PANI BIRLA GIRLS' COLLEGE 38, SHAKESPARE SARNI KOLKATA-700017

Criterion: 1

Index Number: 1.1

SUBTITLE: LESSON PLAN

DEPARTMENT: EDUCATION

YEAR: 2018-19

2019-20

2020-21

2021-22

2022-23

EDUCATION HONOURS (2018-2019)

Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
CC 1	Narrow concept of education	2	N.S.
	Broader concept of education	2	N.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	N.S.
	UNIT-2		
	Influence of heredity on the learner	3	P.C.
	Influence of environment on the learner	2	P.C.

1		2	P.C.
	Curriculum- concept and types.	3	P.C.
	Co-curricular activities: meaning, values and significance	4	N.C.
	Educational institutions: informal education	3	N.C.
	Educational institutions: formal education	3	N.C.
	Educational institutions: non-formal education.	3	N.C.
	UNIT-3		
	Agencies of Education- Home	3	N.C.
	Agencies of Education- School	3	N.C.
	Agencies of Education- State	2	N.C.
	Mass-media- television and radio.	4	P.C.
	Mass-media- cinema and newspaper	4	P.C.
	UNIT-4		

Conce	pt of child centricism in education	2	N.S.
	cteristics and significance of child cism in education	4	N.S.
Conce	pt of play and work.	2	N.S.
Charac	cteristics of play way in Education	2	N.S.
Kinder	rgarten	4	N.S.
Monte	essori	4	N.S.
Projec	t method.	4	N.S.

EDUCATION HONOURS (2018-2019) Semester -1 (JULY TO DECEMBER)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
CC 2	Vedic system of education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Brahmaniceducationb (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.

Buddhistic education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
Islamic Education (aim, curriculum, teaching method, teacher pupil relation)	4	P.C.
I D HT 2		
UNII 2		
Sreerampore trio and their contribution in the field of education	4	N.C.
Charter Act, Oriental-occidental controversy	3	N.C.
Macaulay Minute and Bentinck's resolution	4	P.C.
Adam's report	3	P.C.
UNIT 3		
Woods Despatch.	3	N.C.
Hunter Commission	3	P.C.
Curzon policy regarding primary, secondary and higher education	3	N.C.
	Islamic Education (aim, curriculum, teaching method, teacher pupil relation) UNIT 2 Sreerampore trio and their contribution in the field of education Charter Act, Oriental-occidental controversy Macaulay Minute and Bentinck's resolution Adam's report UNIT 3 Woods Despatch. Hunter Commission Curzon policy regarding primary, secondary and	Islamic Education (aim, curriculum, teaching method, teacher pupil relation) UNIT 2 Sreerampore trio and their contribution in the field of education Charter Act, Oriental-occidental controversy 3 Macaulay Minute and Bentinck's resolution 4 Adam's report 3 UNIT 3 Woods Despatch. 3 Hunter Commission 3 Curzon policy regarding primary, secondary and

National education movement (cause and effect)	3	N.C.	
Basic education (concept and development)	3	N.C.	
Sadler Commission	3	N.C.	
UNIT 4			
Radhakrishnan Commission (aim, curriculum of higher education, rural university)	4	N.S.	
Mudaliar Commission (aim, structure and curriculum of secondary education)	4	N.S.	
Kothari Commission (aim, structure and curriculum of primary and secondary education)	3	N.S.	
National Policy of Education, 1986	3	N.S.	
POA 1992	2	N.S.	
EDUCATION HONOURS (2018-2019)			
Semester- 2 (January to June)			

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 3	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.

UNIT 3			
Concept and characteris	tics of learning	2	N.C.
Theories: Connectionism	m(Trial and error)	3	N.C.
Theories: Connectionism	m (classical)	3	N.C.
Theories: Connectionism	m (operant conditioning)	3	N.C.
Memorization and Forg memorization,	etting: Process of	3	N.C.
Causes of forgetting and improving memorization		3	N.C.
UNIT 4			
Concept of intelligence		1	N.S.
Theories of Intelligence	by Spearman	2	N.S.
Theories of Intelligence Guilford	by Thorndike and	5	N.S.
Types and uses of intell	igence tests	3	N.S.

		Concept of Emotional Intelligence and E.Q	3	N.S.
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EDUCATION HONOURS (2018-2019)

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 4	Meaning of philosophy	2	P.C.
	Etymological meaning of education	1	P.C.
	Relation between philosophy and education	3	P.C.
	Importance of philosophy in education	3	P.C.
	UNIT 2		
	Vedic school –Sankhya	3	P.C.
	Vedic school – Yoga	3	P.C.
	Non-vedic School - Buddhism	3	P.C.
	Non-vedic School - Jainism	3	P.C.
	UNIT 3		
	Idealism	3	N.S.
	Naturalism	3	N.S.
	Pragmatism	3	N.S.
	Realism	3	N.S.

UNIT 4		
Education and development of values	4	N.C.
Education for national integration	3	N.C.
Education for international understanding	3	N.C.
Education for promotion of peace and harmony	3	N.C.

EDUCATION General (2018-2019)

Semester -1 General-(JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
GE 1	Narrow concept of education	2	N.S.
	Broader concept of education	2	N.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.

Aims of modern education with special reference to Delor's Commission.	5	N.S.
UNIT-2		
Influence of heredity on the learner	3	P.C.
Influence of environment on the learner	2	P.C.
Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and significance	4	N.C.
Educational institutions: informal education	3	N.C.
Educational institutions: formal education	3	N.C.
Educational institutions: non-formal education.	3	N.C.
UNIT-3		
Agencies of Education- Home	3	N.C.

	Agencies of Education- School	3	N.C.
	Agencies of Education- State	2	N.C.
	Mass-media- television and radio.	4	P.C.
	Mass-media- cinema and newspaper	4	P.C.
	UNIT-4		
	Concept of child centricism in education	2	N.S.
	Characteristics and significance of child centricism in education	4	N.S.
	Concept of play and work.	2	N.S.
	Characteristics of play way in Education	2	N.S.
	Kindergarten	4	N.S.
	Montessori	4	N.S.
	Project method.	4	N.S.
	EDUCATION- General- (2018-2	·	
	Semester 2 (January to June)	Number of	
PAPER	TOPIC	lectures	FACULTY
	UNIT 1		
GE 2	Meaning and definition of Psychology	2	N.C.

Meaning and definition of Education	2	N.C.
Relation between Psychology and education	2	N.C.
Nature of educational psychology	2	N.C.
Scope and significance of educational psychology	4	N.C.
UNIT 2		
Piaget's cognitive development theory	4	P.C.
Erikson's psycho-social development theory	4	P.C.
Kohlberg's moral development theory	4	P.C.
Vygotsky's social development theory	4	P.C.
Bandura's Social Learning Theory	3	P.C.
UNIT 3		
Concept and characteristics of learning	2	N.C.

Theories: Connectionism(Trial and error)	3	N.C.
Theories: Connectionism (classical)	3	P.C.
Theories: Connectionism (operant conditioning)	3	P.C.
Memorization and Forgetting: Process of memorization,	3	N.S.
Causes of forgetting and economical ways of improving memorization	3	N.S.
UNIT 4		
Concept of intelligence	1	N.S.
Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

EDUCATION HONOURS (2018-2019)

				SECOND YEAR						
	FI	RST TEF	RM	SEC	SECOND TERM			IRD TEI	RM	
	JULY 2018 TO				NOVEMBER 2018 TO			FEBRUARY 2019 TO		
	OCTOBER 2018			JAN	NUARY 2	019	A	APRIL 2019		
PAPER	TOPIC	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	
	GROU			GROU			GROU			
	P A			P A			P A			
	Module			Module			Module			
	-I			-I			-I			
	Educati on of ancient and medieva 1 India	10	N.C.	Wood's despatch	2	N.S.				
	Charter act of 1813	1	N.C.	Bengal renaissa nce Contrib ution of Vidyasa gar.	2	N.C.				
	Bengal renaissa nce Contrib ution of Rammo han Ray	2	N.C.	Contrib ution of Derozio	2	N.S.				
	Adams report	2	P.C.							
	Sriramp ur trio	3	P.C.							
	Macaula y's minute	2	N.S.							

	Oriental -anglicis t controve	1	N.S.						
III	rsy Bentick resolutio n	1	N.C.						
	Module -II			Module -II			Module -II		
	Hunter Commis sion 1882-18	2	N.S.	Curzon Policy	1	P.C.	Basic Educati on	2	P.C.
				National Educati on Movem ent	2	N.C.	Sargent Plan	1	N.S.
				Calcutta Universi ty Commis sion (1917-1 919)	2	P.C.			
	GROU			GROU			GROU		
	Module -I			P B Module -I			P B Module -I		
	Constitutional provision for Education in India	4	N.S.	Seconda ry Educati on Commis sion (1952-5 3)	5	P.C.			

	Universi ty Educati on Commis sion (1948-4 9)	4	N.C.	Indian Educati on Commis sion (1964-6	7	N.S.			
	Module II			Module II			Module II		
	National Policy on Educati on (1986)	7	N.C.	Program mes on Univers al Element ary Educati on (DPEP &SSA)	4	N.C.	Non-for mal educatio n and alternati ve schoolin g, Educati on of women	5	N.C.
	Equaliza tion of Educati on Opportu nities.	5	P.C.						
		E	DUCATION	ON (HON	NOURS) (2018-201	9)		
				· · · · · · · · · · · · · · · · · · ·	D YEAR		,		
		RST TER			COND TE			IRD TEI	
	JULY 2018 TO OCTOBER 2018			MBER 20 NUARY 2			UARY 20 PRIL 201		
PAPER	TOPIC	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY
	GROUP A			GROUP A			GROUP A		
	Module -I			Module -I			Module -I		

:	Sociolo gical foundati on of educatio n	5	N.S.	Social groups	3	N.S.			
1	Society and educatio n: Society	5	N.S.	Socializ ation	3	N.S.			
	Capitali sm and socialis m	5	N.S.						
1	Module II			Module II			Module II		
	Social change and educatio n	2	N.S.	Social change in India (Sankriti zation, Western ization and Social change in India (Sankriti zation, Western ization, Moderni zation, Moderni zation and Globaliz ation	8	P.C.	Educati on and social commun ication	3	N.S.

IV	GROUP B Module -I Principl es of educatio nal organiza tion Aspects	3	N.C.	on and contemp orary social issues GROUP B Module -I Educati onal Manage ment and Adminis tration	8	P.C.	GROUP B Module -I		
	of school organiza tion	9	N.C.	Inclusiv e educatio n	1	P.C.			
	Module II			Module II			Module II		
	Concept of educatio nal manage ment	7	N.C.	Types of Educati onal Manage mentAut ocratic, Democr atic, Lassie- Fair supervis ion	4	N.C.	Educational Planning-Types and strategies. Steps in Educational planning, Institutional	8	N.C.

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							g.						
		IF.	DUCATI	ON (CEN	JERAI)/	/ /2018_201	0)						
	EDUCATION (GENERAL) (2018-2019) SECOND YEAR												
	FIRST TERM SECOND TERM THIRD TERM												
	JULY	то ост	OBER	NO	VEMBER (ANUAR)	R TO	FEBRU	ARY TO	APRIL				
PAPER	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY				
	Module -I			Module -I			Module -I						
	Relation between psychol ogy and educatio n	3	N.C.	Cogniti ve develop ment.	4	P.C.	Emotion al develop ment	3	P.C.				
	Develop ment of the childPh ysical, Social.	5	N.S.										
	Module -II			Module -II			Module -II						
	Habit: use and abuse, educatio nal values of habit.	6	P.C.	Personal ity: concept and theories.	5	N.S.	Emotion: meaning and characte ristics	4	N.C.				
	Module -III			Module -III			Module -III						
II	Intellige nce: measure ment	6	P.C.	Attentio n and interest	5	N.S.							

	and classific ation Module IV Learnin g theories of trial and error, classical	6	N.C.	Module IV Learnin g theories: operant gestalt	5	N.C.	Module IV Remem bering and forgettin g. marks of good memory	5	N.S.
		E	DUCATI			2018-201	9)		
				SECON		D. F.			> X &
	FI	RST TEF	RM		COND TE		TH	IRD TEI	RM
	JULY	то ост	OBER		VEMBER ANUARY		FEBRUARY TO APRIL		
PAPER	TOPIC	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY
	Module -I			Module -I			Module -I		
	Educati on of ancient and medieva l India Seramp ore	10	P.C.						
	Mission aries Official introduc	4	P.C.						
	tion of English educatio n by	4	N.S.						

	Lord Bentinc k. Adam's Report on indigeno us system of educatio n.	4	N.C.						
Ш	The Despate h of 1854.	4							
	Module -II			Module -II			Module -II		
	Contrib utions of Raja Rammo han	4	N.C.	Vidyasa gar as social and educatio nal reformer	3	N.C.			
	The First Educati on Commis sion (W. Hunter.)	5	N.S.	Lord Curzon (1902 to 1905)	4	N.S.			
				National Educati on Movem entContr ibutions of	4	N.C.	National Educati on Movem ent, Rabindr anath and	6	P.C.

