



# **UNIVERSITY OF CALCUTTA**

## **Notification No.CSR/02/2024**

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 02.01.2024, approved the Exam Modalities/Question Pattern & Marks distribution of the following subjects of Semester wise UG Courses of studies, as applicable under CCF,2022, under this University, as laid down in the accompanying pamphlet.

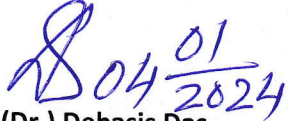
1. Value oriented Life Skill Education (CVAC)
2. Education (Revised modalities after incorporating some amendments in the previous notification CSR/49/2023, dt.19.12.2023)
3. Geology (Revised modalities after incorporating some amendments in the previous notification CSR/49/2023, dt.19.12.2023)

The above shall take effect from the academic session 2023-2024 and onwards.

SENATE HOUSE

Kolkata-700073

04.01.2024

  
Prof.(Dr.) Debasis Das

Registrar

# EDUCATION

## MODALITIES: -

(For 75 Marks) EXCEPT IDC

- 1} 3 questions carrying 10 marks out of 4 ( $3 \times 10 = 30$ )
- 2} 5 questions carrying 5 marks out of 6 ( $5 \times 5 = 25$ )
- 3} 10 questions carrying 2 marks ( $10 \times 2 = 20$ )

(For 50 Marks) ONLY IDC

- 1} 3 questions carrying 10 marks out of 5 ( $3 \times 10 = 30$ )
- 2} 2 questions carrying 5 marks out of 4 ( $2 \times 5 = 10$ )
- 3} 5 questions carrying 2 marks out of 7 ( $5 \times 2 = 10$ )

## TUTORIAL (FOR ALL) = 25 Marks

Major (Honours) – Term Paper = Write up with Presentation (15 + 10)

Minor + MDC – Term Paper = Write up (25)

{Reference should be done based on at least 10 learning materials (books/journals/ articles etc)}



# 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 7<sup>th</sup> Semester and 2 DSC/Core papers of 4 credits each in the 8<sup>th</sup> 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 7<sup>th</sup> & 8<sup>th</sup> 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 7<sup>th</sup> & 2 DSC in 8<sup>th</sup> Sem)

<b>Semester wise Course Structure</b>									
<b>Semester</b>	<b>DSC/Core</b>	<b>Minor</b>	<b>IDC/MD C</b>	<b>AEC</b>	<b>SEC</b>	<b>CVAC</b>	<b>Summer Internship</b>	<b>Dissertation/ Research Work</b>	<b>Total Credit</b>
<b>1</b>	<b>1 x 4 = 4 3 Th 1P/TU</b>	<b>1 X 4 = 4 (M 1) 3 Th 1 P/TU</b>	<b>1 X 3 = 3 2 Th 1 P/TU</b>	<b>1 X 2 = 2 2 Th 0 P/TU</b>	<b>1 X 4 = 4 3 Th 1 P/TU</b>	<b>2 x 2 = 4</b>			<b>21</b>
<b>2</b>	<b>1 x 4 = 4 3 Th 1P/TU</b>	<b>1 X 4 = 4 (M 1) 3 Th 1 P/TU</b>	<b>1 X 3 = 3 2 Th 1 P/TU</b>	<b>1 X 2 = 2 2 Th 0 P/TU</b>	<b>1 X 4 = 4 4 Th 0 P/TU</b>	<b>2 x 2 = 4</b>			<b>21</b>
<b>3</b>	<b>2 x 4 = 8 (2x) 3 Th 1 P/TU</b>	<b>1 X 4 = 4 (M 2) 3 Th 1 P/TU</b>	<b>1 X 3 = 3 2 Th 1 P/TU</b>	<b>1 X 2 = 2 2 Th 0 P/TU</b>	<b>1 X 4 = 4 3 Th 1 P/TU</b>				<b>21</b>
<b>4</b>	<b>4 x 4 = 16 (4x) 3 Th 1 P/TU</b>	<b>1 X 4 = 4 (M 2) 3 Th 1 P/TU</b>		<b>1 X 2 = 2 2 Th 0 P/TU</b>					<b>22</b>
<b>5</b>	<b>4 x 4 = 16 (4x) 3 Th 1 P/TU</b>	<b>2 X 4 = 8 (M 1 + M 2) (2 x) 3 Th 1 P/TU</b>							<b>24</b>
<b>6</b>	<b>3 x 4 = 12 (3x) 3 Th 1 P/TU</b>	<b>2 X 4 = 8 (M 1 + M 2) (2 x) 3 Th 1 P/TU</b>					<b>1 x 3 = 3</b>		<b>23</b>
<b>7</b>	<b>4 x 4 = 16 (4x) 3 Th 1 P/TU</b>							<b>1 x 4 = 4</b>	<b>20</b>
<b>8</b>	<b>3 x 4 = 12 (3x) 3 Th 1 P/TU</b>							<b>1 x 8 = 8</b>	<b>20</b>
<b>Credits</b>	<b>22 x 4 = 88</b>	<b>8 x 4 = 32</b>	<b>3 x 3 = 9</b>	<b>4 x 2 = 8</b>	<b>3 x 4 = 12</b>	<b>4 x 2 = 8</b>	<b>1 x 3 = 3</b>	<b>1 x 4 1 x 8 or (1x4+ 1x4+1x4)</b>	<b>172</b>
<b>Marks</b>	<b>22 x 100 = 2200</b>	<b>8 x 100 = 800</b>	<b>3 x 75 = 225</b>	<b>4 x 50 = 200</b>	<b>3 x 100 = 300</b>	<b>4 x 50 = 200</b>	<b>1 x 75 = 75</b>	<b>1x100+1x200 or 1x100 1x100 1x100</b>	<b>4300</b>

