



RAJA N.L. KHAN WOMEN'S COLLEGE (AUTONOMOUS)
BA (HONOURS) IN EDUCATION
(CHOICE BASED CREDIT SYSTEM)

Year	Semester	Course Type	Course Title	Credit	Total class hour	L-T-P	MARKS		
							CA	ESE	Total
1.	i.	Core-1	CT1: Introduction to Education	6	60	5-1-0	15	60	75
		Core-2	CT2: History of Education in India	6	60	5-1-0	15	60	75
		GE-1	TBD	6	60	5-1-0/ 4-0-4	15	60	75
		AECC-1	English/MIL	2	20	1-1-0	10	40	50
			Semester-1: Total	20					275
	ii.	Core-3	CT3: Psychological Foundation of Education	6	60	5-1-0	15	60	75
		Core-4	CT4: Philosophical Foundation of Education	6	60	5-1-0	15	60	75
		GE-2	TBD	6	60	5-1-0/ 4-0-4	15	60	75
		AECC-2	ENVS	4	40	1-1-0	20	80	100
			Semester-2: Total	22					325
2.	iii.	Core-5	CT5: Educational Sociology and Contemporary issues in Education	6	60	5-1-0	15	60	75
		Core-6	Pedagogy	6	60	5-1-0	15	60	75
		Core-7	Educational Technology	6	60	5-1-0	15	60	75
		GE-3	TBD	6	60	5-1-0/ 4-0-4	15	60	75
		SEC-1	TBD	2	20	1-1-0	10	40	50
			Semester-3: Total	26					350
	iv.	Core-8	CT8: Educational management	6	60	5-1-0	15	60	75
		Core-9	Curriculum Development	6	60	5-1-0	15	60	75
		Core-10	Guidance and Counseling	6	60	5-1-0	15	60	75
		GE-4	TBD	6	60	5-1-0/ 4-0-4	15	60	75
		SEC-2	TBD	2	20	1-1-0	10	40	50
			Semester-4: Total	26					350

Year	Semester	Course Type	Course Title	Credit	Total class hour	L-T-P	MARKS		
							CA	ESE	Total
3.	v.	Core-11	CT-11: Basic Concept of Educational Research and Evaluation	6	60	5-1-0	15	60	75
		Core-12	CT-12: Education for Special Children	6	60	5-1-0	15	60	75
		DSE-1	TBD	6	60	5-1-0	15	60	75
		DSE-2	TBD	6	60	5-1-0	15	60	75
			Semester-5: Total	24					300
	vi.	Core-13	CT-13: Statistics in Education	6	60	5-1-0	15	60	75
		Core-14	CT-14: Field tour Report writing and Project work	6	60	5-1-0	15	60	75
		DSE-3	TBD	6	60	5-1-0	15	60	75
		DSE-4	TBD	6	60	5-1-0	15	60	75
			Semester-6: Total	24					300
			Total in all Semester:	142					1900

CC= Core Course

AECC = Ability Enhancement Compulsory Course

GE = Generic Elective

SEC = Skill Enhancement Course

DSE = Discipline Specific Elective

CA = Continuous Assessment

ESE = End Semester Examination

ENVS = Environmental Studies

TBD = To be decide

CT = Core Theory

MIL = Modern Indian Language

L = Lecture

T = Tutorial

P = Practical

List of Core Courses and electives core courses (CC)

- CC-1 : *Introduction to Education*
- CC-2 : *History of Education in India*
- CC-3 : *Psychological Foundation of Education*
- CC-4 : *Philosophical Foundation of Education*
- CC-5 : *Educational Sociology and Contemporary issues in Education*
- CC-6 : *Pedagogy*
- CC-7 : *Educational Technology*
- CC-8 : *Educational Management*
- CC-9 : *Curriculum Development*
- CC-10 : *Guidance and Counseling*
- CC-11 : *Basic Concept of Educational Research and Evaluation*
- CC-12 : *Education for Special Children*
- CC-13 : *Statistics in Education*
- CC-14 : *Field Tour Report Writing and Project Work*

Discipline Specific Course (DSE)

DSE-1 : Peace and Value Education

OR

DSE-1 : Life Skill Education

OR

DSE-1 : Human Rights Education

DSE-2 : Feminism and Gender Studies

OR

DSE-2 : Teacher Education

OR

DSE-2 : Education for Sustainable Development

DSE-3 : Open and Distance Learning

OR

DSE-3 : Contemporary issues in Education

OR

DSE-3 : Educational Thought of Great Educators

DSE-4 : Women Education

OR

DSE-4 : Music and Fine arts in Education

OR

DSE-4 : Project Work

Skill Enhancement Course (SEC)

SEC-1 : Skill for Democratic Citizenship

OR

SEC-1 : Yoga Education

OR

SEC-1 : Computer Application in Education

SEC-2 : Special Education

OR

SEC-2 : Gender and Society

OR

SEC-2 : Project Work

Generic Electives (GE)

[Interdisciplinary for other Department]

GE-1 : *Educational Psychology*

OR

GE-1 : *Educational Sociology*

OR

GE-1 : *History of Education in India*

GE-2 : *Yoga Education*

OR

GE-2 : *Current Issues in Indian Education*

OR

GE-2 : *Psychology of Mental Health and Hygiene*

GE-3 : *Education of Children with Special Needs*

OR

GE-3 : *Environmental Education*

OR

GE-3 : *Sociological Basis of Education*

GE-4 : *Value Based Education*

OR

GE-4 : *Introduction to Distance Education*

OR

GE-4 : *Mental Health Education*

PROGRAM OUTCOMES (POs)

PO1: Basic knowledge: An ability to apply knowledge of basic statistics, management and pedagogy to solve the educational problems.

PO2: Discipline knowledge: An ability to apply discipline - specific knowledge to solve core and/or applied educational problems.

PO3: The society: Demonstrate knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to educational practice.

PO4: Environment and sustainability: Understand the impact of the educational solutions in societal and environmental contexts and demonstrate the knowledge and need for sustainable development.

PO5: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the educational practice.

PO6: Communication: An ability to communicate effectively.

PO7: Life-long learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the context of educational & social changes.

PO8: Sense of time and space: Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

PO9: Solving current problems: Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education Unemployment, Poverty, National Disintegration and Population explosion.

PO10: Social Interaction: Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society

Core Courses (CC)

Semester-I

CC-1: Introduction to Education

Credits: 06

Course Outcome: At the end of the course the student will be able:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education.

C1T: Introduction to Education		
Units	Contents	Remarks
Unit- I: Concept of Education	Narrow and Broader concept of Education. Meaning, nature function and scope of education. Aims of education — individual, social, vocational and democratic. Aims of modern education with special reference to Delor's Commission	
Unit-II: Factors of Education	Child / learner: influence of heredity and environment on the learner Teacher: qualities and duties of a good teacher. Curriculum: concept and types. Co-curricular activities: meaning, values and significance. Educational institutions: informal, formal and non-formal, their interrelation.	
Unit-III: Agencies of Education	Home School State Mass-media-television, radio, cinema and newspaper	
Unit- IV: Child Centricism and Play-way in Education	Concept of child centricism in education. Characteristics and significance of child centricism in education. Concept of play and work. Characteristic of play way in Education, Kindergarten, Montessori, Project method. Basic Education (Mahatma Gandhi), Ashramic Education (Rabindranath Tagore)- Primary Concept.	

