



UNIVERSITY OF CALCUTTA

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To
The Principals /T.I.C.
of all the Undergraduate Colleges
offering B.A. (Honours) in Education
affiliated to the University of Calcutta

Sir/Madam,

The undersigned would like to forward you the **Draft Syllabus for Education(Honours)**, to be implemented from the academic session 2017-2018 to get feedback from the Department of Education in your college.

You are requested to send your feedback within 30th December, 2016.

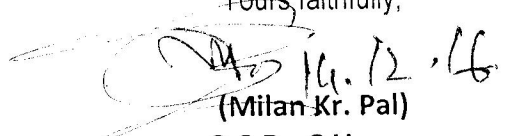
In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through **email (u.g.councilsc.u@gmail.com)** or you may contact **Prof. Nimai Chand Maiti (Mob: 9433227738; e-mail: nimaichandmaiti@gmail.com)**.

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Encl: Copy of the Draft Syllabus.

Yours faithfully,


(Milan Kr. Pal)

O.S.D., C.U.



SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-I			
Paper	Group	Name of the Paper	Marks
I		Philosophical and Sociological Foundation of Education	100
	A	Philosophical Foundation of Education	50
	B	Sociological Foundation of Education	50
II		Psychological Foundation of Education	100
	A	Psychology Development and Learning	50
	B	Psychology of Instruction	50
Total			200
Part-II			
III		Development of Education in India	100
	A	Development of Education in India Before 1947.	50
	B	Development of Education in India After 1947	50
IV		Educational Management and Guidance	100
	A	Educational Management	50
	B	Educational Guidance	50
Total			200
Part-III			
V		Evaluation and Statistics in Education	100
	A	Evaluation in Education	50
	B	Statistics in Education	50
VI		Educational Policies and Contemporary Issues in Indian Education	100
	A	Educational Policies	50
	B	Contemporary Issues	50
VII		Educational Technology and Curriculum Studies	100
	A	Educational Technology	50
	B	Curriculum Studies	50
VIII		Practicum	100
	A	Statistics and Pedagogy Practical	50
	B	Project Work in Education	50
Total			400
		Part- I + II + III	Grand Total
			800

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-I

Total Marks-200 (100 x 2)

Paper—I	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION	Full Marks-100
Course Objectives:		
a) To understand the meaning, nature, scope and aims of education. b) To explain the factors of education and their relationships. c) To understand the relation between education and philosophy. d) To be acquainted with western schools of philosophy and their impact on education. e) To enable the students to understand the concept value and relationship with education f) To be acquainted with the contribution of great educators. g) To understand the relation between Sociology and Education h) To become aware of social groups and social determinants that influence education. i) To be acquired with the concept of social change and its impact on Education.		
Group- A	Philosophical Foundation of Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Concept of Education	
	a) Meaning, Nature and Scope of Education	4
	b) Aims of modern education with special reference to Delor`s commission (UNESCO, 1997)	4
	c) Factors of Education ; child, teacher, curriculum and educational Institution- Informal ,Formal and Non-formal	2
Unit-II	Philosophical Foundation of Education	
	a) Relation between Philosophy and Education	2
	b) Schools of philosophy and their influence on education : Idealism, Naturalism and Pragmatism	5
	c) Values and Education	3
Module-II		
Unit-I	Contribution of Indian Educators	
	a) Rabindranath Tagore	4
	b) Mahatma Gandhi	3
	c) Vivekananda	3
Unit-II	Contributes of Western Educators	
	a. Rousseau	4
	b. Froebel	3
	c. Dewey	3
Group- B	Sociological Foundation of Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept of Sociology of Education	

	a) Relation between Sociology and Education	4
	b) Nature and Scope of Sociology of Education	6
Unit-II	Social Groups	
	a) Types of social groups – Primary, Secondary and Tertiary	4
	b) Socialization Process: Role of the family and school	6
Module-II		
Unit-I	Social Change and Education	
	a. Concept of Social Change and Interrelationship between Social and Education	4
	b. Social interaction, Social stratification and Social Mobility.	6
Unit-II	Social Determinants of Education	
	a. Social Communication	4
	b. Role of Culture, technology and religion on Education.	6

Reference Books

English-

1. Aggarwal, J.C.-Theory and Principles of education, Philosophical and sociological bases of education.
2. Banerjee, A.- Philosophy and principles of education
3. Chakraborty, J.C.- Modern education
4. Chaube, S.P. and Chaube, A.- Foundation of education
5. Kundu and Majumder- Theory of education
6. Munro-History of Education
7. Purkait, B.R.-Great educators.
8. Shrivastava, K.K.- Philosophical Foundation of education
9. Sharma, Y.K.- Sociological philosophy of education.

Bengali-

- 1) Archana Bandhopadhyay- Shiksha Darshan O Shiksha Niti.
- 2) Arun Ghosh -Shiksha tattwa & Shiksha Darshan
- 3) Bibhuranjan Guha -Shikshaya Pathikrita.Dibbendyu Bhattacharya- Shiksha o Darshan.
- 4) Gourdas Halder & Prasanta Sharma -Shiksha Tattwa & Shiksha Niti.
- 5) Sonali chakrabortyee- Shikshr Samaj Baigyanik Vitty.
- 6) Sushil Roy-Shiksha Tattwa O Shiksha Darshan
- 7) Dbyandu Bhattacharya- Shiksha O Samajtattwa

Paper—II	PSYCHOLOGICAL FOUNDATION OF EDUCATION	Full Marks-100
Course Objectives:		
<ol style="list-style-type: none"> a) To understand the meaning of Psychology and be acquainted with its different perspectives. b) To realise the relationship between Psychology and Education. c) To know the patterns of different aspects of human development and relate this knowledge with education. d) To be acquainted with the cognitive approach to development and thus to understand the processes and factors of cognition. e) To develop understanding of the teaching and instruction meaning and concept of Instruction, theories of teaching and methods of teaching. f) To explain the Flander’s Interactional analysis and characteristics of Good teacher. g) To discuss the nature of classroom teaching and the different value methods. 		