	- I			- I					
	Module			Module					
	A			A					
	GROUP			GROUP					
PAPER	ТОРІС	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY
	OCTOBER 2018		JAN	NUARY 2	2019	A	PRIL 20	19	
	-	LY 2018	_		MBER 20			UARY 20	
	FI	RST TEF	RM	SEC	COND TE	CRM	TH	IRD TE	RM
		23			YEAR	(=010 101	· J		
		<u>F</u>	 DUCATI	L ON (HON	L NOURS) (2018-201	9)		
<u> </u>	dence								
	Women since indepen	5	P.C.	onal policy 1968	4	N.C.	onal policy 1986	5	N.C.
	Educati on of			IV Educati			IV Educati		
	Module			Module			Module		
	Mudalia r Commis sion	5	N.C.	bbot, Wardha Scheme, The Sargent Plan 1944	10	P.C.			
	ishnan Commis sion	5	N.S.	Commis sion	3	P.C.	Commis	6	N.S.
	The Radhakr			Sadler			Kothari		
	-III			-III			-III		
	Module			anda Module			do. Module		
				Vivekan			Aurobin		

of adj ent hor asi psy nar cor soc cul cor crit of g	meost s, ycody mic ncept, cio ltural ncept, teria good lustm	N.S.	Role of parents and educatio nal instituti ons in promoti ng mental health	5	N.S.			
stm cor fru on syr vie pro bel	noptic ew of oblem navior	N.S.						
cau of ma stm	neral uses 6 aladju nent	P.C.						
Mc	odule		Module II					
Str stre , cop stra s,	ress, ressors pying ategie rapie	P.C.	DSM -IV Classific ation, axis I, axis II, substanc	6	P.C.	Anxiety Disorder , depressi ve disorder, substanc e abuse,	N.C.	

				e abuse,			Personal		
				personal			ity		
				ity			disorder		
				disorder,					
				Schizop					
				hrenia					
	GROUP			GROUP					
	В			В					
	Module			Module					
	- I			- I					
	Concept			Counsel					
	of			ling -					
V	guidanc	8	P.C.	Types	8	P.C.			
	e -form	O	1.0.	and	O	1.0.			
	and			techniqu					
	type.			es					
	Identific								
	ation								
	and	_							
	guidanc	6	N.C.						
	e for								
	special								
<u> </u>	learners) (1 1					
	Module			Module					
	II			II					
	Basic								
	data								
	necessar y for	20	P.C.						
	guidanc								
	e								
		E	DUCAT]	ION (HON	OURS) (2018-201	l 9)		
				THIRD			,		
	FIF	RST TEF	RM	SEC	OND TE	RM	TH	IRD TE	RM
	JULY 2018 TO			NOVEMBER 2018 TO			FEBRUARY 2019 TO		
	OCT	OCTOBER 2018			UARY 2	019	APRIL 2019		

PAPER	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY
	GROUP			GROUP			GROUP		
	A			A			A		
	Module			Module					
	-I			-I					
	Educati								
	onal			01					
	Measure			Observa					
	ment	5	N.C.	tion	5	P.C.			
	and			Concept					
	Evaluati			and Use					
	on								
	Tools								
	and								
	Techniq								
	ues of								
	Evaluati								
	on –			To assime					
	tests,			Inquiry					
	types,	2	N.C.	Concept	3	P.C.			
	CRT,			and Use					
	NRT,			allu Ose					
	essay								
	type and								
	objectiv								
	e type								
	tests								
				Cumulat					
				ive	5	P.C.			
				Record]	1.0.			
				Card					
	Module			Module					
	II			II					
	Scales			Criteria					
	of			of a					
	Measure	3	N.C.	Standar	11	N.C.			
	ment			dized					
	Incit			Test					

				Constru ction of a Standar dized Achieve ment Test	6	N.C.		
	GROUP B			GROUP B				
	Module -I			Module -I				
	Statistic s- Use in Educati on	1	N.C.	Measure s of Variabili ty	7	N.C.		
VI	Organiz ation and Graphic al Represe ntation of data	9	N.C.					
	Measure s of Central tendenc y	6	N.S.					
	Module II			Module II				
	Percenti le and percentil e rank	6	N.C.	Concept of Z score	6	N.C.		
	Skewne ss and Kurtosis	2	N.S.	Linear Correlat ion	8	N.C.		

	Normal curve.	2	N.S.							
		E]	DUCATION	· · · · · · · · · · · · · · · · · · ·		(2018-201	.9)			
	l				YEAR		l			
		RST TEF			COND TE		THIRD TERM			
		LY 2018			MBER 20			UARY 20		
	OC'	TOBER 2	2018	JAI	JANUARY 2019			PRIL 201	19	
		Numbe	FACUL		Numbe	FACUL		Numbe	FACUL	
PAPER	TOPIC	r of lectures	TY	TOPIC	r of lectures	TY	TOPIC	r of lectures	TY	
	GROUP			GROUP						
	A			A						
	Module			Module						
	-I			-I						
	Concept s need and			Models						
	scope of educatio nal technolo gy	2	N.C.	of teaching	6	N.C.				
	Systems Approac h	6	N.C.							
	Comput er and its role in educatio n.	2	P.C.							
	Use of media in educatio n	4	P.C.							
	Module -II			Module -II						

VII	Communication and educational technology	7	N.S.	Instructi onal techniqu es	7	N.S.		
	Distance educatio n	6	N.S.					
	GROUP B			GROUP B				
	Module -I			Module -I				
	Concept of curricul um, Bases of Curricul um	8	P.C.	Objectiv es of curricul um	5	P.C.		
	Systems Approac h to Curricul um.	2	N.S.	Bloom's Taxono my of educatio nal objectiv es	5	N.S.		
	Module -II			Module -II				
	Determi nants of content selectio n	6	P.C.	Curricul um evaluati on	8	N.S.		
	Curricul um transacti on	6	N.S.					

		E]	DUCATION	ON (HON	NOURS) (2018-201	9)		
				THIRD	YEAR				
		RST TEF			COND TE			IRD TEI	
		LY 2018			MBER 20			UARY 20	
	OC'	TOBER 2	2018	JAI	NUARY 2	019	APRIL 2019		
PAPER	TOPIC	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY
	GROUP A			GROUP A					
	Module -I			Module -I					
	Concept, meaning, scope of Compar ative Educati on.	8	P.C	Adminis tration of educatio nIndia and U. K	6	N.C.			
VIII	Structur e of educatio n- India and U.K Module	6	N.C	Module					
	-II			-II					
	Curricul um- India and U.K	5	N.S.						
	Examin ation system-India and U.K	5	N.S.	Distance educatio n and open learning India and U.K	3	N.S.			

Teacher educatio n- India and U.K	4	N.S.					
Educati on for all- India and U.K	4	N.S.					
GROUP B			GROUP B				
PRACT ICAL (STATI STICS)	13	N.C.	PRACT ICAL (PEDA GOGY)	12	P.C.		

EDUCATION (GENERAL) (2018-2019)

THIRD YEAR

	FI	RST TEF	RM	SEC	COND TE	RM	THIRD TERM		
	JU	LY 2018	ТО	NOVE	MBER 20	018 TO	FEBR	UARY 20	19 TO
	OC	TOBER 2	2018	JAN	NUARY 2	2019	APRIL 2019		
		Numbe	FACUL		Numbe	FACUL		Numbe	FACUL
PAPER	TOPIC	r of	TY	TOPIC	r of	TY	TOPIC	r of	TY
		lectures			lectures			lectures	
	Module			Module					
	-I			-I					
				Tools of					
				evaluati					
				on:					
				essay					
	Concept			type and					
	Concept of			objectiv					
	evaluati	4	N.C.	e type,	8	N.S.			
				CRT					
	on			and					
				standard					
				ized					
				test,					
				Cumulat					

				ive				
				Record				
) I			card				
	Need							
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	Module			Module				
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	test:			Graphic				
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	objectiv			tation of				
	es, item			data.				
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	ment in							
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	educatio	12	N.C.					
	nal data,							
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	y; S.D							
	Module			Module				
	-III			-III				
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	Guidanc e: Concept , need and scope and types Basic data necessar y for guidanc e	10	P.C.	Counsel ing: Meanin g and types of counseling for adjustment problem	5	P.C.		
	Module IV			Module IV				
	Meanin g of adjustm ent, Causes of maladju stment	8	P.C.	Role of parents, teachers, peers and educatio nal instituti ons in develop ment of maladju stment.	6	P.C.		
Note:	*N.C. = N	andita aha	udhuri					
Note.		ımpa Chatt						
		amrata Su						

EDUCATION HONOURS (2019-2020) Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
CC 1	Narrow concept of education	2	N.S.
	Broader concept of education	2	N.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	N.S.
	UNIT-2		
	Influence of heredity on the learner	3	P.C.
	Influence of environment on the learner	2	P.C.

Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and significance	4	N.C.
Educational institutions: informal education	3	N.C.
Educational institutions: formal education	3	N.C.
Educational institutions: non-formal education.	3	N.C.
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	P.C.
Mass-media- cinema and newspaper	4	P.C.

UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centricism		
in education	4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
Montessori	4	N.S.
Project method.	4	N.S.

EDUCATION HONOURS (2019-2020)

Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
	Vedic system of education (aim, curriculum,		
CC 2	teaching method, teacher-pupil relation)	4	P.C.

Brahmaniceducationb (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
Buddhistic education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
Islamic Education (aim, curriculum, teaching method, teacher pupil relation)	4	P.C.
method, teacher pupil relation)	4	1.C.
UNIT 2		
Sreerampore trio and their contribution in the field of education	4	N.C.
Charter Act, Oriental-occidental controversy	3	N.C.
Macaulay Minute and Bentinck's resolution	4	P.C.
Adam's report	3	P.C.
LINUT 2		
UNIT 3		

	T	
Woods Despatch.	3	N.C.
Hunter Commission	3	P.C.
Curzon policy regarding primary, secondary and higher education	3	N.C.
National education movement (cause and effect)	3	N.C.
Basic education (concept and development)	3	N.C.
Sadler Commission	3	N.C.
UNIT 4		
Radhakrishnan Commission (aim, curriculum of higher education, rural university)	4	N.S.
Mudaliar Commission (aim, structure and curriculum of secondary education)	4	N.S.

Kothari Commission (aim, structure and curriculum of primary and secondary education)	3	N.S.
National Policy of Education, 1986	3	N.S.
POA 1992	2	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 3	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		

	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.
	UNIT 3		
	Concept and characteristics of learning	2	N.C.
	Theories: Connectionism(Trial and error)	3	N.C.
	Theories: Connectionism (classical)	3	N.C.
	Theories Commentation (Massicul)		11.0.
	Theories: Connectionism (operant conditioning)	3	N.C.
	Theories. Connectionism (operant conditioning)	<i>J</i>	14.0.
	Memorization and Forgetting: Process of memorization,	3	N.C.

CC 4	UNIT 1 Meaning of philosophy	2	P.C.
PAPER	TOPIC	Number of lectures	FACULTY
	Semester 2 (sandary to sunc)		
	Semester- 2 (January to June)	<u>U)</u>	
	EDUCATION HONOURS (2010-202	0)	
	Concept of Emotional Intelligence and E.Q	3	N.S.
	Types and uses of intelligence tests	3	N.S.
	Theories of Intelligence by Thorndike and Guilford	5	N.S.
	Theories of Intelligence by Spearman	2	N.S.
	Concept of intelligence	1	N.S.
	UNIT 4		
	Causes of forgetting and economical ways of improving memorization	3	N.C.

P.C.

Etymological meaning of education

Relation between philosophy and education	3	P.C.
Importance of philosophy in education	3	P.C.
UNIT 2		
Vedic school –Sankhya	3	P.C.
Vedic school – Yoga	3	P.C.
Non-vedic School - Buddhism	3	P.C.
Non-vedic School - Jainism	3	P.C.
UNIT 3		
Idealism	3	N.S.
Naturalism	3	N.S.
Pragmatism	3	N.S.
Realism	3	N.S.
UNIT 4		
Education and development of values	4	N.C.
Education for national integration	3	N.C.
Education for international understanding	3	N.C.

	Education for promotion of peace and harmony	3	N.C.
	EDUCATION General (2019-2020)		
	Semester -1 General-(JULY TO DECEM		
		,	
PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
GE 1	Narrow concept of education	2	N.S.
	Broader concept of education	2	N.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	N.S.

UNIT-2		
Influence of heredity on the learner	3	P.C.
Influence of environment on the learner	2	P.C.
Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and		
significance	4	N.C.
Educational institutions: informal education	3	N.C.
Educational institutions: formal education	3	N.C.
Educational institutions: non-formal education.	3	N.C.
LINIT 2		
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- Home	3	IN.C.
Agencies of Education- School	3	N.C.
1 igeneres of Laucation- believe	<u> </u>	11.0.

	Agencies of Education- State	2	N.C.	
	Mass-media- television and radio.	4	P.C.	
	Mass-media- cinema and newspaper	4	P.C.	
	UNIT-4			
	Concept of child centricism in education	2	N.S.	
	Characteristics and significance of child centricism in education	4	N.S.	
	in education	4	11.5.	
	Concept of play and work.	2	N.S.	
	Characteristics of play way in Education	2	N.S.	
	Kindergarten	4	N.S.	
	Montessori	4	N.S.	
	Project method.	4	N.S.	
	EDUCATION- General- (2019-2020)			
	Semester 2 (January to June)	,		
PAPER	TOPIC	Number of lectures	FACULTY	
	UNIT 1			

GE 2	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Diagot's aganitive development theory	4	P.C.
	Piaget's cognitive development theory	4	r.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.
	UNIT 3		

Concept and characteristics of learning	2	N.C.
Theories: Connectionism(Trial and error)	3	N.C.
Theories: Connectionism (classical)	3	P.C.
Theories: Connectionism (operant conditioning)	3	P.C.
(operational desiration and the second secon		
Memorization and Forgetting: Process of memorization,	3	N.S.
Causes of forgetting and economical ways of improving memorization	3	N.S.
UNIT 4		
Concept of intelligence	1	N.S.
Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
, ,		
Types and uses of intelligence tests	3	N.S.

Concept of Emotional Intelligence and E.Q	3	N.S.

Semester-3 July to December

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC5	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Two or sociology of zamenton		11101
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups: meaning and definition	2	N.S.
	Types of Social groups – Primary, Secondary and Tertiary	3	N.S.
	Socialization Process: Concept	2	N.S.

Role of the family in Socialization process	3	N.S.
Role of the school in Socialization process	3	N.S.
UNIT 3		
Concept of Social Change	1	N.S.
	-	22.
Interrelation between Social change and Education	3	N.S.
Social stratification	3	N.S.
Social Mobility	3	N.S.
Social interaction Process	2	N.S.
UNIT 4		
Social Communication : Concept	1	N.S.
Informal agencies of social communication	3	N.S.
Inter relation between Culture, religion and Education	4	N.S.

Inter relation between Technology, Economy and Education	d 4	N.S.

