



UNIVERSITY OF CALCUTTA

Notification No. CSR/58/2025

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 28.08.2025, submitted new revised Course Structure and syllabus of Education (4-year Honours & Honours with Research and 3-year MDC) including evaluation modalities/question patterns , under CCF, 2022.

The above shall take effect from the Odd semester examinations,2025 and onwards.

SENATE HOUSE

Kolkata-700073

04.09.2025


Prof.(Dr.) Debasis Das

Registrar

Under-graduate Course Structure (MAJOR - EDUCATION)

Based on NEP - 2020

In the 4 years B.A. **Major course in Education**, there will be 8 Semesters. The curriculum consists of 22 DSC/Core Courses, 8 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Internship and 2 Dissertation/Research work. Candidates who will not pursue Dissertation/Research work then he /she will have to study additional 1 DSC/Core paper of 4 credits in the 7th Semester and 2 DSC/Core papers of 4 credits each in the 8th Semester.

TH stands for Theory, TU for Tutorial and P for Practical

Semester 1 = 525 Marks (21 Credit)
Semester 2 = 525 Marks (21 Credit)
Semester 3 = 525 Marks (21 Credit)
Semester 4 = 550 Marks (22 Credit)
Semester 5 = 600 Marks (24 Credit)
Semester 6 = 575 Marks (23 Credit)
Semester 7 = 500 Marks (20 Credit)
Semester 8 = 500 Marks (20 Credit)

Total: 4300 Marks (172 Credits)

Distribution of marks:

DSC/Core -	22 x 100 = 2200
Minor -	8 x 100 = 800
IDC -	3 x 75 = 225
AEC -	4 x 50 = 200
SEC -	3 x 100 = 300
CVAC -	4 x 50 = 200
Internship	1 x 75 = 75 (either semester 2/4/6)
Dissertation & Research Internship (1 x 100 + 1 x 200)	= 300 *
(With Research)	

4300 Marks

* For Without Research 1 x 100 + 1 x 100 + 1 x 100 = 300 (3 DSC in 8th Sem)

Distribution of Credits:

DSC/Core -	22 x 4 = 88
Minor -	8 x 4 = 32
IDC -	3 x 3 = 9
AEC -	4 x 2 = 8
SEC -	3 x 4 = 12
CVAC -	4 x 2 = 8
Internship	1 x 3 = 3
Dissertation & Research Internship	3 x 4 = 12 (1 x 4 + 1 x 8) *
(With Research)	

172 Credits

*For Without Research = 1 x 4 + 1 x 4 + 1 x 4 = 12 (3 DSC in 8th Sem)

Sem	DSC/Core	Minor	IDC/MDC	AEC	SEC	CVAC	Internship (Either Sem 2/4/6)	Total Credit
1	1 x 4 = 4 3 Th 1 P/TU	1 X 4 = 4 (M 1) 3 Th 1 P/TU	1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4		21
2	1 x 4 = 4 3 Th 1 P/TU	1 X 4 = 4 (M 1) 3 Th 1 P/TU	1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4	1 x 3 = 3	21/24
3	2 x 4 = 8 (2x) 3 Th 1 P/TU	1 X 4 = 4 (M 2) 3 Th 1 P/TU	1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 2 Th 2 P/TU			21
4	4 x 4 = 16 (4x) 3 Th 1 P/TU	1 X 4 = 4 (M 2) 3 Th 1 P/TU		1 X 2 = 2 2 Th 0 P/TU			1 x 3 = 3	22/25
5	4 x 4 = 16 (4x) 3 Th 1 P/TU	2 X 4 = 8 (M 1 + M 2) (2 x) 3 Th 1 P/TU						24
6	3 x 4 = 12 (3x) 3 Th 1 P/TU	2 X 4 = 8 (M 1 + M 2) (2 x) 3 Th 1 P/TU					1 x 3 = 3	20/23
Credits	15 x 4 = 60	8 x 4 = 32	3 x 3 = 9	4 x 2 = 8	3 x 4 = 12	4 x 2 = 8	1 x 3 = 3	132
Marks	15x100=1500	8x100=800	3x75=225	4x50=200	3x100=300	4x50=200	1x75=75	3300

Honours with Research Courses

Semester	DSCC/CORE	Research Methodology (RM – 1 & RM – 2)	Research Internship	Dissertation/ Project	Total Credits
7 *	5 x 4 = 20 (5x) 3 Th 1 P/TU	-	-	-	20
8	-	2 x 4 = 8 (2x) 3 Th 1 viva	1 x 4 = 4 (1x) 3 Th 1 viva	1 x 8 = 8 (1x) 6 Th 2 viva	20

Honours without Research Courses

Semester	DSCC/CORE	Research Methodology (RM – 1 & RM – 2)	Research Internship	Dissertation/ Project	Total Credits
7 *	5 x 4 = 20 (5x) 3 Th 1 P/TU	-	-	-	20
8	3 x 4 = 12 (3x) 3 Th 1 P/TU	2 x 4 = 8 (2x) 3 Th 1 viva	-	-	20

* 5 DSCC/Core papers to be studied both by the Honours Students with research and without research

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU – P
DSCC/Core (Major)	DSCC – 1	4	100	3 – 1 – 0
MINOR	M – 1	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC – 1	4	100	3 – 1 – 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
		21	525	

1 credit = 25 Marks

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU – P
DSCC/Core (Major)	DSCC – 2	4	100	3 – 1 – 0
MINOR	M – 1	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC - 2	4	100	3 – 1 – 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
Internship	I	3	75	1 – 0 – 2
		21 / 24	525 / 600	

1 credit = 25 Marks

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major)	DSCC - 3	4	100	3 – 1 – 0
	DSCC - 4	4	100	3 – 1 – 0
MINOR	M – 2	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC - 3	4	100	2 – 0 – 2
		21	525	

