

# ACADEMIC AUDIT

## Academic Session 2021 – 2022

### SEMESTER – I

#### CC – 1

#### Introduction to Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit- I = Concept of Education</b>	<ul style="list-style-type: none"><li>• Narrow and broader concept of education</li><li>• Meaning, nature and scope of education.</li><li>• Aims of education – individual, social, vocational and democratic.</li><li>• Aims of modern education with special reference to Delor’s Commission.</li></ul>	RJ	2 3 3 3	Lecture Discussion Interactive Method Question-Answer
<b>Unit- 2 = Factors of Education</b>	<ul style="list-style-type: none"><li>• Child / learner: influence of heredity and environment on the learner</li><li>• Teacher: qualities and duties of a good teacher</li><li>• Curriculum- concept and types</li><li>• Co-curricular activities: meaning, values and significance</li><li>• Educational institutions: informal, formal and nonformal, their interrelation</li></ul>	SKN	2 2 2 3 3	Lecture Discussion Interactive Method Question-Answer
<b>Unit- 3 = Agencies of Education</b>	<ul style="list-style-type: none"><li>• Home</li><li>• School</li><li>• State</li><li>• Mass-media- television, radio, cinema and newspaper</li></ul>	TKD	2 2 2 4	Lecture Discussion Participatory Method Question-Answer
<b>Unit- 4 = Child Centricism and Play-way in Education</b>	<ul style="list-style-type: none"><li>• Concept of child centricism in education</li><li>• Characteristics and significance of child centricism in education</li><li>• Concept of play and work. Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li></ul>	SRB	1 2 3 6	Lecture Discussion Demonstration Participatory Method Question-Answer
	<b>Total class hour</b>	<b>47</b>		

## History of Indian Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Education in India during ancient and medieval period</b>	<ul style="list-style-type: none"> <li>• Vedic (aim, curriculum, teaching method, teacherpupil relation)</li> <li>• Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)</li> <li>• Buddhist (aim, curriculum, teaching method, teacherpupil relation)</li> <li>• Islamic (aim, curriculum, teaching method, teacherpupil relation)</li> </ul>	RJ	4 4 4 4	Lecture Discussion
<b>Unit: 2 = Education in India during British period (1800- 1853)</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</li> <li>• Macaulay Minute and Bentinck's resolution</li> <li>• Adam's report</li> </ul>	DG	2 3 3 3	Lecture Discussion Story telling Method
<b>Unit: 3 = Education in India during British period (1854- 1946)</b>	<ul style="list-style-type: none"> <li>• Woods Dispatch, Hunter Commission</li> <li>• Curzon policy regarding primary, secondary and higher education,</li> <li>• National education movement (cause and effect)</li> <li>• Basic education (concept and development)</li> <li>• Sadler Commission</li> </ul>	TKD	4 3 2 2 2	Lecture Discussion Story telling Method
<b>Unit: 4 = Education in India after independence</b>	<ul style="list-style-type: none"> <li>• Radhakrishnan Commission (aim, curriculum of higher education, rural university)</li> <li>• Mudaliar Commission (aim, structure and curriculum of secondary education)</li> <li>• Kothari Commission (aim, structure and curriculum of primary and secondary education)</li> <li>• National Policy of Education, 1986, POA 1992.</li> </ul>	SKN	4 4 4 4	Lecture Discussion Demonstration
	<b>Total class hour</b>		56	

**SEMESTER-II**

**CC – 3**

***Psychological Foundation of Education***

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
<b><i>Unit: 1 = Relation between Psychology and Education</i></b>	<ul style="list-style-type: none"><li>• <i>Meaning and definition of Psychology</i></li><li>• <i>Meaning and definition of Education</i></li><li>• <i>Relation between Psychology and education</i></li></ul> <p><i>Nature, scope and significance of educational psychology</i></p>	<b>RJ</b>	<b>1 1 2 4</b>	<b>Lecture Discussion</b>
<b><i>Unit: 2 = Stages and types of human development and their educational significance</i></b>	<ul style="list-style-type: none"><li>• <i>Piaget's cognitive development theory</i></li><li>• <i>Erikson's psycho-social development theory</i></li><li>• <i>Kohlberg's moral development theory</i></li><li>• <i>Vygotsky's social development theory and Bandura's Social Learning Theory</i></li></ul>	<b>SRB</b>	<b>3 3 3 6</b>	<b>Lecture Discussion Interactive Demonstration Method</b>
<b><i>Unit: 3 = Learning: concept and theories</i></b>	<ul style="list-style-type: none"><li>• <i>Concept and characteristics of learning</i></li><li>• <i>Theories: Connectionism(Trial and error, classical, operant conditioning)</i></li><li>• <i>Insightful learning</i></li><li>• <i>Memorization and Forgetting: Process of memorization ,causes of forgetting economical ways of improving memorization</i></li></ul>	<b>SKN</b>	<b>2 6 2 3</b>	<b>Lecture Discussion Interactive Method</b>
<b><i>Unit: 4 = Intelligence</i></b>	<ul style="list-style-type: none"><li>• <i>Concept of intelligence</i></li><li>• <i>Theories of Intelligence by Spearman, Thorndike and Guilford</i></li><li>• <i>Types and uses of intelligence tests</i></li><li>• <i>Concept of Emotional Intelligence and E.Q</i></li></ul>	<b>TKD</b>	<b>1 6 3 2</b>	<b>Lecture Discussion Demonstration Method</b>
			<b>Total class hour</b>	<b>48</b>

