



NEW CURRICULUM & CREDIT FRAMEWORK FOR UG Programme in Education as per NEP-2020

(Honours with Research or Honours)

(w.e.f. 2023)



BANKURA UNIVERSITY

BANKURA

WEST BENGAL

PIN 722155



The Curriculum consists of **Major Course (MJC)**, **Minor Course (MN)**, **Multidisciplinary Course (MDC)**, **Ability Enhancement Course (AEC)**, **Skill Enhancement Course (SEC)**, and **Common Value-Added Course (VAC)**. Each course is of 50 marks [10 marks for Internal and 40 marks for End-Semester Examination (ESE)]. TH. Stands for Lecture (Theory) Hours and PR. Stands for Practical Hours. 1 Credit = 1 Theory period of one-hour duration, and 1 credits = 1 Practical period of two-hour duration.

In case of Skill Enhancement Course (SEC) ESE (40 Marks) is distributed into two parts i.e., Theory (25 Marks) and Practical (15 Marks). The Practical part of SEC-1, the **Project Work** is evaluated by the Internal Examiner(s) but in the case of SEC-2 (40 Marks: 30 Marks for Notebook and 10 Marks for Viva), “**The Construction of Unit Test**” is evaluated by the Internal Examiner(s) and the External Expert. For **Project Work** Students have to submit a written project paper with mentioning the following points: Introduction, Title of the Project, Objectives, Material Needed, Procedure, Reporting of Work and Implications of the Project.

Question Pattern for 40 Marks ESE: 5 Questions out of 8 of 2 Marks; 4 Questions out of 6 of 5 Marks and 1 Question out of 2 of 10 Marks (**5X2; 4X5; & 1X10**). **Question Pattern for SEC-1 (25 Marks):** 5 Questions out of 8 of 2 Marks; 3 Questions out of 5 of 5 Marks (**5X2 and 3X5**).

***Programme Outcome
of
New Curriculum & Credit Framework for UG Programme in Education***

**Programme
Outcome Nos**
PO: 1

Programme Outcome

Thinking Skills: Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

PO: 2

Theoretical understanding of Concepts: Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

PO: 3

Effectual Communication: Students demonstrate their communicational skills through paper presentations on subject. They also gain practical knowledge over ICT.

PO: 4

Critical Evaluation: Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of



western and eastern educators and national leaders. They also demonstrate their critical thinking through comparing features of the system of education in Developed countries with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

- PO: 5 **Socio-Cultural-political Awareness:** The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies
- PO: 6 **National and International Perspectives:** Developing concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.
- PO: 7 **Inclusive Practice:** Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students, interact with the members of the society.
- PO: 8 **Inculcating Values and Ethics:** Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution
- PO: 9 **Acquaintance with Contemporary Issues:** Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education, Unemployment, Poverty, National Disintegration and Population explosion.
- PO: 10 **Indian Knowledge and Sustainability Issues:** Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.



CURRICULUM FOR EDUCATION

Semester I

| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
|----------------------------|---|-------------------------|-------|--|-------|--------------|-----|
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/101/MJC-1 | Principles of Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/102/MN-1 | Principles of Education (From any allied discipline other than Education) | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/103/MDC-1 | Society and Education | 3 | 10 | 40 | 50 | 3 | 0 |
| A/EDN/104/SEC-1 (TH+PR) | Socially Useful Productive Work (SUPW) | 3 (2 TH +1 PR) | 10 | 40 (TH:25+ PR:15) Evaluated by Internal Examiners | 50 | 2 | 2 |
| ACS/105/AEC-1 | Compulsory English: Literature and Communication | 2 | 10 | 40 | 50 | 2 | 0 |
| ACS/106/VAC-1 | Environmental Studies | 4 | 10 | 40 | 50 | 4 | 0 |
| Total in Semester I | | 20 | 60 | 240 | 300 | 19 | 2 |

Semester II

| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
|-------------------------|---|--------------------|-------|--|-------|--------------|-----|
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/201/MJC-2 | Philosophical Foundations of Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/202/MN-2 | Philosophical Foundations of Education (From any allied discipline other than Education) | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/203/MDC-2 | Women Education | 3 | 10 | 40 | 50 | 3 | 0 |
| A/EDN/204/SEC-2 (PR) | Construction of Unit Test | 3 (1TH +2PR) | 10 | 40 Evaluated by Internal and External Examiner (s) (30 Notebook +10 Viva) | 50 | 1 | 4 |
| ACS/205/AEC-2 | MIL-1 | 2 | 10 | 40 | 50 | 2 | 0 |



| ACS/206/VAC-2 (a or b or c or d or e) | a. Understanding India OR b. Basics of Indian Constitution OR c. Health and wellness OR d. Historical Tourism in West Bengal OR e. Arts and Crafts of Bengal | 4 | 10 | 40 | 50 | 4 | 0 |
|--|--|--------|-------|------------------|-------|--------------|-----|
| Total in Semester II | | 20 | 60 | 240 | 300 | 18 | 4 |
| Semester III | | | | | | | |
| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/301/MJC-3 | Sociological Foundations of Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/302/MJC-4 | Education in Pre-Independent India | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/303/MN-3 | Introduction to Educational Sociology (From any allied discipline other than Education) | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/304/MDC-3 | Environmental Education | 3 | 10 | 40 | 50 | 3 | 0 |
| ACS/305/AEC-3 | MIL-2 Bengali, Sanskrit, Santali | 2 | 10 | 40 | 50 | 2 | 0 |
| A/EDN/306/SEC-3 (A or B) | A. Computer Application in Education | 3 | 10 | 40 (10+20+10) | 50 | 0 | 6 |
| | B. Presentation of Term Paper with Power Point | | | | | | |
| Total in Semester III | | 20 | 60 | 240 | 300 | 17 | 6 |
| Semester IV | | | | | | | |
| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/401/MJC-5 | Psychological Foundations of Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/402/MJC-6 | Psychology of Teaching and Instruction | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/403/MJC-7 | Education in Post-Independent India | 4 | 10 | 40 | 50 | 4 | 0 |



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|----------------------|--|----|----|-----|-----|----|---|
| A/EDN/404/MJC-8 | Modern Trends in Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/405/MN-4 | Introduction to Educational Psychology (<i>From any allied discipline other than Education</i>) | 4 | 10 | 40 | 50 | 4 | 0 |
| ACS/406/AEC-4 | Compulsory English: Literature, Language and Communication | 2 | 10 | 40 | 50 | 2 | 0 |
| Total in Semester IV | | 22 | 60 | 240 | 300 | 22 | 0 |

| Semester V | | | | | | | |
|---------------------------------|--|--------|-------|-----|-------|--------------|-----|
| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/501/MJC-9 | Measurement and Evaluation in Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/502/MJC-10 | Educational Technology | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/503/MJC-11 | Great Educators | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/504/ MJC-12 | Inclusive Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/505/MN-5 | Introduction to Educational Technology (<i>From any allied discipline other than Education</i>) | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/506/ Summer Internship | Community Engagement (Project Work related to local Art, Handicraft, Culture, Language etc.) | 2 | NA | 50 | 50 | 0 | 4 |
| | | 22 | 50 | 250 | 300 | 20 | 4 |



| Semester VI | | | | | | | |
|------------------|--|--------|-------|-----|-------|--------------|-----|
| Course Code | Course Title | Credit | Marks | | | No. of Hours | |
| | | | I.A. | ESE | TOTAL | TH. | PR. |
| A/EDN/601/MJC-13 | Statistics in Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/602/MJC-14 | Educational Planning, Administration and Management | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/603/MJC-15 | Methodology of Research in Education | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/604/MJC-16 | Mental Health and Hygiene | 4 | 10 | 40 | 50 | 4 | 0 |
| A/EDN/605/MN-6 | Introduction to Educational Statistics (<i>From any allied discipline other than Education</i>) | 4 | 10 | 40 | 50 | 4 | 0 |
| | Total in Semester VII | 20 | 50 | 200 | 250 | 20 | 0 |



SEMESTER-I

Course Title: Principles of Education

Course Code: A/EDN/101/MJC-1

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To develop understanding the meaning, nature, scope and aims of education.
2. To acquainted with different factors of education and their interrelationships.
3. To acquainted with the different types of agencies involved in education.
4. To briefly acquainted with the concept of child-Centricism and play-way in education
5. To acquaint with different forms of education and their role in education.

Course Outcomes:

After completion the course the learners will be able to:

1. Understand the meaning, nature, scope and aims of education.
2. Explain the factors of education and their interrelationships.
3. Describe different types of agencies involved in education that influence education.
4. Be acquainted with the concept of child-Centricism and play-way in education.
5. Explain different forms of education and their role in education.

Course Contents:

UNIT-I: Concept, Scope, and Aims of Education:

[15 Hours]

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

UNIT-II: Factors of Education:

[15 Hours]

- 1) The Child – influence of heredity and environment on the learner.
- 2) The Teacher - qualities and responsibilities.
- 3) The Curriculum - concept, types and Co-curricular activities.
- 4) Educational Institutions: Types and role of educational institutions

UNIT III- Forms and Agencies of Education

[15 Hours]

1. Forms of Education: informal, formal, non-formal and their interrelation



2. Agencies of education: Home, school, state, religious institutions, mass media- Television, radio, cinema, newspaper, and Internet (Wikis, Blogs, Social Networking Sites).