CC-2: History of Education in India**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To be acquainted with the salient features of education in India during ancient and medieval times.
- To be acquainted with the development of education in British India.
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India.

C2T: History of Indian Education		
Units	Contents	Remarks
Unit-1: Education in India during ancient and medieval period.	Vedic (aim, curriculum, teaching method, teacher-pupil relation) Brahmanic (aim, curriculum, teaching method, teacher-pupil relation) Buddhistic (aim, curriculum, teaching method, teacher-pupil relation) Islamic (aim, curriculum, teaching method, teacher-pupil relation)	
Unit-2: Education in India during British period (1800-1853)	Serampore trio and their contribution in the field of education. Charter Act, Oriental occidental controversy. Macaulay Minute and Bentinck's resolution. Adam's report	
Unit-3: Education in India during British period (1854-1946)	Wood's Despatch, Hunter Commission. Curzon policy regarding primary, secondary and higher education, National Education Movement (cause and effect). Basic Education (concept and development). Sadler Commission	
Unit- 4: Education in India after independence	Radhakrishnan Commission (aim, curriculum of higher education, rural university). Mudaliar Commission (aim, structure and curriculum of secondary education). Kothari Commission (aim, structure and curriculum of primary and secondary education). National Education Policy-1968, 1986, POA 1992, SSA, RTE-2009, NEP -2020.	

Semester-II

CC-3: Psychological Foundation of Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the meaning of Psychology and be acquainted with it's different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

C3T: Psychological Foundation of Education		
Units	Contents	Remarks
Unit-1: Relation between Psychology and Education	Meaning and definition of Psychology. Meaning and definition of Education. Relation between Psychology and Education. Meaning, Nature, scope and significance of Educational Psychology.	
Unit- 2: Stages and types of human development and their educational significance.	Piaget's cognitive development theory. Erikson's psycho-social development theory. Kohlberg's moral development theory. Vygotsky's social development theory. Freud's Psycho sexual development theory and Bandura's Social Learning Theory.	
Unit-3 : Learning: concept and theories	Concept and characteristics of learning. Theories: Connectionism (Trial and error), Conditioning (classical and operant). Insightful learning. Basic ideas of Cognitive and Constructive theory of Learning. Transfer of Learning. Attention, Memorization and Forgetting: Process of memorization. Causes of forgetting and economical ways of improving memorization.	
Unit-4 : Intelligence	Concept of intelligence. Theories of Spearman, Thurstone and Guilford. Types and uses of intelligence tests. Concept of Emotional Intelligence and E.Q	

CC-4: Philosophical Foundation of Education**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To understand the meaning and relation of philosophy and education.
- To understand the importance of philosophy in education.
- To be acquainted with the Indian schools of philosophy and their impact on education.
- To be acquainted with the western schools of philosophy and their impact on education.
- To develop an understanding of philosophy for development of humanity.

C4T: Philosophical Foundation of Education		
Units	Contents	Remarks
Unit-1: Concept of Educational philosophy	Meaning of philosophy. Etymological meaning of education. Relation between philosophy and education. Importance of philosophy in education.	
Unit-2: Indian schools of philosophy	Vedic School- Sankhya, Yoga Non-Vedic School- Buddhism, Jainism.	
Unit-3: Western schools of philosophy	Idealism Naturalism Pragmatism Realism Marxism	
Unit-4: Philosophy for development of humanity.	Education and development of values. Education for national integration. Education for international understanding. Education for promotion of peace and harmony.	

Semester-III

CC-5: Educational Sociology and contemporary issues

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the relation between Sociology and Education, nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education.
- To become aware of social Communication in Education.

CC-5: Educational Sociology and contemporary issues		
Units	Contents	Remarks
Unit-I: Meaning and concept of Sociology.	Relationship between Education and Sociology. Educational Sociology Meaning, concept and scope. Society: its origin and factors and their influences on education (population, location, religion, class, culture, technology, Economy) Impact of different political systems on education. (capitalism, socialism and democratic)	
Unit-II: Socialization	The role of social groups (primary, secondary and tertiary), family and school. Social change and Education, Social change in India (Sanskritization, Westernization, Modernization and Globalization), Social control, Social mobility.	
Unit-III: Education and contemporary social issues	Unemployment Poverty National disintegration Population explosion Terrorism War Affirmative action of Education	
Unit-IV: Equality and equity:	Meaning, need and importance Equality of Educational Opportunities-related constitutional provisions. Nature and forms of inequality with special reference to Gender Caste and Class. Inequality in schooling: Public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged.	

CC-6: Pedagogy**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To understand the fundamentals, factors & science of teachings.
- To enable the students to understand the teacher & classroom behavior.
- To explain the concept of Teaching Methods & it's application in teaching learning process.

CC-6: Pedagogy		
Units	Contents	Remarks
Unit-I:	Science of Teaching Relation between teaching and learning, Factors affecting teaching – process, input and output variables, general principles of teaching; Maxims of teaching; Fundamentals of teaching. Theories of Teaching.	
Unit-II	Factors affecting perception, attention, attitude and memory.	
Unit-III	Observation of classroom behaviours Flanders's Interaction analysis, characteristics of good teacher-behaviour. Differences between Traditional, Macro teaching and Micro teaching.	
Unit-IV	Teaching Methods-Lecture, demonstration, problem solving and programme instruction; storytelling; function of teacher as a planner, as a facilitator, as a counselor, as a researcher.	

CC-7: Educational Technology**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To discuss the concept, nature and scope of educational technology.
- To explain the role of communication & multimedia approach in the field of Education.
- To discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- To describe the role of technology in modern teaching-learning process.

CC-7: Educational Technology		
Units	Contents	Remarks
Unit-I:	Educational technology, Meaning, nature, scope. System approach to education: Definition, Need, classification and components of system	
Unit-II:	Communication and educational technology: components of communication process. Role of communication in effective teaching learning process. Factors affecting classroom communication. Use of Media in Education Audio. Visual and Audio Visual. Computer and its Role in Education. Online Teaching.	
Unit-III:	Instructional techniques: Mass instructional techniques (basic concepts only). Personalized techniques programmed learning, Mastery learning Micro teaching (basic concepts). Distance Education concept, types, usefulness Application of Educational Technology in Distance Education.	
Unit-IV:	Models of Teaching: Nature concepts and different families of teaching models, Advantages of use of models of teaching.	

Semester - IV

CC-8: Educational Management

Credits 06

Course Outcome: At the end of the course the student will be able:

- To develop the concept of an ideal organization in educational institutions.
- To know the essential functions of educational management.
- To understand the different aspects of planning.

CC-8: Educational Management		
Units	Contents	Remarks
Unit-I:	Educational management concept, nature, Classroom management, need of Educational management – centralized, decentralized; authoritarian and democratic dynamic and laissez/ faire. Supervision and inspection concept, scope, difference between supervision and inspection. Relationship among management, administration and supervision.	
Unit-II:	Leadership in management concept, scope significance characteristics of an effective leader in education. Role of Headmaster as leader. Theories of management Taylor and Fayol. Total Quality in educational management (TQM).	
Unit-III:	Agencies of educational management. Ministry of Human Resource Development Role of different agencies of education: UGC, NAAC, NCERT, NCTE and AICTE, SCERT, DIET.	
Unit-IV:	Educational Planning – concept, need, types, Education in the 5 years plus (11th and 12th plan with respect to education), Resource management in education institutions. Budget, allocation, funding, expenditure, auditing.	

