

Curriculum and credit framework for the four year undergraduate programme in education with multiple entry and exit option within this period.

Programme Outcome:

1. Facilitate multi disciplinary and holistic education across the discipline.
2. Allow learners the freedom to pick their educational pathways and programs enabling them to chart their path in life according to their talents and interest.
3. Emphasis on constructive and conceptual understanding rather than rote learning.
4. Encourages the power of critical thinking, logical decision making and innovation.
5. Foster values like ethics ,moral ,constitutional ,environmental and life skill such as communication, teamwork ,leadership and resilience.
6. Promote equality and equity and remove barriers to increasing access for differently abled students.
7. Teaching respect for diversity and respect for the local context in all curricula, pedagogy and policy.
8. Promote problem solving skills, creativity, critical thinking, analytical reasoning, communication skills quality suppliers and research skills.
9. Promote digital and technological skills.
10. Inculcate knowledge and basket of essential skills ,required to perform effectively in a defined job relating to the choosing fields of study.

Major course

Semester 1

EDU-M-T-1: philosophical foundation of education.

Credit 6 .full marks 75

Course learning outcome:

After completion of the course the learners will be able to

1. Discuss the meaning nature scope and aims of education.
2. Discuss different aspects of education and educational philosophy.
3. Discuss different aspects of factors of education.
4. Discuss the meaning and branches of philosophy.
5. Explain the concepts nature and role of metaphysics epistemology and axology on education.
6. Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism ,Jainism and charvaka.
7. Discuss the educational view of different Western schools of philosophy namely idealism ,naturalism ,pragmatism .

Minor course

EDU-MT-T-1: educational sociology

Credit 4, full marks 50

Course learning outcome:

After completion of the course the learners will be able to

1. Discuss the meaning Nature and scope of educational sociology and relation between education and sociology.
2. Describe the social factor and their relation to education.
3. Define social group ,socialisation and social institution and agencies of education.
4. Explain the social change and its impact on education.

Semester-I

EDU-MU-T-1: FOUNDATION OF EDUCATION-I

Credit 3. Full Marks 45

Course Learning Outcomes: After completion of the course the learners will be able to • Discuss the meaning, nature, scope and types of Education

Explain the aims of education and the aims of education based on four pillars of education.

Explain the concepts of Psychology and Educational Psychology, schools of psychology methods of educational psychology

- Describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- Explain the role of Philosophy in different aspects of Education.
- Describe the meaning, nature and scope of Sociology and Educational Sociology.
- Discuss the conflict and consensus theories of Educational Sociology.

EDU-SEC-P-1 (A): STATISTICAL ANALYSIS

Semester-I

Credit 3. Full Marks 45

course Learning Outcomes: After completion of the course the learners will be able to Describe the concept of Central tendency and their properties

- Explain the concept of measures of variability and their properties .

Describe the concept of co-relation and their application

CBCS curriculum for three years under graduate course in education
With effect from 2018-2019

B.A. Education (Honours)

SEMESTER-I

EDU-H-CC-T-1: Philosophical Foundation of Education-1 Core Course;
Credit-6; Full Marks-75

Course learning outcomes:

After completion of the course the learners will be able to

Discuss the meaning, nature, scope and aims of education.

Discuss the meaning and scope of educational philosophy.

Explain the factors of education and their relationships.

Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.

Discuss the educational view of different Western schools of philosophy namely Idealism Naturalism, Pragmatism

Explain about the Philosophy of Indian Great Educators like Rabindranath Tagore, Mahatma Gandhi Swami Vivekanand

Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.

SEMESTER-I

EDU-H-CC-T-2: Sociological Foundation of Education

Core Course: Credit-6. Full Marks-75

Course learning outcomes:

After completion of the course the learners will be able to

Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.

Describe the Social factor and their relation to Education

Define social groups, socialization and Social Institution and Agencies of Education.

Explain the social change and it's impact on education.

SEMESTER-I

EDU-H-GE-T-1(A): Health Education

Generic Elective Course: Credit-6. Full Marks-75

Course learning outcomes:

After completion of this course the learner will able to -

Explain the meaning, definition and significance of health.

Discuss the meaning and importance of health education.

Describe the health status, health services and health programme of school children.

Discuss some common and uncommon diseases in India

. Describe technological health hazards

SEMESTER-I

EDU-H-GE-T-1(B): Life Skill Education

Generic Elective Course; Credit-6. Full Marks-75

Course learning outcomes:

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

Describe the meaning of life skill education, its nature and scope.

Describe effective communication, its functions, model and barriers.

