ACADEMIC CALENDAR

SESSION 2019-20

TEACHER WISE SYLLABUS DISTRIBUTION

EDUCATION HONOURS

SEMESTER – 1(CBCS)
(JULY-19 TO DECEMBER-19)

CC – 1, **Introduction to Education**
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Topic/Chapter	Teacher
Unit- I = Concept of Education	
➢ Narrow and broader concept of education ➢ Meaning, nature and scope of education. ➢ Aims of education – individual, social, vocational and democratic. ➢ Aims of modern education with special reference to Delor's Commission.	Dalia Pramanik
Unit- 2 = Factors of Education	
➢ Child / learner: influence of heredity and environment on the learner ➢ Teacher: qualities and duties of a good teacher. ➢ Curriculum- concept and types. ➢ Co-curricular activities: meaning, values and significance. ➢ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
Unit- 3 = Agencies of Education	
➢ Home ➢ School	Dalia Pramanik
➢ State ➢ Mass-media- television, radio, cinema and newspaper	Sheuli Biswas Adhikary
Unit- 4 = Child Centricism and Play-way in Education	
➢ Concept of child centricism in education ➢ Characteristics and significance of child centricism in education ➢ Concept of play and work. ➢ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Santu Kar

CC – 2, History of Indian Education

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

Unit: 1 = Education in India during ancient and medieval period	
➢ Vedic (aim, curriculum, teaching method, teacher pupil relation) ➢ Brahmanic (aim, curriculum, teaching method, teacher pupil relation) ➢ Buddhistic (aim, curriculum, teaching method, teacher pupil relation) ➢ Islamic (aim, curriculum, teaching method, teacher pupil relation)	Dalia Pramanik
Unit: 2 = Education in India during British period (1800-1853)	
➢ Sreerampore trio and their contribution in the field of education ➢ Charter Act, Oriental-occidental controversy ➢ Macaulay Minute and Bentinck's resolution ➢ Adam's report	Sheuli Biswas Adhikary
Unit: 3 = Education in India during British period (1854-1946)	
➢ Woods Despatch, Hunter Commission ➢ Curzon policy regarding primary, secondary and higher education,	Dalia Pramanik
➢ National education movement (cause and effect) ➢ Basic education (concept and development) ➢ Sadler Commission	Sheuli Biswas Adhikary
Unit: 4 = Education in India after independence	
➢ Radhakrishnan Commission (aim, curriculum of higher education, rural university) ➢ Mudaliar Commission (aim, structure and curriculum of secondary education) ➢ Kothari Commission (aim, structure and curriculum of primary and secondary education) ➢ National Policy of Education, 1986, POA 1992.	Santu Kar

SEMESTER – 2 (CBCS)

(JANUARY-20 TO JUNE-20)

CC – 3, Psychological Foundation of Education

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

Unit: 1 = Relation between Psychology and Education	
- Meaning and definition of Psychology - Meaning and definition of Education - Relation between Psychology and education - Nature, scope and significance of educational psychology.	Dalia Pramanik

Unit: 2 = Stages and types of human development and their educational significance.	
- Piaget's cognitive development theory - Erikson's psycho-social development theory - Kohlberg's moral development theory - Vygotsky's social development theory and Bandura's Social Learning Theory	Sheuli Biswas Adhikary

Unit: 3 = Learning: concept and theories	
- Concept and characteristics of learning - Theories: Connectionism(Trial and error, classical, operant conditioning) - Insightful learning	Dalia Pramanik
Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization	Sheuli Biswas Adhikary

Unit: 4 = Intelligence	
- Concept of intelligence - Theories of Intelligence by Spearman, Thorndike and Guilford - Types and uses of intelligence tests - Concept of Emotional Intelligence and E.Q	Santu Kar

