

Mugberia Gangadhar Mahavidyalaya

Dept. of Education (General)

Syllabus Distribution (w.e.f 2019)

Semester-I					
DSC1AT: Principles of Education	Course Contents:	Teacher	No. of Lecture per week	Total No. of Lecture	Credit
	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education: Meaning, Nature and Scope. ➤ Functions of Education ➤ Factors of Education. ➤ Aims of Education: Individualistic and Socialistic. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Child Centric Education: Meaning and Characteristics. ➤ Aims of modern child centric education. ➤ Child Centricism in Education: its significance. ➤ Play and play-way in education: Kindergarten, Montessori, Basic education and Project method. 	KK	3	3X15=45	06
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Meaning of Curriculum. ➤ Types of curriculum. ➤ Principles of curriculum construction. ➤ Co – curricular activities. <p>UNIT –IV:</p> <ul style="list-style-type: none"> ➤ Freedom and Discipline: Concepts. ➤ Needs of discipline. ➤ Concept of Free discipline. ➤ Concept of Self-discipline. ➤ Application of Discipline in Educational Institution. 	PCR	3	3X15=45	
GE1T: Educational Psychology	Course Contents:	Teacher	No. of Lecture	Total No. of Lecture	Credit
	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: 	KK	3	3X15=45	06

	<p>Meaning, Nature and Scope</p> <ul style="list-style-type: none"> ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual Differences: Concepts and Types. ➤ Causes of Individual Differences. <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ 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. 				
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. ➤ Intelligence Test: Verbal, Non-verbal test and their uses. 	PCR	3	3X15=45	
	Semester-II	Teacher	No. of	Total no	Credit

			Lecture per week	of lecture	
DSC2AT: Educational Psychology	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: Meaning, Nature and Scope ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual Differences: Concepts and Types. ➤ Causes of Individual Differences. <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ 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 	KK	3	3X15=45	06
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. Intelligence Test: Verbal, Non-verbal test and their uses. 	PCR	3	3X15=45	

	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
GE2T : Psychology of Mental Health and Hygiene	Unit –I: <ul style="list-style-type: none"> ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene. Unit –III: <ul style="list-style-type: none"> ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment. ➤ Role of Family and School in remedial measures. 	KK	4	4X15=60	06
	Unit –II: <ul style="list-style-type: none"> ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment. 	PCR	2	2X15=30	
	<u>Semester-III</u>				
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
DSC3AT: Educational Sociology	Unit –I: <ul style="list-style-type: none"> ➤ Education Sociology: Meaning, Nature and Scope. ➤ Relation between Sociology and Education. ➤ Education-as a social sub-system. Unit –III: <ul style="list-style-type: none"> ➤ Socialization: Meaning, process and factors of socialization. ➤ Social Control: Meaning and types of Social control, Agencies of Social Control. 	KK	3	3X15=45	06

	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Social Change: Concept and nature. ➤ Factors and problems of social change in India. ➤ Social stratification: Meaning and Types. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Social Agencies of Education and their educative role: ➤ Family. ➤ School. ➤ State. ➤ Mass media. 	PCR	3	3X15=45	
	Course Contents:	Teacher	No. of Lecture per week	Total No. of Lecture	Credit
SEC1T: Measurement and Evaluation in Education	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Concept of Measurement and Evaluation. ➤ Difference between Measurement and Evaluation. ➤ Needs of Evaluation in Education. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Tabulation of Educational Data. ➤ Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses). ➤ Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses) <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ Concept of Correlation. ➤ Rank Difference method and Product moment method for Computation of correlation, Co-efficient. ➤ Interpretation of results. 	KK	01	1X15=15	02
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Different tools and techniques of Evaluation. ➤ Teacher Made test and Standardized test. 	PCR	01	1X15=15	

	<ul style="list-style-type: none"> ➤ Achievement tests and Psychological tests ➤ Cumulative Record Card. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method. ➤ Validity: Meaning and Method of Determining Content Validity. 				
	Course Contents:	Teacher	No. of Lecture per week	Total No. of Lecture	Credit
GE3T: Education of Children with Special Needs	<p>Unit –I: Education of Children with: Visual Impairment: identification, intervention, education and prevention. Hearing Impairment: identification, intervention, education and prevention.</p> <p>Unit –III: Education of Children with: Physically Handicraft: identification, intervention, education and prevention.</p>	KK	4	4X15=60	6
	<p>Unit –II: Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</p> <p>Unit –IV: Education of Children with: Learning Disabilities: identification, intervention, education and prevention.</p>	PCR	2	2X15=30	
	<u>Semester-IV</u>				
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
DSC4AT:	Unit –I:	KK	3	3X15=45	06

History of Education in India	<ul style="list-style-type: none"> ➤ 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). <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ 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. 				
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Indian Education commission - 1882. ➤ Indian University Commission (1902). ➤ National Education Movement. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Sadler Commission -1917 ➤ Hartog Committee Report. ➤ Wardha Schame. ➤ The Sargent Plan (1944). 	PCR	3	3X15=45	
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
SEC2T : Educational Guidance and Counseling	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Guidance: Meaning, Definition, Scope. ➤ Needs and Importance of Guidance. ➤ Essentials of good Guidance program. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Counseling: meaning, nature, 	KK	2	2X15=30	02

	<ul style="list-style-type: none"> scope. ➤ Types of counseling. ➤ Tools and techniques of Counseling. 				
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Different forms of Guidance. ➤ Educational and Vocational Guidance. ➤ Organization of Guidance service at different levels of education. ➤ Tools and techniques of Guidance. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Difference between Guidance and Counseling. ➤ Counseling process-relationships & its characteristics. ➤ Role of parent, teacher & counselor in guidance program. 	PCR	1	1X15=15	
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
GE4T: Value Based Education	<p>Unit -I: Value – An Introduction</p> <ol style="list-style-type: none"> 1. Meaning and Importance of value 2. Classification of value-Indian and western <p>Unit-III: Values -- Traditional and Contemporary</p> <ol style="list-style-type: none"> 1. Traditional values- Pu;r;ushartha, Satyam shivam sundaram, ahimsha prem and karma, tyaga and lokasangraha 2. Contemporary values- democracy, socialism, secularism, freedom discipline, responsibility, human rights. 	PCR	3	3X15=45	06
	<p>Unit-II: Sources of Value</p> <ol style="list-style-type: none"> 1. Religion, 2. Philosophy, and 3. Literature <p>Unit -IV: Value Erosion and Inculcation</p>	KK	3	3X15=45	

	<ol style="list-style-type: none"> 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 co-curricular and extra curricular 				
	<u>Semester-V</u>				
	Course Contents:	Teacher	No. of Lecture		Credit
DSE1AT: Great Educators	Unit –I: <ul style="list-style-type: none"> ➤ Swami Vivekananda (1863-1902). ➤ Sri Aurobindo (1872-1950). Unit –III: <ul style="list-style-type: none"> ➤ Jean Jacques Rousseau (1712-1778). ➤ F.W. August Froebel (1782-1852). 	KK	3	3X15=45	06
	Unit –II: <ul style="list-style-type: none"> ➤ Rabindranath Tagore (1861-1941). ➤ Mahatma Gandhi (1869-1948). Unit –IV: <ul style="list-style-type: none"> ➤ John Dewey (1859-1952). ➤ Madam Maria Montessori (1870-1952). 	PCR	3	3X15=45	
SEC-3T : Yoga Education	Unit –I: <ul style="list-style-type: none"> ➤ Basis of Yoga Meaning and Concept. ➤ Patanjala Yogasutra. ➤ Hathayoga Pradipika. Unit –III: <ul style="list-style-type: none"> ➤ Theories of Yoga Practices. ➤ Asana. ➤ Pranayama. ➤ Kriyas. 	KK	2	2X15=30	02

	➤ Dhyana.				
	Unit –II: ➤ Concept of Yoga. ➤ Streams of Yoga. ➤ Raja Yoga: Eight Fold Path. ➤ Anand Mimamsa. Unit –IV: ➤ Practical Eight Step Method: Single Group and Double Group Practice. ➤ Asana. Pranayama. Relaxation Techniques	PCR	1	1X15=45	
	Course Contents:	Teacher	No. of Lecture		Credit
GE1T : Mental Health and Hygiene	Unit –I: ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene. Unit –III: ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment. ➤ Role of Family and School in remedial measures.	KK	4	4X15=60	06
	Unit –II: ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment.	PCR	2	2X15=30	
	<u>Semester-VI</u>				
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
DSE-1BT: Guidance and Counseling	Unit - I: Guidance 1. Concept, Nature, Principles, and types— educational, vocational and personal.	KK	3	3X15=45	06

	<p>Individual and Group Guidance.</p> <p>2. Role of parents, teachers, and counselor in guidance.</p> <p>Unit- II: Counseling</p> <p>1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,</p> <p>2. Counseling process, Characteristics of good counseling</p> <p>3. Differences between guidance, counseling and psychotherapy</p>				
	<p>Unit-III: Techniques of Collecting Information for Guidance and Counseling</p> <p>1. Intelligence test, Aptitude test, Interest test, and Personality Test & Interview, CRC, ARC and Case Study</p> <p>Unit-IV: Adjustment</p> <p>1. Concept and Definition of Adjustment, Characteristics of good adjustment, common adjustment problems in Childhood and adolescence, Adjustment Mechanism.</p>	PCR	3	3X15=45	
	Course Contents:	Teacher	No. of lecture per week	Total no of lecture	Credit
SEC-4T : Education of Children with Special Needs	<p>Unit –I:</p> <p>➤ Education of Children with:</p> <p>1. Visual Impairment: identification, intervention, education and prevention.</p> <p>2. Hearing Impairment: identification, intervention, education and prevention.</p> <p>Unit –III:</p> <p>Education of Children with: Physically Handicraft: identification, intervention, education and prevention.</p>	KK	2	2X15=30	02

	<p>Unit –II: Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.</p> <p>Unit –IV: Education of Children with: Learning Disabilities: identification, intervention, education and prevention.</p>	PCR	1	1X15=15	
	Course Contents:	Teacher	No. of Lecture per week	Total no of lecture	Credit
GE-2T: Environmental Education	<p>Unit-I: Environmental Education</p> <ol style="list-style-type: none"> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education <p>Unit-IV- Approaches and Methods of Environmental Education</p> <p>Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.</p>	PCR	3	3X15=45	06
	<p>Unit-II: Education of Environmental Concepts</p> <ol style="list-style-type: none"> 1. Concept of Environment and Ecosystem 2. Disasters: Natural and Man Made <p>Unit III: Environmental Education and Social Issues</p> <ol style="list-style-type: none"> 1. Education for Sustainable development: From Unsustainable to Sustainable development. 2. Education of Urban Environment: Problems related to energy and water 	KK	3	3X15=45	