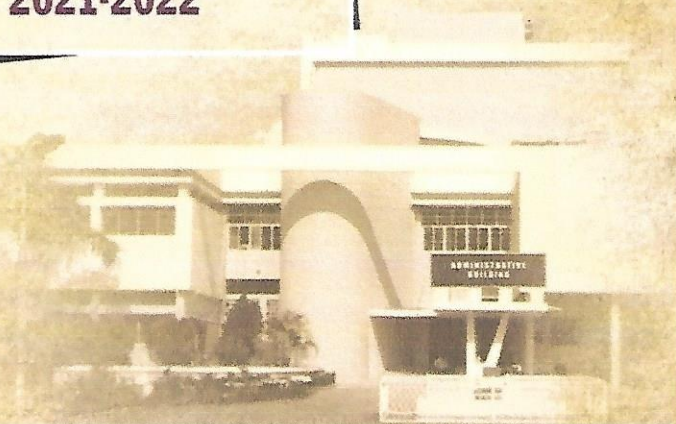




UNIVERSITY OF KALYANI

**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.
 - 2.1 **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).
 - 2.2 **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:**
 - 3.1 **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.
 - 3.2 **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		
1.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
1.B.	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 dvelop 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 the or ethical background of Education and to gain knowledge of Education.
- Learners will earn to us ethe understanding of various related fields like Philosophy, Sociology, Psychology, Histories.
- Learners will earn hand son 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 and Peace Education
2. EDU-G-DSE-T-1/2(B): Population Education
3. EDU-G-DSE-T-1/2(C): Distance Education
4. EDU-G-DSE-T-1/2(D): Teacher Education
5. EDU-G-DSE-T-3/4(A): Guidance and Counseling
6. EDU-G-DSE-T-3/4(B): Women Education
7. EDU-G-DSE-T-3/4(C): Comparative Education
8. EDU-G-DSE-T-3/4(D): Human Rights Education

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): Lesson Planning
4. EDU-G-SEC-T-2(B): Use of Teaching Aids
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=75 marks, 2 credits=50 marks)

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	Bengal/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 (anyone)	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-G-SEC-T-2	A. Lesson Planning (Practical Course) B. Use of Teaching Aids (Practical Course)	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 (anyone)	A: Value and Peace Education B:-Population Education C:-Distance Education D:Teacher Education	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 (anyone)	A: Guidance and Counseling B: Women Education C: Comparative Education D: Human Rights Education	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- সোমা বুক এজেন্সি
10. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুডু সঙ্গ
11. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃত- শোভা পাবলিকেশন
12. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও দর্শন - পিয়ারসন পাবলিকেশন
13. অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
14. গৌড় দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- ব্যানার্জি পাবলিশার্স
15. জগদীন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
16. বেবি দত্ত ও দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রগতিশীল প্রকাশক
17. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পাণ্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতা বুক এজেন্সি
18. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ- ভারতীয় দর্শন- ব্যানার্জি পাবলিশার্স
19. ডঃ অভিজিৎ কুমার পাল- মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
20. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের গোড়ার কথা- কে. চক্রবর্তী পাবলিকেশন
21. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স