CC-9: Curriculum Development**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To develop an understanding about concept, nature, types and major approaches of curriculum.
- To understand the relation among curriculum, pedagogy and assessment.
- To develop an understanding about curriculum development and national curriculum frame work, 2005.
- To get acquainted with content selection and selected theories in this regard.
- To develop an understanding of evaluation & reform of curriculum.

CC-9: Curriculum Development		
Units	Contents	Remarks
Unit-I: Concept of curriculum	Concept of curriculum: Types of curriculum- Explicit curriculum, Hidden curriculum, Traditional, Need based, Experience, Others. Nature of curriculum. Bases of curriculum. Philosophical Sociological and Psychological. System Approach to curriculum.	
Unit-II: Objectives of curriculum	Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students. Bloom's revised Taxonomy of educational objectives: an overview (cognitive and Affective domains) with examples.	
Unit-III: Determinates of content selection	Curriculum Development- Concept, Factors & Characteristics, NCF 2005 Determinates of content selection: culture, based, knowledge based, Need based, curriculum transaction: Bruner's Theory of Instruction and learning.	
Unit-IV: Curriculum evaluation	Curriculum evaluation meaning and utility, sources and means of curriculum evaluation. Formative and Summative evaluation.	

CC-10: Guidance and counseling**Credits 06****Course Outcome:** At the end of the course the student will be able to:

- To know the concept of guidance.
- To know various types of Guidance.
- To know the basic concept of Counselling.
- To find out the basic data necessary for Guidance.

CC-10: Guidance and counseling		
Units	Contents	Remarks
Unit-I:	Guidance: Concept, need, scope and types, Philosophical, Psychological and Sociological bases of guidance. Need and importance of educational guidance services in schools. Job analysis and occupational information services.	
Unit-II:	Vocational Guidance purpose functions, Relationship between educational and vocational guidance. Relationship between vocational guidance and work education. Basic data necessary for educational guidance – pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits. Construction, administration and interpretations of (i) cumulative record cards, (ii) individual inventories.	
Unit-III:	Counseling: concept, meaning, scope and types, Necessary qualities of a good counselor, role of the counselor in secondary schools, Relationship between guidance, counseling and teaching. Various types of personality test	
Unit-IV:	Diagnostic and remedial measures: special provisions for deviant children to enable them face problems daily life. Gifted and creative children. Mental and Psychodynamics of Adjustment concept of mental health and mental hygiene. Course and symptoms of Maladjustment. Frustration and conflicts. Adjustment mechanisms.	

Semester - V

CC-11: Educational Research and Evaluation

Credits 06

Course Outcome: At the end of the course the student will be able:

- To have a concept of educational research.
- To learn about the various steps to be followed for conducting a research.
- To learn how to write a research proposal and review research papers.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

CC-11: Educational Research and Evaluation		
Units	Contents	Remarks
Unit-I:	Educational Research: Meaning concept types and importance difference between basic and applied research.	
Unit-II:	Research variables: meaning and types, Sample and sampling. Formulation of Research problem and Research Design. Tools of Data Collection, classification of Data, procedure of Data "Data Analysis, (Quantitative and Qualitative). Result and Discussion, Research Report writing.	
Unit-III:	Concept of evaluation, need and scope, Evaluation of student achievement, evaluation of curriculum, evaluation of teaching and institute. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type criterion – referred test and standardized test. Cumulative Record card (CRC), Anecdotal Record Curve(ARC).	
Unit-IV:	How to make a good test: specification of objectives, item selection Characteristic of a good test, validity, reliability, objectivity, usability and norms General principles of test construction and standardization Current Trends in evaluation. Grading system, semester system, question Bank.	

CC-12: Educational for special children**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To understand the basics of Exceptional children.
- To know the concept & Characteristics of Sensory impairment – Visual & Auditory, Mentally retardation.
- To learn about Learning disabled & autism spectrum disorders.

CC-12: Educational for special children		
Units	Contents	Remarks
Unit-I:	Exceptional children & their needs. Definition: types; concept of impairment, disability and handicap, causes of exceptionality, needs and problems of exceptional children.	
Unit-II:	Sensory impairment – Visual & Auditory: definition, causes, characteristics & Education.	
Unit-III:	Mentally retardation – definition, causes, characteristics of Education. Giftedness – definition, causes, characteristics and education.	
Unit-IV:	Learning disabled – definition, causes, characteristics of education. Autism spectrum Disorders-definition, characteristics and intervention and educational programmes.	

Semester – VI

CC-13: Statistics in Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To develop the concept of statistics and to develop skill in analyzing descriptive measures.
- To be acquainted with the concept of Normal Probability Curve and its uses in education.
- To develop a concept of measures of relationship
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

CC-13: Statistics in Education		
Units	Contents	Remarks
Unit-I:	Meaning, nature and scope of Educational statistics, organization and Graphical Representation of data-pie chart, Bar diagram, Histogram, Frequency Polygon, ogive.	
Unit-II:	Measures of central tendency (Mean, Median and Mode) calculation and its uses measures of variability (Range, Mean Deviation, Quartile Deviation and standard Deviation) calculation and its uses. Percentile and percentile rank calculation and its applications, (including graphical representation)	
Unit-III:	Concept of normal distribution – properties and uses of normal probability curve in interpretation of test scores. Divergence from normality – skewness and kurtosis.	
Unit-IV:	Bivariate distribution: scattergram, correlation, computation of coefficient of correlation by rank difference and product moment method, interpretation of coefficient of correlation.	

CC-14: Field tour or project report writing work**Credits 06****Course Outcome:** At the end of the course the student will be able to:

- Have a concept of educational research.
- Learn about the various steps to be followed for conducting a research.
- Learn how to write a research proposal and review research papers.

CC-14: Field tour or project report writing work		
Units	Contents	Remarks
Unit-I:	<p>Each candidate is required to complete any one project selected from any area of the syllabus (1 to 13) to be evaluated by internal and external examiners jointly through viva-voice test)</p> <p>The project work will have to be completed according to following steps.</p> <p>a) Identification of the Problem/topic</p> <p>b) Formulating the objectives – reviewing the relevant literature (if any)</p> <p>c) Actual plane of work: writing the hypotheses (wherever possible)</p> <p>i) Field identification-scope and delimitations.</p> <p>ii) Nature of information/data required, their sources.</p> <p>iii) Collection and organization of data, analyzing and drawing references.</p> <p>iv) Reporting.</p> <p>Note : The Project may either be a theoretical critical study or an empirical study.</p> <p style="text-align: center;">OR</p> <p>Visit to a place of educational importance and writing a report (within 2000 words)</p>	

Discipline Specific Electives (DSE)

DSE –1: Peace and Value Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To know the concept of peace education.
- To understand peace and non-violence.
- To develop the concept of value education.
- To understand peace, value and conflict resolution.

