



Cooch Behar Panchanan Barma University
Vivekananda Street, Cooch Behar, Pin - 736101, (West Bengal)
Office of the Controller of Examinations

CURRICULUM FOR B.A. HONOURS

**GENERIC ELECTIVE (GE) COURSE
OFFERED FOR THE STUDENTS
OTHER THAN EDUCATION
HONOURS**

Under Choice Based Credit System (CBCS)

Effective from the Academic Session 2017-2018

Course Structure

Generic Elective Courses offered for the Students other than Education Honours				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
GE-1A	Life Skill Education	GE-1 (Any one to be chosen out of two)	6	50
GE-1B	Health Education			
GE-2A	Contemporary Issues in Modern Society	GE-2 (Any one to be chosen out of two)	6	50
GE-2B	Teaching and Learning			
GE-3A	Adult and Continuing Education	GE-3 (Any one to be chosen out of two)	6	50
GE-3B	Women Education			
GE-4A	Vocational Education	GE-4 (Any one to be chosen out of two)	6	50
GE-4B	Yoga Education			

Course Structure

(Discipline-1: Education)

GE-1A: Life Skill Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Acquire knowledge about the concept of life skill education.
2. Know and understand the concept, processes, barriers and various skills of communication.
3. Know and understand the process of critical thinking and problem solving.
4. Understand the process of Team formation, Team work and Group Dynamics.
5. Distinguish between Team and Group.
6. Know and understand of how to manage Team performance and Team conflicts.
7. Know and understand the concept and different types of Leadership.
8. Know and understand of how to develop Leadership skills.

Course Contents:

UNIT-I: Communication Skill

- a) Concept of Communication
- b) The Process and Barriers of Communication
- c) Skills of Communication: Listening, Speaking and Writing

UNIT-II: Language Usage Skill

- a) Language: Meaning and Concept
- b) Functions of Language and Dialects
- c) Different strategies of Language Development

UNIT-III: Critical Thinking and Problem Solving

- a) Creativity: Lateral thinking, Critical thinking, Multiple Intelligence, Problem Solving

- b) Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c) Group Dynamics, Managing Team Performance & Team Conflicts

UNIT-III: Leadership Skills

- a) Leadership, Levels of Leadership and Types of leadership
- b) Transactions Vs Transformational Leadership
- c) Development Leadership Skills

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Chowdhury, P. Language across the Curriculum. Rita Publication, Kolkata.
- Pandey, S. P.- Life Skill Education for Adolescents. Serials.
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Deport.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010). Advanced Educational Technology, Pacific Books International.

GE-1B: Health Education [Credit: 5+1]

Course Objectives:

On completion the course, students will be able to-

1. Get a meaningful concept of health and hygiene
2. Know the causes of degradation of our health.
3. Get acquainted with common and uncommon diseases in Indian society
4. Understand the health hazards related to high level technology
5. Understand the concept and need of health education in modern times.
6. Get knowledge about first-aid uses.

Course Contents:

Unit-I: Basic Idea about Health

- a) Health-Meaning and concept;
- b) Significance of knowledge about Health and Hygiene
- c) Techniques of developing good health

Unit-II: Diseases Prevalent in Indian Society

- a) Air-borne diseases & Water-borne diseases
- b) Vector-borne diseases
- c) Blood-borne diseases

Unit-III: Health issues and Health Hazards

- a) Problems of health due to malnutrition, lack of drinking water, protein deficiency and Anaemia.
- b) Health problems due to drug addiction, alcoholism, smoking, fast food intake.
- c) Health hazards due to Cell phone radiation and computer overuse.

Unit-IV: Health Education

- a) Health Education: Meaning and Concept; its importance
- b) Health Education literacy programme; Swachha Bharat Abhiyan
- c) Preliminary idea about first-aid equipment and its uses

AECC-1: Environmental Studies

Common syllabus is to be provided by the respective department.