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 মনোবিদ্যা - সোমা বুক এজেন্সি
11. অরুণ ঘোষ - শিক্ষাশ্রয়ী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইজ
12. ড. বিজন সরকার - শিক্ষা মনোবিদ্যা - আহেলি পাবলিকেশন
13. পাল, ধর, দাস, ব্যানার্জি - পাঠদান ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি
14. কল্পনা সেন বরাট, কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি - প্রগতিশীল পাবলিকেশন
15. প্রণব কুমার চক্রবর্তী - শিক্ষা মনোবিজ্ঞানের রূপরেখা - রিতা বুক এজেন্সি
16. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা 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 – শিক্ষাতত্ত্ব ও শিক্ষা দর্শন – সোমা বুক এজেন্সি
8. অর্চনা বন্দোপাধ্যায় – শিক্ষা দর্শন ও শিক্ষানীতি – বি. বি. কুন্ডু এন্ড সন্স
9. দিব্যেন্দু ভট্টাচার্য – শিক্ষা ও সমাজতত্ত্ব – পিয়ারসন
10. সোনালী চক্রবর্তী – শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি – সোমা বুক এজেন্সি
11. অনাদিকুমার মহাপাত্র – বিষয় সমাজতত্ত্ব – সুরীন্দ পাবলিকেশন
12. শিক্ষার সমাজতাত্ত্বিক ভিত্তি – ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী – 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) সুশীল রায় – মূল্যায়ন : নীতি ও কৌশল – সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন – রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য – শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা – শ্রী তারা প্রকাশনী



- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত – রাশিবিজ্ঞানের ভূমিকা – বিপ্লব
ভাওয়াল সিভিকিট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী – শিক্ষার পরিমাপ ও মূল্যায়ন – প্রভাতী পাবলিকেশন



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 কৌশল – সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন – রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য – শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা – শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত – রাশিবিজ্ঞানের ভূমিকা – বিপ্লব ভাওয়াল সিভিকিট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী – শিক্ষায় পরিমাপ ও মূল্যায়ন – প্রভাতী পাবলিকেশন



B.A. Education (General) Semester-IV

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.
- 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)



B.A. Education (General)

SEMESTER-V

EDU-G-GE-T-1 : Philosophical and Psychological Foundations of Education

Generic Elective Course: 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.
- 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.

Course Content:

Unit-I: Concept, Scope, Aim and factors of Education

(Class hours: 16)

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim- (Meaning, characteristics and Difference)
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.
- d) **Factors of Education:**
 - Child: Meaning and characteristics of child centric education system
 - Teacher: Qualities and duties of a good teacher
 - Curriculum: Meaning, nature, types and Importance
 - School: Meaning and Function

Unit-II: : Schools of Philosophy, Great Philosophers and their Educational Philosophy

(Class hours: 20)

- a) Concept : Indian schools of Philosophy :
 - Meaning and Nature/Concept
 - Importance in Education
 - Sankhya, Vedanta, Buddhism; Nature / in terms of knowledge, reality and value.
- b) Concept : Western schools of Philosophy:
 - Meaning and Nature/ Concept, Importance in Education
 - Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- c) Great Educators
 - Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
 - Western Philosopher: Rousseau, Dewey

Unit-III: Educational Psychology and Development

(Class hours: 20)

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of Development in human life; Physical, Social,



Unit-IV: Different aspects of Educational Psychology

(Class hours: 20)

- a) Learning:
 - Definition and characteristics of Learning, Factors influencing learning
 - Theory of learning and its implications: Classical Conditioning
- b. Intelligence: Definition and nature
- c. Transfer of Learning: Concept & Types (Positive, Negative & Zero)
- d. Motivation: Types, factors and Role of Motivation in learning
- e. Memorization: Definition, factors, Types.
- f. Forgetting: Meaning and causes
- g. Creativity: Meaning, factors
- h. Individual differences: Meaning, types and implications

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. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
10. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
11. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
12. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
13. A. Woolfolk -Educational Psychology-Pearson Education
14. J. W. Santrock -Educational Psychology-Mc Gray Hill
15. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
16. L. E. Berk - Child Development- PHI Ltd
17. B. N. Dash & N. Dash –A Test Book of Educational Psychology



B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-1/4(A): Value & Peace Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion of this course the learner will be able to:

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

Unit-I: Meaning and nature of Value and Value Education

- a. Concept, Objectives, need, characteristics and importance of Value and Value Education.
- b. Classification of values as proposed by NCERT
- c. Value education at different stages – - Primary - Secondary - Higher education.

