

**CURRICULUM & CREDIT
FRAME WORK
FOR
UG Programme in Education
as per NEP-2020**

**(Honours with Research or
Honours)**

**BURDWAN UNIVERSITY
BURDWAN, WEST BENGAL**

SEMESTER- I

COURSE STRUCTURE						
Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational Philosophy-I	4	75	60	0	15
Minor Course	COURSE 1; From any allied discipline other than Education*	4	75	60	0	15
Multidisciplinary Course	COURSE 1; From any discipline out of 4/5 broad disciplines other than Education	3	50	40	0	10
Ability Enhancement Course (L ₁ -1 MIL)	Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu/ or Equivalent. Course from SWAYAM	2	50	40	0	10
Skill Enhancement Course (SEC)	Computer Application in Education	3	50	40	0	10
Common Value Added (CVA) Course	Environmental Science / Education	4	100	60	20	20
Total		20	400			

***Note-**

- Out of 8 Minor courses students need to study 3 courses from allied discipline in Sem-I, Sem-II and Sem-V. Another 3 Minor courses as Vocational Education and Training courses need to study in III, IV and VI Semester. And remaining 2 Minor courses would be choice based of the students from any discipline of the four broad disciplines need to study in VII and VIII semesters.
- For Multidisciplinary Courses, students are required to undergo three introductory level courses relating to any of the Five and Four broad disciplines in Sem-I, Sem-II and Sem-III.

SEMESTER- II

COURSE STRUCTURE

Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Int.
Major/DS Course (Core)	Educational Psychology-I	4	75	60	0	15
Minor Course	COURSE 2; From any allied discipline other than Education*	4	75	60	0	15
Multidisciplinary Course	COURSE 2; From any discipline out of 4/5 broad disciplines other than Education	3	50	40	0	10
Ability Enhancement Course (L ₂ 1)	English or Equivalent, Course from SWAYAM	2	50	40	0	10
Skill Enhancement Course (SEC)	Music and Fine Arts in Education or Education of Children with Special Needs	3	50	40	0	10
Common Value Added (CVA) Course	Yoga Education	4	100	60	20	20
Total		20	400			

***Note-**

- After 1st Year students can change Major or Minor discipline courses.
- Summer Course – Skill based Vocational course during summer (4cr) compulsory course.

SEMESTER- III

COURSE STRUCTURE

Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational Philosophy-II	4	75	60	0	15
	Educational Psychology-II	4	75	60	0	15
Minor Course	Intermediate level course (Voc. Educational. & Training.)	4	75	60	0	15
Multidisciplinary Course	COURSE 3; From any discipline out of 4/5 broad discipline other than Education	3	50	40	0	10
Ability Enhancement Course (L ₁ -2 MIL)	Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu/ or Equivalent. Course from SWAYAM	2	50	40	0	10
Skill Enhancement Course (SEC)	Distance Education	3	50	40	0	10
Total		20	375			

***Note-**

- Students need to do Vocational Education and Training courses related to Major and Minor discipline or choice of the student in III, IV and VI semesters, as 3 Minor courses of (12cr)

SEMESTER- IV

COURSE STRUCTURE						
Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational Sociology- I	5	75	60	0	15
	Education in Ancient Medieval India	5	75	60	0	15
	Education in British India	5	75	60	0	15
Minor Course	Intermediate level course (Voc. Education. & Training.)	4	75	60	0	15
Ability Enhancement Course (L ₂ -2)	English or Equivalent, Course from SWAYAM	2	50	40	0	10
Total		21	350			

*Note-

- Students need to do Vocational Education and Training courses related to major and minor discipline or choice of the student in III, IV and VI semesters as 3 Minor courses. (12cr)
- Summer Course – Skill Based Vocational course during summer (4cr) compulsory course.

SEMESTER- V

COURSE STRUCTURE

Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational Sociology- II	5	75	60	0	15
	Development of Education in Post-Independence Period	5	75	60	0	15
	Educational thoughts & ideas of great Indian Educators	5	75	60	0	15
Minor Course	COURSE 3; From any allied discipline other than Education*	4	75	60	0	15
INTERNSHIP FOR ALL STUDENT	Activity to be decided by the department	2	50	40	0	10
Total		21	350			

***Note-**

- **Internship;** A course, requiring students to participate as a professional activity or work experience or cooperative education activity. In Actual work situation

SEMESTER- VI

COURSE STRUCTURE						
Course Type	Name of the course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational guidance & Counseling	5	75	60	0	15
	Educational Technology	4	75	60	0	15
	Measurement & Evaluation in Education	4	75	60	0	15
	Comparative Education	4	75	60	0	15
Minor Course	Intermediate level course (Voc. Education & Training.)	4	75	60	0	15
Total		21	375			

