

DEPARTMENTAL LESSON PLAN

NAME OF THE DEPARTMENT: EDUCATION
ODD SEMESTER, SESSION: 2023-24

FACULTY MEMBERS:

1. SOMA ADHIKARY (SA)
2. SHRABANI MAITY DAS (SMD)
3. MANASI MAITY (MM)
4. SANJAY MONDAL (SM)

NAME OF THE PROGRAMME: B. A EDUCATION (HONS)

SEMESTER: I

Course name: Honours Major-1: Philosophical Foundation of Education

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Unit - I: Education and Educational Philosophy	a. Meaning, nature, scope and aims of Education. b. Individualistic and socialistic aims (meaning, characteristics and differences) c. Report of Delor's Commission (UNESCO, 1996) d. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy.	SMD	20
Unit - II: Factors of Education	a. Child / learner: influence of heredity and environment on the learner b. Teacher: qualities and duties of a good teacher. c. Curriculum and co-curricular activities – concept, types and significance of co-curricular activities. d. Educational institutions: informal, formal and non-formal, their interrelation.	MM	20
Unit - III: Philosophical Bases of Education	a. Philosophy: Concept and branches -Metaphysics, Epistemology and Axiology b. Western Philosophical thoughts and their influence on Education - Idealism, Naturalism, Pragmatism and Realism c. Indian Philosophical thoughts and their influence on Education - Samkhya, Yoga, Buddhism, Jainism and Islamic	SM	35
Unit - IV: Great Educators and Education (w.r.t. Philosophical tenets, Aims, Curriculum and	a. Rabindranath Tagore b. Ishwarchandra Vidyasagar c. John Dewey d. Bertrand Russell	SA	25



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Methods of Teaching)			
		Total Classes Allotted →	100

Course name: MI – 1: Principles of Education (Minor)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Unit- I: Concept of Education	a. The narrow and broader concept of education b. Education as process and product, as Science and Arts c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic. d. Aims of modern education with special reference to Delor’s Commission.	SMD	20
Unit- II: Factors of Education	a. Child/learner: influence of heredity and environment on the learner b. Teacher: qualities and duties of a good teacher. c. Curriculum- concept and types; Co-curricular activities: meaning, values and significance. d. Educational institutions: informal, formal and non-formal, their interrelation.	SM	15
Unit- III: Agencies of Education	a. Home b. School c. State d. Mass media- television, radio, cinema and newspaper	SA	20
Unit- IV: Child Centricism and Play-way in Education.	a. Concept of child-centricism in education. b. Characteristics and significance of child centricism in education. c. Concept of play and work. Characteristics of play way in Education. d. Kindergarten, Montessori and Project method.	SM, SA	15
		Total Classes Allotted →	70

Major A1/B1: Foundation of Education (HU)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Unit- I: Concept of Education	The narrow and broader concept of education b. Education as process and product, as Science and Arts c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic. d. Aims of modern education with special reference to Delor’s Commission.	SMD	20
Unit- II: Factors of Education	Child/learner: influence of heredity and environment on the learner b. Teacher: qualities and duties of a good teacher. c.	SM	20



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	Curriculum- concept and types; Co-curricular activities: meaning, values and significance. d. Educational institutions: informal, formal and non-formal, their interrelation.		
Unit- III: Agencies of Education	Home b. School c. State d. Mass media- television, radio, cinema and newspaper	SA	20
Unit- IV: Child Centricism and Play-way in Education.	Concept of child-centricism in education. b. Characteristics and significance of child centricism in education. c. Concept of play and work. Characteristics of play way in Education. d. Kindergarten, Montessori and Project method	MM	25
		Total Classes Allotted →	65

Course name: SEC 1: Institutional Survey

SEC 1: Institutional Survey	SA, MM
Total class	30



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Semester-III

Course name: Sociological Foundation of Education (CC-5T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
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	SMD	20
II. 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	MM	15
III. Social Change and Education	Concept of Social Change. Interrelation between Social change and Education Social stratification and Social Mobility. Social interaction Process	SM	20
IV. 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.	SA	20
		Total Classes Allotted →	75

Course name: Educational Organization, Management and Planning (CC-6T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Organization and Management	Concept of organization. Concept of management. Concept of educational organization Concept of school organization	SMD	20
II. 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.	SM	25
III. Educational Management	Meaning of educational management. Objectives of educational management. Types of educational management. Significance of educational management	MM	20
IV. Educational Planning	Meaning of educational planning. Aims and objectives of educational planning Steps of educational planning. Types and significance of educational planning	SA	25



