

CBCS SYLLABUS
FOR
THREE YEARS UNDER-GRADUATE COURSE
IN
EDUCATION (PROGRAMME)
(w.e.f. 2022)



BANKURA UNIVERSITY
BANKURA
WEST BENGAL
PIN 722155

There will be six semesters in the three-year B.A. Programme in Education. The syllabus consists of 4 Core (C) papers each in two disciplines of choice, 2 core papers each in English and Hindi/MIL, respectively, 2 AECC, Minimum 4 SEC, 2 Papers each from a list of DSE papers based on the two disciplines of choice selected above respectively, and 2 papers from the list of Generic Electives papers. Each course is of 50 marks [10 marks for Internal and 40 marks for End-Semester Examination (ESE)]. Lec. stands for Lecture Hour, Tu. stands for Tutorial, and Pr. stands for Practical Hour.

1 Credit = 1 Theory period of one hour duration, 1

credit = 1 Tutorial period of one hour duration, and

1 credits = 1 Practical period of two hour duration.

SEMESTER WISE COURSE STRUCTURE

SEMESTER - 6

CREDITS =122

COURSES	SEM I	SEM II	SEM III	SEM IV	SEM V	SEM VI	TOTAL
CORE COURSES	18	18	18	18	-	-	72
DISCIPLINE SPECIFIC ELECTIVE COURSE	-	-	-	-	12	12	24
GENERIC ELECTIVE / INTERDISCIPLINARY COURSE	-	-	-	-	6	6	12
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)	4	2	-	-	-	-	4
SKILL ENHANCEMENT COURSES (SEC)	-	-	2	2	2	2	8
TOTAL	22	20	20	20	20	20	122

**DETAILS OF COURSES IN EDUCATION (PROGRAMME)**

	COURSE	PAPER	CREDITS	CREDITS	
				Theory Practical	+ Theory Tutorial
I.	Core Course	12	6	12X4= 48	12X5=60
	Core Course Practical / Tutorial*	12	2/1	12X2=24	12X1=12
II.	Elective Course (6 Papers of 6 credits each)				
	A.1. Discipline Specific Elective (4 Papers)	4	4	4X4=16	4X5=20
	A.2. Discipline Specific Elective Practical / Tutorials*	4	2/1	4 X 2=8	4X1=4
	B.1. Generic Elective/Interdisciplinary(2Papers)	2	4	2X4=8	2X5=10
	B.2. Generic Elective Practical / Tutorials*	2	2/1	2X 2=4	2X1=2
● Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6th Semester					
III	Ability Enhancement Courses				



	1. Ability Enhancement Compulsory Courses (AECC)				
	Environmental Science				
	English/Hindi/MIL Communication	1	4	1X 4=4	1 X 4=4
		1	2	1X 2=2	1 X 2=2
	2. Skill Enhancement Courses (SEC) (Minimum 2, Max. 4)	4	2	4 X 2=8	4 X 2=8
TOTAL				122	122

Institute should evolve a system/policy about AEC/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

THE DISTRIBUTION OF CREDITS FOR DIFFERENT CATEGORIES OF COURSES

Semester	Courses	Credits	Marks		Total
			I.A	ESE	
1st Sem.	2 Core Courses of 6 Credits Each 1 (English/Hindi/MIL) of 6 Credits 1 Ability Enhancement Compulsory courses (AECC) (English/Hindi/MIL)/ Environmental Science of 1 Papers 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 4 = 4	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200
2nd Sem.	2 Core Courses of 6 Credits Each 1 (Hindi/MIL/ English) of 6 Credits 1 Ability Enhancement Compulsory courses (AECC) Environmental Science (English/Hindi/ MIL)/ of 1 Papers 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 2 = 2	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200
3rd Sem.	2 Core Courses of 6 Credits Each 1 (English/Hindi/MIL) of 6 Credits 1 Skill Enhancement Course (SEC) of 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 2 = 2	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200
4th Sem.	2 Core Courses of 6 Credits Each 1 (Hindi/MIL/ English) of 6 Credits 1 Skill Enhancement Course (SEC) of 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 2 = 2	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200



