

ACADEMIC CALENDAR

SESSION 2021-22

TEACHER WISE SYLLABUS DISTRIBUTION

EDUCATION HONOURS

SEMESTER – 1 (CBCS)	
<u>CC – 1, Introduction to Education</u> (Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Topic/Chapter	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Meaning, nature and scope of education.➤ Aims of education – individual, social, vocational and democratic.➤ Aims of modern education with special reference to Delor’s Commission.	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- concept and types.➤ Co-curricular activities: meaning, values and significance.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Agencies of Education</u>	
<ul style="list-style-type: none">➤ Home➤ School	Dalia Pramanik
<ul style="list-style-type: none">➤ State➤ Mass-media- television, radio, cinema and newspaper	Sheuli Biswas Adhikary
<u>Unit- 4 = 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

CC – 2, History of Indian Education

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

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher pupil relation)
- Brahmanic (aim, curriculum, teaching method, teacher pupil relation)
- Buddhistic (aim, curriculum, teaching method, teacher pupil relation)
- Islamic (aim, curriculum, teaching method, teacher pupil relation)

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Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution
- Adam's report

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Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education,

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- National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

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Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

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SEMESTER – 2 (CBCS)

CC – 3, Psychological Foundation of Education

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

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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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 and Bandura's Social Learning Theory

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Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism(Trial and error, classical, operant conditioning)
- Insightful learning

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- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

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Unit: 4 = 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

CC – 4, Philosophical Foundation of Education

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

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

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Unit 2 = Indian schools of philosophy

- Vedic school – Sankhya
- Vedic school – Yoga
- Non-vedic School - Buddhism
- Non-vedic School – Jainism

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Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

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Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration

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- Education for international understanding
- Education for promotion of peace and harmony

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SEMESTER – 3 (CBCS)

CC – 5, Sociological Foundation of Education

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

Topic/Chapter	Teacher
Unit-I = Introductory Concept of Sociology of Education	
<ul style="list-style-type: none">➤ Meaning and definition of Sociology of Education➤ Relation between Sociology and Education➤ Nature of Sociology of Education➤ Scope of Sociology of Education	Sheuli Biswas Adhikary
Unit-2 = Social Groups	
<ul style="list-style-type: none">➤ Social Groups : meaning and definition➤ Types of Social groups – Primary, Secondary and Tertiary➤ Socialization Process: Concept➤ Role of the family and school in Socialization process	Sheuli Biswas Adhikary
Unit-3 = Social Change and Education	
<ul style="list-style-type: none">➤ Concept of Social Change➤ Interrelation between Social change and Education➤ Social stratification and Social Mobility.➤ Social interaction Process	Dalia Pramanik
Unit-4 = Social Communication in Education	
<ul style="list-style-type: none">➤ Social Communication : Concept➤ Informal agencies of social communication➤ Inter relation between Culture, religion and Education.➤ Inter relation between Technology, Economy and Education.	Santu Kar

CC – 6, Educational Organization, Management and Planning

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

Unit: 1 = Organization and Management

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

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Unit: 2 = Educational organization

- Meaning of school plant
- Elements of school plant (concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

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Unit: 3 = Educational Management

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

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Unit:4 = Educational Planning

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

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<p><u>CC – 7, Guidance and Counselling</u> (Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</p>	
<p>Unit I = Guidance – Meaning, Functions, Need</p>	
<ul style="list-style-type: none"> ➤ Guidance – Meaning, Definitions and Functions ➤ Individual Guidance – Meaning, advantages and disadvantages ➤ Group Guidance – Meaning and Advantages and disadvantages ➤ Need for guidance in secondary schools and requisites of a good school guidance programme. 	<p>Santu Kar</p>
<p>Unit 2 = Guidance - Educational, Vocational, Personal</p>	
<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 	<p>Sheuli Biswas Adhikary</p>
<p>Unit 3 = Counselling – Meaning, Techniques, Types</p>	
<ul style="list-style-type: none"> ➤ Counselling - – Meaning, importance and Scope ➤ Techniques of Counselling- Directive, Non-Directive, Eclectic ➤ Individual and Group Counselling –Meaning , Importance 	<p>Dalia Pramanik</p>
<p>Unit 4 = Basic data necessary for Guidance</p>	
<ul style="list-style-type: none"> ➤ Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test ➤ Cumulative Record Card ➤ Anecdotal Record Card 	<p>Dalia Pramanik</p>

SEC – A Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

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 – 4 (CBCS)

CC – 8, Technology in Education

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

Unit I = Introductory concept

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

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Unit 2 = Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

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Unit 3 = 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

