



UNIVERSITY OF CALCUTTA

GURUPADA SAREN

SECRETARY

COUNCILS FOR UNDERGRADUATE STUDIES,
UNIVERSITY OF CALCUTTA.

Ref.No : CUS/ 220 (cir.)/18
Dated the 20th April, 2018

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To
The Principals/T.I.C.
of all the Undergraduate Colleges
offering B.A. (Honours & General) in Education
affiliated to the University of Calcutta

Sir/Madam,

The undersigned is to inform you that the proposed **revised semesterised draft Syllabus for Education (Honours & General) Courses of Studies under CBCS has been uploaded in the Calcutta University website (www.caluniv.ac.in).**

The said syllabus has been prepared by the **U.G. Board of Studies in Education, C.U.**, suppose to be implemented from the academic session 2018-2019

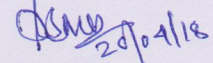
You are requested kindly to go through it and send your feedback within 30th April, 2018.

In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through email (u.g.councilsc.u@gmail.com), and you also may contact **Prof. Jayanti Das**, Department of **Education** through e-mail ([jyntds@gmail.com](mailto: jyntds@gmail.com)/ [jyntds09@gmail.com](mailto: jyntds09@gmail.com)).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,



Secretary

B.A. Honours in Education **Choice Based Credit System**

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (C), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

L stands for Lecture Hour, T for Tutorial Hour and P for Practical Hour

Semester 1 = 400 Marks (20 Credit)

Semester 2 = 400 Marks (20 Credit)

Semester 3 = 500 Marks (26 Credit)

Semester 4 = 500 Marks (26 Credit)

Semester 5 = 400 Marks (24 Credit)

Semester 6 = 400 Marks (24 Credit)

Total: 2600 Marks (140 Credits)

Distribution of marks:- (Out of 100)

Attendance = 10 Marks

Internal Assessment =10 Marks

Tutorial = 15 Marks

Subjective Exam = 65 Marks

Total = 100 Marks

Semester wise Courses							
		1	2	3	4	5	6
Core Courses		2	2	3	3	2	2
Elective Courses	Generic Elective	1	1	1	1		
	Discipline Elective					2	2
Ability Enhancement	Language / Environment	1	1				
	Skill Based Electives			1	1		
Total Credit		20	20	26	26	24	24

Core Courses:- 14 for Honours Course.

Discipline Specific Elective (DSE):- 4 for Honours Courses. Elective Courses offered under the main Discipline/Subject of study is referred to as Discipline Specific Elective. The list provided under this category is suggestive in nature and each University has complete freedom to suggest their own papers under this category.

Generic Elective (GE): 4 for Honours courses. An elective course chosen from an unrelated Discipline/Subject.

Ability Enhancement Courses (AEC):- It may be of two kinds.

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)

AECC courses are the courses based upon the content that leads to knowledge enhancement.

- i) Environmental Science and
 - ii) English/Hindi/MIL
- (These are mandatory for all Disciplines)

SEC courses are value based and/or skill based. Minimum 2 for Honours Course.

SEMESTER – 1

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C - 1	6	100	5 – 1 – 0
Core Course	C - 2	6	100	5 – 1 – 0
Elective - Generic	GE - 1	6	100	
AECC	AECC - 1	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C – 3	6	100	5 – 1 – 0
Core Course	C - 4	6	100	5 – 1 – 0
Elective - Generic	GE – 2	6	100	
AECC	AECC - 2	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C – 5	6	100	5 – 1 – 0
Core Course	C - 6	6	100	5 – 1 – 0
Core Course	C - 7	6	100	5 – 1 – 0
Elective - Generic	GE – 3	6	100	
Skill Enhancement	SEC - 1	2	100	5 – 1 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C – 8	6	100	5 – 1 – 0
Core Course	C – 9	6	100	5 – 1 – 0
Core Course	C – 10	6	100	5 – 1 – 0
Elective - Generic	GE – 4	6	100	
Skill Enhancement	SEC - 2	2	100	5 – 1 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C – 11	6	100	5 – 1 – 0
Core Course	C - 12	6	100	4 – 0 – 2
Discipline Specific Elective	DSE - 1	6	100	5 – 1 – 0
	DSE - 2	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 6