Group- A	Psychology of Development and Learning	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Educational Psychology and development	
	a) Relation between education and psychology. b) Concept , Scope and Nature of educational Psychology c) Stages and types of human development and their educational significance. Physical and motor, Psycho-social (Erikson) Cognitive (Piaget), Moral (Kohlberg) and Language development of infancy, children and adolescence.	4 4 2
Unit-II	Learning	
	a) Concept and characteristics of learning, : b) Theories of learning-Connectivism (Trial & Error, Classical and Operant), insightful learning, Bandura's social learning theory c) Factors effecting learning Motivation: Concept, Maslow's theory and its role in learning Memory: Information processing theory, economy of memorisation, causes of forgetting. Attention: Nature, types and factors affecting attention. d) Transfer of learning : Concept and types	2 5 3
Module-II		
Unit-I	Intelligence	
	a) Concept of intelligence and I.Q. b) Theories of Intelligence : Spearman, Guilford, c) Emotional Intelligence : Meaning, nature, concept of EQ	4 3 3
Unit-II	Personality	
	a) Concept and theories of Personality (Allport's Trait Theory, Freud's Psychoanalytical theory of personality	4 3 3
Group- B	Psychology of Instruction	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Teaching and Instruction	
	a) Concept of teaching, instruction ,learning , education and training-their inter-relation b) Characteristics of teaching c) Teaching as Science and Arts	4 6
Unit-II	Modification of Behaviour	
	a) Techniques of modification of student's behaviour b) Role of a teacher in behaviour modification	4 6
Module-II		
Unit-I	Method and Strategies of Teaching	
	a) Difference between teaching methods and teaching strategies b) Teaching methods : Lecture, Demonstration, Tutorial	4 6

	and Story telling	
Unit-II	Teacher and Classroom Teaching	
	a) Functions of Teacher : As academician, pastor, guide and counsellor	4
	b) Concept of Group teaching, simulated teaching and micro teaching	6
Reference Books		
English-		
1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.		
2) Berk, L.A. (2003). Child development, Delhi: Pearson Education.		
3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hall.		
4) Bichler, R.F., and Snowman, J. (1993). Psychology applied to teaching. Boston: Houghton Mifflin.		
5) Normann Sprinthall and Richard, C. Sprinthall, Educational psychology: McGraw-Hill Publishing Company.		
6) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.		
7) Diane. E., Papalia and Sally wendkos olds. Human Development: McGraw-Hill.		
8) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.		
9) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.		
10) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.		
11) Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.		
12) Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.		
Bengali-		
1) Arun Ghosh -Shiksha-Shrai Monobigyan.		
2) Bijan Sarkar : Sikhan o Sihikkhan		
3) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.		
4) Sushil Ray -Shiksha Manovidya.		

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-II

Total Marks-200 (100 x 2)

Paper—III	DEVELOPMENT OF EDUCATION IN INDIA	Full Marks-100
Course Objectives:		
a) To be acquainted with the salient features of education in India in Ancient & Medieval times.		
b) To be acquainted with the development of education in British India.		
c) To be acquainted with the development of education in Independent India, including significant points of selected Education.		
d) To be acquainted with current issues and trends in Education.		
Group- A	Development of Education in Before 1947	Full-Marks: 50
	Module-I	Approximate Lecture Hours
Unit-I	Synoptic view of ancient and Medieval India	

	a) Brahmanic b) Buddhist c) Islamic (Aim, curriculum, Teaching Method, Teacher-pupil Relationship) (Only for 5 Marks Questions)	4 3 3
Unit-II	Education in British India (1800 to 1853)	
	a) Sreerampur trio b) Charter Act 1813 c) Oriental- Occidental Controversy' d) Macaulay Minute and Bentink's Resolution e) Adam's Report f) Bengal Renaissance (Effect on Indian Education) g) Hindu College , Derozio, Vidyasagar and Rammohan	10
Module-II		
Unit-I	Education in British India (1854 to 1904)	
	h) Wood's Despatch (Only Recommendation) a) Hunter Commission b) Curzon's Policy Of Education,1904 (Primary and Secondary) c) University Act, 1904	4 3 3
Unit-II	Education in British India (1905 to 1947)	
	a) National Education Movement (Causes and effect) b) Basic Education (Concept and Development) c) Sadlar Commission	4 3 3
Group- B	Development of Education In India after 1947	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Education Commission	
	a) Radhakrishnan Commission (Aims, Curriculum of Higher Education, Rural University) b) Mudaliar Commission (Aims, Structure and Curriculum of Secondary Education) c) Kothari Commission (Aims, Structure and Curriculum of Primary and Secondary education)	4 4 4
Unit-II	Woman Education	
	a) Development of Woman Education Since Independent b) Commissions/ Committees on Women Education c) Problems of Women Education and their Solution	10
Module-II		
Unit-I	Method and Strategies of Teaching	
	a) Development of Distance Education and open learning and their impact on education b) Important National and State Bodies in Education: 1)UGC 2) NCERT 3) SCERT 4)DIET	5 5
Unit-II	Issues in Education	
	a) Equalization of Educational Opportunity. b) Vocational and Technical Education.	4 4

Reference Books

English-

1. Auekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Banerjee.J.P. -Education in India-Past, Present and Future.
4. Dhar, Nirranjan. -Fundamentals of Social Education.
5. Law, N.N. -Promotion of Learning in India.
6. Mukherjee, S.N. -Education in India, Today & Tomorrow.
7. Mukherjee, S.N. -History of Education (Modern Period).
8. Nurulla, S., Naik, J.P. -History of Education in India.
9. Purkait, B.R. -History of Indian Education.
10. Rawat, P.L. -History of Indian Education.
11. Dayal` Bhagwan – Development of Modern Indian Education.
12. Shah. A. & Ban, S. -National Education.
13. Srinivastava, K.N. -Education in Free India.

Bengali-

1. Gourdas Halder & Prasanta Sharma - Adhunik Bharatiya Shikshar Bikash.
2. Jotiprasad Bandyapadhay – Shikhar Itihas.
3. Jotiprasad Bandyapadhay – Bharatiya Shikhar Itihas o Sampratik Samashya.
4. Ranjit Ghosh - Shikshar Itihas.
5. Sanyal, Mitra - Bharatiya Shikshar Itihas.

Paper—IV	EDUCATIONAL MANAGEMENT AND GUIDANCE	Full Marks-100
Course Objectives:		
a) To develop the concept of an ideal organisation in educational institution. b) To know the essential functions of educational management. c) To gain a concept of mental health and adjustment. d) To understand the need of guidance and counselling. e) To gain an idea of the conditions required for proper management and guidance in the field of education.		
Group- A	Educational Management	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	School Organisation	
	a) Concept b) Aims and Objectives c) Scope d) Principles e) Types and need.	10
Unit-II	School Plant	
	Concept, features with emphasis on- a) School medical service b) Library c) Workshop d) Co curricular activities.	10
Module-II		
Unit-I	Educational Management	
	a) Meaning b) Aims and Objectives c) Scope d) Types e) Significance	10
Unit-II	Educational Planning	
	a) Meaning. b) Aims and objectives c) Scope d) Steps of Educational Planning e) Types of Planning f) Significance of Educational Plans	10
Group- B	Educational Guidance	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Guidance	
	a) Concept b) Functions c) Scope d) Types of Guidance e) Individual and Group Guidance f) Need	10
Unit-II	Counselling	
	a) Concept b) Types c) Functions d) Techniques	5

