ্ৰন্থগাৰৰ প্ৰতি কৃতজ্ঞ। অন্যান্য প্ৰাসংগিক তথ্য আহৰণৰ বাবে কেতবোৰ ৱেবছাইটবোৰো সহায় লোৱা হৈছে। সেই ৱেবছাইটসমূহকো এই আপাহতে শলাগিছোঁ।

তদুপৰি পুথিখন প্ৰকাশৰ গধুৰ দায়িত্ব বহন কৰা ডিব্ৰুগড়ৰ মহাবীৰ প্ৰকাশনৰ স্বত্বাধিকাৰী অমৃত জৈনদেৱলৈ আন্তৰিক কৃতজ্ঞতা জ্ঞাপন কৰিলোঁ।

শেষত পুথিখন ডি.টি.পি. আৰু বেটুপাতৰ লগতে অন্তৰ্ভাগ সজাই দিয়া বিনোদ চাফলৈও আমাৰ তৰফৰ পৰা অশেষ ধন্যবাদ আৰু কৃতজ্ঞতা।

ধন্যবাদ সহকাৰে

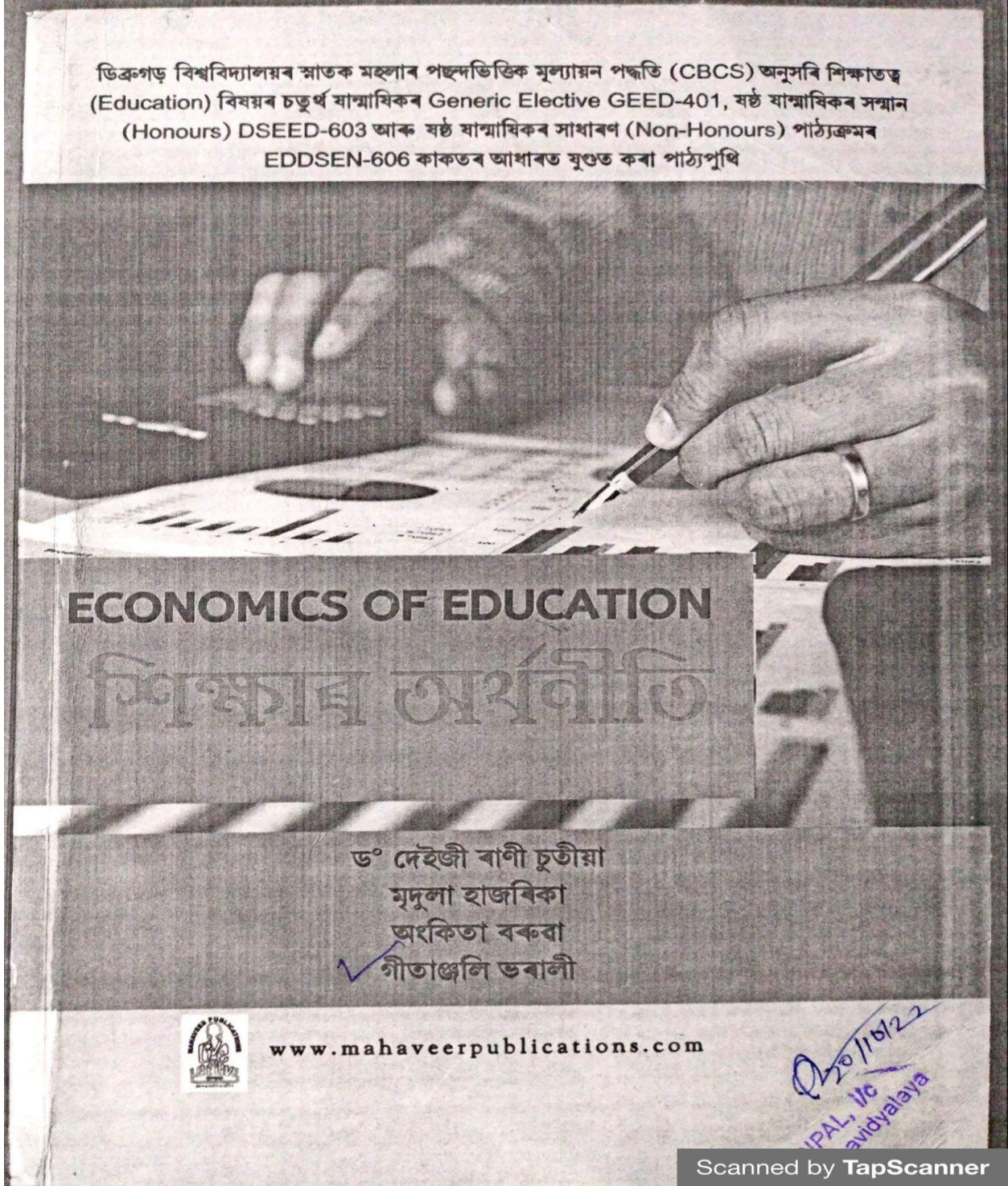
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*Articles Published in Book*

