

# Department Of Education

## Plassey College

### Plassey, Nadia

#### Education Honours 3<sup>rd</sup> Semester Syllabus Distribution

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B.A. Education (Honours) SEMESTER-III, EDU-H-CC-T-5 : Educational Evaluation & Statistics Core Course; Credit-6. Full Marks-75

Unit	Topic	Teacher's Name
Unit-I: Measurement, Assessment and Evaluation in Education	a) Measurement- Concept, Scope and Need b) Evaluation - Concept, Scope and Need c) Relation among Evaluation, Assessment and Measurement. d) Scales of Measurement- Nominal, Ordinal, Interval and Ratio	<b>T.M</b>
Unit-II: Evaluation Process	a) Evaluation Process: • Formative - Concept, Characteristics, Advantages, Limitations. • Summative - Concept, Characteristics, Advantages, Limitations • Comparison between Formative & Summative evaluation. b) Norm-Referenced Test and Criterion Referenced Test- Concept, uses, comparison. c) Grading system and Credit system- Concept only.	<b>A.H</b>
Unit-III: Tools and Techniques of Evaluation	a) Techniques: (Concept, Merits & Demerits) • Observation • Self reporting technique • Projective technique b) Tools: • Interview - Concept, Merits & Demerits • Questionnaire- Concept, Merits & Demerits • Tests- Essay type and Objective type; Short answer type and Oral type. • Personality Test- Rorschach Ink Blot Test • Interest Test- Kuder Richardson Test  c) Characteristics of a good test: • Objectivity- Concept, Characteristics, Types of Objective Test Vs Subjective test. • Reliability- Concept, Characteristics, Various types (test-retest and split half), Causes of low Reliability. • Validity- Concept, Causes of low Validity, Types (Content & Construct), Determination. • Norms- Concept, Types and their uses.	<b>T.M</b>
Unit-IV: Educational Statistics	a) Educational Statistics - Concept, Scope and Need b) Organization and Tabulation of Data- Raw score, frequency distribution table. c) Variable – Concept, Types (Continuous & Discrete) d) Central Tendency (Mean, Median & Mode) – Concept, uses and estimation e) Variability- Measures of Variability and their uses (Concept only)	<b>A.H</b>

**B.A. Education (Honours) SEMESTER-III EDU-H-CC-T-6: Philosophical foundation of Education – II**  
**Core Course; Credit-6. Full Marks-7**

Unit	Topic	Teacher's Name
Unit-1: Indian Schools of Philosophy (Theistic)	a) Vedanta- knowledge, reality and value b) Nyaya- knowledge, reality and value c) Sankhya- knowledge, reality and value	S.B
Unit-2: Western Schools of Philosophy	a) Humanism: Principle of Humanism and influence of Humanism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline) b) Realism: Principle of Realism and influence of Realism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline) c) Comparison between Indian Philosophy and Western Philosophy	S.B
Unit-3: Great Educators and their educational philosophy	a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo b) Western: Rousseau, Dewey, Froebel, Montessori	D.S
Unit-4: Discipline and Freedom in Education	a) Discipline: Concepts, types and need. b) Free discipline: Concept, advantages and limitations c) Relation between Discipline and order d) Relation between Discipline and Freedom e) Problems of building discipline in Educational Institution f) Ways of building discipline in Educational Institution	D.S

**B.A. Education (Honours) SEMESTER-III EDU-H-CC-T-7: Inclusive Education Core Course; Credit-6. Full Marks-75**

Unit	Topic	Teacher's Name
Unit I: Inclusive Education	a) Concept, Nature and Need b) Historical perspective- • Special education – Concept Only • Integrated education- Concept Only • Mainstreaming education- Concept Only • Principles of Inclusive education. • Differences between Special Education and Inclusive Education c) Government policies (Major provisions only) • PWD Act, 1995 • National Policy for person with Disabilities-2006 • The Rights of Person with Disabilities Bill(RPWD Bill)-2016 d) RCI,NIOH, NIMH, NIVH - Functions only	S.B
Unit II: Competencies development	a) Barriers of Inclusive Education b) Development of Qualities • Attitude : Concept, needs, Role of teacher • Positive Behavior : Concept, needs, Role of teacher • Social	S.B

for Inclusive Education	Skill for Inclusion: Concept, needs, Role of teacher c) Measures needed for putting inclusion in practice	
Unit III: Inclusive Education and its Practices	a) Differentiated Instruction (Meaning, nature, needs) • Peer Tutoring • Co-operative learning • Collaborative learning b) Inclusive Instructional Strategies at school level(Meaning, nature, needs) • Remedial teaching. • Team Teaching. • Circles of Friends	D.S
Unit -IV: Inclusive School Environment	a) Infrastructural facilities for an ideal Inclusive School. b) Teachers Role in Inclusive Classroom c) Inclusiveness in classroom d) Role of technology in inclusive classroom-aids and appliances e) Problems faced by teachers in making truly inclusive school.	D.S

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

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

Unit	Topic	Teacher's Name
Unit-I: Descriptive Statistics	a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application. b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application) c) Graphical Representation of data: Bar graph, Polygon, Histogram, Ogive (Meaning, steps, advantages & disadvantages) d) Percentile and Percentile Rank- Concept, Calculation, Application, e) Graphical determination	T.M
Unit-II: Relationship and Inferential Statistics	a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation, b) Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation. c) Parametric and Non-Parametric Test- (only Concept and Uses).	A.H
Unit-I: Concept of test and test item	a) Test – Concept, meaning & characteristics b) Test item – • Identification of test item • Types of test item (Concept, characteristics, advantage, limitation) } Essay type test (Extended and Restricted) } Objective type test (MCQ, True-False, Matching) } Speed test and Power test } Individual test and Group testd) Centre of Learning: Fatepur Sikri and Delhi	D.S+A.H
Unit-II: Concept & Different aspects of Achievement	a) Meaning of Achievement test b) Characteristics of Achievement Test c) Objectives of Achievement Test d) Principles of Achievement test construction e) Functions of Achievement Test f) Steps involved in the construction of	D.S+A.H

Test	Achievement Test	
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