

CURRICULUM DISTRIBUTION (2024-2025) Sem- VI (H) EDU-H-CC-T-13: Curriculum Studies EDU-H-CC-T-14: Educational Technology		DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION	
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of lectures
Dr. Tulika Chakraborty (TC)	Unit-II: Concept of Curriculum Framework a) Curriculum Framework: NCF-2005 b) Principles of Curriculum Construction.	EDU-H-CC-T-13	15
	Unit-III: Instructional Technology a) Mass Instructional Technology- Seminar, Panel discussion, Team teaching b) Personalized Instructional Techniques- Programme Instruction- Meaning, Principle, Types, Merits and Demerits c) Computer and its role in educational instruction(CAI & CML).	EDU-H-CC-T-14	17
	Unit-I: Introduction of Curriculum c)Relationship between Curriculum and Syllabus d) Different Types of Curriculum e) Bases of Curriculum: Philosophical, Sociological & Psychological.	EDU-H-CC-T-13	10
	Unit-I: Educational Technology a) Meaning, nature, need and Scope of educational Technology b) Technology in Education and Technology of Education	EDU-H-CC-T-14	11
Md. Kawsar Hossain (KH)	Unit-I: Introduction of Curriculum a) Meaning, Nature, Scope and functions of Curriculum b) Determinants of Curriculum.	EDU-H-CC-T-13	10
	Unit-I: Educational Technology c) System Approach in education and curriculum-concept and steps d) Concept of Information Technology, Communication Technology & ICT and their roles in education.	EDU-H-CC-T-14	11
DR. KRISHNENDU ROY (KR)	Unit-IV: Curriculum Change a) Meaning and types of Curriculum change b) Factors affecting Curriculum change c) Role of students, teachers and educational administrators in curriculum change and improvement.	EDU-H-CC-T-13	15
	Unit IV: Phases, Levels, and Models of Teaching a) Phases of Teaching: Pre-active, Inter-active & Post-active b) Levels of Teaching: Memory, Understanding, Reflective c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.	EDU-H-CC-T-14	23
	Unit -III: Curriculum Model and Evaluation a) Definition and types of curriculum Model, one-technical and Non-technical Model b) Meaning and Importance of Curriculum evaluation, Formative and summative evaluation: Concept and difference between them c) CIP model of curriculum evaluation.	EDU-H-CC-T-13	25
	Unit-II: Classroom communication and Media Used a) Meaning, nature, components , types and needs of Communication b) Communication cycle, barriers of classroom communication and strategies of overcoming barriers in communication c) Media used in education Audio(Radio), Visual(Projector), Audio-visual(TV), Merit and demerits.	EDU-H-CC-T-14	18
MD. ABDUL AZIZ MONDAL (AAM)			
Saidul Islam (SI)			

CURRICULUM DISTRIBUTION (2024-2025) Semi- VI (H) DSE-T-1/4(A): Guidance & Counselling & DSE-T-2/4(B): Women Education		DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION		Name of the Faculty Member	
Name of the Faculty Member		Name of the Units and Topics		Course Code	
Name of the Faculty Member		Unit-i: Concept of Guidance		Number of Lectures	
Dr. Tulika Chakraborty (TC)		a) Meaning, nature, scope, and importance of Guidance.		EDU-H-DSE-T-1/4(A)	
		Unit- i: Status and role of Women			
		a) Women in ancient and medieval India b) Changing role of Women in India c) Women's health and related issues		EDU-H-DSE-T-2/4(B)	
		Unit-III: Tools and Techniques of Guidance and Counselling			
		a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b) Difference between Guidance, Counselling and Teaching.		EDU-H-DSE-T-1/4(A)	
Md. Kawsar Hossain (KH)		Unit- II: Constitutional provisions and Rights of women			
		a) Constitutional Provision for equality of Women (Educational and Legal Provisions) b) National Policy on Education (1986) on women education		EDU-H-DSE-T-2/4(B)	
		Unit-I: Concept of Guidance			
		b) Different Types of Guidance: i. Educational guidance in schools: meaning, characteristics, importance, purpose & functions. ii. Vocational guidance: meaning, characteristics, importance, purpose & functions. iii. Personal guidance: meaning, characteristics, importance, purpose & functions.		EDU-H-DSE-T-1/4(A)	
DR. KRISHNENDU ROY (KR)		Unit-I: Status and role of Women			
		d) Role of women in family, school and society e) Women's role in social and environmental movement.		EDU-H-DSE-T-2/4(B)	
		Unit-II: Concept of Counselling			
		a) Meaning, Nature, Scope, and Importance of Counselling.		EDU-H-DSE-T-1/4(A)	
Sudipta Ghosh Nandi (SGN)		Unit- III: Gender Inequalities in School and society			
		a) Family attitude b) Gender bias in Textbook c) Curricular Choices		EDU-H-DSE-T-2/4(B)	
		d) Teachers' attitude e) Classroom Interaction f) Peer Culture g) Gender Inequality in workplace.			
		Unit-II: Concept of Counselling			
		b) Types of Counselling- a. Directive: meaning, characteristics, steps, purpose & functions. b. Non-directive: meaning, characteristics, steps, purpose & functions. c. Eclectic: meaning, characteristics, steps, purpose & functions.		EDU-H-DSE-T-1/4(A)	
		c) Characteristics of good Counselor.			
MD. ABDUL AZIZ MONDAL (AAM)		Unit- II: Constitutional provisions and Rights of women			
		c) National Council for Women Education d) Property Right e) National Policy for Empowerment of Women, 2001		EDU-H-DSE-T-2/4(B)	
		Unit-IV: Guidance and Counselling for Diverse Learners			
		a) Identification of Gifted, Slow learners, Learner with learning disabilities. b) Need of Guidance and Counselling for diverse learners. Unit-IV: Guidance and Counselling for Diverse Learners		EDU-H-DSE-T-1/4(A)	
		c) Guidance for CWSN, School Guidance Clinic			
Saidul Islam (SI)		Unit- IV: Women Empowerment			
		a) Concept of women empowerment, Importance b) Types of women empowerment- Economic, political, Educational, legal		EDU-H-DSE-T-2/4(B)	
		c) Women entrepreneurship d) Barriers of women empowerment e) Role of education in women empowerment			

DOMVAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION CURRICULUM DISTRIBUTION (2024-2025) Sem- V EDU-G-GE-T-4: Historical and Sociological Foundation of Education		
Name of the Faculty Member	Name of the Units and Topics	Course Code Number of Lectures

Dr. Tulika Chakraborty (TC)	Unit III: Educational sociology	
	a) Meaning, Nature and Scope of Educational Sociology b) Relation between Education and Sociology c) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education d) Social Institutions and Agencies of Education: Family, School.	EDU-G-GE-T-4 15

Md. Kamwar Hossain (CH)	Unit II: Education in post-independence India and National policy on Education	
	c) Indian Education Commission (1954-55): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, Language Policy and Equality of Opportunity. d) National Policy on Education 1986: Main features e) National Policy Education 2020: Main features.	EDU-G-GE-T-4 12

DR. KRISHNENDU ROY (CR)	Unit IV: Some Sociological concept and Education	
	c) Education and Social Stratification: Definition and characteristics, role of education in Social Stratification d) Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.	
	Unit III: Education in post-independence India and National policy on Education	
	a) University Education Commission (1948-49): Aims and objectives, Rural University, Teacher Education, Vocational Education, Women Education b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.	EDU-G-GE-T-4 12

Subjecta Ghosh Nandi (SGN)	Unit IV: Some Sociological concept and Education	
	a) Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance b) Culture: Concept, Characteristics, relation between education and culture	EDU-G-GE-T-4 10
MD. ASBU AZIZ MONDAL (HAM)	Unit I: Education in 19th and 20th Century in India	
	a) Charter Act of 1813 and its educational significance b) Macaulay Minutes 1835 and its educational significance c) Wood's Dispatch (1854): Major Recommendations and its importance in Education.	EDU-G-GE-T-4 10

Sahidul Islam (SI)	Unit I: Education in 19th and 20th Century in India	
	d) Indian Education Commission (1922-23): Major Recommendations and its impact of Education e) National Education Movement: Concept, Characteristics & its impacts in Education f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.	EDU-G-GE-T-4 10

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION

CURRICULUM DISTRIBUTION (2024-2025) Sem- VI EDU-G-DSE-T-2/4(B): Women Education

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures
Dr. Tulika Chakraborty (TC)	<p style="text-align: center;">Unit- I: Status and role of Women</p> <p>a) Women in ancient and medieval India b) Changing role of Women in India c) Women's health and related issues</p>	EDU-G-DSE-T-2/4(B)	12
Md. Kawsar Hossain (KH)	<p style="text-align: center;">Unit- II: Constitutional provisions and Rights of women</p> <p>a) Constitutional Provision for equality of Women (Educational and Legal Provisions) b) National Policy on Education (1986) on women education</p> <p style="text-align: center;">Unit- III: Gender inequalities in School and society</p> <p>d) Teachers' attitude e) Classroom Interaction</p>	EDU-G-DSE-T-2/4(B)	13
DR. KRISHNENDU ROY (KR)	<p style="text-align: center;">Unit-I: Status and role of Women</p> <p>d) Role of women in family, school and society e) Women's role in social and environmental movement.</p>	EDU-G-DSE-T-2/4(B)	8
Sudipta Ghosh Nandi (SGN)	<p style="text-align: center;">Unit- III: Gender inequalities in School and society</p> <p>a) Family attitude b) Gender bias in Textbook c) Curricular Choices</p> <p style="text-align: center;">Unit- III: Gender inequalities in School and society</p> <p>f) Peer Culture g) Gender inequality in workplace</p>	EDU-G-DSE-T-2/4(B)	13
MD. ABDUL AZIZ MONDAL (AAM)	<p style="text-align: center;">Unit- II: Constitutional provisions and Rights of women</p> <p>c) National Council for Women Education d) Property Right e) National Policy for Empowerment of Women, 2001</p>	EDU-G-DSE-T-2/4(B)	12
Saiful Islam (SI)	<p style="text-align: center;">Unit- IV: Women Empowerment</p> <p>a) Concept of women empowerment, importance b) Types of women empowerment- Economic, political, Educational, legal c) Women entrepreneurship d) Barriers of women empowerment e) Role of education in women empowerment</p>	EDU-G-DSE-T-2/4(B)	17

