



# UNIVERSITY OF CALCUTTA

SENATE HOUSE

87/1, College Street, Kolkata – 700 073

*Prof. (Dr.) Soma Bandyopadhyay*

Registrar (Acting)

Phone : 2241-0071/4984

Fax : 91-033-2241-3222

E-mail : somabando@yahoo.co.in

প্রফেসর (ডঃ) সোমা বন্দ্যোপাধ্যায়  
কার্যনির্বাহী নিবন্ধক

## TO WHOM IT MAY CONCERN

This is to certify that Muralidhar Girls' College, p-411/14, Gariahat Road, Ballygunge, Kolkata- 700029, West Bengal is affiliated to the University of Calcutta and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval:

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three Year B.A. Honours Courses in English, Bengali, Sanskrit, Education, History, Philosophy, Political Science, Sociology, Psychology, Geography, Journalism & Mass Communication	NA		Affiliation stands valid till date
2.	Three Year B.A. General in Elective English, Bengali, Sanskrit, Education, History, Philosophy, Political Science, Sociology, Psychology, Geography, Journalism & Mass Communication	NA		Do
3.	Three Year B.Sc. General Course in Botany, Economics, Geography, Psychology, Mathematics, Statistics, Chemistry, Film Studies	NA		Do
4.	Three Year B.Sc. Honours Course in Botany, Economics, Geography, Psychology	NA		Do
5.	Three Year Major Course in Tourism & Travel Management	NA		Do

Date: 21.02.2016  
Place : Kolkata

*Kripalini Bhowm*  
20.7.20  
Principal  
Muralidhar Girls' College

*S. Bandyopadhyay*  
Prof. (Dr.) S. Bandyopadhyay  
Registrar (Acting) 22.03.16



# UNIVERSITY OF CALCUTTA

**GURUPADA SAREN**  
SECRETARY  
COUNCILS FOR UNDERGRADUATE STUDIES,  
UNIVERSITY OF CALCUTTA.

**SENATE HOUSE**  
Kolkata - 700 073.  
Phone : 2241-0071-74,  
2241-0077-78, 2241-4989-90,  
2241-2850-51, 2241-2859  
Fax : 91-033-2241-3222  
E-mail : u.g.councilsc.u@gmail.com  
Website : www.caluniv.ac.in

Ref.No : CUS/ 268 (Cir.)/18  
Dated the 07<sup>th</sup> May, 2018

To  
The Principals/T.I.C.  
of all the U.G. Colleges  
affiliated to the University of Calcutta

Sir/Madam,

The undersigned is directed to forward you the University Notifications No. CSR/ 3 /18, dt.07.05.2018 and CSR/ 4 /18, dt.07.05.2018, containing new Admission & Examination Regulations for semester-wise three-year (six semesters) B.A./B.Sc./B.Mus. (Honours/General) and B.A./B.Sc./B.Com.(Major) Courses of Studies under CBCS.

This new Admission and Examination Regulation will come into effect from this academic session, i.e., 2018-2019.


The said Notifications along with detail Regulations is also available in the University Website.

Thanking you,

Encl:  
The University Notifications No. CSR/ 3 /18, dt.07.05.2018 & CSR/ 4 /18, dt.07.05.2018 along with detail Regulations.

Yours faithfully,

  
Secretary 07/05/18



20.7.20  
Principal  
Muralidhar Girls' College



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

### List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
✓ 11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies ( General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE  
KOLKATA-700073  
The 4<sup>th</sup> June, 2018

*Paul*  
4/6/18  
(Dr. Santanu Paul)  
Deputy Registrar

**B.A. Honours in Education (EDCH)**  
**Choice Based Credit System**

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

**TH stands for Theory Hour, TU for Tutorial Hour and P for Practical Hour**

**Semester 1 = 400 Marks (20 Credit)**

**Semester 2 = 400 Marks (20 Credit)**

**Semester 3 = 500 Marks (26 Credit)**

**Semester 4 = 500 Marks (26 Credit)**

**Semester 5 = 400 Marks (24 Credit)**

**Semester 6 = 400 Marks (24 Credit)**

---

**Total: 2600 Marks (140 Credits)**

**Distribution of marks:- (Out of 100)**

**Attendance = 10 Marks**

**Internal Assessment =10 Marks**

**Tutorial = 15 Marks**

**Subjective Exam = 65 Marks**

-----  
**Total = 100 Marks**

<b>Semester wise Courses</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Core Courses (CC)</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>Elective Courses</b>	<b>Generic Elective (GE)</b>	1	1	1	1		
	<b>Discipline Elective</b>					<b>2</b>	<b>2</b>
<b>Ability Enhancement</b>	<b>Language / Environment</b>	1	1				
	<b>Skill Based Electives</b>			<b>1</b>	<b>1</b>		
<b>Total Credit</b>		<b>20</b>	<b>20</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>24</b>