Semester- 3 (July to December)

D.A. DEID	TONG	Number of	
PAPER	TOPIC	lectures	FACULTY
	UNIT 1		
CC 6	Concept of organization	2	N.C.
	Concept of management	2	N.C.
	Concept of educational organization	2	N.C.
	Concept of school organization	2	N.C.
	UNIT 2		
	Meaning of school plant	2	N.C.
	Elements of school plant (concepts only)	3	N.C.
	Features of library and time-table	3	N.C.
	Features of school medical services and workshop	3	N.C.

Features of school computer laboratory.	3	N.C.
UNIT 3		
ONT 5		
Meaning of educational management	2	N.C.
Objectives of educational management	3	N.C.
Types of educational management	4	N.C.
Significance of educational management	3	N.C.
UNIT 4		
Meaning of educational planning	1	N.C.
Aims and objectives of educational planning	2	N.C.
Steps of educational planning	3	N.C.
Types and significance of educational planning	5	N.C.

Semester-3 (July to December)

TOPIC	Number of lectures	FACULTY
UNIT 1		
Guidance – Meaning, Definitions and Functions	6	P.C.
Individual Guidance – Meaning, advantages and		D.C.
disadvantages	3	P.C.
Group Guidance – Meaning and Advantages and disadvantages	3	P.C.
Need for guidance in secondary schools and requisites of a good school guidance programme	2	P.C.
LINIT 2		
Educational Guidance- Meaning, Function at		P.C.
	UNIT 1 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 UNIT 2	UNIT 1 Guidance – Meaning, Definitions and Functions 6 Individual Guidance – Meaning, advantages and disadvantages 3 Group Guidance – Meaning and Advantages and disadvantages 3 Need for guidance in secondary schools and requisites of a good school guidance programme 2 UNIT 2 Educational Guidance- Meaning, Function at

	Vocational Guidance- Meaning, Function at lifterent stages of Education	5	P.C.
	Personal Guidance- Meaning, Importance for the Adolescents	5	P.C.
J	JNIT 2		
	Counselling Meaning, importance and Scope	4	P.C.
	Techniques of Counselling- Directive, Non-Directive, Eclectic	5	P.C.
 	ndividual Counselling –Meaning, Importance	3	P.C.
	marviduai Counseining Treaming, Importante		1.0.
	Group Counselling –Meaning, Importance	3	P.C.
U	JNIT 4		
	Tools for collecting information on pupil:	_	D C
	ntelligence: Concept and Test	4	P.C.

Tools for collecting information on pupil:	4	D.C.
Personality: Concept and Test	4	P.C.
Tools for collecting information on pupil: Aptitude: Concept and Test	3	P.C.
Cumulative Record Card	3	P.C.
Anecdotal Record Card	3	P.C.

Semester -3 (July to December)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
SEC A	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Durana da a manaria di ang Candan ang dina		
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.

		1	1
Bai	rriers of effective communication	3	N.C.
UN	NIT 2		
Pri	inciples of listening skills	4	N.S.
Тур	pes of listeners	3	N.S.
Ba	rriers to listening	3	N.C.
UN	NIT 3		
Vei	rbal and non-verbal communication	2	P.C.
Pul	blic speaking: Extempore	2	P.C.
Gro	oup discussion	2	P.C.
UN	NIT 4		
Pre	eviewing, skimming, and scamming	3	N.S.
	evelopment of skills for correct pronunciation, ading and comprehension	3	N.S.
Ser	ntence formation and punctuation	3	N.S.

EDUCATION General (2019-2020)

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE3	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups : meaning and definition	2	P.C.
	Types of Social groups – Primary, Secondary and Tertiary	3	P.C.
	Socialization Process: Concept	2	P.C.
	Role of the family in Socialization process	3	P.C.
	Role of the school in Socialization process	3	P.C.

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UNIT 3		
Concept of Social Change	1	N.C.
Interrelation between Social change and Education	3	N.C.
Social stratification	3	P.C.
Social Mobility	3	P.C.
Social interaction Process	2	N.S.
UNIT 4		
Social Communication : Concept	1	N.C.
Informal agencies of social communication	3	N.C.
Inter relation between Culture, religion and Education	4	N.C.
Inter relation between Technology, Economy and Education	4	N.C

Semester -4 Education Honours (JANUARY TO JUNE 2019-2020)

PAPER	ТОРІС	Number of lectures	FACULTY
CC-8	Unit 1: Introductory concept		
Technology in Education	Concept of Technology	2	N.C.
	Need and scope of educational technology	2	N.C.
	System approach- concept and need	3	N.C.
	Classification and components of system approach	3	N.C.
	Unit 2: Computer in education and communication		
	Computer and its role in education	3	S.S.
	Basic concept of hardware and software	4	S.S.
	Computer network and internet- its role in education	3	S.S.

		1	
	Communication and classroom interactions-		
	concept, element and process	4	S.S.
	Unit 3: Instructional techniques		
	Mass instructional technique- characteristics and		
	types	3	N.C.
<u> </u>	is pes		14.6.
	Personalised instructional techniques-		
	characteristics and types	3	N.C.
	Difference in teaching and instruction	3	N.C.
	Models of teaching- concept, components and		
	significance	3	N.C.
	o.g.m.rowner		1,,,,,
	Unit 4: ICT & e-learning		
	Meaning and concept of ICT, e-learning	2	N.C.
	Nature and characteristics of e-learning	3	N.C.

	ICT integration in teaching learning, massive open online course (MOOC)	3	N.C.
	Different approaches- Project based learning, co operative learning and collaborative learning	4	N.C.
CC - 9	Unit 1: Introductory concept		
Curriculum Studies	Meaning, nature, scope and functions of curriculum	3	N.S.
	Bases of curriculum: philosophical, psychological		
	and sociological	3	N.S.
	Major approaches to curriculum - behavioural, managerial, system, humanistic	4	N.S.
	Types of curriculum - knowledge, experience & activity based	3	N.S.
	Unit 2: Content selection		

	ı	I
Determinants of content selection - perspectives of knowledge, culture & need	3	N.S.
Curriculum and institution - instructional objectives	3	N.S.
Revised Bloom's taxonomy	2	N.S.
•		
Bruner's theory of instruction	3	N.S.
Unit 3: Curriculum development		
Principles of curriculum construction	2	P.C.
Learner centred curriculum framework - concept, factors & characteristics	2	P.C.
Curriculum development - need, planning	3	P.C.
NCF, 2005	3	P.C.
Unit 4: Evaluation & reform of curriculum		
	Curriculum and institution - instructional objectives Revised Bloom's taxonomy Bruner's theory of instruction Unit 3: Curriculum development Principles of curriculum construction Cearner centred curriculum framework - concept, factors & characteristics Curriculum development - need, planning NCF, 2005	Curriculum and institution - instructional objectives Revised Bloom's taxonomy 2 Bruner's theory of instruction 3 Unit 3: Curriculum development Principles of curriculum construction 2 Learner centred curriculum framework - concept, factors & characteristics 2 Curriculum development - need, planning NCF, 2005 3

riculum evaluation	2	P.C.
uluation - formative &	2	P.C.
beam& Taylor	3	P.C
z obstacles	2	P.C.
lusive Society	2	N.C.
ceptual overview	2	N.C.
1	3	N.C.
-	<u> </u>	11.0.
ng an inclusive society	2	N.C
	aluation - formative & ebeam& Taylor de obstacles lusive Society ceptual overview n ng an inclusive society	aluation - formative & 2 ebeam& Taylor 3 de obstacles 2 lusive Society 2 ceptual overview 2 n 3

-		
Concept of Impairment, Disability and Handicap	2	S.S.
Concept of imparment, Disability and Transicap	2	5.5.
Types of disabilities- Orthopaedic, Visual, Auditory,		
Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific		
problems)	5	S.S.
General causes of disabilities	2	S.S.
Role of school and society in creating a barrier free		
environment	3	S.S.
Unit 3: Socially Disabled		
Concept of SC, ST and OBC groups.	2	P.C.
Concept of Gender, and sexuality	2	P.C.
Causes of social exclusion	2	P.C.
	2	n.c
Understanding social inclusion: role of education	3	P.C.

	Unit 4: Educational Reforms for Inclusive Society		
	Building an Inclusive school: desired changes in		
	System, Structure, Practice and Culture	3	N.S.
	Education for a multicultural society	2	N.S.
	Education for peaceful co-existence	3	N.S.
	Role of Informal agencies (like mass media etc) in		
	building an inclusive society	3	N.S.
SEC – B	Unit 1: Understanding Teaching		
Teaching			
Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors	_	
	affecting teaching	3	N.S.

Relation between teaching and training	3	N.S.
Unit 2: Types of Teaching (Concept and Characteristics)		
Micro-teaching and Micro lesson	3	N.S.
Simulated teaching	3	N.S.
Integrated teaching	3	N.S.
Unit 3: Skills of Teaching (Basic Concept)		
Nature and definition of skills of teaching	2	S.S.
Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement	5	S.S.
Phases of teaching: Pre-active, Inter-active, Post-active	3	S.S.

	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
	Education GE 4		
GE 4			
Inclusive Education	Unit 1: Inclusion Overview		
	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C.
	Unit 2: Differently Abled		

		,
Concept of Impairment, Disability and Handicap	2	S.S.
Concept of impairment, Disability and Handicap		5.5.
Types of disabilities- Orthopaedic, Visual, Auditory,		
Cerebral Palsy, Intellectual, Autism, Learning		
Disability (only definition and their specific problems)	5	S.S.
problems)	3	3.3.
		g g
General causes of disabilities	2	S.S.
Role of school and society in creating a barrier free		
environment	3	S.S.
Unit 3: Socially Disabled		
Concept of SC, ST and OBC groups.	2	P.C.
Concept of Gender, and sexuality	2	P.C.
Causes of social exclusion	2	P.C.
Understanding social inclusion: role of education	3	P.C.

Unit 4: Educational Reforms for Inclusive Society		
Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.
Education for a multicultural society	2	N.S.
Education for peaceful co-existence	3	N.S.
Role of Informal agencies (like mass media etc) in building an inclusive society	3	N.S.

	EDUCATION (HONOURS) (2019-2020)										
THIRD YEAR											
	FI	RST TEF	RM	SECOND TERM			THIRD TERM				
	JULY 2019 TO OCTOBER 2019				MBER 20 NUARY 2		FEBRUARY 2020 TO APRIL 2020				
PAPER	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY		
	GROUP A			GROUP A							

1 1	Module - I			Module - I				
	Concept			1				
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	asis,			Role of				
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	concept,			ons in				
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	ent	5	N.S.	health	5	N.S.		
	Maladju							
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	frustrati							
1	on - a							
	synoptic							
	view of							
	problem							
	behavior	9	N.S.					
	General							
I I	causes							
I I	of							
I I	maladju							
	stment	6	P.C.					
	Module			Module			 	
	II			II				

	Stress, stressors, copying strategie			DSM -IV Classific ation, axis I, axis II, substance abuse, personal ity			Anxiety Disorder , depressi ve disorder, substanc e abuse,		
	s, therapie		D G	disorder, Schizop		D G	Personal ity		
	S.	9	P.C.	hrenia	6	P.C.	disorder	N.C.	
	GROUP B			GROUP B					
	Module - I			Module - I					
V	Concept of guidanc e -form and type.	8	P.C.	Counsel ling - Types and techniqu es	8	P.C.			
	Identific ation and guidanc e for special learners	6	N.C.						
	Module II			Module II					
	Basic data necessar y for	20	P.C.						

	guidanc e										
		E]	DUCATI(ON (HON	······································		20)				
THIRD YEAR											
	FI	RST TEF	RM	SEC	COND TE	RM	ТН	HIRD TERM			
	JULY 2019 TO OCTOBER 2019			NOVEMBER 2019 TO JANUARY 2020			FEBRUARY 2020 TO APRIL 2020				
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	onal Measure										
	ment			Observa							
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	on	5	N.C.	and Use	5	S.S.					
	Tools										
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	Techniq										
	ues of Evaluati										
	on –										
	tests,										
	types,										
	CRT,										
	NRT,										
	essay			Inquier							
	type and objectiv			Inquiry							
	e type			Concept							
	tests	2	N.C.	and Use	3	P.C.					

	Module			Cumulat ive Record Card	5	P.C.		
	II			II				
	Scales of Measure ment	3	N.C.	Criteria of a Standar dized Test	11	S.S.		
				Constru ction of a Standar dized Achieve ment Test	6	S.S.		
	GROUP B			GROUP B				
	Module -I			Module -I				
	Statistic s- Use in Educati on	1	N.C.	Measure s of Variabili ty	7	N.C.		
VI	Organiz ation and Graphic al Represe ntation of data	9	N.C.					

	Measure								
	s of								
	Central tendenc								
	у	6	N.S.						
	Module II			Module II					
	Percenti le and percentil e rank	6	N.C.	Concept of Z score	6	N.C.			
	Skewne ss and Kurtosis	2	N.S.	Linear Correlat ion	8	N.C.			
	Normal curve.	2	N.S.						
		101	DUCATI	ON (HON	JOHDS)	(2010-202	(A)		
		I L.	DUCATI	`	NOURS) () YEAR	2019-202	<i>.</i> U)		
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	Module -I			Module -I					
	Concept								

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	its role in							
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	n.	2	P.C.					
	Use of							
	media in							
	educatio							
	n	4	P.C.					
	Module			Module				
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	Commu							
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	and educatio			Instructi				
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	Module			Module				
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	Concept							
	of			Objectiv				
	curricul			es of				
	um, Bases of	8	P.C.	curricul um	5	P.C.		
	Dases 01	O	1.0.	uIII	3	1.C.		

	Curricul um								
	Systems Approac h to Curricul um. Module	2	N.S.	Bloom's Taxono my of educatio nal objectiv es Module	5	N.S.			
	-II Determi			-II					
	nants of content selection	6	P.C.	Curricul um evaluati on	8	N.S.			
	Curricul um transacti			OII		11.5.			
	on	6	N.S.						
		E	DUCATI(ON (HON	NOURS) ((2019-202	0)		
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PAPER	TOPIC GROUP	iectures	1 Y	TOPIC GROUP	lectures	1 Y	TOPIC	lectures	1 Y
	A			A					
	Module -I			Module -I					

	Concept							
	meaning , scope of Compar ative Educati on.	8	P.C	Adminis tration of educatio nIndia and U. K	6	N.C.		
VIII	Structur e of educatio n- India and U.K	6	N.C					
	Module -II		1,,0	Module -II				
	Curricul um- India and U.K	5	N.S.					
	Examin ation system-India and U.K	5	N.S.	Distance education and open learning India and U.K	3	N.S.		
	Teacher educatio n- India and U.K	4	N.S.					
	Educati on for all- India and U.K	4	N.S.					

