



UNIVERSITY OF KALYANI

**LEARNING OUTCOME BASED
CBCS CURRICULUM FOR THREE YEARS
UNDER-GRADUATE COURSE IN
EDUCATION [GENERAL]**

**WITH EFFECT FROM
THE ACADEMIC SESSION
2021-2022**



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INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

Discipline Specific Elective Course (DSEC): Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Generic Elective Course (GEC): An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. Ability Enhancement Courses/ Skill Enhancement Courses:

Ability Enhancement Compulsory Course (AECC): Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They

- (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

A. TOTAL Number of Courses in UG-CBCS (B.A GENERAL)

Types of course	Core Course (CC)	Elective		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course	Skill Enhancement course (SEC)	
No. of course	12	6(BSc) / 4 (BA/BCom)	2 (BA/BCom)	2	2	24
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES OF B.A (GENERAL) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
		Theory + Practical	Theory + Tutorial
1.	Core Course: 14 Papers		
<i>I.A.</i>	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
<i>I.B.</i>	Core Course (Practical/Tutorial)* (12 papers)	12x2 = 24	12x1=12
2.	Elective Courses: (6 papers)		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)		2x1 = 2
3.	Ability Enhancement Courses		
A.	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (4 papers of 2 credits each)	4x2 = 8	4x2 = 8
Total Credit:		120	120

TABLE-1: DETAILS OF COURSES OF B.A (GENERAL) UNDER CBCS

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total credit
CC-1,2 (6)	2(1A,2A)	2 (1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L1-1)	1 (L2-1)	1 (L1-2)	1 (L2-2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/	4	4	4	4	4	4	24	
Total Credit /Semester	20	20	20	20	20	20		120

Learning outcomes-based approach to curriculum planning and development:

1. Graduate attributes:

- **Disciplinary knowledge:** Learners gain the knowledge of basic and applied fields of Education. Different SEC, and practical courses help learners to demonstrate their comprehensive knowledge and understanding.
- **Communication Skills:** Written assignment helps learners to express their thoughts and ideas effectively and to communicate and share their ideas with others.
- **Critical thinking:** Education as a subject helps to apply critical thinking through evaluate different practices, policies through scientific approaches and empirical evidences.
- **Problem solving:** Learners try to apply their knowledge to solve different problems related to their life.
- **Analytical reasoning:** It helps learners to identify and evaluate theoretical framework of different theories by analysing and synthesising data from sources
- **Research-related skills:** Learners develop the sense of inquiry and asking questions, recognise cause-and- effect relationships, and define problems.
- **Cooperation/Team work:** Cooperative learning in classroom, group assignment on SEC courses help learners to work effectively and respectfully with groups or teams.
- **Scientific reasoning:** Learners develop the ability to analyse, interpret and draw conclusions from information, which help to develop scientific reasoning among learners.
- **Reflective thinking:** Learners must be able to apply the competencies in practical field in both self and society.
- **Information/digital literacy:** Through various assignments learners develop different skills related to digital literacy.
- **Self-directed learning:** Assignemnt, SEC activities helps learners to develop the ability to work independently.
- **Multicultural competence:** As Education a multidisciplinary subjects and the nature is culture specific. Learners must understand the multicultural perspectives of the issues related to educational processes.
- **Moral and ethical awareness/reasoning:** Education often deals with different ethical and moral issues related and thus it plays an important role in nurturing moral and ethical awareness and reasoning.
- **Leadership readiness/qualities:** Gaining in-depth knowledge of subject matter helps learners to be a good leader in their field.
- **Lifelong learning:** Learning is a life long process. It helps learners to helps in metacognition that means 'learning how to learn', which encourage learners in participating in learning activities throughout life.

2. Qualification descriptors:

- Demonstration of indepth understanding of the basic concepts of educational field .
- Nurturing intellectual capabilities to solve practical problems by using the process of problem solving.
- Development of practical skills to design.
- Exhibition of the ability to write reports.
- Development of the ability to present ideas and also team work spirits.

- Acquisition of in-depth competencies of the applied areas of Education and other allied disciplines.
- Improving critical thinking and skills facilitating the application of gained knowledge gained in the field of education.