5th Sem.	2 Department Specific Elective (DSE) Courses of 6 Credits Each 1 Generic Elective of 6 credits each 1 Skill Enhancement Course (SEC) of 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 2 = 2	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200
6th Sem.	2 Department Specific Elective (DSE) Courses of 6 Credits Each 1 Generic Elective of 6 credits each 1 Skill Enhancement Course (SEC) of 4 credit each	2 × 6 = 12 1 × 6 = 6 1 × 2 = 2	2 × 10 = 20 1 × 10 = 10 1 × 10 = 10	2 × 40 = 80 1 × 40 = 40 1 × 40 = 40	200
Total	4 Core papers each in two disciplines of choice, 2 core papers each in English and Hindi/ MIL, respectively, 2 AECC, Minimum 4 SEC, 2 Papers each from a list of DSE papers based on the two disciplines of choice selected above respectively, and 2 papers from the list of Generic Electives papers.	122	240	960	1200

SYLLABUS FOR EDUCATION (PROGRAMME) **SEMESTER – I**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/ 101/C-1A	Principles and Practices of Education	6	10	40	50	5	1	-
102/ C-2A	Discipline-2	6	10	40	50	5	1	-
ACP/ 103/ C-MIL-1	MIL-1(Bengali/Sanskrit/Santali)	6	10	40	50	5	1	-
ACSH/ 104/ AECC-1	Environmental Studies	4	10	40	50	4	-	-
Total in Semester – I		22	40	160	200	19	3	-

SEMESTER –II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/ 201/C-1B	Sociological Bases of Education	6	10	40	50	5	1	-
202/ C-2B	Discipline – 2	6	10	40	50	5	1	-
ACP/ 203/C- E1	English-1	6	10	40	50	5	1	-
ACSHP/204/AECC-2	English/MIL	2	10	40	50	2	-	-
Total in Semester – II		20	40	160	200	17	3	-

SEMESTER – III

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/ 301/C-1C	Introduction to Educational Psychology	6	10	40	50	5	1	-
302/C-2C	Discipline – 2	6	10	40	50	5	1	-
ACP/ 303/ C-MIL-II	MIL-2 (Bengali/Sanskrit/Santali)	6	10	40	50	5	1	-
AP/EDN/ 304/SEC-1	Elementary Computer Application in Education	2	10	40	50	1	-	2
Total in Semester – III		20	40	160	200	16	3	2

SEMESTER – IV

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/401/C-1D	Development of Education in India	6	10	40	50	5	1	-

402/ C-2D	Discipline-2	6	10	40	50	5	1	-
ACP/ 403/ C-E-II	English-II	6	10	40	50	5	1	-
AP/EDN /404/ SEC-2	Project Work	2	10	40	50	1	-	2
Total in Semester – IV		20	40	160	200	16	3	2

SEMESTER – V

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/ 501/DSE-1A	Any one of the following	6	10	40	50	5	1	-
	a Measurement and Evaluation in Education							
	b Introduction to Educational Technology							
502/DSE-2A	Discipline – 2	6	10	40	50	5	1	-
AP/EDN/ 503/GE-1	Any one of the following	6	10	40	50	5	1	-
	a Mental Health Education							
	b Environmental Education							
AP/EDN/ 504/SEC-3	School Activity Survey	2	10	40	50	1		2
Total in Semester – V		20	40	160	200	16	3	2

SEMESTER – VI

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/ 601/DSE-1B	Any one of the following	6	10	40	50	5	1	-
	a Introduction to Guidance and Counselling							
	b Introduction to Inclusive Education							
602/DSE-2B	Discipline – 2	6	10	40	50	5	1	-
AP/EDN/ 603/GE-2	Any one of the following	6	10	40	50	5	1	-
	a Foundations of Education							
	b Value Based Education							
AP/EDN/ 604/SEC-4	Construction of an Achievement Test	2	10	40	50	1	-	2
Total in Semester – VI		20	40	160	200	16	3	2

AP= Arts Programme/Pass, ACP= Arts Commerce Pass, ACSHP= Arts Commerce Science Honours Pass, EDN=

Education, C= Core Course, E= English, MIL= Modern Indian Language, AECC= Ability Enhancement Compulsory, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective, IA= Internal Assessment, ESE= End-Semester Examination, Lec.= Lecture, Tu.= Tutorial, and Pr.=Practical

SEMESTER-I

Course Title: Principles and Practics of Education

Course Code: AP/EDN/101/C-1A

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Explain the factors of education and their relationships.
3. Describe different types of agencies involved in education.
4. Explain different forms of education and their role in education.

