

UNIVERSITY OF NORTH BENGAL



Education

**Syllabus for Inter Disciplinary Course &
Skill Enhancement Course**

FYUGP

To be implemented from Session 2024 – 25

Student from any discipline can choose the below mentioned group as IDC to be studied in Semesters II, III and IV.

SOCIAL SCIENCES 4		
SEMESTER	SUBJECT	ELIGIBILITY CONDITIONS
II	Great Indian Educators	All students are eligible.
III	Mental Health and Hygiene	
IV	Guidance and Counselling	

Students from any discipline can choose the below mentioned SECs

Semester II : Developing Teaching Skills

Semester III : Determining Capacity of Memorization

Course Structure (Semester II) for IDC and SEC

	Name of the Paper	Code	Type	Full Marks (Theory + Tutorial)
Semester II	IDC – Great Indian Educators	SOC4IDC209	Theory	40+20 = 60
	SEC – Developing Teaching Skills	POOBSEC222	Theory and Non Lab Based Practical	40+20 = 60

Question Pattern for SEC (Theoretical – 40 marks)

Sl. No.	Questions to be answered	Out of	Marks of each question	Total Marks
1	5	8	1	$5 \times 1 = 5$
2	3	5	5	$3 \times 5 = 15$
3	2	4	10	$2 \times 10 = 20$

SEC course will consist of Theoretical (40 marks) and Practical Components (20 marks). Evaluation of the Practical Component for SEC is to be completed by the college.

Question Pattern for IDC (40 marks)

Question Paper will be in the form of MCQ [40 questions of 1 mark each; Time: 1 hour 30 minutes].

Inter – Disciplinary Course
SEMESTER-II
SOC4IDC209 – Great Indian Educators

Type of Paper: Theory
Full Marks – 60 (40+20)

This course discusses educational philosophies of Great Indian Educators along with their contribution in the field of Education.

Course Objectives:

After completion of the course the learners should be able to:

- Explain the philosophies of great Indian Educators.
- Understand the contribution of Indian Educators in the field of education.

Course Syllabus Overview:

Unit I

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

Unit II

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

Unit III

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

Unit IV

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

Suggested Readings:

English Version

- 1) Some great Educators of the World – K. K. Mukherjee
- 2) Great Educators – B. R. Purkait
- 3) Pioneers in Education – Pravat Kumar Dhal

Bengali Version

- 4) মহান ভারতীয় শিক্ষাবিদদের শিক্ষাচিন্তা, ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 5) শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খণ্ড) -ড. বিনায়ক চন্দ, ড. তারিণী হালদার - আহেলি পাবলিশার্স
- 6) শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
- 7) মহান শিক্ষাবিদগণের কথা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

Skill Enhancement Course (SEC)
SEMESTER-II
POOBSEC222 - Developing Teaching Skills

Type of Paper: Theory and Non – Lab Based Practical

Full Marks – 60 (Theory – 40 + Practical – 20)

This Course is meant to provide the students a hands on training on how to prepare a lesson plan.

Course Objectives:

After completion of the course the learners should be able to:

- Analyze teaching skills.
- Explain the concept and types of lesson plan.
- Understand the principles of preparing a lesson plan.
- Analyse the need and types of Teaching – Learning Materials

Course Syllabus Overview:

Unit I: Teaching Skills and TLMs

- a) Meaning of Teaching Skill and Simulated Teaching
- b) Core Teaching Skills according to NCERT
- c) Edgar Dale's Model Classification of TLMs

Unit-II: Concept of Lesson Plan

- a) Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-III: Different Aspects of a Lesson Plan

- a) Types of Lesson Plan
- b) Principles of developing a Lesson Plan
- c) Steps of preparing a Lesson Plan

Suggested Readings:

English Version

1. The Lesson Planning Handbook, Peter Brunn, Scholastic
2. Writing Effective Lesson Plan, Serdyukov, P., Ryan, M.
3. Lesson Plan : Suzanne Garrnberg,
4. Lesson Planning : Jontsan Savage
5. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.
6. The Pedagogy of Teaching: Dr. Srikrishna Sarkar
7. Transformative Approaches to Teaching Social Sciences in India: Dr. Srikrishna Sarkar

Bengali Version

8. শিক্ষণ ও শিক্ষা প্রসঙ্গ, সুশীল রায়, সোমা বুক এজেন্সি
9. বিদ্যালয় সংগঠন ও শিক্ষা প্রসঙ্গ, সরোজ চট্টোপাধ্যায়, নিউ সেন্ট্রাল বুক এজেন্সি

Practical (20 marks):