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		Total Classes Allotted →	90
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Course name: **Guidance and Counselling (CC-7T)**

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I.Guidance – Meaning, Functions, Need	a) Guidance – Meaning, Definitions and Functions b) Individual Guidance – Meaning, advantages and disadvantages c) Group Guidance – Meaning and Advantages and disadvantages d) Need for guidance in secondary schools and requisites of a good school guidance programme.	SMD	20
II. Guidance - Educational, Vocational, Personal	a) Educational Guidance- Meaning, Function at different stages of Education b) Vocational Guidance- Meaning, Function at different stages of Education c) Personal Guidance- Meaning, Importance for the Adolescents	SM	20
III. Counselling – Meaning, Techniques, Types	a) Counselling- Meaning, importance and Scope b) Techniques of Counselling- Directive, Non-Directive, Eclectic c) Individual and Group Counselling –Meaning , Importance	SA	25
IV. Basic data necessary for Guidance	a)Tools for collecting information on pupil: Intelligence Test, Personality Test, Aptitude Test b) Cumulative Record Card c) Anecdotal Record Card	MM	15
		Total Classes Allotted →	80

Course Name: **YOGA EDUCATION(SEC-1T)**

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Concept of yoga	Meaning and principal of yoga, history of yoga, philosophy in brief, general guideline for performing yog	SMD	08



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II. yoga as a means of personal and social development	Yoga as a means of healthy living, Yoga as a means of social development Yoga as a means of spiritual enlightenment	SM	06
III. types of yoga (concept only)	Gyana yog. Vakti yog Karma yog	MM	08
IV. instrumentals of yoga (concept only)	Yamas, niyamas, asanas, dhyana, samadhi, pranayama, pratyahara, dharana	SA	08
		Total Classes Allotted →	30

Semester-V

Course name: Measurement and Evaluation in Education (CC-11T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Evaluation and Measurement in Education	a) Educational Measurement and Evaluation : Concept b) Scope and Need of Educational Measurement and Evaluation c) Relation between Measurement, Assessment and Evaluation. d) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.	SMD	20
II. Evaluation Process	a) Evaluation Process: (Formative and Summative) b) Types and steps of evaluation c) Norm-Referenced Test and Criterion Referenced Test. d) Grading and Credit system	SA	15



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III. Tools and Techniques of Evaluation	<p>a) Concept of Tools and Techniques</p> <p>b) Testing tools i) Educational : Essay type and Objective type, Written , Oral, and Practical 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</p> <p>c) Non testing tools – Cumulative Record Card, Portfolio 4. Techniques: i) Self reporting: Interview, Questionnaire ii) Observation.</p>	SA, SM	20
IV. Criteria of a Good Tool and its Construction	<p>a) Characteristics of a good tool-</p> <p>i) Objectivity- Concept</p> <p>ii) Reliability- Concept, methods of determining reliability</p> <p>iii) Validity- Concept and types</p> <p>iv) Norms- Meaning & types</p> <p>v) Usability – Concept</p> <p>b) Steps for construction & standardization of Achievement test</p>	MM	15
		Total Classes Allotted →	70

Course name: Statistics in Education (CC-12T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Concept of Statistics and Descriptive Statistics	<p>a) Concept of Statistics. Uses of Statistics in Education</p> <p>b) Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode their Properties, Calculation and Application.</p> <p>c) Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application. Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination</p>	SM, SMD	20
Normal Distribution and Derived Score	<p>a) Concept of Normal Distribution- Properties</p> <p>b) Uses of NPC in Education</p> <p>c) Divergence from Normality- Skewness and Kurtosis. (Concept and Calculation)</p> <p>d) Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).</p>	SA, SM	20



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Measure of Relationship	a) Bivariate Distribution- Concept and types of Correlation b) Scatter Diagram (only Concept) c) Uses of Correlation d) Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	MM+SM	20
Statistics (Practical)	a) Sources of Educational Data (Primary & Secondary data), Types of Data: Qualitative and Quantitative, Continuous and Discrete. b) 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 applying the following: Method : i) Tabulation of data ii) Determination of central tendencies and variability (standard deviation) iii) Graphical Representation of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule) iv) Determination of the type of association between two sets of data by drawing scatter diagram	SA,SMD,SM,M M	20
		Total Classes Allotted →	80