DSE1T: Peace and Value Education		
Units	Contents	Remarks
Unit-I: Peace Education	Concept and Scope of Peace Education Aims of peace Education Role of Teachers in Promoting Peace education Importance of Peace Education	
Unit-II: Peace and Non Violence	Factors of Violence Role of Peace for Non-Violence Gandhian principle of Non Violence Role of Educational Institutional in Promoting Peace education	
Unit-III: Value Education	Meaning, Definition, Concept of Value Education Classification of Values and Sources of Values Need for Value education in the 21 st Century Fostering Values – Role of Home, School and Society Value of H.R Education	
Unit-IV: Peace, Value and Conflict Resolution	Bases of conflict Role of Value Education in resolving conflict	

OR

DSE –1: Life Skill Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

DSE1T : Life Skill Education		
Units	Contents	Remarks
Unit-I: Concept of Life Skills	Meaning and concept of the skills Origin of life skill in education. Development of the concept of life skills. Definitions and interpretation.	
Unit-II: Classification of life skills	Generic Life skills – a) Survival skills, b) Negotiating skills, c) Coping skills Problem specific skills Skills for area specific development.	
Unit-III: Training and Techniques	Concept of training and techniques for life skill education Types of training Stages of life skill education	
Unit-IV: Life skills for leadership training	Definition of leadership training Styles of leadership training Functions of leadership training Training of leadership through personality building and life skills	

OR

DSE –1: Human Rights Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To know the basic concept of human rights.
- To know the role of United Nations and human rights.
- To understand enforcement mechanism in India.
- To know the role of advocacy groups.

DSE1T : Life Skill Education		
Units	Contents	Remarks
Unit-I: Basic Concept of Human Rights	Nature and concept of Human Rights Human Values – Dignity, liberty, equality, justice, unity in diversity Meaning and significance of Human Rights Education	
Unit-II: United Nations and Human rights	Brief history of human rights – National and International perspectives Universal Declaration of human rights in brief United Nations and Human rights – duties and limitations	
Unit-III: Human Rights Enforcement Mechanism in India	Human rights Act - 1993 Human rights Commission – role and objectives Judicial organs – Role of Supreme Court and High Court in brief.	
Unit-IV: Role of Advocacy Groups	Role of educational institutions Role of press and media Role of NGOs	

DSE-2: Feminism and Gender Studies**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To understand the basic terms, concepts used in feminism and gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity & representation of women.

DSE 2T: Feminism and Gender Studies		
Units	Contents	Remarks
Unit-I:	Growth and changing perspectives of women's studies. Development of feminist thought, philosophical basis of feminism, different branches of feminism.	
Unit-II:	Some Basic Concepts of Feminism: Sexism, Patriarchy and Androcentrism. Feminist Ethics, Ecofeminism, The Ethics of Care. Definition of Gender and difference with sex Gender Dynamics: Gender identity: Gender role and gender stereotype. Social Construction of Gender. Childhood, socialization and gender biases in the family and school.	
Unit-III:	Women Health and Education: Equal Access to Health, Health Services, Nutrition, Adolescent Health, Safe Mother Hood, Child Abuse, Child Marriage, Child Labor, Critical issues in Mental Health. Equal access to Education, Literacy, Primary Education, Higher Education, Technical Education, Problems of Women Education in India.	
Unit-IV:	Representation of women in culture, media, sports, Literature, social work, science and politics, women rights in India.	

OR

DSE –2: Teacher Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education.
- To make an idea about Some Courses for preparation of teacher.

DSE 2T: Teacher Education		
Units	Contents	Remarks
Unit-I: Basic Concept of Teacher Education	Concept and meaning of teacher education Scope of Teacher Education Aims and objectives of Education at Elementary, Secondary and College level Teacher training Vs Teacher education	
Unit-II: Development of teacher education in India	Historical perspective of development of teacher education in India Recommendations of Kothari Commission Recommendations of National Policy on Education regarding teacher education. Present System of teacher education in India.	
Unit-III: Role of the different agencies in teacher education	University NCTE NCERT NCEPA	
Unit-IV: Some Courses for preparation of teacher	Pre service teacher education In service teacher education Orientation and Refresher courses	

OR

DSE –2: Education for Sustainable Development

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the basic concept & challenges of sustainable development
- To understand the relationship among social, economic and environmental aspects relating to sustainable development.
- To know about roles about the different agencies for sustainable development.

DSE 2T: Education for Sustainable Development		
Units	Contents	Remarks
Unit-I: Concept of sustainable development	Meaning and evolution of the concept of sustainable development Characteristics and scope of sustainable development Need for sustainable development	
Unit-II: Development of teacher education in India	Goals and challenges of sustainable development Proposal for UN's sustainable development goals at Rio Strength and weaknesses of sustainable development goals Challenges of sustainable development	
Unit-III: Role of the different agencies in teacher education	Relationship between social, economic and environmental aspects relating to sustainable development. Social mobility, challenges around equality, equity and fairness to all –affecting sustainable development. Income inequality (poverty, malnutrition, poor health, habitation) affecting sustainable development. Threats to bio-diversity, use of natural resources (renewable and non-renewable) for sustainable development.	
Unit-IV: Some Courses for preparation of teacher	Role of education, government and non-government agencies for sustainable development. Role of education for sustainable development. Role of government agencies for sustainable development. Role of NGO's for sustainable development.	

DSE –3: Open and Distance Learning**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To be acquainted with the concept of open and distance education.
- To become aware of the modes and strategies of open and distance education.
- To understand the relationship among non-formal, correspondence, distance and open Education.
- To be aware of the present status and role of multi-media in open and distance education.
- To know about the different agencies, problems and remedies of open and distance education in India.

DSE 3T: Open and Distance Learning		
Units	Contents	Remarks
Unit-I: Concept of open and distance education	Meaning and definition of open and distance education Objectives and characteristics of open and distance education Merits and demerits of open and distance education	
Unit-II: Strategies of open and distance education	Mode and strategies of open education Mode and strategies of distance education Relationship among non-formal, correspondence, distance and open education.	
Unit-III: Status and role of multi-media in open and distance education	Present status of open education in India. Present status of distance education in India. Role of multi-media in open and distance education.	
Unit-IV: Agencies, problems and remedies of open and distance education in India.	Agencies of open and distance education Problems of open and distance education Measures for strengthening open and distance education in India	

OR

DSE –3: Contemporary issues in Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To know about roles about the different agencies Educational bodies.
- To understand issues and signification of current issues in education.

DSE 3T: Contemporary issues in Education		
Units	Contents	Remarks
Unit-I: Universalization of Elementary Education	Meaning, aims & objectives Constitutional provisions Role of DPEP, SSA, RTE Current status and problems	
Unit-II: Universalization of Secondary Education	Meaning, aims & objective Role of RMSA Problems of secondary education Current status and problems	
Unit-III: Higher Education	Meaning, aims & objectives Knowledge commission and higher education Role of RUSA Current status and problems	
Unit-IV: Current issues in Education	Alternative schooling – meaning and its significance Autonomous College – meaning and its significance Impact of liberalization, privatization and globalization on education RTI – meaning and its significance	

OR

DSE –3: Educational thought of Great Educators

Credits 06

Course Outcome: At the end of the course the student will be able:

- To develop an understanding of educational ideas of Indian and Western Educators.
- To understand pedagogical concepts given by Indian and Western educational thinkers.

