

Department of education

Program outcome

After completion of the syllabus of Education, student can learn about the history of education and the meaning of education. To teach someone every teacher should know about the psychology of a child. In this education syllabus there are theories of psychology, the knowledge of psychology helps us to know every student and understands the individual differences of every student. Human behaviour controls by their philosophy of life. To be a good human being we should learn about philosophy. We live in a society, to know about the society and to develop the society we have to learn about society. For a good educational environment we should learn about the educational organisation and management of the educational institution. To guide our children or student for having a good future we should have the knowledge of guidance and counselling. A good citizen can develop a society, to be a good citizen we have to know about the skills of democratic citizenship. Without technology we can do nothing. How to implement the technology in education we can learn here. Curriculum is very important in education. The knowledge of developing a good curriculum is in this syllabus. Why should we include everyone in education, we will learn from the syllabus. What to do with a raw data and the knowledge of statistics in education is here. To motivate the student the life of the great educators are in the syllabus. Mental hygiene, abnormal behaviour of a person can hinder the whole class environment. The information about the cause and the treatments of abnormal behaviour can learn here. The basic concept of educational research will be given here. Information about women education is here in the syllabus. Gender discrimination done by the society and how to solve this problem, all the answers are in the syllabus of education.

Academic Calendar

Session 2024-25

Teacher wise syllabus distribution

Education Honours (For Major)

Semester – 1

(CO – To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To be acquainted with the concept of Child-Centricism and play-way in education.

EDC/H/CC – 1/1 (For Major)

DSC/Core (Major) CC1-Introduction & Philosophical Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

Topic/Chapter	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Aims of modern education with special reference to Delor's Commission.➤ Indian School of Philosophy: Vedic, Buddhism.➤ Western School of Philosophy: Naturalism and Pragmatism	Dalia Pramanik
<u>Unit- 2 = Factors of Education</u>	
<ul style="list-style-type: none">➤ Child / learner: influence of heredity and environment on the learner➤ Teacher: qualities and duties of a good teacher.➤ Curriculum and co-curricular activities - concept and types and significance of co-curricular activities.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Child Centricism and Play-way in Education</u>	
<ul style="list-style-type: none">➤ Concept of child centricism in education➤ Characteristics and significance of child centricism in education➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Santu Kar

EDC/H/SEC/1/1 (Semester – 1)

SEC-1, Communication Skill

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

(CO - • To understand the basic elements of Communication • To acquire Listening Skills • To acquire Speaking Skills.

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Dalia
Pramanik

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

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Pramanik

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

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SEMESTER – 2

EDC/H/CC/2/2 (For Major)

CC – 2, Psychological Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To understand the meaning of Psychology and be acquainted with its different aspects. • To know the patterns of different aspects of human development and relate this knowledge with education. • To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

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Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory

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Adhikary

Unit: 3 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Santu Kar

EDC/H/SEC/2/2 (Semester – 2)

SEC-2, Aspect of Democratic Citizenship

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - • Have an idea about their duties as citizens • Have an idea about their rights as citizens • Have an idea about child violence and child rights • Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties as citizen

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Santu Kar

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Dalia Pramanik

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005 – basic features

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SEMESTER – 3

EDC/H/CC/3/3 (For Major)

CC – 3, Guidance and Counselling

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To know the concept of guidance • To know various types of Guidance • To Know the basic concept of Counselling

Topic/Chapter	Teacher
Unit-I = Guidance – Meaning, Functions, Need	
<ul style="list-style-type: none">➤ Guidance – Meaning, Definitions and Functions➤ Individual and Group Guidance – Meaning, advantages and disadvantages➤ Need for guidance in secondary schools and requisites of a good school guidance programme	Santu Kar
Unit-2 = Guidance - Educational, Vocational, Personal	
<ul style="list-style-type: none">➤ Educational Guidance- Meaning, Function at different stages of Education➤ Vocational Guidance- Meaning, Function at different stages of Education➤ Personal Guidance- Meaning, Importance for the Adolescents	Santu Kar
Unit-3 = Counselling – Meaning, Techniques, Types	
<ul style="list-style-type: none">➤ Counselling - – Meaning, importance and Scope➤ Techniques of Counselling- Directive, Non-Directive, Eclectic➤ Individual and Group Counselling –Meaning, Importance	Dalia Pramanik

EDC/H/CC/4/3 (For Major)

