

**Department of EDUCATION**

**Academic Calender and Academic Plan**

**1st Semester Honours Course (July 2018 - Dec 2018) CCH 01**

<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic- Introduction to Education</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>
CCH 01	Unit- 1 = Concept of Education	1) Narrow and broader concept of education 2) Meaning, nature and scope of education. 3) Aims of education – individual, social, vocational and democratic. 4) Aims of modern education with special reference to Delor’s Commission.	SWAPNA GHOSH	JULY TO AUGUST	1	YES
CCH 01	Unit- 2 = Factors of Education	1) Child / learner: influence of heredity and environment on the learner 2) Teacher: qualities and duties of a good teacher. 3) Curriculum- concept and types. 4) Co-curricular activities: meaning, values and significance. 5) Educational institutions: informal, formal and non-formal, their interrelation.	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
CCH 01	Unit- 3 = Agencies of Education	1)Home 2)School 3)State 4)Mass-media- television, radio, cinema and newspaper	TANUSRI DEY	JULY TO AUGUST	1	YES

<b>CCH 01</b>	Unit- 4 = Child Centricism and Play-way in Education	1)Concept of child centricism in education 2) Characteristics and significance of child centricism in education 3) Concept of play and work. 4) Characteristics of play way in Education, Kindergarten, Montessori, Project method.	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES
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<b>Course Outcome</b>	<p>This Paper introduces the learner to the</p> <ul style="list-style-type: none"> <li>*Different meaning and concept of Education.</li> <li>* Nature and scope of Education .</li> <li>* What are the aim of modern education to Delors Commission.</li> <li>* The factors of education.</li> <li>* The meaning ,qualities and duties of a good teacher .</li> <li>* Meaning classification and significance of curriculum and co-curricular activities.</li> <li>* Characteristic and their interrelation of educational institution.</li> <li>*The different educational role of Home,School, State and Mass-media..</li> <li>* The importance of Child centric education.</li> <li>* The educational implication of play way in education by Kindergarten, Montessori, Project method.</li> </ul>					
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**1st Semester Honours Course (July 2018 - Dec 2018) CCH 02**

<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic- History of Indian Education</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>
<b>CCH 02</b>	Unit: 1 = Education in India during ancient and medieval period	1) Vedic (aim, curriculum, teaching method, teacher-pupil relation) 2) Brahmanic (") 3) Buddhistic (") 4)Islamic (")	SWAPNA GHOSH	JULY TO AUGUST	1	YES

<b>CCH 02</b>	Unit: 2 = Education in India during British period (1800-1853)	1)Sreerampore trio and their contribution in the field of education 2)Charter Act, Oriental-occidental controversy 3)Macaulay Minute and Bentinck's resolution 4) Adam's report	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
<b>CCH 02</b>	Unit: 3 = Education in India during British period (1854-1946)	1)Woods Despatch, Hunter Commission 2)Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect) 3) Basic education (concept and development) 4) Sadler Commission	TANUSRI DEY	JULY TO AUGUST	1	YES
<b>CCH 02</b>	Unit: 4 = Education in India after independence	1) Radhakrishnan Commission (aim, curriculum of higher education, rural university) 2) Mudaliar Commission (aim, structure and curriculum of secondary education) 3) Kothari Commission (aim, structure and curriculum of primary and secondary education) 4) National Policy of Education, 1986, POA 1992.	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES
<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>* Main Characteristics of Vedic , Brahmanic , Buddhistic, Islam in education.</li> <li>*Contribution of Sreerampore trio in education.</li> <li>*Concept about Charter Act, Oriental-occidental controversy .</li> <li>*The contribution of Macaulay Minute and Bentinck's resolution in education.</li> <li>*The contribution of Adam's report in indian education.</li> <li>* Contribution of Woodoods Despatch, Hunter Commission</li> <li>Curzon policy regarding primary, secondary and higher .</li> <li>*Cause and effect of National education movement.</li> <li>*Main concept characteristics and development of Basic education .</li> <li>*Educational contribution of Sadler Commission .</li> <li>* The Recommendations of Radhakrishnan Commission.</li> <li>* The recommendations of rural university.</li> <li>*The recommendations of Secondary Education.</li> <li>*The recommendations of Kothari Commission .</li> <li>*The recommendations of National Policy of Education, 1986, POA 1992.</li> </ul>					

