



श्रद्धावान् लभते ज्ञानम्

**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**B.A. FOUR YEAR EDUCATION (HONS) PROGRAMME**  
**DEPARTMENT OF EDUCATION**  
**ACADEMIC PLANNING OF MAJOR COURSE IN EDUCATION**  
**(Based on NEP - 2020)**

**SEMESTER- I (JULY TO DECEMBER)**  
**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)	<b>Introduction and Philosophical Foundation of Education</b>
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  SD
	Aims of modern education with special reference to Delor's Commission.	2	
	Indian School of Philosophy: Vedic, Buddhism	4	
	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 3	
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>		CN



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**(Semester – 1)**  
**Communication Skill**  
**EDC/H/SEC/1/1**

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

**EDC/H/SEC/1/1 (Semester – 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		CN
	Meaning, Nature and types of communication	2	
	Principles of communication	2	
	Process of communication: Sender, encoding, recipient, decoding and feedback	3	
	Barriers of effective communication	2	
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>	3	CN



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER- I (JULY TO DECEMBER)**

**INTRODUCTION AND PHILOSOPHICAL FOUNDATION OF EDUCATION**

**Course Code: MINOR (M – 1)**

Programme	B.A MINOR COURSE IN EDUCATION (M – 1)
Course Code	Course Name
MINOR (M – 1)	<b>Introduction and Philosophical Foundation of Education</b>
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  Aims of modern education with special reference to Delor's Commission. Indian School of Philosophy: Vedic, Buddhism Western School of Philosophy	2  2 4 2	PKM
Unit -2	Child / learner: influence of heredity and environment on the learner Teacher: qualities and duties of a good teacher.  Curriculum and Co-curricular activities- concept and types and significance of cocurricular activities. Educational institutions: informal, formal and non-formal, their interrelation.	2  2  2 2 3	SD
Unit - 3	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	SH
	<b>Tutorial: Based on above 3 units</b>	2	SH



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER- I (JULY TO DECEMBER)**  
**EDC/H/IDC**  
**INCLUSIVE EDUCATION**

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
EDC/H/IDC (Semester – 1)	Inclusive Education
Semester	1st semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**EDC/H/IDC (Semester – 1)**  
**INCLUSIVE EDUCATION**

**Total Marks: 75 [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 Meaning of Inclusion and Inclusive Society  Exclusion and Inclusion: Conceptual overview Obstacles/barriers in Inclusion Elements necessary for creating an inclusive society	3  2 1 2	SD
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>	2	SD CN



**HERAMBA CHANDRA COLLEGE  
DEPARTMENT OF EDUCATION**

**SEMESTER -II (JANUARY- JUNE)  
PSYCHOLOGICAL FOUNDATION OF EDUCATION  
CORE COURSE -II EDC/H/CC/2/2 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
<b>EDC/H/CC/2/2 (For Major)</b>	Psychological Foundation of Education
Semester	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	<p style="text-align: center;"><b>Relation between Psychology and Education</b></p> <p>Meaning and definition of Education and Psychology and their relationship</p> <p>Learning: Concept and characteristics</p> <p>Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</p> <p>Personality: Concept, definition, Personality traits.</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">CN</p> <p style="text-align: center;">SD</p>
Unit-2	<p style="text-align: center;"><b>Stages and types of human development and their educational significance</b></p> <p>Piaget's cognitive development theory</p> <p>Erikson's psycho-social development theory</p> <p>Kohlberg's moral development theory</p> <p>Vygotsky's social development theory.</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">CN</p> <p style="text-align: center;">PKM</p>
Unit-3	<p style="text-align: center;"><b>Intelligence</b></p> <p>Concept of intelligence</p> <p>Theories of Intelligence by Spearman, Thorndike and Guilford</p> <p>Types and uses of intelligence tests</p> <p>Concept of Emotional Intelligence and E.Q</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">6</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p style="text-align: center;">SH</p>
	<b>Tutorial: Based on above 3 units</b>		CN & SD



# HERAMBA CHANDRA COLLEGE

## DEPARTMENT OF EDUCATION

(Semester – 2)

### ASPECT OF DEMOCRATIC CITIZENSHIP

EDC/H/SEC/2/2

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
EDC/H/SEC/2/2	Aspect of Democratic Citizenship
Semester	2nd Semester
Prerequisite Course	NIL
Course Objective	Students develop knowledge about aspect for democratic citizenship and idea about domestic violence and domestic rights.

