

## Syllabus Distribution

### Honours

Semester	Paper	Topic	Teacher's Name
<b>I</b>	<b>CC-1</b> <b>Introduction to Education</b>	<b>Concept of Education</b>	<b>SP</b>
		<b>Factors of Education</b>	<b>PS</b>
		<b>Agencies of Education</b>	<b>NM</b>
		<b>Child Centrism and Play-way in Education</b>	<b>JP</b>
	<b>CC-2</b> <b>History of Indian education</b>	<b>Education in India during ancient and medieval period</b>	<b>RD</b>
		<b>Education in India during British period(1800-1853)</b>	<b>PS</b>
		<b>Education in India during British period(1854-1946)</b>	<b>SD</b>
		<b>Education in India after independence</b>	<b>SD</b>
<b>II</b>	<b>CC-3</b> <b>Psychological Foundation of education</b>	<b>Relation between Psychology and Education</b>	<b>NM</b>
		<b>Stages and types of human development and their educational significance</b>	<b>JP</b>
		<b>Learning concept and theories</b>	<b>RD</b>
		<b>Intelligence</b>	<b>SP</b>
	<b>CC-4</b> <b>Philosophical Foundation of Education</b>	<b>Concept of Educational Philosophy</b>	<b>PS</b>
		<b>Indian schools of Philosophy</b>	<b>NM</b>

		<b>Western schools of Philosophy</b>	<b>SD</b>
		<b>Philosophy for development of humanity</b>	<b>SD</b>
<b>III</b>	<b>CC-5 Sociological Foundation of Education</b>	<b>Introductory concept of sociology of Education</b>	<b>RD</b>
		<b>Social Groups</b>	<b>JP</b>
		<b>Social Change and Education</b>	<b>PS</b>
		<b>Social Communication in Education</b>	<b>NM</b>
	<b>CC-6 Educational Organization, Management and Planning</b>	<b>Organization and Management</b>	<b>NM</b>
		<b>Educational Organization</b>	<b>SD</b>
		<b>Educational Management</b>	<b>SP</b>
		<b>Educational Planning</b>	<b>RD</b>
	<b>CC-7 Guidance and Counselling</b>	<b>Guidance-Meaning, Functions, Need</b>	<b>SP</b>
		<b>Guidance-Educational, Vocational, Personal</b>	<b>NM</b>
		<b>Counselling- Meaning, Techniques, Types</b>	<b>PS</b>
		<b>Basic data necessary for Guidance</b>	<b>JP</b>
	<b>SEC-1 Communication Skill</b>	<b>Introduction to Communication</b>	<b>JP</b>
		<b>Listening Skills</b>	<b>NM</b>
		<b>Speaking skills</b>	<b>RD</b>
		<b>Reading and Writing Skills</b>	<b>PS</b>

<b>IV</b>	<b>CC-8 Technology in Education</b>	<b>Introductory concept</b>	<b>JP</b>
		<b>Computer in Education and Communication</b>	<b>JP</b>
		<b>Instructional techniques</b>	<b>JP</b>
		<b>ICT and E-learning</b>	<b>JP</b>
	<b>CC-9 Curriculum Studies</b>	<b>Introductory concept</b>	<b>PS</b>
		<b>Content Selection</b>	<b>NM</b>
		<b>Curriculum Development</b>	<b>SP</b>
		<b>Evaluation and reform of Curriculum</b>	<b>RD</b>
	<b>CC-10 Inclusive Education</b>	<b>Inclusion Overview</b>	<b>SD</b>
		<b>Differently Abled</b>	<b>RD</b>
		<b>Socially disabled</b>	<b>NM</b>
		<b>Educational Reforms for Inclusive Society</b>	<b>SP</b>
	<b>SEC-2 Special Education</b>	<b>Unit –I</b>	<b>PS</b>
<b>Unit –II</b>		<b>RD</b>	
<b>Unit-III</b>		<b>SP</b>	
<b>V</b>	<b>CC-11 Measurement and Evaluation in Education</b>	<b>Measurement and Evaluation in Education</b>	<b>PS</b>
		<b>Evaluation Process</b>	<b>JP</b>
		<b>Tools and Techniques of Evaluation</b>	<b>NM</b>
		<b>Criteria of a Good Tool and its Construction</b>	<b>RD</b>
	<b>CC-12 Statistics in education</b>	<b>Concept of Statistics and Descriptive statistics</b>	<b>SD</b>