Course name: Peace and Value Education (DSE-1T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Peace Education	a) Concept and Scope of Peace Education b) Aims of peace Education c) Role of Teachers in Promoting Peace education d) NCFTE 2009 on Peace Education	SMD	20
Peace and Non Violence	a) Factors of Violence b) Role of Peace for Non-Violence c) Gandhian principle of Non Violence d) Role of Educational Institutional in Promoting Peace education	MM	20



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Value Education	a) Meaning , Definition, Concept of Value Education b) Classification of Values and Sources of Values c) Need For Value education in the 21st Century d) Fostering Values – Role of Home, School and Society.	5A	25
Peace, Value and Conflict Resolution	a) Bases of conflict b) Role of Value Education in resolving conflict	5M	20
		Total Classes Allotted →	85

Course Name: Teacher Education (DSE-2T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Basic concept of teacher education	a) Basic concept of teacher education. b) Concept and meaning of teacher education c) Scope of Teacher Education d) Aims and objectives of Education at Elementary, Secondary and College level. e) Teacher training Vs Teacher education	MM	15
Development of teacher education in India	a) Historical perspective of development of teacher education in India b) Recommendations of Kothari Commission c) Recommendations of National Policy on Education regarding teacher education. d) Present System of teacher education in India.	SM	15
Role of the different agencies in teacher education	University -NCTE -NCERT -NUEPA	SA	20
Some Courses for preparation of teacher	Pre service teacher education In service teacher education Orientation and Refresher courses	SMD	15
		Total Classes Allotted →	65

NAME OF THE PROGRAMME: B.A. (HONS.)



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Semester-III

Course Name: Education of Children with Special Needs (GE-3T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Visual and hearing impairment	Education of Children with: 1. Visual Impairment: identification, intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention.	SA	20
Speech and language disorder	Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.	SM	15
Physically handicraft children	Education of Children with: Physically Handicraft: identification, intervention, education and prevention.	SMD	20
Children with learning disabilities	Education of Children with: Learning Disabilities: identification, intervention, education and prevention.	MM	15
Special Class			10
		Total Classes Allotted →	80

NAME OF THE PROGRAMME: B.A. (GENERAL)

Semester-III

3. Course Name: Educational Sociology (DSC-1C/2CT)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Sociology and education	Education Sociology: Meaning, Nature and Scope. Relation between Sociology and Education. Education-as a social sub-system.	SMD	15
Social change and social stratification	Social Change: Concept and nature. Factors and problems of social change in India. Social stratification: Meaning and Types.	MM	15



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Socialization and social control	Socialization: Meaning, process and factors of socialization. Social Control: Meaning and types of Social control, Agencies of Social Control.	SM	15
Social agencies	Social Agencies of Education and their educative role: Family. School. State. Mass media.	SA	15
		Total Classes Allotted →	60

5. Course Name: Value education (SEC-1T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Value in education	Value in Education: Meaning and Concept Needs of Value Education	SMD	10
Morality	Morality: Meaning & Concept. Morality and Values in Education. Role of Parents to Facilitate Children's Moral Development	MM	10
Social values	Social Values. Values in Classroom. Inculcation of Values among the students	SM	10
Values in peace education and human rights education	Peace Education: Meanings and Aims. Values in Peace Education. Values and Human Rights Education	SA	15
		Total Classes Allotted →	45

Semester-V

6. Course Name: Great educators (DSE-1A/2AT)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Swami Vivekananda and Sri Aurobindo	Swami Vivekananda (1863-1902). Sri Aurobindo (1872-1950).	SMD	15



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Rabindranath Tagore and Mahatma Gandhi	Rabindranath Tagore (1861-1941). Mahatma Gandhi (1869-1948).	SM	15
Jean Jacques Rousseau and F.W. August Froebel	Jean Jacques Rousseau (1712-1778). F.W. August Froebel (1782-1852).	MM	15
John Dewey and Madam Maria Montessori	John Dewey (1859-1952). Madam Maria Montessori (1870-1952).	SA	15
		Total Classes Allotted →	60