3. Programme learning outcomes:

- The programme learning outcome is to prepare the learners to understand the historical and theoretical background of Education and to gain knowledge of Education.
- Learners will learn to use the understanding of various related fields like Philosophy, Sociology, Psychology, History etc.
- Learners will learn hands on activities to prepare tool, test, media, survey report etc.
- Learners will gain knowledge of issues from global perspectives.

❖ COURSE CODE & COURSE TITLE:

A. Core courses (CC)

1. EDU-G-CC-T-1: Educational Philosophy
2. EDU-G-CC-T-2: Educational Psychology
3. EDU-G-CC-T-3: Educational Sociology
4. EDU-G-CC-T-4: History of Education

B. Generic elective courses (GE):

1. EDU-G-GE-T-1: Philosophical and Psychological foundations of Education
2. EDU-G-GE-T-2: Historical and Sociological foundations of Education

C. Discipline specific elective courses (DSE)

1. EDU-G-DSE-T-1/2(A): Value Education
2. EDU-G-DSE-T-1/2(B): Population Education
3. EDU-G-DSE-T-1/2(C): Peace Education
4. EDU-G-DSE-T-1/2(D): Distance Education
5. EDU-G-DSE-T-3/4(A): Mental Hygiene
6. EDU-G-DSE-T-3/4(B): Comparative Education
7. EDU-G-DSE-T-3/4(C): Guidance & Counseling
8. EDU-G-DSE-T-3/4(D): Great Educators

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: English Communication

E. Skill enhancement courses (SEC)

1. EDU-G-SEC-T-1(A): Statistical Analysis
2. EDU-G-SEC-T-1(B): Achievement test
3. EDU-G-SEC-T-2(A): Tools and techniques of evaluation
4. EDU-G-SEC-T-2(B): Media used in education
5. EDU-G-SEC-T-3(A): Guidance services
6. EDU-G-SEC-T-3(B): Life skill education
7. EDU-G-SEC-T-4(A): Pedagogical knowledge
8. EDU-G-SEC-T-4(B): Yoga Education

CBCS curriculum of BA (General) in Education: Semester wise Course & Credit

distribution (6 credits=75marks, 2credits=50marks)

Semester-I							
Course code	Course Title	Nature of course	Credit of course	Class hour / week	Evaluation scheme		Total Marks
					Internal	Sem-end	
EDU-G-CC-T-1	Educational Philosophy	Core	6	6	15	60	75
	CC from another subject	Core	6	6	15	60	75
	L1-1	Generic Elective	6	6	15	60	75
AECC-1	Environmental Education	Ability enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
Semester-II							
EDU-G-CC-T-2	Educational Psychology	Core	6	6	15	60	75
	CC from another subject	Core	6	6	15	60	75
	L2-1	Generic Elective	6	6	15	60	75
AECC-2	Bengali/English communication	Ability enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
Semester-III							
EDU-G-CC-T-3	Educational Sociology	Core	6	6	15	60	75
	CC from another subject	Core	6	6	15	60	75
	L1-2	Core	6	6	15	60	75
EDU-H-SEC-T-1 (any one)	A. Statistical Analysis B. Achievement Test	Skill enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
Semester-IV							
EDU-G-CC-T-4	History of Education	Core	6	6	15	60	75
	CC from another subject	Core	6	6	15	60	75
	L2-2	Core	6	6	15	60	75
EDU-H-SEC-T-2	A. Tools and techniques of evaluation B. Uses of Media in education	Skill enhancement	2	2	10	40	50
Total	05		20	26	55	220	275
Semester-V							
EDU-G-GE-T-1	Philosophical and Psychological foundations of Education	Core	6	6	15	60	75
EDU-G-DSE-T-1 (any one)	A: Value Education B: Population Education C: Peace Education D:	Discipline specific elective	6	6	15	60	75
	One DSE from another subject	Discipline specific elective	6	6	15	60	75
EDU-G-SEC-T-3	A. Guidance services B. Life skill Education	Skill enhancement	2	2	10	40	50
Total	04		20	20	55	220	275

