



Barrackpore Rastraguru Surendranath College

Teaching Plan

Department of Education

2022-23

NAME OF THE PROGRAMME

UG- CBCS (EDUCATION)

PROGRAMME OUTCOME

By doing the BA Education Honours and General course, a student will soon be forced out of his/her comfort zone and learn how to deal with the latest issues. This program will give students the opportunity to constantly challenge and push them in order to continuously improve themselves.

- Students will become a graduate.
- Students will develop advanced critical thinking skills, inclusive of information literacy.
- Students will develop teaching attitude.
- Students will develop as an educational counsellor.
- Students will develop abilities for further education.
- Students will develop exceptional textual, visual, and verbal communication abilities.
- Students will have the ability to use, analyse and learn communication technologies.
- Students will develop priceless managerial skills.
- Students will experience a new place and culture during their studies.
- Students will build and maintain relationships to develop values.

EDUCATION HONOURS

Semester	I (Honours)
-----------------	--------------------

Course Title	EDUCATIONAL PHILOSOPHY				
Course Code	EDCACOR01T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ Understand the foundation of Education and disciplinary relationship between Education & Philosophy. ➤ Get an idea of the Philosophical bases in Education. ➤ Acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education. ➤ Perceive the values enshrined and educational provisions in the Indian Constitution. ➤ Understand contributions of some great educators and their Philosophies of Education. 				
Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1.	Concept and scope of education a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child centrisism. b. Concept of different forms of education – informal, formal, non-formal and open education. c. Functions of education – individual and social development, Human Resource Development.				20L

2.	<p>Philosophical bases in education</p> <p>a. Philosophy in education-philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.</p> <p>a. Western philosophical thoughts and their influence on education-Idealism, Naturalism, pragmatism and existentialism.</p> <p>b. Western philosophical thoughts and their influence on education-Idealism, Naturalism, pragmatism and existentialism.</p>	34L
3.	<p>National Values and role of education</p> <p>a. Values as enshrined in the Indian constitution-democracy, secularism, equality and justice.</p> <p>b. Educational provisions in the Indian constitution – Article 15,17,28,30,45,46,350.</p>	9L
4.	<p>Contributions of great educators on philosophy of education(w.r.t. aims, curriculum and methods of teaching)</p> <p>a. Rabindranath Tagore</p> <p>b. Swami Vivekananda</p> <p>c. John Dewey</p> <p>d. Bertrand Russell</p>	12L

Semester		I (Honours)	
Course Title	EDUCATIONAL PSYCHOLOGY		
Course Code	EDCACOR02T	Credit	6
Course Outcome	<ul style="list-style-type: none"> ➤ Develop a concept of Psychology, and its relationship with Education. ➤ Get an idea of Educational Psychology. ➤ Understand the different aspects of child development and relate that with Education. ➤ Learn about Psychology of Intelligence and Creativity and relate that with Education. ➤ Understand different aspects of Learning Psychology in the context of Education. 		
Scheme of Instruction			

Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1.	Introduction to educational psychology <ol style="list-style-type: none"> a. Introduction to educational psychology, relation between education and psychology b. Introduction to neuro-physiological bases of human behaviour-structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception 				15L
2.	Psychology of human development and education <ol style="list-style-type: none"> a. Human development- concept, Principles, types and stages b. Cognitive development (Piaget)and its significance in education c. Moral development (Kohlberg)and its significance in education d. Psycho-social development (Erikson) and its significance in education e. Personality-concept, type (Jung, Adler), personality development by Freud 				20L
3.	Intelligence and Creativity <ol style="list-style-type: none"> a. Intelligence-concept and scope b. Theories of intelligence- Guildford, Gardener, Sternberg c. Creativity- concept, scope and characteristics of creative person d. Relationship between intelligence, creativity and education 				20L
4.	Psychology of learning <ol style="list-style-type: none"> a. Learning- concept and scope b. Factors influencing learning-attention, maturation, motivation and emotion (concept only) c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky. 				20L

EDUCATION (GENERAL)

Semester		I (General)			
Course Title	Philosophical Foundation of Education				
Course Code	EDCGCOR01T/EDCHGE01T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ The relationship between education and psychology; ➤ The meaning and nature of educational psychology and the contribution of educational psychology to education; ➤ The meaning, principles, types and stages of human development and their educational significance; ➤ The meaning, nature and types of attention and memory and the causes of forgetting and the role of education good memorisation; and ➤ The meaning, characteristics, types and measurement of personality and its importance in education. 				
Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1.	Concept and Scope of Education a. Concept, nature and scope of Education. b. Factors of Education				20L
2.	Forms & Aims of Education a. Forms of Education – Informal, Formal and Non-formal and Open Education; b. Aims of Education – Individualistic, Socialistic & Democratic view of Education.				

		20L
3.	Value & Education a. Value- Definition, characteristics & types b. Relation between value and Education , importance of value education	20L
4.	Great Educators a. R. N. Tagore, b. F. W. A. Froebel	15L

EDUCATION HONOURS

Semester		II (Honours)			
Course Title	EDUCATIONAL SOCIOLOGY				
Course Code	EDCACOR03T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ Understand the meaning of Sociology and its different perspectives related to Education. ➤ Realize the relationship between Education and Sociology; ➤ Acquaintance with the concept of Culture and its relationship with Education ➤ Understand about National Integration & International Understanding ➤ Get an idea of social development and role of Education ➤ Connect with some social issues in education 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50

Course Mapping		
Units	Course Content	Lecture Hour (Cumulative)
1.	<p>Introduction to educational sociology</p> <ul style="list-style-type: none"> a. Educational Sociology-concept, scope. b. Relation between education and sociology. c. Education as a social process- social system, socialization, social groups (primary, secondary, tertiary), social mobility. 	19L
2.	<p>Culture and Education</p> <ul style="list-style-type: none"> a. Culture- concept, interrelationship between education and culture, importance of folk culture in education. b. The concept of 'Unity in diversity', cultural lag, cultural conflict, acculturation. c. National integration, international understanding. 	18L
3.	<p>Education and social development</p> <ul style="list-style-type: none"> a. Social development in India- Sanskritisation, Modernisation, Globalisation. b. Education for sustainable development- concept, need, c. Report of the Brundtland commission. 	20L
4.	<p>Social issues and education</p> <ul style="list-style-type: none"> a. Education for poverty eradication b. Inclusive education c. Child rights and abuses 	18L

Semester		II (Honours)			
Course Title	PEDAGOGY				
Course Code	EDCACOR04T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ Get an idea of Pedagogy as an academic discipline. ➤ Understand about different bases of Pedagogy. ➤ Develop an understanding of philosophical, sociological and psychological bases of Pedagogy. ➤ Learn about Pedagogy as a science of teaching and Pedagogy of teaching - learning. ➤ Get acquainted with some contemporary issues of Pedagogy and its application in class room situation. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1.	Introduction to pedagogy <ul style="list-style-type: none"> a. Pedagogy –concept, scope, relationship between learning and teaching b. Bases of pedagogy- philosophical, sociological and psychological c. Pedagogy vs Andragogy 				20L

2.	Pedagogy as the science of teaching a. Teaching- concept, scope, principles and functions b. Teaching as a process- input, process and output Levels of teaching- autonomous, memory, understanding, reflective	20L
3.	Pedagogy of teaching-learning a. Teaching-learning of 3 R's b. Teaching-learning of verbal conditioning c. Teaching-learning of psychomotor skill	15L
4.	Applications of pedagogy in classroom a. Teaching-learning of principles and concepts b. Teaching-learning of problem solving Teaching-learning of knowledge construction	20L

EDUCATION (GENERAL)

Semester		II (General)	
Course Title	Psychological Foundations of Education		
Course Code	EDCGCOR01T/EDCHG02T	Credit	6
Course Outcome	<ul style="list-style-type: none"> ➤ The relationship between education and psychology; ➤ The meaning and nature of educational psychology and the contribution of educational psychology to education; ➤ The meaning, principles, types and stages of human development and their educational significance; ➤ The meaning, nature and types of attention and memory and the causes of forgetting and the role of education good memorisation; and ➤ The meaning, characteristics, types and measurement of personality and its importance in education 		
Scheme of Instruction			

Total Duration	6 Months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1.	Introduction to Educational Psychology a. Relationship between Psychology and Education b. Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology				15L
2.	Psychology of Human Development and Education a. Human Development – concept, principles, types and stages. b. Concept of Physical, Motor, Cognitive, Moral development and its significance in Education				20L
3.	Attention & Memory a. Concept, nature and determinants of Attention b. Concept and process of Memorization, causes of forgetting.				20L
4.	Personality & Education a. Personality- concept, characteristics & types b. Psychoanalytic theory by Freud				20L

Semester		III (HONOURS)			
Course Title	EDUCATION IN PRE-INDEPENDENCE INDIA				
Course Code	EDCACOR05T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> • Develop an idea of education in ancient and medieval India • Know about the education under East India Company • Perceive the development of education under British rule • Develop a concept of education from 1917-1947 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Development of education in ancient and medieval India Salient features of Brahminic, Buddhistic and Islamic education w.r.t: a. Aims of education b. Curriculum and method of teaching c. Centers of learning: Nabadwip, Nalanda, Agra				20L

2	Development of education under East India Company a. Charter Act of 1813 b. Macaulay Minute c. Bengal renaissance – nature, characteristics d. Contributions of Rammohan, Derozio, Vidyasagar	20L
3	Development of education under British rule a. Wood’s Despatch (1854) b. Hunter Commission (1882-83) c. Curzon’s Policy (1902)	20L
4	Development of education from 1917-1947 a. Calcutta University Commission (1917-1919) b. Basic Education Policy	15L

emester		III (Honours)	
Course Title	EDUCATION IN POST-INDEPENDENCE INDIA		
Course Code	EDCACOR06T	Credit	6
Course Outcome	<ul style="list-style-type: none"> • Understand about the development of education from 1947-1953 • Develop a concept of education from 1964-1968 • Know about the education from 1986-1992 • Learn about the development of education from 1993 onwards 		
Scheme of Instruction			

Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Development of education from 1947-1953 a. University Education Commission (1948-49) b. Secondary Education Commission (1952-53)				15L
2	Development of education from 1964-1968 a. Indian Education Commission (1964-66) b. National Policy on Education, 1968				20L
3	Development of education from 1986-1992 a. National Policy on Education, 1986 b. Programme of Action, 1992				20L
4	Development of education from 1993 onwards a. Sarva Shiksha Mission b. Right to Education Act, 2009				20L

Semester		III (Honours)
Course Title	CONTEMPORARY ISSUES	

Course Code	EDCACOR07T	Credit	4
Course Outcome	Explore the traditional issues, social issues and educational issues of Indian educational system		
Scheme of Instruction			
Total Duration	6months	Class/Week	4
		Hours/week	4
Instruction Mode	Blended Mode		
Scheme of Examination			
Maximum Score	50	Internal	8+2
		End Semester	40
Course Mapping			
Units	Course Content		Lecture Hour (Cumulative)
1	Traditional issues a. Language problems b. Problems of technical and vocational education		10L
2	Social issues a. Problems of education of backward classes b. Problems of adult and non- formal education		17L
3	Educational issues a. Problems of equalization of educational opportunities b. National Curricular Framework, 2009		18L

Semester	III
Course Title	

	Field Tour and Report Writing				
Course Code	EDCACOR07P	Credit	2		
Course Outcome	<ul style="list-style-type: none"> • Gather experiences regarding place of philosophical, psychological and historical importance • Field study includes proper planning, execution of journey & report writing • Students will able to link their learning with experience. 				
Scheme of Instruction					
Total Duration	6months	Class/Week	4	Hours/week	4
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	25	Internal		End Semester	25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
	<p>One place from the list has to be visited:</p> <p>Philosophical Importance-</p> <ol style="list-style-type: none"> 1. Shantiniketan (Philosophy of Tagore) 2. Belur&Narendrapur (Philosophy of Vivekananda) 3. Gandhi Dham in Gujrat (Philosophy of Gandhiji) <p>Psychological Importance</p>				10L

	<p>1. Central Institute of Psychiatry, Ranchi</p> <p>2. Pavlov Mental Hospital</p> <p>3. NIMH (National Institute of Mentally Handicapped)& NIHH (National Institute of Hearing Handicapped) in Bon-Hooghly, and IICP (Indian Institute of Cerebral Palsy) in Taratala.</p> <p>Historical Importance-</p> <p>1. Nalanda in Rajgir</p> <p>2. AMU (Aligarh Muslim University) in U. P.</p> <p>3. BHU (Benaras Hindu University) in U.P.</p> <p>4. Asiatic Society and National Library in Kolkata</p> <p>5. Gour in Malda</p> <p>6. Jorasanko in Kolkata</p> <p>7. Birsingha in Midnapur</p> <p>8. Serampore and Bandel for Missionary Activities</p> <p>9. Hazarduary in Mursidabad</p>	
1	<p>Planning</p> <p>a. Aims & Objectives of Field Study</p> <p>b. Selection of Place mentioning its importance.</p> <p>c. Group formation & distribution of work.</p>	10L
2	<p>Execution of Journey</p> <p>a. Visit the place with proper attendance sheet.</p> <p>b. Photo Session</p> <p>c. Note down & describing the special features.</p>	7L

3	<p>Reporting (within 500 words) The report of Field study to be developed in an A-4 size file, with real photos based on following:</p> <ol style="list-style-type: none"> 1) Title 2) Objectives 3) Date and Place of Journey including the mode of conveyance 4) Description of the place mentioning it's educational importance 5) Comments. 	18L

EDUCATION (GENERAL)

Semester		III (General)	
Course Title	Development of Education & Educational Policies		
Course Code	DSC 1C (EDCGCOR03T)/ GE 3 (EDCHGE03T)	Credit	6
Course Outcome	<ul style="list-style-type: none"> • The meaning, principles, types and importance of evaluation in education • Tools & techniques of evaluation, their advantages & disadvantages in education • The meaning, types & characteristics of tests such as educational tests & psychological tests • The meaning & utility of statistics & calculate central tendency and variability of a distribution. 		

Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Development of Education 1813 to 1947 a. Charter Act of 1813 b. Wood's dispatch c. Hunter Commission				15L
2	Development of Education from 1947 to 1970 (Brief Outlines of the recommendations only) a. University Education Commission, 1948-49. b. Secondary Education Commission, (Mudaliar), 1952-53. c. Indian Education Commission, (Kothari), 1964-66.				20L
3	Development of Education from 1970 - 2000 a. National Education policy 1986 b. PWD Act, 1995 c. National Education policy 2000				20L

4	Development of Education from 2000-2016 a. SSM, 2002 b. RUSA c. NPE, 2016 (pre-primary stage only)	20L
----------	---	------------

Semester		III (Honours& General)			
Course Title	SEC-1 (FOR B.A. Education Honours and General)				
Course Code	EDCSSEC01M		Credit	2	
Course Outcome	<ul style="list-style-type: none"> • The meaning, nature & characteristics of observation • The types of observation ways to plan and execute an observational programme • The student will develop the skills to observe an event, record the event and report on the event meticulously. 				
Scheme of Instruction					
Total Duration	6months	Class/Week	4	Hours/week	4
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	25	Internal	5	End Semester	20
Course Mapping					
Units	Course Content			Lecture Hour (Cumulative)	

1	Social Awareness- Basic Concept a. Meaning and nature of social awareness, social backwardness and social advancement b. Need for development of social awareness, types of social awareness programme	18L
2	Planning of Social Awareness Programme a. Planning and execution of a social awareness programme b. Relationship among I.Q., E.Q. and social awareness	16L
3	Skill Development in Social Awareness a. Organization and participation in a social awareness programme conducted by NCC, NSS or by the College. (Child Labour and Abuse, RTE, HIV/AIDS, Traffic Awareness and Literacy Programme	16L

EDUCATION (HONOURS)

Semester		IV (Honours)			
Course Title	EDUCATIONAL MANAGEMENT				
Course Code	EDCACOR08T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> • Develop the concept, nature, types and needs of educational management • Understand the importance of leadership in management • Know the agencies of educational management in Indian context • Understand the importance of planning and management in education 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				

Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content			Lecture Hour (Cumulative)	
1	Educational Management a. Educational management- concept, nature, need and scope b. Types of educational management- centralized, decentralized, authoritarian, democratic, dynamic and laissez faire c. Supervision and inspection – concept, scope, difference between supervision and inspection			20L	
2	Leadership and Management a. Leadership in management- concept, scope, significance, characteristics of an effective leader in education b. Total quality in educational management			18L	
3	Agencies of educational management a. Ministry of human resource development b. Agencies of education (centre and state)-UGC,NCERT,SCERT, WBSCHE			18L	
4	Planning and Management a. Planning- concept, need, types b. Resource management in educational institutions- concept and aspects of resource management			14L	

	c. Management Information System (MIS)	
--	--	--

Semester		IV (Honours)			
Course Title	BASICS OF EDUCATIONAL RESEARCH AND EVALUATION				
Course Code	EDCACOR09T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> • Have preliminary concept on research methodology • Learn about sampling and hypothesis • Know about evaluation and measurement • Explore the steps in standardization of a test 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Preliminary concepts on research methodology a. Research- concept, nature, need for educational research b. Types of research- fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only) c. Research related terminologies- data, population, sample, variable (dependent, independent, intermittent)				20L

2	<p>Sampling and hypothesis</p> <p>a. Sampling- meaning, nature</p> <p>b. Types of sampling- random, stratified, cluster (definition, characteristics, uses)</p> <p>c. Research hypothesis- meaning, nature, types</p>	15L
3	<p>Evaluation and Measurement</p> <p>a. Evaluation- concept, scope, principles and importance</p> <p>b. Measurement- nature, characteristics, difference between evaluation and measurement</p> <p>c. Scales of measurement</p>	15L
4	<p>Standardization of a test</p> <p>a. Test- educational and psychological (concept, classification), criteria of a good test</p> <p>b. Reliability- concept, characteristics, causes of low reliability, determination of reliability (various types)</p> <p>c. Validity- concept, causes of low validity, types, determination of validity</p>	20L

Semester		IV (Honours)	
Course Title	STATISTICS IN EDUCATION		
Course Code	EDCACOR10T	Credit	4
	<ul style="list-style-type: none"> • Develop the basic concept of Statistics • Organize and Tabulate Data 		

Course Outcome	<ul style="list-style-type: none"> • Learn about Descriptive Statistics • Learn the calculation of Inferential Statistics 				
Scheme of Instruction					
Total Duration	6months	Class/Week	4	Hours/week	4
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	50	Internal	8+2	End Semester	40
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Statistics – Basic concept a. Statistics- concept, scope, uses of statistics in psychology and education b. Organization and tabulation of data c. Graphical representation of data- bar graph, frequency polygon, histogram, pie-chart, ogive- drawing, uses				15L
2	Descriptive Statistics a. Measures of central tendency- concept, properties, uses, calculation b. Measures of variability- concept, types (concept), uses, calculation of SD,QD, variance c. Normal Probability Curve- concept, characteristics, uses; skewness and kurtosis				25L
3	Inferential statistics a. PP, PR- concept, calculation, uses b. Correlation- concept, types, significance- rank difference, product moment				10L

Semester		IV (Honours)			
Course Title	STATISTICS IN EDUCATION				
Course Code	EDCACOR10P	Credit	2		
Course Outcome	<ul style="list-style-type: none"> • Learn about data collection • Explore the methods of data analysis by any excel/software and manual both • Gather experiences about statistical report writing 				
Scheme of Instruction					
Total Duration	6months	Class/Week	4	Hours/week	4
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	25	Internal	-	End Semester	25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Data Collection				15L
	a. Introduction to data: definition, types, uses b. Collection of data: To collect relevant data of two sets of Achievement Test from respective colleges or neighbourhoods' institutions (sample size 50)				
2	Data Analyses by any excel/software and manual both				35L
	a. Determination of Central Tendency & Variability (Range, SD, QD) b. Graphical representation of data: Frequency polygon, Ogive c. Comparison between two sets of data: Correlation (only software calculation)- Rank difference and product moment The report of statistical practical should be based on the following steps-				

	<ol style="list-style-type: none"> 1) Title 2) Objectives 3) Description of samples 4) Statistical Formulae 5) Tabulation of data 6) Calculation and analysis 7) Discussion/ Interpretation 8) Inference <p>Documentation in terms of both soft and hard copies are to be preserved for final examination.</p>	
--	--	--

EDUCATION (GENERAL)

Semester		IV (General)	
Course Title	Evaluation in Education		
Course Code	DSC 1D (EDCGCOR04T)/	Credit	6
	GE 4 (EDCHGE04T)		
Course Outcome	<ul style="list-style-type: none"> • The meaning, principles, types and importance of evaluation in education • Tools & techniques of evaluation, their advantages & disadvantages in education • The meaning, types & characteristics of tests such as educational tests & psychological tests • The meaning & utility of statistics & calculate central tendency and variability of a distribution. 		
Scheme of Instruction			

Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Evaluation a. Concept, principles and importance of evaluation b. Comparison between evaluation and measurement				15L
2	Tools and Techniques of Evaluation a. Scales of measurement b. Tools of evaluation- Questionnaire, Interview, Observation & CRC (characteristics, advantages and disadvantages)				20L
3	Educational Tests a. Educational test- concept, types & characteristics of a good test b. Difference between educational & psychological tests				20L
4	Statistics a. Statistics- concept, utility, score, tabulation b. Measures of Central Tendency- concept, properties, uses & calculation c. Measures of Variability- concept, types(concept), uses, calculation of SD				20L

Semester		IV (Honours& General)			
Course Title		SEC-2 : Development of Observational Skill			
Course Code		EDCSSEC02M	Credit		2
Course Outcome		<ul style="list-style-type: none"> • The meaning, nature & characteristics of observation • The types of observation ways to plan and execute an observational programme • The student will develop the skills to observe an event, record the event and report on the event meticulously 			
Scheme of Instruction					
Total Duration		6months	Class/Week	2	Hours/week 2
Instruction Mode		Blended Mode			
Scheme of Examination					
Maximum Score		25	Internal	-	End Semester 25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Observation- Basic Concept <ol style="list-style-type: none"> Meaning, nature and characteristics of Observation Classifications of observation, advantages and disadvantages of observation 				16L
2	Planning of Observational Skill <ol style="list-style-type: none"> Planning and execution of observation Recording and interpretation of observed data 				16L

3	Developing Observational Skill a. Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey) b. Writing a Report on the Visit	18L
---	--	------------

EDUCATION HONOURS

Semester		V (Honours)			
Course Title	GUIDANCE & COUNSELLING				
Course Code	EDCACOR11T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ To know about Guidance ❖ To know about Counselling ❖ What is adjustment and maladjustment ❖ How to test Personality, Creativity and Intelligence ❖ This education helps young students to pursue the right type of education 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Guidance --- basic concept a) Guidance – meaning, definition, scope, need and importance				15L

	b) Different types of guidance – educational, vocational, and personal (nature, purpose and function)	
2	<p>Counselling --- basic concept</p> <p>a) Counselling – meaning, nature, scope, types (directive, non-directive, eclectic, individual and group counselling)</p> <p>b) A brief introduction to approaches of counselling --- directive, authoritarian, psychoanalytic, humanistic and behaviouristic</p>	15L
3	<p>Adjustment and Maladjustment</p> <p>a) Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment</p> <p>b) Concept of maladjustment --- types, problem behaviour in adolescent stage, mental disorder (schizophrenia and paranoia)</p>	23L
4	<p>Testing and Diagnosis</p> <p>a) Basic data necessary for guidance</p> <p>b) Psychological testing – personality (TAT), intelligence (Stanford Binet Scale), Creativity (Torrance)</p>	22L

Semester		V (Honours)			
Course Title	EDUCATIONAL TECHNOLOGY				
Course Code	EDCACOR12T	Credit	4		
Course Outcome	<ul style="list-style-type: none"> ❖ To know about educational technology ❖ Importance of communication and its various types ❖ Its importance to integrate new technologies and tools into classroom teaching 				
Scheme of Instruction					
Total Duration	6months	Class/Week	4	Hours/week	4

Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	50	Internal	8+2	End Semester	40
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Educational Technology a) Concept, nature, scope and limitations of educational technology b) Approaches to educational technology --- hardware, software, system approach				15L
2	Communication a) Concept, components, classification and barriers b) One basic classroom-oriented model i.e linear and its significance in education				17L
3	Instructional Technology a) Mass instructional techniques – seminar, symposium, workshop, panel discussion b) Personalized instructional techniques --- programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)				18L

Semester		V (Honours)	
Course Title	BASIC ICT		
Course Code	EDCACOR12P	Credit	2
Course Outcome	<ul style="list-style-type: none"> ❖ To know about computer ❖ Able to operate computer ❖ Able to prepare a content through DTP operation 		

	<ul style="list-style-type: none"> ❖ Can analyze statistical data through excel operation ❖ Can prepare slides on given topic 				
Scheme of Instruction					
Total Duration	6months	Class/Week	2	Hours/week	2
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	25	Internal		End Semester	25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	<p>Computer and its components</p> <p>a) Opening and shutting down of computer: Outlook of Desktop and Laptop – Different parts of computer – Different cables to join the ports – Power switch of UPS, CPU & Monitor – Steps to opening and shutting down the computer</p> <p>b) Identification of different components of a computer:</p> <p>Basic introduction of computer – Classification – Different components – Input Devices – Output Devices – Storage Devices – Bit and Byte Concept --- Data transfer Devices (Bluetooth & Wi-Fi)</p>				10L
2	<p>DTP Operation</p> <p>a) Typing words: Creating new file – Typing – Opening and saving the file – Copy, Cut & Paste</p> <p>b) Font: Names – Sizes –Styles (Bold, Italic, Underline)</p> <p>c) Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.</p> <p>d) Page set-up: Margins – Orientation – Sizes – Columns</p> <p>e) Insert: Tables</p>				14L

	<p>9Drawing, Erasing, Formatting)—Page Numbering – Adding Pictures and Symbols</p> <p>f) Printing: Print Set Up – Landscape and Portrait – Page Range – Zooming -- Copies</p>	
3	<p>Excel Operation</p> <p>a) Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing</p> <p>b) Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, Correlation)</p> <p>c) Charts & Graphs (2D &3D Modes): Column – Line – Pie – Bar – Area – Scatter</p>	12L
4	<p>Oral Presentation with PPT</p> <p>a) Play Slide Show (at least 5 slides for maximum 5 minutes presentation) from any Survey/Case Study/ Experiment or any relevant topic from syllabus</p> <p>b) Interaction (at least 2 minutes) on the above topic</p> <p>c) The report of PPT presentation (within 500 words) should be based on following steps –</p> <ol style="list-style-type: none"> 1. Title 2. Objectives 3. Date of Presentation 4. Description of Study 	14L

	5. Interpretation	
	6. Comments	

Semester		V (Honours)			
Course Title	WOMEN EDUCATION				
Course Code	EDCADSE01T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ Educating girls improves a country's social and economic well being ❖ Importance of Women Education ❖ Problems face by the women in India ❖ To know about the Women Rights 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Introduction to Women Education a) Women Education --- Meaning, Nature Scope. b) Necessities of Women Education				10L
	Historical Development of Women Education in India				

2	<p>a) Development of Women Education in ancient, mediaeval and British period (from 1600 to 1947)</p> <p>b) Development of Women Education in post- independent period: Recommendations of various Commission and Committee for the development of Women Education</p>	20L
3	<p>Problems of Women Education in India</p> <p>a) Probable remedial measures to solve the problems of Women Education with reference to NPE1986,1992and 2019</p> <p>b) Role of teacher in popularizing Women Education</p>	20L
4	<p>Women Rights in India</p> <p>a) Constitutional Rights--- Article 15, 16, 23, 39, 42, 51, 243</p> <p>b) Legal Rights --- Domestic Violence Act (2005), National Commission of Women Act (1990), Sexual Harassment of Women at Workplace Act (2013)</p>	25L

Semester		V (Honours)			
Course Title	TEACHER EDUCATION				
Course Code	EDCADSE02T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ Teacher Education is focused upon the impartment of training to the teachers ❖ It serves to equip the teachers with the conceptual and theoretical framework within which they can acquire an understanding of the intricacies of the profession 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				

Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	An Introduction to Teacher Education a) Teacher Education--- Meaning, Nature and Scope b) Aims and objectives of teacher education in Elementary, Secondary and Higher Secondary levels				15L
2	Teacher and Teaching a) Functions of a teacher, characteristics of an ideal teacher, role of teacher at present context b) Definition and characteristics of teaching, teaching as a profession, Ethics of a teacher				15L
3	Historical Development of Teacher Education in India a) Development of Teacher Education in pre-independent India: Wood's Dispatch to Wood-Abbot Report b) Development of Teacher Education in post-independent period: Recommendations of various Commission and Committee for the development of Teacher Education				20L
4	Trends in Methodology of Teaching a) Teaching Models: Advance Organizer Model, Concept Attainment Model b) Micro Teaching, Simulated Teaching				25L

Semester		V (Honours)			
Course Title	LIFE SKILL EDUCATION				
Course Code	EDCADSE03T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ It strengthens the ability of an individual to meet the needs and demand of the society ❖ It is an education helps in behavior development approach to address a balance of three areas: knowledge, attitude and skills ❖ Today's youth are facing many emerging problems. Some of those problems have an adverse effect on them. This education will help an individual to be successful in living a productive and satisfying life 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	<p>An Introduction to Life Skills and Education</p> <p>a) Life Skills: Definitions, Characteristics, Types (personal, inter personal, writing, numeracy)</p> <p>b) Life Skill Education--- Meaning, nature, characteristics, types and scope. Necessities of Life Skill Education on present context</p>				15L

2	<p>Role of Agencies of Education in Life Skill Education</p> <p>a) Role of educational institutes, parents, teacher and Government (Central and State)</p> <p>b) Role of NGOs in imparting Life Skill Education (with special emphasis on physical, social, emotional and cognitive development)</p>	20L
3	<p>Issues in Life Skill Education</p> <p>a) Problems related to Life Skill Education—Domestic Violence, Juvenile Delinquency in primary and secondary level</p> <p>b) Preparation of life skill curriculum in school and colleges</p>	14L
4	<p>Acts related to Life Skill Education</p> <p>a) POSCO (2012)</p> <p>b) Domestic Violence Act (2005)</p>	26L

EDUCATION GENERAL

Semester		V (General)	
Course Title	SOCIOLOGICAL FOUNDATION OF EDUCATION		
Course Code	DSE-1A(EDCGDSE01T)	Credit	6
Course Outcome	<ul style="list-style-type: none"> ➤ The meaning nature and scope of sociology and educational sociology and their inter relationship. ➤ The meaning and types and social groups and their role in socialization process. ➤ The meaning, nature and types of social agencies and their role as agencies of education; ➤ Various social issues and their causes and impact on social life. 		
Scheme of Instruction			

Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Educational Sociology a. Concept and nature of sociology b. Nature and scope of educational sociology relation between education and sociology.				20L
2	Socialisation a. Social group-concept (meaning & nature) type and role of education in social groups. b. Social change-concept (meaning & nature) type and role of education.				20L
3	Social agency & education a. social agency-concept, nature and types b. Role of family & school as a social agency of education				20L
4	Emerging Social issues in India a. Population Explosion b. Poverty and Education				15L

Semester		V (General)			
Course Title	Psychology of Learning				
Course Code	DSE 1A (EDCGDSE02T)	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ The meaning nature and scope of intelligence ➤ The meaning and types and factors of learning ➤ Understand learning theories and their educational implications ➤ To understand creativity and its measurement. 				

Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Intelligence a. Intelligence – concept and scope, measurement of intelligence (Basic concept of group and individual test, verbal and non verbal test, 1937 Scale of intelligence) b. Theories of Intelligence – Guilford, Gardner				20L
2	Learning and Related factors a. Learning – definition, characteristics and types b. Factors influencing learning – memorization, attention, emotion and motivation.				20L
3	Theories of learning a. S-R Theories (Concept of Thorndike, Skinner & Pavlov) b. Cognitive learning by Gestalt				20L
4	Creativity a. Creativity – concept, scope and characteristics of creative persons. b. Measurement of creativity – Passi, TTCT				15L

Semester		V (General)			
Course Title	Teacher Education in India				
Course Code	GE-1	Credit	6		

	(EDCGGECOIT)				
Course Outcome	<ul style="list-style-type: none"> ➤ Curriculum and Planning ➤ The learner and the learning environment ➤ Teaching ➤ Professional responsibilities for School and Community 				
Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content			Lecture Hour (Cumulative)	
1	Teacher Education - Basic Concept <ul style="list-style-type: none"> a. Teacher Education - definition, objectives and importance b. Development of Teacher Education in India - Ancient, Medieval, British and Post-independence period (upto Kothari commission) 			20L	
2	Teacher Education in India <ul style="list-style-type: none"> a. Pre-service and in-service teacher education in India-objectives, functions, advantages and disadvantages. b. Teacher Education through distance mode-objectives, agencies, advantages and disadvantages. 			20L	
3	Administration of Teacher Education in India <ul style="list-style-type: none"> a. Teacher training institutes - primary and secondary levels-functions, problems and solutions b. Agencies of teacher education-NCERT, NCTE, CTE(brief history and functions) 			20L	

4	Modern concept in teacher education a. Enhancement of professional capacity(EPC)-concept, types and importance b. School internship-concept, characteristics and importance.	15L
----------	---	------------

Semester		V (General)			
Course Title	SEC-3 : Collection and Analysis of Statistical Data				
Course Code	EDCSSEC03M	Credit	2		
Course Outcome	<ul style="list-style-type: none"> • The meaning, nature & characteristics of statistical data • The ways to plan and execute an statistical data • The student will develop the skills to analyze the data and report on the statistical data meticulously 				
Scheme of Instruction					
Total Duration	6months	Class/Week	2	Hours/week	2
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	25	Internal	-	End Semester	25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Data Collection (a) Introduction to Data- Meaning, Types and Uses of Data. (b) Collection of Data (N=50)				10L
2	Data Analysis and Interpretation. (a) Preparation of Frequency Distribution Table. (b) Calculation of Mean, Median, Mode, SD and QD. (c)				15L

	Interpretation of Results	
--	---------------------------	--

EDUCATION HONOURS

Semester		VI (Honours)			
Course Title	CURRICULUM STUDIES				
Course Code	EDCACOR13T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ To know about meaning, characteristics of curriculum ❖ It helps teacher as well as the students to understand the content through teaching-learning process ❖ It provides with knowledge about course design and development 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode					
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Introduction to Curriculum a) Meaning, Nature, Scope of curriculum b) Relationship among curriculum, syllabus, content c) Types of Curricula—brief introduction (definition and example only) d) Basic sources of curriculum—philosophical, socio-cultural,				17L

	psychological	
2	Aims and Objectives of Curriculum a) Need to form aims and objectives of curriculum b) Areas of educational objectives: Bloom's taxonomy (cognitive only)	15L
3	Development of Curriculum a) UGC model of curriculum development b) Factors of curriculum development	26L
4	Evaluation of Curriculum a) Meaning and Purpose of curriculum evaluation b) Approaches of curriculum evaluation: Formative and Summative c) Scientific model of curriculum evaluation--- Stenhouse's model	20L

EDUCATION HONOURS

Semester		VI (Honours)			
Course Title	SPECIAL EDUCATION				
Course Code	EDCACOR14T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ Acquire Knowledge about basic concept of special education. ❖ Understand the development and organisation of special education ❖ Learn about gifted and slow learners ❖ Gather experiences about the different types of exceptionality 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					

Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Introduction to Special Education a. Special education-concept , nature , objectives and characteristics b. Inclusive education- concept, types. Is inclusion a viable alternative?				14L
2.	Development and organisation of special education in India a) Development of special education India b) Organisation and administration of special education in India.				13L
3	Gifted and slow learners a) Gifted children- definition, classification, identification, needs, problems, educational support for them. b) Slow learners - definition, classification, identification, needs, problems, educational support for them.				12L
4	Types of exceptionality with reference to : Definition, characteristics , classification, causes and prevention and remedial measures a) Visual impairment b) Auditory impairment c) Mental retardation				20L

Semester		VI (Honours)			
Course Title	VALUE EDUCATION				
Course Code	EDCADSE04T	Credit	6		

Course Outcome	<ul style="list-style-type: none"> ❖ It helps in nurturing balanced sensible individuals thus creating humane society ❖ It helps the students to become more and more responsible ❖ To enable students to distinguish between right and wrong ❖ To form the conscience of youngsters 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	An introduction to values a) Value—Meaning, Nature and Importance b) Classification of values—Indian and Western context				10L
2	Values from different perspectives a) Philosophy, History, Environment, Literature, Religion and Education (concept, nature and importance) b) Democratic and Universal Human Values--- Concept, nature and importance				20L
3	Value Crises a) Value crises—definition, nature and characteristics b) Causes of value crises with respect to Social, Economic and Political life, preventive measures of value crises				25L

	Value Education	
4	<p>Value Education</p> <p>a) Value Education--- Meaning, nature, approaches. Learning experiences in value education through imitation, indoctrination, inculcation and internalization</p> <p>b) Role of parents, teachers, mass-media in inculcating values</p>	20L

Semester		VI (Honours)			
Course Title	PEACE EDUCATION				
Course Code	EDCADSE05T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ❖ It makes the individual aware not to discriminate in gender, fundamental rights, fundamental duties ❖ It develops the will of tolerance ❖ It has played an important role in forming good understanding of the interdependence between the people and societies 				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
	An introduction to Peace Education				

1	<p>a) Peace—Meaning, characteristics, scope and importance</p> <p>b) Peace Education --- Concept, nature and importance</p>	10L
2	<p>Barriers of Peace Education</p> <p>a) Psychological, socio-cultural, political barriers</p> <p>b) Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO</p>	20L
3	<p>Factors responsible for disturbing individual peace</p> <p>a) Psychological, Social, Cultural</p> <p>b) Violence in home and educational institutions</p>	20L
4	<p>Role of Peace Education in present context</p> <p>a) Role of education to maintain peace; approaches promoting peace among individuals</p> <p>b) Learning experiences in peace education through imitation, indoctrination, inculcation and internalization</p>	25L

Semester		VI (Honours)	
Course Title	ENVIRONMENTAL EDUCATION		
Course Code	EDCADSE06T	Credit	6
	<ul style="list-style-type: none"> ❖ It promotes critical and creative thinking skills ❖ It inspires children to love their communities as well as the environment where they live ❖ It enhances awareness among the students to protect the environment from the 		

Course Outcome	harmful elements ❖ This gives student a new meaning to problem-solving techniques as they will solve real world problem				
Scheme of Instruction					
Total Duration	6months	Class/Week	6	Hours/week	6
Instruction Mode	Blended mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Introduction to Environmental Education a) Environmental Education –Meaning, characteristics, components and scope b) Necessities and study of Environmental Education				10L
2	Introduction to Eco-System a) Eco-System—Concept, types, components, interrelation of components, energy-flow in eco-system b) Role of education in eco-system				15L
3	Environmental Pollution a) Environmental Pollution— Definition, types, causes, classification, preventive and curative measures b) Role of education to combat various environmental pollutions; functions of CPCB (Central Pollution Control Board)				20L

4	Environmental Awareness	30L
	a) Concept and need for environmental awareness, role of agencies of education in promoting environmental awareness b) Some environmental movements – Narmada BachaoAndolon (NBA), Chipko Movement, Silent Valley Movement	

EDUCATION GENERAL

Semester		VI (General)			
Course Title	Ancient Indian Education & Contemporary issues in Indian Education				
Course Code	DSE1B(EDCGDSE03T)	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ The system,aims,curriculum,methods of teaching and women education in Brahminic and Buddhistic period. ➤ The problems of equality in education and structure and functions of various controlling and policy making agencies i.e.UGC, NCERT& NCTE. ➤ The problems of backward sections of the society and problems of vocational education in India. ➤ Understand the current educational acts such as PWD,SSA&RTE. 				
Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content			Lecture Hour (Cumulative)	

1	Development of Education in Ancient India a. Brahminic Education: aims, curriculum and method of education. b. Buddhistic Education: aims, curriculum and method of education.	20L
2	Social issues:1986 till date a. Problems of education of backward classes w.r.t. SC/ST/OBC/MC b. Problems of women education.	20L
3	Current Issues a. Problems of equalization of educational opportunities. b. Structure and functions of UGC, NCTE, NAAC & NCERT.	20L
4	Contemporary acts on education a. RTEA,2009 b. PWD	15L

Semester		VI (General)	
Course Title	Guidance and Counselling in Education		
Course Code	DSE1B(EDCGDSE O3T)	Credit	6
Course Outcome	<ul style="list-style-type: none"> ➤ The meaning, scope and need for adjustment and causes and remedies for maladjustment. ➤ Meaning, scope, types and importance of guidance and it's need in secondary and higher secondary schools. ➤ The meaning, nature, scope, types and importance of counselling. ➤ The techniques of data collection for guidance and counselling; and the students may use this knowledge in their own life situation. 		

Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content			Lecture Hour (Cumulative)	
1	Adjustment and Maladjustment a. Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defence mechanisms. b. Concept of maladjustment – causes, types w.r.t. adolescence			20L	
2	Guidance a. Guidance – meaning, definition, scope, need and importance of guidance. b. Different types of guidance – educational, vocational and personal (nature, purpose, functions).			20L	
3	Counseling a. Meaning, nature, scope and importance of counseling, difference between guidance and counseling. b. Types of counseling – directive, non-directive, eclectic, individual and group counseling.			20L	
4	Data & techniques for guidance and counselling a. Basic data necessary for guidance b. Techniques of data collection for guidance			15L	
Semester			VI (General)		
Course Title		Inclusive Education			

Course Code	EDCGGE02T	Credit	6		
Course Outcome	<ul style="list-style-type: none"> ➤ Understand the basic concept of special education ➤ Learn about gifted and slow learner ➤ Acquaintance with the history and development of special education ➤ Acquaintance with the different types of exceptionalities 				
Scheme of Instruction					
Total Duration	6 months	Class/Week	6	Hours/week	6
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	75	Internal	20+5	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Inclusive Education – Basic Concept a) Inclusive Education—meaning, nature and importance b) Development of Inclusive Education –in British and post independence period				15L
2	Adult & Social Education: a. Meaning, nature, importance of adult & social education relationship between adult and social education. b. National Adult Education Programme (NAEP), National Literacy Mission (NLM)				20L
3	Special Education: a. Meaning, nature and importance b. RCI, NIOH, NIMH, NIVH, brief history, objective and functions				20L

4	Issues in Inclusive Education: a. Barriers and facilitators in Inclusive Education – psychological, social & ethical b. Role of technology in Inclusive classroom -aids, appliances & remedial teaching	20L
----------	--	------------

Semester		VI (General)			
Course Title	SEC-4 : Development of Environmental Awareness				
Course Code	EDCSSEC03M	Credit	2		
Course Outcome	<ul style="list-style-type: none"> • The meaning, nature & characteristics of environmental awareness • The ways to plan and execute an environmental awareness • The student will develop the skills to acquire the environment issues and report on the environment meticulously 				
Scheme of Instruction					
Total Duration	6months	Class/Week	2	Hours/week	2
Instruction Mode	Blended Mode				
Scheme of Examination					
Maximum Score	25	Internal	-	End Semester	25
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
1	Environmental Awareness-Basic Concepts (a) Meaning and Nature of Environmental Awareness. (b) Need, Importance and types of Environmental Awareness training				20L
2	Skill Development in Environmental Awareness (a) Planning and execution of Environmental Awareness Programme.				30L

	<p>(b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc.</p> <p>(c) Reporting on the Programme</p>	
--	--	--