

**CBCS SYLLABUS**  
**FOR**  
**THREE YEARS UNDER-GRADUATE COURSE**  
**IN**  
**EDUCATION (Programme Course)**  
*(w.e.f. 2019)*



**Department of Education**  
**RAIGANJ UNIVERSITY**  
**RAIGANJ, UTTAR DINAJPUR**  
**WEST BENGAL**  
**PIN 733134**

**Course Structure**

<b>Semester</b>	<b>Core Course (12) of 6 Credits each</b>	<b>Ability Enhancement Compulsory Course (AECC) (2) of 8/2 Credits each</b>	<b>Skill Enhancement Course (SEC) (4) of 2 Credits each</b>	<b>Discipline Specific Elective DSE (6) of 6 Credits each</b>	<b>Generic Elective: (GE) (2) of ^ Credit each</b>	<b>Total Credit of Each Semester</b>
<b>I</b>	Core 1: <b>EDCDSC-1</b>	AECC 1 (ENVS)	NA	NA		26
	Core 2: ( ___DSC)					
	Core 3: MIL-1					
<b>II</b>	Core 4: <b>EDUDSC-2</b>	AECC 2 (English/MIL)	NA	NA		20
	Core 5: ( ___DSC)					
	Core 6: English-1					
<b>III</b>	Core 7: <b>EDUDSC-3</b>	NA	EDUSEC-1			20
	Core 8: ( ___DSC)					
	Core 9: MIL-2					
<b>IV</b>	Core 10: <b>EDUDSC-4</b>		EDUSEC-2			20
	Core 11: ( ___DSC)					
	Core 12: English-2					
<b>V</b>			EDUSEC-3	<b>EDCDSE-1</b>	EDNGE-1	20
				( ___DSE)		
<b>VI</b>			EDUSEC-4	<b>EDCDSE-2</b>	EDNGE-2	20
				( ___DSE)		
Total Credit	12 x 4 = 72	8 + 2 = 10	2 x 4 = 8	6 x 2 = 12		126
<b>Grand Total</b>	<b>126</b>					

## **SEMESTER-I**

### **EDNDSC-1: Principles of Education**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

#### **Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Explain the factors of education and their relationships.
3. Describe different types of agencies involved in education.
4. Explain different forms of education and their role in education.

#### **Course Contents:**

##### **UNIT-I: Concept, Scope, and Aim of Education**

1. Concept and scope of education
2. Aims of education: Individualistic and socialistic aims of education.
3. Freedom and Discipline: Concept and need for free discipline. Self discipline and Student self-government.

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

1. Factors of education:
2. The Child - innate endowment and environment
3. The Teacher - qualities and responsibilities.
4. The Curriculum - concept, principles of curriculum construction, Co- curricular activities.

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

1. Agencies of education: Home, School, Socio-cultural and Religious organizations, State, and Mass- media

##### **UNIT –IV: Forms of Education**

1. The educational institutions – Formal, informal, non formal and their interrelations
2. Child - centricism in education: Its significance.
3. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.

#### **References:**

1. J.C. Chakraborty- Modern Education: Its Aims and principles
2. Archana Banerjee- Principles of education
3. J.C. Agarwal- Theory and Principles of education
4. J.C. Agarwal- Philosophy and social basis of education.
4. B.R. Purkait- Principles and practices of education

## **SEMESTER-II**

### **EDNDSC-2: Educational Sociology**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

#### **Course Objectives:**

1. To understand the concept of culture and human resource development
2. To become aware of the concept of socialization and about different social agencies
3. To become aware of different social disadvantaged sections of society
4. To become aware of the concept of value education

#### **Course Contents:**

##### **Unit-I: Social Issues and Education**

1. Culture: Concept, role of education in culture, cultural lag.
2. Meaning of Human Resource Development and its significance in the present society.