***Note-**

- Students need to do Vocational Education and Training courses related to Major and Minor discipline or choice of the student in III, IV and VI semesters as 3 minor courses. (12 cr)

SEMESTER- VII

COURSE STRUCTURE

Course Type	Name of the course (Advanced courses)	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Educational Management & Administration	5	75	60	0	15
	Current issues in Indian Education	4	75	60	0	15
	Teachers Education	4	75	60	0	15
	Inclusive Education	4	75	60	0	15
Minor Course	Choice based course of the students from any discipline of the four broad disciplines.	4	75	60	0	15
Total		21	375			

***Note-**

- Out of 8 Minor courses remaining 2 Minor courses would be choice based of the students from any discipline of the four broad disciplines need to study in VII and VIII semesters.

SEMESTER- VIII

COURSE STRUCTURE						
Course Type	Name of the course (Advanced courses)	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core)	Basics of Educational Research & Statistics	5	75	60	0	15
Minor Course	choice based of the students from any discipline of the four broad disciplines.	4	75	60	0	15
Research Project**	Any topic for Research / Dissertation	12	225	60% of marks for Dissertation paper 40% for Viva Voce (135+90)		
Total		21	375			

***Note-**

**** Research project; conditional.** Students who secure 75% marks and above in the first six Semesters and wish to undertake research at the UG level can choose a research stream in VIII semester related to Major discipline. (12 Cr). The students who secure 160 (Cr) including 12 (Cr) from a research project are awarded UG degree (Honours with Research).

****** Out of 8 Minor courses remaining 2 Minor courses would be choice based of the students from any discipline of the four broad disciplines need to study in VII and VIII semesters.

OR

SEMESTER- VIII

COURSE STRUCTURE

Course Type	Name of the course (Advanced courses)	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) (Three courses, 20, 21 & 22 alternative to Research project)	Basics of Educational Research & Statistics	5	75	60	0	15
	Educational thoughts & ideas of great Western Educators	5	75	60	0	15
	Open, Distance and Online Education	5	75	60	0	15
	Women Education	5	75	60	0	15
Minor Course	choice based of the students from any discipline of the four broad disciplines.	4	75	60	0	15
Total		21	375			

***Note-**

- Out of 8 Minor courses remaining 2 Minor courses would be choice based of the students from any discipline of the four broad disciplines need to study in VII and VIII semesters.

For the students of other discipline

❖ Education as Minor Discipline Course (For the students of other discipline)

(5 Courses)

Course type	Course name		Credit
Minor Course	Sem I	Principle of Education	4
	Sem II	Educational Psychology	4
	Sem V	Educational Sociology	4
	Sem VII	History of Education in India after independence	4
	Sem VIII	Great Indian Educator	4

❖ Education as Multidisciplinary course (MDS) (For the students of other discipline)

(3 Courses)

Course type	Course name		Credit
MDS	Sem I	Educational Philosophy	3
	Sem II	Educational Psychology	3
	Sem III	Current issues Indian Education	3

B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION:

SEMESTER- I

Major/DS Course (Core)-1

Course: Educational Philosophy-1

Full Marks: 75

Course Objectives:

1. To understand the meaning, nature, and scope of Education.
2. To explore the various functions and factors influencing Education.
3. To examine the aims of Education from both individualistic and socialistic perspectives.
4. To introduce the Philosophy of Education and to be acquainted with the relationship of Education and Philosophy.
5. To familiarize students with different schools of Indian Philosophy and their epistemological and ethical aspects.
6. To analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.
7. To comprehend the concept of child-centric education and its meaning and characteristics.
8. To explore the aims of modern child-centric education.
9. To examine different approaches to child-centric education.
10. To understand the features and significance of life-centric education.
11. To understand the concept of freedom and discipline in the context of education.
12. To recognize the need for discipline and its application in educational institutions.
13. To understand the concept of free discipline and self-discipline

Course contents

Unit –I:

- Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education
- Aims of Education: Individualistic and Socialistic.

Unit –II:

- Introduction to Philosophy of Education, ● Relationship of Education and Philosophy,
- Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications

Unit –III:

- Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric

education, ● Different approaches of Child-Centric Education, ● Life Centric Education: features and significance.