## 2nd Semester Honours Course (Jan 2019 - June 2019) CCH 03

Name of the paper	Module or Unit No	Topic- Psychological Foundation of Education	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
CCH 03	Unit: 1 = Relation between Psychology and Education	1) Meaning and definition of Psychology 2) Meaning and definition of Education 3) Relation between Psychology and education 4) Nature, scope and significance of educational psychology.	SWAPNA GHOSH	JANUARY TO FEBRUARY		YES
CCH 03	Unit: 2 = Stages and types of human development and their educational significance	1) Piaget's cognitive development theory 2) Erikson's psycho-social development theory 3) Kohlberg's moral development theory 4) Vygotsky's social development theory and Bandura's Social Learning Theory	SWAPNA GHOSH			YES
CCH 03	Unit: 3 = Learning: concept and theories	1) Concept and characteristics of learning 2) Theories: Connectionism(Trial and error, classical, operant conditioning) 3) Insightful learning 4) Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization	TANUSRI DEY			YES
CCH 03	Unit: 4 = Intelligence	1) Concept of intelligence 2) Theories of Intelligence by Spearman, Thorndike and Guilford 3) Types and uses of intelligence tests 4) Concept of Emotional Intelligence and E.Q	TANUSRI DEY			YES

<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>*Meaning and Definition of Psychology.</li> <li>* Meaning and Definition of education.</li> <li>*Major school of psychology.</li> <li>* Meaning and Definition of educational psychology.</li> <li>*Significance of educational psychology.</li> <li>* Cognitive development.</li> <li>*Epistomology of Jhan Piaget.</li> <li>* Stages of psycho-social development .</li> <li>* Vygotsky's social development theory.</li> <li>*Bandura's Social Learning Theory</li> <li>*.Learning concept and their characteristics.</li> <li>*Trial and error theory .</li> <li>*Classical conditioning theory .</li> <li>*Operant conditioning theory .</li> <li>*Insightful learning theory .</li> <li>*Memorization and Forgetting .</li> <li>*Process of memorization, causes of forgetting and economical ways of improving memorization .</li> <li>* The concept ,types ,and uses of intelligence.</li> <li>* Know the theories of intelligence by spearman, Thorndike and Guilford .</li> <li>* What are the concept of I Q and E Q.</li> </ul>
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**2nd Semester Honours Course (Jan 2019 - June 2019) CCH 04**

Name of the paper	Module or Unit No	Topic Philosophical Foundation of Education	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
CCH 04	Unit 1 = Concept of educational philosophy	1) Meaning of philosophy 2) Etymological meaning of education 3) Relation between philosophy and education 4) Importance of philosophy in education	SWAPNA GHOSH	JANUARY TO FEBRUARY	1	YES

<b>CCH 04</b>	Unit 2 = Indian schools of philosophy	1) Vedic school - Sankhya 2) Vedic school - Yoga 3) Non-vedic School - Buddhism 4) Non-vedic School - Jainism	SWAPNA GHOSH	MARCH TO MAY	1	YES
<b>CCH 04</b>	Unit 3 = Western schools of philosophy	1) Idealism 2) Naturalism 3) Pragmatism 4) Realism	TANUSRI DEY	JANUARY TO FEBRUARY	1	YES
<b>CCH 04</b>	Unit 4 = Philosophy for development of humanity	1) Education and development of values 2) Education for national integration 3) Education for international understanding 4) Education for promotion of peace and harmony	TANUSRI DEY	MARCH TO MAY	1	YES

**Course Outcome**

This Unit introduces the learner to

- \* The meaning of philosophy in education.
- \* Know the educational implication of philosophy and education .
- \* The relation between philosophy and education.
- \* Meaning of sankha , yoga, Buddhism, Jainism.
- \* Educational implication of sankha ,yoga, Buddhism, Jainism.
- \* Meaning ,classification, main tenets and influence of naturalism, idealism ,pragmatism and realism in Education ..
- \* The value in education .
- \* Know the importance of value in Education .
- \* Meaning ,causes ,obstacles and needs of national integration and international understanding.
- \* Nature, scope, importance and barriers in way to peace education..