Unit- II: Inculcate Values and Value Education

- a. Values enshrined in Indian constitution
- b. Value Education through Co-Curricular Activities.
- c. Role of teacher and family in imparting Value Education

Unit- III: Concept of Peace and Peace Education

- a. Concept, need and characteristics of Peace and Peace Education
- b. Curricular contents of peace education at different levels – Primary, Secondary and Higher Education with reference to Tagore and Aurobindo.
- c. Relevance of peace education in national and international context

Unit- IV: Challenges of Peace education and Role of Different Organisations

- a. Various challenges of peace education
- b. Role of national and international organizations for promoting Peace Education-
 - International Institute for Peace(IIP),
 - UNESCO,
 - International Peace Bureau (IBP),
 - UNO
 - UNICEF,
 - Global Peace Foundation(GPF),
 - Mahatma Gandhi Institute of Education for Peace and Sustainable Development



Suggested Books

- Krishnamurti, J. Education and the Significance of Life
- Kumar, K. Learning from Conflict.
- Kumar, K. Battle for Peace.
- NCERT. Ways to Peace
- UNESCO. Learning the Way of Peace: Teacher's Guide.
- Diwahar, R. R., & Agarwal, M. (Ed).(1984). Peace education. New Delhi: Gandhi Marg.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*.New Delhi: Shipra Publications
- Agarwal, J.C.(2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997).*Value education: Changing Perspective*.New Delhi:Krishna Publishers Distribution.
- Chitakra,M.G. (2007).*Education and Human Values*. New Delhi APH Publishing Corporation.
- Mishra, L (2009). *Peace education-Framework for teachers*.New Delhi: APH Publishing Corporation.
- Panda. P.K.(2017). *Value Education*.Guwahati: Nivedita Book Distributors.
- Rajput,J.S.(2002).*Human Values in School Education*. New Delhi: Anmol Publication.
- Singh,S.P. (2011).*Education for World Peace*. New Delhi: Discovery Publishing House.
- Suryanarayana.N.V.S.(2017). *Education and Human Value*.Guwahati: Nivedita Book Distributors.



B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-2/4(B): Population Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies.

Unit-I: Meaning and Concept of Population Education

- a. Meaning & Concept of Population Education
- b. Scope & objectives of Population Education.

Unit-II: Historical Development of Population Education

- a. Historical development of Population Education and education programme in India.
- b. Some major thrust areas of population education-
- c. Family planning
- d. Adolescent education.

Unit-III: Population Growth and Problems in India

- a. Definition of population growth.
- b. Factors influencing population growth- fertility, mortality, and migration.
- c. Causes of rapid population growth
- d. Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

- a. Curriculum of Population education at different stages.
- b. Role of population policy in India.
- c. Role of Teacher in making awareness of population explosion.
- d. Community sensitization programme of early marriage and child labour etc.

Suggested Books

- Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, Vikas Marg, Shakarpur, Delhi-110092.
- Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
- Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
- Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
- Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
- Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.



B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-3/4(C): Distance Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completing of the course the students will be able to-

- Explain the meaning, characteristics, objectives, merits & demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education

- a. Growth and development of Distance Education in India
- b. Meaning and definition of Distance Education.
- c. Characteristics and objectives of Distance Education.
- d. Merits and limitations of Distance Education.

Unit II: Strategies of Distance Education

- a. Mode and strategies of Distance Education.
- b. Relationship among Non-formal, Correspondence, Distance and Open Education.
- c. Agencies of open and distance education

Unit III: Status of Open and Distance Education In India

- a. Present state of Distance and Open Education in India.
- b. Role of multi-media in Distance and Open Education.
- c. SWAYAM & MOOC

Unit IV: Problems and remedies of Distance and Open Education in India

- a. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
- b. Problems of Distance and Open Education in India.
- c. Measures for strengthening Distance and Open Education in India.