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	C – 13	6	100	4 – 0 – 2
Core Course	C - 14	6	100	5 – 1 – 0
Discipline Specific Elective	DSE – 3	6	100	5 – 1 – 0
	DSE - 4	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

Course Title:-

C – 1 = Introduction to Education

C – 2 = History of Indian Education

C – 3 = Psychological Foundation of Education

C – 4 = Philosophical Foundation of Education

C – 5 = Sociological Foundation of Education

C – 6 = Educational Organization, Management and Planning

C – 7 = Guidance and Counselling

C – 8 = Technology in Education

C – 9 = Curriculum Studies

C – 10 = Inclusive Education

C – 11 = Measurement and Evaluation in Education

C – 12 = Statistics in Education

C – 13 = Psychology of Adjustment

C – 14 = Basic Concept of Educational Research

SEC – 1 = Communication Skills

SEC – 2 = Skill for Democratic Citizenship

AECC – 1 = English/Hindi/MIL

AECC – 2 = Environmental Science

DSE – 1 = Any one from the following three

- ❖ Peace and Value Education
- ❖ Life Skill Education
- ❖ Human Rights Education

DSE – 2 = Any one from the following three

- ❖ Yoga Education
- ❖ Gender and Society
- ❖ Population Education

DSE – 3 = Any one from the following three

- ❖ Teacher Education
- ❖ Education for Sustainable Development
- ❖ Open and Distance Learning

DSE – 4 = Any one from the following three

- ❖ Contemporary Issues in Education
- ❖ Educational Thought of Great Educators
- ❖ Women Education

C – 1
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

Unit- II = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- III = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- IV = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

C - 2

History of Indian Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (“)
- Buddhistic (“)
- Islamic (“)

Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck’s resolution
- Adam’s report

Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

C - 3

Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

C-4

Philosophical Foundation of Education

Objectives:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

Unit 2 = Indian schools of philosophy

- Vedic school - Sankhya
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

Sociological Foundation of Education

Objectives:

- To understand the relation between Sociology and Education . nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education
- To become aware of social Communication in Education

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-II = Social Groups

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

Unit-III = Social Change and Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-IV = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

Educational Organization, Management and Planning

Objectives:

- To develop the concept of an ideal organization in educational institutions.
- To know the essential functions of educational management.
- To understand the different aspects of planning,

Unit: 1 = Organization and Management

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

Unit: 2 = Educational organization

- Meaning of school plant
- Elements of school plant (concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

Unit: 3 = Educational Management

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

Unit:4 = Educational Planning

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

Guidance and Counselling

Objectives:-

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling
- To find out the basic data necessary for Guidance

Unit I = Guidance – Meaning, Functions, Need

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, advantages and disadvantages
- Group Guidance – Meaning and Advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit II = Guidance - Educational, Vocational, Personal

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

Unit III = Counselling – Meaning, Techniques, Types

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

Unit IV = Basic data necessary for Guidance

- Tools for collecting information on pupil: Intelligence Test, Personality Test, Aptitude Test
- Cumulative Record Card
- Anecdotal Record Card

C-8
Technology in Education

Objectives:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

Unit 1 = Introductory concept

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Unit 2 = Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

Unit 3 = Instructional techniques

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Unit 4 = ICT & e-learning

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning

C - 9
Curriculum Studies

Objectives:

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum framework, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Unit 1 = Introductory concept

- Meaning, nature, scope and functions of curriculum
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Types of curriculum - knowledge, experience & activity based

Unit 2 = Content selection

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

Unit 3 = Curriculum development

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

Unit 4 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles

C - 10
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

Evaluation and Measurement in Education

Objectives:-

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

Unit: 1 = Measurement and Evaluation in Education

- Educational Measurement and Evaluation : Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit: 2 = Evaluation Process

- Evaluation Process: (Formative and Summative)
- Types and steps of evaluation
- Norm-Referenced Test and Criterion Referenced Test.
- Grading and Credit system.