CC-4

*Philosophical Foundation of Education*

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching Method
<i>Unit 1 = Concept of educational philosophy</i>	<ul style="list-style-type: none"> <li>• <i>Meaning of philosophy</i></li> <li>• <i>Etymological meaning of education</i></li> <li>• <i>Relation between philosophy and education</i></li> <li>• <i>Importance of philosophy in education</i></li> </ul>	RJ	2 2 2 2	Lecture Discussion
<i>Unit 2 = Indian schools of philosophy</i>	<ul style="list-style-type: none"> <li>• <i>Vedic school – Sankhya</i></li> <li>• <i>Vedic school – Yoga</i></li> <li>• <i>Non-vedic School – Buddhism</i></li> <li>• <i>Non-vedic School – Jainism</i></li> </ul>	SKN	4 4 4 4	Lecture Discussion
<i>Unit 3 = Western schools of philosophy</i>	<ul style="list-style-type: none"> <li>• <i>Idealism</i></li> <li>• <i>Naturalism</i></li> <li>• <i>Pragmatism</i></li> <li>• <i>Realism</i></li> </ul>	TKD	3 3 3 3	Lecture Discussion Comparative
<i>Unit 4 = Philosophy for development of humanity</i>	<ul style="list-style-type: none"> <li>• <i>Education and development of values</i></li> <li>• <i>Education for national integration</i></li> <li>• <i>Education for international understanding</i></li> <li>• <i>Education for promotion of peace and harmony</i></li> </ul>	SRB	3 3 3 3	Lecture Discussion
	<b>Total class hour</b>		<b>48</b>	

## SEMESTER - 3

### CC – 5

#### Sociological Foundation of Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit-I = 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 of Sociology of Education</li></ul> Scope of Sociology of Education	RJ	3 2 2 2	Lecture Discussion Interactive Question-answer
<b>Unit-2 = Social Groups</b>	<ul style="list-style-type: none"><li>• Social Groups : meaning and definition</li><li>• Types of Social groups</li><li>• Primary, Secondary and Tertiary</li><li>• Socialization Process: Concept</li></ul> Role of the family and school in Socialization process	SKN	2 2 6 1 3	Lecture Discussion Interactive Question-answer
<b>Unit-3 = Social Change and Education</b>	<ul style="list-style-type: none"><li>• Concept of Social Change</li><li>• Interrelation between Social change and Education</li><li>• Social stratification and Social Mobility.</li></ul> Social interaction Process	TKD	2 2 4 2	Lecture Discussion Interactive Question-answer
<b>Unit-4 = Social Communication in Education</b>	<ul style="list-style-type: none"><li>• Social Communication : Concept</li><li>• Informal agencies of social communication</li><li>• Inter relation between Culture, religion and Education.</li></ul> Inter relation between Technology, Economy and Education.	SRB	2 4 4 4	Lecture Discussion Interactive Question-answer
	<b>Total class hour</b>		<b>47</b>	

**CC – 6**

**Educational Organization, Management and Planning**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit: 1 = Organization and Management</b>	<ul style="list-style-type: none"> <li>• Concept of organization</li> <li>• Concept of management</li> <li>• Concept of educational organization</li> <li>• Concept of school organization</li> </ul>	<b>RJ</b>	3 3 3 3	<b>Lecture Discussion</b>
<b>Unit: 2 = Educational organization</b>	<ul style="list-style-type: none"> <li>• Meaning of school plant</li> <li>• Elements of school plant ( concepts only)</li> <li>• Features of library and time-table</li> </ul> <p>Features of school medical services, workshop, computer laboratory</p>	<b>SRB</b>	2 3 3 4	<b>Lecture Discussion Participatory Method</b>
<b>Unit: 3 = Educational Management</b>	<ul style="list-style-type: none"> <li>• Meaning of educational management</li> <li>• Objectives of educational management</li> <li>• Types of educational management</li> </ul> <p>Significance of educational management</p>	<b>DG</b>	2 2 4 3	<b>Lecture Discussion</b>
<b>Unit:4 = Educational Planning</b>	<ul style="list-style-type: none"> <li>• Meaning of educational planning</li> <li>• Aims and objectives of educational planning</li> <li>• Steps of educational planning</li> </ul> <p>Types and significance of educational planning</p>	<b>TKD</b>	2 2 3 5	<b>Lecture Discussion</b>
	<b>Total class hour</b>		<b>47</b>	

**CC – 7**

**Guidance and Counselling**

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit I = Guidance – Meaning, Functions, Need</b>	<ul style="list-style-type: none"> <li>Guidance – Meaning, Definitions and Functions</li> <li>Individual Guidance – Meaning, advantages and disadvantages</li> <li>Group Guidance – Meaning and Advantages and disadvantages</li> </ul> <p>Need for guidance in secondary schools and requisites of a good school guidance programme.</p>	<b>RJ</b>	3 3 3 3	<b>Lecture Discussion</b>
<b>Unit 2 = Guidance - Educational, Vocational, Personal</b>	<ul style="list-style-type: none"> <li>Educational Guidance- Meaning, Function at different stages of Education</li> <li>Vocational Guidance- Meaning, Function at different stages of Education</li> </ul> <p>Personal Guidance- Meaning, Importance for the Adolescents</p>	<b>SKN</b>	6 6 3	<b>Lecture Discussion</b>
<b>Unit 3 = Counselling – Meaning, Techniques, Types</b>	<ul style="list-style-type: none"> <li>Counselling - – Meaning, importance and Scope</li> <li>Techniques of Counselling- Directive, Non-Directive, Eclectic</li> </ul> <p>Individual and Group Counselling – Meaning , Importance</p>	<b>SRB</b>	4 6 4	<b>Lecture Discussion Interactive Method</b>
<b>Unit 4 = Basic data necessary for Guidance</b>	<ul style="list-style-type: none"> <li>Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test</li> <li>Cumulative Record Card Anecdotal Record Card</li> </ul>	<b>TKD</b>	9 2 2	<b>Lecture Discussion</b>
	<b>Total class hour</b>		<b>57</b>	