Explain interpersonal relationship, its definition and factors affecting relationships.

Explain meaning, nature, stages of creative and critical thinking.

Describe the concept of problem solving, its steps and factors influencing problem solving.

Discuss the concept of coping with emotions its characteristics, types and coping strategies. Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.

Bh

SEMESTER-II

EDU-H-CC-T-3: Psychological Foundation of Education Core Course;
Credit-6. Full Marks-75

Course learning outcomes:

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

Discuss the concept, nature, scope and uses of Psychology in education.

Explain the influence of growth and development in education.

Describe the meaning and concept of learning, its theories and factors.

Explain the application of learning theories in classroom situation.

Discuss the concept and theories of intelligence and creativity.

Explain the concept and development of personality.

EDU-H-CC-T-4: History of Education in Colonial India

Core Course; Credit-6. Full Marks-75

Course learning outcomes:

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

Discuss the development of education in Colonial India in historical perspectives.

Elaborate the contributions of Education Commission in post independent India.

Describe the Educational Policy in Colonial India.

Discuss Bengal Renaissance and its influence on Indian Education

Describe National Education Movement and its impacts on Education. State different educational reform under colonial rule.

Explain the nature of basic education.

Discuss the impact of the colonial rule on the development of Indian Education

SEMESTER-II

EDU-H-GE-T-2(A): Pedagogical Knowledge Generic Elective Course;
Credit-6. Full Marks-75

Course learning outcomes:

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

State the meaning, definition, need and scope of Pedagogy

Explain the difference between Pedagogy & Andragogy

Describe the aims and objectives of different discipline such as- Language, Social Science, Science & Mathematics.

Discuss different Pedagogical approaches

Describe the Concept and method of Microteaching.

Explain the Concept and method of Constructivist Approach.

Semester 3

Edu-cc-5 educational evaluation & statistics

Core Course, Credit-6 Full Marks-75

M

Course Learning outcome:

After completion of the course the learners will be able to

. Discuss the concepts, scope and need of measurement and evaluation

Explain the relation between Evaluation & Measurement and scale of Measurement

Describe basic concept of Statistics

Organize and tabulate data

Calculate the central tendency

Explain different types of measuring scales and their uses in education

Describe different types of Tools and Techniques in the field of Education

Evaluate the concept and methods of validity, reliability and norms and their importance in educational measurement.

Explain different type of Evaluation process

SEMESTER-III

EDU-H-CC-T-6: Philosophical foundation of Education - II Core Course:
Credit-6. Full Marks-75

Course Learning outcome:

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

Discuss Vedantu, Nyaya and Sankhya philosophy in terms of knowledge, reality and value Explain principle of Humanism and influence of Humanism on different aspects of Education

- Explain principle of Realism and influence of Realism on different aspects of Education
- Discuss educational

philosophy and contribution of Great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebel, Montessori

. Explain different aspects of Discipline and freedom

SEMESTER-III

EDU-H-CC-T-7: Inclusive Education

Core Course, Credit-6. Full Marks-75

Course Learning outcome:

After completion the course the learners will be able to:

Discuss the concept, nature, historical perspectives, principles, need of inclusive education.

Discuss major provisions of PWD Act (1995), National Policy for person with Disabilities- 2006, The Rights of Person with Disabilities Bill (RPWD Bill)-2016 . Discuss on RCI.NIOH. NIMH, NIVH

. Describe the barriers of Inclusive Education.

Explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice Discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level

Discuss the practices of Inclusive Education

. Describe the Inclusive School Environment

SEMESTER-111

EDU-H-SEC-T-1(A): Statistical Analysis

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

Course Learning outcome:

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

Explain the concept of central tendency, variability and their properties

Discuss the concept of Percentile and Percentile Rank and its application.

Describe the concept of co-relation and their application

Explain the concept of Parametric and Non-Parametric Test

Apply the knowledge and calculate different statistical values

SEMESTER-III

EDU-H-SEC-T-1(B): Achievement Test Skill Enhancement Course; Credit-2.
Full Marks-50

Course Learning outcome:

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

Define Test

Identify the Test item

Discuss the type of Test item

Define Achievement Test

Explain the characteristics of Achievement test State the objectives of Achievement Test

Discuss the functions of Achievement Test

Describe the functions of Test item

Construct Achievement test

SEMESTER-IV

EDU-H-CC-T-8 : History of Education in Post-Independence India

Core Course; Credit-6. Full Marks-75

Course Objectives:

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

Describe the Preamble, various articles and act on education in Indian Constitution.