5. Gitanjali Bharali  
Shikshar Arthoniti



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20/10/22  
CIPAL, 1/6  
avidya

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY**  
B.A. In Education 4<sup>th</sup> Semester GEED-401 (Generic Elective),  
6<sup>th</sup> Semester DSEED-603 (Honours) and 6<sup>th</sup> Semester  
EDDSN-606 (Non-honours)  
**ECONOMICS OF EDUCATION**  
CREDIT: 6

[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]  
Expected Learning Outcomes: On completion of the course, students will be able to-

1. describe the meaning, scope and Importance of Economics of Education
2. define and Illustrate the concepts used In economics of Education.
3. examine the historical development of Economic of Education.
4. explain the concept of Education as a good, demand and supply of education, Utility of Education etc.
5. explain the concept of Investment in education, return on investment in education, education as production process etc.
6. explain the concepts of different types of Educational cost.
7. examine the concepts of human capital formation, Education financing, Educational Planning etc.

Unit	Content	Marks	L	T
I	<b>Introduction to Economics of Education</b>	16	12	2
	1.1 Meaning and Scope of Economics of Education			
	1.2 Importance of Study of Economics of Education			
	1.3 Historic. development of Economics of Education			
	1.4 Nature of Education in Capitalist Economy and Socialist Economy			
	1.5 Concepts of Some basic terms in Economic of Education: National Income, Per capital Income, Economic and non economic activity, Economic growth, Physicl and Human Capital, Consumption, Goo.. Cost, Production, Productivity, Rate of return, Market value, Financing, Employability, Manpower, investment,			
II	<b>Human capital formation and Investment in Education</b>	16	15	3
	2.1 Concept and Nature of Human Capital Formation			
	2.2 Relation between Human capital formation and Economic development			

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Unit	Content	Marks	L	T				
	2.3 Sources of human capital formation	16	14	3				
	2.4 Role of Education in the process of Human capital formation							
	2.5 Concepts and importance of Manpower planning							
	2.6 Concept and Nature of investment in Education							
	2.7 Types of investment in Education: Private and Public Investment							
	2.8 Investment in education of India							
	III				<b>Education as an Economic goods</b>	16	14	3
					3.1 Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good.			
3.2 Cardinal and ordinal utility of Education								
3.3 Demand for Education: Meaning and factors affecting Demand for education								
3.4 Supply of Education: Meaning and factors affecting Supply of Education								
3.5 Problem of Scarcity and Choice in education								
3.6 Education as a Process of Production: Meaning and Factors								
IV		<b>Cost of Education</b>	16	14	3			
		4.1 Concept and nature of Educational Cost.						
		4.2 Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, Money cost, Social cost, Institutional cost, Private cost						
	4.3 Opportunity cost: Meaning and its application in Education							
	4.4 Meaning and use of Unit cost of Education in Educational Planning.							
	4.5 Calculation of Unit cost of Education.							
	4.6 concept of Cost Efficiency and Cost Effectiveness in Education							
V	<b>Issues of Economics of Education</b>	16	14	3				
	5.1 Relation between Education and Economic development.							
	5.2 Industry- Academia linkage							
	5.3 Relation between Education and labour market.							
	5.3.1 Problem of Educated Unemployment 5.3.2 Problem of underemployment							