### Aspect of Democratic Citizenship

EDC/H/SEC/2/2 (Semester – 2)

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	PKM
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>	3	CN



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -II (JANUARY- JUNE)**

**PSYCHOLOGICAL FOUNDATION OF EDUCATION**

**EDC/M/1/1 (For Minor)**

Programme	B.A MINOR COURSE IN EDUCATION (M – 1)
Course Code	Course Name
<b>EDC/M/1/1 (For Minor)</b>	<b>Psychological Foundation of Education</b>
Semester	2nd Semester
Prerequisite Course	NIL
Course Objective	Students acquire detail knowledge about psychological foundation of education

**EDC/M/1/1 (FOR MINOR)**

**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	<p>Relation between Psychology and Education  Meaning and definition of Education and Psychology and their relationship  Learning: Concept and characteristics</p> <p>Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</p> <p>Personality: Concept, definition, Personality traits.</p>	<p>1</p> <p>1</p> <p>2</p> <p>3</p>	<p>CN</p> <p>SD</p>
Unit-2	<p><b>Stages and types of human development and their educational significance</b></p> <p>Piaget's cognitive development theory</p> <p>Erikson's psycho-social development theory</p> <p>Kohlberg's moral development theory</p> <p>Vygotsky's social development theory.</p>	<p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>CN</p> <p>PKM</p>
Unit-3	<p><b>Intelligence</b></p> <p>Concept of intelligence</p> <p>Theories of Intelligence by Spearman, Thorndike and Guilford</p> <p>Types and uses of intelligence tests</p> <p>Concept of Emotional Intelligence and E.Q</p>	<p>1</p> <p>6</p> <p>2</p> <p>1</p>	<p>SH</p>
	<b>Tutorial: Based on above 3 units</b>		CN & SD



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**EDC/H/IDC (Semester – 2)**  
**INCLUSIVE EDUCATION**

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
EDC/H/IDC (Semester – 2)	<b>Inclusive Education</b>
Semester	2 <sup>nd</sup> semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**INCLUSIVE EDUCATION**

**Total Marks: 75 [Theory(Th) 50 + Tutorial(Tu) 25] Total Credits: [2(Th)+1(Tu)] = 3**

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





**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER- III (JULY TO DECEMBER)**  
**GUIDANCE AND COUNSELLING**  
 Course Code: DSC/Core (Major)

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
DSC/Core (Major)	Guidance and Counselling
Semester	3rd semester
Prerequisite Course	Nil
Course Objective	Students develop understanding of basic knowledge about guidance and counselling

**(Semester – 3)**

**GUIDANCE AND COUNSELLING**

**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	Guidance – Meaning, Functions, Need ➤ Guidance – Meaning, Definitions and Functions	2	SD
	➤ Individual and Group Guidance – Meaning, advantages and disadvantages	4	
	➤ Need for guidance in secondary schools and requisites of a good school guidance programme.	3	CN
Unit -2	Guidance - Educational, Vocational, Personal ➤ Educational Guidance- Meaning, Function at different stages of Education	3	PKM
	➤ Vocational Guidance- Meaning, Function at different stages of Education	4	
	➤ Personal Guidance- Meaning, Importance for the Adolescents	3	
Unit - 3	Counselling – Meaning, Techniques, Types ➤ Counselling - – Meaning, importance and Scope	3	SD
	➤ Techniques of Counselling- Directive, Non-Directive, Eclectic	2	CN
	➤ Individual and Group Counselling –Meaning, Importance	4	
	<b>Tutorial: Based on above 3 units</b>		CN



# HERAMBA CHANDRA COLLEGE

## DEPARTMENT OF EDUCATION

(Semester – 3)

### Sociological Foundation of Education

Course Code: DSC/Core (Major)

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
DSC/Core (Major)	Sociological Foundation of Education
Semester	3rd semester
Prerequisite Course	Nil
Course Objective	To develop an understanding of Sociological Foundation of Education