Explain the recommendations and educational importance of various Education

Commission in post Independent India

Discuss the functions of some educational bodies in West Bengal

Discuss the National Policy on Education in different time.

Unit-I: Education and Constitution

SEMESTER-IV

EDU-H-CC-T-9: Psychology of Instruction

Core Course; Credit-6. Full Marks-75

Course learning outcomes:

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

Discuss the concept, factors, and principles of teaching.

Explain the Flander's Interactional analysis

Explain the characteristics of a good teacher.

Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.

Explain the concept and implications of Micro-teaching

Discuss different types of teaching methods.

SEMESTER-IV

EDU-H-CC-T-10: Contemporary issues in Education Core Course: Credit-6.
Full Marks-75

Course learning outcomes :

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

Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of

Universalization of Elementary Education.

Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA. Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning. Equality & Equity in Education, Women

SEMESTER-IV

EDU-H-GE-T-4: History of Education

Generic Elective Course; Credit-6. Full Marks-75

Course learning outcomes:

After completion the course the learners will be able to:

Understand the development of education in India in historical perspectives.

Discuss the British Indian education system.

Explain the significant points of selected educational documents and report of ancient, medieval and British India.

Describe the Constitutional Provision of Education.

Discuss the contributions of Education Commission in post Independent India.

Understand the National Policy on Education and National Education System.

SEMESTER-IV

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

EDU-H-SEC-T-2(A): Lesson Planning

Course learning outcomes:

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

Discuss the meaning and characteristics of Lesson Plan

Explain the advantages of Lesson Plan

Classify different Lesson Plans

Explain the steps of constructing Lesson Plan

Discuss the principles of Lesson Plan

Develop Lesson Plan

SEMESTER-IV

EDU-H-SEC-T-2(B): Uses of Teaching Aids

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

Course learning outcomes:

After completion the course the learners will be able to:

Discuss the meaning and characteristics of Teaching Aids

Explain the usability of Teaching Aids

Express the quality and limitation of Teaching Aids

Discuss the classification of Teaching Aids

Develop different Teaching Aids

SEMESTER-VI

EDU-H-CC-T-13: Curriculum Studies

Core Course; Credit-6. Full Marks-75

Course learning outcomes:

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

Illustrate the meaning, nature, scope, determinants and functions of Curriculum.

Discuss the types and bases of curriculum.

Explain the concept of curriculum framework and NCF-2005.

Discuss the basis of curriculum construction, evaluation and innovation.

Describe the definition and types of curriculum theories

SEMESTER-VI

EDU-H-CC-T-14: Educational Research

Core Course: Credit-6. Full Marks-75

Course learning outcomes:

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

Define and explain the meaning, and nature of research.

Define and explain the meaning and nature of Educational research.

Identify sources of data for Research.

Describe the types of Research.

Describe the meaning of Research problem, Review of Related Literature.

Explain the concept of Hypothesis, Variables, and Research data. Analyse the Qualitative and Quantitative data.

Acquaint with the process of collecting data.

SEMESTER-VI

EDU-H-CC-T-14: Educational Research

Core Course: Credit-6. Full Marks-75

Course learning outcomes:

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

Define and explain the meaning, and nature of research.

Define and explain the meaning and nature of Educational research.

Identify sources of data for Research.

Describe the types of Research.

Describe the meaning of Research problem, Review of Related Literature.

Explain the concept of Hypothesis, Variables, and Research data. Analyse the Qualitative and Quantitative data.

Acquaint with the process of collecting data.

SEMESTER-VI

EDU-H-CC-T-14: Educational Research

Core Course: Credit-6. Full Marks-75

Course learning outcomes:

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

Define and explain the meaning, and nature of research.

Define and explain the meaning and nature of Educational research.

Identify sources of data for Research.

Describe the types of Research.

Describe the meaning of Research problem, Review of Related Literature.

Explain the concept of Hypothesis, Variables, and Research data. Analyse the Qualitative and Quantitative data.

Acquaint with the process of collecting data.

SEMESTER-VI

EDU-H-DSE-T-3/4(D): Great Educators

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

Course learning outcomes:

After end of this course learner will able to-

Discuss the philosophies of great thinker of the east and west

Explain the educational ideas of great thinker of the east and west

Explain some experiments on education of eastern and western philosophers and thinkers

Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

SEMESTER-VI

EDU-H-DSE-T-3/4(E): Dissertation

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

Course learning outcomes:

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

apply the knowledge gained through different courses in practical field.

solve problems related to his course of study.

document, calculate, analyse and interpret data.

deduce findings from different studies.

write and report in standard academic formats.