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*Behera*  
NCIPAL, 76

## আগকথা

অর্থবিজ্ঞান হৈছে এখন দেশ অথবা এটা অঞ্চলৰ দ্ৰব্য আৰু সেৱাৰ উৎপাদন, যোগান, বিতৰণ আৰু ভোগৰ সম্পৰ্কে কৰা অধ্যয়ন। আৰ্থিক সমস্যা সমূহেই হ'ল অর্থবিজ্ঞানৰ মূল বিষয়বস্তু। মানুহৰ জীৱন ধাৰণাৰ বাবে বিভিন্ন সম্পদৰ প্ৰয়োজন, কিন্তু সম্পদ সীমিত আৰু অভাৱ অসীম। সীমিত সম্পদৰ সুব্যৱহাৰৰ দ্বাৰা সৰ্বোত্তম অভাৱ পূৰণ কৰাই অর্থনীতিৰ মূল বিষয়। আপেক্ষিকভাৱে অর্থবিজ্ঞানৰ এক নতুন শাখা হিচাপে শিক্ষাৰ অর্থবিজ্ঞানে শিক্ষাৰ ব্যৱস্থাপকসকলে সীমিত সম্পদ ব্যৱহাৰ কৰি শিক্ষাৰ বিকাশ কেনেকৈ সম্ভৱ কৰি তোলে সেই বিষয়ে অধ্যয়ন কৰে। বিশ্ববিখ্যাত অর্থনীতিবিদসকলে শিক্ষাত ৰাজহুৱা বিনিয়োগ, শিক্ষা আৰু অর্থনৈতিক বিকাশ বা বৃদ্ধি, শিক্ষা আৰু উপাৰ্জন বিতৰণ, শিক্ষা আৰু মূলধনৰ বিকাশ, শিক্ষাত বিত্তৰ যোগান ইত্যাদি বিষয়ৰ ওপৰত গুৰুত্ব দিবলৈ আৰম্ভ কৰে। শিক্ষাৰ অর্থবিজ্ঞানে শিক্ষাৰ লগত জড়িত সমস্যা সমূহৰ বিষয়েও অধ্যয়ন কৰে। সংস্থাপিত অর্থনীতিবিদ সকলে শিক্ষাৰ অর্থবিজ্ঞানৰ বিষয়টোৰ গুৰুত্ব প্ৰদান কৰি বিষয়টোৰ অধ্যয়নৰ ক্ষেত্ৰ যথেষ্ট বহল কৰি তুলিছে। পুথিখনত ছত্ৰ-ছত্ৰীসকলৰ পাঠ্যক্রমৰ ভিত্তিত ব্যাখ্যাসমূহ সন্নিবিষ্ট কৰা হৈছে।

শিক্ষাৰ অর্থবিজ্ঞান বিষয়টো এটা জটিল বিষয় হোৱাৰ উপৰিও ই এটা পৰিৱৰ্তনশীল বিষয়। শিক্ষাৰ দ্বাৰা মানৱ সম্পদৰ লগত অর্থনীতি ওতপ্ৰোতভাৱে জড়িত। সেয়ে শিক্ষাৰ অর্থবিজ্ঞান বিষয়টো ওপৰোক্ত বিভিন্ন কাৰণৰ বাবে আনুষ্ঠানিকভাৱে শিক্ষাৰ পাঠ্যক্রমত সংযোজন কৰাৰ প্ৰয়োজনীয়তাৰ আহি পৰিছে।

এই উদ্দেশ্য আগত ৰাখিয়েই ডিব্ৰুগড় বিশ্ববিদ্যালয়ে স্নাতক পৰ্যায়ৰ পঞ্চমভিত্তিক মূল্যাংকন পদ্ধতিৰ অন্তৰ্গত 'শিক্ষা' বিষয়ৰ অধ্যয়নৰ পাঠ্যসূচীত 'শিক্ষাৰ অর্থবিজ্ঞান' কৰকতন সন্নিবিষ্ট কৰিছে আৰু সেই অনুসৰি চতুৰ্থ বাৰ্ষিকৰ Ge-neric Elective GEED 401, ষষ্ঠ বাৰ্ষিকৰ সৰ্বকণ (Non Honours)ৰ DSEED 602 কতনৰ অধৰত 'শিক্ষাৰ অর্থবিজ্ঞান' (Economics of Education) নামৰ পুথিখন যুগুত কৰা হৈছে। শিক্ষাৰ অর্থবিজ্ঞানৰ পৰিচয়ৰ পৰা আৰম্ভ কৰি মানৱ মূলধনৰ বিকাশ, শিক্ষাৰ বিনিয়োগ, অর্থনৈতিক দ্ৰব্য হিচাপে শিক্ষা, শিক্ষাত ব্যয়, শৈক্ষিক বিজ্ঞান আৰু শৈক্ষিক বিত্ত ইত্যাদি সন্নিবিষ্ট প্ৰত্যেকটি সকলো বিষয় সাঙুৰি