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Unit 4 = 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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<p><u>CC – 9, Curriculum Studies</u></p> <p>(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</p>	
<p>Unit I = Introductory concept</p>	
<ul style="list-style-type: none"> ➤ Meaning, nature, scope and functions of curriculum ➤ Bases of curriculum: philosophical, psychological and sociological ➤ Major approaches to curriculum - behavioural, managerial, system, humanistic ➤ Types of curriculum - knowledge, experience & activity based 	<p>Santu Kar</p>
<p>Unit 2 = Content selection</p>	
<ul style="list-style-type: none"> ➤ Determinants of content selection - perspectives of knowledge, culture & need ➤ Curriculum and institution - instructional objectives ➤ Revised Bloom's taxonomy ➤ Bruner's theory of instruction 	<p>Sheuli Biswas Adhikary</p>
<p>Unit 3 = Curriculum development</p>	
<ul style="list-style-type: none"> ➤ Principles of curriculum construction ➤ Learner centred curriculum framework - concept, factors & characteristics ➤ Curriculum development - need, planning ➤ NCF, 2005 	<p>Dalia Pramanik</p>
<p>Unit 4 = Evaluation & reform of curriculum</p>	
<ul style="list-style-type: none"> ➤ Concept & significance of curriculum evaluation ➤ Approaches to curriculum evaluation - formative & summative ➤ Models of evaluation - Stufflebeam & Taylor ➤ Curriculum reform - factors & obstacles 	<p>Dalia Pramanik</p>

<p><u>CC – 10, Inclusive Education</u></p> <p>(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</p>	
<p>Unit I = Inclusion Overview</p>	
<ul style="list-style-type: none"> ➤ Meaning of Inclusion and Inclusive Society ➤ Exclusion and Inclusion: Conceptual overview ➤ Obstacles/barriers in Inclusion ➤ Elements necessary for creating an inclusive society 	<p>Dalia Pramanik</p>
<p>Unit 2 = Differently Abled</p>	
<ul style="list-style-type: none"> ➤ Concept of Impairment, Disability and Handicap ➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) ➤ General causes of disabilities ➤ Role of school and society in creating a barrier free environment 	<p>Santu Kar</p>
<p>Unit 3 = Socially Disabled</p>	
<ul style="list-style-type: none"> ➤ Concept of SC, ST and OBC groups. ➤ Concept of Gender, and sexuality ➤ Causes of social exclusion ➤ Understanding social inclusion: role of education 	<p>Sheuli Biswas Adhikary</p>
<p>Unit 4 = Educational Reforms for Inclusive Society</p>	
<ul style="list-style-type: none"> ➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture, ➤ Education for a multicultural society. 	<p>Dalia Pramanik</p>
<ul style="list-style-type: none"> ➤ Education for peaceful co-existence ➤ Role of Informal agencies (like mass media etc) in building an inclusive society 	<p>Sheuli Biswas Adhikary</p>

SEC – B Teaching Skill
(Full Marks 100) [Credit = 2 (Theory)]

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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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. 	Dalia Pramanik
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 , Questionnaire ii) Observation. 	Sheuli Biswas Adhikary
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). 	Santu Kar
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 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	Sheuli Biswas Adhikary
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 Teacher 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. 	Sheuli Biswas Adhikary
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 	Dalia Pramanik
<ul style="list-style-type: none"> ➤ Orientation and Refresher courses 	Sheuli Biswas Adhikary

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 |
| <ul style="list-style-type: none">➤ Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse | Sheuli Biswas Adhikary |

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(Kundu Neurotic 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

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

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Unit 2 = Basic elements of educational research

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

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Unit 3 = Data collection procedure

- 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

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Unit 4 = Tutorial (Project/Term Paper centric)

- Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)

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<u>DSE – A 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 	Sheuli Biswas Adhikary
<ul style="list-style-type: none"> ➤ Social Construction of Gender 	Dalia Pramanik
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. 	Santu Kar
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 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 ➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee 	Sheuli Biswas Adhikary
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 	Dalia Pramanik
<ul style="list-style-type: none"> ➤ Role of women empowerment in modern society (in brief.) 	Sheuli Biswas Adhikary

EDUCATION GENERAL

SEMESTER – 1 (CBCS)

CC – 1/ GE -1 Introduction to Education

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

Course / Paper

Teacher

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

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Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

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Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

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Unit- 4 = Child Centricism and Play-way in Education

- 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.

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SEMESTER – 2 (CBCS)

CC – 2/GE-2, Psychological Foundation of Education

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

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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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 and Bandura's Social Learning Theory

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Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism(Trial and error, classical, operant conditioning)
- Insightful learning

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- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

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Unit: 4 = 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

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SEMESTER – 3 (CBCS)

CC – 3/GE-3, Sociological Foundation of Education

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

Topic/Chapter

Teacher

Unit-I = Introductory Concept of Sociology of Education

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

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Unit-2 = Social Groups

- Social Groups : meaning and definition
- 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 Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

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Unit-4 = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

Santu Kar

SEC – A Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

(Only for Pure General Students who has education as Discipline 1)

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 – 4 (CBCS)

CC – 4/GE-4, Inclusive Education

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

Unit I = Inclusion Overview

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

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Unit 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
Role of school and society in creating a barrier free environment

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Unit 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

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Unit 4 = Educational Reforms for Inclusive Society

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society.

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- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

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SEC – B Teaching Skill

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

(Only for Pure General Students who has education as Discipline 1)

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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SEMESTER – 5 (CBCS)

DSE – A 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	Sheuli Biswas Adhikary
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

SEC – A 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 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➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	Sheuli Biswas Adhikary
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	Dalia Pramanik
<ul style="list-style-type: none">➤ Role of women empowerment in modern society (in brief.)	Sheuli Biswas Adhikary

SEC – B 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

Dalia
Pramanik

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
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Unit 4 = Learning Design (LD)

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