UNIT –IV: Child-Centricism and Play-Way in Education: [15 Hours]

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.

Suggested Books:

1. A. S. Seetharamu- Philosophies of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. S. S. Chandra & Rajendra. K. Sharma- Principles of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. সুশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
7. ড. দেবশিস পাল, ড.রাজীব লোচন মহাপাত্র, প্রণয় পাণ্ডে- শিক্ষানীতি
8. ড: নূরুল ইসলাম- শিক্ষার দার্শনিক ভিত্তি

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-I

Course Title: Principles of Education

Course Code: A/EDN/102/MN-1

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To develop understanding the meaning, nature, scope and aims of education.
2. To acquainted with different factors of education and their interrelationships.
3. To acquainted with the different types of agencies involved in education.
4. To briefly acquainted with the concept of child-Centricism and play-way in education
5. To acquaint with different forms of education and their role in education.

Course Outcomes:

After completion the course the learners will be able to:

1. Understand the meaning, nature, scope and aims of education.
2. Explain the factors of education and their interrelationships.
3. Describe different types of agencies involved in education that influence education.
4. Be acquainted with the concept of child-Centricism and play-way in education.
5. Explain different forms of education and their role in education.

Course Contents:

UNIT-I: Concept, Scope, and Aim of Education:

[15 Hours]

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

UNIT-II: Factors of Education:

[15 Hours]

- 1) The Child – influence of heredity and environment on the learner.
- 2) The Teacher - qualities and responsibilities.
- 3) The Curriculum - concept, types and Co-curricular activities.
- 4) Educational Institutions: Types and role of educational institutions

UNIT III- Forms and Agencies of Education

[15 Hours]

- 1) Forms of Education: informal, formal, non-formal and their interrelation



- 2) Agencies of education: Home, school, state, religious institutions, mass media- Television, radio, cinema, newspaper, and Internet (Wikis, Blogs, Social Networking Sites).

UNIT –IV: Child-Centricism and Play-Way in Education: [15 Hours]

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.

Suggested Books:

1. A. S. Seetharamu- Philosophies of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. S. S. Chandra & Rajendra. K. Sharma- Principles of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
7. ড. দেবশিস পাল, ড.রাজীব লোচন মহাপাত্র, প্রণয় পাণ্ডে - শিক্ষানীতি
8. ড: নূরুল ইসলাম - শিক্ষার দার্শনিক ভিত্তি

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

| |
|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-I

Course Title: Society and Education

Course Code: A/EDN/103/MDC-1

Contact Hours per week: 3

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To develop the concept of the meaning of sociology and Education among the students and realize its pertinence to education.
2. To develop the concept the concept of different social factors that influence education.
3. To develop the awareness about the social groups and its influences in education.
4. To develop the concept about the processes of social change and their impact on education.
5. To develop the knowledge and awareness about different contemporary social issues.

Course Outcomes:

After completion the course the learners will be able:

1. To understand the meaning, nature and scope of society and Education.
2. To discuss the different societal factors and agencies of education.
3. To discuss social groups and societal changes.
4. To explain different contemporary social issues.

Course Contents:

UNIT-I: Society and Education

[15 Hours]

- 1) Meaning, nature and scope of society and education
- 2) Relationship between Education and Sociology

UNIT-II: Societal Factors and Agencies of Education

[15 Hours]

- 1) Societal Factors: Population, Location, Religion, Class, Culture, Technology, Economy
- 2) Agencies of Education: Educational Institution, Home, State, Club and Mass Media

UNIT-III: Social Groups and Societal Changes

[15 Hours]

- 1) Social Groups: Primary, Secondary and Tertiary
- 2) Societal Changes: Sankritization, Westernization, Modernization and Globalization

**UNIT-IV: Education and Contemporary Social Issues****[15 Hours]**

- 1) Poverty
- 2) Unemployment
- 3) National Disintegration
- 4) Population Explosion
- 5) Politics

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education.
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন
5. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষা নীতি
6. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালি চক্রবর্তী - শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
8. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
10. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজবিজ্ঞান।
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান।
12. পরিমল ভূষণ কর - সমাজতত্ত্ব

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

| |
|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks |
| 5 marks X 4 no. of questions (Out of 6)= 20 marks |
| 10 marks X 1 no. of questions (Out of 2)= 10 marks |

Total = 40 marks



SEMESTER-I

Course Title: Socially Useful Productive Work (SUPW)

Course Code: A/EDN/104/SEC-1

Contact Hours per week: 4

Maximum Marks: 50

Internal: 10

Examination Duration: 2 hours

ESE: 40 (25 TH +15 PR)

Course Objectives:

1. To develop the concept needs and importance of plantation, causes of deforestation and its adverse effects.
2. To develop the concept importance of trees and the effect of de-forestation on ecosystems.
3. To develop the awareness about the social groups and its influences in education.
4. To develop the key concept of Waste management
5. To develop the concept, types and importance of Teaching aids and the effect of using Teaching aids in teaching.
6. To develop the ability to prepare teaching-learning material using low and no cost materials

Course Outcomes:

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

- 1) Understand the meaning, needs and importance of plantation, causes of deforestation and its adverse effects.
- 2) Understand the importance of trees and the effect of de-forestation on ecosystems.
- 3) Understand and identify the key concept of Waste management.
- 4) Create a clean and green environment for achieving the mission of Swachh Bharat
- 5) Understand the concept, types and importance of Teaching aids and the effect of using Teaching aids in teaching.
- 6) Prepare teaching-learning material using low and no cost materials.

Course Contents:

UNIT-I: Plantation and De-forestation

[20 Hours= 10 Hours TH + 10Hours PR]

1. Meaning and Concept of Plantation
2. Needs of Plantation in the 21st Century era in India and worldwide.
3. Meaning and causes of Deforestation. Impact of deforestation on eco-system, wildlife, weather pattern and climate change
4. Field Work- Planting and nurturing of trees on the college campus throughout the U.G. Course

UNIT-II: Waste-Management

[20 Hours= 10 Hours TH + 10Hours PR]

1. Waste- Meaning, Concept of Solid Waste, Hazardous waste, Bio- medical Wastes and e-waste
2. Waste Management- Concept, Procedure and effective waste management by using suitable technologies.



3. Outreach Program: Students must Inspect the waste management arrangements adopted in their own Panchayat/Municipality area and prepare a report regarding the steps taken with necessary recommendations.

UNIT –III: Teaching Aids**[20 Hours= 10 Hours TH + 10Hours PR]**

1. Teaching materials & Teaching Aids- Meaning, Concepts, Components, types and importance
2. Practical Lesson: Students will prepare a TLM using scrap materials and low-cost materials for any subject taught in secondary schools under WBBSE.

Suggested Books:

1. Judy Bieber - Plantation Societies in the Era of European Expansion
2. Bianca C. Williams, Dian D. Squire, Frank A. Tuitt - “Plantation Politics and Campus Rebellions”
3. Gunjan Mukherjee, Sunny Dhiman - “Waste Management: Opportunities and Challenges for Sustainable Development”
4. Peter Blatchford, Anthony Russell - “Rethinking Class Size: The complex story of impact on teaching and learning”
5. J.C. Aggarwal - “Principles, Methods & Techniques of Teaching”
6. Sajal Bhatta and Suresh Pathare - “Social Work Education and Practice Engagement”
7. G. S Sehgal & L. P Singh - “Work Experience for Elementary and Nursery Teachers' training Programmes”
8. “বৃক্ষরোপণ বৃক্ষছেদনের পরিবেশ প্রদূষণ ব্যাধি ও তার প্রতিবাদকরা” - ড. শশতি শেখর চট্টোপাধ্যায়। প্রকাশনা: পথিক পাবলিকেশন্স
9. “বৃক্ষরোপণ ও পরিরক্ষণ: প্রাকৃতিক সম্পদ সংরক্ষণ” - মোঃ আতিকুর রহমান। প্রকাশনা: প্রবাহ প্রকাশন
10. “বজ্র ব্যবস্থাপনা: সমস্যা ও সম্ভাবনা” - জাহিদুর রহমান। প্রকাশনা: প্রথমা প্রকাশনা
11. “পরিবেশ বজ্র ব্যবস্থাপনা” - শরিফ মহম্মদুর রহমান। প্রকাশনা : অগ্রগ্রন্থ প্রকাশনা।
12. “প্রযুক্তি ও কাজের শিক্ষা” - Sajal Mukhopadhyay
13. “কর্মশিক্ষা শিক্ষণ পদ্ধতি বিষয় ও প্রকল্প” - কৌশিক চট্টোপাধ্যায় এবং অরুন কুমার প্রামানিক
14. পরিবেশ শিক্ষা - রাজিব সরকার ও ডালিয়া সরকার, রীতা পাবলিকেশন

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE): 40 Marks (25 TH +15 PR)

In the case of Theory, students must have to complete all the three units but in the case practical applications they have to attend anyone from the above. (Evaluated by Internal Examiners.)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 3 no. of questions (Out of 5)= 15 marks <hr/> Total = 25 marks |
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SEMESTER-I

Course Title: Compulsory English: Literature and Communication

Course Code: ACS/105/AEC-1

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

To be provided by the respective department



SEMESTER-I

Course Title: Environmental Studies

Course Code: ACS/106/VAC-1

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

To be provided by the respective department



SEMESTER-II

Course Title: Philosophical Foundations of Education

Course Code: A/EDN/201/MJC-2

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

1. To develop the meaning, concept and relationship of philosophy and education
2. To develop the meaning and scope of educational philosophy.
3. To develop the awareness about the different branches of philosophy.
4. To develop the knowledge, reality and value of different Indian schools of philosophy
5. To develop the understanding about educational view of different Western schools of philosophy.
6. To develop concept of Democracy, Socialism and Secularism and their educational implications.

