



प्रद्वान् लभते ज्ञानम्

**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**DEPARTMENT OF EDUCATION**  
**ACADEMIC PLANNING (CBCS)**

**Semester- I (July to December)**  
**Core Course –I: Introduction to Education**  
Course Code: CC1

Programme	B.A Education HONS
Course Code	Course Name
CC1	Introduction to Education
Year and Semester	1st year 1st semester
Prerequisite Course	Nil
Course Objective	Develop an understanding of Introduction to Education

**CC1 Introduction to Education**

Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]

Total Credits: [5 (Th) +1 (Tu)] = 6

Units of the Course	Content	Lecture Hours	Faculty
Unit -1	Narrow and broader concept of education	2	CN
	Meaning, nature and scope of education.	2	
	Aims of education – individual, social, vocational and democratic.	4	
	Aims of modern education with special reference to Delor's Commission	2	
Unit -2	Child / learner: influence of heredity and environment on the learner	2	SH
	Teacher: qualities and duties of a good teacher.	2	
	Curriculum- concept and types.	2	
	Co-curricular activities: meaning, values and significance.	2	
	Educational institutions: informal, formal and non-formal, their interrelation.	3	



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Unit -3	Agencies of Education  Home School State Mass-media- television, radio, cinema and newspaper	2 2 1 1 1 2	PKM
Unit - 4	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.	1 3 2 4	CN

**Core Course –II: History of Indian Education**

Course Code: CC2

Programme	B.A Education HONS
Course Code	Course Name
CC2	History of Indian Education
Year and Semester	1st year 1st semester
Prerequisite Course	Nil
Course Objective	To acquaint students with History of Indian Education

**CC2 History of Indian Education**

**Education Core Course II: Total Marks: 100 [Theory(Th) 65 + Tutorial (Tu) 15 + Internal Assessment 10+Attendance: 10] Total Credits: [5(Th)+1(Tu)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Education in India during ancient and medieval period Vedic (aim, curriculum, teaching method, teacher-pupil relation) Brahmanic ( ) Buddhistic ( ) Islamic ( )	2 2 2	CB



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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	2  3 3  2	CB
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	4  4 3  2	CB
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.	4 3 4 3 3	SD

**Semester -II (January- June)  
Core Course -III Psychological Foundation of Education  
Course Code: CC3**

Programme	B.A. Education HONS
Course Code	Course Name
CC3	Psychological Foundation of Education
Year and Semester	1st year, 2nd Semester
Prerequisite Course	NIL
Course Objective	Students acquire detail knowledge about psychological foundation of education



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**CC3 Psychological Foundation of Education**

**Total Marks: 100 [Theory (Th) 65 + Tutorial (Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Relation between Psychology and Education		
	Meaning and definition of Psychology	1	CN
	Meaning and definition of Education	1	
	Relation between Psychology and education	2	
Nature, scope and significance of educational psychology.	3		
Unit-2	Stages and types of human development and their educational significance.	1	CN
	Piaget's cognitive development theory	2	
	Erikson's psycho-social development theory	2	
	Kohlberg's moral development theory	2	
	Vygotsky's social development theory and	2	
	Bandura's Social Learning Theory	2	
Unit-3	Learning: concept and theories		PKM
	Concept and characteristics of learning		
	Theories: Connectionism(Trial and error, classical, operant conditioning)	6	
	Insightful learning	3	PKM
	Memorization and Forgetting: Process of memorization, causes of forgetting and economical	5	SD
ways of improving memorization	1	SD	
Unit-4	Intelligence	1	SH
	Concept of intelligence		
	Theories of Intelligence by Spearman, Thorndike and Guilford	6	
	Types and uses of intelligence tests	2	
	Concept of Emotional Intelligence and E.Q	2	



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#### Core Course -IV Philosophical Foundation of Education

Course Code: CC4

Programme	B.A. Education HONS
Course Code	Course Name
CC4	Philosophical Foundation of Education
Year and Semester	1st year 2nd Semester
Prerequisite Course	NIL
Course Objective	Developing a critical understanding of Philosophical Foundation of Education

#### CC4 Philosophical Foundation of Education

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Concept of educational philosophy	1	CB
	Meaning of philosophy	1	
	Etymological meaning of education	2	
	Relation between philosophy and education	2	
	Importance of philosophy in education		
Unit-2	Indian schools of philosophy		SD
	Vedic school – Sankhya	2	
	Vedic school – Yoga	2	
	Non-vedic School – Buddhism	2	
	Non-vedic School - Jainism	2	
Unit-3	Western schools of philosophy		CB
	Idealism	2	
	Naturalism	2	
	Pragmatism	2	
	Realism	2	



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Unit-4	Philosophy for development of humanity		CB
	Education and development of values	2	
	Education for national integration	2	
	Education for international understanding	2	
	Education for promotion of peace and harmony	2	

