

CBCS SYLLABUS
FOR
THREE YEARS UNDER-GRADUATE COURSE
IN
EDUCATION (PROGRAMME)
(w.e.f. 2017)



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	1	4	1X 4=4		1 X 4=4	
	English/Hindi/MIL Communication	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	-
ACSHP/ 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 Guidance and Counselling							
	b 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 Introduction to Distance 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 Practices of Education

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

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

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 Contents:

UNIT-I: Concept, Scope, and Aim 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.



References:

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.
4. B.R. Purkait- Principles and practices of education



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 Contents:

UNIT-I : Educational Sociology

1. Meaning and concept of Sociology and Educational Sociology
2. Relationship between Education and Sociology
3. Difference 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 Book:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education



SEMESTER-III

Course Title: Introduction to Educational Psychology

Course Code: AP/EDN/301/C-1C

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

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 Contents:

Unit- I: Educational Psychology

1. Definition of Education, 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: Intelligence, Attention, and Interest

1. Intelligence: Concept and measurement. 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- III: Personality, Emotion, and Habit

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

Unit- IV: 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.



References:

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. Mangal- Educational psychology.



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 Contents:

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



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 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. National education movement- Causes, Phases and Importance in Education.
3. Basic Education- Concept, characteristics, merits and demerits.
4. Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

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 Books:

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



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 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 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 Books:

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

Maximum Marks: 50

Examination Duration: 2 hours

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 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)
3. Microteaching (basic concepts)

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



References:

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 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



References:

1. Coleman, J.C. :Abnormal Psychology and Modern Life, D.B. Taraporevala Sonsand 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.



SEMESTER-V

Course Title: Environmental Education

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

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 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.



References:

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.
8. Water Pollution and Management by C. F. Vershney.



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

Format will be prepared before implementation of the syllabus



SEMESTER-VI

Course Title: Guidance and Counselling

Course Code: AP/EDN/601/DSE-1B (a)

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

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 Counselling
3. Describe different techniques used in Guidance and Counselling
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

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

Unit-IV: Adjustment

- 2) 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.



SEMESTER-VI

Course Title: Inclusive Education

Course Code: AP/EDN/601DSE-1B (b)

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

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 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



SEMESTER-VI

Course Title: Introduction to Distance Education

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

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, Features, Objectives and Scope of Distance Education.
2. Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
3. Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
4. Understand the process of Designing and Development of Self-Learning Print Material.
5. Analyze the qualities of various media used in education and their relative merits and demerits
6. Apply New Technologies in the Preparation of Print Material for Distance Learners.
7. Understand the mechanism for Learner Support Services in Distance Education.
8. Understand the Role of Different forms of Communication Media in Distance Education.

Course Contents:

Unit- I: Philosophy and Growth of Distance Education

1. Philosophical foundation of Distance Education: Concept, Features, Objectives and Scope.
2. Growth and present status of Distance Education at National and International Level

Unit- II: Designing and Development of Self-Learning Print Materials

1. The Process of Designing and Development of Self-Learning Print Material.
2. Preparation of Print Material: Application of relevant technologies
3. Factors affecting Design of Print Materials

Unit-III: Mechanism for Learner Support Services

1. Learner Support Services: What, Why and How?
2. Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments

Unit-IV: Communication Media for Distance Education

1. Issues and Application of Communication Technology in Distance Education.
2. Media in Distance Education: Radio, Television, Audio video production, Satellite Technology, and Computer and Internet as an Educational Media.



References:

1. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
2. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
3. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
4. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
5. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.



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 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- Pu;r;ushartha, Satyam shivam sundaram, ahimsha prem and karma, tyaga and lokasangraha
2. Contemporary values-democracy, socialism, secularism, freedom, discipline, responsibility, human rights

Unit -IV: Value Erosion and Inculcation

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance,
3. Approaches to value education- direct and indirect method, curricular and co-curricular and extra curricular



References:

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.



SEMESTER-VI

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

Format will be prepared before implementation of the syllabus