**SEC – A**

**Skill for Democratic Citizenship**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit 1: Rights and duties in Indian Constitution</b>	<ul style="list-style-type: none"><li>• Democratic rights</li><li>• Fundamental Rights</li><li>• Duties of citizenship</li></ul>	SKN	2 2 2	<b>Lecture</b> <b>Discussion</b>
<b>Unit 2 = <u>Protection of Children</u></b>	<ul style="list-style-type: none"><li>• Child protection - concept and need.</li><li>• Child Rights – concept, classification and need</li><li>• Legal actions –POCSO</li></ul>	SKN	2 3 3	<b>Lecture</b> <b>Discussion</b>  Demonstration Method
<b>Unit 3 = Domestic Harmony</b>	<ul style="list-style-type: none"><li>• Domestic violence – definition and types</li><li>• Protection of Women from Domestic Violence Act, 2005 – basic features</li><li>• Protection of males in DVA 2005</li></ul>	SRB	3 2 3 2	<b>Lecture</b> <b>Discussion</b>  Demonstration Method
<b>Unit 4 = Role of Education TO ENSURE</b>	<ul style="list-style-type: none"><li>• Rights and duties in indian constitution</li><li>• Protection of children</li><li>• Democratic harmony</li></ul>	SRB	3 3 2	<b>Lecture</b> <b>Discussion</b> <b>Demonstration</b> <b>Method</b>
	<b>Total class hour</b>		32	



**SEMESTER-IV**

**CC-8  
Technology in Education**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
<b>Unit 1 = Introductory concept</b>	<ul style="list-style-type: none"> <li>• <i>Concept of Technology</i></li> <li>• <i>Need and scope of educational technology</i></li> <li>• <i>System approach- concept and need</i></li> </ul> <i>Classification and components of system approach</i>	<b>RJ</b>	2 3 3 3	<b>Lecture Discussion</b>
<b>Unit 2 = Computer in education and communication</b>	<ul style="list-style-type: none"> <li>• <i>Computer and its role in education</i></li> <li>• <i>Basic concept of hardware and software</i></li> <li>• <i>Computer network and internet- its role in education</i></li> </ul> <i>Communication and classroom interactions- concept, element and process</i>	<b>SKN</b>	2 2 4  4	<b>Lecture Discussion</b>
<b>UNIT 3= Computer in education and communication</b>	<ul style="list-style-type: none"> <li>• <i>Mass instructional techniques Characteristic &amp; Types</i></li> <li>• <i>Personalized instructional technique Characteristic &amp; Types</i></li> <li>• <i>Difference in teaching and instruction</i></li> </ul> <i>Models of teaching -Concept Components Significance</i>	<b>TKD</b>	4 4  1  3	<b>Lecture Discussion</b>
<b>Unit 4 – ITC &amp; e-learning</b>	<ul style="list-style-type: none"> <li>• <i>meaning and concept of ITC</i></li> <li>• <i>e learning - nature and characteristic of e learning</i></li> <li>• <i>ITC integration in teaching learning</i></li> <li>• <i>Massive open online course (MOOC)</i></li> <li>• <i>Different approaches – Project based learning Co-operative learning Collaborative learning</i></li> </ul>	<b>SRB</b>	2 2  2  2 6	<b>Lecture Discussion Participatory Method</b>
	<b>Total class hour</b>		<b>50</b>	

**CC – 9**  
**Curriculum Studies**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
<b>Unit-1 introductory concept</b>	<ul style="list-style-type: none"> <li>• <i>Meaning, nature and scope of curriculum</i> <i>Function of curriculum</i></li> <li>• <i>Bases of curriculum : philosophical ,psychological and sociological</i></li> <li>• <i>Major approaches to curriculum – behavioural , managerial , System ,humanistic</i></li> </ul> <p><i>Types of curriculum –knowledge ,experience &amp; activity based</i></p>	<b>TKD</b>	4 3 4 3	<b>Lecture Discussion</b>
<b>Unit-2 Content selection</b>	<ul style="list-style-type: none"> <li>• <i>Determinants of content selection – perspective of knowledge , culture &amp; needs</i></li> <li>• <i>Curriculum and institution – instructional objectives</i> <i>Revised bloom’s taxonomy</i></li> </ul> <p><i>Bruner’s theory of instruction</i></p>	<b>SRB</b>	4 6 3	<b>Lecture Discussion Demonstration Method</b>
<b>Unit 3 - curriculum development</b>	<ul style="list-style-type: none"> <li>• <i>Principles of curriculum construction</i></li> <li>• <i>Learner centered curriculum framework – concept ,factors &amp; characteristics</i></li> <li>• <i>Curriculum development – needs and planning</i></li> </ul> <p><i>NCF , 2005</i></p>	<b>RJ</b>	2 4 3 4	<b>Lecture Discussion</b>
<b>UNIT 4 – evaluation and reform of curriculum</b>	<ul style="list-style-type: none"> <li>• <i>Concept and significance of curriculum evaluation</i></li> <li>• <i>Approaches to curriculum evaluation – formative &amp; summative</i></li> <li>• <i>Models of evaluation – Stufflebeam &amp; Taylor</i></li> </ul> <p><i>Curriculum reform – factors and obstacles</i></p>	<b>DG</b>	3 4 4 2	<b>Lecture Discussion Demonstration Method</b>
	<b>Total class hour</b>		<b>53</b>	

