**Polba Mahavidyalaya**

**Department of Education**

**Departmental Curriculum Planning 2024 – 2025**

Name of the Department: Education

Name of the Programme: B.A. Honours and 3-Year Degree/4-Year Honours (CCFUP)

Name of the Course: (Subject) : B.A. Programme in Education [Honours/ ~~General~~]

Period of the Lesson Plan : 1st July 2024 – 30th June 2025

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| Academic Period | Class. | Paper | Topic to be covered | | Total Marks | Name of the Teachers | Internal Assessment |
| Unit | Topic |
| July 2024 – January 2025 | SEM-I  Major | Core Course 1  (EDUC1011)  Educational Philosophy 1 | Unit 1: | Education: Meaning, Nature, Scope, | 75 | BM  SG  AM  AD | 3RD WEEK OF DECEMBER |
| Function of Education |
| Factors of Education |
| Aims of Education: Individualistic & Socialistic |
| Unit 2: | Introduction to Philosophy of Education |
| Relationship of Education and Philosophy |
| Schools of Indian Philosophy |
| Sankhya, Yoga, Nyaya, Charvak, Bhuddist, Jain |
| Unit 3: | Child Centric Education: Meaning and Nature |
| Aim of Modern Child Centric Education |
| Different Approaches of Child Centric Education |
| Child Centric Education: Significance |
| Unit 4: | Concept of Freedom and Discipline |
| Needs of Discipline |
| Concept of Free Discipline & Self Discipline |
| Application of Discipline in Educational Institution |
| SEC 1  (EDUC1051)  Computer Application in Education | Unit 1: | MS Office | 50 | SKG  BM  SG  AM |  |
| MS Word, MS Excel |
| MS Power Point |
| Unit 2: | Concepts of information and communication  technology; Universal access VS Digital Divide –  issues and initiatives. |
| Challenges of Integration of ICT in School; Aims and objectives of  National Policy on Information and |
| Communication Technology (ICT) in School  Education in India |
| Unit 3: | Components and Objectives of National Mission on  Education through ICT (NMEICT), Spoken  Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal,  e Gyan Kosh;Virtual laboratory and Haptic  technology |
| Unit 4 | Internet resources for different disciplines like natural  sciences, social sciences, Humanities and Mathematics.  General Introduction to E-learning,Mobile-learning, distance learning, On-line learning,  Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social  Networking |
| SEM-III  Major | EDUC 3011: Educational Philosophy-II | Unit 1: | Western Schools of Philosophy and their Educational Implication, Idealism, , Naturalism, , Realismand ,Pragmatism; Their contribution to present day education. | 75 | SG  AD  BM  AM | 2nd Week of December |
| Unit 2 | Contribution of Great Educators to Education, Rousseau, Pestalozzi, Froebel, Dewey, Montessori |
| Unit 3 | Current issues in Education: Education for Democracy, Education for National Integration, Education for International Understanding, |
| Unit 4 | Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure |
| EDUC 3012:  Educational Psychology II | Unit-1 | Intelligence: Concept and Definition, Theories of Intelligence: Two-factor, Group-factor and Guilford’s theory of Intellect, Measurement of intelligence: Verbal, Non-verbal and  Performance Test, Creativity: Meaning and nature, Characteristics of creative person. | 75 | SG  SG |  |
| Unit-2 | Personality: Meaning and Nature, Development of Personality, Personality: Types and Traits, Psychoanalytical theory of Personality, Humanistic approach of Personality, Assessment of Personality. |
| Unit-3 | Memory: Meaning and Concepts, Process of Memorization, Storage and reproduction of  information, Types of Memory: Sensory Memory-short term and long term memory,Encoding of Memory, Economy in memorization, Remembering and Forgetting: Causes. |  |
| AM |
| Unit-4 | Piaget’s theory of Cognitive development: Definition and brief outline, Burner &  Vygotsky’s Theories of Development. |  |
| AM |
| EDUC 3051 (SEC):  Distance Education | Unit-1 | Distance Education: Meaning, Characteristics and Significance, Present status of Distance Education,  Growth of Distance Education | 50 | BM  BM  AD  AD |  |
| Unit-2 | Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education,  ICT and their applications in Distance Education |
| Unit-3 | Self – support service in Distance Education, Technical and Vocational Programmes through Distance Education, Distance Education in rural development |
| Unit-4 | Quality assurance of Distance Education, Mechanism for maintenance of standards in Distance Education, Role of Distance Education Council, & IGNOU |
| SEM-V | CC11: Educational Guidance and Counseling | Unit 1 | Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, | 75 | AD | 1st Week of December |
