

# VIDYASAGAR UNIVERSITY



**Curriculum for 3-Year B. A (HONOURS)**

**in**

**Education**

**Under Choice Based Credit System (CBCS)**

**w.e.f 2018-2019**

**VIDYASAGAR UNIVERSITY**  
**BA (Honours) in Education**  
**[Choice Based Credit System]**

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
							CA	ESE	TOTAL
<b>Semester-I</b>									
1	I	Core-1		CT1: Introduction to Education	6	5-1-0	15	60	75
		Core-2		CT2: History of Indian Education	6	5-1-0	15	60	75
		GE-1		TBD	6	5-1-0/ 4-0-4	15	60	75
	AECC-1		English/MIL	2	1-1-0	10	40	50	
<b>Semester –I: total</b>					<b>20</b>				<b>275</b>
<b>Semester-II</b>									
	II	Core-3		CT3: Psychological Foundation of Education	6	5-1-0	15	60	75
		Core-4		CT4: Philosophical Foundation of Education	6	5-1-0	15	60	75
		GE-2		TBD	6	5-1-0/ 4-0-4	15	60	75
	AECC-2		ENVS	4		20	80	100	
<b>Semester-II : total</b>					<b>22</b>				<b>325</b>

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
							CA	ESE	TOTAL
<b>Semester-III</b>									
2	III	Core-5		CT5: Sociological Foundation of Education	6	5-1-0	15	60	75
		Core-6		CT6: Educational organization, management and Planning	6	5-1-0	15	60	75
		Core-7		CT7: Guidance and Counselling	6	5-1-0	15	60	75
		GE-3		TBD	6	5-10/ 4-0-4	15	60	75
	SEC-1		TBD	2	1-1-0	10	40	50	
<b>Semester – III : total</b>					<b>26</b>				<b>350</b>

Semester-IV									
IV	Core-8		CT8: Technology in Education	6	5-1-0	15	60	75	
	Core-9		CT9: Curriculum Studies	6	5-1-0	15	60	75	
	Core-10		CT10: Inclusive Education	6	5-1-0	15	60	75	
	GE-4		TBD	6	5-1-0/ 4-0-4	15	60	75	
	SEC-2		TBD		2				1-1-0
<b>Semester – IV : total</b>				<b>26</b>				<b>350</b>	

Year	Semester	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
							CA	ESE	TOTAL	
<b>Semester-V</b>										
3	V	Core-11		CT11: Measurement and Evaluation in Education	6	5-1-0	15	60	75	
		Core-12		CT12: Statistics in Education	6	5-1-0	15	60	75	
		DSE-1		TBD	6	5-1-0	15	60	75	
		DSE-2		TBD	6	5-1-0	15	60	75	
		<b>Semester –V : total</b>				<b>24</b>				<b>300</b>
<b>Semester-VI</b>										
VI	Core-13		CT13: Psychology of Adjustment	6	5-1-0	15	60	75		
	Core-14		CT14: Basic Concept of Educational Research	6	5-1-0	15	60	75		
	DSE-3		TBD	6	5-1-0	15	60	75		
	DSE-4		TBD	6	5-1-0	15	60	75		
<b>Semester – VI : total</b>				<b>24</b>				<b>300</b>		
<b>Total in all semester:</b>					<b>142</b>				<b>1900</b>	

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



**List of Core Courses and Electives**

**Core Courses (CC)**

- CC-1: Introduction to Education**
- CC-2: History of Indian Education**
- CC-3: Psychological Foundation of Education**
- CC-4: Philosophical Foundation of Education**
- CC-5: Sociological Foundation of Education**
- CC-6: Educational Organization, Management and Planning**
- CC-7: Guidance and Counselling**
- CC-8: Technology in Education**
- CC-9: Curriculum Studies**
- CC-10: Inclusive Education**
- CC-11: Measurement and Evaluation in Education**
- CC-12: Statistics in Education**
- CC-13: Psychology of Adjustment**
- CC-14: Basic Concept of Educational Research**

**Discipline Specific Course ( DSE)**

- DSE-1: Peace and Value Education**
- Or**
- DSE-1: Life Skill Education**
- Or**
- DSE-1: Human Rights Education**
  
