

# Department of Education

Sagardighi Kamada Kinkar Smriti Mahavidyalaya

Sagardighi, Murshidabad

## Introduction:

The Department of Education is dedicated to preparing future educators who are equipped with the knowledge, skills, and values necessary to positively impact learners and communities. Grounded in research, theory, and practical experience, our department offers a comprehensive array of programs designed to foster critical thinking, creativity, and reflective practice in the field of education.

## Vision:

Our vision is to cultivate a community of educators who are passionate, empathetic, and innovative leaders committed to promoting equity and excellence in education. We aspire to be recognized nationally and internationally for our transformative impact on teaching and learning, and for our dedication to advancing educational opportunities for all learners, regardless of background or circumstance.

## Mission:

The mission of the Education Department is to:

1. Provide rigorous and relevant academic programs that prepare educators to meet the diverse needs of learners in the 21st century.
2. Foster a culture of inquiry, collaboration, and lifelong learning among faculty, students, and community partners.
3. Promote social justice, diversity, and inclusivity through curriculum, pedagogy, and service initiatives.

Through our commitment to excellence, innovation, and social responsibility, we aim to empower educators to make a positive difference in the lives of individuals, communities, and society as a whole.

**Faculty Members: -SAUGATA SARKAR (SACT& H.O.D)**

**BAPPA DAS (SACT)**

**Course Details and course outcomes of EDUCATION (Program & G.E) under Choice Based Credit System (CBCS), w.e.f. 2018-2019, 19-20, 20-21 session**

SEMESTER	CODE & Course name	CREDIT	COURSE OUTCOMES
1 <sup>st</sup> Semester	EDU-G-CC-T-1: Educational Philosophy	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.</li> <li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li> <li>• Explain about the Philosophy of Indian Great Educators like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi</li> <li>• Explain about the Philosophy of Western Great Educators like Rousseau, Dewey, Froebel.</li> </ul>
1 <sup>st</sup> Semester	EDU-H-GE-T-1: Educational Philosophy	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.</li> <li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li> <li>• Explain about the Philosophy of Indian Great Educators like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi</li> <li>• Explain about the Philosophy of Western Great Educators like Rousseau, Dewey, Froebel.</li> </ul>
		6	<p><b>After completion of this course the learners will be able to -</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in</li> </ul>

2 <sup>nd</sup> Semester	EDU-G-CC-T-2: Educational Psychology		<p>education.</p> <ul style="list-style-type: none"> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> <li>• ☑ Explain the concept and development of personality.</li> </ul>
2 <sup>nd</sup> Semester	EDU-H-GE-T-2: Educational Psychology	6	<p><b>After completion of this course the learners will be able to -</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> <li>• ☑ Explain the concept and development of personality.</li> </ul>
3 <sup>rd</sup> Semester	EDU-G-CC-T-3: Educational Sociology	6	<p><b>After completion of the course the learners will be able to-</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.</li> <li>• Describe the Social factor and their relation to Education.</li> <li>• Define social groups, socialization and Social Institution and Agencies of Education.</li> <li>• Explain the Social change and its impact on Education.</li> </ul>
			<p><b>After completion the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the concept of Central tendency and their properties</li> </ul>

3 <sup>rd</sup> Semester	EDU-G-SEC-T-1(A): Statistical Analysis		<ul style="list-style-type: none"> <li>• Explain the concept of measures of variability and their properties</li> <li>• Describe the concept of co-relation and their application</li> </ul>
3 <sup>rd</sup> Semester	EDU-G-SEC-T-1(B): Achievement Test	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Achievement Test</li> <li>• Explain the characteristics of Achievement Test</li> <li>• State the objectives of Achievement Test</li> <li>• Discuss the functions of Achievement Test</li> <li>• Describe the steps of constructing Achievement test</li> <li>• Construct Achievement test</li> </ul>
3 <sup>rd</sup> Semester	EDU-H-GE-T-1: Educational Philosophy	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.</li> <li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li> <li>• Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda,</li> <li>• Rabindranath Tagore, Mahatma Gandhi</li> <li>• Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.</li> </ul>
4 <sup>th</sup> semester	EDU-G-CC-T-4: History of Education	6	<p><b>After completion the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the development of education in India in historical perspectives.</li> <li>• Discuss the British Indian education system.</li> <li>• Explain the significant points of selected educational documents and report of ancient,</li> </ul>

