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

## SESSION : 2019 - 2020

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSC1-A PRINCIPLES OF EDUCATION	1	<ul> <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
	2	<ul> <li>Meaning of Curriculum.</li> <li>Types of curriculum.</li> <li>Principles of curriculum construction.</li> <li>Co – curricular activities.</li> </ul>	КК	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul> <li>Child Centric</li> <li>Education: Meaning and Characteristics.</li> <li>Aims of modern child centric education.</li> <li>Child Centricism in</li> <li>Education: its significance.</li> <li>Play and play-way in</li> <li>education: Kindergarten, Montessori, Basic</li> <li>education and Project method.</li> </ul>	AM	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul> <li>Freedom and</li> <li>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> <li>Concept of Free discipline.</li> <li>Concept of Self- discipline.</li> <li>Application of Discipline in Educational Institution</li> </ul>			
DSC2-A EDUCATIONAL KKHYCHOLOGY	1	<ul> <li>Educational</li> <li>KKychology: Meaning,</li> <li>Nature and Scope</li> <li>Relation between</li> <li>Education and</li> <li>KKychology.</li> <li>Methods of</li> <li>Educational</li> <li>KKychology.</li> </ul>	KK	7	1 <sup>ST</sup> MONTH
	2	<ul> <li>Growth and</li> <li>Development: Meaning and Concepts.</li> <li>Stages of</li> <li>Development of a Child:</li> <li>Infancy, Childhood and Adolescence.</li> <li>Aspects of Child</li> <li>Development : Physical, Intellectual, Emotional, Social</li> </ul>	KK	8	2 <sup>ND</sup> ,3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul> <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	• Intelligence: Concept and Definition.	AM	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH

		• Theories of			
		intelligence: Two-factor, Group-factors and			
		Structure of Intellect.			
		• Intelligence Test:			
		Verbal, Non-verbal test			
	5	and their uses	AM	6	5 <sup>TH</sup> MONTH
	5	<ul> <li>Learning: Meaning &amp;Nature.</li> </ul>		0	5 1000000
		Factors associated			
		with learning.			
		• Theories of Learning:			
		Trial & Error, Classical conditioning and Gestalt theory of learning.			
		• Learning relation to;			
		Attention, Interest, Maturation and Motivation.			
DSC3-A	1	• Education Sociology:	AM	8	$1^{\text{ST}}$ , $2^{\text{ND}}$ & $3^{\text{RD}}$
EDUCATIONAL SOCIOLOGY		Meaning, Nature and Scope.			MONTH
		• Relation between			
		Sociology and Education.			
		• Education-as a social			
	2	sub-system.	AM	7	4 <sup>TH</sup> & 5 <sup>TH</sup>
	2	• Social Change:	AM	1	MONTH
		Concept and nature. • Factors and problems			
		of social change in India.			
		• Social stratification:			
		Meaning and Types			
	3	• Socialization:	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		Meaning, process and factors of socialization.			
		• Social Control:			
		Meaning and types of Social control, Agencies of Social Control			

	4	· Social Aganaias of	KK	10	$3^{RD}$ , $4^{TH}$ & $5^{TH}$
		• Social Agencies of Education and their educative role:		-	MONTH
		• Family.			
		· School.			
		• State.			
		• Mass media.			
DSC4-A HISTORY OF EDUCATION IN INDIA	1	<ul> <li>Missionary educational activities in India: Characteristics and significance.</li> </ul>	КК	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		• Serampore Mission: Contributions of the Trio to Education.			
		• Charter Act of 1813.			
		• Macaulay's Minute.			
		· Adam's Report and			
		its recommendations.			
		• Woods Despatch (1854).			
	2	• Indian Education commission -1882.	KK	14	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
		• Indian University Commission (1902).			
		<ul> <li>National Education Movement</li> </ul>			
	3	• Sadler Commission - 1917	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		• Hartog Committee Report.			
		• Wardha Schame.			
		• The Sargent Plan (1944).			
	4	• Radhakrishnan Commission-1948, with special reference to rural university.	AM	12	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Mudaliar			

Commission (1952-53): Reports and Recommendations.	
• Kothari Commission (1964-66): Reports and Recommendations.	
<ul> <li>National Education</li> <li>Policy1986 and Revised</li> <li>Educational Policy of 1992.</li> </ul>	

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSE1-A GREAT EDUCATORS	1	<ul> <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
	2	<ul> <li>Rabindranath Tagore (1861-1941).</li> <li>Mahatma Gandhi (1869-1948).</li> </ul>	KK	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	3	<ul> <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
	4	<ul> <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
DSE1-B INCLUSIVE EDUCATION	1	<ul> <li>Inclusion in Education</li> <li>1. Meaning and definition,</li> <li>2. Principles of Inclusive</li> <li>Education- Access, equity,</li> <li>relevance, participation</li> <li>and</li> <li>empowerment,</li> <li>3. Changing practices in</li> <li>education of children with</li> <li>disability,</li> <li>4. Barriers to inclusive</li> <li>education- Attitudinal,</li> </ul>	КК	12	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		Physical, and Instructional			
	2	Exceptional Children	KK	14	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
	2	1. Exceptional children &	ixix	11	MONTH
		their needs: - Definition;			WONTH
		types; concept of			
		impairment,			
		disability and handicap; 2. Causes of			
		exceptionality, needs and			
		problems of exceptional			
		children.			ST a ND
	3	Sensory Impairment	AM	12	$1^{ST} \& 2^{ND}$
		and Learning			MONTH
		Disability			
		1. Sensory Impairment-			
		Visual & Auditory:			
		definition, causes,			
		characteristics &			
		Education.			
		2. Learning Disabled-			
		definition, causes,			
		characteristics &			
		Education			
	4	Mentally Retardation	AM	15	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
	•	1. Mentally Retardation-	1 11/1	10	MONTH
		definition, causes,			
		characteristics &			
		Education			
		2. Giftedness- definition,			
		causes, characteristics &			
		Education			
SEC1	1		AM	7	1 <sup>ST</sup> MONTH
MEASUREMENT	1	· Concept of	Alvi	1	
		Measurement and			
AND		Evaluation.			
EVALUATION		• Difference between			
		Measurement and			
		Evaluation.			
		• Needs of Evaluation in			
		Education			
	2	• Different tools and	AM	10	2 <sup>ND</sup> & 3 <sup>RD</sup>
					MONTH
		techniques of Evaluation.			
		• Teacher Made test and			
		Standardized test.			
		• Achievement tests and			
		KKychological tests			

