

Academic Calendar

PAPER – I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

GROUP –A

Philosophical foundation of Education

MODULE	UNIT	NAME OF TEACHERS	TIME
I	1. Concept and aims of education with special reference to Delor's Commission (UNESCO, 1997)	Dr. Indira Sur	Term – 1
	2. Child centric and life centric education.	Dr. Indira Sur	
	3. Functions and scope of education- individual and social perspective. Education for Human Resource development	Dr. Indira Sur	
	4. Education as propagation of values	Dr. Indira Sur	
II	5. Role of philosophy in Education	Smt. Saswati Sengupta	Term – II
	6. Schools of philosophy and their influence on education: Idealism, Naturalism and Pragmatism	Smt. Saswati Sengupta	
	7. Schools of Indian philosophy Basic features and influence on Education- a) Vedic schools (Sankhya, Yoga, Nyaya) b) Non-Vedic schools (Charvak, Buddhist, Jain)	Smt. Chayanika Dutta	Term – III

GROUP-B

Contribution of Great Educators

MODULE	UNIT	NAME OF TEACHERS	TIME
I	1.Rousseau	Smt. Ranita Mandal	Term – II
	2. Froebel	Smt. Ranita Mandal	
	3. Montessori	Smt. Swagata Gupta	
	4.Bertard Russell	Smt. Swagata Gupta	
II	5.Dewey	Smt. Swagata Gupta	Term – III
	6.Rabindranath Tagore	Dr. Indira Sur	
	7.Vivekananda	Smt. Ranita Mandal	

PAPER –II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

GROUP-A

Developmental Aspects of Psychology

MODULE	UNIT	NAME OF TEACHERS	TIME
I	1.Introduction to Psychology, relation between education and Psychology. Different perspectives of Psychology(Biological,Cognitive,Developmental, Associationist- Abrief overview)	Dr.MinatiSaha	Term – I
	2.Personality development. Psychoanalytical theory of personality,Erikson’s stages of psycho –social development	Smt. SaswatiSengupta	
II	3.Stages and types of development and their educational significance: a) Physical and motor development,factors affecting physical and motor development. b) Cognitive development,brief outline of Piaget’s theory of cognitive development.	Dr.MinatiSaha	Term – II
	c) Emotional development, common patterns Emotional balance and Emotional Quotient. d) Moral development,Theories of Piaget and Kohlberg.	Dr.MinatiSaha	Term – III

GROUP- B

Cognitive Approach.

MODULE	UNIT	NAME OF TEACHERS	TIME
I	1. Neural basis of cognition: Neuron - structure and electrical potentials, synoptic transmission, structure and functions of human brain, Neuro-endocrinal system.	Smt. Swagata Gupta	Term – I
	2. Perception: Factors influencing perception, role in cognition.	Smt. Swagata Gupta	
	3. Attention: Selective and divided attention. Role of attention in the cognitive process. Factors of attention.	Dr. Indira Sur	
	4. Memory: acquisition, storage and retrieval of information. Sensory memory, short term and long term memory, forgetting.	Dr. Indira Sur	Term – II
II	5. Motivation: types and factors.	Smt. Amrita Dutta	Term – II
	6. Learning: Laws of learning, classical and operant conditioning. Insight learning, concept learning, Bandura's social learning theory. Transfer of learning: Concept and application.	Dr. Indira Sur	Term – III
	7. Intelligence: Theories of intelligence Spearman, Thurston, Guilford and Gardener.	Dr. Indira Sur	

PAPER -III

DEVELOPMENT OF EDUCATION IN EDUCATION

GROUP-A

Education in Ancient, Medieval and British India

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to a) Aims and Objectives b) Subject of study c) Methods of teaching including teacher – Pupil relationship. d) Evaluation e) Centre of Learning. f) Education of woman	Smt. Chayanika Dutta	Term – I
	2. Brief outline of events relating education from 1757 to 1947 <ul style="list-style-type: none"> • Missionaries activities (Srirampur Trio) • Charter Act of 1813 • Bengal Renaissance – Contribution of Rammohan Ray, H.L.V. Derozio and Vidyasagar • Adams Report • Anglicist Orientalist controversy- Macaulay's Minute & Bentinck's resolution • Wood dispatch (Recommendations only) 	Smt. Amrita Dutta	
II.	3. Brief outline of <ul style="list-style-type: none"> • Hunter Commission 1882-83 (Primary and Secondary Education) • Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education) • National Education Movement 	Dr. Indira Sur	Term – II

	(cause and effect)		
	<ul style="list-style-type: none"> • Calcutta University Commission (1917 – 1919) • Basic Education (concept & development) • Sargent Plan 	Smt. Saswati Sengupta	Term – III