Name of the Faculty Member		DONMUK GIRLS' COLLEGE DEPARTMENT OF EDUCATION CURRICULUM DISTRIBUTION (2024-2025) Sem- VI (PC) SEC: Pedagogical knowledge		Name of the Units and Topics		Course Code	Number of Lectures
Dr. Tulika Chakraborty (TC)		Unit-II: Pedagogical Approaches c) Project Method d) Demonstration Method		EDU-G-SEC-T-4 (A)	6		
Md. Kawsar Hossain (KH)		Unit-II: Pedagogical Approaches a) Lecture Method b) Heuristic Method		EDU-G-SEC-T-4 (A)	6		
DR. KRISHNENDU ROY (KR)		Unit-I: Meaning and Nature of Pedagogy a) Meaning, definition, characteristics & need of Pedagogy.		EDU-G-SEC-T-4 (A)	6		
Sudipta Ghosh Nandi (SGN)		Unit-II: Pedagogical Approaches e) Laboratory Method		EDU-G-SEC-T-4 (A)	4		
MD. ABDUL AZIZ MONDAL (AAM)		Unit-I: Meaning and Nature of Pedagogy b) Scope of Pedagogy. c) Difference between Pedagogy & Andragogy		EDU-G-SEC-T-4 (A)	7		
Saidul Islam (SI)		Unit-I: Meaning and Nature of Pedagogy d) Aims and Objectives of following disciplines at secondary level: Language, Social Science, Science, Mathematics		EDU-G-SEC-T-4 (A)	7		

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
MAJOR COURSE
CURRICULUM DISTRIBUTION 2024-25 Sem- IV (EDU-M-T-4: HISTORY OF EDUCATION IN INDIA)

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
DR. TUJKA CHAKRABORTY (TC)	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 • Major Recommendations and its Educational Significance of Wood's Dispatch (1854) 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, Devoto and Vidyasagar to Education	EDU-M-T-4	18	ICT, Blackboard, PPT, Projector, Books
MD. KAWSAR HOSSAIN (KH)	Unit: II: Educational Policy of Lord Curzon & National Education Movement a. Simla 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: • Concept, Characteristics and Impact of the National Education Movement, • Causes of Failure of the Movement • Influence of the National Education Movement on Future Development of Indian Education	EDU-M-T-4	15	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	Unit: IV: Education in Post-Independent India b. National Policies of Education: • National Policy on Education (1968) • National Policy on Education (1986) • Revised Programme of Action (1992) • National Education Policy (2020)	EDU-M-T-4	10	ICT, Blackboard, PPT, Projector, Books
SAIDUL ISLAM (SI)	Unit: III: Education between the 1st and 2nd World Wars a. The Calcutta University Commission/ Sadler Commission (1917-1919): Major Recommendations and its Influence on future Development of Education b. Basic Education (1937): Concepts, Characteristics, Merits & Demerits c. The post-war plan of educational development/ Sargent Plan Report (1944): Major Recommendations and its Influence on future development of Education in India d. Progress of School Education (Primary & Secondary) Education in Colonial India Unit: IV: Education in Post-Independent India Commissions of Education: • University Education Committee (1948) • Secondary Education Commission (1952-53) • The Education Commission (1964-66) • National Knowledge Commission (2009)	EDU-M-T-4	15	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MANDAL (AAM)	Unit: IV: Education in Post-Independent India Organization, Agencies and Policies: • CABE, RUSA (2013), RMSA (2009), RTE, NCF- 2000, 2005, 2023, etc.	EDU-M-T-4	10	ICT, Blackboard, PPT, Projector, Books
SUDIPTA GHOSH NANDI (SGN)		EDU-M-T-4	8	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE
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MAJOR COURSE
CURRICULUM DISTRIBUTION 2024-25 sem- IV (EDU-M-T-5: INCLUSIVE EDUCATION)