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

		• Educational and			
		Vocational Guidance.			
		• Organization of			
		Guidance service at different levels of			
		education.			
		• Tools and techniques			
		of Guidance			
	3	• Counseling: meaning,	AM	14	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
		nature, scope.			MONTH
		• Types of counseling.			
		• Tools and techniques			
		of Counseling			
	4	• Difference between	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		Guidance and Counseling.			MONTH
		· Counseling process-			
		relationshiKK & its			
		characteristics.			
		• Role of parent, teacher			
		& counselor in guidance programme			
SEC-3: Yoga	1	Basis of Yoga	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
Education		Meaning and Concept.			MONTH
		<ul> <li>Patanjala Yogasutra.</li> </ul>			
		<ul> <li>Hathayoga Pradipika</li> </ul>			
	2		KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
	-	• Concept of Yoga.		12	MONTH
		• Streams of Yoga.			
		· Raja Yoga: Eight Fold			
		Path.			
		• Anand Mimamsa.			
	3	• Theories of Yoga	AM	12	$4^{\text{TH}} \& 5^{\text{TH}}$
		Practices.			MONTH
		· Asana.			
		· Pranayama.			
		• Kriyas.			
		· Dhyana			
	4	Practical Eight Step	AM	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
		Fractical Eight Step			MONTH

SEC-4 :	1	Method: Single Group and Double Group Practice. · Asana. · Pranayama. · Relaxation Techniques · Education of Children	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
Education of Children with Special Needs		<ul> <li>view in the image of t</li></ul>			MONTH
	2	<ul> <li>Education of Children</li> <li>with: Speech and</li> <li>Language Disorders:</li> <li>identification,</li> <li>intervention, education</li> <li>and prevention.</li> </ul>	КК	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	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
GE-1 : Mental Health and Hygiene	1	<ul> <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>	КК	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	• Adjustment: Concepts, Need, and Areas of Adjustment.	КК	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		• Mechanism of			
		Adjustment.			
		• Role of Family and			
		School in effective			
		Adjustment			
	3		AM	14	$1^{\text{ST}}, 2^{\text{ND}}, 3^{\text{RD}},$
	5	• Maladjustment:		11	$4^{\text{TH}} \& 5^{\text{TH}}$
		Meaning and Definition.			MONTH
		• Causes of			
		Maladjustment.			
		• Different forms of			
		Maladjustment.			
		• Role of Family and			
		School in remedial			
		measures			
GE-2:	1	Environmental	KK	12	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
Environmental		Education			MONTH
Education		1. Environmental			
		Education: Concept, Characteristics,			
		Components and Scope			
		2. Historical Background			
		of Environmental			
		Education			
	2	Education of	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		Environmental			MONTH
		Concepts           1. Concept of			
		Environment and			
		Ecosystem			
		2. Disasters: Natural			
		and Man Made			
	3	Environmental	AM	10	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
		Education and Social Issues			MONTH
		1. Education for			
		Sustainable development:			
		From Unsustainable to			
		Sustainable			
		development.			
		2. Education of Urban			
		Environment: Problems			
		related to energy and water			
	4	Approaches and	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		Methods of	2 3171	14	MONTH
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Environmental		
Education		
Approaches to		
Environmental Education:		
Interdisciplinary and		
MultidisciplinaryMethods:		
Discussion, Seminar, And		
Workshop, Problem		
solving and Field survey		

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
DSC1-A	1	• Education: Meaning,	КК	7	BY 1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
PRINCIPLES OF EDUCATION		Nature and Scope.			
		• Functions of Education			
		• Factors of Education.			
		• Aims of Education:			
		Individualistic and Socialistic			
	2	• Meaning of Curriculum.	KK	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Types of curriculum.			
		• Principles of			
		curriculum construction.			
		• Co – curricular activities.			
	3	• Child Centric	AM	7	$1^{\text{ST}}$ & $2^{\text{ND}}$ MONTH
		Education: Meaning and Characteristics.			
		• Aims of modern child			
		centric education.			
		Child Centricism in			
		Education: its			

		significance.			
		<ul> <li>Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>			
	4	<ul> <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
DSC2-A EDUCATIONAL KKHYCHOLOGY	1	<ul> <li>Educational</li> <li>KKychology: Meaning,</li> <li>Nature and Scope</li> <li>Relation between</li> <li>Education and</li> <li>KKychology.</li> <li>Methods of</li> <li>Educational</li> <li>KKychology.</li> </ul>	КК	7	1 <sup>st</sup> MONTH
	2	<ul> <li>Growth and</li> <li>Development: Meaning and Concepts.</li> <li>Stages of</li> <li>Development of a Child:</li> <li>Infancy, Childhood and</li> <li>Adolescence.</li> <li>Aspects of Child</li> <li>Development : Physical,</li> <li>Intellectual, Emotional,</li> <li>Social</li> </ul>	KK	8	2 <sup>ND</sup> ,3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul> <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

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

		• Social stratification:			
		Meaning and Types			
	3	• Socialization:	KK	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		Meaning, process and factors of socialization.			
		<ul> <li>Social Control: Meaning and types of Social control, Agencies of Social Control</li> </ul>			
	4	• Social Agencies of Education and their educative role:	КК	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		<ul> <li>Family.</li> <li>School.</li> </ul>			
		• State.			
		• Mass media.			
DSC4-A HISTORY OF EDUCATION IN INDIA	1	• Missionary educational activities in India: Characteristics and significance.	КК	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		• Serampore Mission: Contributions of the Trio to Education.			
		• Charter Act of 1813.			
		• Macaulay's Minute.			
		• Adam's Report and its recommendations.			
		• Woods Despatch (1854).			
	2	• Indian Education commission -1882.	КК	14	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
		• Indian University Commission (1902).			
		<ul> <li>National Education Movement</li> </ul>			
	3	• Sadler Commission - 1917	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		<ul> <li>Hartog Committee</li> <li>Report.</li> </ul>			

	<ul> <li>Wardha Schame.</li> <li>The Sargent Plan (1944).</li> </ul>			
4	• Radhakrishnan Commission-1948, with special reference to rural university.	AM	12	3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> Month
	<ul> <li>Mudaliar</li> <li>Commission (1952-53):</li> <li>Reports and</li> <li>Recommendations.</li> </ul>			
	• Kothari Commission (1964-66): Reports and Recommendations.			
	<ul> <li>National Education</li> <li>Policy1986 and Revised</li> <li>Educational Policy of 1992.</li> </ul>			