**Core Courses (CC):-** 14 for Honours Course.

**Discipline Specific Elective (DSE):-** 4 for Honours Courses. Elective Courses offered under the main Discipline/Subject of study is referred to as Discipline Specific Elective. The list provided under this category is suggestive in nature and each University has complete freedom to suggest their own papers under this category.

**Generic Elective (GE):** 4 for Honours courses. An elective course chosen from an unrelated Discipline/Subject.

**Ability Enhancement Courses (AEC):-** It may be of two kinds.

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)

AECC courses are the courses based upon the content that leads to knowledge enhancement.

- i) Environmental Studies and
- ii) Communicative English/Hindi/MIL  
(These are mandatory for all Disciplines)

SEC courses are value based and/or skill based. 2 for Honours Course.

**Tutorial:-** Topics are to be selected within the particular paper.

## **SEMESTER – 1**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC - 1	6	100	5 – 1 – 0
Core Course	CC - 2	6	100	5 – 1 – 0
Elective - Generic	GE - 1	6	100	
AECC	AECC - 1	2	100	
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

## **SEMESTER – 2**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC – 3	6	100	5 – 1 – 0
Core Course	CC - 4	6	100	5 – 1 – 0
Elective - Generic	GE – 2	6	100	
AECC	AECC - 2	2	100	
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

### **SEMESTER – 3**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC – 5	6	100	5 – 1 – 0
Core Course	CC - 6	6	100	5 – 1 – 0
Core Course	CC - 7	6	100	5 – 1 – 0
Elective - Generic	GE – 3	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		<b>26</b>	<b>500</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

### **SEMESTER – 4**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC – 8	6	100	5 – 1 – 0
Core Course	CC – 9	6	100	5 – 1 – 0
Core Course	CC – 10	6	100	5 – 1 – 0
Elective - Generic	GE – 4	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		<b>26</b>	<b>500</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

## SEMESTER – 5

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC – 11	6	100	5 – 1 – 0
Core Course	CC – 12	6	100	4 – 0 – 2
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		<b>24</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

## SEMESTER – 6

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course	CC – 13	6	100	4 – 0 – 2
Core Course	CC – 14	6	100	5 – 1 – 0
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		<b>24</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**



**Course Title:-**

<b>Semester - 1</b>	CC – 1 = Introduction to Education
	CC – 2 = History of Indian Education
<b>Semester - 2</b>	CC – 3 = Psychological Foundation of Education
	CC – 4 = Philosophical Foundation of Education
<b>Semester - 3</b>	CC – 5 = Sociological Foundation of Education
	CC – 6 = Educational Organization, Management and Planning
	CC – 7 = Guidance and Counselling
<b>Semester - 4</b>	CC – 8 = Technology in Education
	CC – 9 = Curriculum Studies
	CC – 10 = Inclusive Education
<b>Semester - 5</b>	CC – 11 = Measurement and Evaluation in Education
	CC – 12 = Statistics in Education
<b>Semester - 6</b>	CC – 13 = Psychology of Adjustment
	CC – 14 = Basic Concept of Educational Research
<b>Semester - 3</b>	SEC – A = Communication Skills /Skill for Democratic Citizenship
<b>Semester - 4</b>	SEC – B = Teaching Skill / Life Skill Education
<b>Semester - 1</b>	AECC – 1 = English/Hindi/MIL
<b>Semester - 2</b>	AECC – 2 = Environmental Studies

**DSE – A   Any one from the following   (For 5<sup>th</sup> Semester)**

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

**DSE – A   Any one from the following   (For 6<sup>th</sup> Semester)**

- ❖ Gender and Society
- ❖ Population Education

**DSE – B   Any one from the following   (For 5<sup>th</sup> Semester)**

- ❖ Teacher Education
- ❖ Open and Distance Learning

**DSE – B   Any one from the following   (For 6<sup>th</sup> Semester)**

- ❖ Human Rights Education
- ❖ Women Education

**CC – 1 (Semester 1)**  
**Introduction to Education**

**Objectives:**

- 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

**Unit- 1 = Concept of Education**

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

**Unit- 2 = 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- 3 = Agencies of Education**

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

**Unit- 4 = 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.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

**CC – 2 (Semester 1)**  
**History of Indian Education**

**Objectives:**

- 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

**Unit: 1 = Education in India during ancient and medieval period**

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic ( ” )
- Buddhistic ( ” )
- Islamic ( ” )

**Unit: 2 = Education in India during British period (1800-1853)**

- Sreerampore 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)**

- Woods 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 Policy of Education, 1986, POA 1992.