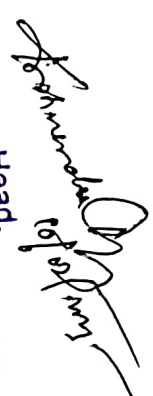
Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
DR. TULIKA CHAKRABORTY (TC)	<p>Unit I: Inclusive Education</p> <ul style="list-style-type: none"> a. Concept, Nature and Need b. Historical perspective- <ul style="list-style-type: none"> • Special education – Concept Only • Integrated education- Concept Only • Mainstreaming education- Concept Only c. Principles of Inclusive education <p>• Differences between Special Education and Inclusive Education</p>	EDU-M-T-5	10	ICT, Blackboard, PPT, Projector, Books
MD. KAWSAN HOSSAIN (KH)	<p>Unit II: Competencies development for Inclusive Education</p> <ul style="list-style-type: none"> a. Barriers of Inclusive Education b. Development of Qualities <ul style="list-style-type: none"> • Attitudes: 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 <p>Unit III: Inclusive Education and Its Practices</p> <ul style="list-style-type: none"> a. Differentiated Instruction (Meaning, nature, needs) UNIVERSITY OF KALYANI – FVDEP IN EDUCATION 54 <ul style="list-style-type: none"> • Peer Tutoring • Co-operative learning • Collaborative learning 	EDU-M-T-5	20	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	<p>Unit III: Inclusive Education and Its Practices</p> <ul style="list-style-type: none"> b. Inclusive Instructional Strategies at school level (Meaning, nature and needs) <ul style="list-style-type: none"> • Homedial teaching • Team Teaching • Circles of friends 	EDU-M-T-5	10	ICT, Blackboard, PPT, Projector, Books
SAIDUL ISLAM (SI)	<p>Unit -IV: Inclusive School Environment</p> <ul style="list-style-type: none"> a. Infrastructural facilities for an Ideal Inclusive School. b. Teachers Role in Inclusive Classroom c. The Involvement in classroom d. Role of technology in Inclusive classroom: aids and appliances e. Problems faced by teachers in making truly Inclusive school. 	EDU-M-T-5	12	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MANDAL (AM)	<p>Unit II Inclusive Education</p> <ul style="list-style-type: none"> c. Government policies (Major provisions only) <ul style="list-style-type: none"> • PWD Act, 1995 • National Policy for person with Disabilities-2006 • The Rights of Person with Disabilities Bill (RPWD Bill) 2016 d. RTE, NIEIT, NIMT, NIVI - Functions only 	EDU-M-T-5	10	ICT, Blackboard, PPT, Projector, Books
SUDIPTA GHOSH NANDI (SGN)				

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION (2024-25) Sem- IV EDU-MI-T-4: EDUCATIONAL PSYCHOLOGY

Name of the Faculty		Name of the Units and Topics		Course Code	Number of Lectures	Teaching Aids
DR. TULIKA CHAKRABORTY (TC)	Unit-I: Educational Psychology and Developmental aspects of human life 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.	EDU-MI-T-4	20	ICT, Blackboard, PPT, Projector, Books		
MD. KAWSAR HOSSAIN (KH)	Unit-II: Learning a. Definition and characteristics of Learning; Factors influencing learning b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error. c. Transfer of Learning: Concept, Types and Strategies for promoting transfer	EDU-MI-T-4	15	ICT, Blackboard, PPT, Projector, Books		
MR. SAIDUL ISLAM (SI)	Unit-II: Learning d. Motivation: Types, factors and Role of Motivation in learning, Maslow's theory of motivation and its educational implication e. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes	EDU-MI-T-4	10	ICT, Blackboard, PPT, Projector, Books		
DR. KRISHNENDU ROY (KR)	Unit-III: Intelligence & Creativity a. Intelligence: Definition, Theories of Intelligence- 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.	EDU-MI-T-4	20	ICT, Blackboard, PPT, Projector, Books		
MD. ABDUL AZIZ MANDAL (AAM)	Unit-IV: Personality and Individual differences a. Definition; Heredity & Environment as determinants of Personality. b. Type theories (Steklon, Kretschmer) and Trait theories (Allport, Cattell). Psychoanalytical theory c. Measurement of Personality- projective test and non-projective test d. Individual differences – meaning, nature, and implications	EDU-MI-T-4	25	ICT, Blackboard, PPT, Projector, Books		

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION (2024-25) Sem- IV EDU-SI-T-2: PRACTICE TEACHING: SUMMER INTERNSHIP

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
TC, KR, KH, SI, SGN, AAM	As Per the Guideline of The Concerned Educational Institution/ College	EDU-SI-T-2	50	ICT, Blackboard, PPT, Projector, Books


Head,
Department of Education
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10/02/25
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