			<ul style="list-style-type: none"> <li>• medieval and British India.</li> <li>• Describe the Constitutional Provision of Education.</li> <li>• Discuss the contributions of Education Commission in post Independent India.</li> <li>• Understand the National Policy on Education and National Education System.</li> </ul>
4 <sup>th</sup> semester	EDU-G-SEC-T-2(A) Lesson Planning	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning and characteristics of Lesson Plan</li> <li>• Explain the advantages of Lesson Plan</li> <li>• Classify different Lesson Plans</li> <li>• Explain the steps of constructing Lesson Plan</li> <li>• Discuss the principles of Lesson Plan</li> <li>• Develop Lesson Plan</li> </ul>
4 <sup>th</sup> semester	EDU-G-SEC-T-2(B): Use of Teaching aids	2	<p><b>After completion the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning and characteristics of Teaching Aids</li> <li>• Explain the usability of Teaching Aids</li> <li>• Express the quality and limitation of Teaching Aids</li> <li>• Discuss the classification of Teaching Aids</li> <li>• Develop different Teaching Aids</li> </ul>
4 <sup>th</sup> semester	EDU-G-CC-T-2: Educational Psychology	6	<p><b>After completion of this course the learners will be able to -</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> <li>• Explain the concept and development of personality.</li> </ul>
5 <sup>th</sup> Semester	EDU-G-GE-T-1: Educational Evaluation &	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the concepts, scope and need of measurement and</li> </ul>

	Statistics		<p>evaluation</p> <ul style="list-style-type: none"> <li>• Explain the relation between Evaluation &amp; Measurement and scale of Measurement</li> <li>• Describe basic concept of Statistics</li> <li>• Organize and tabulate data</li> <li>• Explain different types of measuring scales and their uses in education</li> <li>• Describe different types of Tools and Techniques in the field of Education.</li> <li>• Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.</li> <li>• Explain different type of Evaluation process</li> </ul>
5 <sup>th</sup> Semester	EDU-G-DSE-T-1/2(A): Value Education	6	<p><b>After end of this course learner will able to-</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, nature, classify value and its reflection in Indian Constitution.</li> <li>• Discuss the meaning, objectives and need of value Education</li> <li>• Describe the role of value education through Curriculum, Co-curricular activities.</li> <li>• Explain the meaning, advantages and disadvantage of Storytelling, Play-way method</li> </ul>
5 <sup>th</sup> Semester	EDU-G-DSE-T-1/2(B): Population Education	6	<p><b>After end of this course learner will able to-</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, concept, scope &amp; objectives of Population Education.</li> <li>• Discuss the historical development of Population Education.</li> <li>• Describe the definition, factors, causes and prevention of population growth.</li> <li>• Explain the Population Education curriculum and policies.</li> </ul>
5 <sup>th</sup> Semester	EDU-G-DSE-T-1/2(C): Peace Education	6	<p><b>After end of this course learner will able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the concept, aims, objectives, scope, need and factors of Peace Education.</li> <li>• Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education</li> <li>• Explain the principles and curriculum of Peace Education</li> <li>• Discuss the role of education in Peace Education.</li> </ul>

			<ul style="list-style-type: none"> <li>Understand the approaches of Peace Education</li> </ul>
5 <sup>th</sup> Semester	EDU-G-DSE-T-1/2(D): Distance Education	6	<p><b>After completing of the course the students will be able to-</b></p> <ul style="list-style-type: none"> <li>Explain the meaning, characteristics, objectives, merits &amp;demerits of distance &amp; open education.</li> <li>Discuss the mode and strategies of distance education.</li> <li>Describe the relationship among Non-formal, Correspondence, Distance and Open Education.</li> <li>Discuss the present status of distance and open education in India.</li> <li>Explain the role of multi-media in Distance and Open Education.</li> <li>Discuss the problems and remedies of distance and open education in India.</li> </ul>
5 <sup>th</sup> Semester	EDU-G-SEC-T-3(A): Guidance services	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify different guidance services</li> <li>Discuss the meaning and importance of guidance services</li> <li>☑ Organize guidance services in school level</li> </ul>
	EDU-G-SEC-T-3(B): Life skill Education	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the meaning of life skill education, its nature and scope.</li> <li>Describe effective communication, its functions, model and barriers.</li> <li>Explain interpersonal relationship, its definition and factors affecting relationships.</li> <li>Explain meaning, nature, stages of creative and critical thinking.</li> <li>Describe the concept of problem solving, its steps and factors influencing problem solving.</li> <li>Discuss the concept of coping with emotions its characteristics, types and coping strategies.</li> <li>Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.</li> </ul>
6 <sup>th</sup> Semester	EDU-G-GE-T-2 : Educational	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss the concept, nature and scope of educational</li> </ul>