		<b>Normal distribution and derived Score</b>	<b>SP</b>
		<b>Measure of Relationship</b>	<b>NM</b>
		<b>Statistics (Practical)</b>	<b>JP</b>
	<b>DSE-1 Peace and value education</b>	<b>Peace Education</b>	<b>SD</b>
		<b>Peace and Non-Violence</b>	<b>SP</b>
		<b>Value Education</b>	<b>RD</b>
		<b>Peace, Value and Conflict Resolution</b>	<b>PS</b>
	<b>DSE-2 Teacher Education</b>	<b>Basic Concept of Teacher Education</b>	<b>SD</b>
		<b>Development of Teacher Education in India</b>	<b>RD</b>
		<b>Role of the different agencies in Teacher Education</b>	<b>NM</b>
		<b>Some courses for preparation of teacher</b>	<b>PS</b>
<b>VI</b>	<b>CC-13 Psychology of Adjustment</b>	<b>Adjustment, Maladjustment, Problem Behaviour</b>	<b>SP</b>
		<b>Multi –Axial Classification of mental Disorders</b>	<b>RD</b>
		<b>Coping strategies for stressful situation</b>	<b>JP</b>
		<b>Administration, scoring and Interpretation of the following Tests</b>	<b>NM</b>
	<b>CC-14 Basic Concept of Educational Research</b>	<b>Concept of Educational Research</b>	<b>SD</b>

		<b>Basic element of Educational research</b>	<b>NM</b>
		<b>Data collection Procedure</b>	<b>PS</b>
		<b>Practical</b>	<b>JP</b>
	<b>DSE-3 Contemporary Issues in Education</b>	<b>Universalization of Elementary education</b>	<b>RD</b>
		<b>Universalization of secondary education</b>	<b>SP</b>
		<b>Higher Education</b>	<b>SD</b>
		<b>Current Issues in Education</b>	<b>PS</b>
	<b>DSE-4 Project Work</b>	<b>Project Work</b>	<b>JP</b>

### General

<b>Semester</b>	<b>Paper</b>	<b>Topic</b>	<b>Teacher's Name</b>
<b>I</b>	<b>DSC-1A (CC-1) Principles of Education</b>	<b>Concept, Functions, Factors and Aims of Education</b>	<b>SP</b>
		<b>Curriculum and Co-curricular activities.</b>	<b>JP</b>
		<b>Child centric and play-way in Education</b>	<b>RD</b>
		<b>Freedom and discipline</b>	<b>NM</b>
<b>II</b>	<b>DSC-2A (CC-2) Educational Psychology</b>	<b>Meaning, Nature and Scope of Psychology</b>	<b>SP</b>
		<b>Growth and Development</b>	<b>JP</b>
		<b>Personality</b>	<b>RD</b>

		<b>Intelligence</b>	<b>PS</b>
		<b>Learning</b>	<b>NM</b>
<b>III</b>	<b>DSC-3A (CC-3) Educational Sociology</b>	<b>Introductory concept of sociology of Education</b>	<b>SP</b>
		<b>Social Change, Social Stratification</b>	<b>PS</b>
		<b>Socialization, Social Control</b>	<b>RD</b>
		<b>Social Agencies of Education</b>	<b>NM</b>
	<b>SEC -1: Measurement and Evaluation in Education</b>	<b>Concept of Measurement and Evaluation</b>	<b>PS</b>
		<b>Different tools and techniques of Evaluations</b>	<b>RD</b>
		<b>Reliability and Validity</b>	<b>SD</b>
		<b>Tabulation of Educational Data</b>	<b>NM</b>
		<b>Cocept of Correlation</b>	<b>SP</b>
	<b>IV</b>	<b>DSC -4A (CC-4) Historyof Education</b>	<b>Missionary activities, Charter Act, Macaulay’s Minute, Adam’s Report and Woods Despatch</b>
<b>Indian Education Commission and National Education Movement</b>			<b>NM</b>
<b>Sadler Commission, Hartog Committee, Wardha Scheme and Sargent Plan.</b>			<b>SD</b>
<b>Post-Independence Education Commission</b>			<b>RD</b>
<b>SEC-2: Educational Guidance and Counselling</b>		<b>Meaning, Scope and Needs of Guidance</b>	<b>PS</b>
		<b>Different forms of Guidance</b>	<b>SP</b>

		<b>Meaning, Scope and Needs of Counselling.</b>	<b>NM</b>
		<b>Differentiates of Guidance and Counselling</b>	<b>SD</b>
<b>V</b>	<b>DSE -1A: Grate Educators</b>	<b>Unit-I</b>	<b>JP</b>
		<b>Unit-II</b>	<b>SP</b>
		<b>Unit-III</b>	<b>NM</b>
		<b>Unit-IV</b>	<b>RD</b>
	<b>SEC-3: Distance Education</b>	<b>Unit-I</b>	<b>PS</b>
		<b>Unit-II</b>	<b>SD</b>
		<b>Unit-III</b>	<b>SP</b>
		<b>Unit-IV</b>	<b>RD</b>
<b>VI</b>	<b>DSE -1B: Guidance Counselling</b>	<b>Guidance</b>	<b>JP</b>
		<b>Counselling</b>	<b>JP</b>
		<b>Techniques of collecting Information for Guidance and Counselling</b>	<b>RD</b>
		<b>Adjustment</b>	<b>RD</b>
	<b>SEC-4: Mental Health Education</b>	<b>Mental Health</b>	<b>JP</b>
		<b>Mental Hygiene</b>	<b>JP</b>
		<b>Adjustment</b>	<b>RD</b>
		<b>Maladjustment</b>	<b>RD</b>