7. Course Name: Yoga education (SEC-3T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Basis of Yoga Meaning and Concept.	Basis of Yoga Meaning and Concept. Patanjala Yogasutra. Hathayoga Pradipika.	SMD	10
II. Concept of Yoga	Concept of Yoga. Streams of Yoga. Raja Yoga: Eight-Fold Path. Anand Mimamsa.	MM	10
III. Theories of Yoga Practices.	Theories of Yoga Practices. Asana. Pranayama. Kriyas. Dhyana.	SM	10
IV. Practical Eight Step Method:	Practical Eight Step Method: Single Group and Double Group Practice. Asana. Pranayama. Relaxation Techniques	SA	10



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		Total Classes Allotted →	40
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8. Course Name: Mental health and hygiene (GE-1T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Mental health and hygiene	Mental Hygiene: Meaning and Concept. Mental Health: Meaning and Concept. Characteristics of Mental Health. Education and Mental Health & Hygiene.	SM	10
Adjustment	Adjustment: Concepts, Need, and Areas of Adjustment. Mechanism of Adjustment. Role of Family and School in effective Adjustment.	SM,SA	10
Maladjustment	Maladjustment: Meaning and Definition. Causes of Maladjustment. Different forms of Maladjustment. Role of Family and School in remedial measures.	SA	10
		Total Classes Allotted →	30

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EVEN SEMESTER, SESSION: 2023-24

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NAME OF THE PROGRAMME: B. A EDUCATION (HONS)

CCFUP

SEMESTER: II

Course name: MJ-2: Psychological Foundation of Education

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Unit-I: Relation between Psychology and Education	a. Meaning and Definition of Education and Psychology. b. Relationship between Education and Psychology. c. Nature and Scope of Educational Psychology. d. Methods of Educational Psychology.	SMD	20
Unit- II: Stages and Types of Human development and their educational significance	a. Piaget's cognitive development theory b. Erikson's psycho-social development theory c. Kohlberg's moral development theory d. Personality: Concept, Types and Personality development by Freud	MM	20
Unit-III: Intelligence & Creativity	a. Intelligence: Concept and Nature b. Theories of Intelligence and their implications- Spearman, Thorndike and Guilford; Measurement of Intelligence- verbal, non-verbal, and performance tests. c. Emotional Intelligence: Concept and Nature d. Creativity: meaning, nature, factors, and nurturing.	SM	20
Unit-IV: Learning and Memorization	a. Definition and characteristics of Learning; Factors influencing learning. b. Theories of learning and their implications: Pavlov, Skinner, Bandura and Vygotsky	SA	30



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	c. Transfer of Learning: Concept, Types, and Strategies for Promoting transfer d. Memorization: Definition, factors, STM, LTM, Strategies for effective memorization; Forgetting- meaning and causes		
		Total Classes Allotted →	90

MI-2: Educational Psychology

Unit	Sub-Unit	Faculty Designated	Allotted Classes
Unit-I: Relation between Psychology and Education	a. Meaning and Definition of Education and Psychology. b. Relationship between Education and Psychology. c. Nature and Scope of Educational Psychology. d. Methods of Educational Psychology.	SMD	20
Unit- II: Stages and Types of Human development and their educational significance	A. Piaget's cognitive development theory b. Erikson's psycho-social development theory c. Kohlberg's moral development theory d. Personality: Concept, Types and Personality development by Freud	MM	20
Unit-III: Intelligence & Creativity	a. Intelligence: Concept and Nature b. Theories of Intelligence and their implications- Spearman and Guilford. Measurement of Intelligence- verbal, non-verbal, and performance tests. c. Emotional Intelligence: Concept and Nature d. Creativity: meaning, nature, factors, and nurturing.	SM	20
Unit-IV: Learning and Memorization	a. Definition and characteristics of Learning; Factors influencing learning. b. Theories of learning and their implications: Pavlov, Skinner and Vygotsky c. Transfer of Learning: Concept and Types d. Memorization: Definition, factors, STM, LTM, Strategies for effective memorization. Forgetting- meaning and causes	SA	30
		Total Classes Allotted →	90

SEC 2: Application of Educational/ Psychological Tools



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Unit	Sub-Unit	Faculty Designated	Allotted Classes
SEC 2:	Application of Educational/ Psychological Tools	SA, MM, SM	40
		Total Classes Allotted →	40

Semester-IV

3.Course name: Technology in Education (CC-8T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Introductory concept	Concept of Technology Need and scope of educational technology System approach- concept and need Classification and components of system approach	SMD	25
II. 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	MM	20
III. 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	SM	25
IV. 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	SA	25
		Total Classes Allotted →	95