GE -2A: Contemporary Issues in Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know and understand the concept and objectives of Universalization of Elementary Education, Secondary Education and Higher Education.
2. Know, understand and explain the role of RTE Act, DPEP, and SSA-SSM in Universalization of Elementary Education.
3. Know, understand and explain the role of RMSA in Universalization of Secondary Education.
4. Know, understand and explain the role of RUSA in Higher Education.
5. Know and understand the problems of Elementary Education, Secondary Education and Higher Education.

Course Contents:

Unit-I: Universalization of Elementary Education

- a) Universalization of Elementary Education: Meaning, Constitutional Provision with special reference to RTE Act

- b) Role of DPEP
- c) SSA-SSM

Unit-II: Universalization of Secondary Education

- a) Meaning, aims and objectives
- b) Role of RMSA
- c) Problems of Secondary Education

Unit-III: Higher Education and RUSA

- a) Concept and Objectives of Higher Education in India
- b) Higher Education and RUSA
- c) Problems of Indian Higher Education

Unit-IV: Contemporary Issues of Education

- a) Unemployment
- b) Poverty
- c) Student Unrest

Suggested Books:

- Agarwal, J. C. - Recent Developments and Trends in Education (with special reference to India). Shipra Publication.
- Hemchand, T. K.- Problems of Elementary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Secondary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Higher Education. Crescent Publication.
- Kochhar, S. K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S. N. – Secondary Education in India, Orient Longman, New Delhi, 1972.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Tripathy, P., and Roy, P. (2015). Contemporary Issues in Education. Kunalbooks.
- Tripathy, S. N.- Right to Education : Education for the Deprived Children. Abhijeet Pub.

GE-2B: Teaching and Learning
[Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the meaning and concept of Pedagogy, theories of teaching and methods of teaching.
2. Understand the relationship between teaching and learning.
3. Discuss the Nature of classroom teaching and Function of a teacher.
4. Differentiate between traditional and constructivist teaching.
5. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Contents:

Unit-I: Teaching

- a) Science of Teaching: Relation between teaching and learning;
- b) Factors affecting teaching process: Input and Output variables;
- c) General principles of teaching: Maxims of Teaching, Fundamentals of teaching.

Unit-II: Types of Teaching

- a) Nature of classroom teaching.
- b) Differences between traditional and constructivist teaching.
- c) Microteaching and Team Teaching

Unit-III: Teaching Methods

- a) Factors: Perception, Attention and Attitude.
- b) Teaching Methods: Demonstration and Story Telling
- c) Further Methods of Teaching: Lecture and Problem Solving

Unit-IV: Role of Teacher

- a) Teacher as a planner
- b) Teacher as a facilitator
- c) Teacher as a researcher

Suggested Books:

- Aggarwal, J.C. Principles, Methods and Techniques of Teaching, New Delhi: Vikas Publishing House.
- Aggarwal J C (2001), Essentials of Educational Technology, New Delhi: Vikash Publishing House.
- Fry, H.; Ketteridge, S. & Marshall, S. (2009) A Handbook for Teaching and Learning in Higher Education, New York: Routledge
- Kochhar, S.K. (2010) Methods and Techniques of Teaching, New Delhi: Sterling Publishers
- Nimbalkar, M. R. (2011) Educational Skills & Strategies of Teaching: Principles and Maxims of Teaching, Neelkamal.
- Virk, J.K. Billing, H.; Deshwal, P. (2015) Learning and Teaching, Twentyfirst Century Publications

AECC-2: English/ MIL

Common Syllabus is to be provided by the respective department.

GE-3A: Adult and Continuing Education [Credit: 5+1]

Course Objectives:

After completion of the course, learners will be able to-

1. Know the basics of adult education, continuing education, life-long education.
2. Know the non-formal approaches in adult education.

3. Understand the history of adult education in ancient times, middle ages and pre-independence India
4. Understand the development of adult education in post-independence India
5. Know the current trends of adult education and UNESCO's effort in relation to this.