	e) Need f) Qualities of a good counsellor g) Processes involved in Guidance and Counselling i. Basic Data necessary for Educational Guidance ii. Processes involved in Educational Counselling	5
Module-II		
Unit-I	Adjustment and Maladjustment	
	1. Adjustment- a) Concept b) Scope c) Criteria of adjustment d) Need for adjustment e) Stress, Stressors and coping strategies. 2. Maladjustment – a) Meaning and types of maladjustment b) Conflict and frustration, manifestation of maladjustment in childhood and adolescence – a synoptic view c) Role of parents and teachers in solving problems of maladjustment among children	5 5
Unit-II	Classification of Mental Disorders	
	a) Need for classification of mental disorders b) Multi-axial classification- Eating disorder, Anxiety disorder, depression and ADHD c) DSM V, Axis I and II – a synoptic discussion (categories and characteristics only).	10
Reference Books		
English-		
<ol style="list-style-type: none"> 1. Agarwal J.C., Education, Administration, School Organisation and Supervision. 2. Agarwal J.C., Educational, Vocational Guidance and Counselling. 3. Anderson C.A. and Bowman M.J., Educational Management. 4. Baron R.A., Psychology/Social Psychology. 5. Chauhan S.S., Principles and Techniques of Guidance. 6. Chauhan S.S., Mental Hygiene – A science of Adjustment. 7. Mohanty J., Educational Administration, Supervision and School Management. 8. Morgan, Psychology. 9. NCERT Guidance and Counselling. 10. Safaya R. and Saida B.D., School Administration and Organisation. 11. Sarason and Sarason, The Problem of Maladjustive Behaviour. 12. Sodhi, T.R.S. and Suri, A., School Management 		
Bengali-		
<ol style="list-style-type: none"> 1) অশোক গুপ্ত, মানবিক স্বাস্থ্যবিজ্ঞান পরিক্রমা 2) দেবশিস পাল, নির্দেশনা ও পরামর্শ 3) দিলিপ কুমার চক্রবর্তী, শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা 4) বিমল চন্দ্র দাশ, দেবজানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়, শিক্ষার ব্যবস্থাপনা 5) মঞ্জুরী সেনগুপ্ত, অস্বাভাবিক মনোবিজ্ঞান 6) রণজিৎ ঘোষ, বিদ্যালয় পরিবেশ ও পদ্ধতি 		

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-III

Total Marks-400 (100 x 4)

Paper—V	EVALUATION AND STATISTICS IN EDUCATION	Full Marks-100
<p>Course Objectives:</p> <p>a) To develop understanding of the concepts of measurement and evaluation in education.</p> <p>b) To be acquainted with different types of measuring instruments and their uses.</p> <p>c) To be acquainted with the process of Evaluation</p> <p>d) To develop understanding of the concepts of validity and reliability and their importance in educational measurement.</p> <p>e) To be acquainted with the principles of test construction.</p> <p>f) To develop the concept of statistics and its uses in the field of Education.</p> <p>g) To develop the ability to organize relevant educational data and to represent educational data through graphs.</p> <p>h) To develop skill in analyzing descriptive measures</p> <p>i) To develop the ability to use various statistical measures in analysis and interpretation of educational data, and the ability to interpret test data.</p> <p>j) To be acquainted with the concept of Normal Probability Curve and its uses in education.</p>		
Group- A	Evaluation in Education	Full-Marks: 50
Module-I		Approximate
Unit-I	Measurement and Evaluation in Education	Lecture Hours
	<p>a) Educational Measurement and Evaluation : Concept, Scope and Need</p> <p>b) Relation between Measurement, Assessment and Evaluation.</p> <p>c) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	10
Unit-II	Evaluation Process	
	<p>a) Evaluation Process: (Formative and Summative) Types and steps of evaluation</p> <p>b) Norm-Referenced Test and Criterion Referenced Test.</p> <p>c) Grading and Credit system.</p>	10
Module-II		
Unit-I	Tools and Techniques of Evaluation	
	<p>a) Concept of Tools and Techniques</p> <p>b) Tools</p> <ul style="list-style-type: none"> • Testing tools <ol style="list-style-type: none"> i. Educational : Essay type and Objective type, Written , Oral, and Practical ii. Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale, • Non testing tools – Cumulative Record Card, Portfolio <p>c) Techniques:</p> <ol style="list-style-type: none"> i. Self reporting : Interview , Questionnaire ii. Observation. 	10
Unit-II	Criteria of a Good Tool and its Construction	
	<p>a) Characteristics of a good tool</p> <p>(i) Objectivity- Concept</p>	10

	(ii) Reliability- Concept, Nature, factors affecting reliability, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning & types (v) Usability -Concept b) Construction & Standardization of Achievement test	
Group- B	Statistics in Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Statistics in Education and Organization of data	
	a) Concept of Statistics. Uses of Statistics in Education. Sources of Educational Data(Primary & Secondary data) b) Types of Data: Qualitative and Quantitative, Continuous and Discrete. c) Organization and Tabulation of Data - Frequency distribution d) Graphical Representation of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule)	10
Unit-II	Descriptive Statistics	
	a) Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application. b) Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.	10
Module-II		
Unit-I	Normal Distribution and Derived Score	
	a) Concept of Normal Distribution- Properties and Uses b) Divergence from Normality- Skewness and Kurtosis. (Concept and Calculation) c) Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	10
Unit-II	Measure of Relationship	
	a) Bivariate Distribution- Concept and types of Correlation, Scatter Diagram (only Concept) b) Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation c) Uses of Correlation	10
Reference Books		
English-		
<ol style="list-style-type: none"> 1. Singh, A.K. Tests, Measurement and research Methods in Behavioural Science. 2. Garret,H. E. Statistics in psychology and Education 3. Guilford, J.P. & Fruchter, G. Fundamental Statistics in Psychology & education. 4. Medhi. Statistical Methods and Introductory test. 5. Mangal, S.K. Statistics in Education and Psychology 6. Sharma, R. A. Mental Measurement and Evaluation 7. Aggarwal, Y. P. Statistics Methods Concepts, Application and Computation 8. Das, N.G. Statistical Methods (Vol.II) 		

9. Sidhu, K.S. Statistics In Education & Psychology

Bengali-

1. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
2. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল

Paper—VI	Educational Policies and Contemporary Issues	Full Marks-100
Course Objectives:		
a) To be acquainted with the concept, meaning, determinants, features and types of policy. b) To be acquainted with the different Colonial and National educational policies in India. c) To be acquainted with meaning, aims & objectives of elementary education constitutional provision, role of DPEP, SSA, RTE, current status and problems of Elementary education in India. d) To be acquainted with meaning, aims & objectives of secondary education role of RMSA, current status and problems of secondary education in India. e) To be acquainted with meaning, aims & objectives of higher education Knowledge Commission and higher education, role of RUSA, current status and problems in Higher Education. f) To be acquainted with some important issues like inclusive education, education for sustainable development, impact of globalization, liberalization and privatization and globalization on Indian education.		
Group- A	Education Policies	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Concept , Features and Types of Policy	
	a) Concept of policy: meaning, determinants, features, types.	5
	b) Techniques of innovative policy making c) Designing policy implementation and highlighting the role of monitoring and evaluation in this regard	5
Unit-II	Approaches and Features and Colonial and National Educational Policies in India	
	a) Approaches and features of Colonial educational policies in India.	2
	b) Approaches and features of National educational policies in India.	5
	c) Comparison between the two	3
Module-II		
Unit-I	National Policies on Education in India	
	a) National Policy on Education, 1968 b) National Policy on Education, 1986 c) Programme of Action 1992	10
Unit-II	Policies related with Curriculum, Reservation and Language	
	a) Policies behind National curriculum frame work (2005). b) Reservation and language policy in Indian education	
Group- B	Contemporary Issues	Full-Marks: 50
Module-I		Approximate Lecture Hours

Unit-I	Elementary Education	
	Universalization of Elementary Education: meaning, aims & objectives, constitutional provision, role of DPEP, SSA, RTE, current status and problems.	10
Unit-II	Secondary Education	
	Universalization of Secondary Education: meaning, aims & objectives, role of RMSA, current status and problems.	10
Module-II		
Unit-I	Higher Education	
	Higher Education: meaning, aims & objectives, Knowledge commission and higher education, role of RUSA, current status and problems.	10
Unit-II	Current Issues in Education	
	a) Inclusive education- meaning, need, government programs, b) Education for sustainable development- meaning, aims, objectives, role in education. c) Impact of liberalization, privatization and globalization on education.	10

Reference Books

English-

1. Inclusive education: Sanat K. Ghosh
2. National Policy on Education: Chitragada Singh
3. Right to Education: Ajay Das
4. Education for All: Bhaskar Chatterjee
5. Primary Education: U.K. Singh & K. N. Sudarshan
6. Educational Planning: Shekhar K. Joshy & Chitra Seghal.
7. Primary and secondary Education: Y.K. Singh
8. Educational Reforms in India for the 21st century.
9. Recent developments and trends in Education: J.C. Aggarwal
10. Education, issues and challenges: Dr. S. P. Ahluwalia & Dr. H. S. Bais
11. Education in India after Independence: Jagdish Chand
12. History and Problems of Education: Yogendra K. Sharma (Vol-I & II).
13. Development and Problems of Indian Education: R. P. Pathak
14. Modern Trends and Issues in Education of India: B. K. Nayak-

Bengali-

১. এতরধনক্ষ, ও
২. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ -শিক্ষা ও উন্নয়ন:
৩. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা:
৪. দুলাল মুখাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী:

Paper—VII	EDUCATIONAL TECHNOLOGY AND CURRICULUM	Full Marks-100
Course Objectives:		
<ol style="list-style-type: none"> a) To enable the students to understand the concept of Educational Technology b) To expose the students to the basic developments in Educational Technology c) To acquaint students with different instructional techniques and teaching. d) To make the students aware of ICT enabled learning. e) To develop the ability to organise this type of learning. 		

f) To develop understanding about concept and scope of curriculum.		
g) To develop the understanding about the process of curriculum development, relation among curriculum and instruction, and curriculum evaluation.		
h) To make the students aware of different issues related to curriculum.		
Group- A	Educational Technology	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept	
	a) Concept, Need and scope of Educational Technology b) System Approach-Concept, Need, classification and Components of system approach.	10
Unit-II	Computer in Education and Communication	
	a) Computers and its role in Education	2
	b) Basic concept of hardware and software, computer network and internet	5
	c) Communication and classroom interaction: concept, elements and process	3
Module-II		
Unit-I	Instructional Technique	
	a) Instructional techniques: Mass instructional techniques-characteristics and types, Personalised instructional techniques- characteristics and types	5
	b) Teaching and Instruction: Difference in Teaching and Instruction.	5
	c) Models of teaching- concept, components and significance of models of teaching	
Unit-II	ICT & e-Learning	
	a) Meaning and concept of ICT, Concept of e-Learning Nature and characteristics of e-Learning, Promotion and organisation of e-Learning in the institutions, Advantages and limitations.	5
	b) ICT integration in Teaching-Learning.	
	c) Different approaches-Project based learning, Co-operative learning and Collaborative learning	5
Group- B	Curriculum Studies	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept	
	a) Concept, Nature, Types of curriculum-Knowledge, Experience and Activity based	4
	b) Major approaches to curriculum- Content, Product, Process and their relation	3
	c) Curriculum, Pedagogy and Assessment in Education, their interrelation	3
Unit-II	Curriculum Development	
	a) Learner centred curriculum framework-Concept, factors, characteristics	4
	b) Curriculum Development- Need assessment , Selection of goals, Planning.	6
Module-II		
Unit-I	Content Selection	

	a) Determinant of content selection-Perspectives of Knowledge, Culture and Need	4
	b) Curriculum and Instruction-Instructional objectives and taxonomy of educational objectives.	6
	c) Bruner's theory of instruction	
Unit-II	Evaluation of Curriculum and Issues in Curriculum	
	a) Concept and significance of curriculum evaluation. Approaches of curriculum evaluation-formative and summative. Models of evaluation- Stufflebeam and Taylor	5
	b) Curriculum reform- Factors and obstacles	1
	c) Gender stereotyping and curriculum- concept and relation	2
	d) Futuristic thoughts on curriculum- context and programmes	2
Reference Books		
English-		
1. Kumari, Sarita & Srivastava, D.S., "Curriculum and Instruction", Isha books, Delhi, 2005.		
2. Olivia, P.F. Developing the curriculum, Harper Collins, 1992.		
3. Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.		
4. Kelly, A.K. The curriculum, Theory and Practice.		
5. Hooper, Richard, "Curriculum Design".		
6. Lawton, D., Gordon P., ing. M., Gibby, B., Pring, r., t. "Theory and Practice of Curriculum Studies".		
7. Sampath. Pannerselvan, Santhanam-Introduction to educational technology.		
8. Rao, Usha -Educational technology.		
9. Anand Rao, B. ravishankar, S. -Reading in educational technology.		
10. Mohanty, J. -Educational technology.		
11. Bharna, R.D. -An Introductory Technology.		
12. Vashist, S.R.(ed) Perspectives in Curriculum Development Vol.1-5		
13. Khan, M.I.& Nigam, B.K. Evaluation and research in curriculum construction.		
14. Lawton, D., Gordon, P., Ihg, M., -Theory and practice of curriculum studies.		
15. Gibby, B., Pring, R. Moore, T.		
16. Kelly, A.V. -The curriculum, Theory and Practice.		
17. Taylor, P.H. & Richards, C.M. -An introduction to curriculum studies.		
Bengali-		
1. Pranab Kumar Chakraborty -Pathocrome Niti o Nirman		
2. Prof Malay Kumar Sen -Siskha Projukti		
3. Kousik Chattyapadhy -Siskha Projukti		