**3rd Semester Honours Course (July 2019 - Dec 2019) CCH 05**

<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic Sociological Foundation of Education</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>
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<b>CCH 05</b>	Unit-1 = Introductory Concept of Sociology of Education	1) Meaning and definition of Sociology of Education 2) Relation between Sociology and Education 3) Nature of Sociology of Education 4) Scope of Sociology of Education	SWAPNA GHOSH	JULY TO AUGUST	1	YES
<b>CCH 05</b>	Unit-2 = Social Groups	1) Social Groups : meaning and definition 2) Types of Social groups – Primary, Secondary and Tertiary 3) Socialization Process: Concept 4) Role of the family and school in Socialization process	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
<b>CCH 05</b>	Unit-3 = Social Change and Education	1) Concept of Social Change 2) Interrelation between Social change and Education 3) Social stratification and Social Mobility. 4) Social interaction Process	TANUSRI DEY	JULY TO AUGUST	1	YES
<b>CCH 05</b>	Unit-4 = Social Communication in Education	1) Social Communication : Concept 2) Informal agencies of social communication 3) Inter relation between Culture, religion and Education. 4) Inter relation between Technology, Economy and Education.	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES
<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>* Sociology of Education .</li> <li>* Relation between Sociology and Education .</li> <li>* Nature and Scope of Sociology of Education</li> <li>* Concept of Social Group.</li> <li>* To explain the concept of social groups and socialization process .</li> <li>* The concept of social change.</li> <li>* Understand the social interaction in education.</li> <li>* Understand the social stratification and social mobility.</li> <li>* The Concept of Social Communication .</li> <li>* Understand the inter relation between culture and religion in education.</li> <li>* Understand the inter relationship between technology and economic in education.</li> </ul>					
<b>3rd Semester Honours Course (July 2019 - Dec 2019) CCH 06</b>						

Name of the paper	Module or Unit No	Topic Educational Organization, Management and Planning	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
CCH 06	Unit: 1 = Organization and Management	1) Concept of organization 2) Concept of management 3) Concept of educational organization 4) Concept of school organization	SWAPNA GHOSH	JULY TO AUGUST	1	YES
CCH 06	Unit: 2 = Educational organization	1) Meaning of school plant 2) Elements of school plant ( concepts only) 3) Features of library and time-table 4) Features of school medical services, workshop, computer laboratory.	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
CCH 06	Unit: 3 = Educational Management	1) Meaning of educational management 2) Objectives of educational management 3) Types of educational management 4) Significance of educational management	TANUSRI DEY	JULY TO AUGUST	1	YES
CCH 06	Unit:4 = Educational Planning	1) Meaning of educational planning 2) Aims and objectives of educational planning 3) Steps of educational planning 4) Types and significance of educational planning	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES



<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>* Concept of Organization, Management, Educational Organization and School Organization.</li> <li>* Difference among Organization, Management, Educational Organization and School Organization</li> <li>* Basic concept of School plant, Library, Time Table, Medical Services, Workshop and Computer laboratory</li> <li>* Know about Elements and the essential function of school plant.</li> <li>* Meaning of educational management.</li> <li>* Know about Objectives, Types and Significance of educational management.</li> <li>* Meaning of educational planning .</li> <li>* Know about aim &amp; objectives, steps , Types and Significance of educational planning .</li> </ul>
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**3rd Semester Honours Course (July 2019 - Dec 2019) CCH 07**

Name of the paper	Module or Unit No	Topic Guidance and Counselling	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
CCH 07	Unit I = Guidance – Meaning, Functions, Need	1) Guidance – Meaning, Definitions and Functions 2) Individual Guidance – Meaning, advantages and disadvantages 3) Group Guidance – Meaning and Advantages and disadvantages 4) Need for guidance in secondary schools and requisites of a good school guidance programme.	SWAPNA GHOSH	JULY TO AUGUST	1	YES
CCH 07	Unit 2 = Guidance - Educational, Vocational, Personal	1) Educational Guidance- Meaning, Function at different stages of Education 2) Vocational Guidance- Meaning, Function at different stages of Education 3) Personal Guidance- Meaning, Importance for the Adolescents	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
CCH 07	Unit 3 = Counselling – Meaning, Techniques, Types	1) Counselling - - Meaning, importance and Scope 2) Techniques of Counselling- Directive, Non-Directive, Eclectic 3) Individual and Group Counselling –Meaning , Importance	TANUSRI DEY	JULY TO AUGUST	1	YES

<b>CCH 07</b>	Unit 4 = Basic data necessary for Guidance	1) Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test 2) Cumulative Record Card 3) Anecdotal Record Card	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES
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<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>* Meaning of Guidance ,Individual Guidance and Group Guidance .</li> <li>* Function of Guidance, Individual Guidance and Group Guidance .</li> <li>* Advantages and disadvantages of Individual Guidance and Group Guidance .</li> <li>* Basic need of guidance in secondary schools and requisites of a good school guidance programme.</li> <li>* Meaning and function of Educational guidance, Vocational and Personal guidance .</li> <li>* Educational implication of Educational vocational and personal guidance.</li> <li>* Meaning of Counseling, Individual and Group Counseling. .</li> <li>* Know about Techniques, Types , Scope ,importance of Counseling, Individual and Group Counseling.</li> <li>* To find out the basic data of necessary for Guidance .</li> <li>* What are the Utility of CRC &amp; ARC .</li> </ul>					
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**3rd Semester Honours Course (July 2019 - Dec 2019) SEC**