	Technology		<p>technology.</p> <ul style="list-style-type: none"> <li>• Explain the role of communication &amp; multimedia approach in the field of Education.</li> <li>• Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.</li> <li>• Describe the role of technology in modern teaching-learning process.</li> </ul>
6 <sup>th</sup> Semester	EDU-G-DSE-T-3/4(A): Mental Hygiene	6	<p><b>After completion of the course the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, aims and scope of Mental Hygiene</li> <li>• Discuss the concept, nature, symptoms and causes of mental illness</li> <li>• Explain the different characteristics of mental disorder</li> <li>• Discuss the role of parents for preventing Mental health</li> <li>• Discuss the role of teachers for preventing Mental health</li> </ul>
6 <sup>th</sup> Semester	EDU-G-DSE-T-3/4(B): Comparative Education	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope, importance, and methods of Comparative Education.</li> <li>• Explain the concept of Universalization of Elementary and Secondary Education in UK &amp; USA.</li> <li>• Compare Indian Education system with USA</li> <li>• Compare Indian Education system with UK</li> </ul>
6 <sup>th</sup> Semester	EDU-G-DSE-T-3/4(C) Guidance and Counselling	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the concept, nature, scope, types &amp; importance of Guidance.</li> <li>• Discuss the concept, nature, scope, types &amp; importance of Counselling.</li> <li>• Discuss different tools and techniques used in Guidance &amp; Counselling.</li> <li>• Identify the characteristics of diverse learner</li> <li>• Explain the need of Guidance for diverse learner</li> <li>• Explain the need of counselling for diverse learner</li> </ul>
6 <sup>th</sup> Semester	EDU-G-DSE-T-3/4(D): Great Educators	6	<p><b>After end of this course learner will be able to-</b></p> <ul style="list-style-type: none"> <li>• Discuss the philosophies of great thinker of the east and west</li> <li>• Explain the educational ideas of great thinker of the east and</li> </ul>



SEM	PAPER NAME & CODE	CREDIT	Course Outcomes
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			<p>west</p> <ul style="list-style-type: none"> <li>• Explain some experiments on education of eastern and western philosophers and thinkers</li> <li>• Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers</li> </ul>
6 <sup>th</sup> Semester	EDU-G-SEC-T-4(A) : Pedagogical knowledge	2	<p><b>After completion of this course the learners will be able to -</b></p> <ul style="list-style-type: none"> <li>• State the meaning, definition, need and scope of Pedagogy</li> <li>• Explain the difference between Pedagogy &amp; Andragogy</li> <li>• Describe the aims and objectives of different discipline such as- Language, Social Science, Science&amp; Mathematics.</li> <li>• Discuss different Pedagogical approaches</li> </ul>
6 <sup>th</sup> Semester	EDU-G-SEC-T-4(B) : Yoga Education	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, nature, aims and role of teacher of Yoga education</li> <li>• Discuss different types of Yoga</li> <li>• Express the guidelines of Yoga education</li> <li>• Discuss the significance of Yoga Education</li> <li>• Explain the historical background of Yoga Education</li> <li>• Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita</li> <li>• Describe the need of Yoga for healthy life style</li> </ul>

**Course Details and course outcomes of EDUCATION (Program & G.E) under Choice Based Credit System (CBCS), w.e.f. 2021-22, 2022-23session**

<p>1<sup>ST</sup> SEMESTER</p>	<p>EDUCATIONAL PHILOSOPHY EDU-G-CC-T-1</p>	<p>6</p>	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya and Buddhism.</li> <li>• Discuss the educational view of different Western schools of philosophy namely Realism and Humanism.</li> <li>• Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore.</li> <li>• Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey.</li> </ul>
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<p><b>1<sup>ST</sup> SEMESTER</b></p>	<p style="text-align: center;"><b>PHILOSOPHICAL &amp; PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-H-GE-T-1</b></p>	<p style="text-align: center;"><b>6</b></p>	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of Education.</li> <li>• Discuss the meaning and scope of Educational Philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Discuss the concept, nature, scope and uses of psychology in Education.</li> <li>• Explain the influence of growth and development in Education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> </ul>
<p><b>2<sup>nd</sup> SEMESTER</b></p>	<p style="text-align: center;"><b>EDUCATIONAL PSYCHOLOGY EDU-GCC-T2</b></p> <p style="text-align: center;"><b>EDUCATIONAL PSYCHOLOGY EDU-GCC-T2</b></p>	<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>6</b></p>	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> <li>• Explain the concept and development of personality.</li> </ul>

2 <sup>ND</sup> SEMESTER	HISTORICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION . EDU-H-GE-T-2	6	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> </ul>
3 <sup>rd</sup> SEMESTER	EDUCATIONAL SOCIOLOGY EDU-G-CC-T-3	6	<p><b>After completion of the course the learners will be able to-</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.</li> <li>• Describe the Social factor and their relation to Education.</li> <li>• Define social groups, socialization and Social Institution and Agencies of Education.</li> <li>• Explain the Social change and its impact on Education.</li> </ul>
3 <sup>rd</sup> SEMESTER	STATISTICAL ANALYSIS EDU-G-SEC-T-1(A)	2	<p><b>After completion the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the concept of Central tendency and their properties</li> <li>• Explain the concept of measures of variability and their properties</li> <li>• Describe the concept of co-relation and their application</li> </ul>
			<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Test</li> <li>• Identify the Test item</li> </ul>