- Unit –IV:
- Concept of freedom and discipline.
- Need of discipline.
- Concept of free discipline.
- Concept of self – discipline.
- Application of Discipline in Educational Institution.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Define Education and understand its various dimensions and purposes.
2. Develop an understanding of the factors that influence education and the role they play in shaping the educational process.
3. Compare and contrast individualistic and socialistic aims of education.
4. Gain insights into the relationship between Education and Philosophy and its implications for educational practices.
5. Comprehensive understanding of different schools of Indian philosophy and their relevance to education.
6. Analyze the educational implications of specific Indian philosophical schools.
7. Explain the concept of child-centric education and its significance in modern educational contexts.
8. Familiarize with different approaches to child-centric education and their respective strengths and weaknesses.
9. Recognize the features and significance of life-centric education and its impact on holistic development.
10. Understand the concepts of freedom and discipline in the educational setting.
11. Discuss the importance of discipline and its application in maintaining a conducive learning environment.
12. Understand the concept of free discipline and its role in fostering independent learning.
13. Develop an understanding of self-discipline and its significance in personal and academic growth.

❖ Recommended Books:

- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.

- Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Ally & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Educational Philosophy.

❖ **Minor Course-1**

Full Marks: 75

- Course from any allied discipline other than Education
- Syllabus of Minor Course-1 to be selected from the respective department, as per the choice of discipline by the students.

❖ **Multidisciplinary Course-1**

Full Marks: 50

- Course from any discipline out of four/five broad discipline other than Education discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

❖ **Ability Enhancement Course (L₁-1 MIL)**

Full Marks: 50

- Arabic/ Bengali/ Hindi/ Sanskrit/ Santali/ Urdu/ or Equivalent. Course from SWAYAM
- Syllabus of Ability Enhancement Course-(L₁-1 MIL) to be selected from the respective language department, as per the choice of language discipline by the students.

Skill Enhancement Course (SEC)-1

SEC-1: Computer Application in Education

Full Marks: 50

Course Objectives:

1. To familiarize students with the essential components and functionalities of MS Office applications, including MS Word, MS PowerPoint, and MS Excel.
2. To provide an understanding of the concepts of information and communication technology (ICT) and its relevance in education.
3. To explore the issues and initiatives related to universal access and the digital divide in the context of ICT.
4. To examine the challenges involved in integrating ICT into the school system and understand the aims and objectives of the National Policy on ICT in School Education in India.
5. To introduce students to the components and objectives of the National Mission on Education through ICT (NMEICT) and various related platforms such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology.
6. To enable students to effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics.
7. To provide a general introduction to various forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and Massive Open Online Courses (MOOCs).
8. To explore the potential of social networking platforms in education and their role in facilitating collaborative learning and knowledge sharing.

Course Contents:

Unit I:

- **MS office:**
- MS Word
- MS Power Point
- MS Excel

Unit II:

- Concepts of information and communication technology; Universal access VS Digital Divide – issues and initiatives.
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and
- Communication Technology (ICT) in School Education in India.

Unit III:

- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology

Unit IV: Educational Resources

- Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics.
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking

Course Outcomes:

- Upon completion of this course, students will be able to:
- 1. Demonstrate proficiency in using MS Office applications, including MS Word, MS PowerPoint, and MS Excel, for creating documents, presentations, and spreadsheets.
- 2. Understand the importance of information and communication technology (ICT) in education and its impact on learning outcomes.
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- 3. Analyze the issues and initiatives related to universal access and the digital divide, and propose strategies to bridge the gap.
- 4. Identify and address the challenges involved in integrating ICT into the school system, considering the objectives of the National Policy on ICT in School Education in India.
- 5. Utilize various components of the National Mission on Education through ICT (NMEICT), such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology, to enhance teaching and learning experiences.
- 6. Effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics, to gather information and enhance subject knowledge.
- 7. Evaluate the advantages and limitations of different forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and MOOCs, and select appropriate approaches for specific educational contexts.
- 8. Understand the role of social networking platforms in education and employ them for collaborative learning, knowledge sharing, and professional networking purposes

❖ **Common Value Added (CVA) Course**

Full Marks: 100

- **Environmental Science / Education**
- Common Value Added Course (CVA) Compulsory Course
Syllabus (Common) to be provided by the respective
Department

B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION

SEMESTER- II

Major/DS Course (Core)-2

Course - Educational Psychology-I

Full Marks: 75

Course Objectives:

1. Introduce students to the field of psychology and its relevance to education.

2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

Course Contents:

Unit –I:

- Introduction to Psychology, Meaning, and Definition, ● Nature and Scope of Educational Psychology, ● Relation between Education and Psychology, ● Methods of Educational psychology

Unit –II:

- Growth and Development: Meaning and Concepts, ● Determinants of Development- Heredity and Environment, ● Principles of Development, ● Stages of Physical Development,
- Characteristics of different stages, ● Areas of development: Emotional, Intellectual and Social,
- Individual differences: concept, types, and educational implications.

