

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	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
	Core Course	CC – 2 = Introduction & Philosophical Foundation of Education
	IDC	IDC = <i>Inclusive Education</i>
	SEC	SEC = Communication Skill

Semester – 2	Core Course	CC – 1 = Psychological Foundation of Education
	Core Course	CC – 2 = Psychological Foundation of Education
	IDC	IDC = <i>Inclusive Education</i>
	SEC	SEC = Communication Skill
	Internship	<i>Any one activity</i>

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

Semester – 4	Core Course	CC – 1.1 = Educational Organization & Planning
	Core Course	CC – 1.2 = History of Education
	Core Course	CC – 2.1 = Educational Organization & Planning
	Core Course	CC – 2.2 = History of Education
	Internship	<i>Any one activity</i>
	Minor	M – 2 = Psychological Foundation of Education

Semester – 5	Core Course	CC – 1.1 = Women Education
	Core Course	CC – 1.2 = Curriculum studies
	Core Course	CC – 2 = Aspect of Teaching
	Minor	M – 3 = Guidance and Counselling
	Minor	M – 4 = Educational Organization & Planning

Semester – 6	Core Course	CC – 1 = Aspect of Teaching
	Core Course	CC – 2.1 = Women Education
	Core Course	CC – 2.2 = Curriculum studies
	Internship	Any one activity
	Minor	M – 5 = Management in Education
	Minor	M – 6 = History of Education

Semester 1

EDC/MD/CC/1/1

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
- 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

Introduction and Philosophical Foundation of Education

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Tutorial: Based on above 3 units

EDC/MD/IDC (Semester – 1)

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)

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

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
- 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

Psychological Foundation of Education

Objectives:

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Unit: 3 = Intelligence

- Concept of intelligence
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- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Tutorial: Based on above 3 units

EDC/MD/IDC (Semester – 2)

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 – 2)

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

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

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

EDC/MD/CC/2/3

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

EDC/H/IDC (Semester – 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 – 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

For Minor

EDC/M/1/3 (Semester – 3)

Introduction and Philosophical Foundation of Education

Objectives:

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Unit: 1 = Concept of Education

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- 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
- 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

Semester 4

EDC/MD/CC/1.1/4

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
- Nature and Characteristics of organization
- Concept of institutional 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

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
- 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/MD/CC/2.1/4

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
- Nature and Characteristics of organization
- Concept of institutional 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/2.2/4

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
- 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 – 2

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

- 6. Time: Summer Recess**
- 7. Duration: Two weeks**
- 8. Evaluation: Report writing + Viva Voce**
- 9. Marks: 3 credits = 25 x 3 = 75 Marks (2 credits for report writing, 1 credit for Viva)**

- 10. Activities (Any one):**
 - viii) Peer Group Teaching (Simulated teaching) in the classroom**
 - ix) Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)**
 - x) 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)**
 - xi) Field visit and observation of vocational institute.**
 - xii) In-depth survey, collection of data (backward and special communities in the local area)**
 - xiii) Visit to other college and take part in teaching practice**
 - xiv) Skills to enhance Public Speaking (Group discussion, Extempore etc)**
 - viii) Adult Education Programme in the adjacent college area**

For Minor

EDC/M/2/4 (Semester – 4)

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
- 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 5

EDC/MD/CC/1.1/5

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/MD/CC/1.2/5

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

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

For Minor

EDC/M/3/5 (Semester – 5)

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

For Minor

EDC/M/4/5 (Semester – 5)

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
- Nature and Characteristics of organization
- Concept of institutional 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

Semester 6

EDC/MD/CC/1/6

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

EDC/MD/CC/2.1/6

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

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

Semester – 2

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

11. Time: Summer Recess

12. Duration: Two weeks

13. Evaluation: Report writing + Viva Voce

14. Marks: 3 credits = 25 x 3 = 75 Marks (2 credits for report writing, 1 credit for Viva)

15. Activities (Any one):

xv) Peer Group Teaching (Simulated teaching) in the classroom

xvi) Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)

xvii) 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)

xviii) Field visit and observation of vocational institute.

xix) In-depth survey, collection of data (backward and special communities in the local area)

xx) Visit to other college and take part in teaching practice

xxi) Skills to enhance Public Speaking (Group discussion, Extempore etc)

viii) Adult Education Programme in the adjacent college area

For Minor

EDC/M/5/6 (Semester – 6)

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, Organising, 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

For Minor

EDC/M/6/6 (Semester – 6)

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
- 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