DSE 3T : Educational thought of Great Educators		
Units	Contents	Remarks
Unit-I: Western Educator-I	Plato Rousseau Montessori Fröbel	
Unit-II: Western Educator-II	Pestalozzi Dewey Ivan Illich Russell	
Unit-III: Indian Educators-I	Vivekananda Rabindranath Gandhiji Ambedkar	
Unit-IV: Indian Educators-II	Radhakrishnan Begum Rokeya Sister Nivedita A P J Abdul Kalam	

DSE –4: Women Education**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To know the historical perspectives of Women Education.
- To know the Policy Perspectives and Committees and Commissions on Women Education.
- To know the role of Indian thinkers towards Women Education.
- To identify major constraints of Women Education and Women Empowerment.

DSE 4T: Women Education		
Units	Contents	Remarks
Unit-I: Historical Perspectives of Women Education	Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period Contribution of Missionaries Role of British Govt.	
Unit-II: Policy Perspective Committee and Commission on Women Education	Constitutional provision, NPE- 1968, 1986, 1992 POA- 1992 Radhakrisnan, Mudahar and Kothan Commission Durgabai Deshmukh Committee. Hansraj Mehta Committee and Bhaktabatsalam Committee	
Unit-III: Role of Indian thinkers in promoting Women Education	Rammohan Roy Vidyasagar	
Unit-IV: Major Constraints of Women Education and Women Empowerment	Social Psychological Political - Economical Role of Women empowerment in modern society in brief. Mary Kom, Ashapura Devi, Dr. Kadambini Ganguly, Pritilata Waddedar, Mahasweta Devi, Jhulan Goswami, Gayatri Chakravorty Spivak, Asima Chatterjee	

OR

DSE –4: Music and Fine arts in Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To know the basic knowledge of Indian Music & Instrument.
- To understand the different aspects of songs.
- To understand the different keys of music.

DSE 4T: Music and Fine arts in Education		
Units	Contents	Remarks
Unit-I:	Indian Music & Instrument: Preliminary Ideas of Indian Music. Preliminary Knowledge of Instrument. Structure of Tabla Harmonium	
Unit-II:	Practice, leading to performance. Prayer Song-2 Seasonal Song-2 Folk Song-2 Integration of songs and music with other curricular areas	
Unit-III:	Fine Arts Arts in Practice Different forms of Visual Arts	
Unit-IV:	Basic Concept of Colours, Shapes & Forms Perspective Balance Rhythm Dimensions	

Suggested Readings:

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Music in Education. London : Heinmann.
2. Mishra, A (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
3. Narayan, S. (1997). Gandhi views on Education : Buniyadi Shiksha [Basic Education]. The Selected Works of Gandhi : The Voice of Truth. Vol. 6, Navajivan Publishing House.
4. NCERT, (2006). Position Paper National Focus Group on Arts. Music. Dance and Theatre, New Delhi: NCERT.
5. Poetry songs by Kabir, Tagore, Nirala etc: Passages from Tulsi Das etc; Plays : Andha Yug – Dharm Vir Bharati, Tughlaq: Girish Karnad.
6. Prasad, Devi (1980). Art as the Basis of Education. NBT. New Delhi

OR

DSE –4 : Aesthetic Education & Project Work

Credits 06

Aesthetic Education: Meaning, nature, scope, teaching methods and significance. Role of Teachers. Importance.

Project work to be selected by the Institution/Department.

Skill Enhancement Course(SCE)

SEC-1: Skill for Democratic Citizenship

Credits 02

Course Outcome: At the end of the course the student will be able to:

- Have an idea about their duties as citizens.
- Have an idea about their rights as citizens.
- Have an idea about child violence and child rights.
- Have an idea about domestic violence and domestic rights.

SEC-1T: Skill for Democratic Citizenship		
Units	Contents	Remarks
Unit-I: Rights and duties in Indian Constitution	Democratic rights Fundamental Rights Duties of citizenship	
Unit-II: Protection of Children	Child protection – concept and need Child Rights – concept, classification and need Legal actions - POSCO	
Unit-III: Domestic Harmony	Domestic violence – definition and types Protection of Women from Domestic Violence Act. 2005 – basic features Protection of males in DVA 2005	
Unit-IV: Role of Education	Awareness programmes – rallies, debates etc. Mass media Seminars and workshops (any one may be taken up by the college and recorded by the students on any one of the above topics)	

OR

SEC-1: Yoga Education

Credits 02

Course Outcome: At the end of the course the student will be able:

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To integrate moral values.

SEC-1T: Yoga Education		
Units	Contents	Remarks
Unit-I: Concept of Yoga	Meaning and principles of Yoga History of Yoga philosophy in brief General guideline for performing Yoga	
Unit-II: Yoga as a means of Personal and Social Development	Yoga as a means of healthy living Yoga as a means of social development Yoga as a means of spiritual enlightenment	
Unit-III: Types of Yoga (Concept only)	Jnana Yoga Bhakti Yoga Karma Yoga	
Unit-IV: Instrumentals of Yoga (Concept only)	Yamas, Niyamas, Asanas Pranayam, Pratyahara, Dharana Dhyana, Samadhi.	

OR

SEC-1: Computer Application in Education

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Explain the concept, nature and scope of ICT in education
- Describe the importance of open source software in education
- List and explain various approaches in adoption and use of ICT in education & stages of ICT usages in general and pedagogical usages in particular in education.
- Describe the needed teacher competencies for ICT usage in the classroom.

SEC-1T : Computer Application in Education		
Units	Contents	Remarks
Unit-I: MS Office	MS Word MS Power Point MS Excel	
Unit-II:	Concepts of information and communication technology: Universal access VS Digital Divide – issues and initiatives: Challenges of Integration of ICT in School : Aims and objectives of National Policy on Information and Communication Technology (ICT) IN School Education in India.	
Unit-III:	Components and Objectives of National Mission on Education, through ICT (NMEICT). Spoken Tutorials Gyan Darshan, Gyanvani, Sakshat Portal. e-Gyan Kosh : Virtual laboratory and Haptic technology.	
Unit-IV: Internet	Introduction to Internet E-mail, Search Engines, Info-Savvy Skills: Digital Age Skills, safe surfing mode.	
Unit V: Educational Resources	Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. General Introduction to e-learning, Mobile-learning, distance learning, One-line learning. Virtual University, Wikipedia, Massive Open On-line Courses (MOOCs) Social networking	
Unit VI : ICT Integrated Education	One line Admissions. Digital Lesson Designing Evaluation Rubrics E-Portfolios of Learners Time-Space-Personnel Management Learning Resources Management Web Based Instruction Office Automation E-guidance & counseling E-modules E-learning Resources	

SEC-2: Special Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To know about the concept, nature, objectives, types and historical perspective of special education.
- To explain the innovations and issues of special education.
- To elaborate the policies and programmes of special education.
- To able to identify different type of special category children.
- To understand various educational interventions meant for special children.
- To explain the role of resource teacher and special teacher.