CC – 4, Philosophical Foundation of Education
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit 1 = Concept of educational philosophy	
➢ Meaning of philosophy ➢ Etymological meaning of education ➢ Relation between philosophy and education ➢ Importance of philosophy in education	Santu Kar
Unit 2 = Indian schools of philosophy	
➢ Vedic school – Sankhya ➢ Vedic school – Yoga ➢ Non-vedic School - Buddhism ➢ Non-vedic School – Jainism	Dalia Pramanik
Unit 3 = Western schools of philosophy	
➢ Idealism ➢ Naturalism ➢ Pragmatism ➢ Realism	Sheuli Biswas Adhikary
Unit 4 = Philosophy for development of humanity	
➢ Education and development of values ➢ Education for national integration	Sheuli Biswas Adhikary
➢ Education for international understanding ➢ Education for promotion of peace and harmony	Dalia Pramanik

SEMESTER – 3 (CBCS)

(JULY-19 TO DECEMBER-19)

CC – 5, Sociological Foundation of Education

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

Topic/Chapter	Teacher
Unit-I = Introductory Concept of Sociology of Education	
➢ Meaning and definition of Sociology of Education ➢ Relation between Sociology and Education ➢ Nature of Sociology of Education ➢ Scope of Sociology of Education	Sheuli Biswas Adhikary
Unit-2 = Social Groups	
➢ Social Groups : meaning and definition ➢ Types of Social groups – Primary, Secondary and Tertiary ➢ Socialization Process: Concept ➢ Role of the family and school in Socialization process	Sheuli Biswas Adhikary
Unit-3 = Social Change and Education	
➢ Concept of Social Change ➢ Interrelation between Social change and Education ➢ Social stratification and Social Mobility. ➢ Social interaction Process	Dalia Pramanik
Unit-4 = Social Communication in Education	
➢ Social Communication : Concept ➢ Informal agencies of social communication ➢ Inter relation between Culture, religion and Education. ➢ Inter relation between Technology, Economy and Education.	Santu Kar

CC – 6, Educational Organization, Management and Planning	
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Unit: 1 = Organization and Management	
- Concept of organization - Concept of management - Concept of educational organization - Concept of school organization	Santu Kar
Unit: 2 = Educational organization	
- Meaning of school plant - Elements of school plant (concepts only) - Features of library and time-table - Features of school medical services, workshop, computer laboratory.	Dalia Pramanik
Unit: 3 = Educational Management	
- Meaning of educational management - Objectives of educational management - Types of educational management - Significance of educational management	Sheuli Biswas Adhikary
Unit:4 = Educational Planning	
- Meaning of educational planning - Aims and objectives of educational planning - Steps of educational planning - Types and significance of educational planning	Santu Kar
CC – 7, Guidance and Counselling	
(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Unit I = Guidance – Meaning, Functions, Need	
- Guidance – Meaning, Definitions and Functions - Individual Guidance – Meaning, advantages and disadvantages - Group Guidance – Meaning and Advantages and disadvantages - Need for guidance in secondary schools and requisites of a good school guidance - programme.	Santu Kar
Unit 2 = Guidance - Educational, Vocational, Personal	
- Educational Guidance- Meaning, Function at different stages of Education - Vocational Guidance- Meaning, Function at different stages of Education - Personal Guidance- Meaning, Importance for the Adolescents	Sheuli Biswas Adhikary

Unit 3 = Counselling – Meaning, Techniques, Types	
➢ Counselling - – Meaning, importance and Scope ➢ Techniques of Counselling- Directive, Non-Directive, Eclectic ➢ Individual and Group Counselling –Meaning , Importance	Dalia Pramanik

Unit 4 = Basic data necessary for Guidance	
➢ Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test ➢ Cumulative Record Card ➢ Anecdotal Record Card	Dalia Pramanik

SEC – A Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

Unit 1: Rights and duties in Indian Constitution	
➢ Democratic rights ➢ Fundamental Rights ➢ Duties of citizenship	Dalia Pramanik

Unit 2 = Protection of Children	
➢ Child protection - concept and need. ➢ Child Rights – concept, classification and need ➢ Legal actions –POCSO	Dalia Pramanik