4.Course name: Curriculum Studies (CC-9T)



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Unit	Sub-Unit	Faculty Designated	Allotted Classes
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.	SMD	30
II. 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	MM	20
III. Curriculum development	Principles of curriculum construction Learner centred curriculum framework - concept, factors & characteristics Curriculum development - need, planning NCF, 2005	SM	25
IV. Evaluation & reform of curriculum	Concept & significance of curriculum evaluation Approaches to curriculum evaluation - formative & summative Models of evaluation - Stufflebeam & Taylor Curriculum reform - factors & obstacles	SA	25
		Total Classes Allotted →	100

5. Course name: Inclusive Education (CC-10T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
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	SA	25
II. 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	SMD	25



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III. Socially Disabled	Concept of SC, ST and OBC groups. Concept of Gender, and sexuality Causes of social exclusion Understanding social inclusion: role of education	MM	20
IV. Educational Reforms for Inclusive Society.	Building an Inclusive school: desired changes in System, Structure, Practice and Culture, Education for a multicultural society, Education for peaceful co-existence Role of Informal agencies (like mass media etc) in building an inclusive society	SM	20
		Total Classes Allotted →	90

6. Course Name: **Special Education (SEC-2T)**

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Education of Children with	Visual Impairment and Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)	SA	20
II. Education of Children with	Speech and Language Disorders and Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)	SMD, SM	20
III. Education of Children with Multiple Disabilities	Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)	MM	10
		Total Classes Allotted →	50

Semester-VI

7. Course name: **Psychology of Adjustment (CC-13T)**

Unit	Sub-Unit	Faculty Designated	Allotted Classes



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I. Adjustment, Maladjustment and Problem Behaviour	Concept of adjustment, adjustment and adaptability. <i>Psychodynamic</i> . Concept of adjustment, criteria of <i>good adjustment</i> . <i>Concept of maladjustment</i> . Causes of maladjustment, <i>aggressiveness</i> , delinquency, substance abuse	MM	25
II. Multi-axial Classification of Mental Disorders	DSM – 5: Section 1, Section II and Section III Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder Psychoanalysis, behaviour therapy, cognitive therapy, and humanistic therapy. (Concept only)	SA	25
III. Coping Strategies for Stressful Situation	Stress and Stressors Personal and environmental stress Coping strategies for stress	SMD	25
IV. Administration, Scoring and Interpretation of the following Tests	KNPI KIPI Effect of Learning material on memorization	SM	25
		Total Classes Allotted →	100

8. Course name: Basic Concept of Educational Research (CC-14T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Concept of Educational Research	Definition, meaning and concept of research Educational research and its characteristics Types of Educational Research Problems, difficulties and ethics	SMD	25
II. Basic elements of educational research	Literature review Problem selection Objectives, Research question and Hypothesis Tools of Data collection –types	MM	20
III. Data collection procedure	Sampling –concept and definition Types of sampling- Probability and non-probability Data reporting- Descriptive and Inferential (basic statistical procedure that come under each) Referencing and Bibliography	SM	25
IV. Practical	Writing Research proposal (Plan of Work)– steps and review (atleast5) (Within 1000 Words)	SA	25



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9. Course name: Educational Thought of Great Educators (DSE-3T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Western Educators-I	Plato Rousseau Montessori	SM	20
II. Western Educators II	Pestalozzi Dewey Ivan Illich	SMD	20
III. Indian Educators -I	Vivekananda Rabindranath Gandhiji	SA, MM	15
IV. Indian Educators -II	Radhakrishnan Begum Rokeya Sister Nivedita	MM	15
		Total Classes Allotted →	70

10. Course Name: Women Education (DSE-4T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Historical Perspectives of Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period Contribution of Missionaries Role of British Govt.	SMD	20
II. Policy Perspective, Committee and Commission on Women Education	Constitutional provision, NPE -1968, 1986, 1992, POA-1992 Radhakrishnan, Mudaliar and Kothari Commission Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	SM	20
III. Role of Indian Thinkers in promoting Women Education	Rammohan Roy Vidyasagar	SA	20
IV. Major Constraints of Women Education	Social – Psychological Political – Economical Role of women empowerment in modern society in brief.	MM	20



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and Women Empowerment			
		Total Classes Allotted →	80