**CC – 3 (Semester 2)**  
**Psychological Foundation of Education**

**Objectives:**

- To understand the meaning of Psychology and be acquainted with its 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.

**Unit: 1 = Relation between Psychology and Education**

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- 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 and Bandura's Social Learning Theory

**Unit: 3 = Learning: concept and theories**

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant conditioning)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

**Unit: 4 = Intelligence**

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

**CC-4 (Semester 2)**  
**Philosophical Foundation of Education**

**Objectives:**

- 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

**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
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

**Unit 3 = Western schools of philosophy**

- Idealism
- Naturalism
- Pragmatism
- Realism

**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

**CC – 5 (Semester 3)**  
**Sociological Foundation of Education**

**Objectives:**

- 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

**Unit-I = Introductory Concept of Sociology of Education**

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

**Unit-2 = Social Groups**

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

**Unit-3 = Social Change and Education**

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

**Unit-4 = Social Communication in Education**

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

**CC – 6 (Semester 3)**  
**Educational Organization, Management and Planning**

**Objectives:**

- 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,

**Unit: 1 = Organization and Management**

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

**Unit: 2 = Educational organization**

- Meaning of school plant
- Elements of school plant ( concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

**Unit: 3 = Educational Management**

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

**Unit:4 = Educational Planning**

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning



**CC – 7 (Semester 3)**  
**Guidance and Counselling**

**Objectives:-**

- 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

**Unit I = Guidance – Meaning, Functions, Need**

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, advantages and disadvantages
- Group Guidance – Meaning and Advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

**Unit 2 = Guidance - Educational, Vocational, Personal**

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

**Unit 3 = Counselling – Meaning, Techniques, Types**

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

**Unit 4 = Basic data necessary for Guidance**

- Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

**CC-8 (Semester 4)**  
**Technology in Education**

**Objectives:**

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

**Unit 1 = Introductory concept**

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

**Unit 2 = Computer in education and communication**

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

**Unit 3 = Instructional techniques**

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

**Unit 4 = ICT & e-learning**

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning

**CC – 9 (Semester 4)**  
**Curriculum Studies**

**Objectives:**

- 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 framework, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

**Unit 1 = Introductory concept**

- Meaning, nature, scope and functions of curriculum
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Types of curriculum - knowledge, experience & activity based

**Unit 2 = Content selection**

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

**Unit 3 = Curriculum development**

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

**Unit 4 = Evaluation & reform of curriculum**

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles

## CC – 10 (Semester 4)

### Inclusive Education

#### Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

#### Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

#### Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

#### Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

#### Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society.
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

**CC -11 (Semester 5)**  
**Evaluation and Measurement in Education**

**Objectives:-**

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses.
- 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.

**Unit: 1 = Measurement and Evaluation in Education**

- Educational Measurement and Evaluation : Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

**Unit: 2 = Evaluation Process**

- Evaluation Process: (Formative and Summative)
- Types and steps of evaluation
- Norm-Referenced Test and Criterion Referenced Test.
- Grading and Credit system.

**Unit: 3 = Tools and Techniques of Evaluation**

- Concept of Tools and Techniques
- Testing tools
  - i) Educational : Essay type and Objective type, Written , Oral.
  - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,
- Non testing tools – Cumulative Record Card, Portfolio
- Techniques:
  - i) Self reporting : Interview , Questionnaire
  - ii) Observation.

**Unit: 4 = Criteria of a Good Tool and its Construction**

- Characteristics of a good tool
  - (i) Objectivity- Concept
  - (ii) Reliability- Concept, methods of determining reliability
  - (iii) Validity- Concept and types
  - (iv) Norms- Meaning & types
  - (v) Usability -Concept
- Steps for construction & standardization of Achievement test

**CC – 12 (Semester 5)**  
**Statistics In Education**

**Objectives:**

- 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

**Unit: 1 = Concept of Statistics and Descriptive Statistics**

- Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation( Frequency Polygon, Histogram, Ogive, Pie)
- Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application
- Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

**Unit: 2 = Normal Distribution and Derived Score**

- Concept of Normal Distribution- Properties
- Uses of NPC in Education
- Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)
- Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).