1 credit = 25 Marks

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major)	DSCC – 5	4	100	3 – 1 – 0
	DSCC - 6	4	100	3 – 1 – 0
	DSCC - 7	4	100	3 – 1 – 0
	DSCC - 8	4	100	3 – 1 – 0
MINOR	M - 2	4	100	3 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
Internship	I	3	75	1 – 0 – 2
		22 / 25	550 / 625	

1 credit = 25 Marks

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major)	DSCC – 9	4	100	3 – 1 – 0
	DSCC – 10	4	100	3 – 1 – 0
	DSCC – 11	4	100	3 – 1 – 0
	DSCC - 12	4	100	3 – 0 – 1
MINOR (M 1 + M 2)	M - 1	4	100	3 – 1 – 0
	M - 2	4	100	3 – 1 – 0
		24	600	

1 credit = 25 Marks

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major)	DSCC – 13	4	100	3 – 1 – 0
	DSCC – 14	4	100	3 – 1 – 0
	DSCC – 15	4	100	3 – 1 – 0
MINOR (M 1 + M 2)	M - 1	4	100	3 – 1 – 0
	M - 2	4	100	3 – 1 – 0
Internship	I	3	75	1 – 0 – 2
		20 / 23	500 / 575	

1 credit = 25 Marks

SEMESTER – 7

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major) With Research Without research	DSCC – 16	4	100	3 – 0 – 1
	DSCC – 17	4	100	3 – 1 – 0
	DSCC – 18	4	100	3 – 1 – 0
	DSCC - 19	4	100	3 – 1 – 0
	DSCC - 20	4	100	3 – 1 – 0
		20	500	

1 credit = 25 Marks

SEMESTER – 8

Course Code	Course Type	Credit	Marks	TH – TU - P
DSCC/Core (Major) With and Without Research	DSCC – 21	4	100	3 – 0 – 1
	DSCC – 22	4	100	3 – 0 – 1
Major with Research	Research Internship	4	100	3 – 0 – 1
	Dissertation	8	200	6 – 0 – 2
Major without Research	DSC 1	4	100	3 – 1 - 0
	DSC 2	4	100	3 – 1 – 0
	DSC 3	4	100	3 – 1 – 0
		20	500	

1 credit = 25 Marks

Course Title for the Subject Education:

Semester – 1	DSC/Core (Major)	DSCC – 1 = Introduction & Philosophical Foundation of Education	Pg - 8
	IDC	IDC = <i>Inclusive Education</i>	Pg - 9
	SEC	SEC – 1 = Communication Skill	Pg - 10
	For MINOR	M-1 = Introduction & Philosophical Foundation of Education	Pg - 8

Semester – 2	Core (Major)	DSCC – 2 = Psychological Foundation of Education	Pg - 11
	IDC	IDC = <i>Inclusive Education</i>	Pg - 9
	SEC	SEC – 2 = Aspect of Democratic Citizenship	Pg – 12
	Internship	Any one activity as proposed by UGBOS	Pg - 13
	For MINOR	M -1 = Psychological Foundation of Education	Pg - 11

Semester – 3	Core (Major)	DSCC – 3 = Guidance and Counselling	Pg – 14
		DSCC – 4 = Sociological Foundation of Education	Pg - 15
	IDC	IDC = <i>Inclusive Education</i>	Pg - 9
	SEC	SEC – 3 = Computer Application	Pg – 16
	For MINOR	M-2 = Introduction & Philosophical Foundation of Education	Pg - 8

Semester – 4	Core (Major)	DSCC – 5 = Educational Organization & Planning	Pg – 17
		DSCC – 6 = History of Education	Pg – 18
		DSCC – 7 = Technology in Education	Pg – 19
		DSCC – 8 = Great Educators	Pg – 20
	Internship	Any one activity as proposed by UGBOS	Pg - 13
	For MINOR	M -2 = Psychological Foundation of Education	Pg – 11

Semester – 5	Core (Major)	DSCC – 9 = Inclusion in Education	Pg – 21
		DSCC – 10 = Curriculum Studies	Pg – 22
		DSCC – 11 = Measurement & Evaluation in Education – 1	Pg – 23
		DSCC – 12 = Statistics in Education	Pg – 24
	For MINOR	M – 1 = Guidance and Counselling M – 1 = Educational Organization & Planning	Pg – 14 Pg – 17
		OR	
		M – 2 = Guidance and Counselling M – 2 = Educational Organization & Planning	Pg – 14 Pg – 17

Semester – 6	Core (Major)	DSCC – 13 = Aspect of Teaching	Pg – 25
		DSCC – 14 = Management in Education	Pg – 26
		DSCC – 15 = Measurement & Evaluation in Education – 2	Pg – 27
	Internship	Any one activity as proposed by UGBOS	Pg – 13
	For MINOR	M – 1 = Guidance and Counselling M – 1 = Educational Organization & Planning	Pg – 14 Pg – 17
		OR	
		M – 2 = Guidance and Counselling M – 2 = Educational Organization & Planning	Pg – 14 Pg – 17

Semester – 7	Core (Major) With and Without Research	DSCC – 16 = Psychology of Adjustment	Pg – 28
		DSCC – 17 = Peace and Value Education	Pg - 29
		DSCC – 18 = Women Education	Pg – 30
		DSCC – 19 = Life Skill Education	Pg – 31
		DSCC – 20 = Population Education	Pg – 32

Semester – 8	Core (Major) With and Without Research	DSCC – 21 = Research Methodology - 1	Pg – 33
		DSCC – 22 = Research Methodology - 2	Pg – 34
	Major with Research	Research Internship (Theory + Practical)	Pg – 35
		Dissertation (Theory + Practical)	Pg – 36
	Major without Research (DSC)	DSC – 1 = Human Rights Education	Pg – 37
		DSC - 2 = Teacher Education	Pg – 38
		DSC – 3 = Open and Distance Education	Pg – 39