GROUP B			GROUP B				
PRACT ICAL (STATI STICS)	13	N.C.	PRACT ICAL (PEDA GOGY)	12	P.C.		
			ON (CEN	IDDAI)	2010 202	0)	

EDUCATION (GENERAL) (2019-2020)

THIRD YEAR

SECOND TERM

THIRD TERM

FIRST TERM

		JULY 2019 TO OCTOBER 2019			NOVEMBER 2019 TO JANUARY 2020			FEBRUARY 2020 TO APRIL 2020		
PAPER	ТОРІС	Numbe r of lectures	FACUL TY	ТОРІС	Numbe r of lectures	FACUL TY	TOPIC	Numbe r of lectures	FACUL TY	
	Module -I			Module -I						
	Concept of evaluati on	4	N.C.	Tools of evaluati on: essay type and objective type, CRT and standard ized test, Cumulative Record card	8	S.S.				
IV	Need and scope of evaluati	6	N.S.							

on in educatio							
n.							
Module -II			Module -II				
How to make a good test: Specific ation of objectives, item selectio			Graphic al represen tation of				
n.	6	N.S.	data.	4	N.C.		
Measure ment in educatio n: Tabulati on of educatio nal data, measure s of central tendenc y; S.D	12	N.C.					
Module -III			Module -III				
Guidanc e: Concept , need and scope and	10	D.C.	Counseling: Meaning and types of counseling for	5	D.C.		
types	10	P.C.	adjustm	5	P.C.		

	Basic data necessar y for guidanc e			ent problem				
	Module IV			Module IV				
	Meanin g of adjustm ent, Causes of maladju stment	8	P.C.	Role of parents, teachers, peers and educatio nal instituti ons in develop ment of maladju stment.	6	P.C.		
Note:	*N.C. = N	andita cha	udhuri					
		ımpa Chatt						
	*N.S. = N	amrata Sul	oba					
	*S.S. = Si	ddhartha S	arkar					

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT -1		
CC 1	Narrow concept of education	2	S.S.
	Broader concept of education	2	S.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.

Aims of education – individual.	3	P.C.
Aims of education – social.	3	P.C.
Aims of education – vocational and democratic.	5	P.C.
Aims of modern education with special reference to Delor's Commission.	5	S.S.
V D VITE 2		
UNIT-2	2	D.C.
Influence of heredity on the learner	3	P.C.
Influence of environment on the learner	2	P.C.
Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and significance	4	S.S.
Educational institutions: informal education	3	S.S.
Educational institutions: formal education	3	S.S.
Educational institutions: non-formal education.	3	S.S.
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	S.S.
Mass-media- cinema and newspaper	4	S.S.
UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centricism in education	4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
	•	1 1
Montessori	4	N.S.

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 2	Vedic system of education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Brahmaniceducationb (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Buddhistic education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Islamic Education (aim, curriculum, teaching method, teacher pupil relation)	4	P.C.
	UNIT 2		
	Sreerampore trio and their contribution in the field of education	4	N.C.
	Charter Act, Oriental-occidental controversy	3	N.C.
	Macaulay Minute and Bentinck's resolution	4	S.S.
	Adam's report	3	S.S.
	UNIT 3		
	Woods Despatch.	3	N.C.
	Hunter Commission	3	S.S.
	Curzon policy regarding primary, secondary and higher education	3	S.S.
	National education movement (cause and effect)	3	S.S.
	Basic education (concept and development)	3	N.C.
	Sadler Commission	3	N.C.
	UNIT 4		
	Radhakrishnan Commission (aim, curriculum of higher education, rural university)	hakrishnan Commission (aim, curriculum of higher	
	Mudaliar Commission (aim, structure and curriculum of secondary education)	4	S.S.
	Kothari Commission (aim, structure and curriculum of primary and secondary education)	3	S.S.
	National Policy of Education, 1986	3	N.S.

POA 1992	2	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 3	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.
	UNIT 3		
	Concept and characteristics of learning	2	N.C.
	Theories: Connectionism(Trial and error)	3	N.C.
	Theories: Connectionism (classical)	3	N.C.
	Theories: Connectionism (operant conditioning)	3	N.C.
	Memorization and Forgetting: Process of memorization,	3	N.C.
	Causes of forgetting and economical ways of improving memorization	3	N.C.
	UNIT 4		
	Concept of intelligence	1	N.S.
	Theories of Intelligence by Spearman	2	N.S.
	Theories of Intelligence by Thorndike and Guilford	5	N.S.
	Types and uses of intelligence tests	3	N.S.

Concept	of Emotional Intelligence and E.Q	3	N.S.

Semester- 2 (January to June)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
CC 4	Meaning of philosophy	2	S.S.
	Etymological meaning of education	1	S.S.
	Relation between philosophy and education	3	S.S.
	Importance of philosophy in education	3	S.S.
	UNIT 2		
	Vedic school –Sankhya	3	P.C.
	Vedic school – Yoga	3	P.C.
	Non-vedic School - Buddhism	3	P.C.
	Non-vedic School - Jainism	3	P.C.
	UNIT 3		
	Idealism	3	N.S.
	Naturalism	3	N.S.
	Pragmatism	3	N.S.
	Realism	3	N.S.
	UNIT 4		
	Education and development of values	4	S.S.
	Education for national integration	3	S.S.
	Education for international understanding	3	S.S.
	Education for promotion of peace and harmony	3	S.S.

EDUCATION HONOURS (2020-2021)

Semester-3 July to December

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC5	Meaning and definition of Sociology of Education	3	N.S.

Relation between Sociology and Education	3	N.S.
Nature of Sociology of Education	2	N.S.
Scope of Sociology of Education	3	N.S.
UNIT 2		
Social Groups: meaning and definition	2	N.S.
Types of Social groups – Primary, Secondary and	3	N.S.
Tertiary	3	11.5.
Socialization Process: Concept	2	N.S.
Role of the family in Socialization process	3	N.S.
Role of the school in Socialization process	3	N.S.
UNIT 3		
Concept of Social Change	1	N.S.
Interrelation between Social change and Education	3	N.S.
Social stratification	3	N.S.
Social Mobility	3	N.S.
Social interaction Process	2	N.S.
UNIT 4		
Social Communication : Concept	1	N.S.
Informal agencies of social communication	3	N.S.
Inter relation between Culture, religion and Education	4	N.S.
Inter relation between Technology, Economy and Education	4	N.S.

Semester- 3 (July to December)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
CC 6	Concept of organization	2	N.C.
	Concept of management	2	N.C.
	Concept of educational organization	2	N.C.
	Concept of school organization	2	N.C.
	UNIT 2		

Meaning of school plant	2	N.C.
Elements of school plant (concepts only)	3	N.C.
Features of library and time-table	3	N.C.
Features of school medical services and workshop	3	N.C.
Features of school computer laboratory.	3	N.C.
UNIT 3		
Meaning of educational management	2	N.C.
Objectives of educational management	3	N.C.
Types of educational management	4	N.C.
Significance of educational management	3	N.C.
UNIT 4		
Meaning of educational planning	1	S.S.
Aims and objectives of educational planning	2	S.S.
Steps of educational planning	3	S.S.
Types and significance of educational planning	5	S.S.

Semester-3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC7	Guidance – Meaning, Definitions and Functions	6	P.C.
	Individual Guidance – Meaning, advantages and disadvantages	3	P.C.
	Group Guidance – Meaning and Advantages and disadvantages	3	P.C.
	Need for guidance in secondary schools and requisites of a good school guidance programme	2	P.C.
	LD WT 0		
	UNIT 2		
	Educational Guidance- Meaning, Function at different stages of Education	5	P.C.

Vocational Guidance- Meaning, Function at	different	
stages of Education	5	P.C.
Personal Guidance- Meaning, Importance fo	r the	D.C.
Adolescents	5	P.C.
UNIT 2		
Counselling Meaning, importance and Sc	cope 4	P.C.
Techniques of Counselling- Directive, Non-L Eclectic	Directive, 5	P.C.
Individual Counselling –Meaning, Importan	ace 3	P.C.
Group Counselling –Meaning, Importance	3	P.C.
UNIT 4		
Tools for collecting information on pupil: In Concept and Test	telligence: 4	P.C.
Tools for collecting information on pupil: Pe Concept and Test	ersonality: 4	P.C.
Tools for collecting information on pupil: Ap Concept and Test	otitude: 3	P.C.
Cumulative Record Card	3	P.C.
Anecdotal Record Card	3	P.C.

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
SEC A	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.
	UNIT 2		
	Principles of listening skills	4	S.S.
	Types of listeners	3	S.S.

Barriers to listening	3	S.S.
UNIT 3		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
UNIT 4		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

EDUCATION General (2020-2021)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
GE 1	Narrow concept of education	2	S.S.
	Broader concept of education	2	S.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	S.S.
	UNIT-2		
	Influence of heredity on the learner	3	P.C.
	Influence of environment on the learner	2	P.C.
	Qualities and duties of a good teacher.	2	P.C.
	Curriculum- concept and types.	3	P.C.
	Co-curricular activities: meaning, values and significance	4	S.S.
	Educational institutions: informal education	3	S.S.
	Educational institutions: formal education	3	S.S.

Educational institutions: non-formal education.	3	S.S.
LD HT 2		
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	S.S.
Mass-media- cinema and newspaper	4	S.S.
UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centricism in education	4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
Montessori	4	N.S.
Project method.	4	N.S.

EDUCATION- General- (2020-2021)

Semester 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE 2	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.

Bandura's Social Learning Theory	3	P.C.
UNIT 3		
Concept and characteristics of learning	2	S.S.
Theories: Connectionism(Trial and error)	3	S.S.
Theories: Connectionism (classical)	3	S.S.
Theories: Connectionism (operant conditioning)	3	S.S.
Memorization and Forgetting: Process of memorization,	3	S.S.
Causes of forgetting and economical ways of improving memorization	3	S.S.
UNIT 4		
Concept of intelligence	1	N.S.
Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

EDUCATION General (2020-2021)

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE3	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups: meaning and definition	2	P.C.
	Types of Social groups – Primary, Secondary and Tertiary	3	P.C.
	Socialization Process: Concept	2	P.C.
	Role of the family in Socialization process	3	P.C.
	Role of the school in Socialization process	3	P.C.

UNIT	3		
Conce	ept of Social Change	1	S.S.
Interre	elation between Social change and Education	3	S.S.
Social	stratification	3	S.S.
Social	Mobility	3	S.S.
Social	interaction Process	2	S.S.
UNIT	4		
Social	Communication : Concept	1	N.C.
Inform	nal agencies of social communication	3	N.C.
Inter 1	relation between Culture, religion and Education	4	N.C.
Inter i Educa	relation between Technology, Economy and ation	4	N.C

Semester -4 Education Honours (JANUARY TO JUNE 2020-2021)

PAPER	TOPIC	Number of lectures	FACULTY
CC-8	Unit 1: Introductory concept		
Technology in Education	Concept of Technology	2	N.C.
	Need and scope of educational technology	2	N.C.
	System approach- concept and need	3	N.C.
	Classification and components of system approach	3	N.C.
	Unit 2: Computer in education and communication		
	Computer and its role in education	3	S.S.
	Basic concept of hardware and software	4	S.S.
	Computer network and internet- its role in education	3	S.S.
	Communication and classroom interactions- concept, element and process	4	S.S.
	Unit 3: Instructional techniques		_
	Mass instructional technique- characteristics and types	3	N.C.

	Personalised instructional techniques- characteristics	3	N.C.
	and types		
	Difference in teaching and instruction	3	N.C.
	Models of teaching- concept, components and	3	N.C.
	significance		1
	Unit 4: ICT & e-learning		
	Meaning and concept of ICT, e-learning	2	N.C.
	Nature and characteristics of e-learning	3	N.C.
	ICT integration in teaching learning, massive open online course (MOOC)	3	N.C.
	Different approaches- Project based learning, co operative learning and collaborative learning	4	N.C.
CC - 9	Unit 1: Introductory concept		
Curriculum Studies	Meaning, nature, scope and functions of curriculum	3	N.S.
	Bases of curriculum: philosophical, psychological and sociological	3	N.S.
	Major approaches to curriculum - behavioural, managerial, system, humanistic	4	N.S.
	Types of curriculum - knowledge, experience & activity based	3	N.S.
	Unit 2: Content selection		
	Determinants of content selection - perspectives of knowledge, culture & need	3	N.S.
	Curriculum and institution - instructional objectives	3	N.S.
	Revised Bloom's taxonomy	2	N.S.
	Bruner's theory of instruction	3	N.S.
	Unit 3: Curriculum development		
	Principles of curriculum construction	2	P.C.
	Learner centred curriculum framework - concept, factors & characteristics	2	P.C.
	Curriculum development - need, planning	3	P.C.
	NCF, 2005	3	P.C.
	Unit 4: Evaluation & reform of curriculum		

	Concept & significance of curriculum evaluation	2	P.C.
	Approaches to curriculum evaluation - formative & summative	2	P.C.
	Models of evaluation - Stufflebeam& Taylor	3	P.C
	Curriculum reform - factors & obstacles	2	P.C.
CC – 10	Unit 1: Inclusion Overview		
Inclusive Education	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C
	Unit 2: Differently Abled		
	Concept of Impairment, Disability and Handicap	2	S.S.
	Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	5	S.S.
	General causes of disabilities	2	S.S.
	Role of school and society in creating a barrier free environment	3	S.S.
	Unit 3: Socially Disabled		
	Concept of SC, ST and OBC groups.	2	P.C.
	Concept of Gender, and sexuality	2	P.C.
	Causes of social exclusion	2	P.C.
	Understanding social inclusion: role of education	3	P.C.
	Unit 4: Educational Reforms for Inclusive Society		
	Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.
	Education for a multicultural society	2	N.S.
	Education for peaceful co-existence	3	N.S.
	Role of Informal agencies (like mass media etc) in building an inclusive society	3	N.S.

