

Department Of Education
Plassey College
Plassey, Nadia
Education Major, Minor & MDC
4th Semester

EDU-M-T-4: HISTORY OF EDUCATION IN INDIA Credit 6. Full Marks 75

Unit	Topic	Teacher's Name
Unit: I: Education in the 19th Century in India	a. Charter Act of 1813 and its Educational Significance b. Contribution of Britishers to Indian Education • Macaulay's Minute (1835) in Education (Class hours: 18) • Majors Recommendations and its Educational Significance of Wood's Despatch (1854) • Majors Recommendations and its Educational Significance of Indian Education Commission or Hunter Commission (1882) c. Bengal Renaissance and Its Influence on Education • Concept, Causes and Impact of Bengal Renaissance on Education • Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar to Education	D.S
Unit: II: Educational Policy of Lord Curzon & National Education Movement	a. Shimla Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Contribution of Curzon in Indian Education e. National Education Movement: (Class hours: 15) • Concept, Characteristics and Impact of the National Education Movement, a. Shimla Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Contribution of Curzon in Indian Education e. National Education Movement: (Class hours: 15) • Concept, Characteristics and Impact of the National Education Movement,	S.B
Unit: III: Education between the 1st and 2nd World Wars	a. Shimla Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Contribution of Curzon in Indian Education e. National Education Movement: (Class hours: 15) • Concept, Characteristics and Impact of the National Education Movement,	T.M
Unit: IV: Education in Post- Independent India	a. Shimla Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Contribution of Curzon in Indian Education e. National Education Movement: (Class hours: 15) • Concept, Characteristics and Impact of the National Education Movement,	A.H

EDU-M-T-5: INCLUSIVE EDUCATION Credit 6. Full Marks 75

Unit	Topic	Teacher's Name
Unit - I:	a. Concept, Nature and Need b. Historical perspective- • Special education – Concept Only • Integrated education- Concept Only • Mainstreaming education- Concept Only • Principles of Inclusive education. • Differences between Special Education and Inclusive Education c. Government policies (Major provisions only) • PWD Act, 1995 • National Policy for person with Disabilities-2006 • The Rights of Person with Disabilities Bill (RPWD Bill)-2016 d. RCI, NIOH, NIMH, NIVH - Functions only	D.S
Unit - II:	a. Barriers of Inclusive Education b. Development of Qualities • Attitude: Concept, needs, Role of teacher • Positive Behaviour: Concept, needs, Role of teacher • Social Skill for Inclusion: Concept, needs, Role of teacher c. Measures needed for putting inclusion in practice	S.B
Unit - III:	a. Barriers of Inclusive Education b. Development of Qualities • Attitude: Concept, needs, Role of teacher • Positive Behaviour: Concept, needs, Role of teacher • Social Skill for Inclusion: Concept, needs, Role of teacher c. Measures needed for putting inclusion in practice	T.M
Unit - IV:	A. Infrastructural facilities for an ideal Inclusive School. b. Teachers Role in Inclusive Classroom c. Inclusiveness in classroom d. Role of technology in inclusive classroom- aids and appliances e. Problems faced by teachers in making truly inclusive school.	A.H

EDU-MI-T-4: EDUCATIONAL PSYCHOLOGY Credit 4. Full Marks 50

Unit	Topic	Teacher's Name
UNIT-1	a. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b. Growth and Development: Stages and aspects of development in human life; Physical, Emotional and Cognitive (Piaget's view) development of Infancy, Childhood and Adolescence period and respective educational programmes.	D.S
Unit-II	A. Definition and characteristics of Learning; Factors influencing learning (Class hours: 25) b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error. c. Transfer of Learning:	S.B

	Concept, Types and Strategies for promoting transfer d. Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication e. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes	
Unit-III	a. Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test. b. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique.	T.M
Unit-IV	a. Definition; Heredity & Environment as determinants of Personality. (Class hours: 25) b. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory c. Measurement of Personality- projective test and non-projective test d. Individual differences –meaning, nature, and implications	A.H

EDU-SEC-P-2 (A): INSTITUTIONAL SURVEY Credit 3. Full Marks 45

Unit	Topic	Teacher's Name
1	EDU-SEC-P-3 (A): APPLICATION OF EDUCATIONAL/ PSYCHOLOGICAL TOOLS Credit 3. Full Marks 45	D.S & A.H
2	EDU-SEC-P-3 (B): EDUCATIONAL EXCURSION Credit 3. Full Marks 45	T.M & S.B