Semester 1

EDC/H/DSCC – 1/1 (For Major)

EDC/M/1/1 (For Minor)

EDC/M/2/3 (For Minor)

Introduction and Philosophical Foundation of Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic (Samkhya and Yoga) and Buddhism
- Western School of Philosophy: Naturalism and Pragmatism

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum and co-curricular activities - concept and types of curriculums. Co-curricular activities and its significance
- Educational institutions: informal (family), formal (school) and non-formal (media)

Unit- 3 = Child Centricism and Play-way in Education

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

Tutorial: Based on above 3 units

EDC/H/IDC (Semester – 1 / 2 / 3)

Inclusive Education

Objectives: -

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusive Education: Overview

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

Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

Tutorial: Based on above 2 units

EDC/H/SEC/1/1 (Semester – 1)

Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

Unit: 1 = Introduction to Communication

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

Unit: 2 = Listening Skills

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

Unit: 3 = Speaking Skills

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

Tutorial: Based on above 3 units

Semester 2

EDC/H/DSCC/2/2 (For Major)

EDC/M/1/2 (For Minor)

EDC/M/2/4 (For Minor)

Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics.
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits (concept and characteristics)

Unit: 2 = Stages and types of human development and their educational significance

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

Unit: 3 = Intelligence

- Concept of intelligence – Definition and Nature
- Theories of Intelligence by Spearman, Guilford and Gardener
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Tutorial: Based on above 3 units

EDC/H/SEC/2/2 (Semester – 2)

Aspect of Democratic Citizenship

Objectives: -

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties as citizen

- Democratic rights – Definition, Types (Mention names only)
- Fundamental Rights – Meaning and Features
- Duties of citizenship – Meaning and Principles

Unit 2 = Protection of Children

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

Unit 3 = Domestic Harmony

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

Tutorial: - Based on above 3 units

Semester – 2/4/6

INTERNSHIP: - (2nd / 4th / 6th)

1. **Time: Summer Recess**
2. **Duration: Two weeks**
3. **Evaluation: Report writing + Viva Voce**
4. **Marks: 3 credits = 25 x 3 = 75 Marks (2 credits for report writing, 1 credit for Viva)**
5. **Activities (Any one):**
 - i) **Peer Group Teaching (Simulated teaching) in the classroom**
 - ii) **Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)**
 - iii) **Organization of rally or campaign on social issues including exhibition with demonstration (like Polio, HIV, Human rights, Population explosion, Pollution related awareness, Domestic violence, alertness related to POCSO, Environmental awareness etc)**
 - iv) **Field visit and observation of vocational institute.**
 - v) **In-depth survey, collection of data (backward and special communities in the local area)**
 - vi) **Visit to other college and take part in teaching practice**
 - vii) **Skills to enhance Public Speaking (Group discussion, Extempore etc)**
 - viii) **Adult Education Programme in the adjacent college area**

Semester – 3

EDC/H/DSCC/3/3 (For Major)

EDC/M-1/M-2/5 (For Minor)

Guidance and Counselling

Objectives: -

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling

Unit I = Guidance – Meaning, Functions, Need

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

Unit 2 = Guidance - Educational, Vocational, Personal

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

Unit 3 = Counselling – Meaning, Techniques, Types

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

Tutorial: Based on above 3 units

EDC/H/DSCC/4/3 (For Major)

Sociological Foundation of Education

Objectives:

- To understand the relation between Sociology and Education. nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of social change and social interaction in education
- To become aware of social Communication in Education

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature and scope of Sociology of Education

Unit-2 = Social Groups

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

Unit-3 = Social Change and Communication in Education

- Social Change: Concept and inter-relation with education
- Social stratification, Social Mobility and Social Interaction
- Social Communication: Concept and Informal agencies

Tutorial: Based on above 3 units

EDC/H/SEC (Semester – 3)

Computer Application

Objectives: -

- Ability to familiarise with basics of computer
- Ability to know the software, hardware and networking
- Ability to know the concept of Cyber Crime

Unit: 1 = Computer basics

- Introduction to Computer – Evolution of Computer and Generation of Computers
- Classification of Computers
- Components of computer system – CPU, Memory, Storage devices, Input & Output devices

Unit: 2 = Office tools

- Concept of file and folder: File Access Method, difference between file and folder,
- Presentation of tool: Understand the concept of slide shows, basic elements of a slide
- Computer software, hardware and use of computer in education

Unit: 3 = Cyber Safety

- Safety browsing the web and using social networks: identity, protection and proper use
- Cyber stalking and cyber-crimes and cyber ethics
- Malware: Viruses and adware

Practical

- Introduction to a word processor: create folder and save a document
- Edit and format text: Text style (B, I, U), font type, font size, alignment, page number, add bullets and numbering.
- Create presentation
- Viva voce (based on the presentation)

Semester – 4

EDC/H/DSCC/5/4 (For Major)

EDC/M-1/M-2/6 (For Minor)

Educational Organization and Planning

Objectives:

- To develop the concept of an ideal organization in educational institutions.
- To understand the different aspects of planning,

Unit: 1 = Organization

- Concept of organization – Definition and Principles
- Nature and Characteristics of organization
- Concept of institutional organization – Definition, Differences between Institution & organization

Unit: 2 = Organization in educational field

- Meaning and elements of institutional plant
- Features of library and time-table
- Features of institutional medical services, workshop and laboratory.

