

Date – 18.04.2020

**Academic Calendar**  
**Department of Education**

**Class -> CC – 3 (Semester 2) (Honours) (CBCS)**

**Psychological Foundation of Education**

Course / Paper	Topic - <b><u>CC – 3, Psychological Foundation of Education</u></b>	Status of Progress	Teacher
<b>Unit: 1 = Relation between Psychology and Education</b>	<ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology.</li> </ul>	Complete	DP
<b>Unit: 2 = Stages and types of human development and their educational significance.</b>	<ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory and</li> </ul>	Complete	SBA
	Bandura's Social Learning Theory	Incomplete	
<b>Unit: 3 = Learning: concept and theories</b>	<ul style="list-style-type: none"> <li>➤ Concept and characteristics of learning</li> <li>➤ Theories: Connectionism(Trial and error, classical, operant conditioning)</li> <li>➤ Insightful learning</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>	Complete	SBA
<b>Unit: 4 = Intelligence</b>	<ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> </ul>	Complete	SK
	<ul style="list-style-type: none"> <li>➤ Theories of Intelligence by Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> <li>➤</li> </ul>	Incomplete	

**Academic Calendar**  
**Department of Education**

Class -> **CC – 4** (Semester 2) (Honours) (CBCS)

**Philosophical Foundation of Education**

Course / Paper	Topic - <b><u>CC – 4, Philosophical Foundation of Education</u></b>	Status of Progress	Teacher
<b>Unit 1 = Concept of educational philosophy</b>	➤ Meaning of philosophy ➤ Etymological meaning of education	Complete	SK
	➤ Relation between philosophy and education ➤ Importance of philosophy in education	Incomplete	
<b>Unit 2 = Indian schools of philosophy</b>	➤ Vedic school – Sankhya ➤ Vedic school – Yoga ➤ Non-vedic School - Buddhism	Complete	DP
	➤ Non-vedic School – Jainism	Incomplete	
<b>Unit 3 = Western schools of philosophy</b>	➤ Idealism ➤ Naturalism ➤ Pragmatism	Complete	SBA
	➤ Realism	Incomplete	
<b>Unit 4 = Philosophy for development of humanity</b>	➤ Education and development of values ➤ Education for national integration	Complete	SBA
	➤ Education for international understanding ➤ Education for promotion of peace and harmony	Complete	DP

**Academic Calendar**  
**Department of Education**

Class -> **CC – 8 (Semester 4) (Honours) (CBCS)**

**Technology in Education**

Course / Paper	Topic - <b><u>CC – 8, Technology in Education</u></b>	Status of Progress	Teacher
<b>Unit I = Introductory concept</b>	<ul style="list-style-type: none"> <li>➤ Concept of Technology</li> <li>➤ Need and scope of educational technology</li> <li>➤ System approach- concept and need</li> <li>➤ Classification and components of system approach</li> </ul>	Complete	SK
<b>Unit 2 = Computer in education and communication</b>	<ul style="list-style-type: none"> <li>➤ Computer and its role in education</li> <li>➤ Basic concept of hardware and software</li> <li>➤ Computer network and internet- its role in education</li> <li>➤ Communication and classroom interactions- concept, element and process</li> </ul>	Complete	SBA
<b>Unit 3 = Instructional techniques</b>	<ul style="list-style-type: none"> <li>➤ Mass instructional technique- characteristics and types</li> <li>➤ Personalised instructional techniques- characteristics and types</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Difference in teaching and instruction</li> <li>➤ Models of teaching- concept, components and significance</li> </ul>	Incomplete	
<b>Unit 4 = ICT &amp; e-learning</b>	<ul style="list-style-type: none"> <li>➤ Meaning and concept of ICT, e-learning</li> <li>➤ Nature and characteristics of e-learning</li> </ul>	Complete	SBA
	<ul style="list-style-type: none"> <li>➤ ICT integration in teaching learning, massive open online course (MOOC)</li> <li>➤ Different approaches- Project based learning, co-operative learning and collaborative learning</li> </ul>	Incomplete	

**Academic Calendar**  
**Department of Education**

Class -> **CC – 9** (Semester 4) (Honours) (CBCS)

**Curriculum Studies**

Course / Paper	Topic - <b><u>CC – 9, Curriculum Studies</u></b>	Status of Progress	Teacher
<b>Unit I = Introductory concept</b>	<ul style="list-style-type: none"> <li>➤ Meaning, nature, scope and functions of curriculum</li> <li>➤ Bases of curriculum: philosophical, psychological and sociological</li> <li>➤ Major approaches to curriculum - behavioural, managerial, system, humanistic</li> <li>➤ Types of curriculum - knowledge, experience &amp; activity based</li> </ul>	Incomplete	SK
<b>Unit 2 = Content selection</b>	<ul style="list-style-type: none"> <li>➤ Determinants of content selection - perspectives of knowledge, culture &amp; need</li> <li>➤ Curriculum and institution - instructional objectives</li> <li>➤ Revised Bloom's taxonomy</li> <li>➤ Bruner's theory of instruction</li> </ul>	Incomplete	SBA
<b>Unit 3 = Curriculum developmen</b>	<ul style="list-style-type: none"> <li>➤ Principles of curriculum construction</li> <li>➤ Learner centred curriculum framework - concept, factors &amp; characteristics</li> <li>➤ Curriculum development - need, planning</li> <li>➤ NCF, 2005</li> </ul>	Complete	DP
<b>Unit 4 = Evaluation &amp; reform of curriculum</b>	<ul style="list-style-type: none"> <li>➤ Concept &amp; significance of curriculum evaluation</li> <li>➤ Approaches to curriculum evaluation - formative &amp; summative</li> <li>➤ Models of evaluation - Stufflebeam &amp; Taylor</li> <li>➤ Curriculum reform - factors &amp; obstacles</li> </ul>	Complete	DP