| Essentials of good Guidance programme |
| Unit 2 | Different forms of Guidance: Educational, Vocational and Persona |
| Organization of Guidance service at different levels of education, |
| Basic data necessary for guidance: data about pupils, courses, vocations |
| Tools and techniques of Guidance |
| Unit 3 | Counselling: Meaning, Nature, & Scope |
| Types of counselling |
| Tools and techniques of Counselling |
| Unit 4 | Difference between Guidance and Counselling |
| Counselling process-relationships & its characteristics |
| Role of parent, teacher & counselor in guidance programme |
| CC12: Educational Technology | Unit-1 | Educational Technology: concept and meaning | 75 | AM |  |
| Educational Technology: nature, scope, needs and limitations |
| Components of Educational Technology-Hardware & Software |
| Unit-2 | System approach: concept and characteristics, |
| Components of instructional system |
| Uses and limitation of system approach |
| Programmed Learning: concept, nature and scope of programmed learning, Principles of programming. |
| Unit-3 | Communication: meaning, nature, types and proces |
| Barriers of Communication |
| Significance of Communication |
| Components of the communication process, |
| Communication in teaching-learning situation |
| Unit -4 | Multimedia approach in educational technology |
| Visual, audio and audio-visual types and their uses in education |
| Computer and its role in education |
| Personalized Instructional Techniques |  |
| Mass Instructional Techniques |  |
| DSE1:  Current Issues in Indian Education | Unit 1: | Constitutional provision in educatio | 75 | BM |
| Development of Education under Five Year Plans – PrePrimary Education |
| Higher Education |
| Women Education [last two five years plans] |
| Unit 2 | Equal opportunity in Education: OBC, SC, ST, Women and Minorities, |
| Education for all and Sarva Siksha Mission |
| Unit-3 | Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT |
| Unit-4 | Modern Trends and Contemporary Issues in Education |
| Privatatization in Education |
| Globalization and its impact on Education |
| Education as a Human Right |
| Adult and Non-formal Education |
| DSE 2  Teacher Education | Unit I | Meaning and Scope of Teacher Education | 75 | SG |
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| Need for Education of the Teachers |
| Aims and Objectives of Teacher Education |
| Elementary, Secondary and Higher Secondary levels |
| Unit 2 | Development of Teacher Education in India before independence, |
| Development of Teacher Education in India after independence, |
| Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET |
| Unit-3 | Role of student teaching in Teacher Education programme |
| Organization of Student Teaching |
| Various Patterns: Internship, Teaching Practice |
| Supervision and Evaluation of Student Teaching |
| Unit-4 | Teaching as a professional ethics of a teacher, |
| Characteristics of a Good Teacher |
| Professional Organizations for various levels and their roles |
| February 2025– June 2025 | SEM-2 | Core Course 2  (EDUC2011)  Educational Psychology 2 | Unit1 | Introduction to Psychology, Meaning, and Definition, | 75 | BM  SG  AM  AD | 3RD WEEK  OF  MAY |
| Nature and Scope of Educational  Psychology, |
| Relation between Education and Psychology, |
| Methods of Educational  psychology |
| Unit -2 | Growth and Development: Meaning and Concepts |
| Determinants of Development Heredity and Environment, |
| Principles of Development |
| Stages of Physical  Development |
| Unit-3 | Concept of learning, |
| Factors associated with learning, |
| Theories of learning: Trial and Error,  Classical Conditioning; Operant Conditioning, Insightful learning,  Gagne’s theory of learning. |
| Unit-4 | Transfer of Learning: Concept, Theories and Educational Application |
| SEC-2  (EDUC2051)  Education of Children with Special Needs | Unit-1 | Visual Impairment: identification, intervention, education and prevention. | 50 | SG  SG  AD  AD |  |
| Hearing Impairment: identification, intervention, education and prevention |
| Unit-2 | Speech and Language Disorders: identification, intervention, education and  prevention. |
| Unit-3 | Physically Handicraft: identification, intervention, education and prevention |
| Unit-4 | Learning Disabilities: Identification,  intervention, Education ,and Prevention |
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| SEM-4  Major | EDUC 4011: Educational Sociology-I | Unit 1 | Education Sociology: Concept, Nature and Scope, Sociology of Education: Concept and Nature Relation between Sociology and Education | 75 | SG  BM  AD  AM | 2ND WEEK OF MAY |