**Unit: 3 = Measure of Relationship**

- Bi-variate Distribution- Concept and types of Linear Correlation
- Scatter Diagram (only Concept)
- Uses of Correlation
- Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

**Unit:4 = Statistics (Practical)**

- Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood ( minimum sample size must be 50) with the objective of
  - describing the nature and characteristics of the two distributions,
  - comparing two distributions and
  - finding association between two sets of data by applying the following:

**Method: i)** Tabulation of data

ii) Determination of central tendencies and variability (standard deviation)

iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph.

iv) Determination of the type of association between two sets of data by drawing scatter diagram

**CC – 13 (Semester 6)**  
**Psychology of Adjustment**

**Objectives:**

- To understand the concept of adjustment, maladjustment and some commonly found problem behavior.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

**Unit: 1 = Adjustment, Maladjustment and Problem Behaviour**

- Concept of adjustment, adjustment and adaptability
- Psychodynamic Concept of adjustment, criteria of good adjustment
- Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse

**Unit: 2 = Multi-axial Classification of Mental Disorders**

- DSM – 5 : Section 1, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

**Unit: 3 = Coping Strategies for Stressful Situation**

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

**Unit: 4 = Administration, Scoring and Interpretation of the following Tests (Practical)**

- KNPI(Kundu Neurotic Personality Inventory)
- KIEI (Kundu Introversion Extroversion Inventory)
- Effect of Learning material on memorization

**CC – 14 (Semester 6)**  
**Basic Concept of Educational Research**

**Objectives:-**

- 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

**Unit: 1 = Concept of Educational Research**

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

**Unit: 2 = Basic elements of educational research**

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

**Unit: 3 = Data collection procedure**

- Sampling –concept and definition
- Types of sampling- Probability and non-probability
- Data reporting- Descriptive and Inferential ( basic statistical procedure that come under each)
- Referencing and Bibliography

**Unit: 4 = Tutorial (Project/Term Paper centric)**

- Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)



**SEC – A (Semester – 3)**  
**Communication Skill**

**Objectives:**

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

**Unit: 1 = Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

**Unit: 2 = Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

**Unit: 3 = Speaking Skills**

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

**Unit: 4 = Reading and Writing Skills**

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

**SEC – A (Semester – 3)**  
**Skill for Democratic Citizenship**

**Objectives:-**

- 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

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

**Unit 2 = Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

**Unit 3 = Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

**Unit 4 = Role of Education (Term Paper/Project Paper)**

- 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)

## SEC – B (Semester – 4)

### Teaching Skill

#### Objectives:-

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

#### Unit: 1 = Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

#### Unit: 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

#### Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

#### Unit: 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

**SEC – B (Semester – 4)**  
**Life Skill Education**

**Objectives:**

- 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.

**Unit: 1 = Concept of Life Skills**

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

**Unit: 2 = 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:3 = Training and Techniques**

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

**Unit:4 = Life skills for leadership training**

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

**DSE – A (Semester – 5)**  
**Peace and Value Education**

**Objectives:-**

- 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

**Unit: 1 = Peace Education**

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

**Unit: 2 = 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: 3 = Value Education**

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21<sup>st</sup> Century
- Fostering Values – Role of Home, School and Society.

**Unit: 4 = Peace, Value and Conflict Resolution**

- Bases of conflict
- Role of Value Education in resolving conflict

**DSE – A (Semester – 5)**  
**Educational Thought of Great Educators**

**Objectives:-**

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

**Unit:1 = Western Educators(Part 1)**

- Plato
- Rousseau
- Montessori

**Unit:2 = Western Educators(Part 2)**

- Pestalozzi
- Dewey
- Ivan Illich

**Unit: 3 = Indian Educators (Part 1)**

- Vivekananda
- Rabindranath
- Gandhiji

**Unit: 4 = Indian Educators (Part 2)**

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

## **DSE – A (Semester – 6)**

### **Gender and Society**

#### **Objectives:**

- 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.