**Semester –III (July to December)  
Core Course -V Sociological Foundation of Education  
Course Code: CC5**

Programme	B.A Education HONS
Course Code	Course Name
CC5	Sociological Foundation of Education
Year and Semester	2nd year 3rd semester
Prerequisite Course	NIL
Course Objective	To develop an understanding of Sociological Foundation of Education

**CC5 Sociological Foundation of Education**  
**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**  
**Total Credits: [5 (Th)+ 1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Introductory Concept of Sociology of Education		PKM
	Meaning and definition of Sociology of Education	2	
	Relation between Sociology and Education	2	
	Nature of Sociology of Education	2	
	Scope of Sociology of Education	2	



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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	2 3 2 3	SD
Unit-3	Social Change and Education Concept of Social Change Interrelation between Social change and Education Social stratification and Social Mobility. Social interaction Process	1 1 3 2	SH
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.	1 2 3 3	SH

**Core Course -VI Educational Organization, Management and Planning**

Course Code: CC6

Programme	B.A Education HONS
Course Code	Course Name
CC6	Educational Organization, Management and Planning
Year and Semester	2nd Year, 3rd Semester
Prerequisite Course	NIL
Course Objective	Students internalize and understand educational organization, management and planning.



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**CC6 Educational Organization, Management and Planning**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Organization and Management		CN
	Concept of organization	2	
	Concept of management	2	
	Concept of educational organization	3	
	Concept of school organization	3	
Unit-2	Educational organization		PKM
	Meaning of school plant	2	
	Elements of school plant ( concepts only)	3	
	Features of library and time-table	4	
	Features of school medical services, workshop, computer laboratory.	4	
Unit-3	Educational Management		CN
	Meaning of educational management	2	
	Objectives of educational management	1	
	Types of educational management	2	
	Significance of educational management	2	
Unit-4	Educational Planning		CN
	Meaning of educational planning	2	
	Aims and objectives of educational planning	2	
	Steps of educational planning	1	
	Types and significance of educational planning	3	





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**Core Course –VII: Guidance and Counselling**  
Course Code: CC7

Programme	B.A. Education HONS
Course Code	Course Name
CC7	Guidance and Counselling
Year and Semester	2nd year 3rd semester
Prerequisite Course	NIL
Course Objective	Students develop understanding of basic knowledge about guidance and counselling

**CC7 Guidance and Counselling**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Guidance – Meaning, Functions, Need	2	CB
	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.	2	
Unit-2	Guidance - Educational, Vocational, Personal	2	CB
	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		



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Unit-3	Counselling – Meaning, Techniques, Types		CB
	Counselling - – Meaning, importance and Scope	2	
	Techniques of Counselling- Directive, Non-Directive, Eclectic	2	
	Individual and Group Counselling –Meaning , Importance	2	
Unit-4	Basic data necessary for Guidance		SD
	Tools for collecting information on pupil	2	
	Intelligence: Concept and Test, Personality:	2	
	Concept and Test, Aptitude: Concept and Test	2	
	Cumulative Record Card	2	
	Anecdotal Record Card	2	

**Skill Enhancement Course-I: Skill for Democratic Citizenship**

Course Code: SEC A1

Programme	B.A, Education HONS
Course Code	Course Name
SEC A1	Skill for Democratic Citizenship
Year and Semester	2nd Year, 3rd Semester
Prerequisite Course	NIL
Course Objective	Students develop knowledge about skill for democratic citizenship and role of education to protect all the rights.

**SEC A1 Skill for Democratic Citizenship**

**Skill Enhancement Course I: Total Marks: 100 [Theory (Th) 80 + Internal Assessment 10+ Attendance: 10] Total Credits: 2, [For Semester III]**

Units of the Course	Content	Lecture Hours	Faculty
Unit 1	Rights and duties in Indian Constitution		CB
	Democratic rights	2	
	Fundamental Rights	2	
	Duties of citizenship	2	



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Unit 2	Protection of Children Child protection - concept and need. Child Rights – concept, classification and need Legal actions –POCSO	2 3 2	CN
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	2 2 2	CB
Unit 4	Role of Education to ensure: Rights and duties in Indian Constitution Protection of Children Democratic harmony	3 2 2	CN

**Semester –IV (January to June)  
Core Course- VIII: Technology in Education  
Course Code: CC8**

Programme	B.A Education HONS
Course Code	Course Name
CC8	Technology in Education
Year and Semester	2nd year 4th Semester
Prerequisite Course	NIL
Course Objective	To develop students abilities to think critically and creatively.