GROUP -B

Development of Education after 1947

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Constitutional provision for Education in India	Smt. Saswati Sengupta	Term – I
	2. Brief outline of the recommendations made by different Education Commission: <ul style="list-style-type: none"> • University Education Commission (1948-49) (Aims of Higher education & Rural University) • Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education) • Indian Education Commission (1964-66) 	Dr. Indira Sur	
II.	3. National Policy on Education (1986)	Smt. Ranita Mandal	Term – II
	4. Current issues in education: <ul style="list-style-type: none"> • Equalization of Education Opportunities. 	Smt. Ranita Mandal	
	<ul style="list-style-type: none"> • Programmes on Universal Elementary Education (DPEP & SSA) • Non-formal education and alternative schooling, Education of women 	Smt. Ranita Mandal	Term – III

PAPER –IV

SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL ORGANIZATION & MANAGEMENT

GROUP –A

Sociological Foundation of Education

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Sociological Foundation of Education – Sociology of education, Nature, Scope, Method of Study	Dr.MinatiSaha	Term – I
	2.Society and Education– a) Society: its origin and factors and their influences on education (Population, Location, Religion, Class, Culture, Technology, Economy). b) Impact of different political systems on education (capitalism and socialism)	Dr.MinatiSaha	
	3. Social groups and education – a) Social groups (primary, Secondary and tertiary) b) Socialization: the role of the family and school.	Dr.MinatiSaha	
II.	4. Social change and Education – a) Social change: Its definition and role of education. b) Social change in India (Sanskritization, Westernization, Modernization and Globalization)	Dr.MinatiSaha	Term – II
	5. Education and Social Communications – Informal agencies of Social Communication	Dr.MinatiSaha	
	6. Education and Contemporary Social Issues: a) Unemployment b) Poverty c) National Disintegration d) Population explosion	Dr.MinatiSaha	Term – III

GROUP- B

Educational Organization & Management

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Principles of Educational organization: Concept of School organization it's principle.	Smt. Ranita Mandal	Term – I
	2. Aspects of school Organization – a) School Plant, building, Equipment, Sanitation, Play ground, Workshop, library, Computer Room. b) Midday meal, School medical service, co-curricular activities c) Inclusive education	Smt. Ranita Mandal	
	3. Educational Management and Administration Difference between the two administrations at different levels (Primary, Secondary and Tertiary) Board of Secondary Education, Council of H.S Education, Council of Higher education	Smt. Ranita Mandal	
II.	4. Concept of educational management – Meaning, nature, need and scope, Role of Educational manager	Smt. Ranita Mandal	Term – II
	5. Types of Educational Management – Autocratic, Democratic, Laissez-Faire supervision	Smt. Ranita Mandal	
	6. Educational Planning – Meaning, need and significance of educational planning. Types and strategies of educational planning. Steps in Educational planning Institutional Planning.	Smt. Ranita Mandal	Term – III

PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE & COUNSELLING

GROUP-A

Psychology of Adjustment

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Concept of adjustment- adjustment and adaptability, homeostasis, Psychodynamic	Smt. Ranita Mandal	Term – I

	concept of adjustment socio-cultural concept: criteria of good adjustment.		
	2. Maladjustment-meaning of maladjustment-conflict and frustration,Manifestationof maladjustmentin childhood and adolescence- A synoptic view of problem behaviour	Smt. Ranita Mandal	
	3. General causes of mal-adjustment-Biological and Environmental-role of parent and Educational institution in promoting mental health	Smt. Ranita Mandal	
II.	4. Stress, Stressors-personal and environmental stress, coping strategies and therapies-behaviour	Smt. Ranita Mandal	Term – II
	4. Cognitive and humanistic therapies (only concept)	Smt. Ranita Mandal	Term – III
	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.	Smt. Ranita Mandal	

GROUP- B

Educational Guidance and Counselling

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1.Concept of Guidance – meaningand nature of guidance – different forms of Guidance(group and individual) Types of Guidance (educational, vocational)	Smt. Chayanika Dutta	Term – I
	2.Counselling- meaning, types and techniques <ul style="list-style-type: none"> • directive, non-directive, eclectic 	Smt. Chayanika Dutta	

	<ul style="list-style-type: none"> individual and group counselling. 		
	3. Identification and guidance for special learners – gifted, slow learners, learner with learning disabilities, MR/mentally challenged.	Smt. Chayanika Dutta	
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)	Smt. Chayanika Dutta	Term – II and Term – III