Semester-VI							
EDU-G-GE-T-2	Historical and Sociological foundations of Education	Core	6	6	15	60	75
EDU-H-DSE-T-2 (any one)	A: Mental hygiene B: Comparative Education C: Guidance and Counselling D: Great educators	Discipline specific elective	6	6	15	60	75
	One DSE from another subject	Discipline specific elective	6	6	15	60	75
EDU-G-SEC-T-4	A. Pedagogical knowledge B. Yoga Education	Skill enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
Grand Total	20 Courses		120		330	1320	1650

**CBCS CURRICULUM
OF
B.A IN EDUCATION
(GENERAL)**

B.A. Education (General)
SEMESTER - I
EDU-G-CC-T-1: Educational Philosophy
Core Course (Theoretical) : Credit - 6, Full Marks - 75

Course learning outcome:

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

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Realism and Humanism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore.
- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey.

Course Content :

Unit - I : Education and Educational Philosophy (Class hour-14)

- a) Meaning, nature and scope of education
- b) Individualistic and socialistic aim (meaning, characteristics and difference)
- c) Educational Philosophy :
 - Meaning and nature
 - Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit - II : Factors of Education (Class hour-20)

- a) Child : Meaning and characteristics of child centric education system
- b) Teacher :
 - Qualities and duties of a good teacher
- c) Curriculum :
 - Meaning, nature and importance
 - Co-curricular activities- Meaning, nature and importance
- d) School : Vision and functions

Unit - III : Schools of Philosophy (Class hour-24)

- a) Concept : Indian Schools of Philosophy
 - Meaning and nature
 - Classifications in Indian Schools of Philosophy
 - Importance in education
 - Sankhya and Buddhism in terms of knowledge, reality and value
- b) Concept : Western Schools of Philosophy
 - Meaning and nature
 - Importance in education

- Realism and Humanism (aims, curriculum, methods, teacher & discipline)

Unit - IV : Great Educators and their Educational Philosophy (Class Hour-20)

- Indian :
 - Swami Vivekananda
 - Rabindranath Tagore
- Western :
 - Rousseau
 - Dewey

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সমামা বুক এন্ড এডুকেশন
10. অরুণা বসুদাপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সি
11. বিভূ রঞ্জন গুহ - শিক্ষায় পদ্ধতি- ৭- মশাভা পাবলিকেশন
12. দিব্যদু ভট্টাচার্য - শিক্ষা ও দর্শন - পয়ারসন পাবলিকেশন
13. অরুণ সায়- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সমামা বুক এন্ড এডুকেশন
14. সৌদ দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- বনানী পাবলিশাস
15. বেদীন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
16. সবাব দত্ত ও সদাবকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রতিষ্ঠিত প্রকাশক
17. ডক্টর মাহর কুমার রত্নটোপাধ্যায়, ডক্টর সৈয়দ সমজো ও গুণয় পান্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতি বুক এন্ড এডুকেশন
18. প্রমোদ বসু সসনগুপ্ত ও পীরুশ কান্ত সায়- ভারতীয় দর্শন- বনানী পাবলিশাস
19. ডঃ অরুণ কুমার পাল- মহান শিক্ষাবিদ জনর কিতাব - ক্লাসিক বুকস
20. অধ্যাপক সর্গো শ রুকরবতী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের সাড়ার কিতাব- স. রুকরবতী পাবলিকেশন
21. ড. বিনায়ক র্দ ও ড. তারনী হালদার - শিক্ষার দার্শনিক পরজ্ঞা - আহলী পাবলিশাস

B.A. Education (General)
SEMESTER-II
EDU-G-CC-T-2: Educational Psychology
Core Course; Credit-6. Full Marks-75

Course Learning outcome:

After completion of this course the learners will be able to -

- Discuss 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.

Course Content:

Unit-I: Educational Psychology and Developmental aspects of human life

(Class Hour-20)

- a) Concept, Nature and Scope of Educational Psychology; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

(Class Hour-25)

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Insightful Learning
- c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, strategies for effective memorization. Forgetting-meaning and causes

Unit-III: Intelligence & Creativity

(Class Hour-20)

- a) Intelligence: Definition; Theories of Intelligence and their implications-Spearman, Thurstone.
- b) Creativity: meaning, factors, and nurturing.