CC – 4, Sociological Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To understand the relation between Sociology and Education. nature, and scope of Sociology of education. • To explain the concept of Social Groups and Socialization process. • To enable the students to understand the concept of social change and social interaction in education • To become aware of social Communication in Education

Topic/Chapter

Teacher

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature and scope of Sociology of Education

Santu Kar

Unit-2 = Social Groups

- Social Groups : meaning and definition and types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

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Unit-3 = Social Change and Communication in Education

- Social Change: Concept and inter-relation with education
- Social stratification, Social Mobility and Social Interaction
- Social Communication: Concept and Informal agencies

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EDC/H/SEC (Semester – 3)

SEC-3 , Computer Application

(Full Marks 100) [Credit = 4 (Theory=2, Tutorial=2)]

C.O - Ability to familiarise with basics of computer • Ability to know the software, hardware and networking • Ability to know the concept of Cyber Crime

Unit: 1 = Computer basics

- Introduction to Computer – Evolution of Computer and Generation of Computers
- Classification of Computers
- Components of computer system – CPU, Memory, Storage devices, I/O devices,

Dalia Pramanik

Unit: 2 = Office tools

- Concept of file and folder: File Access Method, Difference between file and folder
- Presentation of tool: Understand the concept of slide shows, basic elements of a slide
- Computer software, hardware and use of computer in education

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Unit: 3 = Cyber Safety

- Safety browsing the web and using social networks: identity, protection and proper use
- Cyber stalking and cyber-crimes and cyber ethics
- Malware: Viruses and adware

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Practical

- Introduction to a word processor: create folder and save a document
- Edit and format text: Text style (B, I, U), font type, font size, alignment, page number, add bullets and numbering.
- Create presentation
- Viva voce (based on the presentation)

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SEMESTER – 4

EDC/H/CC/5/4 (For Major)

CC – 5, Educational Organization and Planning

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To develop the concept of an ideal organization in educational institutions. • To understand the different aspects of planning,

Unit I = Organization

- Concept of organization
- Nature and Characteristics of organization
- Concept of institutional organization

Santu Kar

Unit 2 = Organization in educational field

- Meaning and elements of institutional plant
- Features of library and time-table
- Features of institutional medical services, workshop and laboratory

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Unit 3 = Educational Planning

- Meaning, aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

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EDC/H/CC/6/4 (For Major)

CC – 6, History of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - • To be acquainted with the salient features of education in India during ancient and medieval times
• To be acquainted with the development of education in British India • To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit I = Education in India during ancient and medieval period

- Salient features of Vedic education
- Salient features of Brahmanic education
- Salient features of Buddhistic education
- Salient features of Islamic education

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Unit 2 = Education in India before independence

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution
- Adam's report, Woods Despatch, Curzon policy, Basic education
- Commission (Hunter and Sadler)

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Unit 3 = Education in India after independence

- Radhakrishnan Commission (objectives, rural university)
- Mudaliar Commission (objectives and structure)
- Kothari Commission (objectives, structure and curriculum of primary and secondary education)
- NEP (only highlights) - 1986, 1992 and 2020

Santu Kar

EDC/H/CC/7/4 (For Major)

CC – 7, Technology in Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To develop an understanding of educational technology • To be acquainted with the system approach • To get acquainted with the instructional techniques and different models of teaching • To develop an understanding of ICT & e-learning.

Unit I = Introductory concept

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Santu Kar

Unit 2 = Instructional techniques

- Mass instructional technique - characteristics and types
- Personalised instructional techniques - characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Dalia Pramanik

Unit 3 = ICT & e-learning

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching-learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning

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Adhikary

EDC/H/CC/8/4 (For Major)

CC-8 - Great Educators

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - • To develop an understanding of educational ideas of Indian and Western Educators • To understand pedagogical concepts given by Indian and Western educational thinkers

Unit 1: Western Educators

- Rousseau
- Dewey
- Ivan Illich

Santu Kar

Unit 2 = Indian Educators

- Vivekananda
- Rabindranath
- Begam Rokeya

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Unit 3 = Educators of 21st century

- A P J Abdul Kalam
- Nel Noddings
- Amartya Sen

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SEMESTER – 5 (CBCS)