##### **Unit-II: Socialization and Agencies of Education**

1. Socialization: Meaning, process and factors of socialization, role of the family and school.
2. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

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

1. Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
2. Education for social Equity & Equality of Educational Opportunity
3. Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

##### **Unit - IV: Education and Value**

1. Concepts
2. Nature
3. Classification
4. Need for inculcation of Values Indian traditional thoughts on Value education

#### **Suggested Book:**

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education

### **SEMESTER-III**

#### **EDNDSC-3: Educational Psychology**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

#### **Course Objectives:**

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional, and cognitive
3. To explain learning, memory, and forgetting
4. To describe intelligence, attention, and interest and their educational implication
5. To discuss personality, emotion, and habits and their educational value

#### **Course Contents:**

##### **Unit- I: Educational Psychology**

1. Definition of Education, Concept of Psychology, and Educational Psychology. Relation between Psychology and Education. Nature and scope of Educational Psychology.
2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

##### **Unit- II: Learning, Memory, and Forgetting**

1. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory.
2. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - it's meaning and causes.

##### **Unit- III: Intelligence, Attention, and Interest**

1. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.
2. Attention and Interest: Nature and conditions of attention, their educational implications.

##### **Unit- IV: Personality, Emotion, and Habit**

1. Personality: Concept, traits and theories
2. Emotion: Meaning and characteristics, places of emotion in education.
3. Habit: Definition, habit formation (Uses and abuses), and Educational values of habit.

#### **References:**

1. C.F. Skinner- Educational Psychology

2. J.P. Guilford- General Psychology
3. H.R. Bhatia- Textbook of educational psychology
4. S.S. Chauhan- Advance educational psychology
5. S. Mangal- Educational psychology.

### **EDNSEC-1A: Computer Application in Education**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 20**

**Credit: 2**

**ESE: 20**

**Course Objectives:**

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

**Course Contents:**

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, Power Point, and Statistical Software

## **SEMESTER-IV**

### **EDNDSC-4: Development of Education in India**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the development of education in India in historical perspectives.
2. Discuss the Medieval and British Indian education system.
3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
4. Describe the Constitutional Provision of Education.
5. Discuss the contributions of Education Commission in post Independent India.
6. Elaborate the National Policy on Education and National Education System.
7. Describe the Constitutional Provision of Education

**Course Contents:**

**Unit-I: Education in 19th Century in India**

1. Charter Act of 1813 and its educational significance
2. Macaulay Minuets- (1835)- its educational significance
3. Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.

4. Wood's Despatch (1854) and its impact on education.
5. Indian Education Commission (1882-83) and its impact of education.

**Unit-II: Education in 20th Century in India (1901-1944)**

1. Educational reformer- Lord Curzon
2. National education movement- Causes, Phases and Importance in Education.
3. Basic Education- Concept, characteristics, merits and demerits.
4. Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

**Unit-III: Education in Post Independence India**

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Indian Education Commission (1964-66)
4. National Policy on Education (1986)
5. Revised National Policy on Education-1992
6. Asoke Mitra Commission (1991-92)

**Unit-IV: Education and Constitution**

1. Preamble and various Articles on Education in Indian Constitution
2. RTE Act-2009
3. Development of Education under Plan (Last two plans)

**Suggested Books:**

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India

**EDNSEC-2A: Psychological Testing**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 20**

**Credit: 2**

**ESE: 20**

**Course Objectives:**

After completion the course the learners will be able to:

1. Apply psychological test and report on this.

**Course Contents:**

Each student is required to administer one standardised test (like- Intelligence test, Personality test, Interest inventory, Aptitude test etc.) to subject/sample and write a report on this with the help of the following and be submitted

1. Estimation of central tendencies and standard deviation.
2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve, ogive, and location of median and quartile therein.

## **SEMESTER-V**

### **EDNDSE-1A: Environmental Education**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

#### **Course Objectives:**

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

1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of 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. Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.
3. Natural Disasters

##### **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
3. Resettlement and rehabilitation of people; its problems and concerns-Case Studies.

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

1. Approaches to Environmental Education: Interdisciplinary and Multidisciplinary



Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.

**References:**

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.
7. W. and Earns K. K. John Wiley and Sons.
8. Water Pollution and Management by C. F. Vershney.

**EDNDSE-1B: Special Education**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives**

After completing the course the students will be able to:

1. Understand the characteristic of special child
2. Explain different types of special child their needs and problems
3. Organize educational programme

**Course Contents**

**Unit-I: Exceptional children & their needs**

1. Concepts, Definition, types,
2. Concept of impairment, disability and handicap.
3. Causes of exceptionality, needs and problems of exceptional children

**Unit-II: Sensory Impairment**

1. Visual & Auditory: definition, causes, characteristics & Education.

**Unit-III: Mentally Retardation**

1. Mentally Retardation- definition, causes, characteristics & Education
2. Giftedness- definition, causes, characteristics & Education.