**CC-10**

**(Semester - 4)**

**Inclusive Education**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
➤ <b>Unit 1 = Inclusion overview</b>	<ul style="list-style-type: none"> <li>• <i>Meaning of inclusion and inclusive society</i></li> <li>• <i>Exclusion and inclusion: concept and overview</i></li> <li>• <i>Obstacles / barriers and inclusion</i></li> </ul> <p><i>Elements necessary for creating an inclusive society</i></p>	<b>RJ</b>	3 3 3 3	<b>Lecture Discussion</b>
<b>Unit 2= differently abled</b>	<ul style="list-style-type: none"> <li>• <i>Concept of impairment, disability and handicap</i></li> <li>• <i>Types of disabilities – orthopedic, visual, auditory, cerebral palsy, intellectual, autism, learning disability (only definition and there specific problem)</i></li> <li>• <i>General causes of disability</i></li> </ul> <p><i>Role of school and society in creating a barrier free environment</i></p>	<b>SRB</b>	3  6  2 2	<b>Lecture Discussion Demonstration Method</b>
<b>Unit 3 = socially disabled</b>	<ul style="list-style-type: none"> <li>• <i>Concept of SC,ST and OBC groups</i></li> <li>• <i>Concept of gender and sexuality</i></li> <li>• <i>Causes of social exclusion</i></li> </ul> <p><i>Understanding social inclusion : role of education</i></p>	<b>TKD</b>	3 2 2 3	<b>Lecture Discussion</b>
➤ <b>Unit 4 = educational reforms for inclusive society</b>	<ul style="list-style-type: none"> <li>• <i>Building an inclusive school : desired changes in system ,structure , practice and culture</i></li> <li>• <i>Education for multicultural society</i></li> <li>• <i>Education for peaceful coexistence</i></li> </ul> <p><i>Role of Informal agencies (like mass media etc) in building an inclusive society</i></p>	<b>SKN</b>	4  2 2 3	<b>Lecture Discussion</b>
<b>Total class hour</b>			<b>46</b>	

**SEC – B (Semester – 4)**

**Teaching Skill**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit: 1 = Understanding Teaching</b>	<ul style="list-style-type: none"> <li>• Concept and definition of Teaching</li> <li>• Nature of teaching and characteristic factors affecting teaching</li> <li>• Relation between teaching and training</li> </ul>	<b>SKN</b>	<b>4</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>2</b>	
			<b>2</b>	
<b>Unit: 2 = Types of Teaching (Concept and Characteristics )</b>	<ul style="list-style-type: none"> <li>• Micro-teaching and Micro lesson</li> <li>• Simulated teaching</li> <li>• Integrated teaching</li> </ul>	<b>TKD</b>	<b>4</b>	<b>Lecture Discussion Method  Collaborative approach</b>
			<b>3</b>	
			<b>3</b>	
<b>Unit: 3 = Skills of Teaching (Basic Concept)</b>	<ul style="list-style-type: none"> <li>• Nature and definition of skills of teaching</li> <li>• Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>• Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>TKD</b>	<b>3</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>3</b>	
<b>Unit: 4 = Learning Design (LD)</b>	<ul style="list-style-type: none"> <li>• Concept and importance of learning design in teaching</li> <li>• Steps of learning design</li> <li>• Qualities of good learning design</li> </ul>	<b>SKN</b>	<b>2</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>2</b>	
			<b>4</b>	
	<b>Total class hour</b>		<b>32</b>	

## SEMESTER - 5

### CC -11

#### Evaluation and Measurement in Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Measurement and Evaluation in Education</b>	<ul style="list-style-type: none"><li>• Educational Measurement and Evaluation : Concept</li><li>• Scope and Need of Educational Measurement and Evaluation</li><li>• Relation between Measurement, Assessment and Evaluation.</li></ul> Scales of Measurement- Nominal, Ordinal, Interval and Ratio.	<b>SRB</b>	2	<b>Lecture Discussion</b>  <b>Project</b>
			2	
			2	
			4	
<b>Unit: 2 = Evaluation Process</b>	<ul style="list-style-type: none"><li>• Evaluation Process: (Formative and Summative)</li><li>• Types and steps of evaluation</li><li>• Norm-Referenced Test and Criterion Referenced Test.</li></ul> Grading and Credit system.	<b>RJ</b>	4	<b>Lecture Discussion</b>  <b>Project</b>
			2	
			4	
			3	
<b>Unit: 3 = Tools and Techniques of Evaluation</b>	<ul style="list-style-type: none"><li>• Concept of Tools and Techniques</li><li>• Testing tools i) Educational : Essay type and Objective type, Written , Oral. 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,</li><li>• Non testing tools – Cumulative Record Card, Portfolio</li></ul> Techniques: i) Self reporting : Interview , Questionnaire ii) Observation.	<b>TKD</b>	1	<b>Lecture Demonstration Discussion</b>  <b>Project</b>
			12	
			3	
			3	
<b>Unit: 4 = Criteria of a Good Tool and its Construction</b>	Characteristics of a good tool <ul style="list-style-type: none"><li>• (i) Objectivity- Concept</li><li>• (ii) Reliability- Concept, methods of determining reliability</li><li>• (iii) Validity- Concept and types</li><li>• (iv) Norms- Meaning &amp; types</li><li>• (v) Usability -Concept</li></ul> Steps for construction & standardization of Achievement test	<b>DG</b>	1	<b>Lecture Discussion</b>  <b>Project</b>
			3	
			3	
			3	
			1	
			2	

	<b>Total class hour</b>	<b>55</b>	
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**CC – 12**

**Statistics in Education**

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Concept of Statistics and Descriptive Statistics</b>	<ul style="list-style-type: none"> <li>• Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation( Frequency Polygon, Histogram, Ogive, Pie)</li> <li>• Meaning &amp; measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.</li> <li>• Meaning &amp; measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application</li> </ul> Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination	<b>SKN</b>	<b>8</b>	<b>Lecture cum Demonstration</b>  <b>Inductive-Deductive Problem Solving Heuristic/Discovery</b>
			6	
			6	
			4	
<b>Unit: 2 = Normal Distribution and Derived Score</b>	<ul style="list-style-type: none"> <li>• Concept of Normal Distribution- Properties</li> <li>• Uses of NPC in Education</li> <li>• Divergence from Normality- Skewness and Kurtosis.( Concept and Calculation)</li> </ul> Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	<b>TKD</b>	<b>1</b>	<b>Lecture cum Demonstration</b>  <b>Inductive-Deductive Problem Solving Heuristic/Discovery</b>
			<b>1</b>	
			4	
			6	
<b>Unit: 3 = Measure of Relationship</b>	<ul style="list-style-type: none"> <li>• Bi-variate Distribution- Concept and types of Linear Correlation</li> <li>• Scatter Diagram (only Concept)</li> <li>• Uses of Correlation</li> </ul> Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	<b>TKD</b>	<b>2</b>	<b>Lecture Demonstration</b>  <b>Inductive-Deductive Problem Solving Heuristic/Discovery</b>
			<b>1</b>	
			<b>1</b>	
			<b>5</b>	
			<b>5</b>	

