

# **ACADEMIC CALENDAR**

**SESSION 2022-23**

**TEACHER WISE SYLLABUS DISTRIBUTION**

**EDUCATION HONOURS**

<b>SEMESTER – 1 (CBCS)</b>	
<b><u>CC – 1, Introduction to Education</u></b>	
<b>(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]</b>	
<b>Topic/Chapter</b>	<b>Teacher</b>
<b><u>Unit- I = Concept of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Narrow and broader concept of education</li><li>➤ Meaning, nature and scope of education.</li><li>➤ Aims of education – individual, social, vocational and democratic.</li><li>➤ Aims of modern education with special reference to Delor’s Commission.</li></ul>	Dalia Pramanik
<b><u>Unit- 2 = Factors of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Child / learner: influence of heredity and environment on the learner</li><li>➤ Teacher: qualities and duties of a good teacher.</li><li>➤ Curriculum- concept and types.</li><li>➤ Co-curricular activities: meaning, values and significance.</li><li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li></ul>	Sheuli Biswas Adhikary
<b><u>Unit- 3 = Agencies of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Home</li><li>➤ School</li></ul>	Dalia Pramanik
<ul style="list-style-type: none"><li>➤ State</li><li>➤ Mass-media- television, radio, cinema and newspaper</li></ul>	Sheuli Biswas Adhikary
<b><u>Unit- 4 = Child Centricism and Play-way in Education</u></b>	
<ul style="list-style-type: none"><li>➤ Concept of child centricism in education</li><li>➤ Characteristics and significance of child centricism in education</li><li>➤ Concept of play and work.</li><li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li></ul>	SantuKar

**CC – 2, History of Indian Education**

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

Topic/Chapter	Teacher
<b>Unit: 1 = Education in India during ancient and medieval period</b>	
<ul style="list-style-type: none"><li>➤ <u>Vedic</u> (aim, curriculum, teaching method, teacher pupil relation)</li><li>➤ <u>Brahmanic</u> (aim, curriculum, teaching method, teacher pupil relation)</li><li>➤ <u>Buddhistic</u> (aim, curriculum, teaching method, teacher pupil relation)</li><li>➤ <u>Islamic</u> (aim, curriculum, teaching method, teacher pupil relation)</li></ul>	Dalia Pramanik
<b>Unit: 2 = Education in India during British period (1800-1853)</b>	
<ul style="list-style-type: none"><li>➤ Sreerampore trio and their contribution in the field of education</li><li>➤ Charter Act, Oriental-occidental controversy</li><li>➤ Macaulay Minute and Bentinck's resolution</li><li>➤ Adam's report</li></ul>	Sheuli Biswas Adhikary
<b>Unit: 3 = Education in India during British period (1854-1946)</b>	
<ul style="list-style-type: none"><li>➤ Woods Despatch, Hunter Commission</li><li>➤ Curzon policy regarding primary, secondary and higher education,</li></ul>	Dalia Pramanik
<ul style="list-style-type: none"><li>➤ National education movement (cause and effect)</li><li>➤ Basic education (concept and development)</li><li>➤ Sadler Commission</li></ul>	Sheuli Biswas Adhikary
<b>Unit: 4 = Education in India after independence</b>	
<ul style="list-style-type: none"><li>➤ Radhakrishnan Commission (aim, curriculum of higher education, rural university)</li><li>➤ Mudaliar Commission (aim, structure and curriculum of secondary education)</li><li>➤ Kothari Commission (aim, structure and curriculum of primary and secondary education)</li><li>➤ National Policy of Education, 1986, POA 1992.</li></ul>	SantuKar

# SEMESTER – 3 (CBCS)

## CC – 5, Sociological Foundation of Education

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

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

## SEMESTER – 3 (CBCS)

### 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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# SEMESTER – 3 (CBCS)

## CC – 7, Guidance and Counselling

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

### **Unit I = Guidance – Meaning, Functions, Need**

- 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.

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### **Unit 2 = Guidance - Educational, Vocational, Personal**

- 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

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### **Unit 3 = Counselling – Meaning, Techniques, Types**

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

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### **Unit 4 = Basic data necessary for Guidance**

- Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

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# SEMESTER – 3 (CBCS)

## 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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- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

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# SEMESTER – 5 (CBCS)