Unit 3 = Domestic Harmony	
➢ Domestic violence – definition and types ➢ Protection of Women from Domestic Violence Act, 2005 – basic features ➢ Protection of males in DVA 2005	Sheuli Biswas Adhikary

Unit 4 = Role of Education	
➢ Rights and duties in Indian Constitution ➢ Protection of Children ➢ Democratic harmony	Sheuli Biswas Adhikary

SEMESTER – 4 (CBCS)

(JANUARY-20 TO JUNE-20)

CC – 8,   Technology in Education

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

Unit I = Introductory concept

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

Unit 2 = Computer in education and communication

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

Unit 3 = Instructional techniques

➢ Mass instructional technique- characteristics and types ➢ Personalised instructional techniques- characteristics and types ➢ Difference in teaching and instruction ➢ Models of teaching- concept, components and significance	Dalia Pramanik

Unit 4 = ICT & e-learning

➢ Meaning and concept of ICT, e-learning ➢ Nature and characteristics of e-learning ➢ ICT integration in teaching learning, massive open online course (MOOC) ➢ Different approaches- Project based learning, co-operative learning and collaborative learning	Sheuli Biswas Adhikary

CC – 9,   Curriculum Studies

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

Unit I = Introductory concept

➢ Meaning, nature, scope and functions of curriculum ➢ Bases of curriculum: philosophical, psychological and sociological ➢ Major approaches to curriculum - behavioural, managerial, system, humanistic ➢ Types of curriculum - knowledge, experience & activity based	Santu Kar

Unit 2 = **Content selection**	
➢ Determinants of content selection - perspectives of knowledge, culture & need ➢ Curriculum and institution - instructional objectives ➢ Revised Bloom's taxonomy ➢ Bruner's theory of instruction	Sheuli Biswas Adhikary

Unit 3 = **Curriculum development**	
➢ Principles of curriculum construction ➢ Learner centred curriculum framework - concept, factors & characteristics ➢ Curriculum development - need, planning ➢ NCF, 2005	Dalia Pramanik

Unit 4 = **Evaluation & reform of curriculum**	
➢ Concept & significance of curriculum evaluation ➢ Approaches to curriculum evaluation - formative & summative ➢ Models of evaluation - Stufflebeam & Taylor ➢ Curriculum reform - factors & obstacles	Dalia Pramanik

CC – 10,   Inclusive Education

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

Unit I = **Inclusion Overview**	
➢ Meaning of Inclusion and Inclusive Society ➢ Exclusion and Inclusion: Conceptual overview ➢ Obstacles/barriers in Inclusion ➢ Elements necessary for creating an inclusive society	Dalia Pramanik

Unit 2 = **Differently Abled**	
➢ Concept of Impairment, Disability and Handicap ➢ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) ➢ General causes of disabilities Role of school and society in creating a barrier free environment	Santu Kar

Unit 3 = **Socially Disabled**	
➢ Concept of SC, ST and OBC groups. ➢ Concept of Gender, and sexuality ➢ Causes of social exclusion ➢ Understanding social inclusion: role of education	Sheuli Biswas Adhikary

Unit 4 = Educational Reforms for Inclusive Society	
➢ Building an Inclusive school: desired changes in System, Structure, Practice and Culture, ➢ Education for a multicultural society.	Dalia Pramanik
➢ Education for peaceful co-existence ➢ Role of Informal agencies (like mass media etc) in building an inclusive society	Sheuli Biswas Adhikary

SEC – B Teaching Skill

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

Unit 1: Understanding Teaching	
➢ Concept and definition of Teaching ➢ Nature of teaching and characteristic factors affecting teaching ➢ Relation between teaching and training	Dalia Pramanik
Unit 2 = Types of Teaching (Concept and Characteristics)	
➢ Micro-teaching and Micro lesson ➢ Simulated teaching ➢ Integrated teaching ➢	Dalia Pramanik
Unit 3 = Skills of Teaching (Basic Concept)	
➢ Nature and definition of skills of teaching ➢ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement ➢ Phases of teaching: Pre-active, Inter-active, Post-active	Sheuli Biswas Adhikary
Unit 4 = Learning Design (LD)	
➢ Concept and importance of learning design in teaching ➢ Steps of learning design ➢ Qualities of good learning design	Sheuli Biswas Adhikary

