

# VIDYASAGAR UNIVERSITY



## **Curriculum for 3-Year B.A. (General) in EDUCATION**

**Under Choice Based Credit System (CBCS)  
w.e.f 2018-2019**

**VIDYASAGAR UNIVERSITY**  
**B A (General) in Education**  
**[Choice Based Credit System]**

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
1	I			<b>SEMESTER-I</b>			<b>CA</b>	<b>ESE</b>	<b>TOTAL</b>
		Core-1 (DSC-1A)		Principles of Education	6	5-1-0	15	60	75
		Core-2 (DSC-2A)		Other Discipline(Discipline-2)/TBD	6		15	60	75
		AECC-1 (Core)		English-I	6	5-1-0	15	60	75
		AECC-1 (Elective)		English/MIL	2	1-1-0	10	40	50
				<b>Semester - I : Total</b>	<b>20</b>				<b>275</b>
				<b>SEMESTER-II</b>					
	II	Core-3 (DSC-1B)		Educational Psychology	6	5-1-0	15	60	75
		Core-4 (DSC-2B)		Other Discipline(Discipline-2)/TBD	6		15	60	75
		AECC-2 (Core)		MIL-I	6	5-1-0	15	60	75
		AECC-2 (Elective)		Environmental Studies	4		20	80	100
				<b>Semester - 2 : Total</b>	<b>22</b>				<b>325</b>

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
2	III			<b>SEMESTER-III</b>			CA	ESE	TOTAL
		Core-5 (DSC-1C)		Educational Sociology	6	5-1-0	15	60	75
		Core-6 (DSC-2C)		Other Discipline(Discipline-2)/TBD	6		15	60	75
		AECC-3 (Core)		English-II	6	5-1-0	15	60	75
		SEC-1		SEC-1: Measurement and Evaluation in Education Or SEC-1: Value Education	2	1-1-0	10	40	50
				<b>Semester - 3 : Total</b>	<b>20</b>				<b>275</b>
	IV			<b>SEMESTER-IV</b>					
		Core-7 (DSC-1D)		History of Education in India	6	5-1-0	15	60	75
		Core-8 (DSC-2D)		Other Discipline(Discipline-2)/TBD	6		15	60	75
		AECC-4 (Core)		MIL-II	6	5-1-0	15	60	75
		SEC-2		SEC-2 : Educational Guidance and Counseling Or SEC-2: Computer Application in Education	2	1-1-0	10	40	50
				<b>Semester - 4 : Total</b>	<b>20</b>				<b>275</b>

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
3	V			<b>SEMESTER-V</b>			<b>CA</b>	<b>ESE</b>	<b>TOTAL</b>
		DSE-1A		Any one from Discipline -1	6	5-1-0	15	60	75
		DSE-2A		Other Discipline(Discipline-2) / TBD	6	5-1-0	15	60	75
		GE-1		TBD	6		15	60	75
		SEC-3		SEC-3: Yoga Education Or SEC-3: Distance Education	2	1-1-0	10	40	50
				<b>Semester - 5 : Total</b>	<b>20</b>				<b>275</b>
				<b>SEMESTER-VI</b>					
	VI	DSE-1B		Any one from Discipline -1	6	5-1-0	15	60	75
		DSE-2B		Other Discipline (Discipline -2) / TBD	6	5-1-0	15	60	75
		GE-2		TBD	6		15	60	75
		SEC-4		SEC-4: Education of Children with Special Needs <b>Or</b> SEC-4: Mental Health Education	2	1-1-0	10	40	50
				<b>Semester - 6 : Total</b>	<b>20</b>				<b>275</b>
	<b>Total in all semester:</b>				<b>122</b>				<b>1700</b>

**CC** = Core Course , **AECC** = Ability Enhancement Compulsory Course , **GE** = Generic Elective , **SEC** = Skill Enhancement Course , **DSE** = Discipline Specific Elective , **CA**= Continuous Assessment , **ESE**= End Semester Examination , **TBD**=To be decided , **CT** = Core Theory, **CP**=Core Practical , **L** = Lecture, **T** = Tutorial , **P** = Practical , **MIL** = Modern Indian Language , **ENVS** = Environmental Studies ,