Paper—VIII	PRACTICUM	Full Marks-100
Course Objectives:		
a) To apply relevant statistical technique to display, analyze and interpret educational data.		
b) To acquire the skills of observation and inference in relation to some selected constructs in pedagogy		
c) To have hands-on experience on field work on a topic from the undergraduate syllabus		
Group- A	Statistics and Pedagogy Practical	Full-Marks: 50
		Approximate Lecture

Unit-I	STATISTICS	Hours
	<p>Students are expected to collect relevant data (Bivariate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of</p> <p>(i) describing the nature and characteristics of the two distributions,</p> <p>(ii) comparing two distributions and</p> <p>(iii) finding association between two sets of data by applying the following:</p> <p>A. Method</p> <ol style="list-style-type: none"> 1. Tabulation of data 2. Determination of central tendencies [Mean (Arithmetic Mean), Median, Mode (using the formula $M_o = 3Mdn - 2M$)] and variability (standard deviation) 3. Graphical representation of data: (i) Frequency Polygon (ii) Cumulative Frequency Curve and determination of median and quartile values from the graph (iii) Bar graph (showing the values of measures of central tendency and standard deviation of distributions) 4. Determination of the type of association between two sets of data by drawing scatter diagram (linear relations only) <p>B. Observation and Interpretation</p> <p>Laboratory Note Book on Statistics Practical with :</p> <p>(i) Title (ii) Objectives (iii) Collection of Data (iv) Description of the Sample (v) Presentation of Data (vi) Method (vii) Observation and (viii) Interpretation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>
Unit-II	<p style="text-align: center;">Pedagogy</p> <ol style="list-style-type: none"> 1. Determination of memory span by auditory method (using digit charts) 2. Index of complete learning by auditory method (using non-sense syllables) 3. Comparison of recall and recognition as modes of measuring retention by visual method (using 3-letter meaningful disconnected words) <p>Laboratory Note Book mentioning (i) Problem (ii) Basic Concept (iii) Preliminaries (iv) Materials Required (v) Procedure: (a) Rules of constructing the tool, (b) Instruction to the subject, (c) Experiment proper (vi) Result (vii) Introspective Report (viii) Discussion and Graphical Representation</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p>
Group- B	Project Work in Education	Full-Marks: 50
	<p>Each candidate is required to complete any one project selected from any area of the syllabus (Paper-I to VII). The project report should not exceed 5000 words.</p> <p>The project work will have to be completed according to following steps:</p> <p>a) Identification of the problem/topic with a brief</p>	20

	<p>theoretical overview.</p> <p>b) Formulating the objectives</p> <p>c) Actual plan of work: Writing the Objectives/questions/hypotheses (wherever possible).</p> <ul style="list-style-type: none"> • Field identification – scope and delimitations. • Nature of information /data required- their sources. • Collection of data (preferably with the help of questionnaire/ schedule/ checklist/any other tool) and organization and presentation of collected data, analyzing and drawing inferences. • Conclusion • Bibliography • Appendix (if any) 	
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UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
✓ 11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

Paul
4/6/18
(Dr. Santanu Paul)
Deputy Registrar

B.A. Honours in Education (EDCH)
Choice Based Credit System

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

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

Semester 1 = 400 Marks (20 Credit)

Semester 2 = 400 Marks (20 Credit)

Semester 3 = 500 Marks (26 Credit)

Semester 4 = 500 Marks (26 Credit)

Semester 5 = 400 Marks (24 Credit)

Semester 6 = 400 Marks (24 Credit)

Total: 2600 Marks (140 Credits)

Distribution of marks:- (Out of 100)

Attendance = 10 Marks

Internal Assessment =10 Marks

Tutorial = 15 Marks

Subjective Exam = 65 Marks

Total = 100 Marks

		Semester wise Courses					
		1	2	3	4	5	6
Core Courses (CC)		2	2	3	3	2	2
Elective Courses	Generic Elective (GE)	1	1	1	1		
	Discipline Elective					2	2
Ability Enhancement	Language / Environment	1	1				
	Skill Based Electives			1	1		
Total Credit		20	20	26	26	24	24

Core Courses (CC):- 14 for Honours Course.

Discipline Specific Elective (DSE):- 4 for Honours Courses. Elective Courses offered under the main Discipline/Subject of study is referred to as Discipline Specific Elective. The list provided under this category is suggestive in nature and each University has complete freedom to suggest their own papers under this category.

Generic Elective (GE): 4 for Honours courses. An elective course chosen from an unrelated Discipline/Subject.

Ability Enhancement Courses (AEC):- It may be of two kinds.

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)

AECC courses are the courses based upon the content that leads to knowledge enhancement.

- i) Environmental Studies and
- ii) Communicative English/Hindi/MIL
(These are mandatory for all Disciplines)

SEC courses are value based and/or skill based. 2 for Honours Course.

Tutorial:- Topics are to be selected within the particular paper.