Unit: 3 = Tools and Techniques of Evaluation

- Concept of Tools and Techniques
- Testing tools
 - i) Educational : Essay type and Objective type, Written , Oral, and Practical
 - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,
- Non testing tools – Cumulative Record Card, Portfolio
- Techniques:
 - i) Self reporting : Interview , Questionnaire
 - ii) Observation.

Unit: 4 = Criteria of a Good Tool and its Construction

- Characteristics of a good tool
 - (i) Objectivity- Concept
 - (ii) Reliability- Concept, methods of determining reliability
 - (iii) Validity- Concept and types
 - (iv) Norms- Meaning & types
 - (v) Usability -Concept
- Steps for construction & standardization of Achievement test

Statistics In Education

Objectives:

- To develop the concept of statistics and to develop skill in analyzing descriptive measures
- To be acquainted with the concept of Normal Probability Curve and its uses in education
- To develop a concept of measures of relationship
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data

Unit: 1 = Concept of Statistics and Descriptive Statistics

- Concept of Statistics. Uses of Statistics in Education
- Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application
- Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

Unit: 2 = Normal Distribution and Derived Score

- Concept of Normal Distribution- Properties
- Uses of NPC in Education
- Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)
- Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).

Unit: 3 = Measure of Relationship

- Bivariate Distribution- Concept and types of Correlation
- Scatter Diagram (only Concept)
- Uses of Correlation
- Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

Unit:4 = Statistics (Practical)

- Sources of Educational Data (Primary & Secondary data), Types of Data: Qualitative and Quantitative, Continuous and Discrete.
- Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of
 - describing the nature and characteristics of the two distributions,
 - comparing two distributions and
 - finding association between two sets of data by applying the following:

Method :i) Tabulation of data

ii) Determination of central tendencies and variability (standard deviation)

iii) Graphical Representation of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule)

iv) Determination of the type of association between two sets of data by drawing scatter diagram

Psychology of Adjustment

Objectives:

- To understand the concept of adjustment, maladjustment and some commonly found problem behavior.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

Unit: 1 = Adjustment, Maladjustment and Problem Behaviour

- Concept of adjustment, adjustment and adaptability
- Psychodynamic Concept of adjustment, criteria of good adjustment
- Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse

Unit: 2 = Multi-axial Classification of Mental Disorders

- DSM – 5 : Section 1, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

Unit: 3 = Coping Strategies for Stressful Situation

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

Unit: 4 = Administration, Scoring and Interpretation of the following Tests

- KNPI
- KIPI
- Effect of Learning material on memorization

Basic Concept of Educational Research

Objectives:-

- Have a concept of educational research
- Learn about the various steps to be followed for conducting a research
- Learn how to write a research proposal and review research papers

Unit: 1 = Concept of Educational Research

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

Unit: 2 = Basic elements of educational research

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

Unit: 3 = Data collection procedure

- Sampling –concept and definition
- Types of sampling- Probability and non-probability
- Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)
- Referencing and Bibliography

Unit: 4 = Practical

- Writing Research proposal (Plan of Work)– steps and review (atleast5) (Within 1000 words)

SEC – 1
Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC - 2
Skill for Democratic Citizenship

Objectives:-

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POSCO

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

Unit 4 = Role of Education

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

DSE – 1
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE – 1
Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- Problem specific skills
- Skills for area specific development.

Unit:3 = Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DSE – 1
Human Rights Education

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE – 2
Yoga Education

Objectives:-

- To understand the Concept of Yoga
- To understand Yoga as a means of Personal and Social Development
- To Know the Types of Yoga
- To understand Instrumentals of Yoga

Unit: 1 = Concept of Yoga

- Meaning and principles of Yoga
- History of Yoga philosophy in brief
- General guideline for performing Yog

Unit: 2 = Yoga as a means of Personal and Social Development

- Yoga as a means of healthy living
- Yoga as a means of social development
- Yoga as a means of spiritual enlightenment

Unit: 3 = Types of Yoga(Concept only)

- Jnana Yoga
- Bhakti Yoga
- Karma Yoga

Unit: 4 = Instrumentals Of Yoga(Concept only)

- Yamas, Niyamas, Asanas
- Dhyana, Samadhi
- Pranayam, Pratyahara, Dharana

DSE - 2
Gender and Society

Objectives:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

Unit: 1 = Gender Concepts

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

Unit: 2 = Gender Socialization

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

Unit: 3 = Gender roles

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

Unit: 4 = Gender inequality in the schools

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

DSE - 2
Population Education

Objectives:-

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities
- To understand population education and role of school

Unit: 1 = Concept of Population Education

- Meaning and Objectives of Population Education
- Factors influencing Population --sociological, Economic, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education

Unit : 2 = Population Growth and its Impact

- Quality of life-concept and meaning
- Human Resource Development (concept)
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

Unit : 3 = Population Growth and Responsibilities

- Size of Family.
- Role and responsibilities of family members.
- Female Education and Status.
- Growth of Population and Environment

Unit : 4 = Population Education and school

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Role of Mass media – (Newspapers, Radio, T.V)
- Role of youth in Population Education

DSE - 3
Teacher Education

Objectives:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education:
- To make an idea about Some Courses for preparation of teacher

Unit: 1 = Basic concept of teacher education.

- Concept and meaning of teacher education
- Scope of Teacher Education
- Aims and objectives of Education at Elementary, Secondary and College level.
- Teacher training Vs Teacher education

Unit: 2 = Development of teacher education in India

- Historical perspective of development of teacher education in India
- Recommendations of Kothari Commission
- Recommendations of National Policy on Education regarding teacher education.
- Present System of teacher education in India.

Unit: 3 = Role of the different agencies in teacher education

- University
- NCTE
- NCERT
- NUEPA

Unit: 4 = Some Courses for preparation of teacher

- Pre service teacher education
- In service teacher education
- Orientation and Refresher courses

DSE - 3
Education for Sustainable Development

Objectives:

- To be acquainted with the concept, scope and need for sustainable development
- To understand the goals and challenges for sustainable development
- To understand the relationship between social, economic and environmental aspects relating to sustainable development
- To become aware of the role of education, government and non-government agencies for sustainable development

Unit: 1 = Concept of sustainable development

- Meaning and evolution of the concept of sustainable development
- Characteristics and scope of sustainable development
- Need for sustainable development

Unit: 2 = Goals and challenges of sustainable development

- Proposal for UN's sustainable development goals at Rio
- Strength and weaknesses of sustainable development goals
- Challenges of sustainable development

Unit: 3 = Relationship between social, economic and environmental aspects relating to sustainable development

- Social mobility, challenges around equality, equity and fairness to all - affecting sustainable development
- Income inequality (poverty, malnutrition, poor health, habitation) affecting sustainable development
- Threats to bio-diversity, use of natural resources (renewable and non-renewable) for sustainable development

Unit: 4 = Role of education, government and non-government agencies for sustainable development

- Role of education for sustainable development
- Role of government agencies for sustainable development
- Role of NGO's for sustainable development

DSE-3
Open and Distance Learning

Objectives:

- To be acquainted with the concept of open and distance education
- To become aware of the modes and strategies of open and distance education
- To understand the relationship among non-formal, correspondence, distance and open education
- To be aware of the present status and role of multi-media in open and distance education
- To know about the different agencies, problems and remedies of open and distance education in India

Unit: 1 = Concept of open and distance education

- Meaning and definition of open and distance education
- Objectives and characteristics of open and distance education
- Merits and demerits of open and distance education

Unit: 2 = Strategies of open and distance education

- Mode and strategies of open education
- Mode and strategies of distance education
- Relationship among non-formal, correspondence, distance and open education

Unit: 3 = Status and role of multi-media in open and distance education

- Present status of open education in India
- Present status of distance education in India
- Role of multi-media in open and distance education

Unit: 4 = Agencies, problems and remedies of open and distance education in India

- Agencies of open and distance education
- Problems of open and distance education
- Measures for strengthening open and distance education in India

DSE 4
Contemporary Issues In Education

Objectives:-

- To be acquainted with the concept, constitutional provision, role of DPEP, SSA, RTE, current status and problems of elementary education in India.
- To be acquainted with the concept of secondary education, role of RMSA, current status and problems of secondary education in India.
- To be acquainted with meaning, aims & objectives of higher education, Knowledge Commission, RUSA, current status and problems of Higher Education.
- To be acquainted with some important issues in education.

Unit:1 = Universalization of Elementary Education

- Meaning, aims & objectives
- Constitutional provisions
- Role of DPEP, SSA, RTE
- Current status and problems.

Unit: 2 = Universalization of Secondary Education

- Meaning, aims & objectives
- Role of RMSA
- Problems of secondary education
- Current status and problems

Unit: 3 = Higher Education

- Meaning, aims & objectives
- Knowledge commission and higher education
- Role of RUSA
- Current status and problems

Unit: 4 = Current Issues in Education

- Alternative schooling – meaning and its significance
- Autonomous College - – meaning and its significance
- Impact of liberalization, privatization and globalization on education
- RTI- meaning and its significance

DSE – 4
Educational Thought of Great Educators

Objectives:-

- To develop an understanding of educational ideas of Indian and Western Educators
- To understand pedagogical concepts given by Indian and Western educational thinkers

Unit:1 = Western Educators(Part 1)

- Plato
- Rousseau
- Montessori

Unit:2 = Western Educators(Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators(Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators(Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE – 4
Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit: 2 = Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society in brief.

Core:- 2 different subjects, Discipline 1 and Discipline 2

Discipline 1:- In the Subject.

Discipline 2:- Any subject other than Discipline 1

GE:- A Subject other than Discipline 1 and Discipline 2 and study two papers in Semester 5 & 6.

DSE:- 2 chosen disciplines (Discipline 1 and 2) for semester 5 and 6.

SEC:= Value based/skill based and should contain both theory and lab/training/field work.

AECC – Core:- English 1 and English 2, MIL 1 and MIL 2

AECC – 1:- English/Hindi/Modern Indian Language Communication

AECC – 2: Environmental Science

Distribution of marks:- (Out of 100):-

Attendance	= 10 Marks
Internal Assessment	=10 Marks
Tutorial	= 15 Marks
Subjective Exam	= 65 Marks

Total	= 100 Marks

SEMESTER – 1

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	Discipline – 1 (a)	6	100	5 - 1 - 0
Core Course	Discipline – 2 (a)	6	100	
AECC - Core	English - 1	6	100	
AECC - 1	English/Hindi/MIL Communication	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	Discipline – 1 (b)	6	100	5 - 1 - 0
Core Course	Discipline – 2 (b)	6	100	
AECC - Core	MIL – 1	6	100	
AECC - 2	Environmental Science	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	Discipline – 1 (c)	6	100	5 – 1 - 0
Core Course	Discipline – 2 (c)	6	100	
AECC - Core	English – 2	6	100	
Skill Enhancement	SEC – 1	2	100	5 - 1 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	L – T - P
Core Course	Discipline – 1 (d)	6	100	5 – 1 - 0
Core Course	Discipline – 2 (d)	6	100	
AECC - Core	MIL – 2	6	100	
Skill Enhancement	SEC – 2	2	100	5 – 1 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	L – T - P
Discipline Specific	DSE – 1	6	100	5 – 1 – 0
Discipline Specific	DSE – 1 *	6	100	
Elective	GE – 1	6	100	
Skill Enhancement	SEC – 3	2	100	5 – 1 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

DSE – 1 (from Discipline 1, in the subject)

DSE – 1* (from Discipline 2, other subject)

SEMESTER – 6

Course Code	Course Type	Credit	Marks	L – T - P
Discipline Specific	DSE – 2	6	100	5 – 1 – 0
Discipline Specific	DSE – 2*	6	100	
Elective	GE – 2	6	100	
Skill Enhancement	SEC – 4	2	100	4 – 0 – 2
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit for Theory

DSE – 2 (from Discipline 1, in the subject)

DSE – 2* (from Discipline 2, other subject)

2 credit = 4 hours class for Practical

Course Title:=

DSC – 1(a) = Introduction to Education

DSC – 1(b) = Psychological Foundation of Education

DSC – 1(c) = Sociological Foundation of Education

DSC – 1(d) = Inclusive Education

DSE – 1 = Any one from the following three

- ❖ Peace and Value Education
- ❖ Life Skill Education
- ❖ Human Rights Education