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSE1-A GREAT EDUCATORS	1	<ul> <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
	2	<ul> <li>Rabindranath Tagore (1861-1941).</li> <li>Mahatma Gandhi (1869-1948).</li> </ul>	KK	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	3	<ul> <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
	4	<ul> <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
DSE1-B INCLUSIVE	1	<b>Inclusion in Education</b> 1. Meaning and definition,	КК	12	1 <sup>st</sup> & 2 <sup>nd</sup> MONTH

EDUCATION		2 Dringinlag of Legission	I		
EDUCATION		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	Exceptional Children	KK	14	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
	_	1. Exceptional children &			MONTH
		their needs: - Definition;			mortin
		types; concept of			
		impairment,			
		disability and handicap;			
		2. Causes of			
		exceptionality, needs and			
		problems of exceptional			
		children.			
	3		AM	12	1 <sup>ST</sup> & 2 <sup>ND</sup>
	3	Sensory Impairment	AM	12	
		and Learning			MONTH
		Disability			
		1. Sensory Impairment-			
		Visual & Auditory:			
		definition, causes,			
		characteristics &			
		Education.			
		2. Learning Disabled-			
		definition, causes,			
		characteristics &			
		Education			
	4	Mentally Retardation	AM	15	$3^{\text{RD}}, 4^{\text{TH}} \& 5^{\text{TH}}$
		1. Mentally Retardation-			MONTH
		definition, causes,			
		characteristics &			
		Education			
		2. Giftedness- definition,			
		causes, characteristics &			
		Education			
SEC1	1		AM	7	1 <sup>ST</sup> MONTH
MEASUREMENT	1	· Concept of	4 3171	/	1 10101111
AND		Measurement and			
		Evaluation.			
EVALUATION		• Difference between			
		Measurement and			
		Evaluation.			

		• Needs of Evaluation in Education			
	2	Different tools and	AM	10	2 <sup>ND</sup> & 3 <sup>RD</sup>
	_	techniques of Evaluation.		10	MONTH
		<u>^</u>			
		• Teacher Made test and Standardized test.			
		• Achievement tests and			
		KKychological tests			
		• Cumulative Record Card.			CT ND
	3	• Reliability: Meaning	KK	8	1 <sup>ST</sup> & 2 <sup>ND</sup>
		and Method of			MONTH
		Determining Reliability			
		by Tests- Retest Method.			
		• Validity: Meaning and			
		Method of Determining Content Validity			
	4	• Tabulation of	KK	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
		Educational Data.			MONTH
		• Measurement of			
		Central Tendency: Mean,			
		Median, Mode			
		(Computation and their uses).			
		• Measures of			
		Dispersion: Range;			
		Quartile Deviation;			
		Standard Deviation.			
		(Computation and their			
	5	uses)	AM	10	5 <sup>TH</sup> MONTH
		· Concept of		10	5 10101111
		Correlation.			
		• Rank Difference			
		method and Product moment method for			
		Computation of			
		correlation, Co-efficient.			
		• Interpretation of			
		results.			
SEC-2 :	1	• Educational Guidance:	KK	12	$1^{\text{ST}}, 2^{\text{ND}} 3^{\text{RD}}$
Educational					MONTH

Guidance and Counseling		Meaning, Definition, Scope.			
		• Needs and Importance of Guidance.			
		· Essentials of good			
		Guidance programme			
	2	• Different forms of	KK	14	$4^{\text{TH}} \& 5^{\text{TH}}$
		Guidance.			MONTH
		• Educational and Vocational Guidance.			
		• Organization of			
		Guidance service at different levels of education.			
		• Tools and techniques of Guidance			
	3	• Counseling: meaning, nature, scope.	AM	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		• Types of counseling.			
		• Tools and techniques of Counseling			
	4	• Difference between Guidance and Counseling.	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Counseling process- relationshiKK & its characteristics.			
		<ul> <li>Role of parent, teacher</li> <li>&amp; counselor in guidance programme</li> </ul>			
SEC-3: Yoga Education	1	• Basis of Yoga Meaning and Concept.	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		• Patanjala Yogasutra.			
		• Hathayoga Pradipika			
	2	• Concept of Yoga.	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		• Streams of Yoga.			MONTH
		<sup>•</sup> Raja Yoga: Eight Fold Path.			
		• Anand Mimamsa.			

[	3		AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
	5	<ul> <li>Theories of Yoga</li> <li>Practices.</li> </ul>		12	MONTH
		· Asana.			
		• Pranayama.			
		• Kriyas.			
		• Dhyana			
	4	• Practical Eight Step	AM	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		Method: Single Group and Double Group Practice.			MONTH
		· Asana.			
		· Pranayama.			
		• Relaxation Techniques			
SEC-4 : Education of Children with Special Needs	1	<ul> <li>Education of Children</li> <li>with:</li> <li>1. Visual Impairment:</li> <li>identification,</li> </ul>	КК	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention			
	2	• Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.	КК	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	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 and prevention with: Learning Disabilities: identification, intervention, education and prevention	AM	12	1 <sup>st</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
GE-1 : Mental Health and Hygiene	1	<ul> <li>Mental Hygiene:</li> <li>Meaning and Concept.</li> <li>Mental Health:</li> </ul>	КК	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH

		Meaning and Concept.			
		• Characteristics of			
		Mental Health.			
		<ul> <li>Education and Mental</li> </ul>			
		Health & Hygiene			
	2	· Adjustment: Concepts,	KK	14	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
		Need, and Areas of			MONTH
		Adjustment.			
		• Mechanism of			
		Adjustment.			
		• Role of Family and			
		School in effective			
		Adjustment			
	3	• Maladjustment:	AM	14	$1^{\text{ST}}, 2^{\text{ND}}, 3^{\text{RD}},$
		Meaning and Definition.			$4^{\text{TH}} \& 5^{\text{TH}}$
		· Causes of			MONTH
		Maladjustment.			
		-			
		• Different forms of			
		Maladjustment.			
		• Role of Family and			
		School in remedial			
	1	measures	1717	10	1ST OND 0 ORD
GE-2: Environmental	1	Environmental Education	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
Education		1. Environmental			MONTH
		Education: Concept,			
		Characteristics,			
		Components and Scope			
		2. Historical Background			
		of Environmental			
	2	Education	VV	10	<b>⊿</b> TH 0- <b>⊊</b> TH
	2	Education of	КК	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	Education of Environmental	КК	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	2	Education of Environmental Concepts	КК	12	
	2	Education of Environmental	КК	12	
	2	Education of Environmental Concepts 2. Concept of Environment and Ecosystem	КК	12	
	2	Education of Environmental Concepts 2. Concept of Environment and Ecosystem 2. Disasters: Natural	КК	12	
		Education of Environmental Concepts 2. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made			MONTH
	2	Education of Environmental Concepts 2. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made Environmental	KK AM	12	MONTH 1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
		Education of Environmental Concepts 2. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made Environmental Education and Social			MONTH
		Education of Environmental Concepts 2. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made Environmental			MONTH 1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>