Suggested Books:

- S.S. Ravi – A Comprehensive Study of Education
- R.P. Pathak – Development and Problems of Indian Education
- B.K. Nayak – Modern Trends and Issues in Education of India
- দুলাল মুখাপাখ্যার, বিজ্ঞানসরকার, তারিণী হালদার এবং অভিজিৎকুমারপাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- তারিণী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
- তারিণী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা



B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-4/4(D): TEACHER EDUCATION IN INDIA

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teacher

Unit- I: Conceptual Framework and Historical Perspectives of Teacher Education in India

- a. Teacher Education-Concept, scope and aims and objectives
- b. Need and Significance of Teacher Education in 21st Century
- c. Types of Teacher Education-Pre-service and In-service
- d. Development of Teacher Education in India
- e. Shifting focus from Teacher Training to Teacher Education

Unit- II: Structure and Organizations of Teacher Education in India

- a. Basic Training Centre (BTC)
- b. District Institute for Education and Training (DIET)
- c. State Council for Educational Research and Training (SCERT)
- d. National Council for Educational Research and Training (NCERT)
- e. National Council for Teacher Education (NCTE)
- f. National University of Educational Training and Administration (NUEPA)
- g. Regional Colleges of Education

Unit- III: Status of Teacher Education in India: Trends, Issues and Challenges

- a. Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)
- b. National Curriculum Framework for Teacher Education (NCFTE), 2009
- c. NCTE Regulations, 2014
- d. Present problems of Teacher Education in India and their solution
- e. Quality Assurance in Teacher Education and its challenges

Unit- IV: Quality, Responsibility and Professional Ethics of Teachers

- a. Qualities and responsibilities of a teacher
- b. Teacher as a Facilitator, Counselor and Practitioner-Researcher
- c. Role expectations of Teachers in twenty first century
- d. Professional ethics and accountability of teachers

Suggested Books:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(A): Guidance Services
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Identify different guidance services
- Discuss the meaning and importance of guidance services
- Organize guidance services in school level

Unit-I: Guidance services:

- Meaning, nature, and importance of the following guidance services: Individual Inventory Services, Testing Services, Counseling Services, Information Service, Placement Service, Follow up Service

Unit-II: Organizing guidance services at educational institution:

- Pre-requisites for organizing guidance services
- Organizing guidance services at school and college level
- Role of teachers in organizing guidance services.

Suggested Books:

- Anne Anastasi & Susana Urbina – Psychological Testing
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- A. Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology
- University of Kalyani CBCS Curriculum of B.A. in Education (Honours/General) effective from 2018-19



B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(B): Life skill Education
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Describe the meaning of life skill education, its nature and scope.
- Describe effective communication, its functions, model and barriers.
- Explain interpersonal relationship, its definition and factors affecting relationships.
- Explain meaning, nature, stages of creative and critical thinking.
- Describe the concept of problem solving, its steps and factors influencing problem solving.
- Discuss the concept of coping with emotions its characteristics, types and coping strategies.
- Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.

Unit I: Introduction to life skill education

- Life Skills: Concept, core life skills and their applications.
- Life Skill education: concept, nature and scope, Distinction between Life Skill Education and Sex Education.
- Social skill, Negotiation Skill, Thinking Skill and Problem Solving Skill

Unit II: Strategies for life skill Education

- Coping with Emotions: Definition, Characteristics, Types, Coping Strategies
- Coping with Stress: Definition, Stressors, Sources of Stress, Coping Strategies

Suggested Reading:

1. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, (2nd Edn.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*, Open University Press, New York, USA
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
4. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
5. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Stella Cottrell, (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan Ltd., New York.



B.A. Education (GENERAL)

SEMESTER-VI

EDU -G-GE-T-4: Historical and Sociological Foundations of Education
Generic Elective Course; Credit 6, Full Marks 75

Course Objective:

After completion of the course the learners will able to;

- Explain the development of education in India in historical perspectives.
- Discuss the contribution of education commission in post independent India.
- Explain the National policy on Education and National Education systems.
- Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,
- Define Social Groups, Socialization and Social institution and Agencies of Education.
- Explain the concept of Social Stratification, Mobility and Role of education in it

Unit I; Education in 19th and 20th Century in India

(Class hours:20)

- a. Charter Art of 1813 and its educational significance
- b. Macaulay Minuets 1835 and its educational significance
- c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e. National Education Movement: Concept, characteristics & its Impacts in Education
- f. Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education.

