

**YAGODA SATSANGA PALPARA MAHAVIDAYALAYA (General Education)  
TEACHING PLAN (SYLLABUS DISTRIBUTION)**

**SESSION : 2019 - 2020**

<b>COURSE CODE/TYPE</b>	<b>UNIT</b>	<b>CONTENTS</b>	<b>NAME OF FACULTY</b>	<b>NO. OF LACTURES</b>	<b>TO BE COMPLETED BY</b>
<b>DSC1-A PRINCIPLES OF EDUCATION</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Education: Meaning, Nature and Scope.</li> <li>· Functions of Education</li> <li>· Factors of Education.</li> <li>· Aims of Education: Individualistic and Socialistic</li> </ul>	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Meaning of Curriculum.</li> <li>· Types of curriculum.</li> <li>· Principles of curriculum construction.                             <ul style="list-style-type: none"> <li>· Co – curricular activities.</li> </ul> </li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Child Centric Education: Meaning and Characteristics.</li> <li>· Aims of modern child centric education.</li> <li>· Child Centricism in Education: its significance.</li> <li>· Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>	AM	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· Freedom and Discipline: Concepts.</li> <li>· Needs of discipline.</li> </ul>	AM	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Concept of Free discipline.</li> <li>· Concept of Self-discipline.</li> <li>· Application of Discipline in Educational Institution</li> </ul>			
<b>DSC2-A EDUCATIONAL KKHYCHOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Educational KKychology: Meaning, Nature and Scope</li> <li>· Relation between Education and KKychology.</li> <li>· Methods of Educational KKychology.</li> </ul>	KK	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Growth and Development: Meaning and Concepts.</li> <li>· Stages of Development of a Child: Infancy, Childhood and Adolescence.</li> <li>· Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul>	KK	8	2 <sup>ND</sup> ,3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Personality: Concept and definition.</li> <li>· Development of Personality.</li> <li>· Types and Traits Approaches to Personality.</li> <li>· Individual Differences: Concepts and Types.</li> <li>· Causes of Individual Differences</li> </ul>	AM	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Intelligence: Concept and Definition.</li> </ul>	AM	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.</li> <li>· Intelligence Test: Verbal, Non-verbal test and their uses</li> </ul>			
	5	<ul style="list-style-type: none"> <li>· Learning: Meaning &amp; Nature.</li> <li>· Factors associated with learning.</li> <li>· Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>· Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul>	AM	6	5 <sup>TH</sup> MONTH
<b>DSC3-A EDUCATIONAL SOCIOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Education Sociology: Meaning, Nature and Scope.</li> <li>· Relation between Sociology and Education.</li> <li>· Education-as a social sub-system.</li> </ul>	AM	8	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Social Change: Concept and nature.</li> <li>· Factors and problems of social change in India.</li> <li>· Social stratification: Meaning and Types</li> </ul>	AM	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Socialization: Meaning, process and factors of socialization.</li> <li>· Social Control: Meaning and types of Social control, Agencies of Social Control</li> </ul>	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

	4	<ul style="list-style-type: none"> <li>· Social Agencies of Education and their educative role:</li> <li>· Family.</li> <li>· School.</li> <li>· State.</li> <li>· Mass media.</li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC4-A HISTORY OF EDUCATION IN INDIA</b>	1	<ul style="list-style-type: none"> <li>· Missionary educational activities in India: Characteristics and significance.</li> <li>· Serampore Mission: Contributions of the Trio to Education.</li> <li>· Charter Act of 1813.</li> <li>· Macaulay's Minute.</li> <li>· Adam's Report and its recommendations.</li> <li>· Woods Despatch (1854).</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Indian Education commission -1882.</li> <li>· Indian University Commission (1902).</li> <li>· National Education Movement</li> </ul>	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Sadler Commission - 1917</li> <li>· Hartog Committee Report.</li> <li>· Wardha Schame.</li> <li>· The Sargent Plan (1944).</li> </ul>	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Radhakrishnan Commission-1948, with special reference to rural university.</li> <li>· Mudaliar</li> </ul>	AM	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		Commission (1952-53): Reports and Recommendations. · Kothari Commission (1964-66): Reports and Recommendations. · National Education Policy 1986 and Revised Educational Policy of 1992.			
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COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LECTURES	TO BE COMPLETED BY
<b>DSE1-A GREAT EDUCATORS</b>	<b>1</b>	· Swami Vivekananda (1863-1902). · Sri Aurobindo (1872-1950).	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	<b>2</b>	· Rabindranath Tagore (1861-1941). · Mahatma Gandhi (1869-1948).	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	· Jean Jacques Rousseau (1712-1778). · F.W. August Froebel (1782-1852).	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	· John Dewey (1859-1952). · Madam Maria Montessori (1870-1952).	AM	13	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSE1-B INCLUSIVE EDUCATION</b>	1	<b>Inclusion in Education</b> 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,	KK	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		Physical, and Instructional			
	2	<b>Exceptional Children</b> 1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; 2. Causes of exceptionality, needs and problems of exceptional children.	KK	14	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Sensory Impairment and Learning Disability</b> 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education	AM	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<b>Mentally Retardation</b> 1. Mentally Retardation- definition, causes, characteristics & Education 2. Giftedness- definition, causes, characteristics & Education	AM	15	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC1 MEASUREMENT AND EVALUATION</b>	1	<ul style="list-style-type: none"> <li>· Concept of Measurement and Evaluation.</li> <li>· Difference between Measurement and Evaluation.</li> <li>· Needs of Evaluation in Education</li> </ul>	AM	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Different tools and techniques of Evaluation.</li> <li>· Teacher Made test and Standardized test.</li> <li>· Achievement tests and Psychological tests</li> </ul>	AM	10	2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		· Cumulative Record Card.			
	3	· Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method. · Validity: Meaning and Method of Determining Content Validity	KK	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	· Tabulation of Educational Data. · Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses). · Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	5	· Concept of Correlation. · Rank Difference method and Product moment method for Computation of correlation, Co-efficient. · Interpretation of results.	AM	10	5 <sup>TH</sup> MONTH
<b>SEC-2 : Educational Guidance and Counseling</b>	1	· Educational Guidance: Meaning, Definition, Scope. · Needs and Importance of Guidance. · Essentials of good Guidance programme	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> 3 <sup>RD</sup> MONTH
	2	· Different forms of Guidance.	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Educational and Vocational Guidance.</li> <li>· Organization of Guidance service at different levels of education.</li> <li>· Tools and techniques of Guidance</li> </ul>			
	3	<ul style="list-style-type: none"> <li>· Counseling: meaning, nature, scope.</li> <li>· Types of counseling.</li> <li>· Tools and techniques of Counseling</li> </ul>	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Difference between Guidance and Counseling.</li> <li>· Counseling process-relationships &amp; its characteristics.</li> <li>· Role of parent, teacher &amp; counselor in guidance programme</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC-3: Yoga Education</b>	1	<ul style="list-style-type: none"> <li>· Basis of Yoga Meaning and Concept.</li> <li>· Patanjala Yogasutra.</li> <li>· Hathayoga Pradipika</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Concept of Yoga.</li> <li>· Streams of Yoga.</li> <li>· Raja Yoga: Eight Fold Path.</li> <li>· Anand Mimamsa.</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Theories of Yoga Practices.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Kriyas.</li> <li>· Dhyana</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Practical Eight Step</li> </ul>	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH



		<p>Method: Single Group and Double Group Practice.</p> <ul style="list-style-type: none"> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Relaxation Techniques</li> </ul>			
<b>SEC-4 : Education of Children with Special Needs</b>	1	<ul style="list-style-type: none"> <li>· Education of Children with:               <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ol> </li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Education of Children with: Physically Handicraft: identification, intervention, education and prevention</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Education of Children with: Learning Disabilities: identification, intervention, education and prevention</li> </ul>	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>GE-1 : Mental Health and Hygiene</b>	1	<ul style="list-style-type: none"> <li>· Mental Hygiene: Meaning and Concept.</li> <li>· Mental Health: Meaning and Concept.</li> <li>· Characteristics of Mental Health.</li> <li>· Education and Mental Health &amp; Hygiene</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Adjustment: Concepts, Need, and Areas of Adjustment.</li> </ul>	KK	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		<ul style="list-style-type: none"> <li>· Mechanism of Adjustment.</li> <li>· Role of Family and School in effective Adjustment</li> </ul>			
	3	<ul style="list-style-type: none"> <li>· Maladjustment: Meaning and Definition.</li> <li>· Causes of Maladjustment.</li> <li>· Different forms of Maladjustment.</li> <li>· Role of Family and School in remedial measures</li> </ul>	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>GE-2: Environmental Education</b>	1	<b>Environmental Education</b> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<b>Education of Environmental Concepts</b> 1. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Environmental Education and Social Issues</b> 1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water	AM	10	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<b>Approaches and Methods of</b>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<b>Environmental Education</b> Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey			
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KK: Kathika Khatua; AM: Dr. Amit Kumar Maity

**SESSION : 2020 - 2021**

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
<b>DSC1-A PRINCIPLES OF EDUCATION</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Education: Meaning, Nature and Scope.</li> <li>· Functions of Education</li> <li>· Factors of Education.</li> <li>· Aims of Education: Individualistic and Socialistic</li> </ul>	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Meaning of Curriculum.</li> <li>· Types of curriculum.</li> <li>· Principles of curriculum construction.</li> <li>· Co – curricular activities.</li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Child Centric Education: Meaning and Characteristics.</li> <li>· Aims of modern child centric education.</li> <li>· Child Centricism in Education: its</li> </ul>	AM	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		<p>significance.</p> <ul style="list-style-type: none"> <li>· Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>			
	<b>4</b>	<ul style="list-style-type: none"> <li>· Freedom and Discipline: Concepts.</li> <li>· Needs of discipline.</li> <li>· Concept of Free discipline.</li> <li>· Concept of Self-discipline. <ul style="list-style-type: none"> <li>· Application of Discipline in Educational Institution</li> </ul> </li> </ul>	AM	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC2-A EDUCATIONAL KKHYCHOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Educational KKychology: Meaning, Nature and Scope</li> <li>· Relation between Education and KKychology. <ul style="list-style-type: none"> <li>· Methods of Educational KKychology.</li> </ul> </li> </ul>	KK	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Growth and Development: Meaning and Concepts.</li> <li>· Stages of Development of a Child: Infancy, Childhood and Adolescence. <ul style="list-style-type: none"> <li>· Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul> </li> </ul>	KK	8	2 <sup>ND</sup> , 3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Personality: Concept and definition.</li> <li>· Development of Personality.</li> <li>· Types and Traits</li> </ul>	AM	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		Approaches to Personality. · Individual Differences: Concepts and Types. · Causes of Individual Differences			
	4	· Intelligence: Concept and Definition. · Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. · Intelligence Test: Verbal, Non-verbal test and their uses	AM	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	5	· Learning: Meaning & Nature. · Factors associated with learning. · Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. · Learning relation to; Attention, Interest, Maturation and Motivation.	AM	6	5 <sup>TH</sup> MONTH
<b>DSC3-A EDUCATIONAL SOCIOLOGY</b>	1	· Education Sociology: Meaning, Nature and Scope. · Relation between Sociology and Education. · Education-as a social sub-system.	AM	8	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	· Social Change: Concept and nature. · Factors and problems of social change in India.	AM	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Social stratification: Meaning and Types</li> </ul>			
	3	<ul style="list-style-type: none"> <li>· Socialization: Meaning, process and factors of socialization.</li> <li>· Social Control: Meaning and types of Social control, Agencies of Social Control</li> </ul>	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Social Agencies of Education and their educative role: <ul style="list-style-type: none"> <li>· Family.</li> <li>· School.</li> <li>· State.</li> <li>· Mass media.</li> </ul> </li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC4-A HISTORY OF EDUCATION IN INDIA</b>	1	<ul style="list-style-type: none"> <li>· Missionary educational activities in India: Characteristics and significance.</li> <li>· Serampore Mission: Contributions of the Trio to Education.</li> <li>· Charter Act of 1813.</li> <li>· Macaulay's Minute.</li> <li>· Adam's Report and its recommendations.</li> <li>· Woods Despatch (1854).</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Indian Education commission -1882.</li> <li>· Indian University Commission (1902).</li> <li>· National Education Movement</li> </ul>	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Sadler Commission - 1917</li> <li>· Hartog Committee Report.</li> </ul>	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		<ul style="list-style-type: none"> <li>· Wardha Scheme.</li> <li>· The Sargent Plan (1944).</li> </ul>			
	4	<ul style="list-style-type: none"> <li>· Radhakrishnan Commission-1948, with special reference to rural university.</li> <li>· Mudaliar Commission (1952-53): Reports and Recommendations.</li> <li>· Kothari Commission (1964-66): Reports and Recommendations.</li> <li>· National Education Policy 1986 and Revised Educational Policy of 1992.</li> </ul>	AM	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LECTURES	TO BE COMPLETED BY
<b>DSE1-A GREAT EDUCATORS</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Swami Vivekananda (1863-1902).</li> <li>· Sri Aurobindo (1872-1950).</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Rabindranath Tagore (1861-1941).</li> <li>· Mahatma Gandhi (1869-1948).</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Jean Jacques Rousseau (1712-1778).</li> <li>· F.W. August Froebel (1782-1852).</li> </ul>	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· John Dewey (1859-1952).</li> <li>· Madam Maria Montessori (1870-1952).</li> </ul>	AM	13	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSE1-B INCLUSIVE</b>	1	<b>Inclusion in Education</b> 1. Meaning and definition,	KK	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