Part III (July19 to June 20)

Paper V. Full Marks-100

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A (Psychology of adjustment)

MODULE – I

1. Concept of adjustment- adjustment and adaptability, homeostasis, Psychodynamic concept of adjustment, socio-cultural concept: Criteria of good adjustment.	(5)	Dalia Pramanik
2. Maladjustment- meaning of maladjustment-Conflict and frustration, Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours.	(9)	
3. General causes of mal adjustment- Biological and Environmental –role of parent and educational institution in promoting mental health.	(6)	

MODULE – II

4. Stress, stressors- personal and environmental stress, coping strategies and therapies –behaviour, cognitive and humanistic therapies (only concept).	(9)	Sheuli Biswas Adhikary
5.Multi axial classification of mental disorders- DSM IV Axis I and Axis II category – Brief outline of schizophrenia, anxiety disorder, depressive disorder, substance abuse, Personality disorder.	(11)	

GROUP-B (Educational guidance and counselling.) MODULE- I		
1. Concept of guidance- meaning and nature of guidance- different forms of Guidance (group and individuals) Types of Guidance (educational, vocational)	(8)	Dalia Pramanik
2. Counselling- meaning- types and techniques- directive, non-directive, eclectic –individual and group counselling.	(8)	
3. Identification and guidance for special learners- gifted, slow learners, learner with learning disabilities, MR/ mentally challenged.	(6)	
MODULE – II		
4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC. Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals)	(12)	Sheuli Biswas Adhikary
Paper VI (Full Marks-100) GROUP – A (EVALUATION IN EDUCATION) MODULE-1		
1. Educational Measurement and Evaluation- Concept, Scope and Needs.	(5)	Dalia Pramanik
2. Tools and Techniques of Evaluation - a) Test: Types, use of Norm- Referenced test and Criterion- Referenced test, essay type and objective type tests. b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	(15)	

MODULE – II		
3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio.	(3)	Dalia Pramanik
4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms	(11)	
5. Construction of a Standardized Achievement Test	(6)	

GROUP –B (Statistics in Education)

MODULE-I

1. Statistics- Use in Education	(1)	Sheuli Biswas Adhikary
2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive.	(9)	
3. Measures of Central tendency – Mean, Median, Mode-Calculation and application	(6)	
4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	(7)	

Module-II

5. Percentile and percentile rank- Calculation and application, including graphical representation	(6)	Sheuli Biswas Adhikary
6. Characteristics of Normal curve.	(2)	
7. Skewness and Kurtosis – Concept.	(2)	
8. Concept of Z – Score _ Calculation and use.	(6)	
9. Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: Product – moment method and Rank difference Method – calculation	(8)	

Paper VII (Full Marks-100) **EDUCATIONAL TECHNOLOGY AND CURRICULUM** **GROUP –A (Educational Technology)** **MODULE – I**		
1. Concepts need and scope of educational technology.	(2)	
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems &	(6)	

components of a System.		Sheuli Biswas Adhikary
3. Computer and its role in education.	(2)	
4. Use of media in education: Audio (Radio & Tape), Visual (Projector). Audio-visual (T.V. & CCTV).	(4)	
5. Models of teaching: Nature, Concepts and different families of Teaching Models, advantages of the use of Models of Teaching.	(6)	
MODULE –II		
6. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.	(7)	Sheuli Biswas Adhikary
7. Instructional techniques: Mass instructional techniques (basic concepts only), Personalized techniques – Programmed learning, Mastery Learning, Microteaching (basic concepts).	(7)	
8. Distance education: Concepts, types and usefulness – Application of technology in Distance education.	(6)	
GROUP-B (Curriculum Studies.)		
MODULE –I		
1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum.	(3)	Dalia Pramanik
Nature of Curriculum	(2)	
Bases of Curriculum: Philosophical Sociological & Psychological.	(3)	
2. Systems Approach to Curriculum.	(2)	
3. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students.	(5)	
4. Bloom's Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples.	(5)	