#### **Unit: 1 = Gender Concepts**

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

#### **Unit: 2 = 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: 3 = Gender roles**

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

#### **Unit: 4 = 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.

**DSE – A (Semester – 6)**  
**Population Education**

**Objectives:-**

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities
- To understand population education and role of school

**Unit: 1 = Concept of Population Education**

- Meaning and Objectives of Population Education
- Factors influencing Population --sociological, Economic, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education

**Unit : 2 = Population Growth and its Impact**

- Quality of life-concept and meaning
- Human Resource Development (concept)
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

**Unit : 3 = Population Growth and Responsibilities**

- Size of Family.
- Role and responsibilities of family members.
- Female Education and Status.
- Growth of Population and Environment

**Unit : 4 = Population Education and school**

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Role of Mass media – (Newspapers, Radio, T.V)
- Role of youth in Population Education



## **DSE – B (Semester – 5)**

### **Teacher Education**

#### **Objectives:**

- 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

#### **Unit: 1 = 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: 2 = 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: 3 = Role of the different agencies in teacher education**

- University
- NCTE
- NCERT
- NUEPA

#### **Unit: 4 = Some Courses for preparation of teacher**

- Pre service teacher education
- In service teacher education
- Orientation and Refresher courses

**DSE – B (Semester – 5)**  
**Open and Distance Learning**

**Objectives:**

- 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

**Unit: 1 = 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: 2 = 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: 3 = 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: 4 = 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

**DSE – B (Semester – 6)**  
**Human Rights Education**

**Objectives:-**

- 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

**Unit:1 = 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: 2 = 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: 3 = 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:4 = Role of Advocacy Groups**

- Role of educational institutions
- Role of press and media
- Role of NGOs.

**DSE – B (Semester – 6)**  
**Women Education**

**Objectives:-**

- 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.

**Unit: 1 = 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: 2 = Policy Perspective, Committee and Commission on Women Education**

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

**Unit: 3 = Role of Indian Thinkers in promoting Women Education**

- Rammohan Roy
- Vidyasagar

**Unit: 4 = Major Constraints of Women Education and Women Empowerment**

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society (in brief.)



**Core:-** 2 different subjects, Discipline 1 and Discipline 2

**Discipline 1:-** In the Subject.

**Discipline 2:-** Any subject other than Discipline 1

**GE:-** A Subject other than Discipline 1 and Discipline 2 and study two papers in Semester 1 & 2.

**DSE:-** 2 chosen disciplines for semester 5 and 6.

**SEC:=** Value based/skill based.

**Language (LCC):-** C1 = English 1 and English 2, C2 = MIL 1 and MIL 2

**AECC – 1:-** Communicative English/Hindi/Modern Indian Language

**AECC – 2:** Environmental Studies

**Tutorial:-** Topics are to be selected from the particular paper

**Distribution of marks:- (Out of 100):-**

Attendance	= 10 Marks
Internal Assessment	=10 Marks
Tutorial	= 15 Marks
Subjective Exam	= 65 Marks
-----	
Total	= 100 Marks

## SEMESTER – 1

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course (CC)	CC - 1 (Discipline – 1 )	6	100	5 - 1 - 0
Core Course (CC)	CC – 1 (Discipline – 2)	6	100	
Generic Elective	GE - 1	6	100	
AECC - 1	Communicative English/Hindi//MIL	2	100	
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

## SEMESTER – 2

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course (CC)	CC – 2 Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 2 (Discipline – 2)	6	100	
Generic Elective	GE – 2	6	100	
AECC - 2	Environmental Studies	2	100	
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

### **SEMESTER – 3**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course (CC)	CC – 3 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 3 (Discipline – 2)	6	100	
LCC	LCC1 English (1)	6	100	
Skill Enhancement	SEC – A	2	100	2 - 0 – 0
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

### **SEMESTER – 4**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Core Course (CC)	CC – 4 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 4 (Discipline – 2)	6	100	
LCC	LCC2 - MIL (1)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**



## **SEMESTER – 5**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Discipline Specific (A)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (A)	DSC-2	6	100	
LCC	LCC1 English (2)	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

## **SEMESTER – 6**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
Discipline Specific (B)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (B)	DSC-2	6	100	
LCC	LCC2 - MIL (2)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		<b>20</b>	<b>400</b>	

**1 credit = 1 hour class; Per week = 6 hours/6 credit**

**Course Title:=**

<b>Semester - 1</b>	Introduction to Education
<b>Semester - 2</b>	Psychological Foundation of Education
<b>Semester – 3</b>	Sociological Foundation of Education
<b>Semester - 4</b>	Inclusive Education