	From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water		10	ATH O TH
4	Approaches and Methods of	AM	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	Environmental			MONTH
	Education			
	Approaches to			
	Environmental Education:			
	Interdisciplinary and			
	MultidisciplinaryMethods:			
	Discussion, Seminar, And			
	Workshop, Problem			
	solving and Field survey			

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

## SESSION : 2021 - 2022

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSC1-A PRINCIPLES OF EDUCATION	1	<ul> <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>	КК	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	2	<ul> <li>Meaning of Curriculum.</li> <li>Types of curriculum.</li> <li>Principles of curriculum construction.</li> <li>Co – curricular</li> </ul>	КК	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		activities.			
	3	• Child Centric Education: Meaning and Characteristics.	AM	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		• Aims of modern child			
		centric education. • Child Centricism in Education: its significance.			
		<ul> <li>Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>			
	4	<ul> <li>Freedom and</li> <li>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> <li>Concept of Free discipline.</li> <li>Concept of Self- discipline.</li> </ul>			
		<ul> <li>Application of</li> <li>Discipline in</li> <li>Educational Institution</li> </ul>			
DSC2-A EDUCATIONAL PSYCHOLOGY	1	• Educational Psychology: Meaning, Nature and Scope	КК	7	1 <sup>ST</sup> MONTH
		• Relation between Education and Psychology.			
		• Methods of Educational Psychology.			
	2	• Growth and Development: Meaning and Concepts.	КК	8	2 <sup>ND</sup> ,3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
		• Stages of Development of a Child: Infancy, Childhood and Adolescence.			
		• Aspects of Child Development : Physical,			

		Intellectual, Emotional, Social			
	3	• Personality: Concept and definition.	AM	6	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		• Development of			
		Personality.			
		• Types and Traits Approaches to Personality.			
		<ul> <li>Individual</li> <li>Differences: Concepts</li> <li>and Types.</li> </ul>			
		• Causes of Individual Differences			
	4	• Intelligence: Concept and Definition.	AM	7	3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
		• Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.			
		• Intelligence Test: Verbal, Non-verbal test and their uses			
	5	• Learning: Meaning &Nature.	AM	6	5 <sup>th</sup> MONTH
		• Factors associated with learning.			
		• Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.			
		<ul> <li>Learning relation to;</li> <li>Attention, Interest,</li> <li>Maturation and</li> <li>Motivation.</li> </ul>			
DSC3-A EDUCATIONAL SOCIOLOGY	1	• Education Sociology: Meaning, Nature and Scope.	AM	8	1 <sup>st</sup> ,2 <sup>nd</sup> & 3 <sup>rd</sup> MONTH
		• Relation between Sociology and			
		Sociology allu			

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

	Commission (1902).			
	• National Education Movement			
3	<ul> <li>Sadler Commission - 1917</li> <li>Hartog Committee Report.</li> <li>Wardha Scheme.</li> </ul>	AM	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	• The Sargent Plan (1944).			
4	• Radhakrishnan Commission-1948, with special reference to rural university.	AM	12	3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	• Mudaliar Commission (1952-53): Reports and Recommendations.			
	• Kothari Commission (1964-66): Reports and Recommendations.			
	<ul> <li>National Education</li> <li>Policy1986 and Revised</li> <li>Educational Policy of 1992.</li> </ul>			

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSE1-A GREAT EDUCATORS	1	<ul> <li>Swami</li> <li>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
	2	<ul> <li>Rabindranath</li> <li>Tagore (1861-</li> <li>1941).</li> <li>Mahatma</li> <li>Gandhi (1869-</li> <li>1948).</li> </ul>	KK	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH

	-			10	AST O AND
	3	<ul> <li>Jean Jacques</li> <li>Rousseau (1712-</li> </ul>	AM	10	1 <sup>st</sup> & 2 <sup>nd</sup> MONTH
		1778).			
		• F.W. August			
		Froebel (1782- 1852).			
	4	• John Dewey	AM	13	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
		(1859-1952).			MONTH
		• Madam Maria			
		Montessori (1870- 1952).			
DSE1-B	1	Inclusion in	KK	12	$1^{\text{ST}} \& 2^{\text{ND}}$
INCLUSIVE EDUCATION		Education 1. Meaning and			MONTH
		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		1.4	app ath a sth
	2	Exceptional Children	KK	14	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		1. Exceptional			MONTH
		children & their			
		needs: - Definition;			
		types; concept of impairment,			
		disability and			
		handicap;			
		2. Causes of			
		exceptionality, needs and problems			
		of exceptional			
		children.			0/27
	3	Sensory	AM	12	$1^{ST} \& 2^{ND}$

		Impairment and Learning Disability 1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education. 2. Learning Disabled- definition, causes, characteristics & Education			MONTH
	4	Mentally Retardation 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
SEC1 MEASUREMENT AND EVALUATION	1	<ul> <li>Concept of Measurement and Evaluation.</li> <li>Difference</li> <li>between</li> <li>Measurement and</li> <li>Evaluation.</li> <li>Needs of</li> <li>Evaluation in</li> <li>Education</li> </ul>	AM	7	1 <sup>ST</sup> MONTH
	2	<ul> <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> <li>Reliability:</li> <li>Meaning and</li> <li>Method of</li> <li>Determining</li> <li>Reliability by Tests-</li> <li>Retest</li> <li>Method.</li> <li>Validity:</li> <li>Meaning and</li> <li>Method of</li> <li>Determining</li> <li>Content Validity</li> </ul>	KK	8	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	4	<ul> <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> <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
SEC-2 : Educational Guidance and Counseling	1	<ul> <li>Educational</li> <li>Guidance: Meaning,</li> <li>Definition, Scope.</li> <li>Needs and</li> <li>Importance of</li> <li>Guidance.</li> </ul>	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> 3 <sup>RD</sup> MONTH

