**Polba Mahavidyalaya**

**Department of Education**

**Departmental Curriculum Planning 2022 – 2023**

Name of the Department: Education

Name of the Programme: B.A. . (Honours/ ~~General~~)

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

Period of the Lesson Plan : 1st July 2022 – 30th June 2023

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| **Academic Period** | **Class.** | **Paper** | **Topic to be covered** | | **No of Lectures/Practical** | **Name of the Teachers** | **Internal Assessment** |
| **Unit** | **Topic** |
| **July 2022 – January 2023** | **SEM-I** | **CC1:**  **Educational Philosophy 1** | **Unit 1:**  **Concept of Education** | **Education: Meaning, Nature, Scope,** | **60** | **AD** | **3rd Week of December**  **(15th Dec, 22)** |
| **Function of Education** |
| **Factors of Education** |
| **Aims of Education: Individualistic & Socialistic** |
| **Unit 2:**  **Philosophy of Education** | **Introduction to Philosophy of Education** | **AD** |
| **Relationship of Education and Philosophy** |
| **Schools of Indian Philosophy** |
| **Sankhya, Yoga, Nyaya, Charvak, Bhuddist, Jain** |
| **Unit 3:**  **Child Centric Education** | **Child Centric Education: Meaning and Nature** | **AD** |
| **Aim of Modern Child Centric Education** |
| **Different Approaches of Child Centric Education** |
| **Child Centric Education: Significance** |
| **Unit 4:**  **Contribution of Great Educatiors** | **Rammoha Roy** | **AD** |
| **Iswar Chandra Vidyasagar** |
| **Swami Vivekananda** |
| **Tagore and Gandhi** |
| **CC2: Educational Psychology 1** | **Unit 1:**  **Educational Psychology** | **Introduction to Psychology, Meaning and Definition** | **60** | **SG** | **3rd Week of December**  **(15th Dec, 22)** |
| **Nature and scope of Educational Psychology, Methods of Educational Psychology** |
| **Relationship between Education & Psychology** |
| **Unit 2:**  **Growth and Developmen**t | **Growth & Development: Meaning and Concept** |
| **Determinants of Development: Heredity and Environment** |
| **Principles of Development** |
| **Stages of Development** |
| **Ares of Development** |
| **Individual Differences: Concept, Type and Educational Implications** |
| **Unit 3:**  **Learning** | **Concept of Learning** |
| **Factors Associated with Learning** |
| **Theories of Learning** |
| **Unit 4**  **Transfer of Learning:** | **Transfer of Learning: Concept** |
| **Transfer of Learning: Theories** |
| **Transfer of Learning: Educational Applications** |
| **SEM-III** | **CC5: Educational Sociology** | **Unit 1:**  **Educational Sociology** | **Concept, Nature and Scope of Educational Sociology** | **60** | **SG** | **2nd Week of December**  **(8th Dec, 22)** |
| **Sociology of Education** |
| **Relation between Sociology and Education** |
| **Unit 2**  **Education and Community** | **Education as Social Subsystem** |
| **Components of Education and Community** |
| **Relation Between Education and Community** |
| **Education for Indian Society** |
| **Unit 3**  **Social Change** | **Social Change: Concept and Nature** |
| **Factors and problems Social Change in Indian** |
| **Education with Special reference to Social Change** |
| **Unit 4**  **Social Stratification** | **Social Stratification: Concept and Nature** |
| **Education with reference to Social Stratification** |
| **Social Equity and Equality of Educational Opportunity** |
| **CC6:**  **Education in Ancient & Medieval India** | **Unit-1**  **Education in the Vedic Period** | **Education in the Vedic Period: Concepts** | **60** | **AD** | **2nd Week of December**  **(8th Dec, 22)** |
| **Education in the Vedic Period: Aims** |
| **Education in the Vedic Period: Curriculum** |
| **Education in the Vedic Period:Method of Teaching** |
| **Education in the Vedic Period: Role of Teachers and Salient Features** |
| **Unit-2**  **Education in the Bramanic Period** | **Education in the Bramanic Period: Concepts** |
| **Education in the Bramanic Period: Aims** |
| **Education in the Bramanic Period: Curriculum** |
| **Education in the Bramanic Period: Method of Teaching** |
| **Education in the Bramanic Period: Role of Teachers and Salient Features** |
| **Unit-3**  **Education in the Buddhistic Period** | **Education in the Buddhistic Period: Concepts** |  |