Course Outcomes:

After completion the course the learners will be able to:

1. Understand the meaning, concept and relationship of philosophy and education
2. Discuss the meaning and scope of educational philosophy.
3. Understand regarding the different branches of philosophy.
4. Describe the knowledge, reality and value of different Indian schools of philosophy
5. Discuss the educational view of different Western schools of philosophy
6. Explain the concept of Democracy, Socialism and Secularism and their educational implications.

Course Contents:

Unit-I: Philosophy and Education

[16 Hours]

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

Unit- II: Western Schools of Philosophy

[12 Hours]

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

Unit- III: Indian Schools of Philosophy

[20 Hours]

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaisheshika and Vedanta in terms of knowledge, reality, values and their Educational implications.

**Unit- IV: National Values****[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications

Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন
7. ড. শিক্ষানীতি ও শিক্ষাদর্শন - অর্চনা বন্দ্যোপাধ্যায় .
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন
12. শিক্ষা দর্শনে রূপরেখ - ড: অভিজিৎ কুমার পাল
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষা

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

Total = 40 marks



SEMESTER-II

Course Title: Philosophical Foundations of Education

Course Code: A/EDN/202/MN-2

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

1. To develop the meaning, concept and relationship of philosophy and education
2. To develop the meaning and scope of educational philosophy.
3. To develop the awareness about the different branches of philosophy.
4. To develop the knowledge, reality and value of different Indian schools of philosophy
5. To develop the understanding about educational view of different Western schools of philosophy.
6. To develop concept of Democracy, Socialism and Secularism and their educational implications.

Course Outcomes:

After completion the course the learners will be able to:

- 1) Understand the meaning, concept and relationship of philosophy and education
- 2) Discuss the meaning and scope of educational philosophy.
- 3) Understand regarding the different branches of philosophy.
- 4) Describe the knowledge, reality and value of different Indian schools of philosophy
- 5) Discuss the educational view of different Western schools of philosophy
- 6) Explain the concept of Democracy, Socialism and Secularism and their educational implications.

Course Contents:

Unit-I: Philosophy and Education

[16 Hours]

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

Unit- II: Western Schools of Philosophy

[12 Hours]

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

Unit- III: Indian Schools of Philosophy

[20 Hours]

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaisheshika and Vedanta in terms of knowledge, reality, values and their Educational implications.

**Unit- IV: National Values****[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications

Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dharendra Mohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন
7. ড. শিক্ষাদর্শন শিক্ষানীতি ও -অর্চনা বন্দ্যোপাধ্যায় .
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন
12. শিক্ষা দর্শনে রূপরেখা - ড: অভিজিৎ কুমার পালা
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষা

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks |
| 5 marks X 4 no. of questions (Out of 6)= 20 marks |
| 10 marks X 1 no. of questions (Out of 2)= 10 marks |

Total = 40 marks



SEMESTER-II

Course Title: Women Education
Course Code: A/EDN/203/MDC-2

Contact Hours per week: 3

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

1. To develop the meaning, nature, scope of Women Education
2. To develop the knowledge about the recent trends in Women Education.
3. To develop the awareness about role of Indian thinkers towards Women Education.
4. To develop the understanding about major constraints of Women Education and Women Empowerment

Course Outcomes:

After completion the course the learners will be able to:

- 1) To understand the meaning, nature, scope of Women Education
- 2) To know the recent trends in Women Education
- 3) To know the role of Indian thinkers towards Women Education
- 4) To identify major constraints of Women Education and Women Empowerment.

Course Contents:

Unit - I: Introduction to Women Education

[15 Hours]

- 1) Women Education- meaning, nature and scope
- 2) Role of British Govt.
- 3) Position of Women Education : Ancient, Medieval and Modern Period

Unit - II: Recent Trends in Women Education

[15 Hours]

- 1) National Development and Women Education
- 2) Women Education and Women Empowerment

Unit – III : Role of Indian Thinkers in promoting Women Education [15 Hours]

- 1) Rammohan Roy
- 2) Pandit Iswar Chandra Vidyasagar
- 3) R.N. Tagore
- 4) Swami Vivekananda

Unit – IV: Major Constraints of Women Education and Women Empowerment [15 Hours]

- 1) Social
- 2) Psychological
- 3) Political
- 4) Economical



Suggested Books:

- 1) S. P. Agarwal - Women Education in India, New Delhi: Concept Publishing Company
- 2) Ajit Mondal & Neeru Snehi - Dynamics of Women Education in India. New Delhi: Shipra Publications.
- 3) N. L.Gupta - Women's Education through Ages, New Delhi: Concept Publications Company.
- 4) R. K. Rao - Women and Education, New Delhi: Kalpaz Publications.

Bengali Book

- 1) Dr. M. Sengupta, Dr. U. Mandal & Dr. P. Pandey – Women Education, Rita Publication , Kolkata-700009

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| <hr/> Total = 40 marks |
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SEMESTER-II

Course Title: Construction of Unit Test

Course Code: A/EDN/204/SEC-2 (PR)

Contact Hours per week: 5

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40 (30 Notebook + 10 Viva)

Course Objectives:

- 1) To know Unit Test.
- 2) To understand educational objectives to develop a Unit Test
- 3) To construct a Unit Test

Course Outcomes:

After completion the course the learners will be able to:

1. Comprehend the meaning of a Unit Test.
2. Discuss about the aims and objectives of a Unit Test,
3. To construct a Unit Test

Course Content:

Unit: I: Introduction to Unit Test

[05 Hours]

Definition, Concept, Characteristics, Need and Importance of Unit Test

Unit II: Taxonomy of Educational objectives

[10 Hours]

Definition, Types, with special reference to Cognitive domain of Bloom Taxonomy.

Unit III: Students have to construct a unit test of 25 Marks with mentioning the following points:

[60 Hours]

- Introduction
- Title
- Objectives
- Construction of Unit Test
- Planning of Unit Test,
- Preparation of Blueprint
 - ❖ Weightage to objectives
 - ❖ Weightage to Content
 - ❖ Weightage to Forms of Questions
- Selection of Questions
- Preparation of Unit Test

**Suggested Books:**

1. Educational Evaluation - Mujibul Hasan.
2. Radha Mohan - Measurement Evaluation and Assessment in Education.
3. Robert M. Thorndike - Measurement and Evaluation in Psychology and Education.
4. S. K. Mangal, Uma Mangal - Essentials of Educational Technology.
5. S. K. Mangal - Essentials of Educational Psychology.
6. শিক্ষায় পরিমাপ ও মূল্যায়ন - ড: পাল ও ড: ধর।
7. ড: ভীমচন্দ্র মন্ডল, তুহিন কুমার কর - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তি বিদ্যা।
8. মূল্যায়ন নীতি ও কৌশল - সুশীল রায়,
9. শিক্ষণ ব্যবস্থার অ্যাসেসমেন্ট – ড: অমল কান্তি সরকার
10. শিক্ষক শিক্ষণ ও মূল্যায়ন – ড: জয়ন্ত মেটে বিজয়লক্ষী ঘোষ রুমা দেব.
11. ড: অভিজিৎ কুমার পাল, ড: শঙ্কর পাল, পার্থ রায় ও স্বরূপ চণ্ডী - শিক্ষা প্রসঙ্গে পেডাগগী।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Practical)

Notebook = 30 marks

Viva-Voce = 10 marks

Total = 40 marks



SEMESTER-II

Course Title: MIL

Course Code: ACS/205/AEC-2

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

To be provided by the respective department



SEMESTER-II

Course Title: Understanding India/ Mental Health and Wellness

Course Code: ACS/206/VAC-2

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Students will opt any one from the following:

VAC- 2A: Understanding India

VAC-2B: Basics of Indian Constitution

VAC-2C: Health and wellness

VAC-2D: Historical Tourism in West Bengal

VAC-2E: Arts and Crafts of Bengal

To be provided by the respective department



SEMESTER-III

Title: Sociological Foundations of Education

Course Code: A/EDN/301/MJC-3

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. To understand the meaning of sociology and Education and realize its pertinence to education.
2. To become aware of the different social factors that influence education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.
5. To become aware of different contemporary social issues.