#### DSC/Core (Major)

#### SOCIOLOGICAL 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>Introductory Concept of Sociology of Education</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature and scope of Sociology of Education</li> </ul>	2 4 2	CN SD
Unit -2	<b>Social Groups</b> <ul style="list-style-type: none"> <li>➤ Social Groups: meaning and definition and types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	4 2 4	SH
Unit - 3	<b>Social Change and Communication in Education</b> <ul style="list-style-type: none"> <li>➤ Social Change: Concept and inter-relation with education</li> <li>➤ Social stratification, Social Mobility and Social Interaction</li> <li>➤ Social Communication: Concept and Informal agencies</li> </ul>	2 4 4	CN SD SH
	<b>Tutorial: Based on above 3 units</b>		CN



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Computer Application**  
**EDC/H/SEC (Semester – 3)**

Programme	B.A MAJOR COURSE IN EDUCATION (HONS)
Course Code	Course Name
<b>EDC/H/SEC/3/3</b>	<b>Computer Application</b>
Semester	3rd Semester
Prerequisite Course	NIL
Course Objective	Students develop knowledge about the ability to familiarise with basics of computer and know software, hardware ,networking and Cyber Crime

**Computer Application**  
**EDC/H/SEC (Semester – 3)**

**Total Marks: 100 [Theory (Th) 75 + Practical (P) 25] Total Credits: 2, [For Semester-3]**

Units of the Course	Content	Lecture Hours	Faculty
Unit 1	<b>Computer Basics</b> ➤ Introduction to Computer – Evolution of Computer and Generation of Computers ➤ Classification of Computers ➤ Components of computer system – CPU, Memory, Storage devices, I/O devices,		SH
Unit 2	<b>Office Tools</b> ➤ Concept of file and folder: File Access Method, Data Storage, ➤ Presentation of tool: Understand the concept of slide shows, basic elements of a slide ➤ Computer software, hardware and use of computer in education		CN  SH
Unit 3	<b>Cyber Safety</b> ➤ Safety browsing the web and using social networks: identity, protection and proper use ➤ Cyber stalking and cyber-crimes and cyber ethics ➤ Malware: Viruses and adware		SH  CN
	<b>Tutorial: Based on above 3 units</b>	3	CN



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**INCLUSIVE EDUCATION**  
**EDC/H/IDC (Semester – 3)**

Programme	<b>B.A MAJOR COURSE IN EDUCATION (HONS)</b>
Course Code	Course Name
EDC/H/IDC (Semester – 3)	<b>Inclusive Education</b>
Semester	3 <sup>rd</sup> semester
Prerequisite Course	NIL
Course Objective	To make students understand the knowledge of inclusive education and inclusive society

**EDC/H/IDC (Semester – 3)**  
**INCLUSIVE EDUCATION**

**Total Marks: 75 [Theory(Th) 50 + Tutorial(Tu) 25] Total Credits: [2(Th)+1(Tu)] = 3**

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



# HERAMBA CHANDRA COLLEGE

## DEPARTMENT OF EDUCATION

### EDC/M/2/3 (Semester – 3)

#### Introduction and Philosophical Foundation of Education

#### Course Code: MINOR (M – 2)

Programme	B.A MINOR COURSE IN EDUCATION (M – 2)
Course Code	Course Name
MINOR (M – 2)	<b>Introduction and Philosophical Foundation of Education</b>
Semester	3rd semester
Prerequisite Course	Nil
Course Objective	Develop an understanding of Introduction and Philosophical Foundation of Education

#### MINOR (M – 2)

#### 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	<b>Narrow and broader concept of education</b>  Aims of modern education with special reference to Delor's Commission. Indian School of Philosophy: Vedic, Buddhism Western School of Philosophy	2  2 4 2	PKM
Unit -2	<b>Child / learner: influence of heredity and environment on the learner</b>  Teacher: qualities and duties of a good teacher.  Curriculum and Co-curricular activities- concept and types and significance of cocurricular activities.  Educational institutions: informal, formal and non-formal, their interrelation.	2  2 2 2	SD
Unit - 3	<b>Concept of child centricism in education</b>  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	SH
	<b>Tutorial: Based on above 3 units</b>	2	SH



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -IV (JANUARY- JUNE)**  
**EDUCATIONAL ORGANIZATION AND PLANNING**  
**EDC/H/CC/5/4 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
EDC/H/CC/5/4 (For Major)	Educational Organization & Planning
Semester	4th Semester
Prerequisite Course	NIL
Course Objective	Students internalize ideal organization in educational institutions and understand different aspects of planning.