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC - 1	6	100	5 – 1 – 0
Core Course	CC - 2	6	100	5 – 1 – 0
Elective - Generic	GE - 1	6	100	
AECC	AECC - 1	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 3	6	100	5 – 1 – 0
Core Course	CC - 4	6	100	5 – 1 – 0
Elective - Generic	GE – 2	6	100	
AECC	AECC - 2	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 5	6	100	5 – 1 – 0
Core Course	CC - 6	6	100	5 – 1 – 0
Core Course	CC - 7	6	100	5 – 1 – 0
Elective - Generic	GE – 3	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 8	6	100	5 – 1 – 0
Core Course	CC – 9	6	100	5 – 1 – 0
Core Course	CC – 10	6	100	5 – 1 – 0
Elective - Generic	GE – 4	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 11	6	100	5 – 1 – 0
Core Course	CC – 12	6	100	4 – 0 – 2
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 13	6	100	4 – 0 – 2
Core Course	CC – 14	6	100	5 – 1 – 0
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

Course Title:-

Semester - 1	CC – 1 = Introduction to Education
	CC – 2 = History of Indian Education
Semester - 2	CC – 3 = Psychological Foundation of Education
	CC – 4 = Philosophical Foundation of Education
Semester - 3	CC – 5 = Sociological Foundation of Education
	CC – 6 = Educational Organization, Management and Planning
	CC – 7 = Guidance and Counselling
Semester - 4	CC – 8 = Technology in Education
	CC – 9 = Curriculum Studies
	CC – 10 = Inclusive Education
Semester - 5	CC – 11 = Measurement and Evaluation in Education
	CC – 12 = Statistics in Education
Semester - 6	CC – 13 = Psychology of Adjustment
	CC – 14 = Basic Concept of Educational Research
Semester - 3	SEC – A = Communication Skills /Skill for Democratic Citizenship
Semester - 4	SEC – B = Teaching Skill / Life Skill Education
Semester - 1	AECC – 1 = English/Hindi/MIL
Semester - 2	AECC – 2 = Environmental Studies

DSE – A Any one from the following (For 5th Semester)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

DSE – A Any one from the following (For 6th Semester)

- ❖ Gender and Society
- ❖ Population Education

DSE – B Any one from the following (For 5th Semester)

- ❖ Teacher Education
- ❖ Open and Distance Learning

DSE – B Any one from the following (For 6th Semester)

- ❖ Human Rights Education
- ❖ Women Education

CC – 1 (Semester 1)
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- 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
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

Unit- 2 = Factors of Education

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

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = 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.

CC – 2 (Semester 1)
History of Indian 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

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (”)
- Buddhistic (”)
- Islamic (”)

Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution
- Adam's report

Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

CC – 3 (Semester 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 Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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 and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant conditioning)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = 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

CC-4 (Semester 2)
Philosophical Foundation of Education

Objectives:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

Unit 2 = Indian schools of philosophy

- Vedic school - Sankhya
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

CC – 5 (Semester 3)
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 of Sociology of Education
- Scope of Sociology of Education

Unit-2 = Social Groups

- Social Groups : meaning and definition
- 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 Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-4 = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

CC – 6 (Semester 3)
Educational Organization, Management and Planning

Objectives:

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

Unit: 1 = Organization and Management

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

Unit: 2 = Educational organization

- Meaning of school plant
- Elements of school plant (concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

Unit: 3 = Educational Management

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

Unit:4 = Educational Planning

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

CC – 7 (Semester 3)
Guidance and Counselling

Objectives:-

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling
- To find out the basic data necessary for Guidance

Unit I = Guidance – Meaning, Functions, Need

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, advantages and disadvantages
- Group Guidance – Meaning and 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

Unit 4 = Basic data necessary for Guidance

- Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

CC-8 (Semester 4)
Technology in Education

Objectives:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- 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
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Unit 2 = Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

Unit 3 = Instructional techniques

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Unit 4 = 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

CC – 9 (Semester 4)
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 = Introductory concept

- Meaning, nature, scope and functions of curriculum
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Types of curriculum - knowledge, experience & activity based

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 = Curriculum development

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

Unit 4 = Evaluation & reform of curriculum

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

CC – 10 (Semester 4)

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 = Inclusion Overview

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

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society.
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

CC -11 (Semester 5)
Evaluation and Measurement in Education

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.
- To be acquainted with the principles of test construction.

Unit: 1 = Measurement and Evaluation in Education

- Educational Measurement and Evaluation : Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit: 2 = Evaluation Process

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

Unit: 3 = Tools and Techniques of Evaluation

- Concept of Tools and Techniques
- Testing tools
 - i) Educational : Essay type and Objective type, Written , Oral.
 - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,
- Non testing tools – Cumulative Record Card, Portfolio
- Techniques:
 - i) Self reporting : Interview , Questionnaire
 - ii) Observation.

Unit: 4 = Criteria of a Good Tool and its Construction

- Characteristics of a good tool
 - (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

CC – 12 (Semester 5)
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
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data

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, Pie)
- 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
- Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

Unit: 2 = Normal Distribution and Derived Score

- Concept of Normal Distribution- Properties
- Uses of NPC in Education
- 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

- Bi-variate Distribution- Concept and types of Linear Correlation
- Scatter Diagram (only Concept)
- Uses of Correlation
- Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

Unit:4 = 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) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph.

iv) Determination of the type of association between two sets of data by drawing scatter diagram

CC – 13 (Semester 6)
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, 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 – 5 : Section 1, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

Unit: 3 = Coping Strategies for Stressful Situation

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

Unit: 4 = Administration, Scoring and Interpretation of the following Tests (Practical)

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

CC – 14 (Semester 6)
Basic Concept of Educational Research

Objectives:-

- Have a concept of educational research
- Learn about the various steps to be followed for conducting a research
- Learn how to write a research proposal and review research papers

Unit: 1 = Concept of Educational Research

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

Unit: 2 = Basic elements of educational research

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

Unit: 3 = Data collection procedure

- Sampling –concept and definition
- Types of sampling- Probability and non-probability
- Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)
- Referencing and Bibliography

Unit: 4 = Tutorial (Project/Term Paper centric)

- Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)

SEC – A (Semester – 3)
Communication Skill

Objectives:

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

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC – A (Semester – 3)
Skill for 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 in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

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

Unit 4 = Role of Education (Term Paper/Project Paper)

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

SEC – B (Semester – 4)

Teaching Skill

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 definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

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

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

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

SEC – B (Semester – 4)
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.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- 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

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DSE – A (Semester – 5)
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 and Scope of Peace Education
- 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
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

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

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE – A (Semester – 5)
Educational Thought of 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(Part 1)

- Plato
- Rousseau
- Montessori

Unit:2 = Western Educators(Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators (Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators (Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE – A (Semester – 6)

Gender and Society

Objectives:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

Unit: 1 = Gender Concepts

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

Unit: 2 = Gender Socialization

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

Unit: 3 = Gender roles

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

Unit: 4 = Gender inequality in the schools

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

DSE – A (Semester – 6)
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, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education

Unit : 2 = Population Growth and its Impact

- Quality of life-concept and meaning
- Human Resource Development (concept)
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

Unit : 3 = Population Growth and Responsibilities

- Size of Family.
- Role and responsibilities of family members.
- Female Education and Status.
- Growth of Population and Environment

Unit : 4 = Population Education and school

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

DSE – B (Semester – 5)

Teacher Education

Objectives:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education:
- To make an idea about Some Courses for preparation of teacher

Unit: 1 = Basic concept of teacher education.