Course Outcomes:

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

1. State the meaning of sociology and Education and realize its pertinence to education.
2. Explain to different social factors that influence education.
3. Discuss the social groups that influence education.
4. Explain the processes of social change and their impact on education.
5. Discuss the different contemporary social issues.

Course Contents:

UNIT-I: Education and Sociology

1. Meaning and concept of Sociology
2. Relationship between Education and Sociology
3. Educational Sociology –Meaning, Concept and Scope; Sociology of Education- Concept
4. Emil Durkheim as a Sociologist.

UNIT-II: Society and Education

1. Culture and Education, Education and Politics, Education and National Integration.
2. Social Groups: meaning and definition, Types of Social groups – Primary, Secondary and Tertiary.
3. Socialization Process: Concept, Role of the family and school in Socialization process

UNIT-III: Social Change and Education

1. Social Change- Meaning, Concept, Characteristics, Constrains and role of Education.
2. Social stratification and Social Mobility- Meaning and Concept
3. Westernization, Modernization and Globalization- Concept and their educational Implications.

Unit-IV: Social Issues and Education

1. Equality of educational opportunity
2. Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural).
3. Poverty, Unemployment, Population Explosion.



Suggested Readings:

1. Sharma, Y. - Sociology of Education
2. Brown, F.L. -Educational Sociology
3. Gisbert, P. -Fundamentals of sociology.
4. Chakraborty, J.C. -Educational Sociology.
5. Durkhiem -Sociology of Education
6. Bottroll - Applied principles of Educational Sociology
7. Rao, M.S.A - Education, Social stratification
8. Dighburn, W.F - Social exchange.
9. Chandana - School Organization
10. Kochar, S.K - Secondary School Organization
11. Aggarwal - School Organization

Bengali Books:

- 1) Bishnupada Panda- Shiksah-Shrai Samajtantra
- 2) Dr. Manjusha Tarafdar- Shiksah-Shrai Samvidya.
- 3) Dr. Dibyendu Bhattacharya- Shiksha O Samajtatto.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-III

Course Title: Education in Pre-Independent India

Course Code: A/EDN/302/MJC-4

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10 ESE: 40

Course Objectives:

1. To Discuss the development of education in India in historical perspectives.
2. To Describe the salience features of education in India: Brahmanic and Buddhist system of Education.
3. To Discuss the Medieval and British Indian education system.
4. To Explain the significant points of selected educational documents and report of ancient, medieval and British India.

Course Outcomes:

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

1. Discuss the development of education in India in historical perspectives.
2. Explain the salience features of education in India: Brahmanic and Buddhist system of Education.
3. Discuss the Medieval and British Indian education system.
4. State the significant points of selected educational documents and report of ancient, medieval and British India.

Course Contents:

Unit-I: Education in Ancient India:

1. Brahmanic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.
2. Buddhistic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.

Unit-II: Education in Medieval India:

1. Islamic Education: Aims, Characteristics, Organization Structure and Educational Institutions.
2. Education during Sultanate Period (1206-1526): Contribution of Allauddin Khilji and Firoz Shah Tughlak
3. Education during Mughal Period (1526-1757): Contribution of Akbar and Aurangzeb

Unit-III: Education in 19th Century in India:

1. Charter Act of 1813 and its educational significance
2. Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy and Vidyasagar in Education.
3. Wood's Despatch (1854) and its impact on education.
4. Indian Education Commission (1882-83) and its impact on education.

Unit-IV: Education in 20th Century in India (1901-1944)

1. Educational reformer- Lord Curzon
2. National education movement- Characteristics of National Education Movement,



causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.

3. Basic Education- Concept, characteristics, merits and demerits.
4. Sadlar Commission or Calcutta University Commission (1917-19)
5. Sargent Plan Report (1944).

Suggested Readings:

- 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

Bengali Books:

- 1) Sushil Roy- Bharoter Shiksha O Shikshar Bharotayon
- 2) Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks |
| 5 marks X 4 no. of questions (Out of 6)= 20 marks |
| 10 marks X 1 no. of questions (Out of 2)= 10 marks |

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| Total = 40 marks |
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SEMESTER-III

Title: Introduction to Educational Sociology

Course Code: A/EDN/303/MN-3

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

After completion the course the learners will be able to:

- a. To understand the meaning of sociology and Education and realize its pertinence to education.
- b. To become aware of the different social factors that influence education.
- c. To become aware of social groups that influence education.
- d. To become aware of the processes of social change and their impact on education.
- e. To become aware of different contemporary social issues.

Course Outcomes:

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

1. Discuss the meaning of sociology and Education and realize its pertinence to education.
2. Explain different social factors that influence education.
3. Discuss social groups that influence education.
4. Discuss the processes of social change and Role of Education in Social Change.
5. Staten the questions related to the different contemporary social issues.

Course Contents:

UNIT-I: Education and Sociology

1. Sociology: Meaning and concept
2. Relation between Education and Sociology
3. Educational Sociology –Meaning, Concept and Scope

UNIT-II: Society and Education

1. Culture and Cultural lag
2. Social Groups: meaning, Concept and Types.
3. Role of the family and school in Socialization process

UNIT-III: Social Change and Education

1. Social Change: Meaning, Nature, Role of Education in Social change.
2. Social stratification and Social Mobility- Meaning and Concept with examples.

Unit-IV: Social Issues and Education

1. Poverty,
2. Unemployment,
3. Population Explosion.
4. National Disintegration



Suggested Readings:

1. Chakraborty, J.C. -Educational Sociology.
2. J. C. Aggarwal- Sociological Foundations of Education

Bengali Books:

- 1) Bishnupada Panda- Shikshah-Shrai Samajtantra
- 2) Sonali Roy- Shikshar Somajtattik Bhitti.
- 3) Dr. Manjusha Tarafdar- Shikshah-Shrai Samvidya.
- 4) Dr. Dibyendu Bhattacharya- Shiksha O Samajtatto.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

Total = 40 marks



SEMESTER-III

Course Title: Environmental Education

Course Code: A/EDN/304/MDC-3

Contact Hours per week: 3

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

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

1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of environmental education.

Course Outcomes:

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

1. Discuss the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Discuss the relationship between man and environment and understand the need for a sustainable development.
3. Discuss the importance and scope of environmental education.
4. Explain the possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

Course Contents:

Unit-I: Environmental Concepts

1. Concept of Environment, Ecosystem, Bio-diversity
2. Disasters:
 - i. Man Made Disasters: Concept, causes and eradication of the problems.
 - ii. Natural Disasters: Earthquake, Flood, Drought, and Cyclone.

Unit-II: Environmental Education

1. Environmental Education: Concept, Characteristics, Components and Scope
2. Historical Background of Environmental Education-both International and Indian Context.

Unit-III- Approaches and Methods of Environmental Education

- 1) Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
- 2) Methods of Environmental education: Seminar and Workshop, and Field survey.

Unit IV: Environmental Education and Social Issues

1. Education for Sustainable development: From Unsustainable to Sustainable development.
2. Concept of Environmental Pollution.
3. Resettlement and rehabilitation of people: concept, need and problem.



Suggested Readings:

1. Environmental Analysis of Water, Soil, Air by Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford Publications, 1992.
5. Perspectives on Environment by I. R. Manners, M.W.M. Micksell
6. Soil and water Conservation Engineering by Schwab, S. D., Frevert, R. K., Edminster, T.
7. W. and Earns K. K. John Wiley and Sons.
8. Water Pollution and Management by C. F. Vershney.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| <hr/> Total = 40 marks |
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SEMESTER-III

Course Title: MIL-2: Bengali, Sanskrit. Santali

Course Code: ACS/305/AEC-3

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

To be provided by the respective department

**SEMESTER-III****Course Title: Computer Application in Education****Course Code: A/EDN/306/SEC-3A**

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40 **

Course Objectives:

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Outcomes:

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

1. Answer all the questions related to the basic of Computer.
2. Answer all the questions related to the Word, Excel, and Power Point.

Course Contents:

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, Power Point, and Statistical Software

**Evaluation will be made by the Internal & External Examiners. Question Paper will be prepared jointly by the above examiners at the time of Practical Examination.

10 marks X 3 questions = 30 marks

Viva-Voce = 10 marks

Total = 40 marks

OR

Course Title: Presentation of Term Paper with Power Point**Course Code: A/EDN/306/SEC-3B**

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To write the term paper
2. To present the term paper

Course Outcomes:

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

1. Write the term paper.
2. Present the term paper with the help of Power Point
3. Recognize and comprehend research related issues.

**Course Contents:**

Select a topic from the syllabus and write a term paper within 2000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE): 40 Marks (Practical)

* Evaluated by External and Internal Examiner jointly.