Preparation of Lesson Plan

10 Lesson Plans to be prepared and evaluated by the teachers of the College.

Course Structure (Semester III) for IDC and SEC

	Name of the Paper	Code	Type	Full Marks (Theory + Tutorial)
Semester III	IDC – Mental Health and Hygiene	SOC4IDC322	Theory	40+20 = 60
	SEC – Determining Capacity of Memorization	POOCSEC336	Theory and Non Lab Based Practical	40+20 = 60

Course Structure (Semester IV) for IDC

	Name of the Paper	Code	Type	Full Marks (Theory + Tutorial)
Semester IV	IDC – Guidance and Counselling	SOC4IDC435	Theory	40+20 = 60

Inter – Disciplinary Course
SEMESTER-III
SOC4IDC322 – Mental Health and Hygiene

Type of Paper: Theory
Full Marks – 60 (40+20)

Course Objectives:

After completion of the course the learners should be able to:

- Relate with the concept of Mental Health and Mental Hygiene.
- Deal with stress and stressors.
- Inculcate good habits to preserve mental health.

Course Syllabus Overview:

Unit I – Mental Health

- a) Mental Health – Concept, Nature and Characteristics
- b) Causes of ill Mental Health
- c) Mental Health and Adjustment

Unit II – Mental Hygiene

- a) Mental Hygiene – Concept, Nature and Characteristics
- b) Aims and Scope of Mental Hygiene
- c) Relation between Mental Health, Mental Hygiene and Education

Unit III – Stress and Stressors

- a) Meaning of Stress and Stressors
- b) Effects of Stress on Mental Health
- c) Techniques of Stress Management

Unit IV – Preservation of Mental Health

- a) Symptoms of good Mental Health
- b) Role of Parents in preservation of Mental Health
- c) Role of Teachers in preservation of Mental Health

Suggested Readings:

English Version

1. Mental Hygiene, S. S. Chauhan, Allied
2. Education for Mental Health, Namita Ranganathan, Shipra Publications

Bengali Version

3. মানসিক স্বাস্থ্যবিদ্যা, জগদীন্দ্র মন্ডল, সোমা বুক এজেন্সি।
4. শিক্ষায় সংগতি-অসংগতি এবং নির্দেশনা, ড. সনৎ কুমার ঘোষ, ক্লাসিক বুক্স।
5. মানসিক স্বাস্থ্যবিজ্ঞান , অরুন কুমার ঘোষ।
6. মানসিক স্বাস্থ্যবিজ্ঞান, মঞ্জুরি সেনগুপ্ত।

Skill Enhancement Course (SEC)
SEMESTER – IV
POOCSEC336 – Determining Capacity of Memorization

Type of Paper: Theory and Non – Lab Based Practical
Full Marks – 60 (Theory – 40 + Practical – 20)

Course Objectives:

After completion of the course:

- The learners will know about different factors of Educational Psychology.
- The learners will be able to compare the different types of tests of intelligence and tests of personality.
- The learners will be able to apply the methods of improving memory in their daily lives.
- The learners will be able to conduct test on capacity of memorization and also interpret the result.

Unit I – Measurement of Intelligence

- a) Measurement of Intelligence: Meaning and Characteristics of Verbal and Non-Verbal Tests
- b) Verbal Test of Intelligence – Terman – Merrill Test (1935)
- c) Non – Verbal Test of Intelligence – Dearborn Form Board Test

Unit II – Memory and Forgetting

- a) Memorization: Definition and Process of Memorization
- b) LTM, STM and Methods of Improving Memory
- c) Forgetting – Meaning, Types, Causes and Ebbinghaus's Curve of Forgetting

Unit III – Measurement of Personality

- a) Concept and Types
- b) Projective Tests: Rorschach Ink Blot Test, TAT, CAT
- c) Non – Projective Tests: Interview, MMPI, Observation, Rating Scale

SEC Practical – Details available below

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স ।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী ।

SEC PRACTICAL: Test on Capacity of Memorization

Students will conduct the following test and prepare a file with details of the test.

Problem:

To determine capacity of memorization

Basic Concept:

Memorization is a form of mental activity by which we can revive a previously learned material or experience. The method of learning used in memorization is greatly dependent on the nature of the material and the subject's intelligence. As materials for memorization are not always the same, the method and degree of learning also varies considerably. German Psychologist Ebbinghaus was the first to introduce the nonsense syllables as learning material to determine the capacity of memorization. Nonsense syllables were used to minimize the effect of association during the process of memorization.