					[]
		• Essentials of			
		good Guidance			
		programme	1717	1.4	4 <sup>TH</sup> & 5 <sup>TH</sup>
	2	• Different forms	KK	14	MONTH
		of Guidance.			MONTH
		• Educational and			
		Vocational			
		Guidance.			
		• Organization of			
		Guidance service at different levels of			
		education.			
		• Tools and			
		techniques of			
		Guidance			1ST OND C OPD
	3	• Counseling:	AM	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		meaning, nature,			IVION I H
		scope.			
		• Types of			
		counseling.			
		• Tools and			
		techniques of Counseling			
	4	• Difference	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		between Guidance and Counseling.			MONTH
		• Counseling			
		process-relationship & its characteristics.			
		• Role of parent,			
		teacher & counselor			
		in guidance programme			
SEC-3: Yoga	1	• Basis of Yoga	KK	12	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
Education		Meaning and Concept.			MONTH
		• Patanjali			
		Yogasutra.			
		• Hathayoga			
		Pradipika			
	2	• Concept of	KK	12	$4^{\text{TH}} \& 5^{\text{TH}}$

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

	1	• • •			
		intervention,			
		education and prevention.			
	3	*	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
	5	• Education of	AM	12	4 & 5 MONTH
		Children with:			
		Physically			
		Handicraft:			
		identification,			
		intervention,			
		education and			
	4	prevention	434	10	1ST OND 0 ORD
	4	<ul> <li>Education of</li> </ul>	AM	12	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
		Children with:			MONTH
		Learning			
		Disabilities:			
		identification,			
		intervention,			
		education and			
GE-1 : Mental	1	prevention	VV	10	4 <sup>TH</sup> & 5 <sup>TH</sup>
Health and	1	• Mental Hygiene:	KK	12	MONTH
Hygiene		Meaning and			MONTH
riygiche		Concept.			
		• Mental Health:			
		Meaning and			
		Concept.			
		• Characteristics			
		of Mental Health.			
		• Education and			
		Mental Health &			
	2	Hygiene	KK	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
	2	• Adjustment:	<b>N</b> N	14	MONTH
		Concepts, Need,			
		and Areas of			
		Adjustment.			
		• Mechanism of			
		Adjustment.			
		• Role of Family			
		and School in			
		effective			
		Adjustment			
	3	• Maladjustment:	AM	14	$1^{\text{ST}}, 2^{\text{ND}}, 3^{\text{RD}},$
		Meaning and			4 <sup>TH</sup> & 5 <sup>TH</sup>
		Definition.			MONTH

		• Causes of			
		Maladjustment.			
		• Different forms			
		of Maladjustment.			
		• Role of Family			
		-			
		and School in remedial measures			
GE-2:	1	Environmental	KK	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
Environmental	1	Education	NN	12	MONTH
Education		1. Environmental			WONTH
Eddoution		Education: Concept,			
		Characteristics,			
		Components and			
		Scope			
		2. Historical			
		Background of			
		Environmental			
		Education			
	2	Education of	KK	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		Environmental			MONTH
		Concepts			
		1.Concept of			
		Environment and			
		Ecosystem			
		2. Disasters: Natural			
	3	and Man Made Environmental	AM	10	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
	3	Education and	AM	10	MONTH
		Social Issues			IVIONIA
		1. Education for			
		Sustainable			
		development: From			
		Unsustainable to			
		Sustainable			
		development.			
		2. Education of			
		Urban Environment:			
		Problems related to			
		energy and water			
	4	Approaches and	AM	12	4 <sup>TH</sup> & 5 <sup>TH</sup>
		Methods of			MONTH
		Environmental			
		Education			
		Approaches to Environmental			
		Education:			
		Interdisciplinary			
		meruiscipinary			

and Multidisciplinary Methods:		
Discussion, Seminar, And		
Workshop, Problem solving and Field		
survey		

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

SESSION : 2022 - 2023

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSC1-A PRINCIPLES OF EDUCATION	1	<ul> <li>Education: Meaning, Nature and Scope.</li> <li>Functions of Education</li> <li>Factors of Education.</li> <li>Aims of Education: Individualistic and</li> </ul>	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	2	Socialistic · Meaning of Curriculum. · Types of curriculum. · Principles of curriculum construction. · Co – curricular activities.	PS	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	<ul> <li>Child Centric</li> <li>Education: Meaning and Characteristics.</li> <li>Aims of modern child centric education.</li> <li>Child Centricism in</li> <li>Education: its significance.</li> <li>Play and play-way in</li> </ul>	KD	7	1 <sup>st</sup> & 2 <sup>nd</sup> MONTH

	4	education: Kindergarten, Montessori, Basic education and Project method. • Freedom and Discipline: Concepts. • Needs of discipline. • Concept of Free discipline. • Concept of Self- discipline. • Application of Discipline in Educational Institution	KD	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
DSC2-A EDUCATIONAL PSHYCHOLOGY	1	<ul> <li>Educational Institution</li> <li>Educational Institution</li> <li>Sychology: Meaning, Nature and Scope</li> <li>Relation between</li> <li>Education and Psychology.         <ul> <li>Methods of</li> <li>Educational Psychology.</li> </ul> </li> </ul>	PS	7	1 <sup>st</sup> MONTH
	2	<ul> <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>	PS	8	2 <sup>ND</sup> ,3 <sup>RD</sup> & 4 <sup>TH</sup> MONTH
	3	<ul> <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

	4	Differences: Concepts and Types. · Causes of Individual Differences · 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	<ul> <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
DSC3-A EDUCATIONAL SOCIOLOGY	1	<ul> <li>Education Sociology: Meaning, Nature and Scope.</li> <li>Relation between Sociology and Education.</li> <li>Education-as a social sub-system.</li> </ul>	KD	8	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul> <li>Social Change:</li> <li>Concept and nature.</li> <li>Factors and problems of social change in India.</li> <li>Social stratification: Meaning and Types</li> <li>Socialization:</li> </ul>	KD PS	7	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH 1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

	4	Meaning, process and factors of socialization. · Social Control: Meaning and types of Social control, Agencies of Social Control · Social Agencies of Education and their educative role: · Family. · School. · State.	PS	10	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Mass media.			
DSC4-A HISTORY OF EDUCATION IN INDIA	1	<ul> <li>Missionary</li> <li>educational activities in</li> <li>India: Characteristics</li> <li>and significance.</li> <li>Serampore Mission:</li> <li>Contributions of the Trio</li> <li>to Education.</li> </ul>	PS	12	1 <sup>st</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		• Charter Act of 1813.			
		• Macaulay's Minute.			
		• Adam's Report and its recommendations.			
		• Woods Despatch (1854).			
	2	<ul> <li>Indian Education</li> <li>commission -1882.</li> <li>Indian University</li> <li>Commission (1902).</li> <li>National Education</li> <li>Movement</li> </ul>	PS	14	4 <sup>th</sup> & 5 <sup>th</sup> Month
	3	<ul> <li>Sadler Commission -</li> <li>1917</li> <li>Hartog Committee</li> <li>Report.</li> <li>Wardha Schame.</li> </ul>	KD	10	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
		• The Sargent Plan (1944).			