Unit:3 = Educational Planning

- Meaning, aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

Tutorial: Based on above 3 units

EDC/H/DSCC/6/4 (For Major)

History of Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Salient features of Vedic education
- Salient features of Brahmanic education
- Salient features of Buddhistic education
- Salient features of Islamic education

Unit: 2 = Education in India before independence

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution
- Adam's report, Woods Despatch, Curzon policy, Basic education
- Education Commission (Hunter and Sadler)

Unit: 3 = Education in India after independence

- Radhakrishnan Commission (objectives, rural university)
- Mudaliar Commission (objectives and structure)
- Kothari Commission (objectives, structure and curriculum of primary and secondary education)
- NEP (only highlights) - 1986, 1992 and 2020

Tutorial: Based on above 3 units

EDC/H/DSCC/7/4 (For Major)

Technology in Education

Objectives:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

Unit 1 = Introductory concept

- Concept of Technology – Definition and Importance of technology in education
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Unit 2 = Instructional techniques

- Mass instructional technique - characteristics and types (Learning Management System and Virtual Classroom)
- Personalised instructional techniques - characteristics and types (Adaptive Learning System and Intelligent Tutoring System)
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Unit 3 = ICT & e-learning

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

Tutorial: Based on above 3 units

EDC/H/DSCC/8/4 (For Major)

Great Educators

Objectives: -

- To develop an understanding of educational ideas of Indian and Western Educators
- To understand pedagogical concepts given by Indian and Western educational thinkers

Unit: 1 Western Educators

- Rousseau
- Dewey
- Ivan Illich

Unit: 2 Indian Educators

- Vivekananda
- Rabindranath
- Begam Rokeya

Unit: 3 Educators of 21st century

- A P J Abdul Kalam
- Nel Nodding
- Amartya Sen

Tutorial: Based on above 3 units

Semester – 5

EDC/H/DSCC/9/5 (For Major)

Inclusion in Education

Objectives: -

- Understand the basic concepts of inclusive education
- Apply inclusive strategies in classroom settings for differently abled and disadvantaged children
- Promote an inclusive and supportive learning environment
- .

Unit: 1 = Introduction to Inclusive Education

- Concept and meaning of inclusion
- Principles of inclusive education
- Importance of inclusive education in today's society

Unit: 2 = Strategies of Inclusive Learning for Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability
- Disadvantaged children: SC, ST, OBC and EWS
- Use of teaching-learning materials and Classroom management for diverse learners

Unit: 3 = Building Inclusive School Environment and Challenges in Inclusive Education

- Characteristics of an inclusive school
- Role of teachers, students and parents
- Barriers to inclusive education (Social, Infrastructural, Attitudinal)

Tutorial: Based on above 3 units

EDC/H/DSCC/10/5 (For Major)

Curriculum Studies

Objectives:

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum frame work, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Unit: 1 = Curriculum development

- Concept, functions and types of curriculums (knowledge, experience & activity based)
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Curriculum development - Need, Planning

Unit: 2 = Content selection

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

Unit: 3 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles, NCF -2005

Tutorial: Based on above 3 units

EDC/H/DSCC/11/5 (For Major)

Measurement and Evaluation in Education - 1

Objectives: -

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.

Unit: 1 = Test, Measurement and Evaluation in Education

- Test - Concept, need and scope
- Measurement and Evaluation - Concept, need and scope
- Relation between Test, Measurement and Evaluation.

Unit: 2 = Scales of Measurement

- Scale – Concept, advantage and disadvantage
- Types of scale – Nominal, Ordinal, Interval and Ratio
- Uses of scales in the field of education

Unit: 3 = Evaluation Process

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

Tutorial: Based on above 3 units

EDC/H/DSCC/12/5 (For Major)

Statistics In Education

Objectives:

- To develop the concept of statistics and to develop skill in analyzing descriptive measures
- To be acquainted with the concept of Normal Probability Curve and its uses in education
- To develop a concept of measures of relationship

Unit: 1 = Concept of Statistics and Descriptive Statistics

- Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation (Frequency Polygon, Histogram, Ogive – determination of PP & PR))
- Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application

Unit: 2 = Normal Distribution, Derived Score and Measure of Relationship

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

Unit: 3 = Measure of Relationship

- Concept and types of linear correlation, concept of co-efficient of correlation
- Computation of Co-efficient of Correlation (Rank Difference and Product Moment method)
- Interpretation of Co-efficient of Correlation; Uses of Correlation

Statistics (Practical)

- Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of
 - describing the nature and characteristics of the two distributions,
 - comparing two distributions and finding association between two sets of data by applying the following:

Method: i) Tabulation of data

- ii) Determination of central tendencies and variability (standard deviation)
- iii) Determination of the type of association between two sets of data by drawing scatter diagram

Semester – 6

EDC/H/DSCC/13/6 (For Major)

Aspect of Teaching

Objectives: -

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and nature of Teaching
- Characteristic factors affecting teaching
- Relation between teaching and training
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 2 = Types of Teaching (Concept and Characteristics) and teaching skill

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement

Unit: 3 = Learning Design (LD)

- Concept and scope of learning design in teaching
- importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

Tutorial: Based on above 3 units

EDC/H/DSCC/14/6 (For Major)

Management in Education

Objectives: -

- To know the basic concept of Management
- To know the Types of Management process
- To understand the Leadership
- To know the leadership theories

Unit: 1 = Management in Education

- Educational Management: Concept, scope, principles of educational management
- Characteristics of good management
- Difference between organization and management

Unit: 2 = Managerial Process and Its Importance

- Managerial Process – Meaning and functions of management
- Elements of management process – Planning, Organizing, Staffing, Directing, Co-ordinating, Controlling, Motivating, Communicating (only concept)
- Importance of managerial process in education

Unit: 3 = Leadership

- Leadership – Meaning and scope
- Types of leadership
- Leadership theories – Trait and Behaviour theory

Tutorial: Based on above 3 units

EDC/H/DSCC/15/6 (For Major)

Measurement and Evaluation in Education - 2

Objectives: -

- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

Unit: 1 = Tools and Techniques of Evaluation

- Concept of Tools and Techniques
- Testing tools
 - i) Educational: Essay and Objective type.
 - ii) Psychological: Personality Test- Rorschach Ink Blot Test, Intelligence Test - Stanford – Revision of Binet Scale (1937)
- Non testing tools – Cumulative Record Card, Anecdotal Record Card
- Techniques: Interview and Observation.