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#### CC 8 Technology in Education

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Introductory concept		CN
	Concept of Technology	1	
	Need and scope of educational technology	2	
	System approach- concept and need	3	
	Classification and components of system approach	3	
Unit-2	Computer in education and communication		SH
	Computer and its role in education	2	
	Basic concept of hardware and software	1	
	Computer network and internet- its role in education	3	
	Communication and classroom interactions- concept, element and process	3	
Unit-3	Instructional techniques		CN
	Mass instructional technique- characteristics and types	3	
	Personalised instructional techniques- characteristics and types	3	
	Difference in teaching and instruction	1	
	Models of teaching- concept, components and significance	3	
Unit-4	ICT & e-learning		CN
	Meaning and concept of ICT, e-learning	3	
	Nature and characteristics of e-learning	2	
	ICT integration in teaching learning, massive open online course (MOOC)	3	
	Different approaches- Project based learning, co-operative learning and collaborative learning	6	



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**Core Course- IX: Curriculum Studies**

Course Code: CC9

Programme	B.A Education HONS
Course Code	Course Name
CC9	<b>Curriculum Studies</b>
Year and Semester	4th semester, 2nd year
Prerequisite Course	NIL
Course Objective	To know the relation between curriculum, pedagogy and assessment.

**CC9 Curriculum Studies**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Introductory concept Meaning, nature, scope and functions of curriculum	2	CB
	Bases of curriculum: philosophical, psychological and sociological	3	
	Major approaches to curriculum - behavioural, managerial, system, humanistic	2	
	Types of curriculum - knowledge, experience & activity based	3	
Unit-2	Content selection Determinants of content selection - perspectives of knowledge, culture & need	3	CB
	Curriculum and institution - instructional objectives	3	
	Revised Bloom's taxonomy	2	
	Bruner's theory of instruction	1	
Unit-3	Curriculum development		CB
	Principles of curriculum construction	2	
	Learner centred curriculum framework - concept, factors & characteristics	3	
	Curriculum development - need, planning NCF, 2005	2 2	



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Unit-4	Evaluation & reform of curriculum		SD
	Concept & significance of curriculum evaluation	2	
	Approaches to curriculum evaluation - formative & summative	2	
	Models of evaluation - Stufflebeam & Taylor Curriculum reform - factors & obstacles	2 2	

**Core Course-X: Inclusive Education**

Course Code: CC-10

Programme	B.A. Education HONS
Course Code	Course Name
CC 10	Inclusive Education
Year and Semester	2nd year , 4th semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**CC-10 Inclusive Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty	
Unit-1	Inclusion Overview	3	CN	
	Meaning of Inclusion and Inclusive Society			
	Exclusion and Inclusion: Conceptual overview			2
	Obstacles/barriers in Inclusion Elements necessary for creating an inclusive society			1 2
Unit-2	Differently Abled Concept of Impairment, Disability and Handicap	1	SH	
	Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)	8		
	General causes of disabilities	1		
	Role of school and society in creating a barrier free environment	2		



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Unit-3	Socially Disabled Concept of SC, ST and OBC groups.	2	PKM
	Concept of Gender, and sexuality	1	
	Causes of social exclusion	1	
	Understanding social inclusion: role of education	2	
Unit-4	Educational Reforms for Inclusive Society.		CN
	Building an Inclusive school: desired changes in System, Structure, Practice and Culture	3	
	Education for a multicultural society.	2	
	Education for peaceful co-existence	2	
	Role of Informal agencies (like mass media etc) in building an inclusive society	2	

**Skill Enhancement Course-II: Teaching Skill**

Course Code: SEC A2

Programme	B.A. Education HONS
Course Code	Course Name
SEC-A2	Teaching Skill
Year and Semester	2nd year 4th Semester
Prerequisite Course	NIL
Course Objective	The student will develop a critical understanding of teaching and teaching skills

**SECA2 Teaching Skill**

**Skill Enhancement Course II**

**Total Marks: 100 [Theory(Th) 80 + Internal Assessment 10+Attendance: 10] Total Credits: 2,  
[For Semester IV]**

Unit of the Course	Content	Lecture Hours	Faculty
Unit-1	Understanding Teaching	2	CN
	Concept and definition of Teaching	3	
	Nature of teaching and characteristic factors affecting teaching	2	



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	Relation between teaching and training		
Unit-2	Types of Teaching (Concept and Characteristics)		CB
	Micro-teaching and Micro lesson	3	
	Simulated teaching	2	
	Integrated teaching	2	
Unit-3	Skills of Teaching (Basic Concept)		CB
	Nature and definition of skills of teaching	2	
	Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement	7	
	Phases of teaching: Pre-active, Inter-active, Post-active	2	
Unit-4	Learning Design (LD)		CB
	Concept and importance of learning design in teaching	3	
	Steps of learning design	2	
	Qualities of good learning design	2	

**Semester –V (July to December)**

**Core Course-XI: Evaluation and Measurement in Education**

Course Code: CC11

Programme	B.A. Education HONS
Course Code	Course Name
CC11	Evaluation and Measurement in Education
Year and Semester	3rd Year,5th semester
Prerequisite Course	NIL
Course Objective	Students will develop understanding of the measurement and evaluation in education with test construction.