- Concept and meaning of teacher education
- Scope of Teacher Education
- Aims and objectives of Education at Elementary, Secondary and College level.
- Teacher training Vs Teacher education

Unit: 2 = Development of teacher education in India

- Historical perspective of development of teacher education in India
- Recommendations of Kothari Commission
- Recommendations of National Policy on Education regarding teacher education.
- Present System of teacher education in India.

Unit: 3 = Role of the different agencies in teacher education

- University
- NCTE
- NCERT
- NUEPA

Unit: 4 = Some Courses for preparation of teacher

- Pre service teacher education
- In service teacher education
- Orientation and Refresher courses

DSE – B (Semester – 5)
Open and Distance Learning

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
- To know about the different agencies, problems and remedies of open and distance education in India

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 education
- Mode and strategies of distance education
- Relationship among non-formal, correspondence, distance and open education

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

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

Unit: 4 = Agencies, problems and remedies of open and distance education in India

- Agencies of open and distance education
- Problems of open and distance education
- Measures for strengthening open and distance education in India

DSE – B (Semester – 6)
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
- To know the role of advocacy groups

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

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE – B (Semester – 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

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

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

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrishnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

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

Core:- 2 different subjects, Discipline 1 and Discipline 2

Discipline 1:- In the Subject.

Discipline 2:- Any subject other than Discipline 1

GE:- A Subject other than Discipline 1 and Discipline 2 and study two papers in Semester 1 & 2.

DSE:- 2 chosen disciplines for semester 5 and 6.

SEC:= Value based/skill based.

Language (LCC):- C1 = English 1 and English 2, C2 = MIL 1 and MIL 2

AECC – 1:- Communicative English/Hindi/Modern Indian Language

AECC – 2: Environmental Studies

Tutorial:- Topics are to be selected from the particular paper

Distribution of marks:- (Out of 100):-

Attendance	= 10 Marks
Internal Assessment	=10 Marks
Tutorial	= 15 Marks
Subjective Exam	= 65 Marks

Total	= 100 Marks

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC - 1 (Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 1 (Discipline – 2)	6	100	
Generic Elective	GE - 1	6	100	
AECC - 1	Communicative English/Hindi//MIL	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 2 Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 2 (Discipline – 2)	6	100	
Generic Elective	GE – 2	6	100	
AECC - 2	Environmental Studies	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 3 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 3 (Discipline – 2)	6	100	
LCC	LCC1 English (1)	6	100	
Skill Enhancement	SEC – A	2	100	2 - 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 4 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 4 (Discipline – 2)	6	100	
LCC	LCC2 - MIL (1)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (A)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (A)	DSC-2	6	100	
LCC	LCC1 English (2)	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (B)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (B)	DSC-2	6	100	
LCC	LCC2 - MIL (2)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

Course Title:=

Semester - 1	Introduction to Education
Semester - 2	Psychological Foundation of Education
Semester – 3	Sociological Foundation of Education
Semester - 4	Inclusive Education

DSE – A = Any one from the following two (FOR SEMESTER – 5)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

DSE – B = Any one from the following two (FOR SEMESTER – 6)

- ❖ Human Rights Education
 - ❖ Women Education
-

SEC – A	<ul style="list-style-type: none">• Communication Skills• Skill for Democratic Citizenship	Semester – 3 / 5
SEC – B	<ul style="list-style-type: none">• Teaching Skill• Life Skill Education	Semester – 4 / 6

CC– 1/GE – 1 (Semester – 1)

Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- 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
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

Unit- 2 = Factors of Education

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

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = 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.

CC – 2/GE – 2 (Semester – 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 Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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 and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = Intelligence

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

CC – 3/GE – 3 (Semester – 3)
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 of Sociology of Education
- Scope of Sociology of Education

Unit-2 = Social Groups

- Social Groups : meaning and definition
- 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 Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-4 = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

CC– 4/GE – 4 (Semester – 4)
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 = Inclusion Overview

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

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

DSE–A (Semester – 5)
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 and Scope of Peace Education
- 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
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

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

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE–A (Semester – 5)
Educational Thought of 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 (Part 1)

- Plato
- Rousseau
- Montessori

Unit: 2 = Western Educators (Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators (Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators (Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE–B (Semester – 6)
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
- To know the role of advocacy groups

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)

Unit: 4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE–B (Semester – 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

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

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

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

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

SEC-A (Semester – 3 / 5)
Communication Skill

Objectives:

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

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC–A (Semester – 3 / 5)
Skill for 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 in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

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

Unit 4 = Role of Education (Term Paper/Project Paper)

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

SEC–B (Semester – 4 / 6)
Teaching Skill

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 definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

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

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

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

SEC–B (Semester – 4 / 6)
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.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- 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

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills



UNIVERSITY OF CALCUTTA

Notification No. CSR/13/2023

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 exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


Name of Subject:

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
- ✓ 10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology .
21. Philosophy
22. Physiology
23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023
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 Summer 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
Summer Internship		1 x 75 =	75
Dissertation/ Research work		(1 x 100 + 1 x 200) =	300 *

4300 Marks

*Or who will not opt, for them 1 x 100 + 1 x 100 + 1 x 100 = 300 (3 DSC in 7th & 8th Sem)

Distribution of Credits:

DSC/Core -		22 x 4 =	88
Minor -		8 x 4 =	32
IDC/MDC -		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
Dissertation / Research work		3 x 4 =	12 (1 x 4 + 1 x 8) *

172 Credits

*Or who will not opt, for them = 1 x 4 + 1 x 4 + 1 x 4 = 12 (1 DSC in 7th & 2 DSC in 8th Sem)

Semester wise Course Structure									
Semester	DSC/Core	Minor	IDC/MD C	AEC	SEC	CVAC	Summer Internship	Dissertation/ Research Work	Total Credit
1	1 x 4 = 4 3 Th 1P/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 1P/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 4 Th 0 P/TU	2 x 2 = 4			21
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 3 Th 1 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					22
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		23
7	4 x 4 = 16 (4x) 3 Th 1 P/TU							1 x 4 = 4	20
8	3 x 4 = 12 (3x) 3 Th 1 P/TU							1 x 8 = 8	20
Credits	22 x 4 = 88	8 x 4 = 32	3 x 3 = 9	4 x 2 = 8	3 x 4 = 12	4 x 2 = 8	1 x 3 = 3	1 x 4 1 x 8 or (1x4+ 1x4+1x4)	172
Marks	22 x 100 = 2200	8 x 100 = 800	3 x 75 = 225	4 x 50 = 200	3 x 100 = 300	4 x 50 = 200	1 x 75 = 75	1x100+1x200 or 1x100 1x100 1x100	4300