PAPER –VI

EVALUATION IN EDUCATION

GROUP-A

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Educational Measurement and Evaluation-concept, scope and needs.	Dr. Minati Saha	Term – I
	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.	Dr. Minati Saha	
II.	3. Scales of Measurement – Nominal, Ordinal, Interval, Ratio	Smt. Swagata Gupta	Term – I
	4. Criteria of Standardized test a) Validity b) Reliability	Smt. Swagata Gupta	Term – II

	c)Objectivity d)Usability e)Norms		
	5.Construction of a Standardized Achievement Test.	Smt. Swagata Gupta	Term – III

GROUP- B

Statistics in Education

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Statistics- use in Education	Dr.MinatiSaha	Term – I
	2.Organization and Graphical Representation of data- Pie chart, Bar diagram, Histogram, Frequency Polygon, Ogive.	Dr.MinatiSaha	
	3.Measures of Central tendency- Mean, Median, Mode- calculation and application.	Dr.MinatiSaha	
	4.Measures of Variability- Range, Quartile Deviation, Standard Deviation- calculation and application.	Dr.MinatiSaha	
II.	5. Percentile and Percentile Rank - Calculation and application, including graphical representation	Smt. Swagata Gupta	Term – II
	6.Characteristics of Normal Curve.	Dr.MinatiSaha	
	7.Skewness and Kurtosis-concept.	Dr.MinatiSaha	
	8. Concept of Z-score-calculation and use.	Dr.MinatiSaha	Term – III

	9. Linear Correlation – Concept and Use – Co-efficient of Linear Correlation: Product – moment method and Rank Difference Method – calculation	Dr.MinatiSaha	
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PAPER- VII

EDUCATIONAL TECHNOLOGY AND CURRICULUM

GROUP-A

Educational Technology

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1.Concept, need and scope of educational technology.	Dr.MinatiSaha	Term – I
	2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a system.	Dr.MinatiSaha	
	3. Computer and its role in education.	Dr.MinatiSaha	
	4.Use of media in education: Audio (Radio & Tape), Visual (Projector), Audio- Visual (T.V. & CCTV)	Dr.MinatiSaha	
	5.Models of Teaching: Nature, concepts and different families of Teaching Models, Advantages of the use of Models of Teaching.	Dr.MinatiSaha	
II.	6. Communication and educational technology: components of communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.	Dr.MinatiSaha	Term – II
	7.Instructional techniques: Mass instructional techniques(basic concepts only),Personalized techniques- Programmed learning	Dr.MinatiSaha	
	7. Mastery Learning, Microteaching (basic concepts)	Dr.MinatiSaha	Term – III

	8.Distance education: concepts, types and usefulness- application of technology in Distance Education.	Dr.MinatiSaha	
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GROUP-B

Curriculum Studies

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1.Concept of curriculum: Explicit curriculum, Hidden curriculum, Nature of curriculum Bases of Curriculum: Philosophical, Sociological & Psychological.	Dr. Indira Sur	Term – I
	2.System approach to curriculum	Dr. Indira Sur	
	3.Objectives of curriculum:Need to form objectives of curriculum.Sources of objectives of the curriculum:society, discipline, needs of the students.	Dr. Indira Sur	
	4. Bloom's Taxonomy of educational objectives: an overview (cognitive & affective domains) with examples.	Dr. Indira Sur	Term – II
II.	5.Determinants of content selection:culture based, knowledge based, need based.	Dr. Indira Sur	Term – II
	6. Curriculum transaction: Bruner's theory of instruction and learning	Dr. Indira Sur	Term – III
	7.Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative evaluation.	Dr. Indira Sur	

PAPER-VIII

COMPARATIVE EDUCATION AND PRACTICAL

GROUP- A

Comparative Education

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	Any one country from UK, USA China.	Smt. Chayanika Dutta	Term – I
	1. Concept, meaning and scope of Comparative Education		
	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. b) Administration.	Smt. Chayanika Dutta	
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	Smt. Chayanika Dutta	Term – I
	b) Examination c) Teacher education		Term – II
	d) Education for all e) Distance education and open learning.		Term – III

GROUP- B

Practical

PART	UNIT	NAME OF TEACHERS	TIME
A. Statistics	1. Determination of central tendencies and standard deviation.	Dr. Indira Sur	Term – I
	2. Graphical representation of data: Bar chart, frequency polygon,	Dr. Indira Sur	Term – II

	Cumulative Frequency curve and location of median and quartile therein.		
	3. Determination of types of association between two sets of data by drawing scatter diagram (linear relations only).	Dr.MinatiSaha	Term – III
B. Pedagogy	1. Determination of memory span	Smt. SaswatiSengupta	Term – I
	2. Index of complete learning / capacity of memorization	Smt. Amrita Dutta	Term – II
	3. Comparison of recall and recognition as modes of measuring retention	Smt. SaswatiSengupta	Term – III