**EDC/ H/CC/5/4 (FOR MAJOR)**  
**EDUCATIONAL ORGANIZATION AND PLANNING**

**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>Organization</b>  ➤ Concept of organization ➤ Nature and Characteristics of organization ➤ Concept of institutional organization	1 2 2	CN
Unit-2	<b>Organization in educational field</b>  ➤ Meaning and elements of institutional plant ➤ Features of library and time-table ➤ Features of institutional medical services, workshop and laboratory.	1 3 2	SD
Unit-3	<b>Educational Planning</b>  ➤ Meaning, aims and objectives of educational planning ➤ Steps of educational planning ➤ Types and significance of educational planning	2 1 2	SH
	<b>Tutorial: Based on above 3 units</b>		CN



श्रद्धावान् लभते ज्ञानम्

**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -IV (JANUARY- JUNE)**  
**HISTORY OF EDUCATION**  
**EDC/H/CC/6/4 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
<b>EDC/H/CC/5/4 (For Major)</b>	<b>History of Education</b>
Semester	4th Semester
Prerequisite Course	NIL
Course Objective	To be acquainted with the education in India during ancient and medieval times, development of education in British India and education commissions & national policy of education in independent India

**EDC/ H/CC/5/4 (FOR MAJOR)**  
**HISTORY 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>Education in India during ancient and medieval period</b> <ul style="list-style-type: none"> <li>➤ Salient features of Vedic education</li> <li>➤ Salient features of Brahmanic education</li> <li>➤ Salient features of Buddhistic education</li> <li>➤ Salient features of Islamic education</li> </ul>	1 1 1 1	PKM
Unit-2	<b>Education in India before independence</b> <ul style="list-style-type: none"> <li>➤ Sreerampore trio and their contribution in the field of education</li> <li>➤ Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution</li> <li>➤ Adam's report, Woods Despatch, Curzon policy, Basic education</li> <li>➤ Commission (Hunter and Sadler)</li> </ul>	2  2 2 2	SD
Unit-3	<b>Education in India after independence</b> <ul style="list-style-type: none"> <li>➤ Radhakrishnan Commission (objectives, rural university)</li> <li>➤ Mudaliar Commission (objectives and structure)</li> <li>➤ Kothari Commission (objectives, structure and curriculum of primary and secondary education)</li> <li>➤ NEP (only highlights) - 1986, 1992 and 2020</li> </ul>	1 1 2 2	PKM  SD
	<b>Tutorial: Based on above 3 units</b>		SD



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -IV (JANUARY- JUNE)**  
**TECHNOLOGY IN EDUCATION**  
**EDC/H/CC/7/4 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
<b>EDC/H/CC/5/4 (For Major)</b>	<b>Technology in Education</b>
Semester	4th Semester
Prerequisite Course	NIL
Course Objective	To develop an understanding of educational technology, the system approach, the instructional techniques and different models of teaching and ICT & e-learning.

**EDC/ H/CC/5/4 (FOR MAJOR)**  
**TECHNOLOGY IN 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>Introductory concept</b> <ul style="list-style-type: none"> <li>➤ Concept of Technology</li> <li>➤ Need and scope of educational technology</li> <li>➤ System approach- concept and need</li> <li>➤ Classification and components of system approach</li> </ul>	1 2 2 2	CN
Unit-2	<b>Instructional techniques</b> <ul style="list-style-type: none"> <li>➤ Mass instructional technique - characteristics and types</li> <li>➤ Personalised instructional techniques - characteristics and types</li> <li>➤ Difference in teaching and instruction</li> <li>➤ Models of teaching- concept, components and significance</li> </ul>	2 2 1 3	CN
Unit-3	<b>ICT &amp; e-learning</b> <ul style="list-style-type: none"> <li>➤ Meaning and concept of ICT, e-learning</li> <li>➤ Nature and characteristics of e-learning</li> <li>➤ ICT integration in teaching-learning, massive open online course (MOOC)</li> <li>➤ Different approaches- Project based learning, co-operative learning and collaborative learning</li> </ul>	2 2 3 3	SD  CN
	<b>Tutorial: Based on above 3 units</b>		CN