<b>Unit:4 = Statistics (Practical)</b>	<ul style="list-style-type: none"> <li>Students are expected to collect relevant data (Bi-variate educational data) from their college or neighborhood ( 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: <ul style="list-style-type: none"> <li>i) Tabulation of data</li> <li>ii) Determination of central tendencies and variability (standard deviation)</li> <li>iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph.</li> <li>iv) Determination of the type of association between two sets of data by drawing scatter diagram</li> </ul> </li> </ul>	<b>SKN</b>	8  2 4  6  4	
<b>Total class hour</b>			<b>70</b>	

### DSE – A

#### Educational Thought of Great Educators

DSE-A		Teacher	Class hour	Teaching method
<b>Unit:1 = Western Educators(Part 1)</b>	<ul style="list-style-type: none"> <li>Plato</li> <li>Rousseau</li> <li>Montessori</li> </ul>	<b>SRB</b>	4 4 4	Lecture Discussion  Comparative
<b>Unit:2 = Western Educators(Part 2)</b>	<ul style="list-style-type: none"> <li>Pestalozzi</li> <li>Dewey</li> <li>Ivan Illich</li> </ul>	<b>RJ</b>	4 4 4	Lecture Discussion
<b>Unit: 3 = Indian Educators (Part 1)</b>	<ul style="list-style-type: none"> <li>Vivekananda</li> <li>Rabindranath</li> <li>Gandhiji</li> </ul>	<b>SKN</b>	4 4 4	Lecture Discussion  Field trip
<b>Unit: 4 = Indian Educators (Part 2)</b>	<ul style="list-style-type: none"> <li>Radhakrisnan</li> <li>Begum Rokeya</li> <li>Sister Nivedita</li> </ul>	<b>RJ</b>	4 4 4	Lecture Discussion Method
<b>Total class hour</b>			<b>48</b>	

## DSE – B

### Teacher Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Basic concept of teacher education.</b>	<ul style="list-style-type: none"><li>• Concept and meaning of teacher education</li><li>• Scope of Teacher Education</li><li>• Aims and objectives of Education at Elementary, Secondary and College level.</li></ul> Teacher training Vs Teacher education	SKN	2	Lecture Discussion  Collaborative approach
			1	
			6	
			2	
<b>Unit: 2 = Development of teacher education in India</b>	<ul style="list-style-type: none"><li>• Historical perspective of development of teacher education in India</li><li>• Recommendations of Kothari Commission</li><li>• Recommendations of National Policy on Education regarding teacher education.</li><li>• Present System of teacher education in India.</li></ul>	RJ	3	Lecture Discussion Collaborative approach
			3	
			3	
			3	
<b>Unit: 3 = Role of the different agencies in teacher education</b>	<ul style="list-style-type: none"><li>• University</li><li>• NCTE</li><li>• NCERT</li><li>• NUEPA</li></ul>	DG	3	Lecture Discussion  Collaborative approach
			3	
			3	
			3	
<b>Unit: 4 = Some Courses for preparation of teacher</b>	<ul style="list-style-type: none"><li>• Pre service teacher education</li><li>• In service teacher education</li><li>• Orientation and Refresher courses</li></ul>	SKN	3	Lecture Discussion  Collaborative approach
			3	
			3	
	<b>Total class hour</b>		<b>44</b>	



**SEMESTER-VI**

**CC – 13**

**Psychology of Adjustment**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit: 1 = Adjustment, Maladjustment and Problem Behaviour</b>	<ul style="list-style-type: none"> <li>• Concept of adjustment, adjustment and adaptability</li> <li>• Psychodynamic Concept of adjustment, criteria of good adjustment</li> <li>• Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse</li> </ul>	<b>RJ</b>	<b>3</b>	<b>Lecture Discussion Collaborative approach</b>
			<b>3</b>	
			<b>4</b>	
<b>Unit: 2 = Multi-axial Classification of Mental Disorders</b>	<ul style="list-style-type: none"> <li>• DSM – 5 : Section 1, Section II and Section III</li> <li>• Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder</li> <li>• Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)</li> </ul>	<b>SRB</b>	<b>2</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>4</b>	
			<b>4</b>	
<b>Unit: 3 = Coping Strategies for Stressful Situation</b>	<ul style="list-style-type: none"> <li>• Stress and Stressors</li> <li>• Personal and environmental stress</li> <li>• Coping strategies for stress</li> </ul>	<b>SRB</b>	<b>1</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>3</b>	
			<b>3</b>	
<b>Unit: 4 = Administration , Scoring and Interpretation of the following Tests (Practical</b>	<ul style="list-style-type: none"> <li>• KNPI(Kundu Neurotic Personality Inventory)</li> <li>• KIEI (Kundu Introversion Extroversion Inventory)</li> <li>• Effect of Learning material on memorization</li> </ul>	<b>SRB</b>	<b>4</b>	<b>Lecture Discussion Method Demonstration</b>
			<b>4</b>	
			<b>4</b>	
	<b>Total class hour</b>		<b>40</b>	