Unit-IV: Personality and Individual difference

(Class Hour-25)

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type (Sheldon) and Trait (Cattell, Allport) theory, Psychoanalytical theory
- c) Individual differences –meaning and implications.

Suggested Books:

1. S. K. Mangal - Essentials of Educational Psychology - PHI Ltd.
2. J. C. Aggarwal - Essentials of Educational Psychology - Vikas publisher

3. S. K. Mangal - Advanced Educational Psychology - PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology - Vikas publisher
5. A. Woolfolk -Educational Psychology - Pearson Education
6. J. W. Santrock -Educational Psychology - Mc Gray Hill
7. E. B. Hurlock -Child Development - ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development - PHI Ltd
9. B. N. Dash & N. Dash – A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা মজাবদ্যা - সমস্যা বুক এজেন্সি
11. অরুণ স াষ - শিক্ষাশ্রয়ী মজনা বিদ্যা - এডুকেশনাল এন্টারপ্রাইস
12. ড. বেন সরকার - শিক্ষা মজাবদ্যা - আজহল পাবলিকেশন
13. পাল, ধর, দাস, বসুনাশে - পাঠদান ও শিখনর মনস্ব - রতা বুক এজেন্সি
14. কনপনা সসন বরাে, কনকা সর্ধুরী - শিক্ষার মজাববজ্ঞানক ভিত্ত - প্ৰাতিশীল পাবলিকেশন
15. গুণব কু মার র্কুবতশী - শিক্ষা মজাবজ্ঞানর রূপস্বথা - রতা বুক এজেন্সি
16. েন্ত সমজে, রুমা সদব ও বরাে লক্ষী স াষ - বিকাশ ও শিখনর মনস্ব - রতা বুক এজেন্সি

B.A. Education (Programme)
SEMESTER-III
EDU-G-CC-T-3: Educational Sociology
Core Course; Credit-6. Full Marks-75

Course Learning outcome:

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

- Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Course Content:

Unit-I: Sociology and Educational Sociology **(Class Hour-12)**

- a) Sociology: Meaning and scope.
- b) Educational sociology: Meaning, scope and importance.
- c) Relation between education and sociology.
- d) Concept of Educational sociology and sociology of education.

Unit-II: Social groups and Education **(Class Hour-26)**

- a) Social groups:
 - Meaning, nature
 - Types :
 - Primary Group: Meaning, characteristics and Educational significance
 - Secondary Group: Meaning, characteristics and Educational significance
 - Comparison between Primary Group and Secondary Group
- b) Socialization: concept, significance and Role of the family and school
- c) Social Institutions and Agencies of Education:
 - (i) Family, (ii) School, (iii) Mass media

Unit-III: Culture, Values and some social issues and Education **(Class Hour-22)**

- a) Culture:
 - Concept, nature and types (Political, Economical, Social, and Technological)
 - Importance of culture
 - Role of education in culture.
- b) Values: Concept and Role of Education in value development
- c) Social issues:
 - Unemployment: Concept, causes, role of education in eradication of unemployment.
 - Inequality: Concept, causes and role of education in eradication of Inequality.

Unit-IV: Social change and Education

(Class Hour-16)

- a) Social Change: concept, factors and education as an instrument of social change.
- b) Social Stratification: Concept and relation with Education
- c) Social Mobility: Concept and relation with Education