Academic Calendar General

PAPER-I

Principles of Education

MODULE	UNIT	NAME OF TEACHERS	TIME
I	1. Concept, scope and functions of education: Education as a social process. Education and Social Changes.	Dr. Indira Sur	Term – I
	2. Aims of education: Individualistic and socialistic aims of education. Education for emotional, social and cultural adjustment. Education for productivity and vocation.	Smt. Chayanika Dutta	
	3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and student self-government.	Smt. Swagata Gupta	Term – III

II	4. Factors of education: a) The Child - innate endowment and environment b) The Teacher - qualities and responsibilities. c) The Curriculum - concept, principles of curriculum construction. Co-curricular activities - meaning, values and forms. d) The educational institutions – Formal, informal, non-formal. Their interrelations.	Dr. Minati Saha	Term – I
III	5. Agencies of education: a) Home, b) School, c) Socio-cultural and Religious organizations, d) State, e) Mass-media	Smt. Ranita Mandal	Term – II
IV	6. Child-centricism in education: Its significance.	Smt. Amrita Dutta	Term – II
	7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.	Smt. Saswati Sengupta	Term – III

PAPER-II

Educational Psychology

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Relation between Psychology and Education. Nature and scope of Educational Psychology.	Dr. Indira Sur	Term – I
	2. Development of the child: Infancy, Childhood, Adolescence- physical, social and cognitive development.	Smt. Chayanika Dutta	
II.	3. Personality: Concept, traits and theories.	Dr. Minati Saha	Term – III
	4. Emotion: Meaning and characteristics, place of emotion in education.	Smt. Amrita Dutta	
	5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit	Smt. Amrita Dutta	Term – II

III.	6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each types of test. Uses of intelligence tests.	Smt. SaswatiSengupta	Term – I
	7. Attention and Interest: Nature and conditions of attention, their educational implications	Smt. Swagata Gupta	Term – II
IV.	8. Learning: Its nature and relation to motivation and maturation, Theories of learning: trial and error including laws of learning, Conditioned response (Classical and Operant) and Gestalt theory.	Dr. Indira Sur	Term – III
	9. Remembering and Forgetting: Process involved in memory, marks of good memory. Forgetting- its meaning and causes.	Dr. MinatiSaha	Term – II

PAPER-III

Development of Education in Modern India

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. A synoptic view of ancient and medieval history of education in India.	Smt. Ranita Mandal	Term – I
	2. Advent of Missionaries: Serampore Missionary activities in education.	Smt. Ranita Mandal	
	3. Official introduction of English education by Lord Bentinck	Smt. Amrita Dutta	
	4. Adam's report on indigenous system of education	Smt. Amrita Dutta	
	5. The Despatch of 1854	Smt. Amrita Dutta	
II.	6. Contributions of Raja Rammohan and Vidyasagar in social and Educational Reforms	Smt. Chayanika Dutta	Term – I
	7. The First Education Commission (W. Hunter) 1882	Smt. Chayanika Dutta	
	8. Growth of National Consciousness: Conflict with Lord Curzon (1902-1905)	Smt. SaswatiSengupta	
	9. National Education movement- Contributions of Vivekananda,Rabindranath and Aurobindo	Smt. SaswatiSengupta	Term – II
III.	10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood- Abbot, Wardha Scheme.	Dr. MinatiSaha	Term – II

	11. The Sargent Plan (1944)	Dr. MinatiSaha	Term – III
	12. The Radhakrishnan Commission 1948-1949	Smt. Swagata Gupta	
	13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence – Mudaliar Commission's (1952-1953) Report and Kothari Commission's (1964-1966) Report	Smt. Swagata Gupta	
IV.	14. Education of Women since Independence	Dr. Indira Sur	Term – III
	15. Educational Policy, 1968- A brief overview.	Dr. Indira Sur	
	16. Educational Policy, 1986- A brief overview.	Smt. Chayanika Dutta	

PAPER-IV

Evaluation and Guidance in Education.

MODULE	UNIT	NAME OF TEACHERS	TIME
I.	1. Concept of Evaluation	Dr. MinatiSaha	Term – I
	2. Need and scope of evaluation in education: Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute	Dr. MinatiSaha	
	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)	Dr. MinatiSaha	Term – II
II.	4. How to make a good test: specification of objectives, item selection.	Smt. Swagata Gupta	Term – I
	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.	Smt. Swagata Gupta	
III.	6. Guidance: concept, need, scope and types	Smt. Chayanika Dutta	Term – I
	7. Basic data necessary for guidance (data about students, courses and vocations)	Smt. Chayanika Dutta	
	8. Counseling: meaning and types of counseling for adjustment problem	Smt. Chayanika Dutta	Term – II
IV.	9. Meaning of adjustment	Dr. Indira Sur	Term – I

	10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment	Dr. Indira Sur	Term – III
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