**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -IV (JANUARY- JUNE)**  
**GREAT EDUCATORS**  
**EDC/H/CC/8/4 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
<b>EDC/H/CC/5/4 (For Major)</b>	<b>Great Educators</b>
Semester	4th Semester
Prerequisite Course	NIL
Course Objective	To develop an understanding of educational ideas of Indian and Western Educators pedagogical concepts given by them.

**EDC/ H/CC/5/4 (FOR MAJOR)**  
**GREAT EDUCATORS**

**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>Western Educators</b> ➤ Rousseau ➤ Dewey ➤ Ivan Illich	2 2 2	SD
Unit-2	<b>Indian Educators</b> ➤ Vivekananda ➤ Rabindranath ➤ Begam Rokeya	2 2 2	PKM
Unit-3	<b>Educators of 21st century</b> ➤ A P J Abdul Kalam ➤ Nel Noddings ➤ Amartya Sen	2 2 2	PKM  SD
	<b>Tutorial: Based on above 3 units</b>		PKM



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -IV (JANUARY- JUNE)**  
**PSYCHOLOGICAL FOUNDATION OF EDUCATION**  
**EDC/M/2/4 (For Minor)**

Programme	B.A MINOR COURSE IN EDUCATION (M – 2)
Course Code	Course Name
<b>EDC/M/2/4 (For Minor)</b>	<b>Psychological Foundation of Education</b>
Semester	4th Semester
Prerequisite Course	NIL
Course Objective	Students acquire detail knowledge about psychological foundation of education

**EDC/M/2/4 (FOR MINOR)**  
**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	<p style="text-align: center;"><b>Relation between Psychology and Education</b></p> <p>Meaning and definition of Education and Psychology and their relationship</p> <p>Learning: Concept and characteristics</p> <p>Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</p> <p>Personality: Concept, definition, Personality traits.</p>	<p>1</p> <p>1</p> <p>2</p> <p>3</p>	SD
Unit-2	<p style="text-align: center;"><b>Stages and types of human development and their educational significance</b></p> <p>Piaget's cognitive development theory</p> <p>Erikson's psycho-social development theory</p> <p>Kohlberg's moral development theory</p> <p>Vygotsky's social development theory.</p>	<p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	PKM
Unit-3	<p style="text-align: center;"><b>Intelligence</b></p> <p>Concept of intelligence</p> <p>Theories of Intelligence by Spearman, Thorndike and Guilford</p> <p>Types and uses of intelligence tests</p> <p>Concept of Emotional Intelligence and E.Q</p>	<p>1</p> <p>6</p> <p>2</p> <p>1</p>	SH
	<b>Tutorial: Based on above 3 units</b>		PKM & SD



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -V (JANUARY- JUNE)**  
**WOMEN EDUCATION**  
**EDC/H/CC/9/5 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
EDC/H/CC/9/5 (For Major)	Women Education
Semester	5th Semester
Prerequisite Course	NIL
Course Objective	To know the historical perspectives, Policy Perspectives and Committees and Commissions, role of Indian thinkers and To identify major constraints of Women Education and Women Empowerment

**EDC/ H/CC/9/5 (FOR MAJOR)**  
**WOMEN 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>Historical Perspectives of Women Education</b> ➤ Contribution of Missionaries ➤ Role of British Govt. ➤ Role of Rammohan and Vidyasagar	2 1 2	SD
Unit-2	<b>Policy Perspective, Committee and Commission on Women Education</b> ➤ NEP – 1986 and 2020 ➤ Radhakrishnan, Mudaliar and Kothari Commission ➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	3 3 3	PKM
Unit-3	<b>Major Constraints of Women Education and Women Empowerment</b> ➤ Social – Psychological ➤ Political – Economical ➤ Role of women empowerment in modern society (in brief.)	3 2 3	CN
	<b>Tutorial: Based on above 3 units</b>		SD