## **CC – 11, Evaluation and Measurement in Education**

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

<b>Topic/Chapter</b>	<b>Teacher</b>
<b>Unit I = Measurement and Evaluation in Education</b>	
<ul style="list-style-type: none"><li>➤ Educational Measurement and Evaluation : Concept</li><li>➤ Scope and Need of Educational Measurement and Evaluation</li><li>➤ Relation between Measurement, Assessment and Evaluation.</li><li>➤ Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</li></ul>	SantuKar
<b>Unit 2 = Evaluation Process</b>	
<ul style="list-style-type: none"><li>➤ Evaluation Process: (Formative and Summative)</li><li>➤ Types and steps of evaluation</li><li>➤ Norm-Referenced Test and Criterion Referenced Test.</li><li>➤ Grading and Credit system.</li></ul>	Dalia Pramanik
<b>Unit 3 = Tools and Techniques of Evaluation</b>	
<ul style="list-style-type: none"><li>➤ Concept of Tools and Techniques</li><li>➤ Testing tools<ol style="list-style-type: none"><li>i) Educational: Essay type and Objective type, Written, Oral.</li><li>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,</li></ol></li><li>➤ Non testing tools – Cumulative Record Card, Portfolio</li><li>➤ Techniques:<ol style="list-style-type: none"><li>i) Self reporting : Interview , Questionnaire</li><li>ii) Observation.</li></ol></li></ul>	Sheuli Biswas Adhikary
<b>Unit 4 = Criteria of a Good Tool and its Construction</b>	
<ul style="list-style-type: none"><li>➤ Characteristics of a good tool (i) Objectivity- Concept (ii) Reliability- Concept, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning &amp; types (v) Usability -Concept</li><li>➤ Steps for construction &amp; standardization of Achievement test</li></ul>	Dalia Pramanik

# SEMESTER – 5 (CBCS)

## CC – 12, Statistics In Education

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

Topic/Chapter	Teacher
<b>Unit I = Concept of Statistics and Descriptive Statistics</b>	
<ul style="list-style-type: none"><li>➤ Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation( Frequency Polygon, Histogram, Ogive, Pie)</li><li>➤ Meaning &amp; measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.</li><li>➤ Meaning &amp; measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application</li><li>➤ Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination</li></ul>	Sheuli Biswas Adhikary
<b>Unit 2 = Normal Distribution and Derived Score</b>	
<ul style="list-style-type: none"><li>➤ Concept of Normal Distribution- Properties</li><li>➤ Uses of NPC in Education</li><li>➤ Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)</li><li>➤ Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).</li></ul>	SantuKar
<b>Unit 3 = Measure of Relationship</b>	
<ul style="list-style-type: none"><li>➤ Bi-variate Distribution- Concept and types of Linear Correlation</li><li>➤ Scatter Diagram (only Concept)</li><li>➤ Uses of Correlation</li><li>➤ Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation</li></ul>	Dalia Pramanik
<b>Unit 4 = Statistics (Practical)</b>	
<ul style="list-style-type: none"><li>➤ 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: <b>Method:</b> 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</li></ul>	Sheuli Biswas Adhikary

## SEMESTER – 5 (CBCS)

### DSE – A Educational Thought of Great Educators

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

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

# SEMESTER – 5 (CBCS)

## DSE – B Teacher Education

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

Topic/Chapter	Teacher
<b>Unit I = Basic concept of teacher education.</b>	
<ul style="list-style-type: none"><li>➤ Concept and meaning of teacher education</li><li>➤ Scope of Teacher Education</li><li>➤ Aims and objectives of Education at Elementary, Secondary and College level.</li><li>➤ Teacher training Vs Teacher education</li></ul>	SantuKar
<b>Unit 2 = Development of teacher education in India</b>	
<ul style="list-style-type: none"><li>➤ Historical perspective of development of teacher education in India</li><li>➤ Recommendations of Kothari Commission</li><li>➤ Recommendations of National Policy on Education regarding teacher education.</li><li>➤ Present System of teacher education in India.</li></ul>	Sheuli Biswas Adhikary
<b>Unit 3 = Role of the different agencies in teacher education</b>	
<ul style="list-style-type: none"><li>➤ University</li><li>➤ NCTE</li><li>➤ NCERT</li><li>➤ NUEPA</li></ul>	Dalia Pramanik
<b>Unit 4 = Some Courses for preparation of teacher</b>	
<ul style="list-style-type: none"><li>➤ Pre service teacher education</li><li>➤ In service teacher education</li></ul>	Dalia Pramanik
<ul style="list-style-type: none"><li>➤ Orientation and Refresher courses</li></ul>	Sheuli Biswas Adhikary

## 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

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## SEMESTER – 2 (CBCS)

### **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 – 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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# SEMESTER – 4 (CBCS)

## CC – 9, Curriculum Studies

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

### Unit I = Introductory concept

- 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

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### Unit 2 = Content selection

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

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### Unit 3 = Curriculum development

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

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### Unit 4 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles

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# SEMESTER – 4 (CBCS)

## CC – 10, 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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# SEMESTER – 4 (CBCS)