SEC – B	Unit 1: Understanding Teaching		
Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting teaching	3	N.S.
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson,		
	Questioning, Use of teaching aids, Illustration and Reinforcement	5	S.S.
	Phases of teaching: Pre-active, Inter-active, Post-active	3	S.S.
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
	Education GE 4		
GE 4			
Inclusive Education	Unit 1: Inclusion Overview		
	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C.
	Unit 2: Differently Abled		
	Concept of Impairment, Disability and Handicap	2	S.S.

Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	5	S.S.
General causes of disabilities	2	S.S.
Role of school and society in creating a barrier free environment	3	S.S.
Unit 3: Socially Disabled		
Concept of SC, ST and OBC groups.	2	P.C.
Concept of Gender, and sexuality	2	P.C.
Causes of social exclusion	2	P.C.
Understanding social inclusion: role of education	3	P.C.
Unit 4: Educational Reforms for Inclusive Society		
Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.
Education for a multicultural society	2	N.S.
Education for peaceful co-existence	3	N.S.
Role of Informal agencies (like mass media etc) in building an inclusive society	3	N.S.

Semester 5 (HONOURS)- July to December (2020-2021)

PAPER	TOPIC	Number of lectures	FACULTY
CC -11	Unit 1: Measurement and Evaluation in Education		
Evaluation	Educational Measurement and Evaluation : Concept	2	N.C.
and Measurement	Scope and Need of Educational Measurement and Evaluation	3	N.C.
in Education	Relation between Measurement, Assessment and Evaluation	3	N.C.
	Scales of Measurement- Nominal, Ordinal, Interval and Ratio	4	N.C.
	Unit 2: Evaluation Process		
	Evaluation Process: (Formative and Summative)	2	S.S.
	Types and steps of evaluation	4	S.S.

	Norm-Referenced Test and Criterion Referenced Test	4	S.S.
	Grading and Credit system	3	S.S.
	Unit 3: Tools and Techniques of Evaluation		
	Concept of Tools and Techniques	2	N.S.
	Testing tools 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	8	N.S.
	Non testing tools – Cumulative Record Card, Portfolio	3	N.S.
	Techniques: i) Self reporting: Interview, Questionnaire ii) Observation	3	N.S.
	Unit 4: Criteria of a Good Tool and its Construction		
	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	8	S.S.
	Steps for construction & standardization of Achievement test	4	S.S.
CC – 12	Unit 1: Concept of Statistics and Descriptive Statistics		
Statistics In Education	Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation(Frequency Polygon, Histogram, Ogive, Pie)	7	N.C.
	Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application	7	N.C.
	Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application	6	N.C.

Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	5	N.C.
Unit 2: Normal Distribution and Derived Score		
Concept of Normal Distribution- Properties	2	N.S.
Uses of NPC in Education	2	N.S.
Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)	3	N.S.
Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	4	N.S.
Unit 3: Measure of Relationship		
Bi-variate Distribution- Concept and types of Linear Correlation	3	N.C.
Scatter Diagram (only Concept)	2	N.C.
Uses of Correlation	2	N.C.
Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	4	N.C.
Unit 4: Statistics (Practical)		
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		
	12	N.C
- finding association between two sets of data by applying the following:	12	
applying the following: Method: i) Tabulation of data	12	
applying the following:	12	
applying the following: Method: i) Tabulation of data ii) Determination of central tendencies and variability	12	

DSE-A	Unit 1: Western Educators(Part 1)		
Educational	Plato	3	P.C.
	Rousseau	3	P.C.
Thought of Great	Montessori	3	P.C.
Educators	Unit 2: Western Educators(Part 2)		
Educators	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
DSE-B	Unit 1: Basic concept of teacher education		
Teacher Education	Concept and meaning of teacher education	2	N.S.
	Scope of Teacher Education	3	N.S.
	Aims and objectives of Education at Elementary,	3	N.S.
	Secondary and College level.	3	11.5.
	Teacher training Vs Teacher education	3	N.S.
	Unit 2: Development of teacher education in India		
	Historical perspective of development of teacher education in India	3	N.S.
	Recommendations of Kothari Commission	3	N.S.
	Recommendations of National Policy on Education regarding teacher education	3	N.S.
	Present System of teacher education in India	3	N.S.
	Unit 3: Role of the different agencies in teacher education		
	University	2	S.S.
	NCTE	3	S.S.
	NCERT	3	S.S.

	NUEPA	3	S.S.
	Unit 4: Some Courses for preparation of teacher		
	Pre service teacher education	3	S.S.
	In service teacher education	3	S.S.
	Orientation and Refresher courses	3	S.S.
	ster 5 (GENERAL)- July to Decembe	er (2020-	2021)
DSE-A	Unit 1: Western Educators(Part 1)		
Eddeddonai	Plato	3	P.C.
Thought of	Rousseau	3	P.C.
Great	Montessori	3	P.C.
Educators	Unit 2: Western Educators(Part 2)		
	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
SEC A	Unit: 1 = Introduction to Communication		
Communicati	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.
	Unit: 2 = Listening Skills		
	Principles of listening skills	4	S.S.
	Types of listeners	3	S.S.
	Barriers to listening	3	S.S.

Unit: 3 = Speaking Skills		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
Unit: 4 = Reading and Writing Skills		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

Semester 6 (HONOURS) - JANUARY TO JUNE (2020-2021)

		Number of	
PAPER	TOPIC	lectures	FACULTY
CC – 13	Unit 1: Adjustment, Maladjustment and Problem Behaviour		
Psychology of	Concept of adjustment, adjustment and adaptability	4	P.C.
	Psychodynamic Concept of adjustment, criteria of good adjustment	4	P.C.
	Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse	6	P.C.
	Unit 2: Multi-axial Classification of Mental Disorders		
	DSM – 5 : Section 1, Section II and Section III	4	P.C.
	Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder	4	P.C.
	Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)	4	P.C.
	Unit 3: Coping Strategies for Stressful Situation		
	Stress and Stressors	3	P.C.
	Personal and environmental stress	3	P.C.
	Coping strategies for stress	3	P.C.

	Unit 4: Administration, Scoring and Interpretation of the following Tests (Practical)		
	KNPI(Kundu Neurotic Personality Inventory)	10	P.C.
	KIEI (Kundu Introversion Extroversion Inventory)	10	P.C.
	Effect of Learning material on memorization	4	P.C.
CC – 14	Unit 1: Concept of Educational Research		
Basic	Definition, meaning and concept of research	2	S.S.
Concept of	Educational research and its characteristics	3	S.S.
Educational	Types of Educational Research	4	S.S.
Research	Problems, difficulties and ethics	5	S.S.
	Unit: Basic elements of educational research		
	Literature review	3	S.S.
	Problem selection	2	S.S.
	Objectives, Research question and Hypothesis	6	S.S.
	Tools of Data collection –types	6	S.S.
	Unit 3 : Data collection procedure		
	Sampling –concept and definition	2	S.S.
	Types of sampling- Probability and non-probability	4	S.S.
	Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)	6	S.S.
	Referencing and Bibliography	2	S.S.
	Unit 4: Tutorial (Project/Term Paper centric)		
	Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)	10	S.S.
.			
DSE – A	Unit: 1 = Gender Concepts		
Gender and Society	Definition of Gender and difference with sex	3	N.S.
	Gender Dynamics: Gender identity; Gender role and gender stereotype	2	N.S.

	Social Construction of Gender	2	N.S.
	Unit: 2 = Gender Socialization		
	Childhood, socialization and gender biases in the family and school	3	N.S.
	Social Differentiation among women in educational context by caste, tribe, religion and region	3	N.S.
	Gender discrimination in the management of the school and education system.	3	N.S.
	Unit: 3 = Gender roles		
	Gender Roles and Relationships Matrix	3	N.S.
	Gender based division and Valuation of Work	3	N.S.
	Exploring Attitudes towards Gender	3	N.S.
	Unit: 4 = Gender inequality in the schools		
	Gender inequality in the structure of knowledge	3	N.S.
	Presentation of gender in the development of curriculum and text books.	3	N.S.
	Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.	4	N.S.
DSE – B	Unit 1: Historical Perspectives of Women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.
	Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
	Unit 3: Role of Indian Thinkers in promoting Women Education		

Rammohan Roy	3	N.C
Vidyasagar	3	N.C
Unit 4: Major Constraints of Women Education and		
Social – Psychological	2	N.C
Political – Economical	2	N.C
Role of women empowerment in modern society (in brief)	3	N.C
nester 6 (GENERAL) - JANUARY TO J	UNE (20	20-202

DSE – B	Unit 1: Historical Perspectives of Women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and		
	Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.
	Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
	Unit 3: Role of Indian Thinkers in promoting Women Education		
	Rammohan Roy	3	N.C.
	Vidyasagar	3	N.C.
	Unit 4: Major Constraints of Women Education and		
	Social – Psychological	2	N.C.
	Political – Economical	2	N.C.
	Role of women empowerment in modern society (in brief)	3	N.C.
SEC – B	Unit 1: Understanding Teaching		

Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting teaching	3	N.S.
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement	5	S.S.
	Phases of teaching: Pre-active, Inter-active, Post-active	3	S.S.
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
Note:	*N.C. = Nandita chaudhuri		
	*P.C. = Pampa Chatterjee		
	*N.S. = Namrata Subba		
	*S.S. = Siddhartha Sarkar		

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
CC 1	Narrow concept of education	2	S.S.
	Broader concept of education	2	S.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.

Aims of education – individual.	3	P.C.
Aims of education – social.	3	P.C.
Aims of education – vocational and democratic.	5	P.C.
Aims of modern education with special reference to Delor's Commission.	5	S.S.
UNIT-2		
Influence of heredity on the learner	3	P.C.
Influence of environment on the learner	2	P.C.
Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and significance	4	S.S.
Educational institutions: informal education	3	S.S.
Educational institutions: formal education	3	S.S.
Educational institutions: non-formal education.	3	S.S.
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	S.S.
Mass-media- cinema and newspaper	4	S.S.
UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centricism in education	4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
Montessori	4	N.S.
Project method.	4	N.S.

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 2	Vedic system of education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Brahmaniceducationb (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Buddhistic education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Islamic Education (aim, curriculum, teaching method, teacher pupil relation)	4	P.C.
	UNIT 2		
	Sreerampore trio and their contribution in the field of education	4	N.C.
	Charter Act, Oriental-occidental controversy	3	N.C.
	Macaulay Minute and Bentinck's resolution	4	S.S.
	Adam's report	3	S.S.
	UNIT 3		
	Woods Despatch.	3	N.C.
	Hunter Commission	3	S.S.
	Curzon policy regarding primary, secondary and higher education	3	S.S.
	National education movement (cause and effect)	3	S.S.
	Basic education (concept and development)	3	N.C.
	Sadler Commission	3	N.C.
	UNIT 4		
	Radhakrishnan Commission (aim, curriculum of higher education, rural university)	4	N.S.
	Mudaliar Commission (aim, structure and curriculum of secondary education)	4	S.S.
	Kothari Commission (aim, structure and curriculum of primary and secondary education)	3	S.S.
	National Policy of Education, 1986	3	N.S.

POA 1992	2	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 3	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.
	UNIT 3		
	Concept and characteristics of learning	2	N.C.
	Theories: Connectionism(Trial and error)	3	N.C.
	Theories: Connectionism (classical)	3	N.C.
	Theories: Connectionism (operant conditioning)	3	N.C.
	Memorization and Forgetting: Process of memorization,	3	N.C.
	Causes of forgetting and economical ways of improving memorization	3	N.C.
	UNIT 4		
	Concept of intelligence	1	N.S.
	Theories of Intelligence by Spearman	2	N.S.
	Theories of Intelligence by Thorndike and Guilford	5	N.S.

Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 4	Meaning of philosophy	2	S.S.
	Etymological meaning of education	1	S.S.
	Relation between philosophy and education	3	S.S.
	Importance of philosophy in education	3	S.S.
	UNIT 2		
	Vedic school –Sankhya	3	P.C.
	Vedic school – Yoga	3	P.C.
	Non-vedic School - Buddhism	3	P.C.
	Non-vedic School - Jainism	3	P.C.
	UNIT 3		
	Idealism	3	N.S.
	Naturalism	3	N.S.
	Pragmatism	3	N.S.
	Realism	3	N.S.
	UNIT 4		
	Education and development of values	4	S.S.
	Education for national integration	3	S.S.
	Education for international understanding	3	S.S.
	Education for promotion of peace and harmony	3	S.S.

EDUCATION HONOURS (2021-2022)

Semester-3 July to December

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		

CC5	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups: meaning and definition	2	N.S.
	Types of Social groups – Primary, Secondary and Tertiary	3	N.S.
	Socialization Process: Concept	2	N.S.
	Role of the family in Socialization process	3	N.S.
	Role of the school in Socialization process	3	N.S.
	UNIT 3		
	Concept of Social Change	1	N.S.
	Interrelation between Social change and Education	3	N.S.
	Social stratification	3	N.S.
	Social Mobility	3	N.S.
	Social interaction Process	2	N.S.
	UNIT 4		
	Social Communication : Concept	1	N.S.
	Informal agencies of social communication	3	N.S.
	Inter relation between Culture, religion and Education	4	N.S.
	Inter relation between Technology, Economy and Education	4	N.S.

Semester- 3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 6	Concept of organization	2	N.C.
	Concept of management	2	N.C.
	Concept of educational organization	2	N.C.
	Concept of school organization	2	N.C.

UNIT 2		
Meaning of school plant	2	N.C.
Elements of school plant (concepts only)	3	N.C.
Features of library and time-table	3	N.C.
Features of school medical services and workshop	3	N.C.
Features of school computer laboratory.	3	N.C.
UNIT 3		
Meaning of educational management	2	N.C.
Objectives of educational management	3	N.C.
Types of educational management	4	N.C.
Significance of educational management	3	N.C.
UNIT 4		
Meaning of educational planning	1	S.S.
Aims and objectives of educational planning	2	S.S.
Steps of educational planning	3	S.S.
Types and significance of educational planning	5	S.S.