<b>EDUCATION</b>		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			
	2	<b>Exceptional Children</b> 1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; 2. Causes of exceptionality, needs and problems of exceptional children.	KK	14	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Sensory Impairment and Learning Disability</b> 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education	AM	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<b>Mentally Retardation</b> 1. Mentally Retardation- definition, causes, characteristics & Education 2. Giftedness- definition, causes, characteristics & Education	AM	15	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>SEC1 MEASUREMENT AND EVALUATION</b>	1	· Concept of Measurement and Evaluation. · Difference between Measurement and Evaluation.	AM	7



		<ul style="list-style-type: none"> <li>Needs of Evaluation in Education</li> </ul>			
	2	<ul style="list-style-type: none"> <li>Different tools and techniques of Evaluation.</li> <li>Teacher Made test and Standardized test.</li> <li>Achievement tests and Psychological tests</li> <li>Cumulative Record Card.</li> </ul>	AM	10	2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul style="list-style-type: none"> <li>Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.</li> <li>Validity: Meaning and Method of Determining Content Validity</li> </ul>	KK	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>Tabulation of Educational Data.</li> <li>Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).</li> <li>Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)</li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>Concept of Correlation.</li> <li>Rank Difference method and Product moment method for Computation of correlation, Co-efficient.</li> <li>Interpretation of results.</li> </ul>	AM	10	5 <sup>TH</sup> MONTH
<b>SEC-2 : Educational</b>	1	<ul style="list-style-type: none"> <li>Educational Guidance:</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> 3 <sup>RD</sup> MONTH

<b>Guidance and Counseling</b>		<p>Meaning, Definition, Scope.</p> <ul style="list-style-type: none"> <li>· Needs and Importance of Guidance.</li> <li>· Essentials of good Guidance programme</li> </ul>			
	2	<ul style="list-style-type: none"> <li>· Different forms of Guidance.</li> <li>· Educational and Vocational Guidance.</li> <li>· Organization of Guidance service at different levels of education.</li> <li>· Tools and techniques of Guidance</li> </ul>	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Counseling: meaning, nature, scope.</li> <li>· Types of counseling.</li> <li>· Tools and techniques of Counseling</li> </ul>	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Difference between Guidance and Counseling.</li> <li>· Counseling process-relationships &amp; its characteristics.</li> <li>· Role of parent, teacher &amp; counselor in guidance programme</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC-3: Yoga Education</b>	1	<ul style="list-style-type: none"> <li>· Basis of Yoga Meaning and Concept.</li> <li>· Patanjala Yogasutra.</li> <li>· Hathayoga Pradipika</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Concept of Yoga.</li> <li>· Streams of Yoga.</li> <li>· Raja Yoga: Eight Fold Path.</li> <li>· Anand Mimamsa.</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

	3	<ul style="list-style-type: none"> <li>· Theories of Yoga Practices.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Kriyas.</li> <li>· Dhyana</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Practical Eight Step Method: Single Group and Double Group Practice.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Relaxation Techniques</li> </ul>	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>SEC-4 : Education of Children with Special Needs</b>	1	<ul style="list-style-type: none"> <li>· Education of Children with:               <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ol> </li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Education of Children with: Physically Handicraft: identification, intervention, education and prevention</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Education of Children with: Learning Disabilities: identification, intervention, education and prevention</li> </ul>	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>GE-1 : Mental Health and Hygiene</b>	1	<ul style="list-style-type: none"> <li>· Mental Hygiene: Meaning and Concept.</li> <li>· Mental Health:</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<p>Meaning and Concept.</p> <ul style="list-style-type: none"> <li>· Characteristics of Mental Health.</li> <li>· Education and Mental Health &amp; Hygiene</li> </ul>			
	2	<ul style="list-style-type: none"> <li>· Adjustment: Concepts, Need, and Areas of Adjustment.</li> <li>· Mechanism of Adjustment.</li> <li>· Role of Family and School in effective Adjustment</li> </ul>	KK	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Maladjustment: Meaning and Definition.</li> <li>· Causes of Maladjustment.</li> <li>· Different forms of Maladjustment.</li> <li>· Role of Family and School in remedial measures</li> </ul>	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>GE-2: Environmental Education</b>	1	<p><b>Environmental Education</b></p> <ol style="list-style-type: none"> <li>1. Environmental Education: Concept, Characteristics, Components and Scope</li> <li>2. Historical Background of Environmental Education</li> </ol>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<p><b>Education of Environmental Concepts</b></p> <ol style="list-style-type: none"> <li>2. Concept of Environment and Ecosystem</li> <li>2. Disasters: Natural and Man Made</li> </ol>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<p><b>Environmental Education and Social Issues</b></p> <ol style="list-style-type: none"> <li>1. Education for Sustainable development:</li> </ol>	AM	10	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water			
	4	<b>Approaches and Methods of Environmental Education</b> Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