CC – 11, Evaluation and Measurement in Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit I = Measurement and Evaluation in Education	
<ul style="list-style-type: none">➤ Educational Measurement and Evaluation : Concept➤ Scope and Need of Educational Measurement and Evaluation➤ Relation between Measurement, Assessment and Evaluation.➤ Scales of Measurement- Nominal, Ordinal, Interval and Ratio.	Santu Kar
Unit 2 = Evaluation Process	
<ul style="list-style-type: none">➤ Evaluation Process: (Formative and Summative)➤ Types and steps of evaluation➤ Norm-Referenced Test and Criterion Referenced Test.➤ Grading and Credit system.	Santu Kar
Unit 3 = Tools and Techniques of Evaluation	
<ul style="list-style-type: none">➤ Concept of Tools and Techniques➤ Testing tools<ul style="list-style-type: none">i) Educational: Essay type and Objective type, Written, Oral.ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,➤ Non testing tools – Cumulative Record Card, Portfolio➤ Techniques:<ul style="list-style-type: none">i) Self reporting : Interview , Questionnaireii) Observation.	Dalia Pramanik
Unit 4 = Criteria of a Good Tool and its Construction	
<ul style="list-style-type: none">➤ Characteristics of a good tool (i) Objectivity- Concept (ii) Reliability- Concept, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning & types (v) Usability -Concept➤ Steps for construction & standardization of Achievement test	Dalia Pramanik

CC – 12, Statistics In Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit I = Concept of Statistics and Descriptive Statistics	
<ul style="list-style-type: none">➤ Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation(Frequency Polygon, Histogram, Ogive, Pie)➤ Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.➤ Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application➤ Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	Sheuli Biswas Adhikary
Unit 2 = Normal Distribution and Derived Score	
<ul style="list-style-type: none">➤ Concept of Normal Distribution- Properties➤ Uses of NPC in Education➤ Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)➤ Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	Sheuli Biswas Adhikary
Unit 3 = Measure of Relationship	
<ul style="list-style-type: none">➤ Bi-variate Distribution- Concept and types of Linear Correlation➤ Scatter Diagram (only Concept)➤ Uses of Correlation➤ Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	Dalia Pramanik
Unit 4 = Statistics (Practical)	
<ul style="list-style-type: none">➤ Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of - describing the nature and characteristics of the two distributions, - comparing two distributions and - finding association between two sets of data by applying the following: Method: i) Tabulation of data ii) Determination of central tendencies and variability (standard deviation) iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph. iv) Determination of the type of association between two sets of data by drawing scatter diagram	Sheuli Biswas Adhikary

DSE – A-2 Educational Thought of Great Educators

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit I = Western Educators(Part 1)	
<ul style="list-style-type: none">➤ Plato➤ Rousseau➤ Montessori	Dalia Pramanik
Unit 2 = Western Educators(Part 2)	
<ul style="list-style-type: none">➤ Pestalozzi➤ Dewey➤ Ivan Illich	Dalia Pramanik
Unit 3 = Indian Educators (Part 1)	
<ul style="list-style-type: none">➤ Vivekananda➤ Rabindranath➤ Gandhiji	Santu Kar
Unit 4 = Indian Educators (Part 2)	
<ul style="list-style-type: none">➤ Radhakrisnan	Santu Kar
<ul style="list-style-type: none">➤ Begum Rokeya	Sheuli Biswas Adhikary
<ul style="list-style-type: none">➤ Sister Nivedita	Dalia Pramanik

<u>DSE – B-1Teacher Education</u>	
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Topic/Chapter	Teacher
Unit I = Basic concept of teacher education.	
<ul style="list-style-type: none"> ➤ Concept and meaning of teacher education ➤ Scope of Teacher Education ➤ Aims and objectives of Education at Elementary, Secondary and College level. ➤ Teacher training Vs Teacher education 	Santu Kar
Unit 2 = Development of teacher education in India	
<ul style="list-style-type: none"> ➤ Historical perspective of development of teacher education in India ➤ Recommendations of Kothari Commission ➤ Recommendations of National Policy on Education regarding teacher education. ➤ Present System of teacher education in India. 	Santu Kar
Unit 3 = Role of the different agencies in teacher education	
<ul style="list-style-type: none"> ➤ University ➤ NCTE ➤ NCERT ➤ NUEPA 	Dalia Pramanik
Unit 4 = Some Courses for preparation of teacher	
<ul style="list-style-type: none"> ➤ Pre service teacher education ➤ In service teacher education ➤ Orientation and Refresher courses 	Dalia Pramanik