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**CC-11 Evaluation and Measurement in Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	<p>Measurement and Evaluation in Education</p> <p>Educational Measurement and Evaluation : Concept</p> <p>Scope and Need of Educational Measurement and Evaluation</p> <p>Relation between Measurement, Assessment and Evaluation.</p> <p>Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	CN
Unit-2	<p>Evaluation Process</p> <p>Evaluation Process: (Formative and Summative)</p> <p>Types and steps of evaluation</p> <p>Norm-Referenced Test and Criterion Referenced Test.</p> <p>Grading and Credit system.</p>	<p>3</p> <p>2</p> <p>2</p> <p>2</p>	PKM
Unit-3	<p>Tools and Techniques of Evaluation</p> <p>Concept of Tools and Techniques</p> <p>Testing tools</p> <p>i) Educational : Essay type and Objective type, Written , Oral.</p> <p>ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types</p> <p>Kuder Richardson interest inventory,</p> <p>Intelligence Test-Types of intelligence tests, Stanford – Binet Scale, Non testing tools – Cumulative Record Card, Portfolio</p> <p>Techniques:</p> <p>i) Self reporting : Interview , Questionnaire ii) Observation</p>	<p>1</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p> <p>3</p>	SD
Unit-4	<p>Criteria of a Good Tool and its Construction</p> <p>Characteristics of a good tool</p> <p>(i) Objectivity- Concept</p> <p>(ii) Reliability- Concept, methods of determining reliability</p> <p>(iii) Validity- Concept and types</p> <p>(iv) Norms- Meaning &amp; types</p> <p>(v) Usability -Concept</p> <p>Steps for construction &amp; standardization of Achievement test</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>3</p>	CN



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**Core Course-XII: Statistics In Education**  
Course Code: CC 12

Programme	B.A. Education HONS
Course Code	Course Name
CC-12	Statistics In Education
Year and Semester	3rd Year, 5th semester
Prerequisite Course	NIL
Course Objective	To make students critically evaluate, analyze and organize relevant educational data.

**CC-12 Statistics In Education**

**Total Marks: 100 [Theory(Th) 50 + Practical(Pr)30 +Internal Assessment 10+Attendance: 10]**

**Total Credits: [4(Th)+2(P)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data –tabulation, graphical representation (Frequency Polygon, Histogram, Ogive, Pie)	10	SH
	Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application	5	
	Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application	5	
	Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	4	
Unit-2	Normal Distribution and Derived Score		SH
	Concept of Normal Distribution- Properties Uses of NPC in Education	1	
	Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)	2	
	Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	2	



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Unit-3	Measure of Relationship  Bi-variate Distribution- Concept and types of Linear 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	3  1  1  3	CN
Unit-4	Statistics (Practical)  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- Bar graph, Frequency Polygon, Cumulative frequency graph.  iv) Determination of the type of association between two sets of data by drawing scatter diagram	20	CN

**Discipline Specific Elective (DSE) Courses: Educational Thought of Great Educators**  
Course Code- DSE-A

Programme	B.A. Education HONS
Course Code	Course Name
DSE-A	Educational Thought of Great Educators
Year and Semester	3rd year semester 5
Prerequisite Course	NIL

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Course Objective	Critically understanding educational ideas and pedagogical concepts given by Indian and Western educational thinkers
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**DSE-A Educational Thought of Great Educators**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Western Educators(Part 1)		SD
	Plato	2	
	Rousseau	3	
	Montessori	2	
Unit-2	Western Educators(Part 2)		CB
	Pestalozzi	2	
	Dewey	3	
	Ivan Illich	3	
Unit-3	Indian Educators (Part 1)		PKM
	Vivekananda	2	
	Rabindranath	2	
	Gandhiji	2	
Unit-4	Indian Educators (Part 2)		CB
	Radhakrisnan	3	
	Begum Rokeya	3	
	Sister Nivedita	2	



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#### Discipline Specific Elective (DSE) Courses: Teacher Education

Course Code- DSE- B

Programme	B.A Education HONS
Course Code	Course Name
DSE- B	Teacher Education
Year and Semester	3rd year,5th semester
Prerequisite Course	Nil
Course Objective	Develop a knowledge and understanding of the teacher education

#### DSE-B Teacher Education

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)]=6**

Units of the Course	Content	Lecture Hours	Faculty
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	 2 1 5 1	CN
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.	 2 2 1 1	CB



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Unit-3	Role of the different agencies in teacher education		PKM
	UNIVERSITY	2	
	NCTE	2	
	NCERT	2	
	NUEPA	2	
Unit-4	Some Courses for preparation of teacher		CN
	Pre service teacher education	3	
	In service teacher education	2	
	Orientation and Refresher courses	3	

**Semester –VI (January to June )  
Core Course-XIII: Psychology of Adjustment  
Course Code: CC13**

Programme	B.A Education HONS
Course Code	Course Name
CC13	Psychology of Adjustment
Year and Semester	3rd Year, 6th Semester
Prerequisite Course	NIL
Course Objective	Student will be able to knowledge of the psychological theories and models for the field of abnormal psychology.