Unit: 2 = Criteria of a Good Test and its Construction

- Concept of Test
- Characteristics of a good test
 - (i) Objectivity- Concept
 - (ii) Reliability- Concept, methods of determining reliability
 - (iii) Validity- Concept and types
 - (iv) Norms- Meaning & types
 - (v) Usability -Concept
- Steps for construction & standardization of Achievement test

Unit: 3 = Integrated Approach of Evaluation

- Curriculum Evaluation
- Programme Evaluation
- Integrating rational, formative and summative evaluation

Tutorial: Based on above 3 units

Semester – 7

EDC/H/DSCC/16/7 (For Major)

Psychology of Adjustment

Objectives:

- To understand the concept of adjustment, maladjustment and some commonly found problem behavior.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

Unit: 1 = Adjustment, Maladjustment and Problem Behaviour

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

Unit: 2 = Multi-axial Classification of Mental Disorders

- DSM – IV: Section 1, Section II and Section III
- Concept and symptoms of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, cognitive therapy (Concept only)

Unit: 3 = Coping Strategies for stressful situations

- Stress and Stressors – Definition and Differences
- Coping strategies – Need and Types
- Healthy way to handle Life Stressors

Practical: Administration, scoring and interpretation of the following

- KNPI (Kundu Neurotic Personality Inventory)
- KIEI (Kundu Introversion Extroversion Inventory)
- Effect of Learning material on memorization

EDC/H/DSCC/17/7 (For Major)

Peace and Value Education

Objectives: -

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

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

Unit: 2 = Peace and Non-Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Role of Educational Institution in Promoting Peace education

Unit: 3 = Value Education

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

Tutorial: Based on above 3 units

EDC/H/DSCC/18/7 (For Major)

Women Education

Objectives: -

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Contribution of Missionaries
- Role of British Govt.
- Role of Rammohan and Vidyasagar

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

- NEP – 1986 and 2020
- Radhakrishnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Major Constraints of Women Education and Women Empowerment

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

Tutorial: Based on above 3 units

EDC/H/DSCC/19/7 (For Major)

Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

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

Unit: 2 = Classification of life skills

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

Unit: 3 = Training and Techniques

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

Tutorial: Based on above 3 units

EDC/H/DSCC/20/7 (For Major)**Population Education****Objectives: -**

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities
- To understand population education and role of school

Unit: 1 = Concept of Population Education

- Meaning and Objectives of Population Education
- Factors influencing Population -- Sociological, Economic and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Morbidity and Migration.

Unit: 2 = Population Growth and its Impact

- Growth of Population and Environment
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

Unit: 3 = Population Education

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

Tutorial: Based on above 3 units

Semester – 8

EDC/H/DSCC/21/7 (For Honours with & without research)

Research Methodology - 1

Objectives: -

- To know the concept of research
- Learn about the objectives and importance of literature review
- To know the concept of population and sampling
- Learn how to collect and analyse data

Unit: 1 = Concept of Research and Research Problem

- Meaning of research and research problem
- Types and characteristics of research
- Selection and criteria of good research problem

Unit: 2 = Review of Related Literature

- Meaning of literature review
- Objectives of literature review
- Importance of literature review

Unit: 3 = Population and Sampling

- Population: Concept, definition
- Sampling: Concept, definition
- Types of sampling

Unit: 4 = Collection, Processing and Analysis of Data

- Meaning, characteristics and sources of data
- Methods of data collection (Mention the name only) and processing of data
- Analysis of data: Meaning and types

EDC/H/DSCC/22/7 (For Honours with & without research)

Research Methodology - 2

Objectives: -

- To know the concept of research design
- To learn how to write the research report
- To know the concept of research ethics
- To know the concept of research citation

Unit: 1 = Research Design

- Meaning and need of research design
- Features of good research design
- Types of Research Design

Unit: 2 = Writing the Research Report

- Meaning and characteristics of Research report
- Importance of report writing
- Steps in writing the research report

Unit: 3 = Research Ethics

- Meaning and concept of research ethics
- Principles of research ethics
- Importance of research ethics

Unit: 4 = Citation of Research

- Meaning and types of citation
- Key elements of citation
- Citation styles (special reference on APA)

EDC/H/ 8 (For Honours with Research)

Research Internship

Objectives:

- To develop an idea of preparing the report through internship
- To develop the verbal presentation of the report

- 1. Evaluation: Report writing + Viva Voce**
- 2. Marks: 100 (75 + 25)**
- 3. Credit: 4 credits (3 credits for report writing, 1 credit for Viva Voce)**

Activities (Any one):

- 1. Book Review**
- 2. Curriculum Analysis**
- 3. Construction of Good Test (under tool development)**
- 4. Learning Design (under Educational Material)**
- 5. Literature Review**
- 6. Critical Analysis of Research Article**
- 7. Data Collection and Data Analysis**
- 8. Comparative Analysis of Two Books or Articles**
- 9. Research Poster Presentation**

Theory: Students have to prepare a report on any one of the above in detail

Practical: Viva Voce on the basis of the report

EDC/H/Dissertation/8 (For Honours with Research)**Dissertation****Objectives:**

- To develop an idea of preparing dissertation
- To start practical application of research proposal

**Maximum Marks 200 = 150 for evaluation of dissertation and
50 for Viva-voce.**

DISSERTATION: (150 Marks)

The student will have to submit a dissertation in partial fulfillment of the degree. The student will be required to write a dissertation on a selected research problem in the 8th semester. The dissertation may include the results of original research empirical or documentary or a fresh interpretation of existing knowledge of data and such other forms as may be determined by the Departmental faculty.

Viva-Voce: (50 Marks)

The student will undergo a viva-voce examination on his/her dissertation. This will be conducted by the external examiner.