CC – 14

Basic Concept of Educational Research

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Concept of Educational Research</b>	<ul style="list-style-type: none"> <li>• Definition, meaning and concept of research</li> <li>• Educational research and its characteristics</li> <li>• Types of Educational Research</li> <li>• Problems, difficulties and ethics</li> </ul>	SKN	2	Lecture Discussion  Demonstration
			2	
			3	
			3	
<b>Unit: 2 = Basic elements of educational research</b>	<ul style="list-style-type: none"> <li>• Literature review</li> <li>• Problem selection</li> <li>• Objectives, Research question and Hypothesis</li> <li>• Tools of Data collection –type</li> </ul>	RJ	2	Lecture Discussion  Demonstration
			2	
			3	
			2	
<b>Unit: 3 = Data collection procedure</b>	<ul style="list-style-type: none"> <li>• Sampling –concept and definition</li> <li>• Types of sampling- Probability and non-probability</li> <li>• Data reporting- Descriptive and Inferential ( basic statistical procedure that come under each)</li> <li>• Referencing and Bibliography</li> </ul>	TKD	1	Lecture Discussion  Demonstration
			4	
			3	
			2	
<b>Unit: 4 = Tutorial (Project/Term Paper centric)</b>	<ul style="list-style-type: none"> <li>• Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)</li> </ul>	TKD SKN RJ	10	Lecture Discussion  Demonstration
<b>Total class hour</b>			<b>42</b>	

**DSE – A**

**Population Education**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit: 1 = Concept of Population Education</b>	<ul style="list-style-type: none"> <li>• Meaning and Objectives of Population Education</li> <li>• Factors influencing Population --sociological, Economic, Political, Biological and Psychological.</li> <li>• Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.</li> <li>• Need for Population Education</li> </ul>	<b>SKN</b>	<b>2</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>4</b>	
			<b>4</b>	
			<b>1</b>	
<b>Unit : 2 = Population Growth and its Impact</b>	<ul style="list-style-type: none"> <li>• Quality of life-concept and meaning</li> <li>• Human Resource Development (concept)</li> <li>• Population Education programs in India</li> <li>• Problems of Population Education and its Suggestive Measures</li> </ul>	<b>TKD</b>	<b>2</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>2</b>	
			<b>3</b>	
			<b>3</b>	
<b>Unit : 3 = Population Growth and Responsibilities</b>	<ul style="list-style-type: none"> <li>• Size of Family.</li> <li>• Role and responsibilities of family members.</li> <li>• Female Education and Status.</li> <li>• Growth of Population and Environment</li> </ul>	<b>SRB</b>	<b>1</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>2</b>	
			<b>3</b>	
			<b>2</b>	
<b>Unit : 4 = Population Education and school</b>	<ul style="list-style-type: none"> <li>• Scope of population education in schools,</li> <li>• Teacher role in creating awareness of population problems</li> <li>• Role of Mass media – (Newspapers, Radio, T.V)</li> </ul>	<b>TKD</b>	<b>2</b>	<b>Lecture Discussion  Collaborative approach</b>
			<b>2</b>	
			<b>4</b>	

	<ul style="list-style-type: none"> <li>Role of youth in Population Education</li> </ul>		1	
	<b>Total class hour</b>		<b>40</b>	

## DSE – B

### Women Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Historical Perspectives of Women Education</b>	<ul style="list-style-type: none"> <li>Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period</li> <li>Contribution of Missionaries</li> <li>Role of British Govt</li> </ul>	SKN	4	Lecture Discussion  Collaborative approach
			2	
			2	
<b>Unit: 2 = Policy Perspective, Committee and Commission on Women Education</b>	<ul style="list-style-type: none"> <li>Constitutional provision, NPE - 1968, 1986, 1992, POA-1992</li> <li>Radhakrisnan, Mudaliar and Kothari Commission</li> <li>Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>	TKD	4	Lecture Discussion  Collaborative approach
			3	
			3	
<b>Unit: 3 = Role of Indian Thinkers in promoting Women Education</b>	<ul style="list-style-type: none"> <li>Rammohan Roy</li> <li>Vidyasagar</li> </ul>	TKD	3	Lecture Discussion  Collaborative approach
			3	
<b>Unit: 4 = Major Constraints of Women Education and Women Empowerment</b>	<ul style="list-style-type: none"> <li>Social – Psychological</li> <li>Political – Economical</li> <li>Role of women empowerment in modern society (in brief.)</li> </ul>	SKN	2	Lecture Discussion  Collaborative approach
			2	
			4	

	<b>Total class hour</b>	<b>32</b>	
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**ACADEMIC AUDIT**  
**EDUCATION GENERAL**  
**Academic Session 2021 – 2022**  
**SEMESTER – I**  
**CC – 1/GE-1**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit- I = Concept of Education</b>	<ul style="list-style-type: none"> <li>• Narrow and broader concept of education</li> <li>• Meaning, nature and scope of education.</li> <li>• Aims of education – individual, social, vocational and democratic.</li> <li>• Aims of modern education with special reference to Delor’s Commission.</li> </ul>	<b>RJ</b>	2 3 3 3	<b>Lecture Discussion  Question- Answer Interactive Method</b>
<b>Unit- 2 = Factors of Education</b>	<ul style="list-style-type: none"> <li>• Child / learner: influence of heredity and environment on the learner</li> <li>• Teacher: qualities and duties of a good teacher</li> <li>• Curriculum- concept and types</li> <li>• Co-curricular activities: meaning, values and significance</li> <li>• Educational institutions: informal, formal and nonformal, their interrelation</li> </ul>	<b>SKN</b>	2 2 2 3 3	<b>Lecture Discussion  Question- Answer Interactive Method</b>

<b>Unit- 3 = Agencies of Education</b>	<ul style="list-style-type: none"> <li>• Home</li> <li>• School</li> <li>• State</li> <li>• Mass-media- television, radio, cinema and newspaper</li> </ul>	<b>TKD</b>	2 2 2 4	Lecture Discussion  Question-Answer Interactive Method
<b>Unit- 4 = Child Centricism and Play-way in Education</b>	<ul style="list-style-type: none"> <li>• Concept of child centricism in education</li> <li>• Characteristics and significance of child centricism in education</li> <li>• Concept of play and work. Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b>SRB</b>	1 2 3 6	Lecture Discussion  Question-Answer Interactive Method
<b>Total class hour</b>		<b>47</b>		