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| Note Book (Practical Work/Term Paper) | = 10 marks |
| Practical on Word, Excel and Power Point/ Presentation | = 20 marks |
| Viva Voce | = 10 marks |
| <hr/> | |
| Total = 40 marks | |



Semester IV

Course Title: Psychological Foundations of Education

Course Code: A/EDN/401/MJC-5

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

5. Discuss the concept, nature, scope and uses of Psychology in education.
6. Explain the influence of growth and development in education.
7. Describe the meaning and concept of learning, its theories and factors.
8. Explain the application of learning theories in classroom situation.
9. Discuss the concept and theories of intelligence and creativity.
10. Explain the concept and development of personality.

Course Outcomes:

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

1. Discuss the concept, nature, scope and uses of Psychology in education.
2. Explain the influence of growth and development in education.
3. Discuss the meaning and concept of learning, its theories and factors.
4. Explain the application of learning theories in classroom situation.

Course Contents:

Unit-I: Educational Psychology

1. Definition of Psychology; Relationship between Psychology and Education; Meaning, Nature, scope and methods of educational psychology; applications of Educational Psychology in teaching-learning and in understanding individuals' behaviour.
2. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
3. Theories of Development- Cognitive Development (Piaget) and Moral Development (Kohlberg)

Unit-II: Learning

1. Definition and characteristics of Learning; Factors influencing learning.
2. Theories of learning: Classical and Operant conditioning, Trial and Error, and Insightful Learning.
3. Transfer of Learning: Concept & Types.

Unit-III: Intelligence and Creativity

1. Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence.
2. Creativity: Meaning, Nature, Factors and Development of Creativity.

Unit-IV: Personality

Personality – Definition, meaning and nature; development of personality; trait theories of personality (Allport and Eysenck).

**Suggested Readings:**

1. Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
2. Berk, L.A. (2003). Child development, Delhi: Pearson Education.
3. Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
4. Bichler, R.F., and Snowman, J. (1993). Psychology applied to teaching. Boston: Houghton Mifflin.
5. Normann Sprinthall and Richard, C. Sprinthall, Educational psychology: McGraw-Hill Publishing Company.
6. Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.

Bengali Books:

- 1) Sushil Roy- Shikshah Monovidya.
- 2) Dr. Bijon Sarkar- Shikshah Monovidya.
- 3) Pranab Kr. Chakraborty and Nrisingha kr. Bhattacharyas- Shikshoner monostotto.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-IV

Course Title: Psychology of Teaching and Instruction

Course Code: A/EDN/402/MJC-6

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10, ESE: 40

Course Objects:

11. The meaning and concept of Pedagogy, levels of teaching, Stages of teaching, and methods of teaching.
12. Explain the Flander's Interactional analysis and Characteristics of good teacher.
13. Discuss the Nature of classroom teaching and Function of a teacher.
14. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Outcomes:

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

1. Discuss the concept, of Pedagogy, levels of teaching, Stages of teaching, and methods of teaching.
2. Explain the Flander's Interactional analysis and Characteristics of good teacher.
3. Discuss the Nature of classroom teaching and Function of a teacher.
4. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Contents:

UNIT I: Teaching & Instruction

1. Pedagogy and Andragogy: Etymology and concept.
2. Relationship between teaching and learning.
3. Concept of teaching and instruction, Instructional Design- Direct and Indirect.
4. General principles of teaching; Maxims of Teaching; Fundamentals of teaching.

UNIT II: Stages and Levels of Teaching

1. Stages of teaching- Pre-active, Interactive, and Post-active
2. Levels of teaching- Memory, Understanding, and Reflective

UNIT III: Teacher Behaviour

1. Observation of classroom behaviour: Flander's Interaction analysis, characteristics of good teacher-behaviour.
2. Micro teaching- Concept, Characteristics, Stages and Micro teaching Cycle. Differences between Macro Teaching and Micro Teaching.

UNIT-IV: Teacher and Teaching Methods

1. Teaching Methods – Lecture, demonstration, problem solving and programme instruction (Linear and Branching);
2. Function of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.

Suggested Readings:

1. Diane. E., Papalia and Sally wendkosolds. Human Development: McGraw-Hill.
2. Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
3. Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
4. Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
5. Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction



of Psychology.

6. Gletman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.

Bengali Books:

1. Sushil Ray - Shiksha Manovidya.
2. Arun Ghosh - Shiksha- Shrai Monobigyan.
3. Pramodbandhu Sengupta & Prasanta Sharma - Shiksha Manobigyan.
4. Sanat Ghosh O Dulal Mukhopadhyay- Shiksha Nirdeshonar monostotto
5. Dr. Bijon Sarkar- Shikshon O Sikhon
6. Kamalesh Karan O Kingshuk Karan- Pedagogy Sarbik Dharona.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

Total = 40 marks

**SEMESTER-IV****Course Title: Education in Post-Independent India****Course Code: A/EDN/403/MJC-7**

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

After completion the course the learners will be able to:

15. Describe the Constitutional Provision of Education.
16. Discuss the contributions of Education Commission in post Independent India.
17. Elaborate the National Policy on Education and National Education System.

Course Outcomes:

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

1. Discuss the Constitutional Provision of Education.
2. Explain the contributions of Education Commission in post Independent India.
3. Explain the National Policy on Education and National Education System.

Course Contents:**Unit-I: Education and Constitution**

1. Preamble and various Articles on Education in Indian Constitution
2. Constitutional Provision with special reference to RTE Act;

Unit-II: Education Commission in post Independent India

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Indian Education Commission (1964-66)

Unit-III: National Policies on Education

1. National Policy on Education (1986)
2. Programme of Action (POA)- 1992
3. National Education Policy-2020

Unit-IV: Education in West Bengal

1. Structure, administration and Progress of primary and secondary education in West Bengal
2. Asoke Mitra Commission (1991-92)
3. Pabitra Sarkar Committee (1999)
4. Educational Bodies in West Bengal:
 - a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHSE

Suggested Readings:

- 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) History of Indian Education (present, Past and future) – Vol II J. P. Banerjee

Bengali Books:

Sushil Roy- Bharoter Shiksha O Shikshar Bharotayon

Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

Arun Ghosh- Adhunik Bharoter Shikshar Bikash

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

Total = 40 marks



SEMESTER-IV

Course Title: Modern Trends in Education

Course Code: A/EDN/404/MJC-8

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE), DPEP, SSA-SSM of UEE.
2. Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
3. Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
4. Discuss the modern issues in Indian Education.

Course Outcomes:

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

1. Discuss the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE) , DPEP, SSA-SSM of UEE.
2. Discuss the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
3. Discuss the concept, role of Higher Education and Knowledge Commission and RUSA.
4. Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
5. Explain the modern issues in Indian Education.

Course Contents:

Unit-I: Universalization of Elementary Education (UEE)

1. Meaning, aims and Objectives, and Importance of UEE
2. RTE Act-2009
3. Role of DPEP; SSA-SSM, Problems regarding implementation.

Unit-II: Universalization of Secondary Education (USE)

1. Meaning, aims & objectives, significance of USE.
2. RMSA- Concept and Roles of RMSA

Unit-III: Higher Education

1. Concept, Role, and Problems of Higher Education
2. Knowledge Commission & Higher Education
3. RUSA - Concept and Roles of RUSA
4. Role of NAAC in higher education

Unit-IV: Issues in Education

1. Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.



2. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
3. Women Empowerment: Importance and problems.

Suggested Readings:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. J.P. Banerjee- History of Indian Education (present, Past and future) – Vol II.

Bengali Books:

- 1) Prof. Dulal Mukhopadhyay- Samokalin Bharotly Samaj
- 2) Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-IV

Course Title: Introduction to Educational Psychology

Course Code: A/EDN/405/MN-4

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional and cognitive
3. To describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

Course Outcomes:

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

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional and cognitive
3. To describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

Course Contents:

Unit- I: Educational Psychology

1. Definition of Psychology. Relation between Psychology and Education. Meaning, Nature and scope of Educational Psychology.
2. Development of the Child: Infancy, Childhood, Adolescence: Physical, Social, Emotional and Cognitive development.

Unit- II: Learning, Memory, and Forgetting

1. Learning: Concept and nature, Factors affecting learning- maturation, interest and motivation. Theories of learning: Connectionism (Thorndike, Pavlov, Skinner) and Cognitive (Gestalt).
2. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - it's meaning and causes.

Unit- III: Intelligence, Attention, and Interest

1. Intelligence: Concept of intelligence, Theories of intelligence by Spearman, Thorndike and Guilford, Types and Uses of intelligence test.
2. Attention and Interest: Concept, nature and conditions, their educational implications.



Unit- IV: Personality, Emotion, and Habit

1. Personality: Concept, traits and theories (Allport), and Personality test- Rorschach Ink-Blot Test
2. Emotion: Meaning and characteristics, places of emotion in education.
3. Habit: Definition, habit formation (Uses and abuses), and educational values of habit.

Suggested Readings:

- 1.C.F. Skinner- Educational Psychology
- 2.J.P. Guilford- General Psychology
- 3.H.R. Bhatia- Textbook of educational psychology
- 4.S.S. Chauhan- Advance educational psychology
- 5.S.K. Mangal- Educational psychology.