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**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -V (JANUARY- JUNE)**  
**CURRICULUM STUDIES**  
**EDC/H/CC/10/5 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
<b>EDC/H/CC/5/4 (For Major)</b>	<b>Curriculum Studies</b>
Semester	5th Semester
Prerequisite Course	NIL
Course Objective	To understand the relation among curriculum, pedagogy and assessment, curriculum development and national curriculum frame work, 2005 and evaluation & reform of curriculum

**EDC/ H/CC/10/5 (FOR MAJOR)**  
**CURRICULUM STUDIES**

**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>Curriculum development</b> ➤ Concept, functions and types of curriculum (knowledge, experience & activity based) ➤ Bases of curriculum: philosophical, psychological and sociological ➤ Major approaches to curriculum - behavioural, managerial, system, humanistic ➤ Curriculum development - need, planning	3  2  3 2	SD
Unit-2	<b>Content selection</b> ➤ Determinants of content selection - perspectives of knowledge, culture & need ➤ Curriculum and institution - instructional objectives ➤ Revised Bloom's taxonomy ➤ Bruner's theory of instruction	3 2  2 2	SH
Unit-3	<b>Evaluation &amp; reform of curriculum</b> ➤ Concept & significance of curriculum evaluation ➤ Approaches to curriculum evaluation - formative & summative ➤ Models of evaluation - Stufflebeam & Taylor ➤ Curriculum reform - factors & obstacles, NCF -2005	2  2 2 2	SD
	<b>Tutorial: Based on above 3 units</b>		SD



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -V (JANUARY- JUNE)**  
**MEASUREMENT & EVALUATION IN EDUCATION – 1**  
**EDC/H/CC/11/5 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
EDC/H/CC/5/4 (For Major)	Measurement & Evaluation in Education – 1
Semester	5th Semester
Prerequisite Course	NIL
Course Objective	To be acquainted with the process of Evaluation and different types of measuring instruments and their uses.

**EDC/ H/CC/11/5 (FOR MAJOR)**  
**MEASUREMENT & EVALUATION IN EDUCATION – 1**

**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>Test, Measurement and Evaluation in Education</b> ➤ Test - Concept, need and scope ➤ Measurement and Evaluation - Concept, need and scope ➤ Relation between Test, Measurement and Evaluation.	2 2 2	CN
Unit-2	<b>Scales of Measurement</b> ➤ Scale – Concept, advantage and disadvantage ➤ Types of scale – Nominal, Ordinal, Interval and Ratio ➤ Uses of scales in the field of education	1 2 1	CN
Unit-3	<b>Evaluation Process</b> ➤ Evaluation Process - Formative and Summative, Types and steps of evaluation ➤ Norm-Referenced Test (NRT) and Criterion Referenced Test (CRT) ➤ Grading and Credit system.	2 2 1	PKM
	<b>Tutorial: Based on above 3 units</b>		PKM



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**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER -V (JANUARY- JUNE)**  
**STATISTICS IN EDUCATION**  
**EDC/H/CC/12/5 (For Major)**

Programme	B.A MAJOR COURSE IN EDUCATION
Course Code	Course Name
<b>EDC/H/CC/5/4 (For Major)</b>	<b>Statistics in Education</b>
Semester	5th Semester
Prerequisite Course	NIL
Course Objective	To develop the concept of statistics and to develop skill in analyzing descriptive measures, Normal Probability Curve and measures of relationship

**EDC/ H/CC/12/5 (FOR MAJOR)**  
**STATISTICS IN 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>Concept of Statistics and Descriptive Statistics</b> ➤ Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation (Frequency Polygon, Histogram, Ogive – determination of PP & PR)) ➤ Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application. ➤ Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application	2  3  3  3	SH
Unit-2	<b>Normal Distribution, Derived Score and Measure of Relationship</b> ➤ Concept and uses of Normal Distribution ➤ Divergence from Normality - Skewness and Kurtosis (Concept and Calculation) ➤ Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	1  2  3	SH