4	• Radhakrishnan Commission-1948, with special reference to rural university.	KD	12	3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> Month
	<ul> <li>Mudaliar</li> <li>Commission (1952-53):</li> <li>Reports and</li> <li>Recommendations.</li> </ul>			
	• Kothari Commission (1964-66): Reports and Recommendations.			
	<ul> <li>National Education</li> <li>Policy1986 and Revised</li> <li>Educational Policy of 1992.</li> </ul>			

COURSE	UNIT	CONTENTS	NAME OF	NO. OF	TO BE
CODE/TYPE			FACULTY	LACTURES	COMPLETED
DSE1-A	1		PS	12	$\frac{\mathbf{B}\mathbf{Y}}{1^{\mathrm{ST}}, 2^{\mathrm{ND}} \& 3^{\mathrm{RD}}}$
GREAT		• Swami Vivekananda (1863-1902).	15	12	MONTH
EDUCATORS		• Sri Aurobindo (1872- 1950).			
	2	• Rabindranath Tagore (1861-1941).	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		<ul> <li>Mahatma Gandhi (1869-1948).</li> </ul>			
	3	· Jean Jacques Rousseau (1712-1778).	KD	10	1 <sup>st</sup> & 2 <sup>nd</sup> MONTH
		<ul> <li>F.W. August Froebel (1782-1852).</li> </ul>			
	4	· John Dewey (1859- 1952).	KD	13	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Madam Maria Montessori (1870-1952).			
DSE1-B INCLUSIVE EDUCATION	1	<b>Inclusion in Education</b> 1. Meaning and definition, 2. Principles of Inclusive	PS	12	1 <sup>st</sup> & 2 <sup>nd</sup> MONTH
EDUCATION		Education- Access, equity, relevance, participation and			

[			<u>г</u>		
		empowerment,			
		3. Changing practices in			
		education of children with			
		disability,			
		4. Barriers to inclusive			
		education- Attitudinal,			
		Physical, and Instructional			- DD . TH TH
	2	Exceptional Children	PS	14	$3^{\text{RD}}, 4^{\text{TH}} \& 5^{\text{TH}}$
		1. Exceptional children &			MONTH
		their needs: - Definition;			
		types; concept of			
		impairment,			
		disability and handicap;			
		2. Causes of			
		exceptionality, needs and			
		problems of exceptional			
		children.			
	3	Sensory Impairment	KD	12	$1^{ST} \& 2^{ND}$
		and Learning			MONTH
		Disability			
		1. Sensory Impairment-			
		Visual & Auditory:			
		definition, causes,			
		characteristics &			
		Education.			
		2. Learning Disabled-			
		definition, causes,			
		characteristics &			
		Education			
	4	Mentally Retardation	KD	15	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
		1. Mentally Retardation-		10	MONTH
		definition, causes,			montin
		characteristics &			
		Education			
		2. Giftedness- definition,			
		causes, characteristics &			
		Education			
SEC1	1		KD	7	1 <sup>ST</sup> MONTH
MEASUREMENT	1	· Concept of	KL/	1	
		Measurement and			
AND		Evaluation.			
EVALUATION		• Difference between			
		Measurement and			
		Evaluation.			
		• Needs of Evaluation in			
		Education			
	2	• Different tools and	KD	10	2 <sup>ND</sup> & 3 <sup>RD</sup>
		Different tools and			MONTH

	T	techniques of Eveluation			
		techniques of Evaluation.			
		• Teacher Made test and			
		Standardized test.			
		• Achievement tests and			
		Psychological tests			
		• Cumulative Record			
	3	Card.	PS	8	1 <sup>ST</sup> & 2 <sup>ND</sup>
	5	• Reliability: Meaning	r3	0	MONTH
		and Method of Determining Reliability			
		by Tests- Retest			
		Method.			
		• Validity: Meaning and			
		Method of Determining			
		Content Validity	DC	10	aPD (TH a TH
	4	• Tabulation of	PS	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		Educational Data.			WONTH
		• Measurement of			
		Central Tendency: Mean,			
		Median, Mode (Computation and their			
		uses).			
		• Measures of			
		Dispersion: Range;			
		Quartile Deviation;			
		Standard Deviation.			
		(Computation and their uses)			
	5	· Concept of	KD	10	5 <sup>TH</sup> MONTH
		Correlation.			
		Rank Difference			
		method and Product			
		moment method for			
		Computation of			
		correlation, Co-efficient.			
		• Interpretation of			
SEC-2 :	1	results.	PS	12	$1^{\text{ST}}, 2^{\text{ND}} 3^{\text{RD}}$
Educational		• Educational Guidance:	ГЪ	12	MONTH
Guidance and		Meaning, Definition, Scope.			
Counseling		• Needs and Importance			
		of Guidance.			
L		or Outdallee.			

			[ [		
		• Essentials of good			
	2	Guidance programme	PS	14	4 <sup>TH</sup> & 5 <sup>TH</sup>
		• Different forms of	rð	14	MONTH
		Guidance.			
		• Educational and			
		Vocational Guidance.			
		• Organization of			
		Guidance service at			
		different levels of education.			
		• Tools and techniques			
		of Guidance			
	3	· Counseling: meaning,	KD	14	$1^{\text{ST}}, 2^{\text{ND}} \& 3^{\text{RD}}$
		nature, scope.			MONTH
		• Types of counseling.			
		<ul> <li>Tools and techniques</li> </ul>			
		of Counseling			
	4	• Difference between	KD	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
		Guidance and Counseling.			MONTH
		· Counseling process-			
		relationships & its characteristics.			
		• Role of parent, teacher			
		& counselor in guidance programme			
SEC-3: Yoga	1	Basis of Yoga	PS	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
Education		Meaning and Concept.			MONTH
		<ul> <li>Patanjala Yogasutra.</li> </ul>			
		• Hathayoga Pradipika	DC	10	4 <sup>TH</sup> & 5 <sup>TH</sup>
	2	• Concept of Yoga.	PS	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
		• Streams of Yoga.			MONTH
		· Raja Yoga: Eight Fold			
		Path.			
		• Anand Mimamsa.			
	3	• Theories of Yoga	KD	12	$4^{\text{TH}} \& 5^{\text{TH}}$
		Practices.			MONTH
		· Asana.			
		· Pranayama.			
	ı		I		1