Bengali Books:

- 1) Dr. Pranab Kr. Chakraborty- Shiksha Monovigyaner Ruporekha
- 2) Dr. Debashish Pal- Shiksha Monovidya
- 3) Susil Roy- Shiksha Monovidya

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| <hr/> Total = 40 marks |
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SEMESTER-IV

Course Title: Compulsory English: Literature, Language and Communication

Course Code: ACS/406/AEC-4

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

To be provided by the respective department



SEMESTER-V

Course Title: Measurement and Evaluation in Education

Course Code: A/EDN/501/MJC-9

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction – both educational and psychological.
4. To develop understanding of the concepts of validity and reliability and their importance in education measurement.
5. To acquaint with different types of current trends in evaluation.

Course Outcomes:

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

1. Answer all the questions related to the concepts of measurement and evaluation in the field of education.
2. Answer all the questions related to different types of measuring instruments and their uses.
3. Answer all the questions related to the principles of test construction – both educational and psychological.
4. Answer all the questions related to the concepts of validity and reliability and their importance in education measurement.
5. Answer all the questions related to the different types of current trends in evaluation.

Course Contents:

Unit-I: Measurement and Evaluation in Education

1. Measurement: concept, purpose and scales of measurement
2. Evaluation: concept, types and its role in education
3. Interrelationship between measurement and evaluation

Unit-II: Tools and Techniques of Evaluation

1. Tools: Definition, Types
2. Tests- Essay type and Objective type (Advantages and Disadvantages)
3. Techniques: Observation, CRC, Interview.
4. Inquiry - concept and use

Unit-III: Characteristics of a Good Test and its construction

1. Characteristics of a good test –Validity, reliability, objectivity, usability and norms
2. General principles of test construction and standardization

**UNIT IV: Current Trends in Evaluation**

1. Grading System
2. Semester System
3. Question Bank

Suggested Readings:

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
4. Kaplan, R.M. & Saccuzzo, D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
5. Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
6. Noll, N.H. S cannell, D.P. & Craig, RC. (1979). Introduction to Educational Measurement. Boston: Houghton Mifflin.
7. Macmillan, J.H. (1997). Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon
8. Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
9. Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and Assessment. An Introduction to the Tests and measurement. California: Mayfield Publishing Co.
10. NCERT (2006). Focus Group Position Paper: Examination Reforms. New Delhi:
11. Evaluation in Education- Rambhai Patel
12. শিক্ষায় পরিমাপ ও মূল্যায়ন- ড. দেবাশিষ পাল।
13. মূল্যায়ন, নীতি ও কৌশল – সুশীল রায়।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| Total = 40 marks |
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SEMESTER-V
Course Title: Educational Technology
Course Code: A/EDN/502/MJC-10

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10, ESE: 40

Course Objectives:

On completion of this course, the students will be able to:

- Know the meaning, nature and scope of educational technology and system approach;
- Understand about the instructional strategies;
- Know about the technological communication and teaching aids;
- Know about models of teaching;

Course Outcome:

On completion of this course, the students will be able to:

- grab the concept of educational technology and system approach;
- Comprehend how instructional strategies work;
- learn about the technological communication and teaching aids;
- Learn how the models of teaching work in life.

Course Contents:

Unit – I: Educational Technology

1. Educational Technology : meaning, nature and scope
2. Systems Approach to education: definition of systems approach, need for systems approach, classification of systems and components of system.

Unit-II: Instructional Objectives

1. Instructional Objectives: Meaning, Concept & Formulation Educational objectives (Cognitive, Affective & Psychomotor), Differences between Educational objectives and Instructional objectives.
2. Instructional Strategy : (Lecture, Team Teaching, Seminar, Discussion, Panel Discussion, and Tutorial)

Unit-III: Technological Communication

1. Communication: Definition, Components, Role of communication in effective teaching learning process, Factors affecting classroom communication.
2. Teaching Aids: Projected and Non-Projected, Computer and its role in education.

**Unit-IV: Models of Teaching**

1. Models of Teaching – Concept, features, families, and elements of models of teaching,
2. Teaching Model: Basic Teaching Model (Robert Glaser), Advance Organizer Model (Asubel) and Concept Attainment Model (Bruner): their application in education

Suggested Readings:

- Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
- Kulkarni, S.S. (1996). *Introduction to Educational Technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
- Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues*. New Delhi: Sterling.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
- Walia, J.S. *Essentials of Educational Technology*. Jalandhar: Paul Pub.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-V
Course Title: Great Educators
Course Code: A/EDN/503/MJC-11

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10, ESE: 40

Course Objectives:

After completing the course, the students will be able to:

1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.
2. Understand the contributions of influential figures in education, analyze different pedagogical approaches, and apply these concepts to their own teaching practice.

Course Outcomes:

After the end of the course, the learners will be able to:

1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.
2. Identify and analyze the contributions of key figures in the field of education, such as John Dewey.

Course Contents:

Unit – I: Critical study of the educational thoughts of the following Indian great educators and their contributions in Education

- i. Rabindranath Tagore,
- ii. M. K. Gandhi,
- iii. Swami Vivekananda,
- iv. Rishi Arambinda, and
- v. Savitribai Phule

Unit – II: Critical study of the educational thoughts of the following Western great educators and their contributions in Education

- i. Rousseau,
- ii. Froebel,
- iii. John Dewey,
- iv. Bertrand Russell and
- v. Paulo Freire

Suggested Readings:

1. Mukherjee, K.K. -Some great educators of the world.
2. Mukherjee, K.K. -Principles of education.
3. Munro. -History of education.
4. Purkait, B.R. -Great Educators.
5. S. Samuel Ravi - A Comprehensive study of Education



6. শিক্ষায় পথিকৃত- বিভূরঞ্জন গুহ।
7. মহান শিক্ষাবিদগণের কথা – ড. অভিজিৎ কুমার পাল।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-V

Course Title: Inclusive Education

Course Code: A/EDN/504/MJC-12

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To help students understand the meaning, importance, and historical background of inclusive education.
2. To familiarize students with different types of children with diverse needs and their characteristics.
3. To provide knowledge about national policies and initiatives supporting inclusive education in India.
4. To develop skills in adapting curriculum and teaching methods for an inclusive classroom.

Course Outcomes:

1. Students will be able to explain the concept of inclusive education and its benefits over special and integrated education.
2. Students will recognize the characteristics and needs of children with disabilities and learning differences.
3. Students will understand key national laws and policies related to inclusive education in India.
4. Students will learn techniques to modify teaching methods and curriculum for diverse learners in an inclusive setting.

CONTENTS -

UNIT-I: Introduction to Inclusive Education

1. Meaning and concept of Inclusive Education, Principles, Need, Characteristics & advantages of Inclusive Education,
2. Difference among special education, integrated education and inclusive education,

UNIT-II: Children with Diverse Needs

1. Concept of Impairment, Disability and Challenged; and General causes of disabilities.
2. Types of disabilities: Orthopedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (Only definition and their specific problems),

UNIT-III: Inclusive Education and its Practices

1. Differentiated Instruction: Individualized Instruction, Peer Tutoring, Co-operative learning, Collaborative learning;



2. Inclusive Instructional Strategies at school level: Remedial teaching, Team Teaching, Circles of Friends.

UNIT-IV: Inclusive School Environment

1. Infrastructural facilities for an ideal Inclusive School,
2. Teachers' Role and problem faced by the teachers in an Inclusive Schools,
3. Role of technology in inclusive classroom: aids and appliances,

Suggested Books:

- Singh, G. J. & Virk J. K. (2016): Inclusive Education Paperback. New Delhi: Twenty First Century Publication.
- Mangal S. K. & Mangal, S. (2019): Creating an Inclusive School Paperback. New Delhi: PHI Publication,
- Dash, N. (2006): Inclusive Education for Children with Special Needs Paperback. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
- Siddiqui, H. (2019): Inclusive Education Paperback. Agrawal Publication
- Bharati, K. (2019): Creating Inclusive Schools: Theory, Process And Practice Paperback. SAGE Publications India Pvt. Ltd.
- Modi, P. (2021): Creating an Inclusive Education Paperback. LAP Lambert Academic Publishing
- Chowdhury, A. & Mete, J. (2019): Inclusive Education. New Delhi: Kunal Books.
- Lal, A. & Chadha, A. (2003): You & Your Special Child. UBS Publishers'.
- Dash, M. (2005, 2007): Education of Exceptional Children. New Delhi: Atlantic Publishers & Distributors.
- Weihs, T.J. (1979): Children in Need of Special Care. Schocken Books Publisher.
- Bhargav, M. - Special Education.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-V

Course Title: Introduction to Educational Technology

Course Code: A/EDN/505/MN-5

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

On completion of this course, the students will be able to:

- Know primary knowledge of educational technology and system approach;
- Understand about the instructional techniques;
- Know about the technological communication;
- Know about models of teaching;

Course Outcome:

On completion of this course, the students will be able to:

- grab the concept of educational technology and system approach;
- Comprehend how instructional strategies work;
- learn about the technological communication and teaching aids;
- Learn how the models of teaching work in life.