**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**

Unit-3	<b>Measure of Relationship</b> ➤ Correlation - Concept and types, concept of co-efficient of correlation ➤ Computation of Co-efficient of Correlation (Rank Difference and Product Moment method) ➤ Interpretation of Co-efficient of Correlation; Uses of Correlation	2  3  2	CN
	<b>Statistics (Practical)</b> ➤ 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 to the following:  <b>Method:</b> i) Tabulation of data ii) Determination of central tendencies and variability (standard deviation) iii) Determination of the type of association between two sets of data by drawing scatter diagram	5	SH



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**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**EDC/M/2/5 (Semester – 5)**  
**GUIDANCE AND COUNSELLING**  
**Course Code: EDC/M-1/M-2/5**

Programme	B.A MINOR COURSE IN EDUCATION (M – 2)
Course Code	Course Name
<b>EDC/M-1/M-2/5 (Semester – 5)</b>	<b>Guidance And Counselling</b>
Semester	5th semester
Prerequisite Course	Nil
Course Objective	To know the concept of Guidance ,various types of Guidance and the basic concept of Counselling

**EDC/M-1/M-2/5 (Semester – 5)**  
**GUIDANCE AND COUNSELLING**

**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>Guidance – Meaning, Functions, Need</b> ➤ Guidance – Meaning, Definitions and Functions ➤ Individual and Group Guidance – Meaning, advantages and disadvantages ➤ Need for guidance in secondary schools and requisites of a good school guidance programme.	2 4 3	PKM
Unit -2	<b>Guidance - Educational, Vocational, Personal</b> ➤ 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	3 4 3	SH
Unit - 3	<b>Counselling – Meaning, Techniques, Types</b> ➤ Counselling - – Meaning, importance and Scope ➤ Techniques of Counselling- Directive, Non-Directive, Eclectic ➤ Individual and Group Counselling –Meaning, Importance	3 2 4	SD
	<b>Tutorial: Based on above 3 units</b>		SD





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**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Semester – 6**  
**EDC/H/CC/13/6 (For Major)**  
**ASPECT OF TEACHING**

Programme	B.A HONS Education
Course Code	Course Name
<b>EDC/H/CC/13/6 (For Major)</b>	<b>Aspect of Teaching</b>
Semester	6th semester
Prerequisite Course	Nil
Course Objective	Develop a knowledge and understanding of the types of teaching, skills of teaching and learning design (LD)

**EDC/H/CC/13/6 (For Major)**  
**ASPECT OF TEACHING**

**Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25] Total Credits: [3 (Th) +1 (Tu)]= 4**

Units of the Course	Content	Lecture No	Faculty
Unit-1	<b>Understanding Teaching</b> <ul style="list-style-type: none"> <li>➤ Concept and nature of Teaching</li> <li>➤ Characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	1  2 1 5	CN
Unit-2	<b>Types of Teaching (Concept and Characteristics) and teaching skill</b> <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> </ul>	2  2 1 1	SH
Unit-3	<b>Learning Design (LD)</b> <ul style="list-style-type: none"> <li>➤ Concept and scope of learning design in teaching</li> <li>➤ importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>	2  2 2 2	PKM
	<b>Tutorial: Based on above 3 units</b>		PKM



**HERAMBA CHANDRA COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Semester – 6**  
**EDC/H/CC/14/6 (For Major)**  
**MANAGEMENT IN EDUCATION**

Programme	B.A HONS Education
Course Code	Course Name
<b>EDC/H/CC/14/6 (For Major)</b>	<b>Management in Education</b>
Semester	6th semester
Prerequisite Course	Nil
Course Objective	To know the basic concept of Management types of management process and understand the leadership and leadership theories