-----

**DSE – A = Any one from the following two** (FOR SEMESTER – 5)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

**DSE – B = Any one from the following two** (FOR SEMESTER – 6)

- ❖ Human Rights Education
  - ❖ Women Education
- 

<b>SEC – A</b>	<ul style="list-style-type: none"><li>• Communication Skills</li><li>• Skill for Democratic Citizenship</li></ul>	<b>Semester – 3 / 5</b>
<b>SEC – B</b>	<ul style="list-style-type: none"><li>• Teaching Skill</li><li>• Life Skill Education</li></ul>	<b>Semester – 4 / 6</b>

**CC– 1/GE – 1 (Semester – 1)**  
**Introduction to Education**

**Objectives:**

- 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

**Unit- I = Concept of Education**

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

**Unit- 2 = 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- 3 = Agencies of Education**

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

**Unit- 4 = 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.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

**CC – 2/GE – 2 (Semester – 2)**  
**Psychological Foundation of Education**

**Objectives:**

- To understand the meaning of Psychology and be acquainted with its 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.

**Unit: 1 = Relation between Psychology and Education**

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- 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 and Bandura's Social Learning Theory

**Unit: 3 = Learning: concept and theories**

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

**Unit: 4 = Intelligence**

- Concept of intelligence
- Theories of Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

**CC – 3/GE – 3 (Semester – 3)**  
**Sociological Foundation of Education**

**Objectives:**

- 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

**Unit-I = Introductory Concept of Sociology of Education**

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

**Unit-2 = Social Groups**

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

**Unit-3 = Social Change and Education**

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

**Unit-4 = Social Communication in Education**

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

**CC– 4/GE – 4 (Semester – 4)**  
**Inclusive Education**

**Objectives:-**

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

**Unit: 1 = Inclusion Overview**

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

**Unit: 2 = Differently Abled**

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

**Unit: 3 = Socially Disabled**

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

**Unit: 4 = Educational Reforms for Inclusive Society.**

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

**DSE–A (Semester – 5)**  
**Peace and Value Education**

**Objectives:-**

- 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

**Unit: 1 = Peace Education**

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

**Unit: 2 = 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: 3 = Value Education**

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21<sup>st</sup> Century
- Fostering Values – Role of Home, School and Society.

**Unit: 4 = Peace, Value and Conflict Resolution**

- Bases of conflict
- Role of Value Education in resolving conflict

**DSE–A (Semester – 5)**  
**Educational Thought of Great Educators**

**Objectives:-**

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

**Unit: 1 = Western Educators (Part 1)**

- Plato
- Rousseau
- Montessori

**Unit: 2 = Western Educators (Part 2)**

- Pestalozzi
- Dewey
- Ivan Illich

**Unit: 3 = Indian Educators (Part 1)**

- Vivekananda
- Rabindranath
- Gandhiji

**Unit: 4 = Indian Educators (Part 2)**

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita



**DSE–B (Semester – 6)**  
**Human Rights Education**

**Objectives:-**

- 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

**Unit:1 = 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: 2 = 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: 3 = 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: 4 = Role of Advocacy Groups**

- Role of educational institutions
- Role of press and media
- Role of NGOs.

**DSE–B (Semester – 6)**  
**Women Education**

**Objectives:-**

- 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.

**Unit: 1 = 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: 2 = Policy Perspective, Committee and Commission on Women Education**

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

**Unit: 3 = Role of Indian Thinkers in promoting Women Education**

- Rammohan Roy
- Vidyasagar

**Unit: 4 = Major Constraints of Women Education and Women Empowerment**

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society in brief.

**SEC-A (Semester – 3 / 5)**  
**Communication Skill**

**Objectives:**

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

**Unit: 1 = Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

**Unit: 2 = Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

**Unit: 3 = Speaking Skills**

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

**Unit: 4 = Reading and Writing Skills**

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

**SEC–A (Semester – 3 / 5)**  
**Skill for Democratic Citizenship**

**Objectives:-**

- 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

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

**Unit 2 = Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

**Unit 3 = Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

**Unit 4 = Role of Education (Term Paper/Project Paper)**

- 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)

**SEC–B (Semester – 4 / 6)**  
**Teaching Skill**

**Objectives:-**

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

**Unit: 1 = Understanding Teaching**

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

**Unit: 2 = Types of Teaching (Concept and Characteristics)**

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

**Unit: 3 = Skills of Teaching (Basic Concept)**

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

**Unit: 4 = Learning Design (LD)**

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

**SEC–B (Semester – 4 / 6)**  
**Life Skill Education**

**Objectives:**

- 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.

**Unit: 1 = Concept of Life Skills**

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

**Unit: 2 = 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:3 = Training and Techniques**

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

**Unit:4 = Life skills for leadership training**

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills