

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 1 & 2.

DSE:- 2 chosen disciplines for semester 5 and 6.

SEC:= Value based/skill based.

Language (LCC):- C1 = English 1 and English 2, C2 = MIL 1 and MIL 2

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

AECC – 2: Environmental Studies

Tutorial:- Topics are to be selected from the particular paper

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	TH – TU - P
Core Course (CC)	CC - 1 (Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 1 (Discipline – 2)	6	100	
Generic Elective	GE - 1	6	100	
AECC - 1	Communicative English/Hindi//MIL	2	100	
		20	400	

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

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 2 Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 2 (Discipline – 2)	6	100	
Generic Elective	GE – 2	6	100	
AECC - 2	Environmental Studies	2	100	
		20	400	

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

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 3 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 3 (Discipline – 2)	6	100	
LCC	LCC1 English (1)	6	100	
Skill Enhancement	SEC – A	2	100	2 - 0 – 0
		20	400	

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

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 4 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 4 (Discipline – 2)	6	100	
LCC	LCC2 - MIL (1)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

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

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (A)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (A)	DSC-2	6	100	
LCC	LCC1 English (2)	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		20	400	

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

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (B)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (B)	DSC-2	6	100	
LCC	LCC2 - MIL (2)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

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

Course Title:=

Semester - 1	Introduction to Education
Semester - 2	Psychological Foundation of Education
Semester – 3	Sociological Foundation of Education
Semester - 4	Inclusive Education

DSE – A = Any one from the following two (FOR SEMESTER – 5)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

DSE – B = Any one from the following two (FOR SEMESTER – 6)

- ❖ Human Rights Education
 - ❖ Women Education
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SEC – A	<ul style="list-style-type: none">• Communication Skills• Skill for Democratic Citizenship	Semester – 3 / 5
SEC – B	<ul style="list-style-type: none">• Teaching Skill• Life Skill Education	Semester – 4 / 6

CC– 1/GE – 1 (Semester – 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- 2 = 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- 3 = Agencies of Education

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

Unit- 4 = 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.

CC – 2/GE – 2 (Semester – 2)
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

CC – 3/GE – 3 (Semester – 3)
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-2 = 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-3 = Social Change and Education

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

Unit-4 = 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.

CC– 4/GE – 4 (Semester – 4)
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–A (Semester – 5)
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–A (Semester – 5)
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–B (Semester – 6)
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–B (Semester – 6)
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-A (Semester – 3 / 5)
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–A (Semester – 3 / 5)
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 –POCSO

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 (Term Paper/Project Paper)

- 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–B (Semester – 4 / 6)
Teaching Skill

Objectives:-

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

Unit: 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

SEC–B (Semester – 4 / 6)
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