INTERNSHIP

Semester – 2 and Semester – 4

1. Time: Summer Recess
2. Duration: Two weeks
3. Evaluation: Report writing + Viva Voce
4. Marks: 3 credits = $25 \times 3 = 75$ Marks (2 credits for report writing, 1 credit for Viva)
5. Activities (Any one):
 - i) Peer Group Teaching (Simulated teaching) in the classroom
 - ii) Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)
 - iii) Organization of rally or campaign on social issues including exhibition with demonstration (like Polio, HIV, Human rights, Population explosion, Pollution related awareness, Domestic violence, alertness related to POCSO, Environmental awareness etc)
 - iv) Field visit and observation of vocational institute.
 - v) In-depth survey, collection of data (backward and special communities in the local area)
 - vi) Visit to other college and take part in teaching practice
 - vii) Skills to enhance Public Speaking (Group discussion, Extempore etc.)
 - viii) Adult Education Programme in the adjacent college area

SEMESTER – 6 (CBCS)

CC – 13, Psychology of Adjustment

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit I = Adjustment, Maladjustment and Problem Behaviour

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| <ul style="list-style-type: none">➤ Concept of adjustment, adjustment and adaptability➤ Psychodynamic Concept of adjustment, criteria of good adjustment | Dalia Pramanik |
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| <ul style="list-style-type: none">➤ Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse | Sheuli Biswas
Adhikary |
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Unit 2 = Multi-axial Classification of Mental Disorders

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| <ul style="list-style-type: none">➤ DSM – 5 : Section 1, Section II and Section III➤ Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder➤ Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only) | Santu Kar |
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Unit 3 = Coping Strategies for Stressful Situation

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| <ul style="list-style-type: none">➤ Stress and Stressors➤ Personal and environmental stress➤ Coping strategies for stress | Sheuli Biswas
Adhikary |
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Unit 4 = Administration, Scoring and Interpretation of the following Tests (Practical)

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| <ul style="list-style-type: none">➤ KNPI(KunduNeurotic Personality Inventory)➤ KIEI (Kundu Introversion Extroversion Inventory)➤ Effect of Learning material on memorization | Dalia Pramanik |
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CC – 14, Basic Concept of Educational Research

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Unit I = Concept of Educational Research	
<ul style="list-style-type: none"> ➤ Definition, meaning and concept of research ➤ Educational research and its characteristics ➤ Types of Educational Research ➤ Problems, difficulties and ethics 	Santu Kar
Unit 2 = Basic elements of educational research	
<ul style="list-style-type: none"> ➤ Literature review ➤ Problem selection ➤ Objectives, Research question and Hypothesis ➤ Tools of Data collection –types 	Dalia Pramanik
Unit 3 = Data collection procedure	
<ul style="list-style-type: none"> ➤ Sampling –concept and definition ➤ Types of sampling- Probability and non-probability ➤ Data reporting- Descriptive and Inferential (basic statistical procedure that come under each) ➤ Referencing and Bibliography 	Sheuli Biswas Adhikary
Unit 4 = Tutorial (Project/Term Paper centric)	
<ul style="list-style-type: none"> ➤ Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5) 	Sheuli Biswas Adhikary

<u>DSE – A-1 Gender and Society</u>	
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Topic/Chapter	Teacher
Unit I = Gender Concepts	
<ul style="list-style-type: none"> ➤ Definition of Gender and difference with sex ➤ Gender Dynamics: Gender identity; Gender role and gender stereotype ➤ Social Construction of Gender 	Santu Kar
Unit 2 = Gender Socialization	
<ul style="list-style-type: none"> ➤ Childhood, socialization and gender biases in the family and school ➤ Social Differentiation among women in educational context by caste, tribe, religion and region ➤ Gender discrimination in the management of the school and education system. 	Sheuli Biswas Adhikaary
Unit 3 = Gender roles	
<ul style="list-style-type: none"> ➤ Gender Roles and Relationships Matrix ➤ Gender based division and Valuation of Work ➤ Exploring Attitudes towards Gender 	Dalia Pramanik
Unit 4 = Gender inequality in the schools	
<ul style="list-style-type: none"> ➤ Gender inequality in the structure of knowledge ➤ Presentation of gender in the development of curriculum and text books. ➤ Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling. 	Sheuli Biswas Adhikary

<u>DSE – B-2 Women Education</u>	
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Topic/Chapter	Teacher
Unit I = Historical Perspectives of Women Education	
<ul style="list-style-type: none"> ➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period ➤ Contribution of Missionaries ➤ Role of British Govt 	Dalia Pramanik
Unit 2 = Policy Perspective, Committee and Commission on Women Education	
<ul style="list-style-type: none"> ➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992 ➤ Radhakrisnan, Mudaliar and Kothari Commission ➤ DurgabaiDeshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee 	Santu Kar
Unit 3 = Role of Indian Thinkers in promoting Women Education	
<ul style="list-style-type: none"> ➤ Rammohan Roy ➤ Vidyasagar 	Dalia Pramanik
Unit 4 = Major Constraints of Women Education and Women Empowerment	
<ul style="list-style-type: none"> ➤ Social – Psychological ➤ Political – Economical ➤ Role of women empowerment in modern society (in brief.) 	Sheuli Biswas Adhikary