Unit II: Education in post-independence India and National policy on Education

(Class hours: 20)

- a. University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education
- b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity.
- d. National Policy on Education 1986 : Main features
- e. National Policy Education 2020 : Main features

Unit III: Educational sociology

(Class hours: 15)

- a. Meaning, Nature and Scope of Educational Sociology
- b. Relation between Education and Sociology
- c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education
- d. Social Institutions and Agencies of Education: Family, School.

Unit IV: Some Sociological concept and Education

(Class hours: 20)

- a. Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance
- b. Culture: Concept, Characteristics, relation between education and culture
- c. Education and Social Stratification: Definition and characteristics, role of education in Social Stratification
- d. Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.



Suggested Books:

1. Y.K. Sharma – Sociological Philosophy of Education- Kanishka Publishers Distributors
2. S.S. Ravi -A comprehensive study of Education-PHI
3. J.C. Aggarwal-Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R. Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C. Aggarwal-Landmark in the History of Modern Indian Education –Shipra Publications
6. J.P.Banerjee -Education in India; Past, Present, and Future
7. B.K. Nayak – History of Education in India-Raj Publications
8. B.N. Dash History of Education in India- Dominant Publishers & Distribute



B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-1/4 (A): Guidance & 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.
- Discuss the concept, nature, scope, types & importance of Counselling.
- Discuss different tools and techniques used in Guidance & Counselling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counselling for diverse learner

Unit-I: Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational guidance in schools: Meaning, need, importance ,Characteristics, Purpose & Functions.
 - ii) Vocational guidance: Meaning, Need, importance, purpose, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Types of Counselling-
 - a. Directive: Meaning, Characteristics, Purpose & Functions.
 - b. Non-directive: Meaning, Characteristics, Purpose & Functions.
 - c. Eclectic: Meaning, Characteristics, Purpose & Functions.
- c) Steps of Counselling; Characteristics of good Counselor.

Unit-III: Tools and Techniques of Guidance and Counselling

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

Unit-IV: Guidance and Counseling for Diverse Learners

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners
- c) Need of Counseling for diverse learner
- d) Guidance for CWSN , School Guidance Clinic

Suggested readings:

- a. Sharma, A.R.-Guidance and Counselling.
- b. Gibson- Guidance and Counselling.
- c. NCERT- Guidance and Counselling
- d. Chauhan, S.S.- Principles and Techniques of Guidance
- e. Guidance and counseling in college and university - S K.Kochar
- f. Milner, P.- Counselling in Education
- g. Rao, S. N.-Counselling in Guidance

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-2/4(B): WOMEN EDUCATION
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Unit- I: Status and role of women

- a. Women in ancient and medieval India
- b. Changing role of Women in India
- c. Women's health and related issues
- d. Role of women in family , school and society
- e. Women's role in social and environmental movement

Unit- II: Constitutional provisions and Rights of women

- a. Constitutional Provision for equality of Women (Educational and Legal Provisions)
- b. National Policy on Education (1986) on women education
- c. National Council for Women Education
- d. Property Right
- e. National Policy for Empowerment of Women, 2001

Unit- III: Gender inequalities in School and society

- a. Family attitude
- b. Gender bias in Textbook
- c. Curricular Choices
- d. Teachers' attitude
- e. Classroom Interaction
- f. Peer Culture
- g. Gender inequality in workplace

Unit- IV: Women Empowerment

- a. Concept of women empowerment, importance
- b. Types of women empowerment- Economic, political, Educational , legal
- c. Women entrepreneurship
- d. Barriers of women empowerment
- e. Role of education in women empowerment