<p><b>3<sup>rd</sup> SEMESTER</b></p>	<p><b>ACHIVEMENT TEST EDU-G-SEC-T-1(B)</b></p>	<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Discuss the type of Test item</li> <li>• Define Achievement Test</li> <li>• Explain the characteristics of Achievement Test</li> <li>• State the objectives of Achievement Test</li> <li>• Discuss the functions of Achievement Test</li> <li>• Describe the functions of Test item</li> <li>• Construct Achievement test</li> </ul>
<p><b>3<sup>rd</sup> SEMESTER</b></p>	<p><b>PHILOSOPHICAL &amp; PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-H-GE-T-1</b></p>	<p><b>6</b></p>	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education.</li> <li>• Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> </ul>

4 <sup>th</sup> SEMESTER	HISTORY OF EDUCATION EDU-G-CC-T-4	6	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the development of education in India in historical perspectives.</li> <li>• Discuss the British Indian education system.</li> <li>• Discuss the contributions of Education Commission in Post Independent India.</li> <li>• Understand the National Policy on Education and National Education system.</li> </ul>
4 <sup>th</sup> SEMESTER	LESSON PLANING EDU-G-SEC-P-2(A)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the meaning and characteristics of Lesson Plan.</li> <li>• Explain the advantages of Lesson Plan.</li> <li>• Classify different Lesson Plans.</li> <li>• Explain the steps of constructing Lesson Plan.</li> <li>• Discuss the principles of Lesson Plan.</li> <li>• Develop Lesson Plan</li> </ul>
4 <sup>th</sup> SEMESTER	LESSON PLANING EDU-G-SEC-P-2(A)	2	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the meaning and characteristics of Teaching Aids.</li> <li>• Explain the usability of Teaching Aids.</li> <li>• Express the quality and limitation of Teaching Aids.</li> <li>• Discuss the classification of Teaching Aids.</li> <li>• Develop different Teaching Aids</li> </ul>

<p>4<sup>th</sup> SEMESTER</p>	<p>HISTORICAL &amp; SOCIOLOGICAL FOUNDATION OF EDUCATION . EDU-H-GE-T-2</p>	<p>6</p>	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the development of education in India in historical perspectives.</li> <li>• Discuss the contribution of Education Commission in Post Independent India.</li> <li>• Explain the National Policy on Education and National Education systems.</li> <li>• Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.</li> <li>• Define Social Groups, Socialization and Social Agencies of Education.</li> <li>• Explain the concept of Social Stratification, Mobility and Role of education in it.</li> </ul>
<p>5<sup>th</sup> SEMESTER</p>	<p>PHILOSOPHICAL &amp; PSYCHOLOGICAL FONDATION OF EDUCATION EDU-G-GE-T-1</p>	<p>6</p>	<p><b>After completion of the course the learners will be able to :</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope and aims of education.</li> <li>• Discuss the meaning and scope of educational philosophy.</li> <li>• Explain the factors of education and their relationships.</li> <li>• Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>• Explain the influence of growth and development in education. Describe the meaning and concept of learning, its theories and factors.</li> <li>• Explain the application of learning theories in classroom situation.</li> <li>• Discuss the concept and theories of intelligence and creativity.</li> </ul>

<p>5<sup>TH</sup> SEMESTER</p>	<p>VALUE &amp; PEACE EDUCATION EDU-G-DSE-T-1/4(A)</p>	<p>6</p>	<p><b>After completion of this course the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept and meaning of value.</li> <li>• Become aware about the role of educational institutions in building a value based society.</li> <li>• Understand the meaning and concept of peace and its importance in human life.</li> <li>• Understand the meaning and importance of peace education and its relevance at national and international level. Identify the different issues/challenges in imparting peace education.</li> <li>• Identify the strategies and skills in promoting peace education at institutional level.</li> </ul>
<p>5<sup>TH</sup> SEMESTER</p>	<p>POPULATION EDUCATION EDU-G-DSE-T-2/4(B)</p>	<p>6</p>	<p><b>After end of this course learner will able to-</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, concept, scope &amp; objectives of Population Education.</li> <li>• Discuss the historical development of Population Education.</li> <li>• Describe the definition, factors, causes and prevention of population growth.</li> <li>• Explain the Population Education curriculum and policies.</li> </ul>