#### **Unit-IV: Learning Disability**

1. Learning disabled- definition, causes, characteristics & Education
2. Autism Spectrum Disorders – definition, characteristics and intervention & Educational programmes

#### **Suggesting Readings:**

1. Educating Exceptional Children – S.K. Mangal
2. Perspectives in Disability and Rehabilitation (1995)-Pandey,R.S. and
3. Advani, Lal (Vikas Publishing House)
4. Inclusion – Maitra & Saxena
5. Critical Issues in Special Education – Ysseldyke, Algozzine, Thurlow

### **EDNGE-1A: Educational Technology**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

#### **Course Objectives:**

1. To enable the student to understand the concept and system approach of educational technology.
2. To acquaints students with different instructional techniques.
3. To understand different teaching cycles and teaching aids
4. To understand classroom communication

#### **Course Contents:**

##### **Unit-I: Educational Technology**

1. Concepts, meaning and need of technology in educational field.
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.

##### **Unit-II: Instructional Techniques**

1. Mass instructional techniques (basic concepts only)
2. Personalized techniques – Programmed learning (Linear)
3. Mastery Learning,
4. Microteaching (basic concepts)

##### **Unit-III: Micro-Macro Teaching and Teaching Aids**

1. Concept of micro and macro teaching and its cycle and teaching skills
2. Teaching aids- meaning, type (projected, non-projected)

##### **Unit-IV: Classroom Communication**

1. Communication: definition, meaning, components

2. Role of communication in effective teaching-learning process
3. Factors affecting classroom communication

**References:**

1. Rao, Usha -Educational technology.
2. Anand Rao, B. ravishankar, S. –Reading in educational technology.
3. Mohanty, J. -Educational technology.
4. Bharna, R.D. -An Introductory Technology.

**EDNGE-1B: Educational Organization**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives:**

1. To be acquainted with modern aspects of school organization.
2. To understand the difference between educational Management & Administration at different levels of education.
3. To make understand the meaning, types and need for educational management.
4. To make understand the meaning, types, need and strategies of educational planning.

**Course Contents:**

**Unit-I: Concept of Educational Organization**

1. Educational organization: Concept and it's principles
2. Aspects of school Organization – School-Building, Equipment, Sanitation, Play ground, Workshop programme, library, Computer Room. Mid-day meal, School medical service, co- curricular activities.

**Unit-II: Educational Management and Administration**

1. Concept of Educational Management and Administration
2. Administrations at different levels (Primary, Secondary and Tertiary) and differences among them.
3. Board of Secondary Education, Council of H.S. Education, Council of Higher education.

**Unit-III: Educational Management**

1. Concept, meaning, nature, need and scope, Role of Educational manager.
2. Types of Educational Management- Autocratic, Democratic, Laissez- Fair supervision.

**Unit-IV: Educational Planning**

1. Educational Planning- Meaning, need and significance, Types and strategies, and Steps
2. Institutional Planning.

**Reference:**

1. Gaiind -Educational organizational.
2. Chandana - School Organization
3. Kochar, S.K - Secondary School Organization
4. Aggarwal - School Organization

**Bengal Books:**

- 1) Bishnupada Panda- Shikshah-Shrai samajtantra
- 2) Ranjit Ghosh - Vidyalaya Paribesh & Padhyati
- 3) Arun Ghosh -Vidyalaya Sanghathan.

**EDNSEC-1B: Term Paper**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 20**

**Credit: 2**

**ESE: 20**

**Course Objectives:**

1. To write the term paper
2. To present the term paper

**Course Contents:**

1. Select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

**SEMESTER-VI**

**EDNDSE-2A: Contribution of Great Educators**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives:**

After completing the course the students will be able to:

1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.

**Course Contents:**

Critical study of the educational thought of the following and their implication for Indian Education

1. Indian Great Educators- Rabindranath Tagore, J. Krishnamurty, M. K. Gandhi, Vivekananda, and Arabinda
2. Western Great Educators – Rousseau, Froebel, Dewey, Paulo Fairies and Bertrand Russell

**Suggested Readings:**

1. Mukherjee, K.K. -Some great educators of the world.
2. Mukherjee, K.K. -Principles of education.
3. Munro. -History of education.
4. Purkait, B.R. -Great Educators.