Semester-3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC7	Guidance – Meaning, Definitions and Functions	6	P.C.
	Individual Guidance – Meaning, advantages and disadvantages	3	P.C.
	Group Guidance – Meaning and Advantages and disadvantages	3	P.C.
	Need for guidance in secondary schools and requisites of a good school guidance programme	2	P.C.
	UNIT 2		

Educational Guidance- Meaning, Function at different stages of Education	5	P.C.
Vocational Guidance- Meaning, Function at different stages of Education	5	P.C.
Personal Guidance- Meaning, Importance for the Adolescents	5	P.C.
UNIT 2		
Counselling - – Meaning, importance and Scope	4	P.C.
Techniques of Counselling- Directive, Non-Directive, Eclectic	5	P.C.
Individual Counselling –Meaning , Importance	3	P.C.
Group Counselling –Meaning , Importance	3	P.C.
UNIT 4		
Tools for collecting information on pupil: Intelligence: Concept and Test	4	P.C.
Tools for collecting information on pupil: Personality: Concept and Test	4	P.C.
Tools for collecting information on pupil: Aptitude: Concept and Test	3	P.C.
Cumulative Record Card	3	P.C.
Anecdotal Record Card	3	P.C.

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
SEC A	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.
	UNIT 2		

Principles of listening skills	4	S.S.
Types of listeners	3	S.S.
Barriers to listening	3	S.S.
UNIT 3		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
UNIT 4		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

EDUCATION General (2021-2022)

Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
GE 1	Narrow concept of education	2	S.S.
	Broader concept of education	2	S.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	S.S.
	UNIT-2		
	Influence of heredity on the learner	3	P.C.
	Influence of environment on the learner	2	P.C.
	Qualities and duties of a good teacher.	2	P.C.
	Curriculum- concept and types.	3	P.C.
	Co-curricular activities: meaning, values and significance	4	S.S.

I	Educational institutions: informal education	3	S.S.
I	Educational institutions: formal education	3	S.S.
I	Educational institutions: non-formal education.	3	S.S.
J	UNIT-3		
I	Agencies of Education- Home	3	N.C.
1	Agencies of Education- School	3	N.C.
I	Agencies of Education- State	2	N.C.
1	Mass-media- television and radio.	4	S.S.
1	Mass-media- cinema and newspaper	4	S.S.
J	UNIT-4		
(Concept of child centricism in education	2	N.S.
	Characteristics and significance of child centricism in education	4	N.S.
(Concept of play and work.	2	N.S.
(Characteristics of play way in Education	2	N.S.
I	Kindergarten	4	N.S.
I	Montessori	4	N.S.
I	Project method.	4	N.S.

EDUCATION- General- (2021-2022)

Semester 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE 2	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.

Erikson's psycho-social development theory	4	P.C.
Kohlberg's moral development theory	4	P.C.
Vygotsky's social development theory	4	P.C.
Bandura's Social Learning Theory	3	P.C.
UNIT 3		
Concept and characteristics of learning	2	S.S.
Theories: Connectionism(Trial and error)	3	S.S.
Theories: Connectionism (classical)	3	S.S.
Theories: Connectionism (operant conditioning)	3	S.S.
Memorization and Forgetting: Process of memorization,	3	S.S.
Causes of forgetting and economical ways of improving memorization	3	S.S.
UNIT 4		
Concept of intelligence	1	N.S.
Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

EDUCATION General (2021-2022)

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE3	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups: meaning and definition	2	P.C.

Types of Social groups – Primary, Secondary and Tertiary	3	P.C.
Socialization Process: Concept	2	P.C.
Role of the family in Socialization process	3	P.C.
Role of the school in Socialization process	3	P.C.
UNIT 3		
Concept of Social Change	1	S.S.
Interrelation between Social change and Education	3	S.S.
Social stratification	3	S.S.
Social Mobility	3	S.S.
Social interaction Process	2	S.S.
UNIT 4		
Social Communication : Concept	1	N.C.
Informal agencies of social communication	3	N.C.
Inter relation between Culture, religion and Education	4	N.C.
Inter relation between Technology, Economy and Education	4	N.C

Semester -4 Education Honours (JANUARY TO JUNE 2021-2022)

PAPER	TOPIC	Number of lectures	FACULTY
CC-8	Unit 1: Introductory concept		
Technology	Concept of Technology	2	N.C.
in Education	Concept of Technology	2	N.C.
	Need and scope of educational technology	2	N.C.
	System approach- concept and need	3	N.C.
	Classification and components of system approach	3	N.C.
	Unit 2: Computer in education and communication		
	Computer and its role in education	3	S.S.
	Basic concept of hardware and software	4	S.S.
	Computer network and internet- its role in education	3	S.S.

	Communication and classroom interactions- concept,	4	S.S.
	element and process Unit 3: Instructional techniques		
	Mass instructional technique- characteristics and types	3	N.C.
	Personalised instructional techniques- characteristics and types	3	N.C.
	Difference in teaching and instruction	3	N.C.
	Models of teaching- concept, components and significance	3	N.C.
	Unit 4: ICT & e-learning		
	Meaning and concept of ICT, e-learning	2	N.C.
	Nature and characteristics of e-learning	3	N.C.
	ICT integration in teaching learning, massive open online course (MOOC)	3	N.C.
	Different approaches- Project based learning, co operative learning and collaborative learning	4	N.C.
CC – 9	Unit 1: Introductory concept		
Curriculum Studies	Meaning, nature, scope and functions of curriculum	3	N.S.
	Bases of curriculum: philosophical, psychological and sociological	3	N.S.
	Major approaches to curriculum - behavioural, managerial, system, humanistic	4	N.S.
	Types of curriculum - knowledge, experience & activity based	3	N.S.
	Unit 2: Content selection		
	Determinants of content selection - perspectives of knowledge, culture & need	3	N.S.
	Curriculum and institution - instructional objectives	3	N.S.
	Revised Bloom's taxonomy	2	N.S.
	Bruner's theory of instruction	3	N.S.
	Unit 3: Curriculum development		
	Principles of curriculum construction	2	P.C.
	Learner centred curriculum framework - concept, factors & characteristics	2	P.C.

	Curriculum development - need, planning	3	P.C.
	NCF, 2005	3	P.C.
	Unit 4: Evaluation & reform of curriculum		
	Concept & significance of curriculum evaluation	2	P.C.
	Approaches to curriculum evaluation - formative & summative	2	P.C.
	Models of evaluation - Stufflebeam& Taylor	3	P.C
	Curriculum reform - factors & obstacles	2	P.C.
CC - 10	Unit 1: Inclusion Overview		
Inclusive Education	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C
	Unit 2: Differently Abled		
	Concept of Impairment, Disability and Handicap	2	S.S.
	Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	5	S.S.
	General causes of disabilities	2	S.S.
	Role of school and society in creating a barrier free environment	3	S.S.
	Unit 3: Socially Disabled		
	Concept of SC, ST and OBC groups.	2	P.C.
	Concept of Gender, and sexuality	2	P.C.
	Causes of social exclusion	2	P.C.
	Understanding social inclusion: role of education	3	P.C.
	Unit 4: Educational Reforms for Inclusive Society		
	Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.

	Education for a multicultural society	2	N.S.
	Education for peaceful co-existence	3	N.S.
	Role of Informal agencies (like mass media etc) in	3	N.S.
	building an inclusive society	<i>J</i>	14.5.
CEC D			
SEC – B	Unit 1: Understanding Teaching		
Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting teaching	3	N.S.
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson,		
	Questioning, Use of teaching aids, Illustration and	5	S.S.
	Reinforcement		
	Phases of teaching: Pre-active, Inter-active,	3	S.S.
	Post-active Unit 4: Learning Design (LD)		
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
·	Education GE 4		
GE 4			
Inclusive Education	Unit 1: Inclusion Overview		
	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C.

Unit 2: Dif	ferently Abled		
Concept of	Impairment, Disability and Handicap	2	S.S.
Cerebral Pa	sabilities- Orthopaedic, Visual, Auditory, alsy, Intellectual, Autism, Learning (only definition and their specific	5	S.S.
General cau	uses of disabilities	2	S.S.
Role of sch environmer	ool and society in creating a barrier free	3	S.S.
Unit 3: Soc	cially Disabled		
Concept of	SC, ST and OBC groups.	2	P.C.
Concept of	Gender, and sexuality	2	P.C.
Causes of s	ocial exclusion	2	P.C.
Understand	ing social inclusion: role of education	3	P.C.
Unit 4: Ed	ucational Reforms for Inclusive Society		
1	Inclusive school: desired changes in ructure, Practice and Culture	3	N.S.
Education f	or a multicultural society	2	N.S.
Education f	For peaceful co-existence	3	N.S.
	ormal agencies (like mass media etc) in inclusive society	3	N.S.

Semester 5 (HONOURS)- July to December (2021-2022)

PAPER	TOPIC	Number of lectures	FACULTY
CC -11	Unit 1: Measurement and Evaluation in Education		
Evaluation	Educational Measurement and Evaluation : Concept	2	N.C.
and Measurement	Scope and Need of Educational Measurement and Evaluation	3	N.C.
in Education	Relation between Measurement, Assessment and Evaluation	3	N.C.
	Scales of Measurement- Nominal, Ordinal, Interval and Ratio	4	N.C.

	Unit 2: Evaluation Process		
	Evaluation Process: (Formative and Summative)	2	S.S.
	Types and steps of evaluation	4	S.S.
	Norm-Referenced Test and Criterion Referenced Test	4	S.S.
	Grading and Credit system	3	S.S.
	Unit 3: Tools and Techniques of Evaluation		
	Concept of Tools and Techniques	2	N.S.
	Testing tools 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	8	N.S.
	Non testing tools – Cumulative Record Card, Portfolio	3	N.S.
	Techniques: i) Self reporting: Interview, Questionnaire ii) Observation	3	N.S.
	Unit 4: Criteria of a Good Tool and its Construction		
	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	8	S.S.
	Steps for construction & standardization of Achievement test	4	S.S.
CC – 12	Unit 1: Concept of Statistics and Descriptive Statistics		
Statistics In Education	Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation(Frequency Polygon, Histogram, Ogive, Pie)	7	N.C.
	Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application	7	N.C.

Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application	6	N.C.
Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	5	N.C.
Unit 2: Normal Distribution and Derived Score		
Concept of Normal Distribution- Properties	2	N.S.
Uses of NPC in Education	2	N.S.
Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)	3	N.S.
Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	4	N.S.
Unit 3: Measure of Relationship		
Bi-variate Distribution- Concept and types of Linear Correlation	3	N.C.
Scatter Diagram (only Concept)	2	N.C.
Uses of Correlation	2	N.C.
Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	4	N.C.
Unit 4: Statistics (Practical)		
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	12	N.C
applying the following: Method: i) Tabulation of data		1,0
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		
DSE-A	Unit 1: Western Educators(Part 1)		
	Plato	3	P.C.
Educational	Rousseau	3	P.C.
Thought of	Montessori	3	P.C.
Great	Unit 2: Western Educators(Part 2)		
Educators	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
DSE-B	Unit 1: Basic concept of teacher education		
Teacher Education	Concept and meaning of teacher education	2	N.S.
	Scope of Teacher Education	3	N.S.
	Aims and objectives of Education at Elementary, Secondary and College level.	3	N.S.
	Teacher training Vs Teacher education	3	N.S.
	Unit 2: Development of teacher education in India		
	Historical perspective of development of teacher education in India	3	N.S.
	Recommendations of Kothari Commission	3	N.S.
	Recommendations of National Policy on Education regarding teacher education	3	N.S.
	Present System of teacher education in India	3	N.S.
	Unit 3: Role of the different agencies in teacher education		

	University	2	S.S.
	NCTE	3	S.S.
	NCERT	3	S.S.
	NUEPA	3	S.S.
	Unit 4: Some Courses for preparation of teacher		
	Pre service teacher education	3	S.S.
	In service teacher education	3	S.S.
	Orientation and Refresher courses	3	S.S.
Semes	ster 5 (GENERAL)- July to Decem	ber (2021-	-2022)
DSE-A	Unit 1: Western Educators(Part 1)	2	D.C.
	Plato	3	P.C.
Educational	Rousseau	3	P.C.
Thought of	Montessori	3	P.C.
Great	Unit 2: Western Educators(Part 2)		
Educators	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
SEC A	Unit: 1 = Introduction to Communication		
Communicati on Skill	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.

Unit: 2 = Listening Skills

Principles of listening skills	4	S.S.
Types of listeners	3	S.S.
Barriers to listening	3	S.S.
Unit: 3 = Speaking Skills		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
Unit: 4 = Reading and Writing Skills		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

Semester 6 (HONOURS) - JANUARY TO JUNE (2021-2022)

PAPER	ТОРІС	Number of lectures	FACULTY
CC - 13	Unit 1: Adjustment, Maladjustment and Problem Behaviour	100011100	medin
Psychology of Adjustment	Concept of adjustment, adjustment and adaptability	4	P.C.
	Psychodynamic Concept of adjustment, criteria of good adjustment	4	P.C.
	Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse	6	P.C.
	Unit 2: Multi-axial Classification of Mental Disorders		
	DSM – 5 : Section 1, Section II and Section III	4	P.C.
	Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder	4	P.C.
	Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)	4	P.C.
	Unit 3: Coping Strategies for Stressful Situation		

	Stress and Stressors	3	P.C.
	Personal and environmental stress	3	P.C.
	Coping strategies for stress	3	P.C.
	Unit 4: Administration, Scoring and Interpretation of the following Tests (Practical)		
	KNPI(Kundu Neurotic Personality Inventory)	10	P.C.
	KIEI (Kundu Introversion Extroversion Inventory)	10	P.C.
	Effect of Learning material on memorization	4	P.C.
CC – 14	Unit 1: Concept of Educational Research		
Basic Concept of Educational Research	Definition, meaning and concept of research	2	S.S.
	Educational research and its characteristics	3	S.S.
	Types of Educational Research	4	S.S.
	Problems, difficulties and ethics	5	S.S.
	Unit: Basic elements of educational research		
	Literature review	3	S.S.
	Problem selection	2	S.S.
	Objectives, Research question and Hypothesis	6	S.S.
	Tools of Data collection –types	6	S.S.
	Unit 3 : Data collection procedure		
	Sampling –concept and definition	2	S.S.
	Types of sampling- Probability and non-probability	4	S.S.
	Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)	6	S.S.
	Referencing and Bibliography	2	S.S.
	Unit 4: Tutorial (Project/Term Paper centric)		
	Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)	10	S.S.