KK: Kathika Khatua; AM: Dr. Amit Kumar Maity

**SESSION : 2021 - 2022**

<b>COURSE CODE/TYPE</b>	<b>UNIT</b>	<b>CONTENTS</b>	<b>NAME OF FACULTY</b>	<b>NO. OF LACTURES</b>	<b>TO BE COMPLETED BY</b>
<b>DSC1-A PRINCIPLES OF EDUCATION</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Education: Meaning, Nature and Scope.</li> <li>· Functions of Education</li> <li>· Factors of Education.</li> <li>· Aims of Education: Individualistic and Socialistic</li> </ul>	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Meaning of Curriculum.</li> <li>· Types of curriculum.</li> <li>· Principles of curriculum construction.</li> <li>· Co – curricular</li> </ul>	KK	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		activities.			
	<b>3</b>	<ul style="list-style-type: none"> <li>· Child Centric Education: Meaning and Characteristics.</li> <li>· Aims of modern child centric education.</li> <li>· Child Centricism in Education: its significance.</li> <li>· Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>	AM	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· Freedom and Discipline: Concepts.</li> <li>· Needs of discipline.</li> <li>· Concept of Free discipline.</li> <li>· Concept of Self-discipline.</li> <li>· Application of Discipline in Educational Institution</li> </ul>	AM	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC2-A EDUCATIONAL PSYCHOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Educational Psychology: Meaning, Nature and Scope</li> <li>· Relation between Education and Psychology.</li> <li>· Methods of Educational Psychology.</li> </ul>	KK	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Growth and Development: Meaning and Concepts.</li> <li>· Stages of Development of a Child: Infancy, Childhood and Adolescence.</li> <li>· Aspects of Child Development : Physical,</li> </ul>	KK	8	2 <sup>ND</sup> , 3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH

		Intellectual, Emotional, Social			
	3	<ul style="list-style-type: none"> <li>· Personality: Concept and definition.</li> <li>· Development of Personality.</li> <li>· Types and Traits Approaches to Personality.</li> <li>· Individual Differences: Concepts and Types.</li> <li>· Causes of Individual Differences</li> </ul>	AM	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Intelligence: Concept and Definition.</li> <li>· Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.</li> <li>· Intelligence Test: Verbal, Non-verbal test and their uses</li> </ul>	AM	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>· Learning: Meaning &amp; Nature.</li> <li>· Factors associated with learning.</li> <li>· Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>· Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul>	AM	6	5 <sup>TH</sup> MONTH
<b>DSC3-A EDUCATIONAL SOCIOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Education Sociology: Meaning, Nature and Scope.</li> <li>· Relation between Sociology and</li> </ul>	AM	8	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		Education. · Education-as a social sub-system.			
	2	· Social Change: Concept and nature. · Factors and problems of social change in India. · Social stratification: Meaning and Types	AM	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	· Socialization: Meaning, process and factors of socialization. · Social Control: Meaning and types of Social control, Agencies of Social Control	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	· Social Agencies of Education and their educative role: · Family. · School. · State. · Mass media.	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC4-A HISTORY OF EDUCATION IN INDIA</b>	1	· Missionary educational activities in India: Characteristics and significance. · Serampore Mission: Contributions of the Trio to Education. · Charter Act of 1813. · Macaulay's Minute. · Adam's Report and its recommendations. · Woods Despatch (1854).	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	· Indian Education commission -1882. · Indian University	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH



		Commission (1902). · National Education Movement			
	3	· Sadler Commission - 1917 · Hartog Committee Report. · Wardha Scheme. · The Sargent Plan (1944).	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	· Radhakrishnan Commission-1948, with special reference to rural university. · Mudaliar Commission (1952-53): Reports and Recommendations. · Kothari Commission (1964-66): Reports and Recommendations. · National Education Policy 1986 and Revised Educational Policy of 1992.	AM	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

<b>COURSE CODE/TYPE</b>	<b>UNIT</b>	<b>CONTENTS</b>	<b>NAME OF FACULTY</b>	<b>NO. OF LECTURES</b>	<b>TO BE COMPLETED BY</b>
<b>DSE1-A GREAT EDUCATORS</b>	<b>1</b>	· Swami Vivekananda (1863-1902). · Sri Aurobindo (1872-1950).	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	<b>2</b>	· Rabindranath Tagore (1861-1941). · Mahatma Gandhi (1869-1948).	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

	<b>3</b>	<ul style="list-style-type: none"> <li>· Jean Jacques Rousseau (1712-1778).</li> <li>· F.W. August Froebel (1782-1852).</li> </ul>	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· John Dewey (1859-1952).</li> <li>· Madam Maria Montessori (1870-1952).</li> </ul>	AM	13	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSE1-B INCLUSIVE EDUCATION</b>	1	<b>Inclusion in Education</b> 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	KK	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	2	<b>Exceptional Children</b> 1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; 2. Causes of exceptionality, needs and problems of exceptional children.	KK	14	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Sensory</b>	AM	12	1 <sup>ST</sup> & 2 <sup>ND</sup>