	<b>DISTANCE EDUCATION</b> <b>EDU-G-DSE-T-3/4(C)</b>	<b>6</b>	<p><b>After completing of the course the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, characteristics, objectives, merits &amp; demerits of distance &amp; open education.</li> <li>• Discuss the mode and strategies of distance education.</li> <li>• Describe the relationship among Non-formal, Correspondence, Distance and Open Education.</li> <li>• Discuss the present status of distance and open education in India. Explain the role of multi-media in Distance and Open Education.</li> <li>• Discuss the problems and remedies of distance and open education in India.</li> <li>• Explain the role of multi-media in Distance and open education.</li> <li>• Discuss the problems and remedies of distance education in India.</li> </ul>
<b>5<sup>th</sup> Semester</b>	<b>TEACHER EDUCATION IN INDIA</b> <b>EDU-G-DSE-T-4/4(D)</b>	<b>6</b>	<p><b>After completion of this course the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the Concept, Scope, Aims &amp; Objectives and Significance of teacher education</li> <li>• Acquaint with the development of Teacher Education in India</li> <li>• Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education</li> <li>• Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India</li> <li>• Understand and conceive the qualities, responsibilities and professional ethics of teacher</li> </ul>

5 <sup>TH</sup> SEMESTER	GUIDANCE SERVICE EDU-G-SEC-T-3(A)	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different guidance services</li> <li>• Discuss the meaning and importance of guidance services</li> <li>• Organize guidance services in school level</li> </ul>
5 <sup>TH</sup> SEMESTER	LIFE SKILL EDUCATION EDU-G-SEC-T-3(B)	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the meaning of life skill education, its nature and scope.</li> <li>• Describe effective communication, its functions, model and barriers.</li> <li>• Explain interpersonal relationship, its definition and factors affecting relationships.</li> <li>• Explain meaning , nature, stages of creative and critical thinking.</li> <li>• 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.</li> <li>• Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.</li> </ul>

6 <sup>TH</sup> SEMESTER	HISTORICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION EDU-G-GE-T-4	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the development of education in India in historical perspectives.</li> <li>• Discuss the contribution of education commission in post independent India. Explain the National policy on Education and National Education systems.</li> <li>• Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,</li> <li>• Define Social Groups, Socialization and Social institution and Agencies of Education. Explain the concept of Social Stratification, Mobility and Role of education in it .</li> </ul>
6 <sup>TH</sup> SEMESTER	GUIDANCE & COUNSELING EDU-G-DSE-T-1/4(A)	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the concept, nature, scope, types &amp; importance of Guidance.</li> <li>• Discuss the concept, nature, scope, types &amp; importance of Counselling. Discuss different tools and techniques used in Guidance &amp; Counselling.</li> <li>• Identify the characteristics of diverse learner</li> <li>• Explain the need of Guidance for diverse learner</li> <li>• Explain the need of counselling for diverse learner</li> </ul>

6 <sup>TH</sup> SEMESTER	WOMEN EDUCATION EDU-G-DSE-T-2/4(B)	6	<p><b>After completion of this course the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the changing role of women in India</li> <li>• Understand gender discrimination in Indian society</li> <li>• Make the students understand the constitutional provisions for women and their rights.</li> <li>• Make the students understand women empowerment</li> <li>• Develop an awareness and sensitivity towards women</li> </ul>
6 <sup>TH</sup> SEMESTER	COMPARITIVE EDUCATION EDU-G-DSE-T-3/4(C)	6	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning, nature, scope, importance, and methods of Comparative Education.</li> <li>• Explain the concept of Universalization of Elementary and Secondary Education in UK &amp; USA.</li> <li>• Compare Indian Education system with USA</li> <li>• Compare Indian Education system with UK</li> </ul>
6 <sup>TH</sup> SEMESTER	HUMAN RIGHTS EDUCATION EDU-G-DSE-T-4/4(D)	6	<p><b>After completion of this course the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the basic concept, nature and scope of human rights</li> <li>• Describe the meaning, nature, principles, and curriculum and teaching methods of human rights education at different levels of Education.</li> <li>• Know the role of United Nations on human rights</li> <li>• Understand enforcement mechanism in India</li> <li>• Know the role of advocacy groups</li> </ul>

6 <sup>TH</sup> SEMESTER	PEDAGOGICAL KNOWLEDGE EDU-G-SEC-T-4(A)	2	<p><b>After completion of this course the learners will be able to -</b></p> <ul style="list-style-type: none"> <li>• State the meaning, definition, need and scope of Pedagogy</li> <li>• Explain the difference between Pedagogy &amp; Andragogy</li> <li>• Describe the aims and objectives of different discipline such as Language, Social Science, Science &amp; Mathematics.</li> <li>• Discuss different Pedagogical approaches</li> </ul>
6 <sup>th</sup> semGSEC 4B	YOGA EDUCATION EDU-G-SEC-T-4(B)	2	<p><b>After completion of the course the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, nature, aims and role of teacher of Yoga education</li> <li>• Discuss different types of Yoga</li> <li>• Express the guidelines of Yoga education</li> <li>• Discuss the significance of Yoga Education</li> <li>• Explain the historical background of Yoga Education</li> <li>• Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita</li> <li>• Describe the need of Yoga for healthy life style</li> </ul>