Course Outcomes:

After end of the course the learners will be able to:

1. Answer all the questions related to the meaning nature, scope and aims of education.
2. Answer all the questions related to the factors of education and their relationships.
3. Answer all the questions related to the different types of agencies involved in education.
4. Answer all the questions related to the different forms of education and their role in education.

Course Contents:

UNIT-I: Concept, Scope, and Aims of Education

1. Concept and scope of education
2. Aims of education: Individualistic and socialistic aims of education.
3. Freedom and Discipline: Concept and need for free discipline. Self discipline and Student self government.

UNIT-II: Factors of Education



1. Factors of education:

1. The Child - innate endowment and environment
- ii. The Teacher - qualities and responsibilities.
- iii. The Curriculum - concept, principles of curriculum construction, Co- curricular activities.

UNIT-III: Agencies of Education

1. Agencies of education: Home, School, Socio-cultural and Religious organizations, State, and Mass- media

UNIT –IV: Forms of Education

1. The educational institutions – Formal, informal, non formal and their interrelations
2. Child - centricism in education: Its significance.
3. Play and play- way methods in education: Kindergarten, Montessori, Basic education and Project.

Suggested Readings:

1. J.C. Chakraborty- Modern Education: Its Aims and principles
2. Archana Banerjee- Principles of education
3. J.C. Agarwal- Theory and Principles of education
4. J.C. Agarwal- Philosophy and social basis of education.
- 5.B.R. Purkait- Principles and practices of education
- 6.শিক্ষাতত্ত্ব ও শিক্ষাদর্শন – সুশীল রায়
- 7.শিক্ষানীতি ও শিক্ষাদর্শন- ড. অর্চনা বন্দ্যোপাধ্যায়
8. শিক্ষা ও দর্শন – ড. দিব্যেন্দু ভট্টাচার্য

SEMESTER-II**Course Title: Sociological Bases of Education****Course Code: AP/EDN/201/C-1B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand the meaning of sociology and Education and realize its pertinence to education.
2. To become aware of different social issues related to education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.

Course Outcomes:

After end of the course the learners will be able to:

1. Answer all the questions related to the meaning of sociology and Education.
2. Answer all the questions related to different social factors that influence education.
3. Answer all the questions related to social groups that influence education.
4. Answer all the questions related to the processes of social change and their impact on education.
5. Answer all the questions related to the different contemporary social issues.

Course Contents:**UNIT-I : Educational Sociology**

1. Meaning and concept of Sociology and Educational Sociology
2. Relationship between Education and Sociology
3. Differences between Educational Sociology and Sociology of Education

Unit-II: Social Issues and Education

1. Culture: Concept, role of education in culture, cultural lag.
2. Meaning of Human Resource Development and its significance in the present society.

Unit-III: Social Groups and Education

1. Social groups (Primary, Secondary and Tertiary)
2. Socialization: Meaning, process and factors of socialization, role of the family and school.

**Unit-IV: Social change and Education**

1. Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
2. Education and Social Mobility.
3. Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

Suggested Readings:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education
3. শিক্ষাশ্রয়ী সমাজবিজ্ঞান- মঞ্জুজুষ্ণা তরফদার
4. শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি- সোনালী চক্রবর্তী

SEMESTER-III**Course Title: Introduction to Educational Psychology****Course Code: AP/EDN/301/C-1C****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional, and cognitive
3. To describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

Course Outcomes:

After end of the course the learners will be able to:

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional, and cognitive
3. To describe intelligence, attention, and interest and their educational implication



4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

Course Contents:

Unit- I: Educational Psychology

1. Definition of Education, Concept of Psychology, and Educational Psychology. Relation between Psychology and Education. Nature and scope of Educational Psychology.
2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

Unit- II: Learning, Memory, and Forgetting

1. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory.
2. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - it's meaning and causes.

Unit- III: Intelligence, Attention, and Interest

1. Intelligence: Concept and measurement. Categories of Intelligence, Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.
2. Attention and Interest: Nature and conditions of attention, their educational implications.

Unit- IV: Personality, Emotion, and Habit

1. Personality: Concept, traits and theories (Allport), and Personality test.
2. Emotion: Meaning and characteristics, places of emotion in education.
3. Habit: Definition, habit formation (Uses and abuses), and educational values of habit.