		• Kriyas.			
	4	• Dhyana	WD	10	1ST aND a aRD
	4	<ul> <li>Practical Eight Step</li> <li>Method: Single Group and</li> <li>Double Group Practice.</li> <li>Asana.</li> </ul>	KD	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		· Pranayama.			
		• Relaxation Techniques			
SEC-4 : Education of Children with Special Needs	1	<ul> <li>Education of Children with:</li> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ul>	PS	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul> <li>Education of Children</li> <li>with: Speech and</li> <li>Language Disorders:</li> <li>identification,</li> <li>intervention, education</li> <li>and prevention.</li> </ul>	PS	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	3	• Education of Children with: Physically Handicraft: identification, intervention, education and prevention	KD	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	4	• Education of Children with: Learning Disabilities: identification, intervention, education and prevention	KD	12	1 <sup>st</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
GE-1 : Mental Health and Hygiene	1	<ul> <li>Mental Hygiene:</li> <li>Meaning and Concept.</li> <li>Mental Health:</li> <li>Meaning and Concept.</li> <li>Characteristics of</li> <li>Mental Health.</li> <li>Education and Mental</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		Health & Hygiene			
	2	• Adjustment: Concepts, Need, and Areas of Adjustment.	PS	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
		<ul> <li>Mechanism of</li> </ul>			
		Adjustment.			
		• Role of Family and			
		School in effective Adjustment			
	3	<ul> <li>Maladjustment:</li> <li>Meaning and Definition.</li> </ul>	KD	14	$1^{\text{ST}}, 2^{\text{ND}}, 3^{\text{RD}}, 4^{\text{TH}} \& 5^{\text{TH}}$
		• Causes of Maladjustment.			MONTH
		<ul> <li>Different forms of Maladjustment.</li> </ul>			
		• Role of Family and School in remedial measures			
GE-2: Environmental Education	1	Environmental Education 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	Education of Environmental Concepts 3. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made	PS	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	3	Environmental Education and Social Issues 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	Approaches and Methods of Environmental Education	KD	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	Approaches to Environmental Education: Interdisciplinary and MultidisciplinaryMethods: Discussion, Seminar, And Workshop, Problem			
	solving and Field survey			

## PS: Priyanka Samanta; KD: Kishor Kumar Das

## SESSION : 2023 - 2024

COURSE CODE/TYPE	UNIT	CONTENTS	NAME OF FACULTY	NO. OF LACTURES	TO BE COMPLETED BY
DSC1-A PRINCIPLES OF EDUCATION	1	<ul> <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
	2	<ul> <li>Meaning of Curriculum.</li> <li>Types of curriculum.</li> <li>Principles of curriculum construction.</li> <li>Co – curricular activities.</li> </ul>	PS	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	• Child Centric Education: Meaning and Characteristics.	KD	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH

		• Aims of modern child			
		centric education.			
		• Child Centricism in			
		Education: its			
		significance.			
		• Play and play-way in			
		education: Kindergarten,			
		Montessori, Basic education and			
		Project method.			
	4	• Freedom and	KD	8	3 <sup>RD</sup> , 4 <sup>TH</sup> & 5 <sup>TH</sup>
		Discipline: Concepts.			MONTH
		• Needs of discipline.			
		• Concept of Free			
		discipline.			
		· Concept of Self-			
		discipline.			
		• Application of			
		Discipline in			
		Educational Institution			CT
DSC2-A	1	• Educational	PS	7	1 <sup>st</sup> MONTH
EDUCATIONAL KKHYCHOLOGY		KKychology: Meaning, Nature and Scope			
		• Relation between			
		Education and KKychology.			
		• Methods of			
		Educational			
		KKychology.			
	2	• Growth and	PS	8	$2^{\text{ND}}, 3^{\text{RD}} \& 4^{\text{TH}}$
		Development: Meaning and Concepts.			MONTH
		• Stages of			
		Development of a Child:			
		Infancy, Childhood and			
		Adolescence.			
		· Aspects of Child			
		Development : Physical, Intellectual, Emotional,			
		Social			
	3	• Personality: Concept	KD	6	$1^{\text{ST}}$ & $2^{\text{ND}}$ MONTH
	1		1	1	1

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

	2		PS	7	4 <sup>TH</sup> & 5 <sup>TH</sup>
	4	• Social Change:	15	/	MONTH
		Concept and nature.			
		• Factors and problems			
		of social change in India.			
		• Social stratification:			
	3	Meaning and Types	PS	7	1 <sup>ST</sup> & 2 <sup>ND</sup> MONTH
	3	• Socialization:	P3	/	$1^{\circ} \propto 2^{\circ}$ WONTH
		Meaning, process and factors of socialization.			
		• Social Control:			
		Meaning and types of Social control, Agencies			
		of Social Control			
	4	• Social Agencies of	KD	10	$3^{RD}$ , $4^{TH}$ & $5^{TH}$
		Education and their			MONTH
		educative role:			
		• Family.			
		• School.			
		• State.			
		• Mass media.			
DSC4-A	1	• Missionary	KD	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>
HISTORY OF		educational activities in			MONTH
EDUCATION IN INDIA		India: Characteristics			
INDIA		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).			
	2	• Indian Education	KD	14	4 <sup>TH</sup> & 5 <sup>TH</sup>
		commission -1882.			MONTH
		• Indian University			
		Commission (1902).			
		• National Education			
		Movement			

3	<ul> <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> <li>Radhakrishnan</li> <li>Commission-1948, with special reference to rural university.</li> <li>Mudaliar</li> <li>Commission (1952-53):</li> <li>Reports and</li> <li>Recommendations.</li> <li>Kothari Commission</li> <li>(1964-66): Reports and</li> <li>Recommendations.</li> <li>National Education</li> <li>Policy1986 and Revised</li> <li>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 LACTURES	TO BE COMPLETED BY
DSE1-A GREAT EDUCATORS	1	<ul> <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
	2	<ul> <li>Rabindranath Tagore (1861-1941).</li> <li>Mahatma Gandhi (1869-1948).</li> </ul>	PS	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	3	<ul> <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
	4	· John Dewey (1859- 1952).	KD	13	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