## 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
		<b>21</b>	<b>525</b>	

**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
		<b>21</b>	<b>525</b>	

**1 credit = 25 Marks**

### **SEMESTER – 3**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>21</b>	<b>525</b>	

**1 credit = 25 Marks**

### **SEMESTER – 4**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>22</b>	<b>550</b>	

**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
		<b>24</b>	<b>600</b>	

**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
		<b>23</b>	<b>575</b>	

**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
		<b>20</b>	<b>500</b>	

**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
		<b>20</b>	<b>500</b>	

**1 credit = 25 Marks**

**Course Title for the Subject Education: -**

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

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

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

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

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

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

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

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

## **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)**

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

-----  
**3200 Marks**

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

-----  
**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
<b>Credits</b>	<b>8 x 4 = 32</b>	<b>8 x 4 = 32</b>	<b>6 x 4 = 24</b>	<b>3 x 3 = 9</b>	<b>4 x 2 = 8</b>	<b>3 x 4 = 12</b>	<b>4 x 2 = 8</b>	<b>1 x 3 = 3</b>	<b>128</b>
<b>Marks</b>	<b>8 x 100 = 800</b>	<b>8 x 100 = 800</b>	<b>6 x 100 = 600</b>	<b>3 x 75 = 225</b>	<b>4 x 50 = 200</b>	<b>3 x 100 = 300</b>	<b>4 x 50 = 200</b>	<b>1 x 75 = 75</b>	<b>3200</b>

## SEMESTER – 1

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>21</b>	<b>525</b>	

**1 credit = 25 Marks**

## SEMESTER – 2

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>21</b>	<b>525</b>	

**1 credit = 25 Marks**

### **SEMESTER – 3**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>21</b>	<b>525</b>	

**1 credit = 25 Marks**

### **SEMESTER – 4**

<b>Course Code</b>	<b>Course Type</b>	<b>Credit</b>	<b>Marks</b>	<b>TH – TU - P</b>
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
		<b>22</b>	<b>550</b>	

**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
		<b>20</b>	<b>500</b>	

**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
		<b>20</b>	<b>500</b>	

**1 credit = 25 Marks**

Summer Internship	SI	3	75	1 – 0 – 2
-------------------	----	---	----	-----------

**1 credit = 25 Marks**

**Course Title for the Subject Education: -**

<b>Semester – 1</b>	<b>Core Course</b>	<b>CC – 1 = Introduction &amp; Philosophical Foundation of Education</b>
	<b>Core Course</b>	<b>CC – 2 = Introduction &amp; Philosophical Foundation of Education</b>
	<b>IDC</b>	<b>IDC = <i>Inclusive Education</i></b>
	<b>SEC</b>	<b>SEC = <b>Communication Skill</b></b>

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

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

<b>Semester – 4</b>	<b>Core Course</b>	<b>CC – 1.1 = Educational Organization &amp; Planning</b>
	<b>Core Course</b>	<b>CC – 1.2 = History of Education</b>
	<b>Core Course</b>	<b>CC – 2.1 = Educational Organization &amp; Planning</b>
	<b>Core Course</b>	<b>CC – 2.2 = History of Education</b>
	<b>Minor</b>	<b>M – 2 = Psychological Foundation of Education</b>

<b>Semester – 5</b>	<b>Core Course</b>	<b>CC – 1.1 = Women Education</b>
	<b>Core Course</b>	<b>CC – 1.2 = Curriculum studies</b>
	<b>Core Course</b>	<b>CC – 2 = Aspect of Teaching</b>
	<b>Minor</b>	<b>M – 3 = Guidance and Counselling</b>
	<b>Minor</b>	<b>M – 4 = Women Education</b>

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

## **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**