**Bengali Books:**

- 1) Bibhuranjan Guha -Shikshaya Pathikrita.
- 2) A.K. Pal-Sikshadarshner Ruparekha

**EDNDSE-2B: Guidance and Counselling**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives:**

After completing the course the students will be able to:

1. Understand the concept of Guidance and Counselling
2. Explain different types of Guidance and Counselling
3. Describe the role of counselor
4. Maintain good mental health

**Course Contents:**

**Unit - I: The Concept of Guidance**

1. Meaning, nature & scope of guidance.
2. Philosophical, psychological and sociological bases of guidance.
3. Need and importance of educational guidance services in schools.

**Unit- II: Vocational Guidance and Educational Guidance:**

1. Vocational Guidance – Concept, purpose, and functions.

2. Educational Guidance – Concept, Basic data necessary for educational guidance, construction administration and interpretations of Cumulative Record Curve
3. Relationship between educational and vocational guidance.

### **Unit-III: The Concept of Counseling**

1. Counseling - Meaning, nature, scope, types, steps and techniques, qualities of counselor, and role of counselor in secondary schools
2. Relationship between guidance, counseling and teaching.

### **Unit-IV: Mental health and Adjustment**

1. Concept of mental health and mental hygiene.
2. Causes and symptoms of maladjustment.
3. Frustration and conflicts
4. Adjustment mechanisms.

### **Suggested Readings:**

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. First Edition, 2011
5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York,
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

## **EDNGE-2A: Development of Education in India**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

### **Course Objectives:**

After completion the course the learners will be able to:

8. Discuss the development of education in India in historical perspectives.
9. Discuss the Medieval and British Indian education system.
10. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
11. Describe the Constitutional Provision of Education.
12. Discuss the contributions of Education Commission in post Independent India.
13. Elaborate the National Policy on Education and National Education System.

14. Describe the Constitutional Provision of Education

**Course Contents:**

**Unit-I: Education in 19th Century in India**

6. Charter Act of 1813 and its educational significance
7. Macaulay Minuets- (1835)- its educational significance
8. Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
9. Wood's Despatch (1854) and its impact on education.
10. Indian Education Commission (1882-83) and its impact of education.

**Unit-II: Education in 20th Century in India (1901-1944)**

5. Educational reformer- Lord Curzon
6. National education movement- Causes, Phases and Importance in Education.
7. Basic Education- Concept, characteristics, merits and demerits.
8. Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

**Unit-III: Education in Post Independence India**

7. University Education Commission (1948-49)
8. Secondary Education Commission (1952-53)
9. Indian Education Commission (1964-66)
10. National Policy on Education (1986)
11. Revised National Policy on Education-1992
12. Asoke Mitra Commission (1991-92)

**Unit-IV: Education and Constitution**

4. Preamble and various Articles on Education in Indian Constitution
5. RTE Act-2009
6. Development of Education under Plan (Last two plans)

**Suggested Books:**

8. B. R. Purkait- Milestones of Modern Indian Education
9. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
10. S. S. Ravi – A Comprehensive Study of Education
11. J. P. Banerjee – Education in India: Past, Present and Future
12. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
13. B. K. Nayak- History Heritage and Development of Indian Education
14. B. N. Dash –History of Education in India

**EDNGE-2B: Value Education**

**Contact Hours per week: 6**

**Examination Duration: 2 hours**

**Maximum Marks: 60**

**Internal: 10**

**ESE: 50**

**Course Objectives:**

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

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation

**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- Purushartha, Satyam shivam sundaram, ahimsa prem and karma, tyaga and lokasangraha
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 co-curricular and extra curricular

**References:**

1. Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Boston: 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*. Chicago: 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.



**EDNSEC-2B: Project Work**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 20**

**Credit: 2**

**ESE: 20**

**Course Objectives:**

After completion the course the learners will be able to:

2. Conduct project and report on this.

**Course Contents:**

Visit to a place of educational importance and writing a report (within 2000 words) on the following and be submitted:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks

Note : The project may either be a theoretical critical study or an empirical study