Suggested Readings:

- 1.C.F. Skinner- Educational Psychology
- 2.J.P. Guilford- General Psychology
- 3.H.R. Bhatia- Textbook of educational psychology
- 4.S.S. Chauhan- Advance educational psychology
- 5.S.K. Mangal- Educational psychology.
6. শিক্ষা মনোবিদ্যা- সুশীল রায়
7. শিক্ষা মনোবিদ্যা- ড. দেবশিস পাল
8. শিক্ষা মনোবিজ্ঞানের রূপরেখা- ড. প্রনব কুমার চক্রবর্তী

SEMESTER-III**Course Title: Elementary Computer Application in Education****Course Code: AP/EDN/304/SEC-1****Contact Hours per week: 2****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Outcomes:

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Contents:

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, and Power Point

Note: This paper will be treated as a theory paper.

SEMESTER-IV**Course Title: Development of Education in India****Course Code: AP/EDN/401C-1D****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the development of education in India in historical perspectives.
2. Discuss the Medieval and British Indian education system.
3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
4. Describe the Constitutional Provision of Education.
5. Discuss the contributions of Education Commission in post Independent India.
6. Elaborate the National Policy on Education and National Education System.
7. Describe the Constitutional Provision of Education

Course Outcomes:

After end of the course the learners will be able to:

1. Discuss the development of education in India in historical perspectives.
2. Discuss the Medieval and British Indian education system.
3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
4. Describe the Constitutional Provision of Education.
5. Discuss the contributions of Education Commission in post Independent India.
6. Elaborate the National Policy on Education and National Education System.
7. Describe the Constitutional Provision of Education.

Course Contents:**Unit-I: Education in 19th Century in India**

1. Charter Act of 1813 and its educational significance
2. Macaulay Minuets- (1835)- its educational significance
3. Wood's Despatch (1854) and its impact on education.
4. Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944)

1. Educational reformer- Lord Curzon
 2. Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.
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Unit-III: Education in Post Independence India

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Indian Education Commission (1964-66)
4. National Policy on Education (1986)
5. Revised National Policy on Education-1992

Unit-IV: Education and Constitution

1. Preamble and various Articles on Education in Indian Constitution
2. UEE and SSA-SSM

Suggested Readings:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. ভারতের শিক্ষা ও শিক্ষার ভারতায়ন- সুশীল রায়

SEMESTER-IV**Course Title: Project Work****Course Code: AP/EDN/404/SEC-2****Contact Hours per week: 2****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Conduct Tour and report on this.

Course Outcomes:

After completion the course the learners will be able to:

1. Conduct Tour and report on this.

Course Contents:

Visit to a place of educational importance and writing a report (within 2000 words) on the following:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks

SEMESTER-V**Course Title: Measurement and Evaluation in
Education****Course Code: AP/EDN/501/DSE-1A (a)****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand Measurement and Evaluation
2. To discuss the criteria of a Good Test
3. To explain the tool and techniques of evaluation
4. To analyze different data with the help of descriptive statistics and graph

Course Outcomes:

After end of the course the learners will be able to:

1. To understand Measurement and Evaluation
2. To discuss the criteria of a Good Test
3. To explain the tool and techniques of evaluation
4. To analyze different data with the help of descriptive statistics and graph

Course Contents:**Unit-I: Measurement, Evaluation, and Assessment**

1. Concept, Scope and Need of Evaluation
2. Relation between Measurement and Evaluation

Unit-II: Characteristics of a Good Test

1. Reliability- Concept, Characteristics, Causes of low Reliability,
2. Validity- Concept, Causes of low Validity, Types,
3. Objectivity- meaning and nature.

Unit-III: Tools and Techniques of Evaluation



1. Tools: Definition, Types
2. Tests- Essay type and Objective type (Advantage and Disadvantage)
3. Techniques: Observation, CRC, Interview.

Unit-IV: Statistics in Education

1. Meaning, Nature and Needs of Educational Statistics
2. Measures of Central Tendency- Mean, Median and Mode; their properties, calculations and applications.
3. Graphical Representation of Data- Histogram, Frequency Polygon - uses (Using 75% rule)

Suggested Readings:

1. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
2. E. Garret- Statistics in Education and Psychology
3. R. A. Sharma- Mental Measurement and Evaluation
4. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

SEMESTER-V**Course Title: Introduction to Educational Technology****Course Code: AP/EDN/501/DSE-1A (b)****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To enable the student to understand the concept and system approach of educational technology.
2. To acquaints students with different instructional techniques.
3. To understand different teaching cycles and teaching aids
4. To understand classroom communication

Course Outcomes:

After end of the course the learners will be able to:

1. To enable the student to understand the concept and system approach of educational technology.
2. To acquaints students with different instructional techniques.
3. To understand different teaching cycles and teaching aids
4. To understand classroom communication.

Course Contents:**Unit-I: Educational Technology**

1. Concepts, meaning and need of technology in educational field.
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.

Unit-II: Instructional Techniques

1. Mass instructional techniques (basic concepts only)
2. Personalized techniques – Programmed learning (Linear)

Unit-III: Micro-Macro Teaching and Teaching Aids

1. Concept of micro and macro teaching and its cycle and teaching skills
2. Teaching aids- meaning, type (projected, non-projected)

Unit-IV: Classroom Communication

1. Communication: definition, meaning, components
2. Role of communication in effective teaching-learning process



3. Factors affecting classroom communication

Suggested Readings:

1. Rao, Usha -Educational technology.
2. Anand Rao, B. ravishankar, S. –Reading in educational technology.
3. Mohanty, J. -Educational technology.
4. Bharna, R.D. -An Introductory Technology.

SEMESTER-V**Course Title: Mental Health Education****Course Code: AP/EDN/503/GE-1(a)****Contact Hours per week: 6**
Examination Duration: 2 hours**Maximum Marks: 50**
Internal: 10
ESE: 40**Course Objectives:**

After completing the course, the students will be able to:

1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Outcomes:

After end of the course the learners will be able to:

1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Contents:**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 Personality, Wiley Publications, New York.
4. Kalein, D.B. :Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.

Course Title: Foundations of Education

Course Code: AP/EDN/503/GE-1(b)

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion of the course the students will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational philosophy.
3. To understand the meaning of sociology and Educational Sociology and realize its pertinence to education.
4. Discuss the concept, nature, scope and uses of Psychology in education.
5. Explain the influence of growth and development in education.
6. Describe the Constitutional Provision of Education.



SEMESTER-V

7. Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE).
8. Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Course Outcomes:

After end of the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational philosophy.
3. To understand the meaning of sociology and Educational Sociology and realize its pertinence to education.
4. Discuss the concept, nature, scope and uses of Psychology in education.
5. Explain the influence of growth and development in education.
6. Describe the Constitutional Provision of Education.
7. Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE).

Explain the concept, role of Higher Education and Knowledge Commission and RUSA

Course Contents:

Unit- I: Philosophical Foundations of Education

1. Concept and Scope of Education.
2. Aims of Education: Individualistic and socialistic aims of education
3. Educational Philosophy : Meaning, Concept and Scope.
4. Relation between education and philosophy.

Unit- II: Sociological Foundations of Education

1. Meaning and concept of Sociology
2. Relationship between Education and Sociology
3. Educational Sociology –Meaning, Concept and Scope
4. Educational Sociology and Sociology of Education: Concept and Differences.

Unit-III: Psychological Foundations of Education

1. Definition of Psychology
2. Relationship between Psychology and Education
3. Educational Psychology: Meaning, Nature, Scope and Methods
4. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-IV: Historical Foundations of Education

1. Preamble and various Articles on Education in Indian Constitution



2. Universalization of Elementary Education: Meaning, aims and Objectives, and Importance of UEE, SSA-SSM
3. RTE Act-2009
4. National Knowledge Commission & Higher Education,

Suggested Readings:

1. J.C. Chakraborty- Modern Education: Its Aims and principles
2. Archana Banerjee- Principles of education
3. Sushil Roy- Siksha Monobidha.
4. Sushil Roy- Siksha Totto o Siksha Darsan

SEMESTER-V**Course Title: School Activity Survey****Course Code: AP/EDN/504/SEC-3****Contact Hours per week: 2****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****General Guidelines for conducting School Activity Survey:**

1. Every student has to submit a hard copy of school Activity Survey.
2. Basic information about the school. Like: name of the school, year of establishment, history of the school, results or achievements of the schools etc.
3. Students related information.
4. Teachers related information.
5. Curriculam related information.
6. Administration related data i.e provision and practices.
7. Teacher-student relationship.
8. Infrastructure related information: No of Classrooms, Toilets (Gents/Ladies), common Rooms,Ramp,lunch Rooms,sitting capacity etc.etc.
9. SchoolEnvironment.
10. Library related Data.
11. SWOT of the school i.e. strength,weakness,opportunities, and threats.