		<b>Impairment and Learning Disability</b> 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education			MONTH
	4	<b>Mentally Retardation</b> 1. Mentally Retardation- definition, causes, characteristics & Education 2. Giftedness- definition, causes, characteristics & Education	AM	15	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC1 MEASUREMENT AND EVALUATION</b>	1	<ul style="list-style-type: none"> <li>· Concept of Measurement and Evaluation.</li> <li>· Difference between Measurement and Evaluation.</li> <li>· Needs of Evaluation in Education</li> </ul>	AM	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Different tools and techniques of Evaluation.</li> <li>· Teacher Made test and Standardized test.</li> <li>· Achievement tests and Psychological tests</li> <li>· Cumulative</li> </ul>	AM	10	2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		Record Card.			
	3	<ul style="list-style-type: none"> <li>· Reliability: Meaning and Method of Determining Reliability by Tests-Retest Method.</li> <li>· Validity: Meaning and Method of Determining Content Validity</li> </ul>	KK	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Tabulation of Educational Data.</li> <li>· Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).</li> <li>· Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)</li> </ul>	KK	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>· Concept of Correlation.</li> <li>· Rank Difference method and Product moment method for Computation of Correlation, Co-efficient.</li> <li>· Interpretation of results.</li> </ul>	AM	10	5 <sup>TH</sup> MONTH
<b>SEC-2 : Educational Guidance and Counseling</b>	1	<ul style="list-style-type: none"> <li>· Educational Guidance: Meaning, Definition, Scope.</li> <li>· Needs and Importance of Guidance.</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> 3 <sup>RD</sup> MONTH

		<ul style="list-style-type: none"> <li>· Essentials of good Guidance programme</li> </ul>			
	2	<ul style="list-style-type: none"> <li>· Different forms of Guidance.</li> <li>· Educational and Vocational Guidance.</li> <li>· Organization of Guidance service at different levels of education.</li> <li>· Tools and techniques of Guidance</li> </ul>	KK	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Counseling: meaning, nature, scope.</li> <li>· Types of counseling.</li> <li>· Tools and techniques of Counseling</li> </ul>	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Difference between Guidance and Counseling.</li> <li>· Counseling process-relationship &amp; its characteristics.</li> <li>· Role of parent, teacher &amp; counselor in guidance programme</li> </ul>	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC-3: Yoga Education</b>	1	<ul style="list-style-type: none"> <li>· Basis of Yoga Meaning and Concept.</li> <li>· Patanjali Yogasutra.</li> <li>· Hathayoga Pradipika</li> </ul>	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Concept of</li> </ul>	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup>

		Yoga. · Streams of Yoga. · Raja Yoga: Eight Fold Path. · Anand Mimamsa.			MONTH
	3	· Theories of Yoga Practices. · Asana. · Pranayama. · Kriyas. · Dhyana	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	· Practical Eight Step Method: Single Group and Double Group Practice. · Asana. · Pranayama. · Relaxation Techniques	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>SEC-4 : Education of Children with Special Needs</b>	1	· Education of Children with: 1. Visual Impairment: identification, intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	· Education of Children with: Speech and Language Disorders: identification,	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		intervention, education and prevention.			
	3	· Education of Children with: Physically Handicraft: identification, intervention, education and prevention	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	· Education of Children with: Learning Disabilities: identification, intervention, education and prevention	AM	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>GE-1 : Mental Health and Hygiene</b>	1	· Mental Hygiene: Meaning and Concept. · Mental Health: Meaning and Concept. · Characteristics of Mental Health. · Education and Mental Health & Hygiene	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	· Adjustment: Concepts, Need, and Areas of Adjustment. · Mechanism of Adjustment. · Role of Family and School in effective Adjustment	KK	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	· Maladjustment: Meaning and Definition.	AM	14	1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Causes of Maladjustment.</li> <li>· Different forms of Maladjustment.</li> <li>· Role of Family and School in remedial measures</li> </ul>			
<b>GE-2: Environmental Education</b>	1	<b>Environmental Education</b> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	KK	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<b>Education of Environmental Concepts</b> 1. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Environmental Education and Social Issues</b> 1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water	AM	10	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<b>Approaches and Methods of Environmental Education</b> Approaches to Environmental Education: Interdisciplinary	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH



		and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey			
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**KK: Kathika Khatua; AM: Dr. Amit Kumar Maity**

**SESSION : 2022 - 2023**

<b>COURSE CODE/TYPE</b>	<b>UNIT</b>	<b>CONTENTS</b>	<b>NAME OF FACULTY</b>	<b>NO. OF LECTURES</b>	<b>TO BE COMPLETED BY</b>
<b>DSC1-A PRINCIPLES OF EDUCATION</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Education: Meaning, Nature and Scope.</li> <li>· Functions of Education</li> <li>· Factors of Education.</li> <li>· Aims of Education: Individualistic and Socialistic</li> </ul>	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Meaning of Curriculum.</li> <li>· Types of curriculum.</li> <li>· Principles of curriculum construction.               <ul style="list-style-type: none"> <li>· Co – curricular activities.</li> </ul> </li> </ul>	PS	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Child Centric Education: Meaning and Characteristics.</li> <li>· Aims of modern child centric education.</li> <li>· Child Centricism in Education: its significance.</li> <li>· Play and play-way in</li> </ul>	KD	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		education: Kindergarten, Montessori, Basic education and Project method.			
	<b>4</b>	<ul style="list-style-type: none"> <li>· Freedom and Discipline: Concepts.</li> <li>· Needs of discipline.</li> <li>· Concept of Free discipline.</li> <li>· Concept of Self-discipline. <ul style="list-style-type: none"> <li>· Application of Discipline in Educational Institution</li> </ul> </li> </ul>	KD	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC2-A EDUCATIONAL PSYCHOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Educational Psychology: Meaning, Nature and Scope</li> <li>· Relation between Education and Psychology. <ul style="list-style-type: none"> <li>· Methods of Educational Psychology.</li> </ul> </li> </ul>	PS	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Growth and Development: Meaning and Concepts.</li> <li>· Stages of Development of a Child: Infancy, Childhood and Adolescence. <ul style="list-style-type: none"> <li>· Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul> </li> </ul>	PS	8	2 <sup>ND</sup> , 3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Personality: Concept and definition.</li> <li>· Development of Personality.</li> <li>· Types and Traits Approaches to Personality.</li> <li>· Individual</li> </ul>	KD	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		Differences: Concepts and Types. · Causes of Individual Differences			
	4	· Intelligence: Concept and Definition. · Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. · Intelligence Test: Verbal, Non-verbal test and their uses	KD	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	5	· Learning: Meaning & Nature. · Factors associated with learning. · Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. · Learning relation to; Attention, Interest, Maturation and Motivation.	KD	6	5 <sup>TH</sup> MONTH
<b>DSC3-A EDUCATIONAL SOCIOLOGY</b>	1	· Education Sociology: Meaning, Nature and Scope. · Relation between Sociology and Education. · Education-as a social sub-system.	KD	8	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	· Social Change: Concept and nature. · Factors and problems of social change in India. · Social stratification: Meaning and Types	KD	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	· Socialization:	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		<p>Meaning, process and factors of socialization.</p> <ul style="list-style-type: none"> <li>· Social Control: Meaning and types of Social control, Agencies of Social Control</li> </ul>			
	4	<ul style="list-style-type: none"> <li>· Social Agencies of Education and their educative role: <ul style="list-style-type: none"> <li>· Family.</li> <li>· School.</li> <li>· State.</li> <li>· Mass media.</li> </ul> </li> </ul>	PS	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC4-A HISTORY OF EDUCATION IN INDIA</b>	1	<ul style="list-style-type: none"> <li>· Missionary educational activities in India: Characteristics and significance. <ul style="list-style-type: none"> <li>· Serampore Mission: Contributions of the Trio to Education.</li> <li>· Charter Act of 1813.</li> <li>· Macaulay's Minute.</li> <li>· Adam's Report and its recommendations. <ul style="list-style-type: none"> <li>· Woods Despatch (1854).</li> </ul> </li> </ul> </li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Indian Education commission -1882.</li> <li>· Indian University Commission (1902).</li> <li>· National Education Movement</li> </ul>	PS	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Sadler Commission - 1917</li> <li>· Hartog Committee Report.</li> <li>· Wardha Scheme.</li> <li>· The Sargent Plan (1944).</li> </ul>	KD	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