- Or**
- DSE-2: Population Education**
- Or**
- DSE-2: Teacher Education**
- Or**
- DSE-2: Education for Sustainable Development**
  
- DSE-3: Open and Distance Learning**
- Or**
- DSE-3: Contemporary issues in Education**
- Or**
- DSE 3: Educational Thought of Great Educators**
  
- DSE-4: Women Education**
- Or**
- DSE-4: Music and Fine arts in Education**
- Or**
- DSE-4: Project Work**

**Skill Enhancement Course (SEC)**

- SEC-1: Communication Skill**
- Or**
- SEC-1: Skill for Democratic Citizenship**
- Or**
- SEC-1: Yoga Education**

**SEC-2: Computer Application in Education**  
**Or**  
**SEC-2: Special Education**  
**Or**  
**SEC-2: Gender and Society**

**Generic Electives (GE)**  
**[Interdisciplinary for other Department]**

**GE-1 : Educational Psychology**  
**Or**  
**GE-1 : Educational Sociology**  
**Or**  
**GE-1 : History of Education in India**

**GE-2 : Yoga Education**  
**Or**  
**GE-2: Current Issues in Indian Education**  
**Or**  
**GE-2 : Psychology of Mental Health and Hygiene**

**GE-3 : Education of Children with Special Needs**  
**Or**  
**GE-3: Environmental Education**

**GE-4: Value Based Education**  
**Or**  
**GE-3: Introduction to Distance Education**

## Core Courses (CC)

### **CC – 1: Introduction to Education**

**Credits 06**

#### **C1T: Introduction to Education**

##### **Unit- I : Concept of Education**

Narrow and broader concept of education

Meaning, nature and scope of education. Aims of education – individual, social, vocational and democratic. Aims of modern education with special reference to Delor’s Commission.

##### **Unit- II : Factors of Education**

Child / learner: influence of heredity and environment on the learner

Teacher: qualities and duties of a good teacher.

Curriculum- concept and types. Co-curricular activities: meaning, values and significance.

Educational institutions: informal, formal and non-formal, their interrelation.

##### **Unit- III : Agencies of Education**

Home

School

State

Mass-media- television, radio, cinema and newspaper

##### **Unit- IV : Child Centricism and Play-way in Education**

Concept of child centricism in education. Characteristics and significance of child centricism in education. Concept of play and work. Characteristics of play way in Education, Kindergarten, Montessori, Project method.

### **CC – 2: History of Indian Education**

**Credits 06**

#### **C2T: History of Indian Education**

##### **Unit: 1 : Education in India during ancient and medieval period**

Vedic (aim, curriculum, teaching method, teacher-pupil relation)

Brahmanic ( “ )

Buddhistic ( “ )

Islamic ( “ )

##### **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

##### **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

##### **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.

### **CC – 3: Psychological Foundation of Education**

**Credits 06**

#### **C3T: Psychological Foundation of Education**

##### **Unit: 1** : Relation between Psychology and Education

Meaning and definition of Psychology. Meaning and definition of Education. Relation between Psychology and education. Nature, scope and significance of educational psychology.

##### **Unit: 2** : Stages and types of human development and their educational significance.

Piaget's cognitive development theory. Erikson's psycho-social development theory. Kohlberg's moral development theory. Vygotsky's social development theory and Bandura's Social Learning Theory

##### **Unit: 3** : Learning: concept and theories

Concept and characteristics of learning. Theories: Connectionism(Trial and error, classical, operant). Insightful learning. Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

##### **Unit: 4** : Intelligence

Concept of intelligence. Theories of Spearman, Thorndike and Guilford. Types and uses of intelligence tests. Concept of Emotional Intelligence and E.Q

### **CC-4: Philosophical Foundation of Education**

**Credits 06**

#### **C4T: Philosophical Foundation of Education**

##### **Unit 1** : Concept of educational philosophy

Meaning of philosophy. Etymological meaning of education. Relation between philosophy and education. Importance of philosophy in education

##### **Unit 2** : Indian schools of philosophy

Vedic school – Sankhya. Vedic school – Yoga. Non-vedic School – Buddhism. Non-vedic School - Jainism