Format of Report Writing

Students have to write the report according to the following points:

- 1.Introduction
- 2.Objectives
- 3.Data related to the students.
- 4.Data related to the teachers.
- 5.Data related to the infrastructure.
- 6.Data related to school environment.
- 7.Discussion and conclusion.



Note:Students have to submit their survey report to the respective Departments/Teachers.

Course Title: Introduction to Guidance and Counseling**Course Code: AP/EDN/601/DSE-1B (a)****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completing the course the students will be able to:

1. Understand the concept of Guidance
2. Explain the concept of Counseling
3. Describe different techniques used in Guidance and Counseling
4. Explain the concept of Adjustment

Course Outcomes:

After end of the course the learners will be able to:

1. Understand the concept of Guidance
2. Explain the concept of Counseling
3. Describe different techniques used in Guidance and Counseling
4. Explain the concept of Adjustment.

Course Contents:**Unit - I: Guidance**

- 1) Concept, Nature, Principles, and types— educational, vocational and personal.
Individual and Group Guidance.
- 2) Role of parents, teachers, and counselor in guidance.

Unit- II: Counseling

- 1) Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic;
Individual and Group Counseling,
- 2) Counseling process, Characteristics of good counseling
- 3) Differences between guidance, counseling and psychotherapy

Unit-III: Techniques of Collecting Information for Guidance and Counseling

Intelligence test, Aptitude test, Interest test, and Personality Test & Interview, CRC, ARC and Case Study

Unit-IV: Adjustment

Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.

Suggested Readings:

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba&Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. First Edition, 2011
5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York,
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

Course Title: Introduction to Inclusive Education**Course Code: AP/EDN/601/DSE-1B (b)****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives**

After completing the course the students will be able to:

1. Understand the meaning, principles, and barriers of inclusive education
2. Understand the characteristic of special child
3. Explain different types of special child their needs and problems
4. Organize educational programme

Course Outcomes:

After end of the course the learners will be able to:

1. Understand the meaning, principles, and barriers of inclusive education
2. Understand the characteristic of special child
3. Explain different types of special child their needs and problems
4. Organize educational programme

Course Contents**Unit-I: Inclusion in Education**

1. Meaning and definition,
2. Principles of Inclusive Education- Access, equity, relevance, participation and empowerment,
3. Changing practices in education of children with disability,
4. Barriers to inclusive education- Attitudinal, Physical, and Instructional

Unit-II: Exceptional Children

1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap;
2. Causes of exceptionality, needs and problems of exceptional children.

Unit-III: Sensory Impairment and Learning Disability



1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education.
2. Learning Disabled- definition, causes, characteristics & Education

Unit-IV: Mentally Retardation

1. Mentally Retardation- definition, causes, characteristics & Education
2. Giftedness- definition, causes, characteristics & Education.

Suggesting Readings:

1. Educating Exceptional Children – S.K. Mangal
2. Perspectives in Disability and Rehabilitation(1995)-Pandey,R.S. and
3. Advani, Lal (Vikas Publishing House)
4. Inclusion – Maitra & Saxena
5. Critical Issues in Special Education – Ysseldyke, Algozzine, Thurlow

Course Title: Environmental Education

Course Code: AP/EDN/603/GE-2(a)

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion of the course the students will be able to:

1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of environmental education.

Course Outcomes:

After end of the course the learners will be able to:

1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of environmental education.

Course Contents:**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

1. 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 Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford 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.

7. W. and Earns K. K. John Wiley and Sons.

Water Pollution and Management by C. F. Vershney.



SEMESTER-VI**Course Title: Value Based Education****Course Code: AP/EDN/603/GE-2(b)****Contact Hours per week: 6**
Examination Duration: 2 hours**Maximum Marks: 50**
Internal: 10
ESE: 40**Course Objectives:**

After completion of the course the students will be able to:

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation

Course Outcomes:

After end of the course the learners will be able to:

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation.

Course Contents:**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- Purushartha, 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 cocurricular and extra curricular

Suggested Readings:

1. Allport, G.W., Vernon, 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. Delors, 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*. Chikago: University of Chicago 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.

Course Title: Construction of Achievement Test

Course Code: AP/EDN/604/SEC-4

Contact Hours per week: 2
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

General Guidelines for construction of an Achievement Test

- 1. Construct an Achievement test in any school subject upto class (VIII).**
- 2. 50 marks Question will be developed.**
- 3. Viva-voce will be taken by the external expert.**
- 4. Preparation of a Note-Book.**