Course Contents:

Unit-I: Educational Technology

1. **Educational Technology:** Meaning, nature and scope of educational technology;
2. Systems approach: definition, need and classification of systems approach

Unit-II: Instructional Techniques

1. Mass instructional techniques: meaning and concepts;
2. Personalized techniques – Programmed learning (Linear)
3. Mastery Learning: Meaning & Characteristics
4. Micro teaching : meaning and concepts

Unit-III: Technological Communication

Communication: Concept, components, role of communication in effective teaching-learning process, factors affecting classroom communication

Unit-IV: Teaching Model

1. Nature and Concepts of Teaching Models
2. Elements of Teaching Models,
3. Advantages and disadvantage of Models of Teaching.

**Suggested Readings:**

- Sampath et. al. (1981): *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
- Kulkarni, S.S. (1996). *Introduction to Educational Technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
- Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues*. New Delhi: Sterling.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
- Walia, J.S. *Essentials of Educational Technology*. Jalandhar: Paul Pub.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-V

Course Title: Community Engagement

(Project Work related to Local Art, Handicraft, Culture, Language etc.)

Course Code: A/EDN/506/Summer Internship

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Course Objectives:

- i. To provide valuable practical experience for undergraduate students, allowing them to apply classroom knowledge in real-world settings.
- ii. To help students gain practical experience,
- iii. To develop skills in specific activities and
- iv. To help students network with professionals in the field of education.

Course Outcomes:

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

- i. gain Practical experience through providing hands-on experience and practical skills.
- ii. explore different career paths and industries.
- iii. build relationships with professionals in their field.
- iv. add valuable experience to make them more competitive for future opportunities.

Course Content:

Activities (Any one of the followings):

- 1) Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any other Special Schools etc.)
- 2) Visit and observation of vocational institute. (Special emphasis on Local Art and Craft)
- 3) In-depth survey, collection of data (backward and special communities in the local area)
- 4) Visit to a nearby Primary/Secondary school, and observe school activities
- 5) Visit, observe and participate in the activities of NGOs working in the field of Education or Socio-economic development activities.

Guidelines:

- ❖ The student can undertake the internship either individually or in small groups of five to ten but has to submit a report individually.
- ❖ The schemes/nature of Internships for UG programmes are not necessarily restricted to the students studying in the same subjects.
- ❖ A certificate shall be issued by the IPO where the Internship is conducted to the students after successful completion of Internship.
- ❖ Certain experienced people superannuated as research scientists, academics, industry professionals, farmers, entrepreneurs, local artisans and other experts, etc. can get registered on a portal as mentors from various disciplines.
- ❖ Time: Summer Recess/Time Schedule will be finalized by the appropriate authority of the Bankura University



- ❖ Duration: 60 Hours minimum
- ❖ Marks: 2 credits = $25 \times 2 = 50$ Marks (1 credits for report writing, 1 credit for Viva)
- ❖ Every student will be required to participate in Internship. Each student is required to complete the internship report. The report will be completed within 5000 words or 25 pages (A4) maximum and to be submitted as per University Schedule.

- **Report Writing Guideline:**

1. Selection of the Activity/Problem).
2. Writing the Objectives of Activity/Problem.
3. Description of the place/field visited.
4. Description of the Work (Daily basis)
5. Educational Importance of the Internship Activities.
6. Collection and Organisation of the data,
7. Analysing and drawing inferences.
8. Conclusion
9. References.

- Evaluation: Report writing + Viva Voce (By External Examiner, Internal Examiner and HOD jointly)

| SL No | Description | Marks |
|-------|--------------------------------------|----------|
| 1 | Relevance of the Internship | 5 |
| 2 | Internship Activities | 10 |
| 3 | Internship report (3000-5000 words) | 20 |
| 4 | Viva-voce | 15 |
| 5 | Total | 50 marks |

** To receive a UG Degree, students who choose to withdraw after the Third Year (5th and 6th semesters) must complete a 2-Credit Work-Based Learning/ Summer Internship.

**** Student who intends to exit (either after SEM-II OR SEM-IV) the undergraduate programme should mandatorily to complete an internship of 4 credits (Additional). Students may follow any one/two activities mentioned above or activities will be offered to the students by the parent institution for more details, please follow the page: <https://www.bankurauniv.ac.in/uploads/tempimagepdflink/1718949009.pdf>

Assessment Procedure:

Internal Test: NA

End Semester Examination (ESE) : 50 Marks (Practical)



SEMESTER-VI

Course Title: Statistics in Education

Course Code: A/EDN/601/MJC-13

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To describe the concept of statistics and its use in education
2. To represent educational data through graphs.
3. To use various statistical measures in analysis and interpretation of educational data.
4. To explain the Normal Probability Curve and its uses in education.
5. To use various inferential statistics in analysis and interpretation of educational data

Course Outcomes:

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

1. Discuss the concept of statistics and its use in education
2. Represent educational data through graphs.
3. Calculate various statistical measures in analysis and interpretation of educational data.
4. Explain the Normal Probability Curve and its uses in education.
5. Discuss various inferential statistics in analysis and interpretation of educational data

Course Contents:

Unit-I: Educational Statistics

1. Concept, Scope and Need of Educational Statistics
2. Organization and Tabulation of Data- Frequency distribution table
3. Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon and Ogive (Using 75% rule)

Unit-II: Descriptive Statistics

1. Meaning of Central Tendency- Concept and Application.
2. Measure of Variability- Concept and Application
3. Percentile Point and Percentile Rank- Concept and Application (Calculation and Graphical Determination).

Unit-III: Normal Distribution (NPC) and Derived Score

1. Normal Distribution- Concept, Properties and Uses of NPC. Divergence from Normality- Skewness and Kurtosis.
2. Derived Scores- Z-Score, Standard Score (Meaning, Calculation and Uses).

Unit-IV: Relationship and Inferential Statistics

1. Bivariate Distribution- Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation.

2. Parametric and Non-Parametric Test- (only Concept and Uses).
3. t-test- Calculation and Uses.

Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garrett- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. শিক্ষায় রাশিবিজ্ঞান – ড. ঐশ্বর্য্যা দে (আহেলি পাবলিশার্স)
7. শিক্ষায় রাশিবিজ্ঞান- ড. প্রনব কুমার চক্রবর্তী, ড. দেবাশিস পাল, প্রনয় পাণ্ডে (রীতা পাবলিকেশন)
8. গবেষণা পদ্ধতি- অধ্যাপক তারকনাথ পান, রীতা পাবলিকেশন, কলকাতা।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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| 2 marks X 5 no. of questions (Out of 8)= 10 marks |
| 5 marks X 4 no. of questions (Out of 6)= 20 marks |
| 10 marks X 1 no. of questions (Out of 2)= 10 marks |

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| Total = 40 marks |
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SEMESTER-VI

Course Title: Educational Planning, Administration and Management

Course Code: A/EDN/602/MJC-14

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

To enable the learners to:

1. Understand the concepts and principles of educational planning, administration, and management.
2. Analyse Educational Systems and Structures
3. Develop Skills in Educational Planning, administration, and management.
4. Enhance and promote Leadership and Decision-Making Abilities
5. Build research abilities in Educational Planning, Administration and Management.

Course Outcomes:

After completion of the course the learners will be able:

- To understand the meaning, needs and importance of Educational Planning, Administration and Management.
- To develop knowledge and understanding of the meaning, scope process and types of Planning, Administration and management.
- To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
- To have an idea about the difference between planning, administration and management.
- To develop the ability of making objective decisions in educational planning, administration and management.
- To understand the objectives and role of NEP 2020.

Course Contents:

UNIT-I: Educational Planning

1. Education Planning- concept, need, types.
2. Institutional Planning: Meaning, Nature, Scope and Need of Institutional Planning. Objectives of Institutional Planning.
3. Resource management in educational institutions – budget, allocation, funding, expenditure, auditing.



UNIT-II: Educational Administration

1. Meaning, Nature, Functions, Types and Fields of educational administration.
2. Structure and processes of educational administration at Undergraduate level.
3. Administrative responsibilities: Central Government and state Government & Local bodies; Supervision mechanisms.
4. Role of educational administration in ensuring quality and equity in education.

UNIT-III: Educational Management

1. Educational management – concept, nature, need, scope, and types (centralized, decentralized).
2. Theories of management- Taylor, Fayol, Total Quality in educational management (TQM).
3. Relationship among planning, administration and management.
4. Leadership in management- concept, Types, scope, significance; Characteristics of an effective leader in education.

UNIT –IV: Educational Policy

1. Introduction to Educational Policy
2. Evolution of Educational Policy in India
3. Impact of NEP 2020 on educational planning, administration, and management.