##### **Unit 3** : Western schools of philosophy

Idealism

Naturalism

Pragmatism

Realism

##### **Unit 4** : Philosophy for development of humanity



Education and development of values. Education for national integration. Education for international understanding. Education for promotion of peace and harmony

## **CC – 5: Sociological Foundation of Education**

**Credits 06**

### **C5T: Sociological Foundation of Education**

#### **Unit-I :** Introductory Concept of Sociology of Education

Meaning and definition of Sociology of Education. Relation between Sociology and Education

Nature of Sociology of Education. Scope of Sociology of Education

#### **Unit-II :** Social Groups

Social Groups : meaning and definition. Types of Social groups – Primary, Secondary and Tertiary. Socialization Process: Concept. Role of the family and school in Socialization process

#### **Unit-III :** Social Change and Education

Concept of Social Change. Interrelation between Social change and Education

Social stratification and Social Mobility.. Social interaction Process

#### **Unit-IV :** Social Communication in Education

Social Communication : Concept. Informal agencies of social communication. Inter relation between Culture, religion and Education.. Inter relation between Technology, Economy and Education.

## **CC- 6: Educational Organization, Management and Planning**

**Credits 06**

### **C6T: Educational Organization, Management and Planning**

#### **Unit: 1 ;** Organization and Management

Concept of organization. Concept of management. Concept of educational organization

Concept of school organization

#### **Unit: 2 :** Educational organization

Meaning of school plant. Elements of school plant ( concepts only). Features of library and time-table. Features of school medical services, workshop, computer laboratory.

#### **Unit: 3 :** Educational Management

Meaning of educational management. Objectives of educational management. Types of educational management. Significance of educational management

#### **Unit:4 :** Educational Planning

Meaning of educational planning. Aims and objectives of educational planning

Steps of educational planning. Types and significance of educational planning



## CC – 7: Guidance and Counselling

Credits 06

### C7T: Guidance and Counselling

#### Unit I : Guidance – Meaning, Functions, Need

1. Guidance – Meaning, Definitions and Functions
2. Individual Guidance – Meaning, advantages and disadvantages
3. Group Guidance – Meaning and Advantages and disadvantages
4. Need for guidance in secondary schools and requisites of a good school guidance programme.

#### Unit II : Guidance - Educational, Vocational, Personal

1. Educational Guidance- Meaning, Function at different stages of Education
2. Vocational Guidance- Meaning, Function at different stages of Education
3. Personal Guidance- Meaning, Importance for the Adolescents

#### Unit III : Counselling – Meaning, Techniques, Types

1. Counselling- Meaning, importance and Scope
2. Techniques of Counselling- Directive, Non-Directive, Eclectic
3. Individual and Group Counselling –Meaning , Importance

#### Unit IV : Basic data necessary for Guidance

1. Tools for collecting information on pupil: Intelligence Test, Personality Test, Aptitude Test
2. Cumulative Record Card
3. Anecdotal Record Card

## CC-8: Technology in Education

Credits 06

### C8T: Technology in Education

#### Unit 1 : Introductory concept

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

#### Unit 2 : Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

#### Unit 3 : Instructional techniques

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

**Unit 4 : ICT & e-learning**

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning

**CC – 9: Curriculum Studies****Credits 06****C9T: Curriculum Studies****Unit 1 : Introductory concept**

- Meaning, nature, scope and functions of curriculum
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Types of curriculum - knowledge, experience & activity based

**Unit 2 : Content selection**

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

**Unit 3 : Curriculum development**

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

**Unit 4 : Evaluation & reform of curriculum**

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles

**CC – 10: Inclusive Education****Credits 06****C10T: Inclusive Education****Unit: 1 : Inclusion Overview**

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

**Unit: 2 : Differently Abled**

- Concept of Impairment, Disability and Handicap

- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

**Unit: 3 : Socially Disabled**

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

**Unit: 4 : Educational Reforms for Inclusive Society.**

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

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

**Credits 06**

**C11T: Evaluation and Measurement in Education**

**Unit: 1 : Measurement and Evaluation in Education**

- Educational Measurement and Evaluation : Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

**Unit: 2 : Evaluation Process**

- Evaluation Process: (Formative and Summative)
- Types and steps of evaluation
- Norm-Referenced Test and Criterion Referenced Test.
- Grading and Credit system.