## 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 – 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"><li>➤ Concept of adjustment, adjustment and adaptability</li><li>➤ Psychodynamic Concept of adjustment, criteria of good adjustment</li></ul> | Dalia<br>Pramanik            |
| <ul style="list-style-type: none"><li>➤ Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse</li></ul>                               | Sheuli<br>Biswas<br>Adhikary |

### **Unit 2 = Multi-axial Classification of Mental Disorders**

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

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|---|------------------------------|
| <ul style="list-style-type: none"><li>➤ Stress and Stressors</li><li>➤ Personal and environmental stress</li><li>➤ Coping strategies for stress</li></ul> | Sheuli<br>Biswas<br>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"><li>➤ KNPI(KunduNeurotic Personality Inventory)</li><li>➤ KIEI (Kundu Introversion Extroversion Inventory)</li><li>➤ Effect of Learning material on memorization</li></ul> | Dalia<br>Pramanik |
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# SEMESTER – 6 (CBCS)

## 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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# SEMESTER – 6 (CBCS)

## DSE – A Gender and Society

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

Topic/Chapter	Teacher
<b>Unit I = Gender Concepts</b>	
<ul style="list-style-type: none"><li>➤ Definition of Gender and difference with sex</li><li>➤ Gender Dynamics: Gender identity; Gender role and gender stereotype</li></ul>	Sheuli Biswas Adhikary
<ul style="list-style-type: none"><li>➤ Social Construction of Gender</li></ul>	Dalia Pramanik
<b>Unit 2 = Gender Socialization</b>	
<ul style="list-style-type: none"><li>➤ Childhood, socialization and gender biases in the family and school</li><li>➤ Social Differentiation among women in educational context by caste, tribe, religion and region</li><li>➤ Gender discrimination in the management of the school and education system.</li></ul>	SantuKar
<b>Unit 3 = Gender roles</b>	
<ul style="list-style-type: none"><li>➤ Gender Roles and Relationships Matrix</li><li>➤ Gender based division and Valuation of Work</li><li>➤ Exploring Attitudes towards Gender</li></ul>	Dalia Pramanik
<b>Unit 4 = Gender inequality in the schools</b>	
<ul style="list-style-type: none"><li>➤ Gender inequality in the structure of knowledge</li><li>➤ Presentation of gender in the development of curriculum and text books.</li><li>➤ Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.</li></ul>	Sheuli Biswas Adhikary

# SEMESTER – 6 (CBCS)

## DSE – B Women Education

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

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

# EDUCATION GENERAL

## SEMESTER – 1 (CBCS)

### CC – 1/ GE -1Introduction to Education

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

<b>Course / Paper</b>	<b>Teacher</b>
<b><u>Unit- I = Concept of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Narrow and broader concept of education</li><li>➤ Meaning, nature and scope of education.</li><li>➤ Aims of education – individual, social, vocational and democratic.</li><li>➤ Aims of modern education with special reference to Delor’s Commission.</li></ul>	Dalia Pramanik
<b><u>Unit- 2 = Factors of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Child / learner: influence of heredity and environment on the learner</li><li>➤ Teacher: qualities and duties of a good teacher.</li><li>➤ Curriculum- concept and types.</li><li>➤ Co-curricular activities: meaning, values and significance.</li><li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li></ul>	Sheuli Biswas Adhikary
<b><u>Unit- 3 = Agencies of Education</u></b>	
<ul style="list-style-type: none"><li>➤ Home</li><li>➤ School</li></ul>	Dalia Pramanik
<ul style="list-style-type: none"><li>➤ State</li><li>➤ Mass-media- television, radio, cinema and newspaper</li></ul>	Sheuli Biswas Adhikary
<b><u>Unit- 4 = Child Centricism and Play-way in Education</u></b>	
<ul style="list-style-type: none"><li>➤ Concept of child centricism in education</li><li>➤ Characteristics and significance of child centricism in education</li><li>➤ Concept of play and work.</li><li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li></ul>	Dalia Pramanik

## SEMESTER – 3 (CBCS)

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

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

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

## SEMESTER – 5 (CBCS)

### DSE – A Educational Thought of Great Educators

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

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

# SEMESTER – 5 (CBCS)

## **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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Adhikary

### **Unit 4 = Role of Education**

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

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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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Biswas  
Adhikary

#### **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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Biswas  
Adhikary

#### **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 – 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

Sheuli  
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# SEMESTER – 6 (CBCS)

## DSE – B Women Education

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

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

# SEMESTER – 6 (CBCS)

## 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

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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

Sheuli  
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Adhikary

### Unit 4 = Learning Design (LD)

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

Sheuli  
Biswas  
Adhikary