DSE – A	Unit: 1 = Gender Concepts		
Gender and Society	Definition of Gender and difference with sex	3	N.S.
	Gender Dynamics: Gender identity; Gender role and gender stereotype	2	N.S.
	Social Construction of Gender	2	N.S.
	Unit: 2 = Gender Socialization		
	Childhood, socialization and gender biases in the family and school	3	N.S.
	Social Differentiation among women in educational context by caste, tribe, religion and region	3	N.S.
	Gender discrimination in the management of the school and education system.	3	N.S.
	Unit: 3 = Gender roles		
	Gender Roles and Relationships Matrix	3	N.S.
	Gender based division and Valuation of Work	3	N.S.
	Exploring Attitudes towards Gender	3	N.S.
	Unit: 4 = Gender inequality in the schools		
	Gender inequality in the structure of knowledge	3	N.S.
	Presentation of gender in the development of curriculum and text books.	3	N.S.
	Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.	4	N.S.
DSE – B	Unit 1: Historical Perspectives of Women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and		
	Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.

Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
Unit 3: Role of Indian Thinkers in promoting Women Education		
Rammohan Roy	3	N.C.
Vidyasagar	3	N.C.
Unit 4: Major Constraints of Women Education and		
Social – Psychological	2	N.C.
Political – Economical	2	N.C.
Role of women empowerment in modern society (in brief)	3	N.C.

Semester 6 (GENERAL) - JANUARY TO JUNE (2021-2022)

DSE – B	Unit 1: Historical Perspectives of Women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.
	Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
	Unit 3: Role of Indian Thinkers in promoting		
	Women Education		
	Rammohan Roy	3	N.C.
	Vidyasagar	3	N.C.
	Unit 4: Major Constraints of Women Education		
	and		
	Social – Psychological	2	N.C.
	Political – Economical	2	N.C.

	Role of women empowerment in modern society (in brief)	3	N.C.
SEC – B	Unit 1: Understanding Teaching		
Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting teaching	3	N.S.
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson,		
	Questioning, Use of teaching aids, Illustration and	5	S.S.
	Reinforcement		
	Phases of teaching: Pre-active, Inter-active,	3	S.S.
	Post-active	<i></i>	5.5.
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
Note:	*N.C. = Nandita chaudhuri		
	*P.C. = Pampa Chatterjee		
	*N.S. = Namrata Subba		
	*S.S. = Siddhartha Sarkar		

	EDUCATION HONOURS (2022-2023)		
	Semester -1 (JULY TO DECEMBER)		
PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
CC 1	Narrow concept of education	2	S.S.

Broader concept of education	2	S.S.
Meaning and nature of education.	3	N.C.
Scope of education.	2	N.C.
Aims of education – individual.	3	P.C.
Aims of education – social.	3	P.C.
Aims of education – vocational and democratic.	5	P.C.
Aims of modern education with special reference to Delor's Commission.	5	S.S.
UNIT-2		
Influence of heredity on the learner	3	P.C.
Influence of environment on the learner	2	P.C.
Qualities and duties of a good teacher.	2	P.C.
Curriculum- concept and types.	3	P.C.
Co-curricular activities: meaning, values and significance	4	S.S.
Educational institutions: informal education	3	S.S.
Educational institutions: formal education	3	S.S.
Educational institutions: non-formal education.	3	S.S.
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	S.S.
Mass-media- cinema and newspaper	4	S.S.
UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centricism in education	4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
Montessori	4	N.S.
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Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 2	Vedic system of education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Brahmaniceducationb (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Buddhistic education (aim, curriculum, teaching method, teacher-pupil relation)	4	P.C.
	Islamic Education (aim, curriculum, teaching method, teacher pupil relation)	4	P.C.
<u> </u>	UNIT 2		
	Sreerampore trio and their contribution in the field of education	4	N.C.
	Charter Act, Oriental-occidental controversy	3	N.C.
	Macaulay Minute and Bentinck's resolution	4	S.S.
	Adam's report	3	S.S.
	UNIT 3		
	Woods Despatch.	3	N.C.
	Hunter Commission	3	S.S.
	Curzon policy regarding primary, secondary and higher education	3	S.S.
	National education movement (cause and effect)	3	S.S.
	Basic education (concept and development)	3	N.C.
	Sadler Commission	3	N.C.
	UNIT 4		
	Radhakrishnan Commission (aim, curriculum of higher education, rural university)	4	N.S.
	Mudaliar Commission (aim, structure and curriculum of secondary education)	4	S.S.

Kothari Commission (aim, structure and curriculum of primary and secondary education)	3	S.S.
National Policy of Education, 1986	3	N.S.
POA 1992	2	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 3	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		
	Piaget's cognitive development theory	4	P.C.
	Erikson's psycho-social development theory	4	P.C.
	Kohlberg's moral development theory	4	P.C.
	Vygotsky's social development theory	4	P.C.
	Bandura's Social Learning Theory	3	P.C.
	UNIT 3		
	Concept and characteristics of learning	2	N.C.
	Theories: Connectionism(Trial and error)	3	N.C.
	Theories: Connectionism (classical)	3	N.C.
	Theories: Connectionism (operant conditioning)	3	N.C.
	Memorization and Forgetting: Process of memorization,	3	N.C.
	Causes of forgetting and economical ways of improving memorization	3	N.C.
	UNIT 4		
	Concept of intelligence	1	N.S.

Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

Semester- 2 (January to June)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC 4	Meaning of philosophy	2	S.S.
	Etymological meaning of education	1	S.S.
	Relation between philosophy and education	3	S.S.
	Importance of philosophy in education	3	S.S.
	UNIT 2		
	Vedic school –Sankhya	3	P.C.
	Vedic school – Yoga	3	P.C.
	Non-vedic School - Buddhism	3	P.C.
	Non-vedic School - Jainism	3	P.C.
	UNIT 3		
	Idealism	3	N.S.
	Naturalism	3	N.S.
	Pragmatism	3	N.S.
	Realism	3	N.S.
	UNIT 4		
	Education and development of values	4	S.S.
	Education for national integration	3	S.S.
	Education for international understanding	3	S.S.
	Education for promotion of peace and harmony	3	S.S.

EDUCATION HONOURS (2022-2023)

Semester-3 July to December

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
CC5	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups: meaning and definition	2	N.S.
	Types of Social groups – Primary, Secondary and Tertiary	3	N.S.
	Socialization Process: Concept	2	N.S.
	Role of the family in Socialization process	3	N.S.
	Role of the school in Socialization process	3	N.S.
	UNIT 3		
	Concept of Social Change	1	N.S.
	Interrelation between Social change and Education	3	N.S.
	Social stratification	3	N.S.
	Social Mobility	3	N.S.
	Social interaction Process	2	N.S.
	UNIT 4		
	Social Communication : Concept	1	N.S.
	Informal agencies of social communication	3	N.S.
	Inter relation between Culture, religion and Education	4	N.S.
	Inter relation between Technology, Economy and Education	4	N.S.

Semester- 3 (July to December)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
CC 6	Concept of organization	2	N.C.

Concept of management	2	N.C.
Concept of educational organization	2	N.C.
Concept of school organization	2	N.C.
UNIT 2		
Meaning of school plant	2	N.C.
Elements of school plant (concepts only)	3	N.C.
Features of library and time-table	3	N.C.
Features of school medical services and workshop	3	N.C.
Features of school computer laboratory.	3	N.C.
UNIT 3		
Meaning of educational management	2	N.C.
Objectives of educational management	3	N.C.
Types of educational management	4	N.C.
Significance of educational management	3	N.C.
UNIT 4		
Meaning of educational planning	1	S.S.
Aims and objectives of educational planning	2	S.S.
Steps of educational planning	3	S.S.
Types and significance of educational planning	5	S.S.

Semester-3 (July to December)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
CC7	Guidance – Meaning, Definitions and Functions	6	P.C.
	Individual Guidance – Meaning, advantages and disadvantages	3	P.C.
	Group Guidance – Meaning and Advantages and disadvantages	3	P.C.
	Need for guidance in secondary schools and requisites of a good school guidance programme	2	P.C.

UNIT 2		
Educational Guidance- Meaning, Function at different stages of Education	5	P.C.
Vocational Guidance- Meaning, Function at different stages of Education	5	P.C.
Personal Guidance- Meaning, Importance for the Adolescents	5	P.C.
UNIT 2		
Counselling Meaning, importance and Scope	4	P.C.
Techniques of Counselling- Directive, Non-Directive, Eclectic	5	P.C.
Individual Counselling –Meaning, Importance	3	P.C.
Group Counselling –Meaning , Importance	3	P.C.
UNIT 4		
Tools for collecting information on pupil: Intelligence: Concept and Test	4	P.C.
Tools for collecting information on pupil: Personality: Concept and Test	4	P.C.
Tools for collecting information on pupil: Aptitude: Concept and Test	3	P.C.
Cumulative Record Card	3	P.C.
Anecdotal Record Card	3	P.C.

Semester -3 (July to December)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
SEC A	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.

UNIT 2		
Principles of listening skills	4	S.S.
Types of listeners	3	S.S.
Barriers to listening	3	S.S.
UNIT 3		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
UNIT 4		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

EDUCATION General (2022-2023)

Semester -1 (JULY TO DECEMBER)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT -1		
GE 1	Narrow concept of education	2	S.S.
	Broader concept of education	2	S.S.
	Meaning and nature of education.	3	N.C.
	Scope of education.	2	N.C.
	Aims of education – individual.	3	P.C.
	Aims of education – social.	3	P.C.
	Aims of education – vocational and democratic.	5	P.C.
	Aims of modern education with special reference to Delor's Commission.	5	S.S.
	UNIT-2		
	Influence of heredity on the learner	3	P.C.
	Influence of environment on the learner	2	P.C.
	Qualities and duties of a good teacher.	2	P.C.
	Curriculum- concept and types.	3	P.C.

Co-curricular activities: meaning, values and si	ignificance 4	S.S.
Educational institutions: informal education	3	S.S.
Educational institutions: formal education	3	S.S.
Educational institutions: non-formal education	. 3	S.S.
UNIT-3		
Agencies of Education- Home	3	N.C.
Agencies of Education- School	3	N.C.
Agencies of Education- State	2	N.C.
Mass-media- television and radio.	4	S.S.
Mass-media- cinema and newspaper	4	S.S.
UNIT-4		
Concept of child centricism in education	2	N.S.
Characteristics and significance of child centric education	eism in 4	N.S.
Concept of play and work.	2	N.S.
Characteristics of play way in Education	2	N.S.
Kindergarten	4	N.S.
Montessori	4	N.S.
Project method.	4	N.S.

EDUCATION- General- (2022-2023)

Semester 2 (January to June)

PAPER	ТОРІС	Number of lectures	FACULTY
	UNIT 1		
GE 2	Meaning and definition of Psychology	2	N.C.
	Meaning and definition of Education	2	N.C.
	Relation between Psychology and education	2	N.C.
	Nature of educational psychology	2	N.C.
	Scope and significance of educational psychology	4	N.C.
	UNIT 2		

Piaget's cognitive development theory	4	P.C.
Erikson's psycho-social development theory	4	P.C.
Kohlberg's moral development theory	4	P.C.
Vygotsky's social development theory	4	P.C.
Bandura's Social Learning Theory	3	P.C.
UNIT 3		
Concept and characteristics of learning	2	S.S.
Theories: Connectionism(Trial and error)	3	S.S.
Theories: Connectionism (classical)	3	S.S.
Theories: Connectionism (operant conditioning)	3	S.S.
Memorization and Forgetting: Process of memorization,	3	S.S.
Causes of forgetting and economical ways of improving memorization	3	S.S.
UNIT 4		
Concept of intelligence	1	N.S.
Theories of Intelligence by Spearman	2	N.S.
Theories of Intelligence by Thorndike and Guilford	5	N.S.
Types and uses of intelligence tests	3	N.S.
Concept of Emotional Intelligence and E.Q	3	N.S.

EDUCATION General (2022-2023)

Semester -3 (July to December)

PAPER	TOPIC	Number of lectures	FACULTY
	UNIT 1		
GE3	Meaning and definition of Sociology of Education	3	N.S.
	Relation between Sociology and Education	3	N.S.
	Nature of Sociology of Education	2	N.S.
	Scope of Sociology of Education	3	N.S.
	UNIT 2		
	Social Groups : meaning and definition	2	P.C.

Types of Social groups – Primary, Secondary and	3	P.C.
Tertiary	<i>J</i>	1.0.
Socialization Process: Concept	2	P.C.
Role of the family in Socialization process	3	P.C.
Role of the school in Socialization process	3	P.C.
UNIT 3		
Concept of Social Change	1	S.S.
Interrelation between Social change and Education	3	S.S.
Social stratification	3	S.S.
Social Mobility	3	S.S.
Social interaction Process	2	S.S.
UNIT 4		
Social Communication : Concept	1	N.C.
Informal agencies of social communication	3	N.C.
Inter relation between Culture, religion and Education	4	N.C.
Inter relation between Technology, Economy and Education	4	N.C

Semester -4 Education Honours (JANUARY TO JUNE 2022-2023)

PAPER	TOPIC	Number of lectures	FACULTY
CC-8	Unit 1: Introductory concept		
Technology in Education	Concept of Technology	2	N.C.
	Need and scope of educational technology	2	N.C.
	System approach- concept and need	3	N.C.
	Classification and components of system approach	3	N.C.
	Unit 2: Computer in education and communication		
	Computer and its role in education	3	S.S.
	Basic concept of hardware and software	4	S.S.
	Computer network and internet- its role in education	3	S.S.