SEC-2T: Special Education		
Units	Contents	Remarks
Unit-I:	Education of Children with Visual Impairment and Hearing Impairment (with special reference to prevalence, etiology, Identification intervention, education and prevention of each category)	
Unit-II:	Education of Children with Speech and Language Disorders and Learning Disabilities (with special reference to prevalence, etiology, identification intervention, education and prevention of each category)	
Unit-III:	Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification. Intervention, education and prevention of each category)	

Suggested Readings :

1. Bantwal A., Nandukar. A & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual. [DSF (HI)]. New Delhi : Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.
3. Guilford, R. & G. Upton (ed). Special Educational Needs. London : Rutledge.
4. Kirk, Samuel, Educating Exceptional Children. New Delhi : Oxford & IBH Publishing Co.
5. Mani, M.N.G. Techniques of Teaching Bind Children, Sterling Publishers Pvt. Ltd.
6. Sharma, Prem Lata A. Teacher's Handbook on IED — Helping Children with Special Needs New Delhi : NCERT.

OR

SEC-2: Gender and Society

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

SEC-2T: Gender and Society		
Units	Contents	Remarks
Unit-I: Gender Concepts	Definition of Gender and difference with sex Gender Dynamics: Gender identity: Gender role and gender stereotype Social Construction of Gender	
Unit-II: Gender Socialization	Childhood, socialization and gender biases in the family and school Social Differentiation among women in educational context by caste, tribe, religion and region. Gender discrimination in the management of the school and education system	
Unit-III: Gender roles	Gender Roles and Relationships Matrix Gender based division and Valuation of Work Exploring Attitudes towards Gender	
Unit-IV: Gender inequality in the schools	Gender inequality in the structure of knowledge Presentation of gender in the development of curriculum and text books, Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.	

OR

SEC-2: Project work (Society Outreach Programme)

Generic Electives (GE)

GE-1: Educational Psychology

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence.
- Explain the concept and development of personality.

GE-1T : Educational Psychology		
Units	Contents	Remarks
Unit-I:	Meaning, Nature and Scope of Educational Psychology. Relation between Education and Psychology. Methods of Educational Psychology.	
Unit-II:	Growth and Development: Meaning and Concepts. Stages of Development of a Child: Infancy, Childhood and Adolescence. Aspects of Child Development: Physical, Intellectual, Emotional, Social	
Unit-III:	Personality: Concept and definition. Development of Personality. Types and Traits Approaches to Personality, Individual Differences: Concepts and Types Causes of Individual Differences.	
Unit-IV:	Intelligence, Concept and Definition. Theories of intelligence: Two- factor, Group-factors and Structure of Intellect. Intelligence Test : Verbal, Non-verbal test and their uses.	
Unit-V:	Learning: Meaning & Nature. Factors associated with learning. Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. Learning relation to: Attention, Interest, Maturation and Motivation.	

Suggested Readings:

1. Bigge. M.L. Psychological Foundations of Education Harper and Row, New York.
2. Chauhan, S.S. (1998) Advanced Educational Psychology. Vikash Publishing House. New Delhi.
3. Choube, S.P. & Choube (1996) Educational Psychology and Experiments Himalay Publishing House, New Delhi.
4. Managal S.K. (1997). Advance Educational Psychology. Presentice hall of India. New Delhi.
5. Mathur, S.S. Educational Psychology. Binod Pustak Mandir. Agra.
6. Woolfolk. A.E. (2011) Educational Psychology Sterling Kinderslay (India) Pvt. Ltd.

OR

GE-1 : Educational Sociology

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.
- Define social groups, socialization and Social Agencies of Education.
- Explain the Social change and its impact on Education.

GE-1T : Educational Sociology		
Units	Contents	Remarks
Unit-I:	Educational Sociology: Meaning, Nature and Scope Relation between Sociology and Education. Education as a social sub-system.	
Unit-II:	Social Change: Concept and nature. Factors and problems of social change in India. Social Stratification: Meaning and Types.	
Unit-III:	Socialization: Meaning, process and factors of socialization. Social Control: Meaning and types of Social control, Agencies of Social Control.	
Unit-IV:	Social Agencies of Education and their educative role. Family. School State Mass media	

Suggested Readings :

1. Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications.
2. Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service.
3. Saxena, NR. Philosophical & Sociological Foundation of Education. R. Lal book Depot. Meerut.
4. Sharma, S.N. Philosophical & Sociological Foundation of Education, Herald book service, Faridabad.
5. Sodhi, T.S. & Suri Aruna Philosophical & Sociological foundations of education. H.P. Bhargav Book house. Agra.

OR

GE — 1: History of Education in India

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of Education Commission in post independent India.
- State different educational reform under colonial rule.
- Discuss the impact of the colonial rule on the development of Indian Education.

GE-1T : History of Education in India		
Units	Contents	Remarks
Unit-I:	Missionary educational activities in India: Characteristics and significance. Serampore Mission: Contributions of the Trio to Education. Charter Act of 1813. Macaulay's Minute. Adam's Report and its recommendations. Woods Despatch (1854).	
Unit-II:	Indian Education commission-1882. Indian University Commission (1902). National Education Movement.	
Unit-III:	Sadler Commission – 1917 Hartog Committee Report. Wardha Schame. The Sargent Plan (1944)	
Unit-IV:	Radhakrishnan Commission-1948, with special reference to rural university. Mudaliar Commission (1952-53): Reports and Recommendations. Kothari Commission (1964-66): Reports and Recommendations. National Education Policy 1986 and Revised Educational Policy of 1992.	

Suggested References:

1. Basu, A. N. Education in Modern India
2. Banerjee, J. P. Education in India-Past, Present and Future
3. Mukherjee, S. N. Education in India, Today and Tomorrow
4. Mukherjee, S. N. History of Education (Modern Period)
5. Nurullah, S. Naik J. P. History of Education in India
6. Rawat, P. L. History of India Education

GE-2: Yoga Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To integrate moral values.

GE-2T: Yoga Education		
Units	Contents	Remarks
Unit-I:	Basis of Yoga Meaning and Concept Patanjala Yogasutra Hathayoga Pradipika.	
Unit-II:	Concept of Yoga. Streams of Yoga. Raja Yoga: Eight Fold Path. Anand Mimamsa.	
Unit-III:	Theories of Yoga Practices. Asana. Pranayama. Kriyas. Dhyana.	
Unit-IV:	Practical Eight Step Method: Single Group and Double Grove Practice. Asana. Pranayama. Relaxation Techniques.	

Suggested Readings:

1. Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi.
2. Coulter. H. David- Anatomy of Hathayoga; MLBD, New Delhi.
3. Gharote. Manmath M. and Others- Application in Yoga; Lonavla.
4. Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger.
5. Tiwari, O. P.- Asana Why and How?; Kaivalyadhama, Lonavla
6. Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow.

OR

GE-2: Current Issues in Indian Education

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected administrative bodies.
- Able to know the development & problems of women's education.

GE2T: Current Issues in Indian Education		
Units	Contents	Remarks
Unit-I:	Development of Education since 1947 Primary Education. Secondary Education. Higher Education. Technical and Vocational Education.	
Unit-II:	Equalization of educational opportunity. Education for the Backward Classes. Development and Problems of Women Education	
Unit-III:	Development of Non-formal Education in India. Adult and Continuing Education. Sarbo Siksha Abhijan / Mission.	
Unit-IV:	Functions of following Educational Organizations. CABE, UGC, NCERT, SECRT, and DIET.	