Suggested Readings:

- Aggarwal, J.C. (2012): Educational Administration and Management.
- Dash, B.N. (2013): School Organisation Administration and Management. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Goel, A. and Goel, S.L. (2009): Educational Administration and Management, New Delhi: Deep & Deep Publications Pvt. Ltd.,
- Das, B.C., Sengupta, D., & Ray, P. R. - “Shikhar Byabasthapana”. Kolkata: Pashim Bangya Rajya Pustak Parshad.
- Chakraborty, D.K. – “Shikagata Byabsthapana o parikalpana.” Kolkata: K. Chakraborty Publishers.



- Pal, D., Dhar D., Das, M., & Banerjee, P. – “Shika Byabasthapana”. Kolkata: Rita Book Agency.
- Tarafdar, M.- “VidaylaySangathan O Byabasthapana.” Kolkata : Pearson.
- Farland, M., & Dalton, E. (1974). Management Principles and Practices. New York: Macmillan.
- Koontz, H., and Donnell. C. O. (1968). Principles of Management (4th Ed). US: McGraw-Hill Inc.
- Shukla, P.D. (1983): Administration of Education in India. New Delhi: Vikas Publishing House.
- Terry, G.R. (1972). Principles of Management. R.D. Irwin Publisher.
- Mutua, R.W. - Educational planning.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE): 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |



SEMESTER-VI

Course Title: Methodology of Research in Education

Course Code: A/EDN/603/MJC-15

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Define and explain the meaning and nature of research.
2. Define and explain the meaning and nature of Educational research.
3. Identify source of data for Research.
4. Describe the types of Research.
5. Describe the meaning of Research problem, Review of Related Literature.
6. Explain the concept of Hypothesis, Variables, and Research data.
7. Analyse the Qualitative and Quantitative data.
8. Acquaint with the process of collecting data.
9. Apply relevant statistical techniques to analyse data.

Course Outcomes:

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

1. Discuss the meaning and nature of research.
2. Discuss the meaning and nature of Educational research.
3. Explain Research problem, Review of Related Literature.
4. Explain the questions related to the Hypothesis, Variables, and Research data.
5. State the questions related to the Qualitative and Quantitative data.
6. Explain the questions related to the process of collecting data.

Course Contents:

Unit-I: Research-meaning and nature

1. Meaning and nature of Research
2. Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
3. Need of Research in Education

Unit-II: Educational Research- meaning, nature and types

1. Meaning, nature & scope of Educational Research
2. Types of Research: Basic, Applied & Action Research; Historical, Descriptive and Experimental research (meaning only)
3. Importance of Educational Research.

Unit-III: Basic Ideas of Research

1. Characteristics of a good Research Problem
2. Review of related Literature – purpose
3. Variable – Concept and types



4. Research Questions (concept only) and Research Hypothesis (meaning, nature and types)
5. Population, Sample and Sampling- Concept

Unit-IV: Research Data

1. Qualitative and Quantitative data
2. Tool of data collection- characteristics, merits and demerits of questionnaire and interview
3. Descriptive and Inferential statistics (meaning only)

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
4. শিক্ষাগত গবেষণা- ড. মিহির কুমার চট্টোপাধ্যায়, প্রনয় পাণ্ডে, রীতা পাবলিকেশন, কলকাতা।
5. গবেষণা পদ্ধতি- অধ্যাপক তারকনাথ পান, রীতা পাবলিকেশন, কলকাতা।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

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|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| Total = 40 marks |
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SEMESTER-VI

Course Title: Mental Health and Hygiene

Course Code: A/EDN/604/MJC-16

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To help students understand the meaning, importance, and characteristics of mental health and hygiene.
2. To explain the concept of stress, its causes, effects, and management strategies.
3. To discuss the signs of good mental health and the role of teachers, parents, and institutions in maintaining it.
4. To introduce the psychology of adjustment, maladjustment, and common defense mechanisms.

Course Outcomes:

1. Students will be able to define mental health, hygiene, and their relationship with education.
2. Students will identify stressors, their impact on mental health, and ways to manage stress.
3. Students will recognize the qualities of a mentally healthy person and the role of key figures in promoting mental well-being.
4. Students will understand adjustment mechanisms and learn strategies to deal with maladjustment.

COURSE CONTENTS -

Unit I: Mental Health and Hygiene

1. Mental Health: Meaning, elements, Nature, Characteristics and causes of poor mental health, Symptoms of good Mental Health.
2. Mental Hygiene: Meaning, Aims and scope of mental hygiene. Relationship among mental health, mental hygiene and education.

Unit II: Stress and Stress Management

1. Stress: Meaning, Nature; Factors influencing stress, Causes of stress. Effect of stress on mental health, stress management through education.
2. Role of parents, teachers and institutions in Preservation of Mental Health.

Unit III: Mental Disorders

1. Problem Behaviors: Stealing, lying, Temper Tantrum, Negativism, Overdependence, Dominance & Aggressiveness, Sleep Disorder, Eating Disorder, ADHD, Autism, Phobia – Symptoms, causes and treatment.
2. Delinquency: Characteristics, Types, Causes, Preventions and remedial measures.
3. Drug Addiction: Symptoms, causes, Role of institutions to eradicate drug addiction.

Unit IV: Psychology of Adjustment

1. Adjustment: meaning, methods and process;
2. Maladjustment – Concept, causes and remedial measures;
3. Defense mechanisms –Displacement, Repression, Projection, Sublimation and Rationalization.

Suggested Readings:

- Kalein, D.B. - Mental Hygiene. New Delhi: Prentice Hall India Pvt. Ltd.
- Page, J.B. - Abnormal Psychology. New Delhi: Tata McGraw Hill.
- Ryan, W.C.- Mental Health through Education. New York: Appleton.
- Symonds, P. - The Dynamics of Human Adjustment. New York: Appleton,.
- Page, I. P. (1970): Abnormal Psychology. New Delhi: Tata McGraw Hill Publishers.
- Chauhan, J. C. (1986): Mental Hygiene. New Delhi: Allied publisher.
- Dollard, J. & Miller N. E. (1970): Personality and Psychotherapy. Chicago: Aldine.
- Dutta, G & Nag, S. (2014): SangatibidhaneNirdeshana O Paramarshadan. Rita Publications, Kolkata.
- Ghosh, S.K. (2013): SikshaySangatiApasangati O Nirdeshana. Kolkata : Classique Books,.
- Pal, D. (2010): Nirdeshana O Paramarsha. Kolkata:Central Library.
- S. S. Chauhan- Mental Hygiene- A Science of Adjustment.
- J. Mohanty- Abnormal Psychology.
- Sarason & Sarason- The Problem of Maladaptive Behavior
- M. Sengupta- Mano Swasthaviggan
- A. Ghosh- ManashikSwasthaViggan
- Roychowdhury, A. (2001): Manuser Mon. West Bengal State Book Council.
- Chakrabarty, A.- ShikshayNirdeshona O Mullayan. Kolkata 18: Classics Books.
- Ghosh, A.- MnoshikSasthavigyan. Edu Educational Enterprisers

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE): 40 Marks (Theoretical)

| |
|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
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| Total = 40 marks |
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SEMESTER-VI

Course Title: Introduction to Educational Statistics

Course Code: A/EDN/605/MN-6

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40

Course Objectives:

1. To describe the concept of statistics and its use in education
2. To represent educational data through graphs.
3. To use various statistical measures in analysis and interpretation of educational data.
4. To explain the Normal Probability Curve and its uses in education.
5. To apply correlation to any given data set and interpret the results.

Course Outcomes:

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

1. Discuss the concept of statistics and its use in education
2. Represent educational data through graphs.
3. Calculate various statistical measures and interpretation of educational data.
4. Discuss the Normal Probability Curve and its uses in education.
5. Explain Correlation and calculate correlation to any given data set and interpret the results.

Course Contents:

Unit-I: Educational Statistics

1. Concept, Scope and Need of Educational Statistics
2. Organization and Tabulation of Data- Frequency distribution table
3. Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon (Using 75% rule)

Unit-II: Descriptive Statistics

1. Meaning of Central Tendency- Theory and Application.
2. Measure of Variability- Theory and Application
3. Percentile Point and Percentile Rank- (Theory only)

Unit-III: Normal Distribution (NPC) and Derived Score

1. Normal Distribution- Concept, Properties and Uses of NPC.
2. Divergence from Normality- Skewness and Kurtosis. (Meaning, Concept and Types)
2. Derived Scores- Standard Score- Z-Score and T-Score (Meaning, Formulas and Uses).

Unit-IV: Correlation

1. Concept and types of Correlation – Coefficient of Correlation -Computation of Co-efficient of Correlation by Rank difference method only- Interpretation of Co-efficient of Correlation.



Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garrett- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. শিক্ষায় রাশিবিজ্ঞান – ড. ঐশ্বর্য্যা দে (আহেলি পাবলিশার্স)
7. শিক্ষায় রাশিবিজ্ঞান- ড. প্রনব কুমার চক্রবর্তী, ড. দেবশিস পাল, প্রনয় পাণ্ডে (রীতা পাবলিকেশন)
8. গবেষণা পদ্ধতি- অধ্যাপক তারকনাথ পান, রীতা পাবলিকেশন, কলকাতা।

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

| |
|--|
| 2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks |
| Total = 40 marks |