**Unit: 3 : Tools and Techniques of Evaluation**

1. Concept of Tools and Techniques
2. Testing tools
  - i) Educational : Essay type and Objective type, Written , Oral, and Practical
  - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types ,Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,
3. Non testing tools – Cumulative Record Card, Portfolio
4. Techniques:
  - i) Self reporting : Interview , Questionnaire
  - ii) Observation.

**Unit: 4 : Criteria of a Good Tool and its Construction**

- Characteristics of a good tool

- (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

## CC – 12: Statistics in Education

Credits 06

### C12T: Statistics in Education

#### Unit: 1 : Concept of Statistics and Descriptive Statistics

- Concept of Statistics. Uses of Statistics in Education
- 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. Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

#### Unit: 2 : Normal Distribution and Derived Score

- Concept of Normal Distribution- Properties
- Uses of NPC in Education
- Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)
- Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).

#### Unit: 3 :Measure of Relationship

- Bivariate Distribution- Concept and types of 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

#### Unit:4 : Statistics (Practical)

- Sources of Educational Data (Primary & Secondary data), Types of Data: Qualitative and Quantitative, Continuous and Discrete.
- 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 of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule)

- iv) Determination of the type of association between two sets of data by drawing scatter diagram

**CC – 13: Psychology of Adjustment**

**Credits 06**

**CC – 13: Psychology of Adjustment**

**Unit: 1 : Adjustment, Maladjustment and Problem Behaviour**

- Concept of adjustment, adjustment and adaptability
- Psychodynamic Concept of adjustment, criteria of good adjustment
- Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse

**Unit: 2 : Multi-axial Classification of Mental Disorders**

- DSM – 5 : Section I, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

**Unit: 3 : Coping Strategies for Stressful Situation**

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

**Unit: 4 : Administration, Scoring and Interpretation of the following Tests**

- KNPI
- KIPI
- Effect of Learning material on memorization

**C C- 14: Basic Concept of Educational Research**

**Credits 06**

**C C- 14: Basic Concept of Educational Research**

**Unit: 1 : Concept of Educational Research**

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

**Unit: 2 : Basic elements of educational research**

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

**Unit: 3** : Data collection procedure

- Sampling –concept and definition
- Types of sampling- Probability and non-probability
- Data reporting- Descriptive and Inferential ( basic statistical procedure that come under each)
- Referencing and Bibliography

**Unit: 4** : Practical

- Writing Research proposal (Plan of Work)– steps and review (atleast5) (Within 1000 words)

**Discipline Specific Electives (DSE)**

**DSE – 1: Peace and Value Education**

**Credits 06**

**DSE1T: Peace and Value Education**

**Course Content :**

**Unit: 1:**Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

**Unit: 2** : Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

**Unit: 3** : Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

**Unit: 4** : Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

**OR**

**DSE – 1: Life Skill Education**

**Credits 06**

**DSE1T: Life Skill Education**

**Course Content :**

**Unit: 1** : Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

**Unit: 2** : Classification of life skills

- Generic Life skills a) Survival skills b) Negotiating skills c) Coping skills
- Problem specific skills
- Skills for area specific development.

**Unit:3** : Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

**Unit:4** : Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

**Or**

**DSE – 1: Human Rights Education**

**Credits 06**

**DSE T1: Human Rights Education**

**Course Content:**

**Unit: 1** : Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

**Unit: 2** : United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

**Unit: 3** : Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

**Unit:4** : Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

**DSE – 2: Population Education**

**Credits 06**

## **DSE2T: Population Education**

### **Course Content:**

#### **Unit : 1 :** Concept of Population Education

- Meaning and Objectives of Population Education
- Factors influencing Population --sociological, Economic, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education

#### **Unit : 2 :** Population Growth and its Impact

- Quality of life-concept and meaning
- Human Resource Development (concept)
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

#### **Unit : 3 :** Population Growth and Responsibilities

- Size of Family.
- Role and responsibilities of family members.
- Female Education and Status.
- Growth of Population and Environment