## **SEMESTER-II**

**CC – 2/GE-2**

### ***Psychological Foundation of Education***

<b>CC-3</b>		<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
<b><i>Unit: 1 = Relation between Psychology and Education</i></b>	<ul style="list-style-type: none"> <li>• <i>Meaning and definition of Psychology</i></li> <li>• <i>Meaning and definition of Education</i></li> <li>• <i>Relation between Psychology and education</i></li> </ul> <p><i>Nature, scope and significance of educational psychology</i></p>	<b>RJ</b>	1 1 2 4	Lecture Discussion
<b><i>Unit: 2 = Stages and types of human development and their educational significance</i></b>	<ul style="list-style-type: none"> <li>• <i>Piaget's cognitive development theory</i></li> <li>• <i>Erikson's psycho-social development theory</i></li> <li>• <i>Kohlberg's moral development theory</i></li> <li>• <i>Vygotsky's social development theory and Bandura's Social Learning Theory</i></li> </ul>	<b>SKN</b>	3 3 3 6	Lecture Discussion

<b>Unit: 3 = Learning: concept and theories</b>	<ul style="list-style-type: none"> <li>• <i>Concept and characteristics of learning</i></li> <li>• <i>Theories: Connectionism(Trial and error, classical, operant conditioning)</i></li> <li>• <i>Insightful learning</i></li> <li>• <i>Memorization and Forgetting: Process of memorization ,causes of forgetting economical ways of improving memorization</i></li> </ul>	<b>SRB</b>	<b>2 6 2 3</b>	<b>Lecture Discussion</b>
<b>Unit: 4 = Intelligence</b>	<ul style="list-style-type: none"> <li>• <i>Concept of intelligence</i></li> <li>• <i>Theories of Intelligence by Spearman, Thorndike and Guilford</i></li> <li>• <i>Types and uses of intelligence tests</i></li> <li>• <i>Concept of Emotional Intelligence and E.Q</i></li> </ul>	<b>TKD</b>	<b>1 6 3 2</b>	<b>Lecture Discussion</b>
	<b>Total class hour</b>			<b>48</b>

### **SEMESTER - 3**

#### **CC – 3 /GE-3**

#### **Sociological Foundation of Education**

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
<b>Unit-I = 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 of Sociology of Education</li> </ul> Scope of Sociology of Education	<b>RJ</b>	<b>3 2 2 2</b>	<b>Lecture Discussion Interactive Method Question-answer</b>
<b>Unit-2 = Social Groups</b>	<ul style="list-style-type: none"> <li>• Social Groups : meaning and definition</li> <li>• Types of Social groups</li> <li>• Primary, Secondary and Tertiary</li> <li>• Socialization Process: Concept</li> </ul>	<b>SKN</b>	<b>2 2 6 1 3</b>	<b>Lecture Discussion Interactive Method Question-answer</b>

	Role of the family and school in Socialization process			
<b>Unit-3 = Social Change and Education</b>	<ul style="list-style-type: none"> <li>• Concept of Social Change</li> <li>• Interrelation between Social change and Education</li> <li>• Social stratification and Social Mobility.</li> </ul> Social interaction Process	<b>TKD</b>	2 2 4 2	<b>Lecture Discussion Interactive Method Question-answer</b>
<b>Unit-4 = Social Communication in Education</b>	<ul style="list-style-type: none"> <li>• Social Communication : Concept</li> <li>• Informal agencies of social communication</li> <li>• Inter relation between Culture, religion and Education.</li> </ul> Inter relation between Technology, Economy and Education.	<b>SRB</b>	2 4 4 4	<b>Lecture Discussion Question-answer</b>
	<b>Total class hour</b>		<b>47</b>	

### **CC-4/GE-4**

#### ***Inclusive Education***

<b>CC-10</b>		<b>Teacher</b>	<b>Class hour</b>	<b>Teaching Method</b>
➤ <b>Unit 1 = Inclusion overview</b>	<ul style="list-style-type: none"> <li>• <i>Meaning of inclusion and inclusive society</i></li> <li>• <i>Exclusion and inclusion: concept and overview</i></li> <li>• <i>Obstacles / barriers and inclusion</i></li> </ul> <i>Elements necessary for creating an inclusive society</i>	<b>RJ</b>	3 3 3 3	<b>Lecture Discussion</b>



<b>Unit 2 = differently abled</b>	<ul style="list-style-type: none"> <li>• <i>Concept of impairment, disability and handicap</i></li> <li>• <i>Types of disabilities – orthopedic, visual, auditory, cerebral palsy, intellectual, autism, learning disability (only definition and there specific problem)</i></li> <li>• <i>General causes of disibilitys</i></li> </ul> <p><i>Role of school and society in creating a barrier free environment</i></p>	<b>SRB</b>	<b>3</b>  <b>6</b>  <b>2</b> <b>2</b>	<b>Lecture Discussion</b>
<b>Unit 3 = socially disabled</b>	<ul style="list-style-type: none"> <li>• <i>Concept of SC,ST and OBC groups</i></li> <li>• <i>Concept of gender and sexuality</i></li> <li>• <i>Causes of social exclusion</i></li> </ul> <p><i>Understanding social inclusion : role of education</i></p>	<b>TKD</b>	<b>3</b> <b>2</b> <b>2</b> <b>3</b>	<b>Lecture Discussion</b>
<b>➤ Unit 4 = educational reforms for inclusive society</b>	<ul style="list-style-type: none"> <li>• <i>Building an inclusive school : desired changes in system ,structure , practice and culture</i></li> <li>• <i>Education for multicultural society</i></li> <li>• <i>Education for peaceful coexistence</i></li> </ul> <p><i>Role of Informal agencies (like mass media etc) in building an inclusive society</i></p>	<b>SKN</b>	<b>4</b>  <b>2</b> <b>2</b> <b>3</b>	<b>Lecture Discussion</b>
<b>Total class hour</b>			<b>46</b>	