| **Education in the Buddhistic Period: Aims** |  |
| **Education in the Buddhistic Period: Curriculum** |
| **Education in the Buddhistic Period: Method of Teaching** |
| **Education in the Buddhistic Period: Role of Teachers and Salient Features** |
| **Comparison Between Bramanic and Buddhistic Education** |
| **Unit-4**  **Education in the Medieval Period** | **Education in Medieval India: Under Sultanate and Mughal rulers** |  |
| **Education in the Medieval Period: Objectives** |  |
| **Education in the Medieval Period: Curriculum** |
| **Education in the Medieval Period: Methods of Teaching** |
| **Education in the Medieval Period: Role of Teachers and Salient Features** |
| **CC7:**  **Education in British India** | **Unit 1** | **Indian Education during early British Period** | **60** | **AM** | **2nd Week of December**  **(9th Dec, 22)** |
| **Missionary Educational Activities in India During Early 19th Century** |
| **Serampore Mission** |
| **Fort William College** |
| **Bengal Renaissance- Educational Contributions** |
| **Charter Act of 1813** |
| **Unit 2** | **Introduction to Western Education** |
| **Oriental and Occidental Controversy** |
| **Maculay’s Minute** |
| **Adam’s Report and its Recommendations** |
| **Wood’s Despatch, 1854** |
| **Unit-3** | **Recommendations of Indian Education Commission,1882** |
| **Educational Reform of Lord Curzon** |
| **National Education Movement** |
| **Gokhale’s Compulsory Primary Education Bill** |
| **Unit-4** | **Calcutta University Commission (1917-19)** |
| **Education Under Diarchy** |
| **Hartog Committeee Report (1929)** |
| **Education Under Provincial Autonomy** |
| **Abbot Wood Report** |
| **Gandhiji’s Basic Education** |
| **Sargent Report (1944)** |
| **SEC- 1:**  **Value Education** | **Unit-1** | **Value Education: Meaning and Concept** | **40** | **BM** | **2nd Week of December**  **(9th Dec, 22)** |
| **Needs of Value Education** |
| **Unit-2** | **Valius in Pluralist Society** |
| **Morality: Concept** |
| **Morality: Needs** |
| **Morality & Value** |
| **Role of Parents in Moral Development** |
| **Unit-3** | **Values in the Classroom** |
| **Value from the pupil’s perspective** |
| **Inculcation of Values among the Students** |
| **Role of Teachers to Facilitated Moral Development** |
| **Unit-4** | **Peace Education: Meanings and Aims** |
| **Values in Peace Education** |
| **Values and Human Rights Education** |
| **SEM-V** | **CC11: Educational Guidance and Counseling** | **Unit 1** | **Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance,** | **60** | **AM** | **1st Week of December**  **(1st Dec, 22)** |
| **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** | **60** | **BM** | **1st Week of December**  **(1st Dec, 22)** |
| **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** | **1st Week of December**  **(2nd Dec, 22)** |
| **DSE1:**  **Current Issues in Indian Education** | **Unit 1:** | **Constitutional provision in educatio** | **60** | **AD** |
| **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** | **60** | **SG** |
| **1st Week of December**  **(2nd Dec, 22)** |
| **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 2023 – June 2023** | **SEM-2** | **CC3:**  **Educational Philosophy** | **Unit1**  **Western Philosophy** | **Idealism** | **60** | **SG** | **4th Week of May**  **(27th May, 23)** |
| **Naturalism** |
| **Realism** |
| **Pragmatism** |
| **Unit -2**  **Contribution of Great Educators** | **Rousseau** |
| **Pestalozzi** |
| **Froebel** |
| **Dewey** |
| **Montessori** |
| **Unit-3**  **Current Issues** | **Education for Democracy** |
| **Education for National Integration** |
| **Education for International Understanding** |
| **Unit-4**  **Education for Empowerment** | **Education for Empowerment of Different Categories of People, Education for Peace, Education for Leisure** |
| **CC4: Educational Psychology** | **Unit-1** | **Intelligence: Concept and Definition** | **60** | **AM** | **4th Week of May**  **(27th May, 23)** |
| **Theories of Intelligence** |
| **Mesurement of Intelligence** |
| **Creativity** |
| **Unit-2**  **Personality** | **Personality: Meanig and Nature** |
| **Types and Traits** |
| **Humantic Approach of Personality** |
| **Assessment of Personality** |
| **Unit-3**  **Memory and Forgetting** | **Memory: Meaning and Concept, Memorization** |