**List of Core and Electives**

**Core Course (CC)**

- DSC-1A(CC-1): Principles of Education**  
**DSC-2A(CC-2): Educational Psychology**  
**DSC-3A(CC-3): Educational Sociology**  
**DSC-4A(CC-4): History of Education in India**

**Discipline Specific Electives (DSE)**

- DSE-1A: Great Educator**  
**Or**  
**DSE-1A : Women Education**  
**Or**  
**DSE-1A: Educational Technology**  
**DSE-1B: Inclusive Education**  
**Or**  
**DSE-1B: Guidance and Counseling**  
**Or**  
**DSE-1B: Project work**

**Skill Enhancement Course (SEC)**

- SEC-1: Measurement and Evaluation in Education**  
**Or**  
**SEC-1: Value Education**  
**SEC-2 : Educational Guidance and Counseling**  
**Or**  
**SEC-2: Computer Application in Education**  
**SEC-3: Yoga Education**  
**Or**  
**SEC-3: Distance Education**  
**SEC-4: Education of Children with Special Needs**  
**Or**  
**SEC-4: Mental Health Education**

**Generic Elective(GE)**

**[Interdisciplinary for other department]**

- GE-1 : Mental Health and Hygiene**  
**Or**  
**GE-1: Current Issues in Indian Education**  
**GE-2: Environmental Education**  
**Or**  
**GE-2: Introduction to Distance Education**

**Core Course (CC)**

**DSC-1A(CC-1): Principles of Education**

**Credits 06**

**DSC1AT: Principles of Education**

**Course Contents:**

**Unit –I:**

- Education: Meaning, Nature and Scope.
- Functions of Education
- Factors of Education.
- Aims of Education: Individualistic and Socialistic.

**Unit –II:**

- Meaning of Curriculum.
- Types of curriculum.
- Principles of curriculum construction.
- Co – curricular activities.

**Unit –III:**

- Child Centric Education: Meaning and Characteristics.
- 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.

**UNIT –IV:**

- Freedom and Discipline: Concepts.
- Needs of discipline.
- Concept of Free discipline.
- Concept of Self-discipline.
- Application of Discipline in Educational Institution.

**Suggested Readings:**

1. Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy,USA:pearson.
2. V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
3. Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Ally &Bacon.
4. Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

**DSC-2A(CC-2): Educational Psychology**

**Credits 06**

**DSC2AT: Educational Psychology**

**Course Contents:**

**Unit –I:**

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

**Unit –II:**

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

**Unit –III:**

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

**Unit –IV:**

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

**Unit –V:**

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation.

**Suggested Readings:**

1. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
2. Chauhan, S.S. Advanced Educational Psychology. Vikash Publishing House, New Delhi.
3. Choube, S.P. & Choube. Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
4. Mangal S.K. Advance Educational Psychology. Presentice Hall of India, New Delhi.
5. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
6. Woolfolk, A.E. . Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

**DSC-3A(CC-3): Educational Sociology****Credits 06****DSC3AT: Educational Sociology****Course Contents:****Unit –I:**

- Education Sociology: Meaning, Nature and Scope.

- Relation between Sociology and Education.
- Education-as a social sub-system.

#### **Unit –II:**

- Social Change: Concept and nature.
- Factors and problems of social change in India.
- Social stratification: Meaning and Types.

#### **Unit –III:**

- Socialization: Meaning, process and factors of socialization.
- Social Control: Meaning and types of Social control, Agencies of Social Control.

#### **Unit –IV:**

- Social Agencies of Education and their educative role:
- Family.
- School.
- State.
- Mass media.

#### **Suggested Readings:**

1. Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,
2. Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service
3. Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot., Meerut,
4. Sharma , S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad,
5. Sodhi, T.S &Suri Aruna Philosophical& Sociological foundations of education, H.P Bhargav Book house, Agra

### **DSC-4A(CC-4): History of Education in India**

**Credits 06**

#### **DSC4AT: History of Education in India**

#### **Contents:**

##### **Unit –I:**

- Missionary educational activities in India: Characteristics and significance.
- Serampore Mission: Contributions of the Trio to Education.
- Charter Act of 1813.
- Macaulay's Minute.
- Adam's Report and its recommendations.
- Woods Despatch (1854).

##### **Unit –II:**

- Indian Education commission -1882.
- Indian University Commission (1902).
- National Education Movement.



**Unit –III:**

- Sadler Commission -1917
- Hartog Committee Report.
- Wardha Scheme.
- The Sargent Plan (1944).

**Unit –IV:**

- Radhakrishnan Commission-1948, with special reference to rural university.
- Mudaliar Commission (1952-53): Reports and Recommendations.
- Kothari Commission (1964-66): Reports and Recommendations.
- National Education Policy 1986 and Revised Educational Policy of 1992.

**Suggested Readings:**

1. Basu, A.N. Education in Modern India
2. Banerjee, J.P. Education in India-Past, Present and Future
3. Mukherjee, S.N. Education in India, Today and Tomorrow
4. Mukherjee, S.N. History of Education (Modern Period)
5. Nurullah, S, Naik J.P. History of Education in India
6. Rawat, P.L. History of Indian Education

**Discipline Specific Electives (DSE)**

**DSE-1A: Great Educators****Credits 06****DSE1AT: Great Educators****Course Contents:****Unit –I:**

- Swami Vivekananda (1863-1902).
- Sri Aurobindo (1872-1950).

**Unit –II:**

- Rabindranath Tagore (1861-1941).
- Mahatma Gandhi (1869-1948).

**Unit –III:**

- Jean Jacques Rousseau (1712-1778).
- F.W. August Froebel (1782-1852).

**Unit –IV:**

- John Dewey (1859-1952).
- Madam Maria Montessori (1870-1952).

**Suggested Readings:**

1. Mukherjee, K.K., Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
2. Purkait, B.K., Great Educators, New Central Book Agency, London

3. Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
4. Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.
5. Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.

**Or**

**DSE-1A : Women Education**

**Credits 06**

**DSE1AT : Women Education**

**Course Contents:**

**Unit –I:**

- Women Education: Meaning and Concept.
- Problems of Women Education.

**Unit –II:**

- Literacy percentage of women.
- Existing prejudices against women education.
- Needs & Scope of Education for girls.

**Unit –III:**

- Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.

**Unit –IV:**

- Women Education as recommended by different commissions in Independent India.
- Measures taken by the Government for Women Education.
- Role of NGO's for Women Education.

**Suggested Readings:**

1. Bagal, J.C, Women's Education in Eastern India.
2. Mukherjee, S.N.: Education in India. Today and Tomorrow.
3. Report of the Commission on the Status of Women in India, December 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
4. Newson, J.The Education of Girls, Faber and Faber Ltd, London.
5. Mitra, Ashok. The Status of Women, Literacy and Employment, Allied Publishers, New Delhi,

**OR**

**DSE-1A: Educational Technology**

**Credits 06**

**DSE1AT: Educational Technology**

**Course Contents:**

**Unit –I:**

- Educational Technology: Concept and Meaning.



- Educational Technology: Nature, Scope, Needs and Limitations.
- Components of Educational Technology-Hardware & Software.

#### **Unit –II:**

- System approach: Concept and Characteristics.
- Uses and limitation of system approach.

#### **Unit –III:**

- Communication: Meaning, Nature, Types and Process.
- Barriers of Communication.
- Significance of Communication.

#### **Unit –IV:**

- Multimedia approach in educational technology.
- Visual, audio and audio-visual types and their uses in education.
- Computer and its role in education.

#### **Suggested Readings:**

1. J.Mohanty , Educational Technology
2. K.Sampath, Instruction to educational Technology
3. R.A.Sharma, Technology of Teaching
4. B.F.Skinner, The Technology of Teaching
5. B.C.Das, Educational Technology
6. S.P.Ruhela, Educational Technology
7. Rao and Ravisankar, Educational Technology

#### **DSE-1B: Inclusive Education**

**Credits 06**

#### **DSE1BT: Inclusive Education**

#### **Course Contents**

##### **Unit-I: Inclusion in Education**

1. Meaning and definition,
2. Principles of Inclusive Education- Access, equity, relevance, participation and empowerment,
3. Changing practices in education of children with disability,
4. Barriers to inclusive education- Attitudinal, Physical, and Instructional

##### **Unit-II: Exceptional Children**

1. Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap;
2. Causes of exceptionality, needs and problems of exceptional children.

##### **Unit-III: Sensory Impairment and Learning Disability**

1. Sensory Impairment- Visual & Auditory: definition, causes, characteristics & Education.
2. Learning Disabled- definition, causes, characteristics & Education

##### **Unit-IV: Mentally Retardation**

1. Mentally Retardation- definition, causes, characteristics & Education
2. Giftedness- definition, causes, characteristics & Education.

**Suggesting Readings:**

1. Educating Exceptional Children – S.K. Mangal
2. Perspectives in Disability and Rehabilitation(1995)-Pandey,R.S. and Advani, Lal
3. Critical Issues in Special Education – Ysseldyke, Algozzine, Thurlow

**OR**

**DSE-1B: Guidance and Counseling**

**Credits 06**

**DSE1BT: Guidance and Counseling**

**Course Contents:**

**Unit - I: Guidance**

1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance.
2. Role of parents, teachers, and counselor in guidance.

**Unit- II: Counseling**

1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,
2. Counseling process, Characteristics of good counseling
3. Differences between guidance, counseling and psychotherapy

**Unit-III: Techniques of Collecting Information for Guidance and Counseling**

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

**Unit-IV: Adjustment**

1. Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.

**Suggested Readings:**

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers,
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication,
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd.
5. Madhukar, I— Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York,
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

**DSE-1B: Project work**

**OR**

**Credits 06**

**Skill Enhancement Course (SEC)**

**SEC-1: Measurement and Evaluation in Education**

**Credits 02**

**SEC1T: Measurement and Evaluation in Education**

**Course Contents:**

**Unit –I:**

- Concept of Measurement and Evaluation.
- Difference between Measurement and Evaluation.
- Needs of Evaluation in Education.

**Unit –II:**

- Different tools and techniques of Evaluation.
- Teacher Made test and Standardized test.
- Achievement tests and Psychological tests
- Cumulative Record Card.

**Unit –III:**

- Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method.
- Validity: Meaning and Method of Determining Content Validity.

**Unit –IV:**

- Tabulation of Educational Data.
- Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).
- Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses)

**Unit –V:**

- Concept of Correlation.
- Rank Difference method and Product moment method for Computation of correlation, Co-efficient.
- Interpretation of results.

**Suggested Readings:**

1. Agarwal. J.C. Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi
2. Cronbach, L.J. Essentials of Psychological Testing, New York, Harper and Brothers,
3. Garrett. H.E. Statistics in Psychology and Education, Eastern Book House, Shantipur Guwahati

**OR**

**SEC-1: Value Education**

**Credits 02**

**SEC1T: Value Education**

**Course Contents:**

**Unit –I:**

- Value in Education: Meaning and Concept
- Needs of Value Education

**Unit –II:**

- Morality: Meaning & Concept.
- Morality and Values in Education.
- Role of Parents to Facilitate Children's Moral Development

**Unit –III:**

- Social Values.
- Values in Classroom.
- Incultation of Values among the students

**Unit –IV:**

- Peace Education: Meanings and Aims.
- Values in Peace Education.
- Values and Human Rights Education

**Suggested Readings:**

1. The moral child – Damon, W. New York: The free press.
2. Values in Education and Education in value – Halstead, J.Mark. London.
3. The Psychology of moral Development – Kohlberg. New York.
4. Values Education – Bagchi, J.P: University Book House (P) Ltd.
5. Human Rights – a source book – Dev, Arjun et. al. NCERT, New Delhi.
6. Human Development Report – 2002, UNDP – New York and Oxford.

**SEC-2 : Educational Guidance and Counseling**

**Credits 02**

**SEC2T : Educational Guidance and Counseling**

**Course Contents:**

**Unit –I:**

- Educational Guidance: Meaning, Definition, Scope.
- Needs and Importance of Guidance.
- Essentials of good Guidance programme.

**Unit –II:**

- Different forms of Guidance.
- Educational and Vocational Guidance.
- Organization of Guidance service at different levels of education.
- Tools and techniques of Guidance.

**Unit –III:**

- Counseling: meaning, nature, scope.
- Types of counseling.
- Tools and techniques of Counseling.

**Unit –IV:**

- Difference between Guidance and Counseling.
- Counseling process-relationships & its characteristics.
- Role of parent, teacher & counselor in guidance programme.

**Suggested Readings:**

1. Basu, N.C. Educational and Vocational Guidance.
2. Chauhan, S.S. – Principles and Techniques of Guidance.
3. NCERT- Guidance and Counseling.

**OR**

**SEC-2: Computer Application in Education**

**Credits 02**

**SEC2T: Computer Application in Education****Course Contents:****Unit I:****MS office:**

- MS Word • MS Power Point • MS Excel

**Unit II:**

- Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives;
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India.

**Unit III:**

- Components and Objectives of National Mission on Education, through ICT (NMEICT), Spoken Tutorials Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology

**Unit IV:****Internet**

- Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode

**Unit V: Educational Resources**

- Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning,
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);

- Social networking

### **Unit VI: ICT Integrated Education**

- On line Admissions
- Digital Lesson Designing
- Evaluation Rubrics
- E-Portfolios of Learners
- Time-Space-Personnel Management
- Learning Resources Management
- Web Based Instruction
- Office Automation
- E-guidance & counseling
- E-modules
- E-learning Resources

### **SEC-3: Yoga Education**

**Credits 02**

### **SEC3T : Yoga Education**

#### **Course Contents:**

#### **Unit –I:**

- Basis of Yoga Meaning and Concept.
- Patanjala Yogasutra.
- Hathayoga Pradipika.

#### **Unit –II:**

- Concept of Yoga.
- Streams of Yoga.
- Raja Yoga: Eight Fold Path.
- Anand Mimamsa.

#### **Unit –III:**

- Theories of Yoga Practices.
- Asana.
- Pranayama.
- Kriyas.
- Dhyana.

#### **Unit –IV:**

- Practical Eight Step Method: Single Group and Double Group Practice.
- Asana.
- Pranayama.
- Relaxation Techniques

#### **Suggested Readings:**

1. Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi,
2. Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi,
3. Gharote, Manmath M. and Others- Application in Yoga; Lonavla,



4. Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger,
5. Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla
6. Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow,

**OR**

**SEC-3: Distance Education**

**Credits 02**

**SEC3T: Distance Education**

**Course Contents:**

**Unit –I:**

- Distance Education; Significance, Meaning and Characteristics.
- Growth and Development of Distance Education.

**Unit –II:**

- Designing and preparing self-learning materials in Distance Education.
- ICT and their applications in Distance Education

**Unit –III:**

- Self – support service in Distance Education.
- Technical and vocational Programmes through Distance Education.

**Unit –IV:**

- Quality assurance in Distance Education.
- Maintaining of standards in Distance Education.
- Role of Distance Education Council.

**Suggested Readings:**

1. Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
2. Distance Education: In the 21st Century – A.Goel & S.L.Goel.
3. Distance Education-V.K.Rao
4. Distance Education in Different Countries- D.B.Rao
5. Handbook of Distance Education – M.G.Moore.
6. International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
7. Distance Learning Concepts and Principles – Madhulika Sharma.
8. Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

**SEC-4 : Education of Children with Special Needs**

**Credits 02**

**SEC4T : Education of Children with Special Needs**

**Course Contents:**

**Unit –I:**



- Education of Children with:
  1. Visual Impairment: identification, intervention, education and prevention.
  2. Hearing Impairment: identification, intervention, education and prevention.

#### **Unit –II:**

- Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.

#### **Unit –III:**

- Education of Children with: Physically Handicraft: identification, intervention, education and prevention.

#### **Unit –IV:**

- Education of Children with: Learning Disabilities: identification, intervention, education and prevention.

#### **Suggested Readings:**

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
4. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
6. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
7. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.

**OR**

**SEC-4: Mental Health Education**

**Credits 02**

**SEC4T: Mental Health Education**

#### **Course Contents:**

##### **Unit-I: Mental Health:**

1. Concept and Importance of Mental Health,
2. Characteristics of Mentally Healthy Individual,
3. Factors Affecting Mental Health,
4. Educational Implications of Mental Health.

##### **Unit-II: Mental Hygiene:**

1. Definition, Meaning and Aims of Mental Hygiene;
2. Origin and Development of Mental Hygiene Movement.

##### **Unit-III: Adjustment**

1. Definition and meaning of Adjustment

2. Criteria of Good Adjustment
3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism

#### **Unit-IV: Maladjustment**

1. Meaning of Maladjustment
2. Causes of Maladjustment
3. Role of education

#### **Suggested Readings:**

1. Coleman, J.C. :Abnormal Psychology and Modern Life, D.B. Taraporevala Sonsand Co., Bombay.
2. Hadfield, J.A. :Psychology and Mental Health,
3. Hall, C.S. &Lindzey, G., Theories of Personality, Wiley Publications, New York.

### ***Generic Electives (GE)*** **[Interdisciplinary for other department]**

#### **GE-1 : Mental Health and Hygiene**

**Credits 06**

#### **GE1T : Mental Health and Hygiene**

#### **Course Contents:**

##### **Unit –I:**

- Mental Hygiene: Meaning and Concept.
- Mental Health: Meaning and Concept.
- Characteristics of Mental Health.
- Education and Mental Health & Hygiene.

##### **Unit –II:**

- Adjustment: Concepts, Need, and Areas of Adjustment.
- Mechanism of Adjustment.
- Role of Family and School in effective Adjustment.

##### **Unit –III:**

- Maladjustment: Meaning and Definition.
- Causes of Maladjustment.
- Different forms of Maladjustment.
- Role of Family and School in remedial measures.

#### **Suggested Readings:**

1. Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
2. Coleman, J.C. – Psychology and Effective Behavior.
3. Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.

**OR**  
**GE-1: Current issues in Indian Education**

**Credits 06**

**GE1T: Current issues in Indian Education**

**Course Contents:**

**Unit –I:**

- Development of Education since 1947
- Primary Education.
- Secondary Education.
- Higher Education.
- Technical and Vocational Education.

**Unit –II:**

- Equalization of educational opportunity.
- Education for the Backward Classes.
- Development and Problems of Women Education.

**Unit –III:**

- Development of Non-formal Education in India.
- Adult and Continuing Education.
- Sarbo Siksha Abhijan / Mission.

**Unit –IV:**

- Functions of following Educational Organizations.
- CABE, UGC, NCERT, SECRT, and DIET.

**Suggested Readings:**

1. Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
2. Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
3. Banerjee, J.P. – Education in India, Past, Present and Future.
4. Mukhopadhyay, M. Parhar Madhu (Ed.) – Educaion in India, Dynamics and Development, Shipra.
5. Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
6. Agarwal, J.C. – Modern Indian Education, Shipra.

**GE-2: Environmental Education**

**Credits 06**

**GE2T: Environmental Education**

**Course Contents:**

**Unit-I: Environmental Education**

1. Environmental Education: Concept, Characteristics, Components and Scope
2. Historical Background of Environmental Education

**Unit-II: Education of Environmental Concepts**

1. Concept of Environment and Ecosystem

2. Disasters: Natural and Man Made

### **Unit III: Environmental Education and Social Issues**

1. Education for Sustainable development: From Unsustainable to Sustainable development.
2. Education of Urban Environment: Problems related to energy and water

### **Unit-IV- Approaches and Methods of Environmental Education**

Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.

#### **Suggested Readings:**

1. Environmental Analysis of Water, Soil, Air by Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford Publications, 1992.
5. Perspectives on Environment by I. R. Manners, M.W.M. Micksell
6. Soil and water Conservation Engineering by Schwab, S. D., Frevert, R. K., Edminster, T.
7. W. and Earns K. K. John Wiley and Sons.
8. Water Pollution and Management by C. F. Vershney.

**OR**

### **GE-2: Introduction to Distance Education**

**Credits 06**

### **GE2T: Introduction to Distance Education**

#### **Course Contents:**

#### **Unit- I: Philosophy and Growth of Distance Education**

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

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

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

#### **Unit-III: Mechanism for Learner Support Services**

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

#### **Unit-IV: Communication Media for Distance Education**

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

**Suggested Readings:**

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

**END**