#### **Unit : 4 :** Population Education and school

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Role of Mass media – (Newspapers, Radio, T.V)
- Role of youth in Population Education

**Or**

## **DSE – 2: Teacher Education**

**Credits 06**

## **DSE2T: Teacher Education**

### **Course Content:**

#### **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

#### **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.

#### **Unit: 3 :** Role of the different agencies in teacher education

- University

- NCTE
- NCERT
- NUEPA

**Unit: 4 :** Some Courses for preparation of teacher

- Pre service teacher education
- In service teacher education
- Orientation and Refresher courses

**Or**

**DSE – 2: Education for Sustainable Development**

**Credits 06**

**DSE2T: Education for Sustainable Development**

**Course Content:**

**Unit: 1 :** Concept of sustainable development

- Meaning and evolution of the concept of sustainable development
- Characteristics and scope of sustainable development
- Need for sustainable development

**Unit: 2 :** Goals and challenges of sustainable development

- Proposal for UN's sustainable development goals at Rio
- Strength and weaknesses of sustainable development goals
- Challenges of sustainable development

**Unit: 3 :** Relationship between social, economic and environmental aspects relating to sustainable development

- Social mobility, challenges around equality, equity and fairness to all - affecting sustainable development
- Income inequality ( poverty, malnutrition, poor health, habitation) affecting sustainable development
- Threats to bio-diversity, use of natural resources (renewable and non-renewable) for sustainable development

**Unit: 4 :** Role of education, government and non-government agencies for sustainable development

- Role of education for sustainable development
- Role of government agencies for sustainable development
- Role of NGO's for sustainable development

**DSE-3: Open and Distance Learning**

**Credits 06**

**DSE3T: Open and Distance Learning**

**Course Content:**

**Unit: 1 :** Concept of open and distance education

- Meaning and definition of open and distance education

- Objectives and characteristics of open and distance education
- Merits and demerits of open and distance education

**Unit: 2** : Strategies of open and distance education

- Mode and strategies of open education
- Mode and strategies of distance education
- Relationship among non-formal, correspondence, distance and open education

**Unit: 3** : Status and role of multi-media in open and distance education

- Present status of open education in India
- Present status of distance education in India
- Role of multi-media in open and distance education

**Unit: 4** : Agencies, problems and remedies of open and distance education in India

- Agencies of open and distance education
- Problems of open and distance education
- Measures for strengthening open and distance education in India

**Or**

**DSE-3: Contemporary issues in Education**

**Credits 06**

**DSE3T: Contemporary issues in Education**

**Course Content:**

**Unit:1** : Universalization of Elementary Education

- Meaning, aims & objectives
- Constitutional provisions
- Role of DPEP, SSA, RTE
- Current status and problems.

**Unit: 2** : Universalization of Secondary Education

- Meaning, aims & objectives
- Role of RMSA
- Problems of secondary education
- Current status and problems

**Unit: 3** : Higher Education

- Meaning, aims & objectives
- Knowledge commission and higher education
- Role of RUSA
- Current status and problems

**Unit: 4** : Current Issues in Education

- Alternative schooling – meaning and its significance
- Autonomous College - – meaning and its significance
- Impact of liberalization, privatization and globalization on education
- RTI- meaning and its significance

Or

**DSE – 3: Educational Thought of Great Educators**

**Credits 06**

**DSE3T: Educational Thought of Great Educators**

**Course Content:**

**Unit:1** : Western Educators-I

- Plato
- Rousseau
- Montessori

**Unit:2** : Western Educators -II

- Pestalozzi
- Dewey
- Ivan Illich

**Unit: 3** : Indian Educators -I

- Vivekananda
- Rabindranath
- Gandhiji

**Unit: 4** : Indian Educators -II

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

**DSE – 4: Women Education**

**Credits 06**

**DSE4T: Women Education**

**Course Content :**

**Unit: 1:** Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

**Unit: 2** : Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

**Unit: 3** : Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

**Unit: 4** : Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society in brief.

**Or**

**DSE-4: Music and Fine arts in Education**

**Credits 06**

**DSE4T: Music and Fine arts in Education**

**Course Contents:**

**Unit –I:**

- Indian Music & Instrument: Preliminary Ideas of Indian Music,
- Preliminary Knowledge of Instrument,
- Structure of Tabla,
- Harmonium