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### DEPARTMENT OF EDUCATION

#### CC-13 Psychology of Adjustment

**Total Marks: 100 [Theory(Th) 50 + Practical(Pr)30 +Internal Assessment 10+Attendance: 10]**

**Total Credits: [4(Th)+2(P)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Adjustment, Maladjustment and Problem Behaviour		CB
	Concept of adjustment, adjustment and adaptability	2	
	Psychodynamic Concept of adjustment, criteria of good adjustment	3	
	Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse	4	
Unit-2	Multi-axial Classification of Mental Disorders		SH
	DSM – 5 : Section 1, Section II and Section III	4	
	Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder	4	
	Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)	4	
Unit-3	Coping Strategies for Stressful Situation		SD
	Stress and Stressors	4	
	Personal and environmental stress	4	
	Coping strategies for stress	4	
Unit-4	Administration, Scoring and Interpretation of the following Tests (Practical)		CB
	KNPI(Kundu Neurotic Personality Inventory)	6	
	KIEI (Kundu Introversion Extroversion Inventory)	6	
	Effect of Learning material on memorization	6	



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**Core Course-XIV: Basic Concept of Educational Research**

Course Code: CC14

Programme	B.A. Education HONS
Course Code	Course Name
CC14	Basic Concept of Educational Research
Year and Semester	3rd year, 6th semester
Prerequisite Course	NIL
Course Objective	Student will develop a critical understanding of educational research with methodology of research.

**CC-14 Basic Concept of Educational Research**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Concept of Educational Research Definition, meaning and concept of research	3	PKM
	Educational research and its characteristics	2	
	Types of Educational Research	3 3	
	Problems, difficulties and ethics		
Unit-2	Basic elements of educational research	1	SH
	Literature review	2	
	Problem selection	2 5	
	Objectives, Research question and Hypothesis Tools of Data collection –types	2	
Unit-3	Data collection procedure	1	SD
	Sampling –concept and definition	1	
	Types of sampling- Probability and non-probability	3	
	Data reporting- Descriptive and Inferential ( basic statistical procedure that come under each)	3	
	Referencing and Bibliography	2	





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Unit-4	Tutorial (Project/Term Paper centric) Writing Research proposal (Within 1000 words) - Plan of Work - steps and review (atleast5)	6	CN
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**Discipline Specific Elective (DSE) Courses: Population Education**

Course Code: DSE-A

Programme	B.A. Education HONS
Course Code	Course Name
DSE-A	Population Education
Year and Semester	3rd Year, 6th Semester
Prerequisite Course	NIL
Course Objective	Gain knowledge and understanding about population education and population growth.

**DSE-A Population Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Concept of Population Education	1	CN
	Meaning and Objectives of Population Education	2	
	Factors influencing Population --sociological, Economic, Political, Biological and Psychological.	3	
	Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant, Mortality, Morbidity and Migration.	4	
	Need for Population Education	2	



**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

Unit-2	Population Growth and its Impact		CN
	Quality of life-concept and meaning	2	
	Human Resource Development (concept)	1	
	Population Education programmes in India	2	
	Problems of Population Education and its Suggestive Measures	3	
Unit-3	Population Growth and Responsibilities		SD
	Size of Family.	1	
	Role and responsibilities of family members.	3	
	Female Education and Status.	2	
	Growth of Population and Environment	3	
Unit-4	Population Education and school		PKM
	Scope of population education in schools,	1	
	Teacher role in creating awareness of population problems	2	
	Role of Mass media – (Newspapers, Radio, T.V)	3	
	Role of youth in Population Education	2	

**Discipline Specific Elective (DSE) Courses: Women Education**

Course Code: DSE-B

Programme	B.A. Education HONS
Course Code	Course Name
DSE-B	Women Education
Year and Semester	3 <sup>rd</sup> year 6 <sup>th</sup> Semester
Prerequisite Course	NIL
Course Objective	The students get acquainted with the historical perspectives of Women Education and Women Empowerment



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#### DSE-B Women Education

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
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.	4  2  2	PKM
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	3  6  6	PKM
Unit-3	Role of Indian Thinkers in promoting Women Education  Rammohan Roy  Vidyasagar	2  2	CB
Unit-4	Major Constraints of Women Education and Women Empowerment  Social – Psychological  Political – Economical  Role of women empowerment in modern society (in brief.)	2  2  3	CB