		• Madam Maria			
DCE1 D	1	Montessori (1870-1952).	DC	10	1 <sup>ST</sup> & 2 <sup>ND</sup>
DSE1-B	1	<b>Inclusion in Education</b> 1. Meaning and definition,	PS	12	
INCLUSIVE EDUCATION		2. Principles of Inclusive			MONTH
EDUCATION		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	DC	1.4	ard att a str
	2	Exceptional Children	PS	14	$3^{\text{RD}}, 4^{\text{TH}} \& 5^{\text{TH}}$
		1. Exceptional children & their needs: - Definition;			MONTH
		types; concept of			
		impairment,			
		disability and handicap;			
		2. Causes of			
		exceptionality, needs and			
		problems of exceptional			
		children.			
	3	Sensory Impairment	KD	12	$1^{ST} \& 2^{ND}$
		and Learning			MONTH
		Disability			
		1. Sensory Impairment- Visual & Auditory:			
		definition, causes,			
		characteristics &			
		Education.			
		2. Learning Disabled-			
		definition, causes,			
		characteristics &			
		Education			
	4	Mentally Retardation	KD	15	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
		1. Mentally Retardation-			MONTH
		definition, causes,			
		characteristics &			
		Education			
		2. Giftedness- definition, causes, characteristics &			
		Education			
SEC1	1		PS	7	1 <sup>ST</sup> MONTH
MEASUREMENT		• Concept of	10	1	1 1/10/1/111
		Measurement and			

AND		Evaluation.			
EVALUATION		• Difference between			
		Measurement and			
		Evaluation.			
		• Needs of Evaluation in			
		Education			
	2	• Different tools and	PS	10	$2^{ND}$ & $3^{RD}$
		techniques of Evaluation.			MONTH
		• Teacher Made test and			
		Standardized test.			
		• Achievement tests and			
		KKychological tests			
		· Cumulative Record			
		Card.			
	3	Reliability: Meaning	KD	8	1 <sup>ST</sup> & 2 <sup>ND</sup>
		and Method of			MONTH
		Determining Reliability			
		by Tests- Retest			
		Method.			
		• Validity: Meaning and			
		Method of Determining			
-	4	Content Validity	VD	10	3 <sup>RD</sup> ,4 <sup>TH</sup> & 5 <sup>TH</sup>
	4	• Tabulation of	KD	10	MONTH
		Educational Data.			
		• Measurement of			
		Central Tendency: Mean,			
		Median, Mode (Computation and their			
		uses).			
		· Measures of			
		Dispersion: Range;			
		Quartile Deviation;			
		Standard Deviation.			
		(Computation and their			
	5	uses)	PS	10	5 <sup>TH</sup> MONTH
	5	· Concept of	15	10	5 10101111
		Correlation.			
		• Rank Difference			
		method and Product moment method for			
		Computation of			
		correlation, Co-efficient.			

		Interpretation of			
SEC 1.	1	results.	DC	12	$1^{\text{ST}}, 2^{\text{ND}} 3^{\text{RD}}$
SEC-2 : Educational Guidance and Counseling	1	<ul> <li>Educational Guidance: Meaning, Definition, Scope.</li> <li>Needs and Importance of Guidance.</li> <li>Essentials of good</li> </ul>	PS	12	MONTH
		Guidance programme			
	2	<ul> <li>Different forms of</li> <li>Guidance.</li> <li>Educational and</li> <li>Vocational Guidance.</li> </ul>	PS	14	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		<ul> <li>Organization of</li> <li>Guidance service at</li> <li>different levels of</li> <li>education.</li> <li>Tools and techniques</li> </ul>			
		of Guidance			
	3	Counseling: meaning, nature, scope.	KD	14	1 <sup>st</sup> ,2 <sup>nd</sup> & 3 <sup>RD</sup> MONTH
		<ul> <li>Types of counseling.</li> <li>Tools and techniques</li> </ul>			
		of Counseling			
	4	• Difference between Guidance and Counseling.	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
		• Counseling process- relationshiKK & its characteristics.			
		<ul> <li>Role of parent, teacher</li> <li>&amp; counselor in guidance programme</li> </ul>			
SEC-3: Yoga Education	1	<ul> <li>Basis of Yoga</li> <li>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> <li>Concept of Yoga.</li> <li>Streams of Yoga.</li> </ul>	PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH

	3	<ul> <li>Raja Yoga: Eight Fold Path.</li> <li>Anand Mimamsa.</li> <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> <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
SEC-4 : Education of Children with Special Needs	1	<ul> <li>Education of Children with:</li> <li>1. Visual Impairment: identification, intervention, education and prevention.</li> <li>2. Hearing Impairment: identification, intervention, education and prevention</li> </ul>	KD	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	2	<ul> <li>Education of Children</li> <li>with: Speech and</li> <li>Language Disorders:</li> <li>identification,</li> <li>intervention, education</li> <li>and prevention.</li> </ul>	KD	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH
	3	• Education of Children with: Physically Handicraft: identification, intervention, education and prevention	PS	12	4 <sup>th</sup> & 5 <sup>th</sup> MONTH
	4	• Education of Children with: Learning Disabilities: identification, intervention, education and prevention	PS	12	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH

		<ul> <li>Mental Health:</li> <li>Meaning and Concept.</li> <li>Characteristics of</li> <li>Mental Health.</li> <li>Education and Mental</li> </ul>			
	2	Health & Hygiene · Adjustment: Concepts, Need, and Areas of Adjustment. · Mechanism of Adjustment. · Role of Family and School in effective Adjustment	KD	14	1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup> MONTH
	3	<ul> <li>Maladjustment:</li> <li>Meaning and Definition.</li> <li>Causes of</li> <li>Maladjustment.</li> <li>Different forms of</li> <li>Maladjustment.</li> <li>Role of Family and</li> <li>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
GE-2: Environmental Education	1	Environmental Education 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	Education of Environmental Concepts 4. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made Environmental	PS PS	12	4 <sup>TH</sup> & 5 <sup>TH</sup> MONTH 1 <sup>ST</sup> ,2 <sup>ND</sup> & 3 <sup>RD</sup>

	Education and Social			MONTH
	Issues			
	1. Education for			
	Sustainable development:			
	From Unsustainable to			
	Sustainable			
	development.			
	2. Education of Urban			
	Environment: Problems			
	related to energy and			
	water			
4	Approaches and	KD	12	$4^{\text{TH}} \& 5^{\text{TH}}$
	Methods of			MONTH
	Environmental			
	Education			
	Approaches to			
	Environmental Education:			
	Interdisciplinary and			
	MultidisciplinaryMethods:			
	Discussion, Seminar, And			
	Workshop, Problem			
	solving and Field survey			

KD: Kishor Das; PS: Priyanka Samanta