



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)

<u>Distribution of marks:</u>	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)**

<u>Distribution of Credits:</u>	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 <u>Or</u> DSC 1	4	100	1 – 0 - 3 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	8	200	0 – 0 – 8
	Or DSC 2			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 x3 = 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