	Communication and classroom interactions- concept, element and process	4	S.S.
	Unit 3: Instructional techniques		
	Mass instructional technique- characteristics and types	3	N.C.
	Personalised instructional techniques- characteristics and types	3	N.C.
	Difference in teaching and instruction	3	N.C.
	Models of teaching- concept, components and significance	3	N.C.
	Unit 4: ICT & e-learning		
	Meaning and concept of ICT, e-learning	2	N.C.
	Nature and characteristics of e-learning	3	N.C.
	ICT integration in teaching learning, massive open online course (MOOC)	3	N.C.
	Different approaches- Project based learning, co operative learning and collaborative learning	4	N.C.
CC - 9	Unit 1: Introductory concept		
Curriculum Studies	Meaning, nature, scope and functions of curriculum	3	N.S.
	Bases of curriculum: philosophical, psychological and sociological	3	N.S.
	Major approaches to curriculum - behavioural, managerial, system, humanistic	4	N.S.
	Types of curriculum - knowledge, experience & activity based	3	N.S.
	Unit 2: Content selection		
	Determinants of content selection - perspectives of knowledge, culture & need	3	N.S.
	Curriculum and institution - instructional objectives	3	N.S.
	Revised Bloom's taxonomy	2	N.S.
	Bruner's theory of instruction	3	N.S.
	Unit 3: Curriculum development		
	Principles of curriculum construction	2	P.C.
	Learner centred curriculum framework - concept, factors & characteristics	2	P.C.

	Curriculum development - need, planning	3	P.C.
	NCF, 2005	3	P.C.
	Unit 4: Evaluation & reform of curriculum		
	Concept & significance of curriculum evaluation	2	P.C.
	Approaches to curriculum evaluation - formative & summative	2	P.C.
	Models of evaluation - Stufflebeam& Taylor	3	P.C
	Curriculum reform - factors & obstacles	2	P.C.
CC – 10	Unit 1: Inclusion Overview		
Inclusive Education	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C
	Unit 2: Differently Abled		
	Concept of Impairment, Disability and Handicap	2	S.S.
	Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	5	S.S.
	General causes of disabilities	2	S.S.
	Role of school and society in creating a barrier free environment	3	S.S.
	Unit 3: Socially Disabled		
	Concept of SC, ST and OBC groups.	2	P.C.
	Concept of Gender, and sexuality	2	P.C.
	Causes of social exclusion	2	P.C.
	Understanding social inclusion: role of education	3	P.C.
	Unit 4: Educational Reforms for Inclusive Society		
	Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.
	Education for a multicultural society	2	N.S.

	Education for peaceful co-existence	3	N.S.
	Role of Informal agencies (like mass media etc) in	3	N.S.
	building an inclusive society		- 1121
CEC D	Unit 1. Un demander Tree bins		
SEC – B	Unit 1: Understanding Teaching		
Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting	3	N.S.
	teaching		
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		27.0
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson,	_	
	Questioning, Use of teaching aids, Illustration and Reinforcement	5	S.S.
	Phases of teaching: Pre-active, Inter-active, Post-active	3	S.S.
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
	Education GE 4		
GE 4			
Inclusive Education	Unit 1: Inclusion Overview		
	Meaning of Inclusion and Inclusive Society	2	N.C.
	Exclusion and Inclusion: Conceptual overview	2	N.C.
	Obstacles/barriers in Inclusion	3	N.C.
	Elements necessary for creating an inclusive society	2	N.C.
	Unit 2: Differently Abled		

Concept of Impairment, Disability and Handicap	2	S.S.
Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	5	S.S.
General causes of disabilities	2	S.S.
Role of school and society in creating a barrier free environment	3	S.S.
Unit 3: Socially Disabled		
Concept of SC, ST and OBC groups.	2	P.C.
Concept of Gender, and sexuality	2	P.C.
Causes of social exclusion	2	P.C.
Understanding social inclusion: role of education	3	P.C.
Unit 4: Educational Reforms for Inclusive Society		
Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	N.S.
Education for a multicultural society	2	N.S.
Education for peaceful co-existence	3	N.S.
Role of Informal agencies (like mass media etc) in building an inclusive society	3	N.S.

Semester 5 (HONOURS)- July to December (2022-2023)

PAPER	ТОРІС	Number of lectures	FACULTY
CC -11	Unit 1: Measurement and Evaluation in Education		
Evaluation	Educational Measurement and Evaluation : Concept	2	N.C.
and Measurement	Scope and Need of Educational Measurement and Evaluation	3	N.C.
	Relation between Measurement, Assessment and Evaluation	3	N.C.
	Scales of Measurement- Nominal, Ordinal, Interval and Ratio	4	N.C.
	Unit 2: Evaluation Process		

	Evaluation Process: (Formative and Summative)	2	S.S.
	Types and steps of evaluation	4	S.S.
	Norm-Referenced Test and Criterion Referenced Test	4	S.S.
	Grading and Credit system	3	S.S.
	Unit 3: Tools and Techniques of Evaluation		
	Concept of Tools and Techniques	2	N.S.
	Testing tools 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	8	N.S.
	Non testing tools – Cumulative Record Card, Portfolio	3	N.S.
	Techniques: i) Self reporting: Interview, Questionnaire ii) Observation	3	N.S.
	Unit 4: Criteria of a Good Tool and its Construction		
	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	8	S.S.
	Steps for construction & standardization of Achievement test	4	S.S.
CC – 12	Unit 1: Concept of Statistics and Descriptive Statistics		
Statistics In Education	Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation(Frequency Polygon, Histogram, Ogive, Pie)	7	N.C.
	Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application	7	N.C.

Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application	6	N.C.
Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	5	N.C.
Unit 2: Normal Distribution and Derived Score		
Concept of Normal Distribution- Properties	2	N.S.
Uses of NPC in Education	2	N.S.
Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)	3	N.S.
Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	4	N.S.
Unit 3: Measure of Relationship		
Bi-variate Distribution- Concept and types of Linear Correlation	3	N.C.
Scatter Diagram (only Concept)	2	N.C.
Uses of Correlation	2	N.C.
Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	4	N.C.
Unit 4: Statistics (Practical)		
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	12	N.C
applying the following: Method: i) Tabulation of data	12	11.0
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		
DSE-A	Unit 1: Western Educators(Part 1)		
	Plato	3	P.C.
Educational	Rousseau	3	P.C.
Thought of Great	Montessori	3	P.C.
Educators	Unit 2: Western Educators(Part 2)		
Laucators	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
DSE-B	Unit 1: Basic concept of teacher education		
Teacher Education	Concept and meaning of teacher education	2	N.S.
	Scope of Teacher Education	3	N.S.
	Aims and objectives of Education at Elementary,	2	NC
	Secondary and College level.	3	N.S.
	Teacher training Vs Teacher education	3	N.S.
	Unit 2: Development of teacher education in India		
	Historical perspective of development of teacher education in India	3	N.S.
	Recommendations of Kothari Commission	3	N.S.
	Recommendations of National Policy on Education regarding teacher education	3	N.S.
	Present System of teacher education in India	3	N.S.
	Unit 3: Role of the different agencies in teacher education		

	University	2	S.S.
	NCTE	3	S.S.
	NCERT	3	S.S.
	NUEPA	3	S.S.
	Unit 4: Some Courses for preparation of teacher		
	Pre service teacher education	3	S.S.
	In service teacher education	3	S.S.
	Orientation and Refresher courses	3	S.S.
Semes	ster 5 (GENERAL)- July to Decembe Unit 1: Western Educators(Part 1)	r (2022-2	2023)
	Plato	3	P.C.
	Rousseau	3	P.C.
Great	Montessori	3	P.C.
Educators	Unit 2: Western Educators(Part 2)		1.0.
	Pestalozzi	3	P.C.
	Dewey	3	P.C.
	Ivan Illich	3	P.C.
	Unit 3: Indian Educators (Part 1)		
	Vivekananda	3	P.C.
	Rabindranath	3	P.C.
	Gandhiji	3	P.C.
	Unit 4: Indian Educators (Part 2)		
	Radhakrisnan	3	P.C.
	Begum Rokeya	3	P.C.
	Sister Nivedita	3	P.C.
SEC A	Unit: 1 = Introduction to Communication		
Communicati on Skill	Meaning, Nature and types of communication	3	N.C.
	Principles of communication	3	N.C.
	Process of communication: Sender, encoding, recipient,	3	NC
	decoding and feedback	3	N.C.
	Barriers of effective communication	3	N.C.
	Barriers of effective communication	3	14.0.

Principles of listening skills	4	S.S.
Types of listeners	3	S.S.
Barriers to listening	3	S.S.
Unit: 3 = Speaking Skills		
Verbal and non-verbal communication	2	S.S.
Public speaking: Extempore	2	S.S.
Group discussion	2	S.S.
Unit: 4 = Reading and Writing Skills		
Previewing, skimming, and scamming	3	N.S.
Development of skills for correct pronunciation, reading and comprehension	3	N.S.
Sentence formation and punctuation	3	N.S.

Semester 6 (HONOURS) - JANUARY TO JUNE (2022-2023)

		Number of	
PAPER	TOPIC	lectures	FACULTY
CC – 13	Unit 1: Adjustment, Maladjustment and Problem Behaviour		
Psychology of	Concept of adjustment, adjustment and adaptability	4	P.C.
Adjustment	Psychodynamic Concept of adjustment, criteria of good adjustment	4	P.C.
	Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse	6	P.C.
	Unit 2: Multi-axial Classification of Mental Disorders		
	DSM – 5 : Section 1, Section II and Section III	4	P.C.
	Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder	4 P.C.	P.C.
	Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)	4	P.C.
	Unit 3: Coping Strategies for Stressful Situation		

	Stress and Stressors	3	P.C.
	Personal and environmental stress	3	P.C.
	Coping strategies for stress	3	P.C.
	Unit 4: Administration, Scoring and Interpretation of the following Tests (Practical)		
	KNPI(Kundu Neurotic Personality Inventory)	10	P.C.
	KIEI (Kundu Introversion Extroversion Inventory)	10	P.C.
	Effect of Learning material on memorization	4	P.C.
CC – 14	Unit 1: Concept of Educational Research		
Basic	Definition, meaning and concept of research	2	S.S.
Concept of	Educational research and its characteristics	3	S.S.
Educational	Types of Educational Research	4	S.S.
Research	Problems, difficulties and ethics	5	S.S.
	Unit: Basic elements of educational research		
	Literature review	3	S.S.
	Problem selection	2	S.S.
	Objectives, Research question and Hypothesis	6	S.S.
	Tools of Data collection –types	6	S.S.
	Unit 3 : Data collection procedure		
	Sampling –concept and definition	2	S.S.
	Types of sampling- Probability and non-probability	4	S.S.
	Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)	6	S.S.
	Referencing and Bibliography	2	S.S.
	Unit 4: Tutorial (Project/Term Paper centric)		
	Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)	10	S.S.
DSE – A	Unit: 1 = Gender Concepts		

Gender and Society	Definition of Gender and difference with sex	3	N.S.
-	Gender Dynamics: Gender identity; Gender role and gender stereotype	2	N.S.
	Social Construction of Gender	2	N.S.
	Unit: 2 = Gender Socialization		
	Childhood, socialization and gender biases in the family and school	3	N.S.
	Social Differentiation among women in educational context by caste, tribe, religion and region	3	N.S.
	Gender discrimination in the management of the school and education system.	3	N.S.
	Unit: 3 = Gender roles		
	Gender Roles and Relationships Matrix	3	N.S.
	Gender based division and Valuation of Work	3	N.S.
	Exploring Attitudes towards Gender	3	N.S.
	Unit: 4 = Gender inequality in the schools		
	Gender inequality in the structure of knowledge	3	N.S.
	Presentation of gender in the development of curriculum and text books.	3	N.S.
	Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.	4	N.S.
DSE – B	Unit 1: Historical Perspectives of Women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.

	Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
	Unit 3: Role of Indian Thinkers in promoting Women Education		
	Rammohan Roy	3	N.C.
	Vidyasagar	3	N.C.
	Unit 4: Major Constraints of Women Education and		
	Social – Psychological	2	N.C.
	Political – Economical	2	N.C.
	Role of women empowerment in modern society (in brief)	3	N.C.
Semeste	r 6 (GENERAL) - JANUARY TO JU Unit 1: Historical Perspectives of Women Education	NE (202	22-2023)
	one 1. Instortear rerspectives of women Education		
Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period	3	N.C.
	Contribution of Missionaries	2	N.C.
	Role of British Govt	2	N.C.
	Unit 2: Policy Perspective, Committee and Commission on Women Education		
	Constitutional provision, NPE -1968, 1986, 1992, POA 1992	6	N.C.
	Radhakrisnan, Mudaliar and Kothari Commission	5	N.C.
	Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	4	N.C.
	Unit 3: Role of Indian Thinkers in promoting Women Education		
	Rammohan Roy	3	N.C.
	Vidyasagar	3	N.C.
	Unit 4: Major Constraints of Women Education and		
	Social – Psychological	2	N.C.
	Political – Economical	2	N.C.

	Role of women empowerment in modern society (in brief)	3	N.C.
SEC – B	Unit 1: Understanding Teaching		
Teaching Skill	Concept and definition of Teaching	2	N.S.
	Nature of teaching and characteristic factors affecting teaching	3	N.S.
	Relation between teaching and training	3	N.S.
	Unit 2: Types of Teaching (Concept and		
	Characteristics)		
	Micro-teaching and Micro lesson	3	N.S.
	Simulated teaching	3	N.S.
	Integrated teaching	3	N.S.
	Unit 3: Skills of Teaching (Basic Concept)		
	Nature and definition of skills of teaching	2	S.S.
	Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement	5	S.S.
	Phases of teaching: Pre-active, Inter-active, Post-active	3	S.S.
	Unit 4: Learning Design (LD)		
	Concept and importance of learning design in teaching	2	S.S.
	Steps of learning design	2	S.S.
	Qualities of good learning design	3	S.S.
Note:	*N.C. = Nandita chaudhuri		
	*P.C. = Pampa Chatterjee		
	*N.S. = Namrata Subba		
	*S.S. = Siddhartha Sarkar		