Semester-IV

2. Course Name: Mental Health Education (GE-4T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Concept and Importance of Mental Health,	Characteristics of Mentally Healthy Individual, Factors Affecting Mental Health, Educational Implications of Mental Health.	MM	15
II. Definition, Meaning and Aims of Mental Hygiene	Definition, Meaning and Aims of Mental Hygiene; Origin and Development of Mental Hygiene Movement.	SM	15
III. Definition and meaning of Adjustment	Criteria of Good Adjustment. Defence Mechanism – Definition, meaning and different methods of Defence Mechanism	SMD	15
IV. Meaning of Maladjustment	Meaning of Maladjustment Causes of Maladjustment Role of education	SA	15
		Total Classes Allotted →	60

III. NAME OF THE PROGRAMME: B.A. (GENERAL)



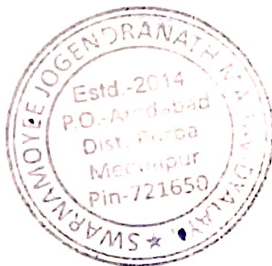
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Semester-IV**3. Course Name: History of Education in India (DSC-4AT)**

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Missionary educational activities in India: Characteristics and significance.	Serampore Mission: Contributions of the Trio to Education. Charter Act of 1813. Macaulay's Minute. Adam's Report and its recommendations. Woods Despatch (1854).	MM	10
II. Indian Education commission	Indian Education commission -1882. Indian University Commission (1902). National Education Movement.	SM	20
III. Sadler Commission	Sadler Commission -1917. Hartog Committee Report. Wardha Scheme. The Sargent Plan (1944).	SMD	20
IV. Radhakrishnan Commission-1948, with special reference to rural university.	Radhakrishnan Commission-1948, with special reference to rural university. Mudaliar Commission (1952-53): Reports and Recommendations. Kothari Commission (1964-66): Reports and Recommendations. National Education Policy 1986 and Revised Educational Policy of 1992.	SA	20
		Total Classes Allotted →	70

5. Course Name: Educational Guidance and Counselling (SEC-2T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Educational Guidance	Educational Guidance: Meaning, Definition, Scope. Needs and Importance of Guidance. Essentials of good Guidance programme.	SMD	10
II. Different forms of Guidance.	Different forms of Guidance. Educational and Vocational Guidance. Organization of Guidance service at different levels of education. Tools and techniques of Guidance.	SM	15
III. Counseling:	Counseling: meaning, nature, scope. Types of counseling. Tools and techniques of Counseling.	SA	15
IV. Difference between Guidance and Counseling.	Difference between Guidance and Counseling. Counseling process-relationships & its characteristics. Role of parent, teacher & counselor in guidance programme.	MM	10



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		Total Classes Allotted →	50
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Semester-VI

6. Course Name: Guidance and Counselling (DSE-1BT)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I.Guidance	1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance. 2. Role of parents, teachers, and counsellor in guidance.	SMD	15
II. Counselling:	Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counselling, 2. Counselling process, Characteristics of good counselling 3. Differences between guidance, counselling and psychotherapy	SA	30
III. Techniques of Collecting Information for Guidance and Counselling:	1. Intelligence test, Aptitude test, Interest test, and Personality Test & Interview, CRC, ARC and Case Study	SM	15
IV. Adjustment	Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.	MM	15
		Total Classes Allotted →	75

7. Course Name: Mental Health education (SEC-4T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Mental Health:	1. Concept and Importance of Mental Health, 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health, 4. Educational Implications of Mental Health.	MM	15



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II. Mental Hygiene:	1. Definition, Meaning and Aims of Mental Hygiene; 2. Origin and Development of Mental Hygiene Movement.	SM	10
III. Adjustment	1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defence Mechanism – Definition, meaning and different methods of Defence Mechanism	SMD	10
IV. Maladjustment	1. Meaning of Maladjustment 2. Causes of Maladjustment 3. Role of education	SA	15
		Total Classes Allotted →	50

8. Course Name: Environmental Education (GE-2T)

Unit	Sub-Unit	Faculty Designated	Allotted Classes
I. Environmental Education	1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	SM	12
II. Education of Environmental Concepts	1. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	SM	12
III. Environmental Education and Social Issues	1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water	SA	12
IV. Approaches and Methods of Environmental Education	Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.	SA	12
		Total Classes	48



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