Education General (For Minor)

(Other Hons student and MDC Minor subject)

SEMESTER – 1 & 3 (MDC MINOR IN SEM 3)

EDC/M/1/1 (Semester – 1) and EDC/M/2/3 (Semester – 3) and EDC/M/1/3 (MDC Minor)

Minor 1 and Minor 2 -- Introduction & Philosophical Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

(CO – To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To be acquainted with the concept of Child-Centricism and play-way in education.

Topic/Chapter	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Aims of modern education with special reference to Delor's Commission.➤ Indian School of Philosophy: Vedic, Buddhism.➤ Western School of Philosophy: Naturalism, Pragmatism	Dalia Pramanik
<u>Unit- 2 = Factors of Education</u>	
<ul style="list-style-type: none">➤ Child / learner: influence of heredity and environment on the learner➤ Teacher: qualities and duties of a good teacher.➤ Curriculum and co-curricular activities - concept and types and significance of co-curricular act.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Child Centricism and Play-way in Education</u>	
<ul style="list-style-type: none">➤ Concept of child centricism in education➤ Characteristics and significance of child centricism in education➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	SantuKar

SEMESTER – 2 & 4 (MDC MINOR IN SEM 4)

EDC/M/1/2 (Semester – 2) and EDC/M/2/4 (Semester – 4) and EDC/M/2/4 (MDC Minor)

Minor 1 and Minor 2 - Psychological Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To understand the meaning of Psychology and be acquainted with its different aspects. • To know the patterns of different aspects of human development and relate this knowledge with education. • To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

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Pramanik

Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory

Sheuli Biswas
Adhikary

Unit: 3 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Santu Kar

Education General (For MDC)

SEMESTER – 1

EDC/MD/CC/1/1 and EDC/MD/CC/2/1

Introduction & Philosophical Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

(CO – To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To be acquainted with the concept of Child-Centricism and play-way in education.

Topic/Chapter	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Aims of modern education with special reference to Delor's Commission.➤ Indian School of Philosophy: Vedic, Buddhism.➤ Western School of Philosophy: Naturalism, Pragmatism	Dalia Pramanik
<u>Unit- 2 = Factors of Education</u>	
<ul style="list-style-type: none">➤ Child / learner: influence of heredity and environment on the learner➤ Teacher: qualities and duties of a good teacher.➤ Curriculum and co-curricular activities - concept and types and significance of co-curricular act.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Child Centricism and Play-way in Education</u>	
<ul style="list-style-type: none">➤ Concept of child centricism in education➤ Characteristics and significance of child centricism in education➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	SantuKar

SEMESTER – 2

EDC/MD/CC/1/2 and EDC/MD/CC/2/2

Psychological Foundation of Education

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To understand the meaning of Psychology and be acquainted with its different aspects. • To know the patterns of different aspects of human development and relate this knowledge with education. • To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

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Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory

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Unit: 3 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Santu Kar

SEMESTER – 3

EDC/MD/CC/1/3 and EDC/MD/CC/2/3

Guidance and Counselling

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To know the concept of guidance • To know various types of Guidance • To Know the basic concept of Counselling

Topic/Chapter	Teacher
Unit-I = Guidance – Meaning, Functions, Need	
<ul style="list-style-type: none">➤ Guidance – Meaning, Definitions and Functions➤ Individual and Group Guidance – Meaning, advantages and disadvantages➤ Need for guidance in secondary schools and requisites of a good school guidance programme	Santu Kar
Unit-2 = Guidance - Educational, Vocational, Personal	
<ul style="list-style-type: none">➤ Educational Guidance- Meaning, Function at different stages of Education➤ Vocational Guidance- Meaning, Function at different stages of Education➤ Personal Guidance- Meaning, Importance for the Adolescents	Santu Kar
Unit-3 = Counselling – Meaning, Techniques, Types	
<ul style="list-style-type: none">➤ Counselling - – Meaning, importance and Scope➤ Techniques of Counselling- Directive, Non-Directive, Eclectic➤ Individual and Group Counselling –Meaning, Importance	Dalia Pramanik