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**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Semester- I (July to December)**  
**Core Course –I: Introduction to Education**  
Course Code: GE- 1

Programme	B.A Education General (EDCG)
Course Code	Course Name
GE-1	Introduction to Education
Year and Semester	1st year 1st semester
Prerequisite Course	Nil
Course Objective	Develop an understanding of Introduction to Education

**GE-1 Introduction to Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5 (Th)+1(Tu)]=6**

Units of the Course	Content	Lecture Hours	Faculty
Unit -1	Narrow and broader concept of education	1	CN
	Meaning, nature and scope of education.	2	
	Aims of education – individual, social, vocational and democratic.	3	
	Aims of modern education with special reference to Delor's Commission	2	
Unit -2	Child / learner: influence of heredity and environment on the learner	2	SH
	Teacher: qualities and duties of a good teacher.	2	
	Curriculum- concept and types.	2	
	Co-curricular activities: meaning, values and significance.	2	
	Educational institutions: informal, formal and non-formal, their interrelation.	3	
Unit -3	Agencies of Education		PKM
	Home	1	
	School	1	
	State	1	
	Mass-media- television,	1	
	radio,	1	
	cinema and newspaper	1	



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**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

Unit - 4	Concept of child centricism in education	1	CN
	Characteristics and significance of child centricism in education	2	
	Concept of play and work.	2	
	Characteristics of play way in Education, Kindergarten, Montessori, Project method.	4	

**Semester -II (January- June)**

**Core Course -II Psychological Foundation of Education**

Course Code: **GE-2**

Programme	B.A. Education General (EDCG)
Course Code	Course Name
GE-2	Psychological Foundation of Education
Year and Semester	1st year, 2nd Semester
Prerequisite Course	NIL
Course Objective	Students acquire detail knowledge about psychological foundation of education

**GE-2 Psychological Foundation of Education**

**Total Marks: 100 [Theory (Th) 65 + Tutorial (Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Relation between Psychology and Education		PKM
	Meaning and definition of Psychology	1	
	Meaning and definition of Education	1	
	Relation between Psychology and education	2	
	Nature, scope and significance of educational psychology.	3	



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**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

Unit-2	Stages and types of human development and their educational significance.	1	SH
	Piaget's cognitive development theory	2	
	Erikson's psycho-social development theory	2	
	Kohlberg's moral development theory	2	
	Vygotsky's social development theory and	2	
	Bandura's Social Learning Theory	2	
Unit-3	Learning: concept and theories		SD
	Concept and characteristics of learning	6	
	Theories: Connectionism(Trial and error, classical, operant conditioning)	3	
	Insightful learning	5	
	Memorization and Forgetting: Process of memorization, causes of forgetting and economical	1	
	ways of improving memorization		
Unit-4	Intelligence		SH
	Concept of intelligence	1	
	Theories of Intelligence by Spearman, Thorndike and Guilford	6	
	Types and uses of intelligence tests	2	
	Concept of Emotional Intelligence and E.Q	2	

**Semester –III (July to December)  
Core Course - III Sociological Foundation of Education  
Course Code: GE-3**

Programme	B.A Education General (EDCG)
Course Code	Course Name
GE-3	Sociological Foundation of Education
Year and Semester	2nd year 3rd semester
Prerequisite Course	NIL
Course Objective	To develop an understanding of Sociological Foundation of Education



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**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

**GE-3 Sociological Foundation of Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**

**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Introductory Concept of Sociology of Education		PKM
	Meaning and definition of Sociology of Education	2	
	Relation between Sociology and Education	2	
	Nature of Sociology of Education	2	
	Scope of Sociology of Education	2	
Unit-2	Social Groups		SD
	Social Groups : meaning and definition	2	
	Types of Social groups – Primary, Secondary and Tertiary	3	
	Socialization Process: Concept	2	
	Role of the family and school in Socialization process	3	
Unit-3	Social Change and Education		SH
	Concept of Social Change	1	
	Interrelation between Social change and Education	1	
	Social stratification and Social Mobility.	3	
	Social interaction Process	2	
Unit-4	Social Communication in Education		PKM
	Social Communication : Concept	1	
	Informal agencies of social communication	2	
	Inter relation between Culture, religion and Education.	3	
	Inter relation between Technology, Economy and Education.	3	



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Core Course-4: Inclusive Education**  
Course Code: GE-4

Programme	B.A. Education General (EDCG)
Course Code	Course Name
GE-4	Inclusive Education
Year and Semester	2nd year , 4th semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**GE-4 Inclusive Education**

**Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**  
**Total Credits: [5(Th)+1(Tu)] = 6**

Units of the Course	Content	Lecture Hours	Faculty	
Unit-1	Inclusion Overview	3	SD	
	Meaning of Inclusion and Inclusive Society			
	Exclusion and Inclusion: Conceptual overview			2
	Obstacles/barriers in Inclusion			1
	Elements necessary for creating an inclusive society	2		
Unit-2	Differently Abled	1	SH	
	Concept of Impairment, Disability and Handicap			
	Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism,	8		
	Learning Disability (only definition and their specific problems)	1		
	General causes of disabilities	2		
	Role of school and society in creating a barrier free environment			





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**HERAMBA CHANDRA COLLEGE  
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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	2  1  1 2	PKM
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	3  2 2  2	SD



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**DEPARTMENT OF EDUCATION**  
**ACADEMIC PLANNING OF MAJOR COURSE IN EDUCATION**  
**(Based on NEP - 2020)**

**Semester- I (July to December)**

**Core Course –I:**

**Introduction and Philosophical Foundation of Education**

Course Code: DSC/Core (Major)

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
DSC/Core (Major)	Introduction and Philosophical Foundation of Education
Semester	1st semester
Prerequisite Course	Nil
Course Objective	Develop an understanding of Introduction and Philosophical Foundation of Education

DSC/Core (Major)

**Introduction and Philosophical Foundation of Education**

Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25]

Total Credits: [3 (Th) +1 (Tu)] = 4

Units of the Course	Content	Lecture Hours	Faculty
Unit -1	Narrow and broader concept of education	2	CN
	Aims of modern education with special reference to Delor's Commission.	2	
	Indian School of Philosophy: Vedic, Buddhism	4	CB
	Western School of Philosophy	2	
Unit -2	Child / learner: influence of heredity and environment on the learner	2	PKM
	Teacher: qualities and duties of a good teacher.	2	
	Curriculum and Co-curricular activities- concept and types and significance of cocurricular activities.	2	
	Educational institutions: informal, formal and non-formal, their interrelation.	2	



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**HERAMBA CHANDRA COLLEGE  
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Unit - 3	Concept of child centricism in education	1	CN
	Characteristics and significance of child centricism in education	3	
	Concept of play and work.	2	
	Characteristics of play way in Education, Kindergarten, Montessori, Project method.	4	
	<b>Tutorial: Based on above 3 units</b>		CB

**Communication Skill  
Course Code: SEC (SEC – 1)**

Programme	<b>B.A MAJOR COURSE IN EDUCATION (HONS)</b>
Course Code	Course Name
SEC (SEC – 1)	Communication Skill
Semester	1st semester
Prerequisite Course	Nil
Course Objective	To understand the basic elements of Communication Listening Skills and Speaking Skills

SEC (SEC – 1)

Communication Skill

Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25]

Total Credits: [3 (Th) +1 (Tu)] = 4

Units of the Course	Content	Lecture Hours	Faculty
Unit -1	Introduction to Communication	2	CN
	Meaning, Nature and types of communication	2	
	Principles of communication	3	
	Process of communication: Sender, encoding, recipient, decoding and feedback	2	
	Barriers of effective communication	2	



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Unit -2	Listening Skills	1	PKM
	Principles of listening skills	2	
	Types of listeners	2	
	Barriers to listening	2	
Unit - 3	Speaking Skills	1	CN
	Verbal and non-verbal communication	3	
	Public speaking: Extempore	2	
	Group discussion	3	
	<b>Tutorial: Based on above 3 units</b>	4	SH

**Semester- I (July to December)  
Introduction and Philosophical Foundation of Education**  
Course Code: MINOR (M – 1)

Programme	<b>B.A MINOR COURSE IN EDUCATION (M – 1)</b>
Course Code	Course Name
MINOR	Introduction and Philosophical Foundation of Education
Semester	1st semester
Prerequisite Course	Nil
Course Objective	Develop an understanding of Introduction and Philosophical Foundation of Education

**MINOR (M – 1)  
Introduction and Philosophical Foundation of Education**  
Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25]  
Total Credits: [3 (Th) +1 (Tu)] = 4

Units of the Course	Content	Lecture Hours	Faculty
Unit -1	Narrow and broader concept of education	2	PKM
	Aims of modern education with special reference to Delor's Commission.	2	
	Indian School of Philosophy: Vedic, Buddhism	4	
	Western School of Philosophy	2	



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Unit -2	Child / learner: influence of heredity and environment on the learner	2	SD
	Teacher: qualities and duties of a good teacher.	2	
	Curriculum and Co-curricular activities- concept and types and significance of cocurricular activities.	2	
		2	
	Educational institutions: informal, formal and non-formal, their interrelation.	3	
Unit - 3	Concept of child centricism in education	1	SH
	Characteristics and significance of child centricism in education	3	
	Concept of play and work.	2	
	Characteristics of play way in Education, Kindergarten, Montessori, Project method.	4	
<b>Tutorial: Based on above 3 units</b>		4	SD