	4	<ul style="list-style-type: none"> <li>· Radhakrishnan Commission-1948, with special reference to rural university.</li> <li>· Mudaliar Commission (1952-53): Reports and Recommendations.</li> <li>· Kothari Commission (1964-66): Reports and Recommendations.</li> <li>· National Education Policy 1986 and Revised Educational Policy of 1992.</li> </ul>	KD	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
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COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LECTURES	TO BE COMPLETED BY
<b>DSE1-A GREAT EDUCATORS</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Swami Vivekananda (1863-1902).</li> <li>· Sri Aurobindo (1872-1950).</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Rabindranath Tagore (1861-1941).</li> <li>· Mahatma Gandhi (1869-1948).</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Jean Jacques Rousseau (1712-1778).</li> <li>· F.W. August Froebel (1782-1852).</li> </ul>	KD	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· John Dewey (1859-1952).</li> <li>· Madam Maria Montessori (1870-1952).</li> </ul>	KD	13	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSE1-B INCLUSIVE EDUCATION</b>	1	<p><b>Inclusion in Education</b></p> <p>1. Meaning and definition, 2. Principles of Inclusive Education- Access, equity, relevance, participation and</p>	PS	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		empowerment, 3. Changing practices in education of children with disability, 4. Barriers to inclusive education- Attitudinal, Physical, and Instructional			
	2	<b>Exceptional Children</b> 1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; 2. Causes of exceptionality, needs and problems of exceptional children.	PS	14	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Sensory Impairment and Learning Disability</b> 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education	KD	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<b>Mentally Retardation</b> 1. Mentally Retardation- definition, causes, characteristics & Education 2. Giftedness- definition, causes, characteristics & Education	KD	15	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC1 MEASUREMENT AND EVALUATION</b>	1	<ul style="list-style-type: none"> <li>· Concept of Measurement and Evaluation.</li> <li>· Difference between Measurement and Evaluation.</li> <li>· Needs of Evaluation in Education</li> </ul>	KD	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Different tools and</li> </ul>	KD	10	2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		<p>techniques of Evaluation.</p> <ul style="list-style-type: none"> <li>· Teacher Made test and Standardized test.</li> <li>· Achievement tests and Psychological tests</li> <li>· Cumulative Record Card.</li> </ul>			
	3	<ul style="list-style-type: none"> <li>· Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.</li> <li>· Validity: Meaning and Method of Determining Content Validity</li> </ul>	PS	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Tabulation of Educational Data.</li> <li>· Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).</li> <li>· Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)</li> </ul>	PS	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>· Concept of Correlation.</li> <li>· Rank Difference method and Product moment method for Computation of correlation, Co-efficient.</li> <li>· Interpretation of results.</li> </ul>	KD	10	5 <sup>TH</sup> MONTH
<b>SEC-2 : Educational Guidance and Counseling</b>	1	<ul style="list-style-type: none"> <li>· Educational Guidance: Meaning, Definition, Scope.</li> <li>· Needs and Importance of Guidance.</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> 3 <sup>RD</sup> MONTH

		<ul style="list-style-type: none"> <li>· Essentials of good Guidance programme</li> </ul>			
	2	<ul style="list-style-type: none"> <li>· Different forms of Guidance.</li> <li>· Educational and Vocational Guidance.</li> <li>· Organization of Guidance service at different levels of education.</li> <li>· Tools and techniques of Guidance</li> </ul>	PS	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Counseling: meaning, nature, scope.</li> <li>· Types of counseling.</li> <li>· Tools and techniques of Counseling</li> </ul>	KD	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Difference between Guidance and Counseling.</li> <li>· Counseling process-relationships &amp; its characteristics.</li> <li>· Role of parent, teacher &amp; counselor in guidance programme</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC-3: Yoga Education</b>	1	<ul style="list-style-type: none"> <li>· Basis of Yoga Meaning and Concept.</li> <li>· Patanjala Yogasutra.</li> <li>· Hathayoga Pradipika</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Concept of Yoga.</li> <li>· Streams of Yoga.</li> <li>· Raja Yoga: Eight Fold Path.</li> <li>· Anand Mimamsa.</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Theories of Yoga Practices.</li> <li>· Asana.</li> <li>· Pranayama.</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH



		<ul style="list-style-type: none"> <li>· Kriyas.</li> <li>· Dhyana</li> </ul>			
	4	<ul style="list-style-type: none"> <li>· Practical Eight Step Method: Single Group and Double Group Practice.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Relaxation Techniques</li> </ul>	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>SEC-4 : Education of Children with Special Needs</b>	1	<ul style="list-style-type: none"> <li>· Education of Children with:               <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ol> </li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Education of Children with: Physically Handicraft: identification, intervention, education and prevention</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Education of Children with: Learning Disabilities: identification, intervention, education and prevention</li> </ul>	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>GE-1 : Mental Health and Hygiene</b>	1	<ul style="list-style-type: none"> <li>· Mental Hygiene: Meaning and Concept.</li> <li>· Mental Health: Meaning and Concept.</li> <li>· Characteristics of Mental Health.</li> <li>· Education and Mental</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		Health & Hygiene			
	2	<ul style="list-style-type: none"> <li>· Adjustment: Concepts, Need, and Areas of Adjustment.</li> <li>· Mechanism of Adjustment.</li> <li>· Role of Family and School in effective Adjustment</li> </ul>	PS	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Maladjustment: Meaning and Definition.</li> <li>· Causes of Maladjustment.</li> <li>· Different forms of Maladjustment.</li> <li>· Role of Family and School in remedial measures</li> </ul>	KD	14	1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>GE-2: Environmental Education</b>	1	<b>Environmental Education</b> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<b>Education of Environmental Concepts</b> 3. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Environmental Education and Social Issues</b> 1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems	KD	10	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		related to energy and water			
	4	<b>Approaches and Methods of Environmental Education</b> Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

PS: Priyanka Samanta; KD: Kishor Kumar Das

**SESSION : 2023 - 2024**

<b>COURSE CODE/TYPE</b>	<b>UNIT</b>	<b>CONTENTS</b>	<b>NAME OF FACULTY</b>	<b>NO. OF LACTURES</b>	<b>TO BE COMPLETED BY</b>
<b>DSC1-A PRINCIPLES OF EDUCATION</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Education: Meaning, Nature and Scope.</li> <li>· Functions of Education</li> <li>· Factors of Education.</li> <li>· Aims of Education: Individualistic and Socialistic</li> </ul>	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Meaning of Curriculum.</li> <li>· Types of curriculum.</li> <li>· Principles of curriculum construction. <ul style="list-style-type: none"> <li>· Co – curricular activities.</li> </ul> </li> </ul>	PS	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Child Centric Education: Meaning and Characteristics.</li> </ul>	KD	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		<ul style="list-style-type: none"> <li>· Aims of modern child centric education.</li> <li>· Child Centricism in Education: its significance.</li> <li>· Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>			
	<b>4</b>	<ul style="list-style-type: none"> <li>· Freedom and Discipline: Concepts.</li> <li>· Needs of discipline.</li> <li>· Concept of Free discipline.</li> <li>· Concept of Self-discipline. <ul style="list-style-type: none"> <li>· Application of Discipline in Educational Institution</li> </ul> </li> </ul>	KD	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC2-A EDUCATIONAL KKHYCHOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Educational KKychology: Meaning, Nature and Scope</li> <li>· Relation between Education and KKychology. <ul style="list-style-type: none"> <li>· Methods of Educational KKychology.</li> </ul> </li> </ul>	PS	7	1 <sup>ST</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Growth and Development: Meaning and Concepts.</li> <li>· Stages of Development of a Child: Infancy, Childhood and Adolescence. <ul style="list-style-type: none"> <li>· Aspects of Child Development : Physical, Intellectual, Emotional, Social</li> </ul> </li> </ul>	PS	8	2 <sup>ND</sup> , 3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Personality: Concept</li> </ul>	KD	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		<p>and definition.</p> <ul style="list-style-type: none"> <li>· Development of Personality.</li> <li>· Types and Traits Approaches to Personality.</li> <li>· Individual Differences: Concepts and Types.</li> <li>· Causes of Individual Differences</li> </ul>			
	4	<ul style="list-style-type: none"> <li>· Intelligence: Concept and Definition.</li> <li>· Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.</li> <li>· Intelligence Test: Verbal, Non-verbal test and their uses</li> </ul>	KD	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>· Learning: Meaning &amp; Nature.</li> <li>· Factors associated with learning.</li> <li>· Theories of Learning: Trial &amp; Error, Classical conditioning and Gestalt theory of learning.</li> <li>· Learning relation to; Attention, Interest, Maturation and Motivation.</li> </ul>	KD	6	5 <sup>TH</sup> MONTH
<b>DSC3-A EDUCATIONAL SOCIOLOGY</b>	1	<ul style="list-style-type: none"> <li>· Education Sociology: Meaning, Nature and Scope.</li> <li>· Relation between Sociology and Education.</li> <li>· Education-as a social sub-system.</li> </ul>	PS	8	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

	2	<ul style="list-style-type: none"> <li>· Social Change: Concept and nature.</li> <li>· Factors and problems of social change in India.</li> <li>· Social stratification: Meaning and Types</li> </ul>	PS	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Socialization: Meaning, process and factors of socialization.</li> <li>· Social Control: Meaning and types of Social control, Agencies of Social Control</li> </ul>	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Social Agencies of Education and their educative role:</li> <li>· Family.</li> <li>· School.</li> <li>· State.</li> <li>· Mass media.</li> </ul>	KD	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>DSC4-A HISTORY OF EDUCATION IN INDIA</b>	1	<ul style="list-style-type: none"> <li>· Missionary educational activities in India: Characteristics and significance.</li> <li>· Serampore Mission: Contributions of the Trio to Education.</li> <li>· Charter Act of 1813.</li> <li>· Macaulay's Minute.</li> <li>· Adam's Report and its recommendations.</li> <li>· Woods Despatch (1854).</li> </ul>	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Indian Education commission -1882.</li> <li>· Indian University Commission (1902).</li> <li>· National Education Movement</li> </ul>	KD	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