Suggested Readings:

1. Mukherjee. S.N. – Education in India, Today and Tomorrow, Boroda Acharya Book Depot,
2. Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
3. Banerjee, J.P. – Education in India, Past, Present and Future.
4. Mikhopadhyay, M. Parhar Madhu (Ed.) – Education in India, Dynamics and Development, Shipra.
5. Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
6. Agarwal, J.C. – Modern Indian Education, Shipra.

OR

GE-2 : Psychology of Mental Health and Hygiene

Credits 06

Course Outcome: At the end of the course the student will be able:

- To discuss the concept, nature, aims and scope of Mental Hygiene.
- To discuss the concept, nature, symptoms and causes of mental illness.
- To discuss the role of parents and teachers for preventing Mental health.
- To understand the concept of adjustment, maladjustment.

GE2T : Psychology of Mental Health and Hygiene		
Units	Contents	Remarks
Unit-I:	Mental Hygiene: Meaning and Concept. Mental Health: Meaning and Concept. Characteristics of Mental Health. Education and Mental Health & Hygiene.	
Unit-II:	Adjustment: Concepts, Need, and Areas of Adjustment. Mechanism of Adjustment. Role of Family and School in effective Adjustment.	
Unit-III:	Maladjustment: Meaning and Definition Causes of Maladjustment Different forms of Maladjustment Role of Family and School in remedial measures.	

Suggested Readings:

1. Carson. R.C. & Butcher. J.N.-Abnormal Psychology and Modern Life.
2. Coleman. J.C. Psychology and Effective Behavior
3. Chauhan, S.S. Mental Hygiene Science of Adjustment.

GE-3: Education of Children with Special Needs

Credits 06

Course Outcome: At the end of the course the student will be able:

- To understand the basics of Exceptional children.
- To know the concept & Characteristics of Sensory impairment – Visual & Auditory, Mentally retardation.
- To learn about Learning disabled & Physically handicapped.

GE3T: Education of Children with Special Needs		
Units	Contents	Remarks
Unit-I:	Education of Children with. 1. Visual Impairment: identification. Intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention.	
Unit-II:	Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.	
Unit-III:	Education of Children with: Physically handicapped: identification, intervention, education and prevention.	
Unit –IV:	Education of Children with: Learning Disabilities: identification, intervention, education and prevention.	

Suggested Readings:

1. Bantwal. A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Education Needs. London: Rutledge. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
4. Jalvi. P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, [DSE (HI)]. New Delhi: Kanishka publishers. Distributors.
5. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
6. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.

OR

GE-3: Environmental Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To increase students' awareness about environmental issues.
- To explore possible solutions, and to lay the foundations for a fully informed.
- To learn active participation of individual in the protection of environment and able to know rational use of natural resources.

GE3T: Environmental Education		
Units	Contents	Remarks
Unit-I: Environmental Education	1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	
Unit-II: Education of Environmental Concepts	1. Concept of Environment and Ecosystem 2. Disasters Natural and Man Made	
Unit-III: Environmental Education and Social Issues	1. Education for Sustainable development from Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water.	
Unit-IV: Approaches and Methods of Environmental Education	Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods Discussion, Seminar and Workshop Problem solving and Field survey.	

Suggested Readings :

1. Environmental Analysis of Water, Soil, Air by Sasena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Osford Publications, 1992
5. Perspectives on Environment by I.R. Manners, M.W.M. Micksell
6. Soil and water Conservation Engineering by Schwab, S.D. Frevert, R.K. Edminster, T.W. and Earns K.K. John Wiley and Sons.
7. Water Pollution and Management by C.F. Vershney.

OR

GE-3 : Sociological Basis of Education

Credits 06

Course Outcome: At the end of the course the student will be able to:

- Discuss the meaning, nature and scope of educational sociology and Relation between Education and Sociology.
- Define social groups, socialization and Social Agencies of Education.
- Explain the Social change and its impact on Education.

GE-3T : Sociological Basis of Education		
Units	Contents	Remarks
Unit-I:	Educational Sociology: Meaning, Nature and Scope Relation between Sociology and Education. Education as a social sub-system.	
Unit-II:	Social Change: Concept and nature. Factors and problems of social change in India. Social Stratification: Meaning and Types.	
Unit-III:	Socialization: Meaning, process and factors of socialization. Social Control: Meaning and types of Social control, Agencies of Social Control.	
Unit-IV:	Social Agencies of Education and their educative role. Family. School State Mass media	

Suggested Readings :

1. Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications.
2. Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service.
3. Saxena, NR. Philosophical & Sociological Foundation of Education. R. Lal book Depot. Meerut.
4. Sharma, S.N. Philosophical & Sociological Foundation of Education, Herald book service, Faridabad.
5. Sodhi, T.S. & Suri Aruna Philosophical & Sociological foundations of education. H.P. Bhargav Book house. Agra.

GE-4: Value Based Education**Credits 06****Course Outcome:** At the end of the course the student will be able:

- To understand peace and non-violence.
- To develop the concept of value education.
- To understand peace, value and conflict resolution.

GE4T: Value Based Education		
Units	Contents	Remarks
Unit-I: Value – An Introduction	1. Meaning and Importance of value 2. Classification of value – Indian and western	
Unit-II: Sources of Value	1. Religion. 2. Philosophy, and 3. Literature	
Unit-III: Values – Traditional and Contemporary	1. Traditional values – Puinushartha, Satyam shivam sundaram, ahimsha prem and karma, tyaga and lokasangraha 2. Contemporary values- democracy, socialism, secularism, freedom, discipline responsibility, human rights.	
Unit-IV: Value Erosion and Inculcation	1. Value crises in social life, economic life, and political life. 2. Value inculcation need and importance. 3. Approaches to value education – direct and indirect method, curricular and co -curricular and extra curricular.	

Suggested Readings:

1. Allport, G.W. Vermon, P.E. and Lindzey, G. (1970) study of values, Buston : Houghton Mifflin.
2. Centaral Board of Secondary Education (1997). Value Education. A Handbook for Teachers, Delhi : Central Board of Secondary Education.
3. Delor, J. (1996). Learning The Treasure within — Report of the International Commission on Education for the Twenty First Century, Paris : UNESCO .
4. Morris, Charles W. (1956). Varieties of Human Values. Chikagot University of Chieago Press.
5. Shukla, R.P. (2005) Value Education and Human Rights, Sarup & Sons, New Delhi.
6. Value Education. Manish Prakashan, Plat No. 26 Rohit Nagar Colony, Baranasi Hindu University, Varanasi.

OR

GE-4: Mental Health Education

Credits 06

Course Outcome: At the end of the course the student will be able:

- To discuss the concept, nature, aims and scope of Mental Hygiene.
- To discuss the concept, nature, symptoms and causes of mental illness.
- To discuss the role of parents and teachers for preventing Mental health.
- To understand the concept of adjustment, maladjustment.

GE4T: Mental Health Education		
Units	Contents	Remarks
Unit-I: Mental Health	1. Concept and Importance of Mental Health. 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health. 4. Educational Implications of Mental Health.	
Unit-II: Mental Hygiene	1. Definition, Meaning and Aims of Mental Hygiene, 2. Origin and Development of Mental Hygiene Movement.	
Unit-III: Adjustment	1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defense Mechanism – Definition, meaning and different methods of Defense mechanism.	
Unit-IV: Maladjustment	1. Meaning of Maladjustment 2. Causes of Maladjustment 3. Role of education.	