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
DSC/Core (Major)	CC – 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
DSC/Core (Major)	CC – 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
		21	525	

1 credit = 25 Marks

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
DSC/Core (Major)	CC - 3	4	100	3 – 1 – 0
	CC - 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
DSC/Core (Major)	CC – 5	4	100	3 – 1 – 0
	CC - 6	4	100	3 – 1 – 0
	CC - 7	4	100	3 – 1 – 0
	CC - 8	4	100	3 – 1 – 0
MINOR	M - 2	4	100	3 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
		22	550	

1 credit = 25 Marks

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
DSC/Core (Major)	CC – 9	4	100	3 – 1 – 0
	CC – 10	4	100	3 – 1 – 0
	CC – 11	4	100	3 – 1 – 0
	CC - 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
DSC/Core (Major)	CC – 13	4	100	3 – 1 – 0
	CC – 14	4	100	3 – 1 – 0
	CC – 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
Summer Internship	SI	3	75	1 – 0 – 2
		23	575	

1 credit = 25 Marks

SEMESTER – 7

Course Code	Course Type	Credit	Marks	TH – TU - P
DSC/Core (Major)	CC – 16	4	100	3 – 1 – 0
	CC – 17	4	100	3 – 0 – 1
	CC – 18	4	100	3 – 1 – 0
	CC - 19	4	100	3 – 1 – 0
Dissertation / Research Work Or Those who will not opt this, additional DSC/Core	Dist / R W			→ 1 – 0 – 3
	<u>Or</u> DSC 1	4	100	3 – 1 – 0
		20	500	

1 credit = 25 Marks

SEMESTER – 8

Course Code	Course Type	Credit	Marks	TH – TU - P
DSC/Core (Major)	CC – 20	4	100	3 – 1 – 0
	CC – 21	4	100	3 – 1 – 0
	CC – 22	4	100	3 – 1 – 0
Dissertation / Research Work Or Those who will not opt this, additional DSC/Core	Dist / R W			→ 0 – 0 – 8
	<u>Or</u> DSC 2	8	200	→ 3 – 1 – 0
	DSC 3			→ 3 – 1 – 0
		20	500	

1 credit = 25 Marks

Course Title for the Subject Education: -

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

Semester – 2	DSC/Core (Major)	CC – 2 = Psychological Foundation of Education
	IDC	IDC = <i>Inclusive Education</i>
	SEC	SEC – 2 = Aspect of Democratic Citizenship or Digital Empowerment
	For MINOR	M -1 = Psychological Foundation of Education

Semester – 3	DSC/Core (Major)	CC – 3 = Guidance and Counselling
		CC – 4 = Sociological Foundation of Education
	IDC	IDC = <i>Inclusive Education</i>
	SEC	SEC – 3 = Computer Application
	For MINOR	M -2 = Introduction & Philosophical Foundation of Education

Semester – 4	DSC/Core (Major)	CC – 5 = Educational Organization & Planning
		CC – 6 = History of Education
		CC – 7 = Technology in Education
		CC – 8 = Great Educators
	For MINOR	M -2 = Psychological Foundation of Education

Semester – 5	DSC/Core (Major)	CC – 9 = Women Education
		CC – 10 = Curriculum Studies
		CC – 11 = Measurement & Evaluation in Education – 1
		CC – 12 = Statistics in Education
	For MINOR	M – 1 / M – 2 = Guidance and Counselling

Semester – 6	DSC/Core (Major)	CC – 13 = Aspect of Teaching
		CC – 14 = Management in Education
		CC – 15 = Measurement & Evaluation in Education – 2
	Summer Internship	Based on Teaching in Practice
	For MINOR	M – 1 / M – 2 = Educational Organization & Planning

Semester – 7	DSC/Core (Major)	CC – 16 = Research Methodology – 1
		CC – 17 = Psychology of Adjustment
		CC – 18 = Peace and Value Education
		CC – 19 = Gender Studies
	Dissertation → or DSC →	Research Based (Theory + Practical) or DSC – 1 = Life Skill Education

Semester - 8	DSC/Core (Major)	CC – 20 = Research Methodology - 2
		CC – 21 = Human Rights Education
		CC – 22 = Teacher Education
	Dissertation → Or DSC →	Research Based (Practical) or DSC – 2 = Open and Distance Education DSC = 3 = Population Education

Semester 1

EDC/H/CC – 1/1 (For Major)

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, Buddhism
- Western School of Philosophy: z

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

EDC/H/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/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

For Minor

EDC/M/1/1 (Semester – 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- 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, Buddhism
- Western School of Philosophy: z

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 2

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

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

EDC/H/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/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
- Fundamental Rights
- Duties of citizenship

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

EDC/H/SEC/2/2 (Semester – 2)

Digital Empowerment

Objectives

- Understand the fundamentals of digital technologies and their impact on society
- Enhance online communication and collaboration skills
- Promote digital citizenship and responsible online behavior
- Gain awareness of digital security risks and implement best practices
- Explore ethical considerations in the use of digital technologies.

Unit 1: Digital Literacy and Digital Empowerment

- Definition of Digital Literacy
- Current Trends of Digital Technology
- Evaluating the credibility of online information
- Copyright and plagiarism awareness
- Important application of our country Digi Locker, e-Hospitals, e-Pathshala, SHIM, e-Kranti (Electronic Delivery of Services, e-Health Campaigns)

Unit 2: Online Communication and Collaboration

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

Unit 3: Digital Security

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Blockchain Technology
- Security Initiatives by the Govt of India

Unit 4: Digital Citizenship and Ethics

- Responsible online behavior and digital etiquette
- Understanding online communities and their norm
- Ethical considerations in digital technology usage

Unit 5: Emerging Technology

- Exploring emerging technology and its impact
- AI and Machine Learning
- IOT and Connected Devices

Semester – 2

EDC/M/1/1 (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.

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

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

STRUCTURE

Semester	Core Course – 1	Core Course - 2	Minor	IDC/MDC	AEC	SEC	CVAC	Summer Internship	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		21
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				22
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						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	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
		21	525	

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
		22	550	

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
		20	500	

1 credit = 25 Marks

Summer Internship	SI	3	75	1 – 0 – 2
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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

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
	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 = Women Education

Semester – 6	Core Course	CC – 1 = Aspect of Teaching
	Core Course	CC – 2.1 = Women Education
	Core Course	CC – 2.2 = Curriculum studies
	Minor	M – 5 = Educational Organization & Planning
	Minor	M – 6 = History of Education

Semester 1

EDC/MD/CC/1/1 or CC/2/1

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- 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, Buddhism
- Western School of Philosophy: z

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

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 or CC/2/2

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

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