**Academic Calendar**  
**Department of Education**

Class -> **CC – 10 (Semester 4) (Honours) (CBCS)**

**Inclusive Education**

Course / Paper	Topic - <b><u>CC – 10, Inclusive Education</u></b>	Status of Progress	Teacher
<b>Unit I = Inclusion Overview</b>	<ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	Complete	DP
<b>Unit 2 = Differently Abled</b>	<ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	Complete	SK
<b>Unit 3 = Socially Disabled</b>	<ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	Complete	SBA
<b>Unit 4 = Educational Reforms for Inclusive Society</b>	<ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Education for a multicultural society.</li> </ul>	Incomplete	
	<ul style="list-style-type: none"> <li>➤ Education for peaceful co-existence</li> <li>➤ Role of Informal agencies (like mass media etc) in building an inclusive society</li> </ul>	Complete	SBA

**Academic Calendar**  
**Department of Education**

Class -> **SEC – B (Semester 4) (Honours) (CBCS)**

**Teaching Skill**

Course / Paper	Topic - <b><u>SEC – B Teaching Skill</u></b>	Status of Progress	Teacher
<b>Unit 1: Understanding Teaching</b>	<ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Relation between teaching and training</li> </ul>	Incomplete	
<b>Unit 2 = Types of Teaching (Concept and Characteristics)</b>	<ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	Incomplete	
<b>Unit 3 = Skills of Teaching (Basic Concept)</b>	<ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	Complete	SBA
<b>Unit 4 = Learning Design (LD)</b>	<ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>	Incomplete	SBA

**Academic Calendar**  
**Department of Education**

Class -> **CC – 2/GE-2 (Semester 2) (General) (CBCS)**

**Psychological Foundation of Education**

Course / Paper	Topic - <b><u>CC – 2/GE-2, Psychological Foundation of Education</u></b>	Status of Progress	Teacher
<b>Unit: 1 = Relation between Psychology and Education</b>	<ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology.</li> </ul>	Complete	DP
<b>Unit: 2 = Stages and types of human development and their educational significance.</b>	<ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory</li> </ul>	Complete	SBA
	<ul style="list-style-type: none"> <li>➤ Bandura's Social Learning Theory</li> </ul>	Incomplete	
<b>Unit: 3 = Learning: concept and theories</b>	<ul style="list-style-type: none"> <li>➤ Concept and characteristics of learning</li> <li>➤ Theories: Connectionism(Trial and error, classical, operant conditioning)</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Insightful learning</li> </ul>	Incomplete	
	<ul style="list-style-type: none"> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>	Complete	SBA
<b>Unit: 4 = Intelligence</b>	<ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> </ul>	Complete	SK
	<ul style="list-style-type: none"> <li>➤ Theories of Intelligence by Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	Incomplete	

**Academic Calendar**  
**Department of Education**

Class -> **CC – 4/GE-4 (Semester 4) (General) (CBCS)**

**Inclusive Education**

Course / Paper	Topic - <b><u>CC – 4/GE-4, Inclusive Education</u></b>	Status of Progress	Teacher
<b>Unit I = Inclusion Overview</b>	<ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	Complete	DP
<b>Unit 2 = Differently Able</b>	<ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual,</li> </ul>	Complete	SK
	<ul style="list-style-type: none"> <li>➤ Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	Incomplete	
<b>Unit 3 = Socially Disabled</b>	<ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	Complete	SBA
<b>Unit 4 = Educational Reforms for Inclusive Society</b>	<ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>➤ Education for a multicultural society.</li> </ul>	Incomplete	DP
	<ul style="list-style-type: none"> <li>➤ Education for peaceful co-existence</li> <li>➤ Role of Informal agencies (like mass media etc) in building an inclusive society</li> </ul>	Complete	SBA



**Academic Calendar**  
**Department of Education**

Class -> **SEC – B (Semester 4) (General) (CBCS)**

**Teaching Skill**

Course / Paper	Topic - <b><u>SEC – B Teaching Skill</u></b>	Status of Progress	Teacher
<b>Unit 1: Understanding Teaching</b>	<ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Relation between teaching and training</li> </ul>	Incomplete	
<b>Unit 2 = Types of Teaching (Concept and Characteristics)</b>	<ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> </ul>	Complete	DP
	<ul style="list-style-type: none"> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	Incomplete	
<b>Unit 3 = Skills of Teaching (Basic Concept)</b>	<ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	Incomplete	SBA
<b>Unit 4 = Learning Design (LD)</b>	<ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>	Incomplete	SBA