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education – Classique Books
2. S. S. Ravi – A Comprehensive Study of Education – PHI Private limited
3. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikash Publishing House
4. Classical theory and Modern Studies Introduction to Sociological theory – Mark Abrahamson – PHI Private limited.
5. Indian Social Problems – G.R. Madan – Vikash Publishing House
6. Social Problems in India – R. Ahuja – Rawat Publications
7. সুশীল রায় – শিক্ষাজ্ঞ ও শিক্ষা দর্শন – সমামা বুক এন্ড এডুকেশন
8. অর্শনা বদ্যাপাধ্যায় – শিক্ষা দর্শন ও শিক্ষানীতি – বি. বি. কুন্ডু এন্ড সি
9. দিব্যদু উট্টারর্শ – শিক্ষা ও সমােত্ব – পয়ারসন
10. সমানালী র্করবতী – শিক্ষার সমােত্ব ববজ্ঞানক ভিত্ত – সমামা বুক এন্ড এডুকেশন
11. অনাদকু মার মহাপাত্র – বিষয় সমােত্ব – সুরীদ পাবলিকেশন
12. শিক্ষার সমােত্বাঙ্ক ভিত্ত – ড. মাহর কু মার র্কটোপাধ্যায় ও ড. কবতা র্করবতী – রীতা পাবলিকেশন

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning outcomes:

After completion the course the learners will be able to:

- Describe the concept of Central tendency and their properties
- Explain the concept of measures of variability and their properties
- Describe the concept of co-relation and their application

Course Content:

Unit-I: Descriptive Statistics

(Class Hour-15)

- a) Organization of data: Steps of Organization of data, Tabular presentation of data.
- b) Meaning of Central Tendency- Mean and Median -their Properties, Calculation and Application.
- c) Measure of Variability- Range & SD - their Properties, Calculation and Application)
- d) Graphical Representation of data: Polygon, Histogram, Bar graph (Meaning, steps, advantages & disadvantages)

Unit-II: Relationship and Inferential Statistics

(Class Hour-10)

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Parametric and Non-Parametric Test- (only Concept and Uses)

Sessional Hands on Activities

- Construction of frequency distribution table
- Construction of Graphical representation of data.
- Calculate - Mean, Median; Range, AD, SD ; PP, PR; Co-relation.

Instruction:

- ✓ **Only theoretical examination will be held.**

Suggested Books:

- 1) S. K. Mangal – Statistics in Education and Psychology – PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences – Bharati Bhawan
- 3) H.E. Garret – Statistics in Education and Psychology – Paragon Publication
- 4) R. A. Sharma – Mental Measurement and Evaluation – Surjeet Publication
- 5) সূশীল রায় – মূল্যায়ন : নীতি ও স্কোপ – সমস্যা বুক এন্ড পাবলিকেশন
- 6) সদবাসীষ পাল এবং সদবাসীষ ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন – রীতি পাবলিকেশন
- 7) পূর্ণা আর্চার্স – শিক্ষা সঙ্ক্রমণ মূল্যায়ন ও নিরীক্ষণ – শ্রী তারা প্রকাশনী

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(B) : Achievement Test
Skill Enhancement Course; Credit-2. Full Marks- 50

Course Learning outcomes:

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

- Define Test
- Identify the Test item
- Discuss the type of Test item
- Define Achievement Test
- Explain the characteristics of Achievement Test
- State the objectives of Achievement Test
- Discuss the functions of Achievement Test
- Describe the functions of Test item
- Construct Achievement test

Course content:

Unit-I: Concept of test and test item

(Class Hour-10)

- a) Test – Concept, meaning & characteristics
- b) Test item –
 - Identification of test item
 - Types of test item (Concept, characteristics, advantage, limitation)
 - Essay type test (Extended and Restricted)
 - Objective type test (MCQ, True-False, Matching)
 - Speed test and Power test
 - Individual test and Group test

Unit-II: Concept & Different aspects of Achievement Test

(Class Hour-15)

- a) Meaning of Achievement test
- b) Characteristics of Achievement Test
- c) Objectives of Achievement Test
- d) Principles of Achievement test construction
- e) Functions of Achievement Test
- f) Steps involved in the construction of Achievement Test

Sessional Hands on Activities

Construct of an Achievement Test on the following topic-

- Educational Philosophy
- Educational Psychology
- Educational Sociology
- History of Education
- Educational Evaluation

Instruction:

- ✓ **Only theoretical examination will be held.**

Suggested Books:

- 1) S. K. Mangal – Statistics in Education and Psychology – PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences – Bharati Bhawan
- 3) H.E. Garret – Statistics in Education and Psychology – Paragon Publication
- 4) R. A. Sharma – Mental Measurement and Evaluation – Surjeet Publication
- 5) সুশীল রায় – মূল্যায়ন: নীতি ও স্কোপ – সমস্যা বুক এন্ড পাবলিকেশন
- 6) সদবাসীষ পাল এবং সদবাসীষ ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন – রীতা পাবলিকেশন
- 7) পূর্ণশঙ্কর আর্চার – শিক্ষা ক্ষেত্রে মূল্যায়ন ও নিয়ন্ত্রণ – শ্রী তারা প্রকাশনী
- 8) জয়দেব সরজখল ও সজনতাষ কুমার দত্ত – শিক্ষাব্যবস্থার ভূমিকা – বঙ্গব
ভাওয়াল পাবলিকেশন প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী – শিক্ষায় পরিমাপ ও মূল্যায়ন – প্রভাতী পাবলিকেশন

B. A. Education (General)
SEMESTER-IV
EDU-G-CC-T-4: History of Education
Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

After completion the course the learners will be able to:

- Understand the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Understand the National Policy on Education and National Education system.

Course Content:

Unit-I: Education in 19th Century in India

Class hour-17

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Ram Mohan Roy & Derozio.
- 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) Class hour-18

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

Unit-III: Education in Post-Independence India

Class hour-25

- a) University Education Commission (1948-49) -Aims and Objectives, Rural University, Examination system, Teacher Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53) -Structure of Education system, Aims and Objectives, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission (1964-66) - Structure of Education system, Aims and Objectives, Curriculum, Language Policy, Examination system and Teacher Education, Equality in Educational Opportunity.

Unit-IV: National Policy on Education

Class hour-10

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

Suggested Books:

1. B. R. Purkait- 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
8. Dr. Harisadhan Goswami- Bharatiya Shikshay Itihas (Bengali Version)
9. Bhaktibhuson Bhakta- Bharatiya Shikshay Ruprekha (Bengali Version)
10. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
11. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)
12. Sushil Roy-Bharater Shiksha O Shikshar Bharotayan (Bengali Version)

B.A. Education (General)

SEMESTER-IV

EDU-G-SEC-P-2 (A): Lesson Planning

Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

Course Content:

Unit-I: Concept of Lesson Planning

Class hour 20

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

Unit-II: Different aspects of Lesson Plan

Class hour 20

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

Practical:

Development of Lesson Plan (One).

Suggested Books:

1. Dulal Mukhopadhyay & Uday Shankar Kobiraj- Shikshabigyan Niti Padhyati O Koushol (Bengali Version)
2. Nikhil Kumar Dutta & Chaitanya Mondal- Shikshabigyan Shikshan Padhyati (Bengali Version)
3. Chaitanya Mondal- Samajpath Shikshan Padhyati (Bengali Version)

B.A. Education (General)
SEMESTER-IV
EDU-G-SEC-P-2(B): Use of Teaching
Aids Skill Enhancement Course; Credit-2.
Full Marks-50

Course Learning Outcomes:

After completion the course the learners will be able to:

- Discuss the meaning and characteristics of Teaching Aids.
- Explain the usability of Teaching Aids.
- Express the quality and limitation of Teaching Aids.
- Discuss the classification of Teaching Aids.
- Develop different Teaching Aids

Course Content:

Unit-I: Concept of Teaching Aids

Class hour 20

- a) Definition & Meaning of Teaching Aids
- b) Characteristics of Teaching Aids
- c) Utility of Teaching Aids
- d) Limitations of Teaching Aids

Unit-II: Different Types of Teaching Aids

Class hour 20

- a) Classification of Teaching Aids (Concept only)
- b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
- c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)

Practical:

Development of Teaching Aid (One)

Suggested Books:

1. Dulal Mukhopadhyay & Uday Shankar Kobiraj- Shikshabigyan Niti Padhyati O Koushol (Bengali Version)
2. Nikhil Kumar Dutta & Chaitanya Mondal- Shikshabigyan Shikshan Padhyati (Bengali Version)
3. Chaitanya Mondal- Samajpath Shikshan Padhyati (Bengali Version)