EDC/H/DSC/1/8 (For Honours without Research)

Human Rights Education

Objectives: -

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India

Unit: 1 = Basic Concept of Human Rights

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

Unit: 2 = United Nations and Human rights

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

Unit: 3 = Human Rights – Enforcement Mechanism in India

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

Tutorial: Based on above 3 units

EDC/H/DSC/2/8 (For Honours without Research)

Teacher Education

Objectives:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To make an idea about Some Courses for preparation of teacher

Unit: 1 = Basic concept of teacher education

- Concept and scope of teacher education
- Teacher training Vs Teacher education
- Role of NCTE in teacher education

Unit: 2 = Development of teacher education in India

- Historical perspective of development of teacher education in India
- Recommendations of Kothari Commission and NPE regarding teacher education
- Present System of teacher education in India.

Unit: 3 = Some Courses for preparation of teacher

- Pre service and In-service teacher education – Definition and Differences
- Orientation and Refresher courses - Definition and Features
- Importance of internship in teacher education

Tutorial: Based on above 3 units

EDC/H/DSC - 3/8 (For Honours without Research)

Open and Distance Education

Objectives:

- To be acquainted with the concept of open and distance education
- To become aware of the modes and strategies of open and distance education
- To understand the relationship among non-formal, correspondence, distance and open education
- To be aware of the present status and role of multi-media in open and distance education

Unit: 1 = Concept of open and distance education

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

Unit: 2 = Strategies of open and distance education

- Mode and strategies of open and distance education
- Relationship among non-formal, correspondence, distance and open education
- Measures for strengthening open and distance education in India

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

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

Tutorial: Based on above 3 units

Under-graduate Course Structure (MDC - EDUCATION)

Based on NEP - 2020

In the 3 years B.A. MDC course in Education, there will be 6 Semesters. The curriculum consists of 8 Core Courses - 1, 8 Core Courses – 2, 6 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship course.

TH stands for Theory, TU for Tutorial and P for Practical

Semester 1 = 525 Marks (21 Credit)

Semester 2 = 525 Marks (21 Credit)

Semester 3 = 525 Marks (21 Credit)

Semester 4 = 550 Marks (22 Credit)

Semester 5 = 500 Marks (20 Credit)

Semester 6 = 500 Marks (20 Credit)

For Summer Internship = 75 Marks (3 Credit)

Total: 3200 Marks (128 Credits = 125 + 3)

<u>Distribution of marks:</u>	Core - 1	8 x 100 =	800
	Core – 2	8 x 100 =	800
	Minor	6 x 100 =	600
	IDC	3 x 75 =	225
	AEC	4 x 50 =	200
	SEC	3 x 100 =	300
	CVAC	4 x 50 =	200
	Summer Internship	1 x 75 =	75

3200 Marks

<u>Distribution of Credits:</u>	Core – 1	8 x 4 =	32
	Core – 2	8 x 4 =	32
	Minor -	6 x 4 =	24
	IDC -	3 x 3 =	9
	AEC -	4 x 2 =	8
	SEC -	3 x 4 =	12
	CVAC -	4 x 2 =	8
	Summer Internship	1 x 3 =	3

128 Credits

Semester wise Course Structure

Semester	Core Course – 1	Core Course - 2	Minor	IDC/MDC	AEC	SEC	CVAC	Internship (Either Sem 2/4/6)	Total Credit
1	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU		1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4		21
2	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU		1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4	1 x 3 = 3	21/24
3	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU	1 X 4 = 4 3 Th 1 P/TU	1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU			21
4	2 x 4 = 8 (2x) 3 Th 1 P/TU	2 x 4 = 8 (2x) 3 Th 1 P/TU	1 X 4 = 4 3 Th 1 P/TU		1 X 2 = 2 2 Th 0 P/TU			1 x 3 = 3	22/25
5	2 x 4 = 8 (2x) 3 Th 1 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 X 4 = 8 (2 x) 3 Th 1 P/TU						20
6	1 X 4 = 4 3 Th 1 P/TU	2 x 4 = 8 (2x) 3 Th 1 P/TU	2 X 4 = 8 (2 x) 3 Th 1 P/TU					1 x 3 = 3	20/23
Credits	8 x 4 = 32	8 x 4 = 32	6 x 4 = 24	3 x 3 = 9	4 x 2 = 8	3 x 4 = 12	4 x 2 = 8	1 x 3 = 3	125+3 = 128
Marks	8 x 100 = 800	8 x 100 = 800	6 x 100 = 600	3 x 75 = 225	4 x 50 = 200	3 x 100 = 300	4 x 50 = 200	1 x 75 = 75 (either Sem 2/4/6)	3200

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1 – 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
		21	525	

1 credit = 25 Marks

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1 – 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
Internship	I	3	75	1 – 0 – 2
		21 / 24	525 / 600	

1 credit = 25 Marks

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1 – 0
		21	525	

1 credit = 25 Marks

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1.1	4	100	3 – 1 – 0
Core Course	CC – 1.2	4	100	3 – 1 – 0
Core Course	CC – 2.1	4	100	3 – 1 – 0
Core Course	CC – 2.2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
Internship	I	3	75	1 – 0 – 2
		22 / 25	550 / 625	

1 credit = 25 Marks

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1.1	4	100	3 – 1 – 0
Core Course	CC – 1.2	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
	M	4	100	3 – 1 – 0
		20	500	

1 credit = 25 Marks

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2.1	4	100	3 – 1 – 0
Core Course	CC – 2.2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
	M	4	100	3 – 1 – 0
Internship	I	3	75	1 – 0 – 2
		20 / 23	500 / 575	

1 credit = 25 Marks

Course Title for the Subject Education: -

Semester – 1	Core Course	CC – 1 = Introduction & Philosophical Foundation of Education	Pg - 7
	Core Course	CC – 2 = Introduction & Philosophical Foundation of Education	Pg - 7
	IDC	IDC = <i>Inclusive Education</i>	Pg - 8
	SEC	SEC = Communication Skill	Pg - 9