**EDC/H/CC/14/6 (For Major)**  
**MANAGEMENT IN EDUCATION**

**Total Marks: 100 [Theory (Th) 75 +Tutorial (Tu) 25] Total Credits: [3 (Th) +1 (Tu)]= 4**

Units of the Course	Content	Lecture No	Faculty
Unit-1	<b>Management in Education</b> <ul style="list-style-type: none"> <li>➤ Educational Management: Concept, scope, principles of educational management</li> <li>➤ Characteristics of good management</li> <li>➤ Difference between organization and management</li> </ul>	3  1 1	CN
Unit-2	<b>Managerial Process and Its Importance</b> <ul style="list-style-type: none"> <li>➤ Managerial Process – Meaning and functions of management</li> <li>➤ Elements of management process – Planning, Organising, Staffing, Directing, Coordinating, Controlling, Motivating, Communicating (only concept)</li> <li>➤ Importance of managerial process in education</li> </ul>	2  3 1	PKM
Unit-3	<b>Leadership</b> <ul style="list-style-type: none"> <li>➤ Leadership – Meaning and scope</li> <li>➤ Types of leadership</li> <li>➤ Leadership theories – Trait and Behaviour theory</li> </ul>	1 1 2	PKM
	<b>Tutorial: Based on above 3 units</b>		CN



# HERAMBA CHANDRA COLLEGE

## DEPARTMENT OF EDUCATION

### Semester – 6

#### EDC/H/CC/15/6 (For Major)

#### MEASUREMENT AND EVALUATION IN EDUCATION - 2

Programme	B.A HONS Education
Course Code	Course Name
<b>EDC/H/CC/15/6 (For Major)</b>	<b>Measurement and Evaluation in Education - 2</b>
Semester	6th semester
Prerequisite Course	Nil
Course Objective	To be acquainted with different types of measuring instruments and their uses and principles of test construction

#### EDC/H/CC/15/6 (For Major)

#### MEASUREMENT AND EVALUATION IN EDUCATION – 2

**Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25] Total Credits: [3 (Th) +1 (Tu)] = 4**

Units of the Course	Content	Lecture No	Faculty
Unit-1	<b>Tools and Techniques of Evaluation</b> ➤ Concept of Tools and Techniques ➤ Testing tools i) Educational: Essay and Objective type. ii) Psychological: Personality Test- Rorschach Ink Blot Test, Intelligence Test - Stanford – Revision of Binet Scale (1937) ➤ Non testing tools – Cumulative Record Card, Anecdotal Record Card ➤ Techniques: Interview and Observation.	1 1 1 2 1 2 2	SD
Unit-2	<b>Criteria of a Good Test and its Construction</b> ➤ Concept of Test ➤ Characteristics of a good test (i) Objectivity- Concept (ii) Reliability- Concept, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning & types (v) Usability -Concept ➤ Steps for construction & standardization of Achievement test	1 1 1 2 1 1 1	CN
Unit-3	<b>Integrated Approach of Evaluation</b> ➤ Curriculum Evaluation ➤ Programme Evaluation ➤ Integrating rational, formative and summative evaluation	2 2 2	PKM
	<b>Tutorial: Based on above 3 units</b>		CN



# HERAMBA CHANDRA COLLEGE

## DEPARTMENT OF EDUCATION

(Semester – 6)

EDC/M-1/M-2/6

### EDUCATIONAL ORGANIZATION AND PLANNING

Programme	B.A HONS Education
Course Code	Course Name
<b>EDC/M-1/M-2/6 (Semester – 6)</b>	<b>Educational Organization and Planning</b>
Semester	6th semester
Prerequisite Course	Nil
Course Objective	To develop and understand the concept of an ideal organization in educational institutions and the different aspects of planning

**EDC/M-1/M-2/6 (Semester – 6)**

### EDUCATIONAL ORGANIZATION AND PLANNING

**Total Marks: 100 [Theory(Th) 75 + Tutorial(Tu) 25] Total Credits: [3 (Th) +1 (Tu)]= 4**

Units of the Course	Content	Lecture No	Faculty
Unit-1	<b>Organization</b> ➤ Concept of organization ➤ Nature and Characteristics of organization ➤ Concept of institutional organization	1 2 2	SD
Unit-2	<b>Organization in educational field</b> ➤ Meaning and elements of institutional plant ➤ Features of library and time-table ➤ Features of institutional medical services, workshop and laboratory.	1 3 2	PKM
Unit-3	<b>Educational Planning</b> ➤ Meaning, aims and objectives of educational planning ➤ Steps of educational planning ➤ Types and significance of educational planning	2 1 2	CN
	<b>Tutorial: Based on above 3 units</b>		PKM