|  | **Storage and Reproduction of Information** |
| **Types of Memory** |
| **Encodaing of Memory** |
| **Economy I Memorization** |
| **Remembering and Forgetting** |
| **Unit-4**  **Theories of Cognitive Development** | **Piaget** |
| **Bruner** |
| **Vygotsky** |
| **SEM-4** | **CC8: Educational Sociology** | **Unit 1** | **Concept and Factors of Socialization** | **60** | **SG** | **2nd Week of May**  **(8th May, 23)** |
| **Role of the Parents and the Teachers in he process of Socialization** |
| **Social Control** |
| **Agencies of Social Control** |
| **Unit-2** | **Social Mobility: Meaning & types** |
| **Factors of Social Mobility** |
| **Motility in Indian Society** |
| **Unit-3** | **Concept of Culture** |
| **Cultural Change & Cultural Lag** |
| **Education as Cultural Determinants** |
| **Education for Multi cultural Society** |
| **Unit-4** | **Social Institution and Agencies** |
| **Educative role of the Agencies** |
| **CC9:**  **Development of Education in Post Independence Period** | **Unit 1** | **University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations,** | **60** | **AD** | **2nd Week of May**  **(8th May, 23)** |
| **Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations** |
| **Unit -2** | **Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education,** |
| **Unit -3** | **Universal Elementary Educat** |
| **Present Position of Elementary Education** |
| **Language Policy in Education as recommend by different Commissions& Committees** |
| **Unit -4** | **National Policy on Education (1986),** |
| **Programme of Action (P.O.A.)-(1982** |
| **Constitutional Reforms Relating to Education.** |
| **CC10: Educational Management and Administration** | **Unit -1** | **Educational Management: Meaning, nature and scope** | **60** | **BM** | **(10th May, 23)** |
|  |
| **Process of Educational Management and Administration** |
| **Role of Educational Manager.** |
| **Unit-2** | **Educational organization: Meaning and Principles** |  |
| **School Organization and its Principle,** |
| **School plant, Building, Equipments, Playground, workshop** |
| **Uni3** | **Educational Supervision: meaning, need and functions** |
| **Factors influencing supervision** |
| **Difference between inspection ansupervision,** |
| **Styles of leadership** |
| **Unit4** | **Educational Planning: meaning, scope, and significance,** |
| **Educational Planning: types & strategies** |
| **Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning** |
| **SEC-2: Educational Thoughts and Ideas of Great Indian Educators** | **Unit-1** | **Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education.** | **40** | **AM** | **2nd Week of May**  **(10th May, 23)** |
| **Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.** |
| **Unit-2** | **Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher** |
| **Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher** |
| **Unit-3** | **Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School** |
| **Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.** |
| **SEM-6** | **CC13:**  **Measurement and Evaluation in Education** | **Unit 1** | **Concept of Measurement and Evaluation,** | **60** | **AM** | **1st Week of May**  **(2nd May, 23)** |
| **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,** | **60** | **BM** | **1st Week of May**  **(2nd May, 23)** |
| **Factors of Comparative Education - Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic** |
| **Unit-2** | **Study in Comparative Education ● Descriptive, ● Historical, ● Sociological, ● Analytical and ● Synthetic** |
| **Unit-3** | **asic 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** | **60** | **AD** | **1st Week of May**  **(3rd May, 23)** |
| **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** | **SG** |
| **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** | **AM** |
| **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** | **60** | **SG** | **1st Week of May**  **(3rd May, 23)** |
| **Hearing Impairment** |
| **Unit 2**  **Education of Children** | **Speech and Language Disorder** |
| **Learning Disability** |
| **Unit 3**  **Education of Children** | **Multiple Disabilities** |

SG- Dr. Sohini Ghosh

BM- Bharat Maji

AM- Ashish Mondal

AD- Arpita Dey