

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION (2024-2025) B.A Education (Major)
EDU-M-T-3: SOCIOLOGICAL FOUNDATION OF EDUCATION Semester- III (EDUMT3)

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of lectures	Teaching Aids
DR. TULIKA CHAKRABORY (TC)	<p style="text-align: center;">Unit - III: Social Groups and Education a. Social groups: Meaning and Nature Types: <ul style="list-style-type: none"> • Primary Group: Meaning, characteristics and role • Secondary Group: Meaning, characteristics and role • Tertiary Group: Meaning, characteristics and role • Comparison between primary group, secondary group and tertiary group</p>	EDU-M-T-3	15	ICT, Blackboard, PPT, Projector, Books
MD. KAWSAR HOSSAIN (KH)	<p style="text-align: center;">Unit-IV: Socialization. a. Socialization: <ul style="list-style-type: none"> • Meaning and characteristics • Significance of Socialization • Factors of socialization • Role of the family and school a. Social Institutions and Agencies of Education: (1) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion. Unit-V: Social Change and Education a. Social Change: Definition, characteristics, factors, constraints and education as an instrument of social change b. Social change in India: <ul style="list-style-type: none"> • Privatization: Concept and relationship with education • Liberalization: Concept and relationship with education. • Globalization: Concept and relationship with education </p>	EDU-M-T-3	30	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	<p style="text-align: center;">Unit 1: Sociology and Educational Sociology a. Sociology: Meaning, emergence, nature and scope b. Educational Sociology: Meaning, nature, scope and importance c. Relation between Education and Sociology d. Differences between Sociology and Educational Sociology. Social Change and Education b. Social Stratification: Definition, characteristics, causes; education and social stratification c. Social Mobility: Definition, characteristics, causes; education and social mobility</p>	Unit-V: EDU-M-T-3	24	ICT, Blackboard, PPT, Projector, Books
SAIDUL ISLAM (SI)	<p style="text-align: center;">Unit-II: Social Factors, Issues and Education a. Culture: <ul style="list-style-type: none"> • Concept, nature and elements • Relation between individual and culture • Relation between culture and society • Role of education in culture b. Cultural lag: Concept, characteristics, causes, education and cultural lag c. Values: Concept, nature, types and role of education d. Social issues: <ul style="list-style-type: none"> • Unemployment: Concept, types, causes, role of education in eradication of unemployment • Poverty: Concept, causes and role of education in eradication of poverty • Inequality: Concept, causes and role of education in eradication of inequality </p>	EDU-M-T-3	20	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION (2024-2025) B.A Education (Minor)
EDU-MI-T-3: EDUCATIONAL PHILOSOPHY
Semester- III (EDU-MI-T-3)

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
DR. TULIKA CHAKRABORTY (TC)	<p style="text-align: center;">Unit-IV: Schools of Philosophy a. Indian schools of Philosophy <ul style="list-style-type: none"> • Atheistic schools of Indian Philosophy Buddhism and Jainism in terms of knowledge, reality • Meaning, nature and classifications in Indian schools of Philosophy and value and educational implications b. Western schools of Philosophy <ul style="list-style-type: none"> • Meaning and Nature • Idealism, Pragmatism, Realism, Naturalism, (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications </p>	EDU-MI-T-3	25	ICT, Blackboard, PPT, Projector, Books
MD. KAWSAR HOSSAIN (KH)	<p style="text-align: center;">Unit-1: Education and Educational Philosophy a. Meaning, nature, scope and aims of education <ul style="list-style-type: none"> • Education as process and product, as Science and Arts • Individualistic and socialistic aim (meaning, characteristics and difference) • Report of Delor's Commission (UNESCO, 1996) b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy Unit – III: Philosophical Bases of Education a. Philosophy: Concept and branches b. Concepts and nature of Metaphysics, Epistemology and Axiology c. Differences among Metaphysics, Epistemology and Axiology d. Role of Metaphysics, Epistemology and Axiology in Education </p>	EDU-MI-T-3	33	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	<p style="text-align: center;">Unit-II: Factors of Education a. Child: Meaning, characteristics and importance of child centric education b. Teacher: Qualities and duties of a good teacher. c. Curriculum: Meaning, nature and importance d. Co-curricular activities: Meaning, nature and importance of co-curricular activity. </p>	EDU-MI-T-3	20	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION (2024-2025) EDU-SEC-P-3 (A): APPLICATION OF EDUCATIONAL/ PSYCHOLOGICAL TOOLS
SKILL ENHANCEMENT COURSE - Semester- III

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
<p>MD. KAWSAR HOSSAIN DR. KRISHNENDU ROY DR. TULIKA CHAKRABORTY SAIDUL ISLAM SUDIPTA GHOSH NANDI MD. ABDUL AZIZ MONDAL (AAM)</p>	<p>Course Learning Outcomes: After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the Study Habit Inventory and Test Anxiety Scale. • Apply the Study Habit Inventory and Test Anxiety Scale on sample group. <p>Hands on activities:</p> <ul style="list-style-type: none"> • Application of the standardized Study Habit Inventory or Test Anxiety Scale on the sample of home Institution <ul style="list-style-type: none"> • Preparing report <p>Guideline of the practical activity:</p> <ul style="list-style-type: none"> • Apply on 50 students of home Institution • Writing a report on A4 page and to be submitted as per University Schedule. <ol style="list-style-type: none"> a. Acknowledgement b. Content c. Name of the Tool d. Introduction e. Objectives f. Methodology: <ol style="list-style-type: none"> i) Population, Sample and Sampling ii) Description of tool: Name of inventor, Dimensions, No. of test item, Reliability, Validity, Scoring procedure. <ol style="list-style-type: none"> g. Data Analysis h. Conclusion i. Reference 	<p>EDU-SEC-P-3 (A)</p>	<p>50</p>	<p>ICT, Blackboard, PPT, Projector, Books</p>