DSE – 4 = Any one from the following three

- ❖ Contemporary Issues in Education
- ❖ Educational Thought of Great Educators
- ❖ Women Education

SEC – 1 = Communication Skills

SEC – 2 = Skill for Democratic Citizenship

SEC – 3 = Community Development

SEC – 4 = Basic Concept of Computer and its Application

DSC – 1(a)
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

Unit- II = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- III = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- IV = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

DSC – 1(b)
Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

DSC – 1(c)
Sociological Foundation of Education

Objectives:

- To understand the relation between Sociology and Education . nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education
- To become aware of social Communication in Education

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-II = Social Groups

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

Unit-III = Social Change and Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-IV = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

DSC – 1(d)
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

DSE – 1
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE – 1
Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- Problem specific skills
- Skills for area specific development.

Unit:3 = Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DSE – 1
Human Rights Education

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE - 2
Contemporary Issues In Education

Objectives:-

- To be acquainted with the concept, constitutional provision, role of DPEP, SSA, RTE, current status and problems of elementary education in India.
- To be acquainted with the concept of secondary education, role of RMSA, current status and problems of secondary education in India.
- To be acquainted with meaning, aims & objectives of higher education, Knowledge Commission, RUSA, current status and problems of Higher Education.
- To be acquainted with some important issues in education.

Unit:1 = Universalization of Elementary Education

- Meaning, aims & objectives
- Constitutional provisions
- Role of DPEP, SSA, RTE
- Current status and problems.

Unit: 2 = Universalization of Secondary Education

- Meaning, aims & objectives
- Role of RMSA
- Problems of secondary education
- Current status and problems

Unit: 3 = Higher Education

- Meaning, aims & objectives
- Knowledge commission and higher education
- Role of RUSA
- Current status and problems

Unit: 4 = Current Issues in Education

- Alternative schooling – meaning and its significance
- Autonomous College - – meaning and its significance
- Impact of liberalization, privatization and globalization on education
- RTI- meaning and its significance

DSE – 2
Educational Thought of Great Educators

Objectives:-

- To develop an understanding of educational ideas of Indian and Western Educators
- To understand pedagogical concepts given by Indian and Western educational thinkers

Unit:1 = Western Educators(Part 1)

- Plato
- Rousseau
- Montessori

Unit:2 = Western Educators(Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators(Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators(Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE – 2
Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit: 2 = Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society in brief.

SEC – 1
Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC - 2
Skill for Democratic Citizenship

Objectives:-

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POSCO

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

Unit 4 = Role of Education

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

SEC - 3
Community Development

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- Meaning of community and community development
- Characteristics of community development
- Principles of community development

Unit: 2 = Community Group Dynamics

- People's involvement in community group
- Roles and relationship in community group
- Factors affecting autonomy and inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- Diversity of communities
- Impact of social inequality, diversity and injustice on communities
- Role of reflection and learning in community development process

Unit: 4 = Community Development Programme in India

- Objectives of community development in India
- Importance of community development programme
- List of Community Development Programme in India

SEC – 4

Basic Concept of Computer and its Application

Objectives:-

- To know the basic concept of Computer system
- To understand the operating system
- To learn MS-Word
- To know the Power point

Unit: 1 = Introduction to Computer System (Concept only) - Theory

- Components: mother board, processor, main memory, cache memory, hard disc
- Input devices, output devices, external storage devices: floppy disc, CD ROM, DVD, USB
- Types of software: System software, Application software

Unit: 2 = Operating System - Theory

- Definition, functions of operating system
- Types of operating system: single user, multi-user, multi-processing, multi-programming

Unit: 3 = MS- Word and Excel (Practical application)

- Create a document; insert header and footer, page –no.
- Create bio-data and use page border, insert table into a document
- Enter data into an excel sheet.

Unit: 4 = MS- Power point (Practical application)

- Design a presentation of your institute using auto content wizard
- Slide show, creating presentation
- Insert table, charts.