Course Contents:

Unit-I: Basic concepts of Adult Education

- a) Concept of adult education, adult learning, continuing education, life-long learning
- b) Formal education, non-formal education, informal education, incidental learning
- c) The non-formal approach in education-Education for All. School Drop-outs and universalization of primary education and its relationship with adult literacy: DPEP

Unit-II: History of Adult Education

- a) Adult education in ancient India, middle ages and pre-independence India.
- b) Adult education in post-independence India i.e. up to twelfth five year plan period.
- c) Recommendations of different commission on adult education. National Adult Education Program, Mass program for Functional Literacy

Unit-III: Curriculum Methods and Teaching Materials

- a) Developing curricula-types of curriculum
- b) Different teaching methods; Teaching aids- conventional, non-conventional, modern.
- c) Development of materials- print and non-print other than books; Role of National Book Trust, NGOs etc.

Unit-IV: Current Trends in Adult Education

- a) National Literacy Mission (NLM): structure, role and function of supporting agencies such as DIET, NIAE, Directorate of Adult Education etc.
- b) Total Literacy Campaigns (TLC), Post-Literacy Campaigns (PLC), Off shoots of TLC and PLC
- c) UNESCO's efforts : EFA, Hamburg Declaration-Mumbai Statement

Suggested Books:

- Jarvis, P. Adult Education and Lifelong Learning, 2004. Routledge Falmer, London.
- Knowles, M.S. The Modern Practice of Adult Education. 1980. Cambridge. The Adult Education Company, New York.
- Mayo, P. Learning with Adults. 2013, Sense Publishers, Netherland.
- Murriam, S.B. & Bierema, L.L. Adult Learning: Linking Theory and Practice, 2013, Jossey Bass.
- Murriam, S.B. & Grace, A.P. The Jossey-Bass Reader on Contemporary Issues in Adult Education, 2011.

GE-3B: Women Education [Credit: 5+1]

Course Objectives:

After completion of the course, learners will be able to-

1. Know the concept and needs of women studies
2. Understand the scope of women studies and learn it as an academic discipline
3. Know the history of evolution of women studies from women movements
4. Know the recommendations of different committees and commissions for women.
5. Understand the changing role of women in society and women rights
6. Understand the role of women in media

Course Contents:

Unit-I: Basic idea about Women Education

- a) Women Education- concept and need;
- b) Scope of women Education;
- c) Women Education as an academic discipline

Unit-II: Women's movements

- a) Movements in Pre-independence and post-independence India
- b) Current women's movements
- c) National Committees and Commissions for women- Government Organizations for Women – Dept. Of Women and Child Development

Unit- III: Women Empowerment

- a) Girl child in society; Child labourers; Changing role of women; marriage; single parent; Motherhood; Widows

b) Women Development Approaches in Indian Five-Year Plans; Self-Help Groups; Panchayati Raj, Political Role and Participation, NGOs and Women Development; National and International Funding Agencies

c) Indian Constitution and Provisions relating to women; Human rights as Women rights.

Unit-IV: Women in Media

- a) Portrayal of women in Mass Media (Cinema, TV, Print Media)
- b) Role of Women in Media- Development of communication skills- Alternative media- Folk Art, Street play and Theatre- Women as change agents
- c) Indecent Representation of Women (Prohibition) Act, 1986- Impact on women

Suggested Books:

1. Bagal, J.C. Women education in eastern India, 1956.
2. Mitra, Ashok. The Status of Women, Literacy and Employment. Allied Publishers, New Delhi.
3. Mukherjee, S.N. Education in India. Today and Tomorrow, 1969.
4. Newson, J. The Education of Girls, Faber and Faber Ltd. London, 1948.
5. Report of the Commission on the Status of Women in India, December, 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.