	3	<ul style="list-style-type: none"> <li>· Sadler Commission - 1917</li> <li>· Hartog Committee Report.</li> <li>· Wardha Schame.</li> <li>· The Sargent Plan (1944).</li> </ul>	PS	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Radhakrishnan Commission-1948, with special reference to rural university.</li> <li>· Mudaliar Commission (1952-53): Reports and Recommendations.</li> <li>· Kothari Commission (1964-66): Reports and Recommendations.</li> <li>· National Education Policy 1986 and Revised Educational Policy of 1992.</li> </ul>	PS	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LECTURES	TO BE COMPLETED BY
<b>DSE1-A GREAT EDUCATORS</b>	<b>1</b>	<ul style="list-style-type: none"> <li>· Swami Vivekananda (1863-1902).</li> <li>· Sri Aurobindo (1872-1950).</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	<b>2</b>	<ul style="list-style-type: none"> <li>· Rabindranath Tagore (1861-1941).</li> <li>· Mahatma Gandhi (1869-1948).</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	<b>3</b>	<ul style="list-style-type: none"> <li>· Jean Jacques Rousseau (1712-1778).</li> <li>· F.W. August Froebel (1782-1852).</li> </ul>	KD	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	<b>4</b>	<ul style="list-style-type: none"> <li>· John Dewey (1859-1952).</li> </ul>	KD	13	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		· Madam Maria Montessori (1870-1952).			
<b>DSE1-B INCLUSIVE EDUCATION</b>	1	<b>Inclusion in Education</b> 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	PS	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	2	<b>Exceptional Children</b> 1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; 2. Causes of exceptionality, needs and problems of exceptional children.	PS	14	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Sensory Impairment and Learning Disability</b> 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education	KD	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<b>Mentally Retardation</b> 1. Mentally Retardation- definition, causes, characteristics & Education 2. Giftedness- definition, causes, characteristics & Education	KD	15	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC1 MEASUREMENT</b>	1	· Concept of Measurement and	PS	7	1 <sup>ST</sup> MONTH



<b>AND EVALUATION</b>		<p>Evaluation.</p> <ul style="list-style-type: none"> <li>· Difference between Measurement and Evaluation.</li> <li>· Needs of Evaluation in Education</li> </ul>			
	2	<ul style="list-style-type: none"> <li>· Different tools and techniques of Evaluation.</li> <li>· Teacher Made test and Standardized test.</li> <li>· Achievement tests and Psychological tests</li> <li>· Cumulative Record Card.</li> </ul>	PS	10	2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.</li> <li>· Validity: Meaning and Method of Determining Content Validity</li> </ul>	KD	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Tabulation of Educational Data.</li> <li>· Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).</li> <li>· Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)</li> </ul>	KD	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	5	<ul style="list-style-type: none"> <li>· Concept of Correlation.</li> <li>· Rank Difference method and Product moment method for Computation of correlation, Co-efficient.</li> </ul>	PS	10	5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Interpretation of results.</li> </ul>			
<b>SEC-2 : Educational Guidance and Counseling</b>	1	<ul style="list-style-type: none"> <li>· Educational Guidance: Meaning, Definition, Scope.</li> <li>· Needs and Importance of Guidance.</li> <li>· Essentials of good Guidance programme</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Different forms of Guidance.</li> <li>· Educational and Vocational Guidance.</li> <li>· Organization of Guidance service at different levels of education.</li> <li>· Tools and techniques of Guidance</li> </ul>	PS	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Counseling: meaning, nature, scope.</li> <li>· Types of counseling.</li> <li>· Tools and techniques of Counseling</li> </ul>	KD	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Difference between Guidance and Counseling.</li> <li>· Counseling process-relationships &amp; its characteristics.</li> <li>· Role of parent, teacher &amp; counselor in guidance programme</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>SEC-3: Yoga Education</b>	1	<ul style="list-style-type: none"> <li>· Basis of Yoga Meaning and Concept.</li> <li>· Patanjala Yogasutra.</li> <li>· Hathayoga Pradipika</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Concept of Yoga.</li> <li>· Streams of Yoga.</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		<ul style="list-style-type: none"> <li>· Raja Yoga: Eight Fold Path.</li> <li>· Anand Mimamsa.</li> </ul>			
	3	<ul style="list-style-type: none"> <li>· Theories of Yoga Practices.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Kriyas.</li> <li>· Dhyana</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Practical Eight Step Method: Single Group and Double Group Practice.</li> <li>· Asana.</li> <li>· Pranayama.</li> <li>· Relaxation Techniques</li> </ul>	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
<b>SEC-4 : Education of Children with Special Needs</b>	1	<ul style="list-style-type: none"> <li>· Education of Children with:               <ol style="list-style-type: none"> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ol> </li> </ul>	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Education of Children with: Physically Handicraft: identification, intervention, education and prevention</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	4	<ul style="list-style-type: none"> <li>· Education of Children with: Learning Disabilities: identification, intervention, education and prevention</li> </ul>	PS	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

<b>GE-1 : Mental Health and Hygiene</b>	1	<ul style="list-style-type: none"> <li>· Mental Hygiene: Meaning and Concept.</li> <li>· Mental Health: Meaning and Concept.</li> <li>· Characteristics of Mental Health.</li> <li>· Education and Mental Health &amp; Hygiene</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	<ul style="list-style-type: none"> <li>· Adjustment: Concepts, Need, and Areas of Adjustment.</li> <li>· Mechanism of Adjustment.</li> <li>· Role of Family and School in effective Adjustment</li> </ul>	KD	14	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul style="list-style-type: none"> <li>· Maladjustment: Meaning and Definition.</li> <li>· Causes of Maladjustment.</li> <li>· Different forms of Maladjustment.</li> <li>· Role of Family and School in remedial measures</li> </ul>	KD	14	1 <sup>ST</sup> , 2 <sup>ND</sup> , 3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
<b>GE-2: Environmental Education</b>	1	<b>Environmental Education</b> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education	KD	12	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<b>Education of Environmental Concepts</b> 4. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<b>Environmental</b>	PS	10	1 <sup>ST</sup> , 2 <sup>ND</sup> & 3 <sup>RD</sup>

		<b>Education and Social Issues</b> 1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water			MONTH
	4	<b>Approaches and Methods of Environmental Education</b> Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

**KD: Kishor Das; PS: Priyanka Samanta**