**SEC – B**

**Teaching Skill**

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
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<b>Unit: 1 = Understanding Teaching</b>	<ul style="list-style-type: none"> <li>• Concept and definition of Teaching</li> <li>• Nature of teaching and characteristic factors affecting teaching</li> <li>• Relation between teaching and training</li> </ul>	<b>SKN</b>	4 2 2	Lecture Discussion Collaborative approach
<b>Unit: 2 = Types of Teaching (Concept and Characteristics )</b>	<ul style="list-style-type: none"> <li>• Micro-teaching and Micro lesson</li> <li>• Simulated teaching</li> <li>• Integrated teaching</li> </ul>	<b>TKD</b>	4 3 3	Lecture Discussion Demonstration
<b>Unit: 3 = Skills of Teaching (Basic Concept)</b>	<ul style="list-style-type: none"> <li>• Nature and definition of skills of teaching</li> <li>• Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>• Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>TKD</b>	3 3	Lecture Discussion demonstration
<b>Unit: 4 = Learning Design (LD)</b>	<ul style="list-style-type: none"> <li>• Concept and importance of learning design in teaching</li> <li>• Steps of learning design</li> <li>• Qualities of good learning design</li> </ul>	<b>SKN</b>	2 2 4	Lecture Discussion Home assignment Collaborative approach
	<b>Total class hour</b>		<b>32</b>	

**SEMESTER-V**

**DSE – A**

## Educational Thought of Great Educators

DSE-A		Teacher	Class hour	Teaching method
<b>Unit:1 = Western Educators(Part 1)</b>	<ul style="list-style-type: none"> <li>• Plato</li> <li>• Rousseau</li> <li>• Montessori</li> </ul>	<b>SRB</b>	4 4 4	Lecture Discussion Home assignment Comparative
<b>Unit:2 = Western Educators(Part 2)</b>	<ul style="list-style-type: none"> <li>• Pestalozzi</li> <li>• Dewey</li> <li>• Ivan Illich</li> </ul>	<b>RJ</b>	4 4 4	Lecture Discussion Home assignment
<b>Unit: 3 = Indian Educators (Part 1)</b>	<ul style="list-style-type: none"> <li>• Vivekananda</li> <li>• Rabindranath</li> <li>• Gandhiji</li> </ul>	<b>SKN</b>	4 4 4	Lecture Discussion Home assignment Field trip
<b>Unit: 4 = Indian Educators (Part 2)</b>	<ul style="list-style-type: none"> <li>• Radhakrisnan</li> <li>• Begum Rokeya</li> <li>• Sister Nivedita</li> </ul>	<b>RJ</b>	4 4 4	Lecture Discussion Home assignment
	<b>Total class hour</b>		<b>48</b>	

## Women Education

TOPIC	SUB-TOPIC	Teacher	Class hour	Teaching method
<b>Unit: 1 = Historical Perspectives of Women Education</b>	<ul style="list-style-type: none"> <li>• Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period</li> <li>• Contribution of Missionaries</li> <li>• Role of British Govt</li> </ul>	SKN	4	<b>Lecture</b> <b>Discussion</b> <b>Home assignment</b> <b>Collaborative approach</b>
			2	
			2	
<b>Unit: 2 = Policy Perspective, Committee and Commission on Women Education</b>	<ul style="list-style-type: none"> <li>• Constitutional provision, NPE - 1968, 1986, 1992, POA-1992</li> <li>• Radhakrisnan, Mudaliar and Kothari Commission</li> <li>• Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>	TKD	4	<b>Lecture</b> <b>Discussion</b>  <b>Collaborative approach</b>
			3	
			3	
<b>Unit: 3 = Role of Indian Thinkers in promoting Women Education</b>	<ul style="list-style-type: none"> <li>• Rammohan Roy</li> <li>• Vidyasagar</li> </ul>	TKD	3	<b>Lecture</b> <b>Discussion</b> <b>Home assignment</b> <b>Collaborative approach</b>
			3	
<b>Unit: 4 = Major Constraints of Women Education and Women Empowerment</b>	<ul style="list-style-type: none"> <li>• Social – Psychological</li> <li>• Political – Economical</li> <li>• Role of women empowerment in modern society (in brief.)</li> </ul>	SKN	2	<b>Lecture</b> <b>Discussion</b>  <b>Collaborative approach</b>
			2	
			4	
<b>Total class hour</b>			<b>32</b>	

SEC – B

Life Skill Education

<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>Teacher</b>	<b>Class hour</b>	<b>Teaching method</b>
Unit: 1 = Concept of Life Skills	<ul style="list-style-type: none"> <li>• Meaning and concept of life skills.</li> <li>• Origin of life skill in education.</li> <li>• Development of the concept of life skills.</li> <li>• Definitions and interpretation.</li> </ul>	<b>SKN</b>	4 2 2	<b>Lecture Discussion</b>
Unit: 2 = Classification of life skills	<ul style="list-style-type: none"> <li>• Generic Life skills a) Survival skills b) Negotiating skills c) Coping skills</li> <li>• Problem specific skills</li> <li>• Skills for area specific development.</li> </ul>	<b>TKD</b>	4 3 3	<b>Lecture Discussion  Collaborative approach</b>
Unit:3 = Training and Techniques	<ul style="list-style-type: none"> <li>• Concept of training and techniques for life skill education</li> <li>• Types of training</li> <li>• Stages of life skill education</li> </ul>	<b>TKD</b>	3 3	<b>Lecture Discussion Home assignment Collaborative approach</b>
Unit:4 = Life skills for leadership training	<ul style="list-style-type: none"> <li>• Definition of leadership training</li> <li>• Styles of leadership training</li> <li>• Functions of leadership training</li> <li>• Training of leadership through personality building and like skills</li> </ul>	<b>SKN</b>	2 2 4	<b>Lecture Discussion Home assignment Participatory</b>
	<b>Total class hour</b>		<b>32</b>	