SEMESTER – 4

EDC/MD/CC/1.1/4 and EDC/MD/CC/2.1/4

Educational Organization and Planning

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - To develop the concept of an ideal organization in educational institutions. • To understand the different aspects of planning,

Unit I = Organization

- Concept of organization
- Nature and Characteristics of organization
- Concept of institutional organization

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Unit 2 = Organization in educational field

- Meaning and elements of institutional plant
- Features of library and time-table
- Features of institutional medical services, workshop and laboratory

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Unit 3 = Educational Planning

- Meaning, aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

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History of Education

EDC/MD/CC/1.2/4 and EDC/MD/CC/2.2/4

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

C.O - • To be acquainted with the salient features of education in India during ancient and medieval times • To be acquainted with the development of education in British India • To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit I = Education in India during ancient and medieval period

- Salient features of Vedic education
- Salient features of Brahmanic education
- Salient features of Buddhistic education
- Salient features of Islamic education

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Unit 2 = Education in India before independence

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution
- Adam's report, Woods Despatch, Curzon policy, Basic education
- Commission (Hunter and Sadler)

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Unit 3 = Education in India after independence

- Radhakrishnan Commission (objectives, rural university)
- Mudaliar Commission (objectives and structure)
- Kothari Commission (objectives, structure and curriculum of primary and secondary education)
- NEP (only highlights) - 1986, 1992 and 2020

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SEC

EDC/MD/SEC (Semester – 2) (Semester – 3 for Minor MDC)

SEC, Communication Skill

(Full Marks 100) [Credit = 4 (Theory=3, Tutorial=1)]

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

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Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

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Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

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IDC

EDC/MD/IDC (Semester – 1) and (Semester – 2) and (Semester – 3)

IDC, Inclusive Education

(Full Marks 75) [Credit = 3 (Theory=2, Tutorial=1)]

CO - Understand the meaning of Inclusion and exclusion • Know the types of exclusion and their causes • Know how to bring about inclusion in different spheres.

Unit: 1 = Inclusive Education: Overview

- Meaning of Inclusion and Inclusive Education
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusive Education
- Elements necessary for creating an inclusive school

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Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

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SEMESTER – 5 (CBCS)

DSE – A-2 Educational Thought of Great Educators

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit I = Western Educators(Part 1)	
<ul style="list-style-type: none">➤ Plato➤ Rousseau➤ Montessori	Dalia Pramanik
Unit 2 = Western Educators(Part 2)	
<ul style="list-style-type: none">➤ Pestalozzi➤ Dewey➤ Ivan Illich	SheuliBiswasA dhikary
Unit 3 = Indian Educators (Part 1)	
<ul style="list-style-type: none">➤ Vivekananda➤ Rabindranath➤ Gandhiji	SantuKar
Unit 4 = Indian Educators (Part 2)	
<ul style="list-style-type: none">➤ Radhakrisnan	SantuKar
<ul style="list-style-type: none">➤ Begum Rokeya	SheuliBiswasA dhikary
<ul style="list-style-type: none">➤ Sister Nivedita	Dalia Pramanik

SEC – A-2 Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

(Only for Pure General Students who has education as Discipline 2)

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

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Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

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Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

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Unit 4 = Role of Education

- Rights and duties in Indian Constitution
- Protection of Children
- Democratic harmony

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SEMESTER – 6 (CBCS)

DSE – B-2 Women Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit I = Historical Perspectives of Women Education	
<ul style="list-style-type: none">➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period➤ Contribution of Missionaries➤ Role of British Govt	Dalia Pramanik
Unit 2 = Policy Perspective, Committee and Commission on Women Education	
<ul style="list-style-type: none">➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992➤ Radhakrisnan, Mudaliar and Kothari Commission➤ DurgabaiDeshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	Santu Kar
Unit 3 = Role of Indian Thinkers in promoting Women Education	
<ul style="list-style-type: none">➤ Rammohan Roy➤ Vidyasagar	Santu Kar
Unit 4 = Major Constraints of Women Education and Women Empowerment	
<ul style="list-style-type: none">➤ Social – Psychological➤ Political – Economical➤ Role of women empowerment in modern society (in brief.)	Sheuli Biswas Adhikary

EC – B-1 Teaching Skill

(Full Marks 100) [Credit = 2 (Theory)]

(Only for Pure General Students who has education as Discipline 2)

Unit 1: Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

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Unit 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

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Unit 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

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Unit 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

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