**Course Details and course outcomes of EDUCATION (MAJOR & MINOR) under NEP 2020, w.e.f.2023-24session**

SEMESTER	PAPER NAME &CODE	CREDIT	COURSE OUTCOMES
Semester- I	<p style="text-align: center;"><b>Philosophical Foundation of Education</b> <b>EDU-M-T-1</b></p>	6	<p><b>After the completion of the Course, the learners will be able to -</b></p> <ol style="list-style-type: none"> <li>1. Understand the meaning, nature, scope, and aims of education.</li> <li>2. Develop an understanding of the different aspects of education and educational philosophy.</li> <li>3. Discuss different aspects of factors of education.</li> <li>4. Form acquaintance with the meaning and branches of philosophy.</li> <li>5. Explain concepts, nature, and role of metaphysics, epistemology, and axiology in education.</li> <li>6. Understand the nature and concept of Indian philosophy.</li> <li>7. Describe the knowledge, reality, and value of different Indian schools of philosophy, namely Buddhism, Jainism, and Charvaka.</li> <li>8. Comprehend the nature and concept of Western philosophy.</li> <li>9. Understand the Report of Delor's Commission (UNESCO, 1996).</li> <li>10. Discuss the educational view of different Western schools of philosophy, namely Idealism, Naturalism, and Pragmatism.</li> <li>11. Analyse and examine the contributions of Indian and Western educators Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Mahatma Gandhi, John Dewey, Paulo Freire, and Jean Rousseau.</li> </ol>

Semester- I	Educational Sociology EDU-MI-T-1	4	<p><b>After completion of the Course, the learners will be able to</b></p> <ol style="list-style-type: none"> <li>1. Understand the meaning, nature, and scope of educational sociology and the relation between education and sociology.</li> <li>2. Become aware of the social factor and their relation to education.</li> <li>3. Grow consciousness of social groups, socialization, and social institutions.</li> <li>4. Become acquainted with the social agencies of education. Understand the processes of social change and their impact on education</li> </ol>
Semester- I	FOUNDATION OF EDUCATION- I EDU-MU-T-1	3	<p><b>After completion of the course the learners will be able to</b></p> <ol style="list-style-type: none"> <li>1. Discuss the meaning, nature, scope and types of Education</li> <li>2. Explain the aims of education and the aims of education based on four pillars of education.</li> <li>3. Explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology</li> <li>4. Describe the meaning, nature and scope of Philosophy and Educational Philosophy.</li> <li>5. Explain the role of Philosophy in different aspects of Education.</li> <li>6. Describe the meaning, nature and scope of Sociology and Educational Sociology.</li> <li>7. Discuss the conflict and consensus theories of Educational Sociology.</li> </ol>
Semester- I	STATISTICAL ANALYSIS EDU-SEC-P-1 (A)	3	<p><b>After completion of the Course, the learner will be able to</b></p> <ol style="list-style-type: none"> <li>1. Describe the concept of Central Tendency and its properties.</li> <li>2. Explain the concept of measures of variability and their properties. Describe the concept of co-relation and its applications.</li> </ol>

<p><b>Semester- I</b></p>	<p><b>ACHIEVEMENT TEST EDU-SEC-P-1 (B)</b></p>	<p><b>3</b></p>	<p><b>After the completion of the Course, the learners will be able to</b></p> <ol style="list-style-type: none"> <li>1. Define Achievement Test.</li> <li>2. Explain the characteristics of the Achievement Test.</li> <li>3. State the objective of the Achievement Test.</li> <li>4. Discuss the function of the Achievement Test.</li> <li>5. Describe the steps of constructing the Achievement Test.</li> <li>6. Construct Achievement Test</li> </ol>
<p><b>Semester- II</b></p>	<p><b>PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-M-T-2</b></p>	<p><b>6</b></p>	<p><b>After completion of this Course, the learners will be able to</b></p> <ol style="list-style-type: none"> <li>1. Explain the influence of growth and development in education.</li> <li>2. Describe the meaning and concept of learning, its theories, and factors.</li> <li>3. Explain the application of learning theories in classroom situations.</li> <li>4. Discuss the concepts Discuss the concept, nature, scope, and uses of psychology in education.</li> <li>5. and theories of intelligence and creativity.</li> <li>6. Explain the concept and development of personality.</li> </ol>