মাতৃভাষাৰ মাধ্যমত শিক্ষা আহৰণ কৰা শিক্ষার্থীসকলৰ চাহিদাৰ প্ৰতি লক্ষ্য ৰাখি গ্ৰন্থখনি ৰচনা কৰা হৈছে।

আমাৰ এই পুথিখনৰ দ্বাৰা শিক্ষার্থীসকল উপকৃত হ'লে লেখকসকলৰ কষ্ট সাৰ্থক হোৱা যেনে অনুভৱ হ'ব। কম সময়ৰ ভিতৰতে পুথিখন প্ৰস্তুত কৰিব লগা হোৱা বাবে যিবোৰ ভুল-ভ্ৰুটি বৈ গৈছে সেইবোৰ পুথিখনৰ পৰৱৰ্তী সংস্কৰণত শুধৰাই দিয়াৰ বাবে লেখক সকল প্ৰতিশ্ৰুতিবদ্ধ। আশা কৰো লেখকসকলৰ অনিচ্ছকৃত ভুল-ভ্ৰুটিবোৰ মার্জনা কৰি শিক্ষক, অভিভাৱক আৰু শিক্ষার্থী সকলোৱে পুথিখনক মৰমেৰে আঁকোৱালি ল'ব।

এই গ্ৰন্থখনি প্ৰস্তুত কৰোঁতে বিশিষ্ট শিক্ষাবিদ, মনীষীসকলৰ মতবাদ, ইন্টাৰনেটৰ সহায় লোৱাৰ উপৰিও লেখকসকলৰ মৌলিক চিন্তাকো আধাৰ হিচাপ লোৱা হৈছে। এই আপাততে দেশী-বিদেশী লেখকসকলক আমাৰ কৃতজ্ঞতা জ্ঞাপন কৰিছে আৰু ইন্টাৰনেটৰ ৱেবছাইটসমূহৰ শলাগ লৈছোঁ।

যিসকল সদাশয় ব্যক্তিয়ে এই গ্ৰন্থখনি প্ৰস্তুত কৰাৰ সময়ত আমাক মানসিকভাৱে উৎসাহ-উদ্দীপনা যোগাই সহায় কৰিলে তেওঁলোকলৈ আমাৰ শ্ৰদ্ধা নিবেদন কৰিলোঁ।

এই পাঠ্যপুথিখনি ছত্ৰ-ছত্ৰীৰ উপযোগীকৈ খৰচি মাৰি প্ৰস্তুত কৰিবলৈ চেষ্টা কৰা হৈছে। সকলো ছত্ৰ-ছত্ৰীৰ বোধগম্য হোৱাকৈ প্ৰতিটো গোট সহজ-সৰল ভাষাৰে বৰ্ণনা কৰা হৈছে। কিছুমান বাক্য তথা শব্দ ইংৰাজীতে উল্লেখ কৰা হৈছে যাতে ছত্ৰ-ছত্ৰীসকলে বুজাত অসুবিধা না পায়। প্ৰতিটো গোটত যথেষ্ট সংখ্যক প্ৰশ্নাৱলী সন্নিবিষ্ট কৰা হৈছে যিয়ে তেওঁলোকক পৰীক্ষাৰ বাবে প্ৰস্তুত হোৱাৰত সহায় কৰিব।

গ্ৰন্থখনি প্ৰকাশ কৰাৰ বাবে দায়িত্ব লোৱা ডিব্ৰুগড়ৰ মহাবীৰ প্ৰকাশনৰ স্বত্বাধিকাৰী অমিত জৈনদেৱলৈ আমাৰ আন্তৰিক শ্ৰদ্ধা আৰু কৃতজ্ঞতা জ্ঞাপন কৰিলোঁ। প্ৰকাশনৰ প্ৰতিগৰাকী ব্যক্তিৰ ওচৰত আমি কৃতজ্ঞ।

কিতাপখনৰ ডি.টি.পি.ৰ দায়িত্ব বহন কৰা বিনোদ চাহকৈ ধৰি গ্ৰন্থখনিৰ পূৰ্ণাংগ ৰূপ দিয়া প্ৰত্যেক গৰাকী ব্যক্তিলৈ আমাৰ আন্তৰিক ধন্যবাদ থাকিল।

ধন্যবাদ সহকাৰে

লেখকবৃন্দ

PRINCIPAL, I/c  
Marang Mahavidyalaya

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