Semester – 2	Core Course	CC – 1 = Psychological Foundation of Education	Pg - 10
	Core Course	CC – 2 = Psychological Foundation of Education	Pg - 10
	IDC	IDC = <i>Inclusive Education</i>	Pg - 8
	SEC	SEC = Communication Skill	Pg - 9
	Internship	Any one activity as proposed by UGBOS	Pg - 11

Semester – 3	Core Course	CC – 1 = Guidance and Counselling	Pg - 12
	Core Course	CC – 2 = Guidance and Counselling	Pg - 12
	IDC	IDC = <i>Inclusive Education</i>	Pg - 8
	SEC	SEC = Communication Skill	Pg - 9
	Minor	M – 1 = Introduction & Philosophical Foundation of Education	Pg - 7

Semester – 4	Core Course	CC – 1.1 = Educational Organization & Planning	Pg - 13
	Core Course	CC – 1.2 = History of Education	Pg - 14
	Core Course	CC – 2.1 = Educational Organization & Planning	Pg - 13
	Core Course	CC – 2.2 = History of Education	Pg - 14
	Minor	M – 2 = Psychological Foundation of Education	Pg - 10
	Internship	Any one activity as proposed by UGBOS	Pg - 11

Semester – 5	Core Course	CC – 1.1 = Inclusion in Education	Pg – 15
	Core Course	CC – 1.2 = Curriculum studies	Pg – 16
	Core Course	CC – 2 = Aspect of Teaching	Pg - 17
	Minor	M – 3 = Guidance and Counselling	Pg - 12
	Minor	M – 4 = Women Education	Pg - 18

Semester – 6	Core Course	CC – 1 = Aspect of Teaching	Pg - 17
	Core Course	CC – 2.1 = Inclusion in Education	Pg - 15
	Core Course	CC – 2.2 = Curriculum studies	Pg – 16
	Minor	M – 5 = Educational Organization & Planning	Pg – 13
	Minor	M – 6 = History of Education	Pg – 14
	Internship	Any one activity as proposed by UGBOS	Pg – 11

Semester 1

EDC/MD/CC/1/1

EDC/MD/CC/2/1

EDC/M/1/3 (For Semester – 3 / Minor)

Introduction and Philosophical Foundation of Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

Unit- 1 = Concept of Education

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic, Buddhism
- Western School of Philosophy: Naturalism and Pragmatism

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum and co-curricular activities - concept and types and significance of co-curricular activities.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Child Centricism and Play-way in Education

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

Tutorial: Based on above 3 units

EDC/MD/IDC (Semester – 1 / 2 / 3)**Inclusive Education****Objectives: -**

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusive Education: Overview

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

Unit: 2 = Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

Tutorial: Based on above 2 units

EDC/MD/SEC (Semester – 1 / 2 / 3)**Communication Skill****Objectives:**

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

Unit: 1 = Introduction to Communication

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

Unit: 2 = Listening Skills

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

Unit: 3 = Speaking Skills

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

Tutorial: Based on above 3 units

Semester 2

EDC/MD/CC/1/2

EDC/MD/CC/2/2

EDC/M/2/4 (For Semester – 4 / Minor)

Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

Unit: 2 = Stages and types of human development and their educational significance

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

Unit: 3 = Intelligence

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

Tutorial: Based on above 3 units

Semester – 2/4/6

INTERNSHIP: - (2nd / 4th / 6th)

1. **Time: Summer Recess**
2. **Duration: Two weeks**
3. **Evaluation: Report writing + Viva Voce**
4. **Marks: 3 credits = 25 x 3 = 75 Marks (2 credits for report writing, 1 credit for Viva)**
5. **Activities (Any one):**
 - i) **Peer Group Teaching (Simulated teaching) in the classroom**
 - ii) **Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)**
 - iii) **Organization of rally or campaign on social issues including exhibition with demonstration (like Polio, HIV, Human rights, Population explosion, Pollution related awareness, Domestic violence, alertness related to POCSO, Environmental awareness etc)**
 - iv) **Field visit and observation of vocational institute.**
 - v) **In-depth survey, collection of data (backward and special communities in the local area)**
 - vi) **Visit to other college and take part in teaching practice**
 - vii) **Skills to enhance Public Speaking (Group discussion, Extempore etc)**
 - viii) **Adult Education Programme in the adjacent college area**

Semester 3

EDC/MD/CC/1/3

EDC/MD/CC/2/3

EDC/M/3/5 (For Semester – 5 / Minor)

Guidance and Counselling

Objectives: -

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling

Unit: 1 = Guidance – Meaning, Functions, Need

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

Unit: 2 = Guidance - Educational, Vocational, Personal

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

Unit: 3 = Counselling – Meaning, Techniques, Types

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

Tutorial: Based on above 3 units

Semester 4

EDC/MD/CC/1.1/4

EDC/MD/CC/2.1/4

EDC/M/5/6 (For Semester – 6 / Minor)

Educational Organization and Planning

Objectives:

- To develop the concept of an ideal organization in educational institutions.
- To understand the different aspects of planning,

Unit: 1 = Organization

- Concept of organization - Definition and Principles
- Nature and Characteristics of organization
- Concept of institutional organization - Definition, Differences between Institution & organization

Unit: 2 = Organization in educational field

- Meaning and elements of institutional plant
- Features of library and time-table
- Features of institutional medical services, workshop and laboratory.