Semester- II	<b>HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA (EDU-MI-T-2)</b>	4	<p><b>After completion of the course, the learners will be able to</b></p> <ol style="list-style-type: none"> <li>1. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the Vedic system of education.</li> <li>2. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the Brahmanic education system.</li> <li>3. Explain the education system of different educational institutions of the Brahmanic system of education.</li> <li>4. Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship, and evaluation system of Buddhistic education systems.</li> <li>5. Explain the education system of different educational institutions of the Buddhistic system of education.</li> <li>6. Compare the Brahmanic and Buddhist systems of education.</li> <li>7. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the medieval system of education.</li> <li>8. Discuss the educational contributions of Akbar and Aurangzeb.</li> </ol>
Semester- II	<b>FOUNDATION OF EDUCATION- II (EDU-MU-T-2)</b>	3	<p><b>After completion of the course the learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.</li> <li>2. Explain the landmarks in the development of Indian Education till Independence.</li> <li>3. Describe the concepts related to curriculum and co-curricular activities.</li> <li>4. Explain some contemporary issues of Indian education.</li> </ol>
Semester- II	<b>INSTITUTIONAL SURVEY EDU-SEC-P-2 (A)</b>	3	<p><b>After the completion of the course, the learner will be able to</b></p> <ol style="list-style-type: none"> <li>1. Define the process of Institutional Survey.</li> <li>2. Identify and explain the areas of Institutional Survey.</li> <li>3. Analyse the different aspects of the Institution with data.</li> <li>4. Prepare a comprehensive report on an</li> </ol>

			institution.
<b>Semester- II</b>	<b>PROJECT WORK EDU-SEC-P-2 (B)</b>	3	<b>After completion of this course, the learner will be able to</b> 1. Explain the process of conducting a project. 2. Prepare a project report.

**Academic Calendar for the Academic session 2023-24:-**

**SAGARDIGHI KKS MAHAVIDYALYA**

**SAGARDIGHI, MURSHIDABAD**

**List of Holidays for the Academic Session: 2023-2024**

**(With effect from 01.07.2023)**

JULY 2023	29 -Muharram (Saturday)	01
AUGUST 2023	15-Independence Day (Tuesday) 31-Rakhi Purnima (Thursday)	02
SEPTEMBER, 2023	06- Janmashtami (Wrdnesday) 18- Vishwakarma Puja (Monday) 28- Fateha-Doaz-Daham (Thursday)	03
OCTOBER, 2023	02-Gandhi Jayanti (Monday) 14-Mahalaya, (Saturday) 19-31 Durga Puja vacation	15
NOVEMBER, 2023	01-16- (puja Vacation). 19-20- Chhat Puja (Sunday & Monday) 27-Guru Nanak Birthday (Monday)	18
DECEMBER, 2023	13-College Foundation Day (Wednes Day) 25-X-mas Day (Monday)	02
JANUARY, 2024	01-New Year Day (Monday) 12-Swami Vivekananda Birthday (Friday) 15-Poush Parban (Monday) 23-Netaji Birthday (Tuesday) 26-Republic Day (Friday)	05
FEBRUARY, 2024	14- Saraswati Puja –(Wednes Day) 26- Sab-e-Barat –(Monday)	02
MARCH, 2024	08-Sivaratri-(Friday) 25-Doljatra-(Monday) 26-Holi-(Tuesday) 29-Good Friday-(Friday)	04
APRIL, 2024	10-Addl.day before Eid-ul-fitr (Wednesday) 11- Eid-ul-fitr-(Thursday) 14-B.R.Ambedkar Birthday, Bengali New Year (Sunday)	02
MAY, 2024	01-May Day-(Wednesday) 07-Rabindra Jayanti (Tuesday) 23-Buddha Purnima) (Thursday)	03

JUNE, 2024	17-Eid ul Juha (Monday) 18-Addl. Day after Eid (Tuesday)	02
	PRINCIPAL'S DISCRETION	05
Winter Recess	26-12-23 to 31-12-23	06

### Tentative Schedule for INTERNAL Assessments:

SEMESTER	1 <sup>ST</sup> INTERNAL	2 <sup>ND</sup> INTERNAL
SEM-I :	28-11-2023	03-03-2024
SEM-III	29-11-2023	16-02-2024
SEM-V	30-11-2023	05-01-2024
SEM-VI	05-03-2024	07-05-2024
SEM-IV	06-03-2024	08-05-2024
SEM-II	07-03-2024	09-05-2024

### Academic Calendar 2023-2024 (Month-wise Working days):

Month	Total days	Sundays	Holidays	Total working Days
July	31	05	01	25
August	31	04	02	25
September	30	04	03	23
October	31	04	15	12
November	30	04	18	08
December	31	05	02	24
January	31	04	05	22
February	29	04	02	23
March	31	05	04	22
April	30	04	02	24
May	31	04	03	24
June	30	05	02	23
<b>Total</b>	<b>366 DAYS</b>	<b>52 DAYS</b>	<b>64 DAYS</b>	<b>255 DAYS</b>

## CURRICULUM VITEA

Kalibari Purba, Karnajora  
Raiganj, Uttar Dinajpur,  
West Bengal. Pin-733130  
MOBILE – 9932079515  
EMAIL ID-bappadasr@gmail.com