**Unit –II:**

- Practice, leading to performance,
- Prayer Song -2,
- Seasonal Song-2,
- Folk Song- 2,
- Integration of songs and music with other curricular areas

**Unit –III:**

- Fine Arts,
- Arts in Practice,
- Different forms of Visual Arts,

**Unit –IV:**

- Basic Concept of Colors,
- Shapes & Forms,
- Perspective,
- Balance,
- Rhythm,
- Dimensions

**Suggested Readings :**

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Music in Education. London: Heinmann.
2. Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
3. Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
4. NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
5. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.

6. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi

Or

**DSE-14: Project Work**

**Credits 06**

Project work to be selected by the Institution/ Department

**Skill Enhancement Course ( SEC)**

**SEC-1: Communication Skill**

**Credits 02**

**SEC1T: Communication Skill**

**Course Content :**

**Unit: 1 : Introduction to Communication**

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

**Unit: 2 : Listening Skills**

- Principles of listening skills
- Types of listeners
- Barriers to listening

**Unit: 3 : Speaking Skills**

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

**Unit: 4 : Reading and Writing Skills**

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

Or

**SEC-1: Skill for Democratic Citizenship**

**Credits 02**

**SEC1T: Skill for Democratic Citizenship**

**Course Content :**

**Unit 1: Rights and duties in Indian Constitution**

- Democratic rights
- Fundamental Rights
- Duties of citizenship

**Unit 2 : Protection of Children**

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POSCO

**Unit 3 : Domestic Harmony**

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

**Unit 4 : Role of Education**

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops ( Any one may be taken up by the college and recorded by the students on any one of the above topics)

**Or**

**SEC – 1: Yoga Education**

**Credits 02**

**SEC1T: Yoga Education**

**Course Content :**

**Unit: 1 : Concept of Yoga**

- Meaning and principles of Yoga
- History of Yoga philosophy in brief
- General guideline for performing Yog

**Unit: 2 : Yoga as a means of Personal and Social Development**

- Yoga as a means of healthy living
- Yoga as a means of social development
- Yoga as a means of spiritual enlightenment

**Unit: 3 : Types of Yoga(Concept only)**

- Jnana Yoga
- Bhakti Yoga
- Karma Yoga

**Unit: 4 : Instrumentals Of Yoga(Concept only)**

- Yamas, Niyamas, Asanas
- Dhyana, Samadhi
- Pranayam, Pratyahara, Dharana

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

**Credits 02**

**SEC2T: Computer Application in Education**

**Course Contents:**

**Unit I:**

**MS office:**

- MS Word
- MS Power Point
- MS Excel

**Unit II:**

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

**Unit III:**

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

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

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

**Unit V: Educational Resources**

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

**Unit VI: ICT Integrated Education**

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

Or

**SEC-2: Special Education**

**Credits 02**

**SEC2T: Special Education**

**Course Contents:**

**Unit –I:**

- Education of Children with
- Visual Impairment and
- Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Unit –II:**

- Education of Children with
- Speech and Language Disorders and
- Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Unit –III:**

- Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Suggested Readings:**

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
3. Guilford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
4. Kirk, Samuel. Educating Exceptional Children, New Delhi: Oxford & IBH Publishing Co.
5. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
6. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs New Delhi: NCERT.

Or

**SEC – 2: Gender and Society**

**Credits 02**

**SEC 2T: Gender and Society**

**Course Content:****Unit: 1 : Gender Concepts**

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

**Unit: 2 : Gender Socialization**

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

**Unit: 3 : Gender roles**

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

**Unit: 4 : Gender inequality in the schools**

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

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

**GE – 1: Educational Psychology**

**Credits 06**

**GE1T: Educational Psychology**

**Course Contents:**

**Unit –I:**

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

**Unit –II:**

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

**Unit –III:**

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

**Unit –IV:**

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

**Unit –V:**

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

**Suggested Readings:**

1. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.

2. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
3. Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
4. Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
5. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
6. Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.