GE-4A: Vocational Education [Credit: 5+1]

Course Objectives:

After going through this course, learners will be able to-

1. Know the definition and concept of vocational education
2. Know the difference between vocational education and vocational training; difference between general education and vocational education.
3. Explain the models of vocational education
4. Understand the history of vocational education in India
5. Understand the policy framework for vocational education in Independent India
6. Take measures for vocationalization of education in India.

Course Contents:

Unit-I: Introduction to Vocational Education

- a) Definition and Concept; Vocational Education Vs Vocational Training; General Education Vs Vocational Education
- b) Models of Vocational Education
- c) Needs and Rationale of Vocational Education

Unit-II: Vocational Education in India: The Historical Background

- a) Vocational education in Ancient India and Medieval India
- b) Vocational Education in British regime
- c) Gandhian Philosophy of Vocational Education

Unit-III: Policy Framework for Vocational Education in Independent India

- a) The Secondary Education Commission, 1952-53, Kothari commission, 1964-66; National Policy on Education, 1968 & 1986;
- b) The Programme of Action, 1986 and 1992;

c) Vocational Education in Five Year Plan

Unit-IV: Vocationalization of education in India

- a) Vocationalization of Secondary Education
- b) Vocationalization of Higher Secondary Education
- c) Challenges in Vocationalization of education

Suggested Books:

1. Rastriya, T. Vocational Education. APH Publishing Corporation, New Delhi.

GE-4B: Yoga Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know the Concept of Yoga and Yoga Education.
2. Understand the Role of Yoga in Education.
3. Describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications.
4. Understand the History of Yoga and the contributions of Sagacious Yogis for the development and promotion of Yoga.
5. Describe the various Types of Yoga.
6. Know and understand the various techniques or methods of practicing Yoga.
7. Know and understand the Asans / Mudras and their effects to promote a sound physical and mental health.

Course Contents:

UNIT- I: Introduction to Yoga Education

- a) Meaning and Definitions of Yoga and Yoga Education
- b) Role of Yoga in Education
- c) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.

UNIT-II: History of Yoga and Sagacious Yogis:

- a) Yoga in various Periods / times.
- b) Sagacious Yogis: Swami Vivekananda, B. K. S. Iyengar: Father of Modern Yoga and their contributions for the development and promotion of Yoga.
- c) Types of Yoga: Karma Yoga of Bhagavagita, Surya Namaskar, Ashtanga Yoga, Integral Yoga of Sri Aurobindo.

UNIT-III: Yoga Practices:

- a) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method,
- b) Different Asans / Mudras and their effects to promote a sound physical and mental health.
- c) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension

Unit-IV: Application of Yoga

- a) Need of yoga for positive health; stress management through yoga and yogic dietary considerations.
- b) Development of Self-concept through yoga
- c) Increasing Self-esteem through yoga

Suggested Books:

- Ghorote, M. L. Yoga Applied to Physical Education. Lonavala; Kaivalyadhama.
- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.
- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6
- Nagendra, H.R. and Nagarathna R: *New Perspectives in Stress Management* (V.K.Yogas, Bangalore,1988).
- NCTE (2015) Yoga Education diploma in Elementary Education, New Delhi, pp.15-18.
- Pal, T., Rath, S.K. & Roy S.C. (2014) *Yoga Education at a Glimpse*, Romania: Bridge Center.
- Prabhupada, S. (ed.). (2007). *Srimagbhat Gita As It Is*. Nadia: Bhaktibedanto Book Trust.
- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.
- R Nagarathna and H R Nagendra : *Integrated Approach of Yoga Therapy for Positive Health*, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.
- Swami Satchidananda, *The Yoga Sutras of Patanjali*, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.

- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999.
- Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Bihar, India, 2002.
- Swami Satyananda : *Yoga Education For Children Saraswati* (Bihar Schools of Yoga, Munger, 1990).
- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970.
- Udupa, K.N. : *Stress and its Management by Yoga* (Motilal Banarsidass, Delhi).
- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