**Inclusive Education  
Course Code: EDC IDC**

Programme	B.A.
Course Code	Course Name
EDC IDC	Inclusive Education
Semester	1st semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**Inclusive Education**  
**Total Marks: 100 [Theory(Th) 50 + Tutorial(Tu) 25]**  
**Total Credits: [2(Th)+1(Tu)] = 3**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Inclusion Overview	3	SD
	Meaning of Inclusion and Inclusive Society		
	Exclusion and Inclusion: Conceptual overview	2	
	Obstacles/barriers in Inclusion	1	
	Elements necessary for creating an inclusive society	2	



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**HERAMBA CHANDRA COLLEGE  
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Unit-2	Differently Abled Types of disabilities- Visual, Auditory, Learning Disability (Meaning, definition) Disadvantaged children: SC, ST, OBC and EWS Problems of differently abled and socially disadvantaged children Specific Educational Measures and role of school and society	5 4 3 2	CN
	<b>Tutorial: Based on above 2 units</b>	4	CN

**Semester -II (January- June)  
Core Course -II Psychological Foundation of Education  
Course Code: EDC/H/CC/2/2 (For Major)**

Programme	B.A. HONS Education
Course Code	Course Name
<b>EDC/H/CC/2/2 (For Major)</b>	Psychological Foundation of Education
Year and Semester	1st year, 2nd Semester
Prerequisite Course	NIL
Course Objective	Students acquire detail knowledge about psychological foundation of education

**EDC/H/CC/2/2 (For Major)  
Psychological Foundation of Education  
Total Marks: 100 [Theory (Th) 75 + Tutorial (Tu) 25]  
Total Credits: [3(Th)+1(Tu)] = 4**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	<b>Relation between Psychology and Education</b> Meaning and definition of Education and Psychology and their relationship Learning: Concept and characteristics Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization Personality: Concept, definition, Personality traits.	1 1 2 3	CN SD



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**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

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.	1 2 2 2	CN  PKM
Unit-3	Intelligence Concept of intelligence Theories of Intelligence by Spearman, Thorndike and Guilford Types and uses of intelligence tests Concept of Emotional Intelligence and E.Q	1 6 2 1	SH
	<b>Tutorial: Based on above 3 units</b>		

**Aspect of Democratic Citizenship**  
Course Code: **EDC/H/SEC/2/2**

Programme	B.A, HONS Education
Course Code	Course Name
<b>EDC/H/SEC/2/2</b>	<b>Aspect of Democratic Citizenship</b>
Semester	2nd Semester
Prerequisite Course	NIL
Course Objective	Students develop knowledge about aspect for democratic citizenship and idea about domestic violence and domestic rights.



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**SEC A1 EDC/H/SEC/2/2**

**Skill Enhancement Course I: Total Marks: 100**

**[Theory (Th) 75 + Tutorial (Tu) 25] Total Credits: 2, [For Semester II]**

Units of the Course	Content	Lecture Hours	Faculty
Unit 1	<b>Rights and duties in Indian Constitution</b> Democratic rights Fundamental Rights Duties of citizenship	2 2 2	CB
Unit 2	<b>Protection of Children</b> Child protection - concept and need. Child Rights – concept, classification and need Legal actions –POCSO	2 3 2	CN
Unit 3	<b>Domestic Harmony</b> Domestic violence – definition and types Protection of Women from Domestic Violence Act, 2005 – basic features Protection of males in DVA 2005 – basic features	2 2 2	PKM
	<b>Tutorial: Based on above 3 units</b>	4	

**Inclusive Education  
Course Code: EDC IDC**

Programme	B.A.
Course Code	Course Name
EDC IDC	Inclusive Education
Semester	2 <sup>nd</sup> semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of





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**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

inclusive education and inclusive society

**Inclusive Education**  
**Total Marks: 100 [Theory(Th) 50 + Tutorial(Tu) 25]**  
**Total Credits: [2(Th)+1(Tu)] = 3**

Units of the Course	Content	Lecture Hours	Faculty
Unit-1	Inclusion Overview		SD
	Meaning of Inclusion and Inclusive Society	3	
	Exclusion and Inclusion: Conceptual overview	2	
	Obstacles/barriers in Inclusion	1	
	Elements necessary for creating an inclusive society	2	
Unit-2	Differently Abled		CN
	Types of disabilities- Visual, Auditory, Learning Disability (Meaning, definition)	5	
	Disadvantaged children: SC, ST, OBC and EWS	4	
	Problems of differently abled and socially disadvantaged children	3	
	Specific Educational Measures and role of school and society	2	
	<b>Tutorial: Based on above 2 units</b>	3	CN