<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic Communication Skill</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>
<b>SEC</b>	Unit: 1 = Introduction to Communication	1) Meaning, Nature and types of communication 2) Principles of communication 3) Process of communication: Sender, encoding, recipient, decoding and feedback 4) Barriers of effective communication	SWAPNA GHOSH	JULY TO AUGUST	1	YES
<b>SEC</b>	Unit: 2 = Listening Skills	1) Principles of listening skills 2) Types of listeners 3) Barriers to listening	SWAPNA GHOSH	SEPTEMBER TO NOVEMBER	1	YES
<b>SEC</b>	Unit: 3 = Speaking Skills	1) Verbal and non-verbal communication 2) Public speaking: Extempore 3) Group discussion	TANUSRI DEY	JULY TO AUGUST	1	YES

<b>SEC</b>	Unit: 4 = Reading and Writing Skills	1) Previewing, skimming, and scanning 2) Development of skills for correct pronunciation, reading and comprehension 3) Sentence formation and punctuation	TANUSRI DEY	SEPTEMBER TO NOVEMBER	1	YES
<b>Course Outcome</b>	Learner would Learn about - * Meaning ,Nature and Types of Communication . * process of * Barriers of Effective Communication * To acquire of Listening Skills . * Barriers of Listening . * To acquire of Speaking Skills . * Different between Verbal and Non Verbal Communication. * To acquire of Reading and Writing Skills. *Development of Skills foe Courect Pronunciation reading and Comprehension.					
<b>4th Semester Honours Course (Jan 2020 - Jun 2020) CCH 08</b>						
<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic Technology in Education</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>
<b>CCH 08</b>	Unit 1 = Introductory concept	1) Concept of Technology 2) Need and scope of educational technology 3) System approach- concept and need 4) Classification and components of system approach	TANUSRI DEY	JANUARY	1	NO
<b>CCH 08</b>	Unit 2 = Computer in education and communication	1) Computer and its role in education 2) Basic concept of hardware and software 3) Computer network and internet- its role in education 4) Communication and classroom interactions- concept, element and process	TANUSRI DEY	FEBRUARY	1	NO

<b>CCH 08</b>	Unit 3 = Instructional techniques	1) Mass instructional technique- characteristics and types 2) Personalised instructional techniques- characteristics and types 3) Difference in teaching and instruction 4) Models of teaching- concept, components and significance	TANUSRI DEY	MARCH	1	NO
<b>CCH 08</b>	Unit 4 = ICT & e-learning	1) Meaning and concept of ICT, e-learning 2) Nature and characteristics of e-learning 3) ICT integration in teaching learning, massive open online course (MOOC) 4) Different approaches- Project based learning, co-operative learning and collaborative learning	TANUSRI DEY	APRIL TO MAY	1	NO
<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>*Meaning of the Technology</li> <li>*Basic need and scope of Technology</li> <li>*we learn about Classification and components technology</li> <li>* Role of computer in education</li> <li>* Basic concept of hardware and software</li> <li>* Developed an understanding of the use of computer in education and communication</li> <li>*Types and characteristics of mass instructional technique.</li> <li>* Types and characteristics of personalized instructional techniques.</li> <li>* Concept, component and significance of models teaching.</li> <li>*Concept of ICT and E Learning.</li> <li>* Characteristics and nature of E Learning</li> <li>*How can develop of ICT and E Learning.</li> </ul>					
<b>4th Semester Honours Course (Jan 2020 - Jun 2020) CCH 09</b>						
<b>Name of the paper</b>	<b>Module or Unit No</b>	<b>Topic Curriculum Studies</b>	<b>Name of the teacher</b>	<b>To be Completed during</b>	<b>No of PPT classes</b>	<b>Continuous Internal Assesment Schedule (write yes or no)</b>