### **BAPPA DAS**

S/O-SRI REBATI CHANDRA DAS  
& Mother Name-PRATIBHA DAS  
Date of Birth – 5<sup>th</sup> SEPTEMBER 1985

#### **PRESENT ADDRESS:-**

VILL-JAINPATTY  
P.O-AZIMGANJ  
P.S-JIAGANJ  
DIST-MURSHIDABAD  
PIN-742122, W.B

#### **PERMANENT ADDRESS:-**

VILL-KALIBARI PURBA  
P.O-KARNAJORA  
P.S-RAIGANJ  
DIST-UTTAR DINAJPUR  
PIN-733130 W.B

#### **ACADEMIC QUALIFICATION:-**

EXAM PASSED	INSTITUTE	BOARD/UNIVERSITY	YEAR OF PASSING	DIVISION
M.P	KARNAJORA HIGH SCHOOL	W.B.B.S.E	2001	1 <sup>ST</sup> CLASS
H.S	KARNAJORA HIGH SCHOOL	W.B.C.H.S.E	2003	2 <sup>ND</sup> CLASS


B.A(EDUCATION HONS)	SURENDRANATH MAHAVIDYALAYA	N.B.U	2006	2 <sup>ND</sup> CLASS
M.A. (EDUCATION)	D.A.V. COLLEGE	C.S.J.M.U.	2008	1 <sup>ST</sup> CLASS
B.ED.	S.T.T.C.	K.U.	2010-2011	1 <sup>ST</sup> CLASS

### **PROFESSIONAL EXPERIENCE:-**

1. Serving as Govt.Approved part-time Teacher in Department of Education at Sagardighi Kamada Kinkar Smriti Mahavidyalaya on & from 26.08.2010 to 31.12.2019
2. Serving as State Aided College Teacher (SACT) in Department of Education at Sagardighi Kamada Kinkar Smriti Mahavidyalaya on & from 01.01.2020 to Till Date.

AWARD / RECOGNITION RECEIVED	
ACADEMIC & ADMINISTRATIVE ASSIGNMENTS	1.Programme officer,National service scheme (NSS)from 02.05.2017 to 31.03.2023  2.Member – Purchase Committee,Grievance Committee,Library Committee,
Area of Specialisation at P.G. Level	Guidance & Counselling
Training Courses/Programmes attended (OP,RC,STC,or any other)	1.Training programme on academic leadership , Aligarh Muslim University Murshidabad centre from (10.09.2018 to 13.09.2018)  2.1 <sup>st</sup> Orientation Training programme (NSS) Empanelled Training Institute , Ramakrishna Mission Ashrama, Narendrapur, Kolkata from (19.06.2022 to 25.06.2022)

<p>Attended in Seminar / Conference / Workshop/ Symposia/ Webinar etc.</p>	<p>1.Regional Seminar on Parliamentary Democracy and its practices in India , Issues,Challenges and opportunities on ,from Berhampore Girls College on 28.03.2015</p> <p>2.Workshop on Development of Teaching- Learning and Evaluation Skills among College Teachers from Rani Dhanya Kumari College ,Jiaganj,Murshidabad on 15.03.2016 to 16.03.2016</p> <p>3.State level seminar on Achieving Excellenges in Higher Education , Pathways ,issues and Challenges from union Christian Training College on 25.09.2016</p> <p>4.One- Day Workshop on Revision of Honours and General Curriculum of B.A (Education ) from Department of Education , University of Kalyani on 04.05.2016</p> <p>5.One – Day Workshop on CBCS :Academic and Administrative overview , from Rani Dhanya Kumari College on 08.05.2018</p> <p>6.One –Day Workshop on Practical papers of old Curriculum and new CBCS Curriculum , from Department of Education ,University of Kalyani on 07.08.2018</p> <p>7.Regional Directorate of NSS, Kolkata,West Bengal One-Day Seminar and Awarness Rally on Swachh Bharat Abhiyan , under University of Kalyani from Berhampore College on 04.03.2022</p> <p>8.One –Day State level Seminar on Revised Accreditation framework of NAAC from Rani Dhanya Kumari College on 18.08.2022</p>
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Name of the Department	Name and Designation	Date of joining	
<b>EDUCATION</b>	<b>SAUGATA SARKAR</b>  SACT-II	1 <sup>ST</sup> February, 2018	
Contact No. and e-mail ID	Contact number- 9563211873 e-mail id- <a href="mailto:saugatasarkar70@gmail.com">saugatasarkar70@gmail.com</a>		

Academic Information	Qualification (In details like year of passing, Institution, etc.)	➤ M.A in Education Year- 2015 KALYANI University
	Specialization	Educational Technology,Teacher Education
	Area of Interest	Educational Psychology
Teaching Experience	➤ Teaching experience from my date of joining at Sagardighi K.K.S.Mahavidyalaya .	
Faculty Development Programme	Research Methodology Publication and Ethics	