| Unit-2 | Education as a social sub-system; specific characteristic, The Components of Education and community, Relation between Education and Community, Education for Indian Society |
| Unit-3 | Social Change: Concept and nature, Factors and problems of social change in  India, Education with Special Reference to Social Change |
| Unit-4 | Social Stratification: Concept and Nature, Education with reference to social  stratification, Social equity and equality of educational opportunities |
| EDUC 4012:  Education in Ancient & Medieval India | Unit 1 | Education in Vedic period with special reference to Concepts, Aims, Curriculum, Method of teaching, Role of Teachers and Salient features | 75 | BM  AM  SG  AD |  |
| Unit -2 | Education in Brahmanic period with special reference to Concepts, Aims, Curriculum,  Method of teaching, Role of Teachers and Salient features |
| Unit -3 | Education in Buddhistic Period with special reference to Concepts, Aims, Curriculum, Method of teaching, Role of Teachers and Salient features, Comparison between Brahmanic and Buddhistic education. |
| Unit -4 | Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to  Objectives, Curriculum, Method of teaching, Role of Teachers and Salient features. |
| EDUC 4013: Education in British India | Unit -1 | Indian Education during early British Period, Missionary educational activities in India during early 19th century, Serampore Mission, Fort William College, Bengal Renaissance-Educational contributions, Charter Act of 1813. | 75 | AD  BM  AM  SG |  |
| Unit-2 | Introduction to Western Education, Oriental and Occidental Controversy, Macaulay’s Minute, Adam’s Report and its recommendations, Wood’s Despatch-1854. |  |
| Unit -3 | Recommendations of Indian Education Commission (1882), Educational reforms of Lord Curzon, National Education Movement, Gokhale’s compulsory primary education bill |
| Unit4 | Calcutta University Commission (1917-1919), Education under Diarchy, Hartog Committee Report (1929), Education under Provincial autonomy, Abbot Wood Report,  Gandhiji’s Basic Education, Sergeant Report (1944) |
| SEM-6 | CC13:  Measurement and Evaluation in Education | Unit 1 | Concept of Measurement and Evaluation, | 75 | AM | 1ST WEEK OF MAY |
| Difference between Measurement and Evaluation, |
| Types of Evaluation: Formative & Summative, |
| Norm referenced & Criterion referenced |
| Unit 2 | Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, |
| General principles of test construction and standardization, |
| Teacher Made test and Standardized test |
| Unit-3 | Characteristics of a good test |
| Reliability: Concept, and Methods of determination, |
| Validity – concept and methods of determination |
| Unit-4 | Types of Educational data; Collection and processing of data; Tabulation of data, |
| Graphical representation of data; Frequency Polygon, |
| Histogram |
| Bar Diagram, Pie chart, |
| Ogive: Computation of diagrams and Uses |
| Unit-5 | Measures of Central tendency and its uses |
| Measures of Variability and its uses |
| Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of result |
| CC14:  Comparative Education | Unit-1 | Comparative Education-Meaning and Concept, Scope and Objectives, | 75 | AD |  |
| Factors of Comparative Education - Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic |
| Unit-2 | Study in Comparative Education Descriptive, Historical, Sociological, Analytical and Synthetic |
| Unit-3 | structure of the Formal Education System of U.S.A, U.K and India |
| Unit-4 | Educational Objectives and curriculum of Primary & Secondary Education of ● U.S.A, ● UK and ● India |
| DSE 3:  Basics of Educational Research and Statistics | Unit-1 | Research in Education: Meaning, nature and scope of Educational Research | 75 | BM |  |
| Types of Research: Fundamental, Applied and Action research, |
| Qualitative and Quantitative Research |
| Research Problem |
| Objectives and Hypothesis |
| Unit-2 | Major Approaches of Research: Historical; Descriptive; Experimental; Survey |
| Unit-3 | Basic Statistics and their uses |
| Central tendency and Dispersion, |
| Graphical representation of data, |
| Correlation and its uses |
| Co-efficient of Correlation Computation by Product moment and Rank Difference |
| Unit-4 | Inferential data Analysis, |
| Normal probability curve |
| Standard Scores |
| CR-test (t-test) |
| DSE 4: Special Education | Unit 1 | Education of Children Visual Impairment | 75 | SG |  |
| Hearing Impairment |
| Unit 2 | Education of Children Speech and Language Disorder |
| Learning Disability |
| Unit 3 | Education of Children Multiple Disabilities |

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