

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 2023-24

Teacher wise syllabus distribution

For Odd Semester (1 and 3 and 5)

Education Honours (For Major)

Semester – 1(NEP)

(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.

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.	Shilpa Ghosh
<ul style="list-style-type: none">➤ Indian School of Philosophy: Vedic, Buddhism.➤ Western School of Philosophy:	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 A dhikary
<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	Santu Kar
<ul style="list-style-type: none">➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Soham Das

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

Soham Das

- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

SantuKar

Unit: 2 = Listening Skills

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

Dalia
Pramanik

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication

SantuKar

- Public speaking: Extempore
- Group discussion

SheuliBiswasA
dhikary

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	Soham Das
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	SheuliBiswasA dhikary
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.	SantuKar

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

SantuKar

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.

Dalia
Pramanik

Unit: 3 = Educational Management

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

SheuliBiswasA
dhikary

Unit:4 = Educational Planning

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

Soham Das

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.

SantuKar

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

SheuliBiswasA
dhikary

Unit 3 = Counselling – Meaning, Techniques, Types

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

Dalia
Pramanik

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

ShilpaGhosh

SEC – A-2Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

ShilpaGhosh

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

SheuliBiswasA
dhikary

Unit 4 = Role of Education

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

SantuKar

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.	SantuKar
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.	ShilpaGhosh
Unit 3 = Tools and Techniques of Evaluation	
<ul style="list-style-type: none">➤ Concept of Tools and Techniques➤ Testing tools<ol 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:<ol style="list-style-type: none">i) Self reporting : Interview , Questionnaireii) Observation.	SheuliBiswasA dhikary
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

<u>CC – 12, Statistics In Education</u>	
(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 	SheuliBiswasA dhikary
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). 	SantuKar
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 	SheuliBiswasA dhikary

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	Soham Das
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	ShilpaGhosh
<ul style="list-style-type: none">➤ Begum Rokeya	SheuliBiswasA dhikary
<ul style="list-style-type: none">➤ Sister Nivedita	ShilpaGhosh

<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 	SantuKar
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. 	ShilpaGhosh
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 	Soham Das

Education General (MDC)

For Minor and MDC

Semester – 1 (NEP)

(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.

Minor 1 and MDC-1 -- 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, 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.	ShilpaGhosh
<ul style="list-style-type: none">➤ Educational institutions: informal, formal and non-formal, their interrelation.	SheuliBiswasA dhikary
<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

Only for MDC or General Students

SEC-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.

Course / Paper	Teacher
Unit: 1 = Introduction to Communication	
<ul style="list-style-type: none">➤ Meaning, Nature and types of communication➤ Principles of communication➤ Process of communication: Sender, encoding, recipient, decoding and feedback➤ Barriers of effective communication	SantuKar
Unit: 2 = Listening Skills	
<ul style="list-style-type: none">➤ Principles of listening skills➤ Types of listeners➤ Barriers to listening	Dalia Pramanik
Unit: 3 = Speaking Skills	
<ul style="list-style-type: none">➤ Verbal and non-verbal communication	ShilpaGhosh
<ul style="list-style-type: none">➤ Public speaking: Extempore➤ Group discussion	SheuliBiswasA dhikary

IDC (NEP)

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

SantuKar

Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS

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- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

ShilpaGhosh

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	
<ul style="list-style-type: none">➤ Meaning and definition of Sociology of Education➤ Relation between Sociology and Education	ShilpaGhosh
<ul style="list-style-type: none">➤ Nature of Sociology of Education➤ Scope of Sociology of Education	Soham Das
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	SheuliBiswasA dhikary
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.	SantuKar

SEC – A-2Skill 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

ShilpaGhosh

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

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dhikary

Unit 4 = Role of Education

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

SantuKar

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	ShilpaGhosh
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➤ Sister Nivedita	SheuliBiswasA dhikary

SEC – A-2Skill 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

ShilpaGhosh

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

SheuliBiswasA
dhikary

Unit 4 = Role of Education

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

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