MODULE –II		
5. Determinants of content selection: culture based, Knowledge based, Need based.	(6)	Dalia Pramanik
6. Curriculum transaction: Bruner's Theory of Instruction and learning.	(6)	
7. Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative evaluation.	(8)	

PAPER-VIII (Full Marks-100)

COMPARATIVE EDUCATION AND PRACTICAL

GROUP-A (Comparative Education.)

Module – I

Any one country from UK. USA. Chiana.		
1. Concept, meaning, scope of Comparative Education.	(8)	Dalia Pramanik
2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education	(6)	
b) Administration	(6)	

Module – II

Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries. a) Curriculum	(5)	Sheuli Biswas Adhikary
b) Examination	(5)	
c) Teacher education	(4)	
d) Education for all	(4)	
e) Distance education and open learning	(3)	

GROUP-B (Practical)

A. Statistics Practical		
statistics: The students are expected to collect relevant data from their colleges or neighbourhood (minimum sample size	(4)	

must be 50) for the following: 1. Determination of central tendencies and standard deviation.		Sheuli Biswas Adhikary
2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein.	(6)	
3. determination of types of association between two sets of data by drawing scatter diagram (linear relations only).	(3)	
B. Pedagogy		
1. Determination of memory span	(4)	Dalia Pramanik
2. Index of complete learning / capacity of memorization	(4)	
3. Comparison of recall and recognition as modes of measuring retention	(4)	

EDUCATION GENERAL

SEMESTER – 1(CBCS)

(JULY-19 TO DECEMBER-19)

CC – 1,/ GE -1 Introduction to Education

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

Course / Paper	Teacher
Unit- I = Concept of Education	
- Narrow and broader concept of education - Meaning, nature and scope of education. - Aims of education – individual, social, vocational and democratic. - Aims of modern education with special reference to Delor's Commission.	Dalia Pramanik
Unit- 2 = Factors of Education	
- Child / learner: influence of heredity and environment on the learner - Teacher: qualities and duties of a good teacher. - Curriculum- concept and types. - Co-curricular activities: meaning, values and significance. - Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
Unit- 3 = Agencies of Education	
- Home - School	Dalia Pramanik
- State - Mass-media- television, radio, cinema and newspaper	Sheuli Biswas Adhikary
Unit- 4 = Child Centricism and Play-way in Education	
- Concept of child centricism in education - Characteristics and significance of child centricism in education - Concept of play and work. - Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Dalia Pramanik

SEMESTER – 2 (CBCS)

(JANUARY-20 TO JUNE-20)

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

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

Unit: 1 = Relation between Psychology and Education

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

Unit: 2 = Stages and types of human development and their educational significance.

➢ Piaget's cognitive development theory ➢ Erikson's psycho-social development theory ➢ Kohlberg's moral development theory ➢ Vygotsky's social development theory and Bandura's Social Learning Theory	Sheuli Biswas Adhikary

Unit: 3 = Learning: concept and theories

➢ Concept and characteristics of learning ➢ Theories: Connectionism(Trial and error, classical, operant conditioning) ➢ Insightful learning	Dalia Pramanik
➢ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization	Sheuli Biswas Adhikary

Unit: 4 = Intelligence

➢ Concept of intelligence ➢ Theories of Intelligence by Spearman, Thorndike and Guilford ➢ Types and uses of intelligence tests ➢ Concept of Emotional Intelligence and E.Q	Santu Kar

SEMESTER – 3 (CBCS)

(JULY-19 TO DECEMBER-19)