Suggestive reading:

- *Women's Education in India*, J. C. Aggarwal
- *Educational Journals Since Independence*, J. C. Aggarwal
- *Women's Education and Development*, Edited by Jandhyala R.G. Tilak



B.A. Education (General)

SEMESTER-VI

EDU-G-DSE-T-3/4(C): Comparative Education

Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

- a. Meaning, nature, scope and importance of Comparative Education.
- b. Methods of Comparative Education:
 - Philosophical Method
 - Historical Method
 - Sociological Method
 - Psychological Method
 - Scientific Method

Unit- II: Factors of Comparative Education:

- a. Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b. Spiritual Factors: Religious and Philosophical Factors.
- c. Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit- III: Universalization of Elementary Education in UK & USA

- a. In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Unit- IV: Universalization of Secondary Education in UK & USA

- a. In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

Suggested Books:

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education
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B.A. Education (General)

SEMESTER-VI

EDU-G-DSE-T-4/4 (D): HUMAN RIGHTS EDUCATION Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, and curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

Unit- I: Basic Concept of Human Rights

- a. Concept, objectives, Nature and Scope of Human Rights
- b. Needs and Significance of Human Rights Education in India.
- c. Human Rights Education at Different levels:
 - Elementary level
 - Secondary level
 - Higher level.
- d. Methods and Activities of Teaching Human Rights
- e. Curriculum of Human Rights Education

Unit- II: United Nations and Human rights

- a. Universal Declaration of Human Rights (1948) by UN
- b. UN and Promotion and Protection of Human Rights
- c. Human Rights and Indian Constitution
 - Fundamental Rights similar to the UN
 - Human Rights in Constitution of India

Unit- III: Human Rights – Enforcement Mechanism in India

- a. Human Rights Act – 1993
- b. Human Rights Commission – role and objectives
- c. Judicial organs – Role of Supreme Court and High court in India
- d. Commission of Women and Children in India

Unit- IV: Role of Advocacy Groups for Promotion of Human Rights

- a. Role of Global Agencies: UN, UNESCO, Vienna Declaration
- b. Role of Government and Non-Governmental Organizations;
- c. Role of educational institutions
- d. Role of press and mass media

Suggested books:

- Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.



B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(A) : Pedagogical Knowledge
Skill Enhancement Course; Credit-2. Full Marks-50

Course objectives:

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

- State the meaning, definition, need and scope of Pedagogy
- Explain the difference between Pedagogy & Andragogy
- Describe the aims and objectives of different discipline such as- Language, Social Science, Science & Mathematics.
- Discuss different Pedagogical approaches

Unit-I: Meaning and Nature of Pedagogy

- a) Meaning, definition, characteristics & need of Pedagogy.
- b) Scope of Pedagogy.
- c) Difference between Pedagogy & Andragogy
- d) Aims and Objectives of following disciplines at Secondary Level:
 - Language
 - Social Science
 - Science
 - Mathematics

Unit-II: Pedagogical Approaches

- a) Lecture Method
- b) Heuristic Method
- c) Project Method
- d) Demonstration Method
- e) Laboratory Method
- f) Collaborative Method

Suggested books:

1. Dr. S. K. Bhata and Dr .soniajindal - A text book of curriculum .
2. Rampal Sing and Dharmendra Kumar --Pedagogy of school subject economics.
3. Sashiprobha Sharma ---Teacher education: principles, theories and practices.
- 4.J.C .Aggarwal - Essentials of Educational Technology.

B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(B): Yoga Education
Skill Enhancement Course; Credit-2. Full Marks-50

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, and nature of Yoga Education
- b) Types and aims of Yoga Education
- c) Role of teachers in implementing Yoga Education

Unit-II: Yoga and Health

- a) Need of Yoga for good health
- b) Yogic concept of healthy life style
- c) Yoga for reduction of stress

Practical: Practical Asanas and Pranayam

Suggested Readings:

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