Suggested Readings:

1. Coleman, J.C.: Abnormal Psychology and Modern Life D.B. Taraporevala Sons and Co., Bombay.
2. Hadfield, J.A.: Psychology and Mental Health.
3. Hall, C.S. & Lindzey, G., Theories of Theories of Personality, Wiley Publications, New York.

Suggested Reading
For Education Honours
Semester-I

CC-1 : Introduction to Education :

1. Aggarwal. J.C. – *Theory and Principles of education Philosophical and sociological Bases of education.*
2. Banerjee, A-*Philosophy and Principles of education*
3. Kundu and Majumder – *Theories of education.*

Bengali Books :

1. Sushil Ray – *Shiksha Tatta.*
2. Arun Ghosh – *Shiksha tatta of Shiksha Darshan.*
3. A.K. Pal *Siksha darshner Reparekha.*

CC-2 : History of Indian Education:

1. Purkait, B.R. *History of Indian Education*
2. Nurulla, S. Naik, J.P. *History of Education in India.*
3. Dayal Bhagwan – *Development of Modern Indian education*
4. Narendranath Das – *History of Midnapore Vol -2.*

Bengali Books :

1. Sanyal, Mitra *Bharate Shikhar Itihas.*
2. Jotiprasad Bandyopadhyay, *Bharatiya Shikhan of*
3. *Bharatiya Shikhar Ruparakha Nurul Islam.*
4. Binod Sankar Das, *Pranaba Raya medinipura, itihaso Samskrtira Bibartana Vol-2*

Semester- II

CC-3 : Educational psychology :

1. S.S. Chauhan – *Advanced Educational Psychology.*
2. J.C. Aggarwal, *Essentials of Education Psychology.*

Bengali Books:

1. Sushil Ray *Shiksha Manovidya.*
2. Dr. Debashis Pal – *Shikhan O Manobidya.*

CC-4 : Philosophical Foundation of Education :

1. A Banerjee, *Philosophy and principles of education.*
2. J.C. Aggarwal, *Theory and Principles of educational and Sociological Bases of education.*
3. K.K. Mukherjee *Some great educators of the world.*
4. B.R. Purkait – *Great Education.*

Bengali Books :

1. Babi Dutta of Debika Guha – *Shiksha Darshan – O – Darshanikder Abadan.*
2. Chattapadhyay of Chakraborty – *Some Great Educators and Educational*

Sociologists.

Semester- III

CC-5 : Educational Sociology and contemporary issues in educational :

1. Y. Sharma *Sociology of Education*
2. Durkheim – *Sociology of Education.*
3. R. Ahuja – *Social Problems in India.*

Bengali Books :

1. Islam & Chakraborty – *Sikshar Itihas O Sampratik Ghatana Prabaha.*
2. Dr. Debashis Pal *Contemporary India and Education.*
3. Dr. Maigusha Tarafdar – *Shikshashryee Samajbijana*

CC-6 : Pedagogy :

1. R.F. Bichler J. Snowman – *Psychology applied to teaching.*
2. Alex Moore — *Teaching and Learning ;Pedagogy, curriculum and Culture.*

Bengali Books :

1. Pal. Dhar, Das Banerjee patha Dan O Shikhoner Manostwata.
2. Dr. Debashis Pal – *Shikhan O Shikshan.*

CC-7 : Educational Technology :

1. S.S. Kulkarui – *Introduction to Educational technology.*
2. M. Mukhopadhyay, *Educational technology.*

Bengali Books :

1. Kaushik Chatterjee – *Shiksha Prajukti Vidya.*
2. Dr. Malay Kumar Sen-*Shiksha Prajukti Bijana.*

Semester- IV

CC-8 : Educational Organization & Management :

1. J.C. Aggarwal – *Educational Administration and Management Principles and Practices.*
2. A Goel & S.L. Goel – *Educational Administration and Management.*

Bengali Books :

1. Dilip Kumar Chakraborty – *Shikagata Byabsthapana O Parikalpana.*
2. Manjusha Tarafdar – *Vidyalay Sangathan O Byabsthapana*
3. P. Roy & A Sarker – *vidyalay Sangathan, Byabasthapana O Parikalpana.*

CC-9 : Curriculum Development :

1. A.K. Kelly – *The curriculum Theory and practice.*
2. P.F. Olivia *Developing the curriculum.*
3. N. Bhalia – *Curriculum Development.*

Bengali Books :

1. Dr. Amal Kanti Sarker – *Knowledge and curriculum.*
2. Dr. Mihir Kr. Chatterjee & Dr. Kabita Chakraborty – *knowledge and curriculum.*

3. *Dr. Pranab Kr. Chakraborty – knowledge and curriculum.*

CC-10: Guidance and Counseling :

1. *K.K. Bhatia Principles of Guidance and counseling.*
2. *Rashmi Agarwal Educational Vocational Guidance and Counselling : Principles, Techniques & Programmes.*
3. *G.D. Gururni Guidance and Counselling, Educational Vocational and career Planning.*

Bengali Books :

1. *Dr. Debashis Pal Nirdesana O Paramarsha Dan.*
2. *Bhim Chandra Mandal Nirdesana O Paramarsha Dan er RupRekha.*
3. *Subir Nag O Gargi Dutta – Sangati Bidhane Nirdesona O Paramarsha Dan.*
4. *Tuhin Kr. Samanta O Dipali Nandan – Guidance O counseling.*

Semester- V

CC-11: Educational Research and E valuation :

1. *L. Koul – Methodology of Educational Research.*
2. *A.K. Shing – Test, Measurement and Research in Behavioral Scinces.*
3. *N.E. Gronlund – Assessment of student Achievement.*
4. *E.L. Thorndike and Hagen – Measurement and evaluation in education.*

Bengali Books :

1. *Rahaman, Khan & Das Gabesona Padhyati O Parisankhyan.*
2. *Dr. Amit Bhoumik – Samajik Gabesona.*
3. *Nurul Islam – Shikshae Mulyana O Parimap.*
4. *Dr. Mh Afsar Ali – Shiksha Kshetra Mulyana.*
5. *Debashis Pal – Sakriya Gabasana.*

CC-12: Education for special children :

1. *V.K. Rao Special Education.*
2. *K.C. Panda Education of Exceptional children.*
3. *M.K. Raina Talent in perspective.*

Bengali Books :

1. *Debnath of Debnath Batikrami Shishu O Tar Shiksha.*
2. *B.P. Nanda & S.S. Jaman – Exceptional children.*

Semester- VI

CC-13 : Statistics in Education :

1. *S.K. Mangal – Statistics in Education and Psychology.*
2. *H.E. Garrett – statistics in Psychology and Education.*
3. *D.Das & A. Das statistics in Biology and Psychology.*

Bengali Books :

1. *Sushil roy – Mulyan : Niti and Caushal*
2. *Rahaman, Khan & Das – Gabesona Padhyati O Parisnkhyan*
3. *Amal Kanti Sarkar – Parimap O Mulyana er RupaRekha.*