CCH 09	Unit 1 = Introductory concept	1) Meaning, nature, scope and functions of curriculum 2) Bases of curriculum: philosophical, psychological and sociological 3) Major approaches to curriculum - behavioural, managerial, system, humanistic 4) Types of curriculum - knowledge, experience & activity based	SWAPNA GHOSH	JANUARY	1	NO
CCH 09	Unit 2 = Content selection	1) Determinants of content selection - perspectives of knowledge, culture & need 2) Curriculum and institution - instructional objectives 3) Revised Bloom's taxonomy 4) Bruner's theory of instruction	SWAPNA GHOSH	FEBRUARY	1	NO
CCH 09	Unit 3 = Curriculum development	1) Principles of curriculum construction 2) Learner centred curriculum framework - concept, factors & characteristics 3) Curriculum development - need, planning 4) NCF, 2005	SWAPNA GHOSH	MARCH	1	NO
CCH 09	Unit 4 = Evaluation & reform of curriculum	1) Concept & significance of curriculum evaluation 2) Approaches to curriculum evaluation - formative & summative 3) Models of evaluation - Stufflebeam & Taylor 4) Curriculum reform - factors & obstacles	SWAPNA GHOSH	APRIL TO MAY	1	NO
Course Outcome	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>*How can develop an understanding about concept, nature, types and major approaches of curriculum .</li> <li>*Relation among curriculum, pedagogy and assessment .</li> <li>*How can develop an understanding about curriculum development and national curriculum frame work, 200</li> <li>*How can acquainted with content selection and selected theories in this regard</li> <li>*How can develop an understanding of evaluation &amp; reform of curriculum</li> </ul>					
<b>4th Semester Honours Course (Jan 2020 - Jun 2020) CCH 10</b>						

Name of the paper	Module or Unit No	Topic Inclusive Education	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
CCH 10	Unit: 1 = Inclusion Overview	1) Meaning of Inclusion and Inclusive Society 2) Exclusion and Inclusion: Conceptual overview 3)Obstacles/barriers in Inclusion 4) Elements necessary for creating an inclusive society	SWAPNA GHOSH	JANUARY	1	NO
CCH 10	Unit: 2 = Differently Abled	1) Concept of Impairment, Disability and Handicap 2) Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) 3) General causes of disabilities 4) Role of school and society in creating a barrier free environment	SWAPNA GHOSH	FEBRUARY	1	NO
CCH 10	Unit: 3 = Socially Disabled	1) Concept of SC, ST and OBC groups. 2) Concept of Gender, and sexuality 3) Causes of social exclusion 4) Understanding social inclusion: role of education	SWAPNA GHOSH	MARCH	1	NO
CCH 10	Unit: 4 = Educational Reforms for Inclusive Society.	1) Building an Inclusive school: desired changes in System, Structure, Practice and Culture, 2) Education for a multicultural society. 3) Education for peaceful co-existence 4) Role of Informal agencies (like mass media etc) in building an inclusive society	SWAPNA GHOSH	APRIL TO MAY	1	NO

<b>Course Outcome</b>	<p>This Unit introduces the learner to the</p> <ul style="list-style-type: none"> <li>*Understand the meaning of Inclusion and Exclusion.</li> <li>* Elements of necessary for creating an inclusive society.</li> <li>* Know about Impairment, Disability and Handicap .</li> <li>* know the general causes of Disability</li> <li>* Concept of SC, ST ,OBC groups , Gender, and sexuality</li> <li>*know the causes of social exclusion .</li> <li>*Know how to bring about inclusion in different spheres .</li> </ul>
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**4th Semester Honours Course (Jan 2020 - Jun 2020) SEC**

Name of the paper	Module or Unit No	Topic Teaching Skill	Name of the teacher	To be Completed during	No of PPT classes	Continuous Internal Assesment Schedule (write yes or no)
SEC	Unit: 1 = Understanding Teaching	1) Concept and definition of Teaching 2) Nature of teaching and characteristic factors affecting teaching 3) Relation between teaching and training	TANUSRI DEY	JANUARY	1	NO
SEC	Unit: 2 = Types of Teaching (Concept and Characteristics)	1)Micro-teaching and Micro lesson 2) Simulated teaching 3) Integrated teaching	TANUSRI DEY	FEBRUARY	1	NO
SEC	Unit: 3 = Skills of Teaching (Basic Concept)	1)Nature and definition of skills of teaching 2) Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement 3) Phases of teaching: Pre-active, Inter-active, Post-active	TANUSRI DEY	MARCH	1	NO
SEC	Unit: 4 = Learning Design (LD) ☑	1)Concept and importance of learning design in teaching 2)Steps of learning design 3) Qualities of good learning design	TANUSRI DEY	APRIL TO MAY	1	NO

**Course Outcome**

This Paper introduces the learner to the

- \* know the basic concept of Teaching
- \* know relation between teaching and training
- \* know the Types of Teaching
- \* Different between Micro-teaching and Micro lesson
- \* Understand the Skills of Teaching
- \* Different phases of teaching.
- \* Concept of Learning Design (LD)
- \* Qualities of good learning Design.