**Or**

**GE – 1: Educational Sociology**

**Credits 06**

**GE1T: Educational Sociology**

**Course Contents:**

**Unit –I:**

- Education Sociology: Meaning, Nature and Scope.
- Relation between Sociology and Education.
- Education-as a social sub-system.

**Unit –II:**

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

**Unit –III:**

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

**Unit –IV:**

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

**Suggested Readings :**

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

Or

**GE - 1 : History of Education in India**

**Credits 06**

**GE 1T : History of Education in India**

**Course Contents:**

**Unit –I:**

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

**Unit –II:**

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

**Unit –III:**

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

**Unit –IV:**

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

**Suggested References:**

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

**GE-2 : Yoga Education**

**Credits 06**

**GE-2T : Yoga Education**

**Course Contents:**

**Unit –I:**

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

**Unit –II:**

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

**Unit –III:**

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

**Unit –IV:**

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

**Suggested Readings:**

1. Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi,
2. Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi,
3. Gharote, Manmath M. and Others- Application in Yoga; Lonavla,
4. Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger,
5. Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla
6. Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow,

Or

**GE-2: Current Issues in Indian Education**

**Credits 06**

**GE2T: Current Issues in Indian Education**

**Course Contents:**

**Unit –I:**

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

**Unit –II:**

- Equalization of educational opportunity.

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

**Unit –III:**

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

**Unit –IV:**

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

**Suggested Readings:**

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

**Or**

**GE-2 : Psychology of Mental Health and Hygiene**

**Credits 06**

**GE2T : Psychology of Mental Health and Hygiene**

**Course Contents:**

**Unit –I:**

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

**Unit –II:**

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

**Unit –III:**

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

**Suggested Readings:**

1. Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.

2. Coleman, J.C. – Psychology and Effective Behavior.
3. Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.

### **GE-3 : Education of Children with Special Needs**

**Credits 06**

### **GE3T: Education of Children with Special Needs**

#### **Course Contents:**

#### **Unit –I:**

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

#### **Unit –II:**

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

#### **Unit –III:**

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

#### **Unit –IV:**

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

#### **Suggested Readings:**

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

**Or**

### **GE-3: Environmental Education**

**Credits 06**

### **GE3T: Environmental Education**

#### **Course Contents:**

#### **Unit-I: Environmental Education**

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

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

1. Concept of Environment and Ecosystem
2. Disasters: Natural and Man Made

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

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

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

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

### **Suggested Readings:**

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

**Or**

**GE – 3: Introduction to Distance Education**

**Credits 06**

**GE3T: Introduction to Distance Education**

### **Course Contents:**

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

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

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

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

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

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

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

1. Issues and Application of Communication Technology in Distance Education.

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

#### **Suggested Readings:**

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

### **GE-4: Value Based Education**

**Credits 06**

#### **GE4T: Value Based Education**

#### **Course Contents:**

##### **Unit -I: Value – An Introduction**

1. Meaning and Importance of value
2. Classification of value-Indian and western

##### **Unit-II: Sources of Value**

1. Religion,
2. Philosophy, and
3. Literature

##### **Unit-III: Values -- Traditional and Contemporary**

1. Traditional values- Pu;r;ushartha, Satyam shivam sundaram, ahimsha prem and karma, tyaga and lokasangraha
1. 2.Contemporary values-democracy, socialism, secularism, freedom, discipline, responsibility, human rights

##### **Unit -IV: Value Erosion and Inculcation**

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance,
3. Approaches to value education- direct and indirect method, curricular and cocurricular and extra curricular

#### **Suggested Readings :**

1. Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
3. Delors, J. (1996), *Learning: The Treasure within-* Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
4. Morris, Charles W. (1956). *Varieties of Human Values*. Chikago: University of Chicago Press.
5. Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup& Sons, New Delhi

6. *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.

Or

**GE-4: Mental Health Education**

**Credits 06**

**GE4T: Mental Health Education**

**Course Contents:**

**Unit-I: Mental Health:**

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

**Unit-II: Mental Hygiene:**

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

**Unit-III: Adjustment:**

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

**Unit-IV: Maladjustment**

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

**Suggested Readings:**

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

**END**