Unit: 3 = Educational Planning

- Meaning, aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

Tutorial: Based on above 3 units

EDC/MD/CC/1.2/4
EDC/MD/CC/2.2/4
EDC/M/6/6 (For Semester – 6 / Minor)

History of Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Salient features of Vedic education
- Salient features of Brahmanic education
- Salient features of Buddhistic education
- Salient features of Islamic education

Unit: 2 = Education in India before independence

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution
- Adam's report, Woods Despatch, Curzon policy, Basic education
- Education Commission (Hunter and Sadler)

Unit: 3 = Education in India after independence

- Radhakrishnan Commission (objectives, rural university)
- Mudaliar Commission (objectives and structure)
- Kothari Commission (objectives, structure and curriculum of primary and secondary education)
- NEP (only highlights) - 1986, 1992 and 2020

Tutorial: Based on above 3 units

Semester 5

EDC/MD/CC/1.1/5
EDC/M/4/5 (For Semester – 5 / Minor)
EDC/MD/CC/2.1/6 (For Semester 6)

Inclusion in Education

Objectives: -

- Understand the basic concepts of inclusive education
- Apply inclusive strategies in classroom settings for differently abled and disadvantaged children
- Promote an inclusive and supportive learning environment

Unit: 1 = Introduction to Inclusive Education

- Concept and meaning of inclusion
- Principles of inclusive education
- Importance of inclusive education in today's society

Unit: 2 = Strategies of Inclusive Learning for Differently Abled and Disadvantaged Children

- Differently abled children- Visual, Auditory, Learning Disability
- Disadvantaged children: SC, ST, OBC and EWS
- Use of teaching-learning materials and Classroom management for diverse learners

Unit: 3 = Building Inclusive School Environment and Challenges in Inclusive Education

- Characteristics of an inclusive school
- Role of teachers, students and parents
- Barriers to inclusive education (Social, Infrastructural, Attitudinal)

Tutorial: Based on above 3 units

EDC/MD/CC/1.2/5
EDC/MD/CC/2.2/6 (For Semester 6)

Curriculum Studies

Objectives:

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum framework, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Unit: 1 = Curriculum development

- Concept, functions and types of curriculum (knowledge, experience & activity based)
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Curriculum development - need, planning

Unit: 2 = Content selection

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

Unit: 3 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles, NCF -2005

Tutorial: Based on above 3 units

EDC/MD/CC/2/5
EDC/MD/CC/1/6 (For Semester 6)

Aspect of Teaching

Objectives: -

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and nature of Teaching
- Characteristic factors affecting teaching
- Relation between teaching and training
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 2 = Types of Teaching (Concept and Characteristics) and teaching skill

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement

Unit: 3 = Learning Design (LD)

- Concept and scope of learning design in teaching
- importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

Tutorial: Based on above 3 units

Semester 5

EDC/M/4/5 (For Semester – 5 / Minor)

Women Education

Objectives: -

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Contribution of Missionaries
- Role of British Govt.
- Role of Rammohan and Vidyasagar

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

- NEP – 1986 and 2020
- Radhakrishnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Major Constraints of Women Education and Women Empowerment

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

Tutorial: Based on above 3 units

Evaluation Modalities
(Both MAJOR and MDC)

1. **For 75 Marks (Except IDC)**

- | | |
|-------------------------------------------|--------------------|
| i) 3 questions carrying 10 marks out of 4 | $3 \times 10 = 30$ |
| ii) 5 questions carrying 5 marks out of 6 | $5 \times 5 = 25$ |
| iii) 10 questions carrying 2 marks | $10 \times 2 = 20$ |

2. **For 50 Marks (Only IDC)**

- | | |
|--------------------------------------------|--------------------|
| i) 3 questions carrying 10 marks out of 5 | $3 \times 10 = 30$ |
| ii) 2 questions carrying 5 marks out of 4 | $2 \times 5 = 10$ |
| iii) 5 questions carrying 2 marks out of 7 | $5 \times 2 = 10$ |

3. **Tutorial (for all)**

- | | |
|--------------------------------------|----|
| Major (Hons) = Term Paper = Write up | 25 |
| Minor + MDC = Term Paper = Write up | 25 |

4. **Internship = 2nd / 4th / 6th Semester**

Evaluation: Report writing + Viva Voce (50 + 25) = 75

3 Credits = $25 \times 3 = 75$

(2 Credits for Report Writing and 1 Credit for Viva)

5. **DSCC – 21 - (Research Methodology – 1) – Major with & without Research**

- | | | |
|---------------------------|--------------------|---------------|
| Multiple Choice Questions | $15 \times 3 = 45$ | } = 100 Marks |
| Multiple Choice Questions | $15 \times 2 = 30$ | |
| Viva Voce | 25 | |

6. **DSCC – 22 – (Research Methodology – 2) - Major with & without Research**

- | | | |
|---------------------------|--------------------|---------------|
| Multiple Choice Questions | $15 \times 3 = 45$ | } = 100 Marks |
| Multiple Choice Questions | $15 \times 2 = 30$ | |
| Viva Voce | 25 | |

Marks Distribution of Practical Papers Semester wise

Semester 3

SEC – 3 (Computer Application) Marks: 50

50 Marks (40 + 10) - (Evaluated by Internal and External Examiner Both)

Word Processor	= 10 Marks
Edit & Text Format	= 10 Marks
Power Point Presentation (5 slides x 3)	= 20 Marks
Viva Voce	= 10 Marks

Semester 5

DSCC – 12 (Statistics in Education)

25 Marks (15 + 5 + 5) - (Evaluated by Internal and External Examiner Both)

Experiment	= 15 Marks
Viva	= 05 Marks
Lab Note Book	= 05 Marks

Semester – 7

DSCC – 16 (Psychology of Adjustment)

25 Marks (15 + 5 + 5) - (Evaluated by Internal and External Examiner Both)

Experiment	= 15 Marks
Viva	= 05 Marks
Lab Note Book	= 05 Marks

Semester - 8

Research Internship

100 Marks (75 + 25) - (Evaluated by External Examiner)

Report Writing	= 75 Marks
Viva Voce	= 25 Marks

Semester - 8

Dissertation

200 Marks (150 + 50) - (Evaluated by External Examiner)

Report Writing	= 150 Marks
Viva Voce	= 50 Marks