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

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

Topic/Chapter	Teacher
Unit-I = Introductory Concept of Sociology of Education	
- Meaning and definition of Sociology of Education - Relation between Sociology and Education - Nature of Sociology of Education - Scope of Sociology of Education	Sheuli Biswas Adhikary
Unit-2 = Social Groups	
- Social Groups : meaning and definition - Types of Social groups – Primary, Secondary and Tertiary - Socialization Process: Concept - Role of the family and school in Socialization process	Sheuli Biswas Adhikary
Unit-3 = Social Change and Education	
- Concept of Social Change - Interrelation between Social change and Education - Social stratification and Social Mobility. - Social interaction Process	Dalia Pramanik
Unit-4 = Social Communication in Education	
- Social Communication : Concept - Informal agencies of social communication - Inter relation between Culture, religion and Education. - Inter relation between Technology, Economy and Education.	Santu Kar

SEC – A Skill for Democratic Citizenship

(Full Marks 100) Credit = 2 (Theory)

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

Unit 1: Rights and duties in Indian Constitution

➢ Democratic rights ➢ Fundamental Rights ➢ Duties of citizenship	Dalia Pramanik

Unit 2 = Protection of Children

➢ Child protection - concept and need. ➢ Child Rights – concept, classification and need ➢ Legal actions –POCSO	Dalia Pramanik

Unit 3 = Domestic Harmony

➢ Domestic violence – definition and types ➢ Protection of Women from Domestic Violence Act, 2005 – basic features ➢ Protection of males in DVA 2005	Sheuli Biswas Adhikary

Unit 4 = Role of Education

➢ Rights and duties in Indian Constitution ➢ Protection of Children ➢ Democratic harmony	Sheuli Biswas Adhikary

SEMESTER – 4 (CBCS)

(JANUARY-20 TO JUNE-20)

CC – 4/GE-4, Inclusive Education

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

Unit I = **Inclusion Overview**	
➢ Meaning of Inclusion and Inclusive Society ➢ Exclusion and Inclusion: Conceptual overview ➢ Obstacles/barriers in Inclusion ➢ Elements necessary for creating an inclusive society	Dalia Pramanik
Unit 2 = Differently Abled	
➢ Concept of Impairment, Disability and Handicap ➢ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) ➢ General causes of disabilities Role of school and society in creating a barrier free environment	Santu Kar
Unit 3 = Socially Disabled	
➢ Concept of SC, ST and OBC groups. ➢ Concept of Gender, and sexuality ➢ Causes of social exclusion ➢ Understanding social inclusion: role of education	Sheuli Biswas Adhikary
Unit 4 = Educational Reforms for Inclusive Society	
➢ Building an Inclusive school: desired changes in System, Structure, Practice and Culture, ➢ Education for a multicultural society.	Dalia Pramanik
➢ Education for peaceful co-existence ➢ Role of Informal agencies (like mass media etc) in building an inclusive society	Sheuli Biswas Adhikary

SEC – B Teaching Skill	
(Full Marks 100) [Credit = 2 (Theory)	
(Only for Pure General Students who has education as Discipline 1)	
Unit 1: **Understanding Teaching**	
- Concept and definition of Teaching - Nature of teaching and characteristic factors affecting teaching - Relation between teaching and training	Dalia Pramanik
Unit 2 = **Types of Teaching (Concept and Characteristics)**	
- Micro-teaching and Micro lesson - Simulated teaching - Integrated teaching	Dalia Pramanik
Unit 3 = **Skills of Teaching (Basic Concept)**	
- Nature and definition of skills of teaching - Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement - Phases of teaching: Pre-active, Inter-active, Post-active	Sheuli Biswas Adhikary
Unit 4 = **Learning Design (LD)**	
- Concept and importance of learning design in teaching - Steps of learning design - Qualities of good learning design	Sheuli Biswas Adhikary

PART – III (July19 to June 20)

Paper-IV (Full Marks-100)	
Evaluation and Guidance in education	
Module I	
1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).	Dalia Pramanik
Module II	
4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (frequency polygon, histogram and ogive). Idea of linear correlation.	Dalia Pramanik
Module III	
6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	Sheuli Biswas Adhikary
Module IV	
9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.	Sheuli Biswas Adhikary