Preliminaries:

Name of the Subject:

Age:

Date of the Experiment:

Materials Required:

1. Two lists of nonsense syllables containing 10 nonsense syllables each.

EXPERIMENTAL PROCEDURE:

I) Rules for Construction of list of nonsense syllables:

Two lists of nonsense syllables shall be prepared on the basis of the following rules:

1. Ten nonsense syllables each comprising of three letters have to be developed for each list with two consonants and a vowel in between them.
2. Two consonants should not be repeated in the same row.
3. The starting and ending consonants should not be repeated in the consecutive rows.
4. The same vowel should not be repeated in consecutive rows.
5. Meaningful association with the syllables should be avoided.
6. Alphabets like Q, W, X, Y & Z should be avoided.

Example of Nonsense Syllables

PAJ	TIG
MOF	BOP
CEG	LUN

2) Instruction to the subject:

Proper rapport was established between the experimenter and the subject. Then the subject will be given the following instructions: "Please be attentive. I shall present orally ten (10) nonsense syllables, one by one. After each presentation (10 nonsense syllables), please try to reproduce them in the same order as far as possible. The process will continue until you can reproduce all the syllables correctly and in the proper order."

3) Experiment Proper:

The experimenter will ask the subject to sit comfortably and then she/he will read out the syllables slowly and clearly. After completion she/he will ask the subject to reproduce the said syllables orally in the same order. The experimenter will record the number of correct syllables reproduced by the subject and will go on repeating the process till the subject is able to memorize and reproduce the whole list.

The experimenter will note down the total number of trials that the subject required for memorising and reproducing the whole list. After completion of first list ten (10) minutes of rest will be provided to the subject. Then, in the similar manner the second list will be presented to the subject and his/her responses will be noted by the experimenter. The subject's capacity of memorization for each list is the total number of trials required to recall the whole list correctly.

EXPERIMENTAL DATA

The response of the subject will be recorded as mentioned in the table below.

List 1

Capacity of Memorization

[illegible]

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

List 2

Capacity of Memorization

Serial No.	Nonsense Syllables (List - 1)	Number of Trials	Capacity of Memorization
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		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Number of Syllables correctly reproduced												
% of correct reproduction												

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

Result

Average Capacity of Memorization

List Number	Capacity of Memorization	Average Capacity of Memorization
1	x	$(x+y)/2$
2	y	

Inter – Disciplinary Course
SEMESTER-IV
SOC4IDC435 – Guidance and Counselling

Type of Paper: Theory
Full Marks – 60 (40+20)

Course Objectives:

After completion of the course:

- The learners will be able to explain the concept, nature, scope, types & importance of Guidance and Counselling.
- The learners will be able to describe the different tools and techniques of guidance and counselling.
- The learners will be able to identify the characteristics of diverse learners and understand their needs.

Unit I – Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance
- b) Different Types of Guidance –
 - i) Educational: Meaning, Characteristics, Purpose & Functions
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions
 - iii) Personal: Meaning, Characteristics, Purpose & Functions

Unit II – Concept of Counselling

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Techniques of Counselling –
 - i) Directive: Meaning, Characteristics, Steps
 - ii) Non-directive: Meaning, Characteristics, Steps
 - iii) Eclectic: Meaning, Characteristics, Steps
- c) Characteristics of good Counsellor

Unit III – Tools and Techniques of Guidance and Counselling

- a) Tools for Data Collection – Cumulative Record Card and Anecdotal Record Card
- b) Techniques of Data Collection – Observation and Interview
- c) Difference between Guidance, Counselling and Teaching

Unit IV – Guidance and Counselling for Diverse Learners

- a) Identification of Gifted Learners and Learners with Learning Disabilities
- b) Educational Techniques for Gifted Learners and Learners with Learning Disabilities
- c) Need of Guidance & Counselling for Diverse Learners

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) S K.Kochar, Guidance and counseling in college and university -
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 8) ড. দেবশীষ পাল, নির্দেশনা ও পরামর্শদান, সেন্ট্রাল লাইব্রেরী।
- 9) ড. সনৎ কুমার ঘোষ, শিক্ষায় নির্দেশনা ও পরামর্শদান, ক্লাসিক বুক্স।
- 10) অধ্যাপক পূর্ণেন্দু আচার্য, শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা, শ্রীতার প্রকাশনী।
- 11) ড. ভীমচন্দ্র মন্ডল, নির্দেশনা ও পরামর্শদান, রীতা পাবলিকেশন।
- 12) ড. সুবীর নাগ, ড. গার্গী নাগ, সংগতি বিধানে নির্দেশনা ও পরামর্শদান, রীতা বুক এজেন্সি।