Unit –III:

- Concept of learning, ● Factors associated with learning, ● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, ● Gagne's theory of

learning,

Unit –IV:

- Transfer of Learning: Concept, Theories and Educational Application.

Course Outcomes:

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyze the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.
5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand the patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyze the emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.
14. Apply the principles of Gagne's theory of learning in designing instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast different theories and models related to transfer of learning.
17. Apply the principles of transfer of learning in designing effective instructional materials and strategies.

❖ **Recommended Books:**

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
 - Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
 - Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay PublishingHouse, New Delhi.
 - Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
 - Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
 - Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Bengali Books on Educational Psychology

❖ **Minor Course-2**

Full Marks: 75

- Course from any allied discipline other than Education
- Syllabus of Minor Course-2 to be selected from the respective department, as per the choice of discipline by the students.

❖ **Multidisciplinary Course-2**

Full Marks: 50

- Course from any discipline out of four/five broad discipline other than Education discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

Ability Enhancement Course (L₂-1)

full marks 50

- English or Equivalent. Course from SWAYAM
- Syllabus of Ability Enhancement Course-(L₂-1) to be selected from the respective language department as per the choice of language discipline by the students .

Skill Enhancement Course (SEC)-2

SEC-2: Music and Fine Arts in Education

Full Marks: 50

Course Objectives:

1. Introduce students to the preliminary ideas of Indian music and develop an understanding of its unique characteristics.
2. Familiarize students with the basics of playing a musical instrument and provide preliminary knowledge about specific instruments like the tabla and harmonium.
3. Explore the structure of the tabla and develop skills in playing rhythmic patterns.
4. Introduce students to the harmonium and develop basic proficiency in playing melodies.
5. Provide opportunities for practice, leading to the performance of various musical compositions.
6. Develop skills in singing prayer songs, seasonal songs, and folk songs.
7. Explore the integration of songs and music with other curricular areas, emphasizing their interdisciplinary nature.
8. Introduce students to the field of fine arts and its significance in expressing creativity and aesthetics.
9. Engage students in practical activities related to different forms of visual arts, such as drawing, painting, and sculpture.
10. Develop an understanding of the basic concepts of colors, shapes, forms, perspective, balance, rhythm, and dimensions in the context of visual arts.

Course Contents:

Unit –I:

- Indian Music & Instrument: Preliminary Ideas of Indian Music, ● Preliminary Knowledge of Instrument, ● Structure of Tabla, ● Harmonium

Unit –II:

- Practice, leading to performance, ● Prayer Song -2, ● Seasonal Song-2, ● Folk Song- 2, ● Integration of songs and music with other curricular areas

Unit –III:

- Fine Arts, ● Arts in Practice, ● Different forms of Visual Arts,

Unit –IV:

- Basic Concept of Colors, ● Shapes & Forms, ● Perspective, ● Balance, ● Rhythm, ● Dimensions

Course Outcomes:

1. Demonstrate knowledge and appreciation of the principles and characteristics of Indian music.
2. Play basic rhythmic patterns on the tabla and demonstrate proficiency in handling the instrument.
3. Play melodies on the harmonium and showcase competence in creating musical compositions.
4. Perform various musical compositions confidently, incorporating appropriate techniques and expressions.
5. Sing prayer songs, seasonal songs, and folk songs with proper intonation, rhythm, and expression.
6. Recognize and explore the potential of integrating songs and music with other subjects, demonstrating interdisciplinary thinking.
7. Demonstrate practical skills in visual arts, such as drawing, painting, and sculpture.
8. Create visual art pieces that exhibit an understanding of color theory, shapes, forms, perspective, balance, rhythm, and dimensions.
9. Express creativity and aesthetics through visual art, demonstrating individual style and originality.
10. Reflect on the artistic process and critically analyze visual art pieces, discussing their intentions, techniques, and impact.
11. Apply the principles learned in music and fine arts to other areas of life, such as personal expression, cultural appreciation, and creative problem-solving.

Recommended Books:

- Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Music in Education. London: Heinmann.
- Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi
- ❖ Bengali Books on Music and Fine Arts in Education

OR

Skill Enhancement Course (SEC)-2

SEC-2: Education of Children with Special Needs

Full Marks: 50

Course Objectives:

1. To provide an understanding of the education needs of children with visual impairments, including their identification, intervention, education, and prevention.
2. To develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.
3. To explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.
4. To understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.
5. To develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

Course Contents:

Unit –I:

Education of Children with:

- Visual Impairment: identification, intervention, education and prevention.
- Hearing Impairment: identification, intervention, education and prevention.

Unit –II:

Education of Children with:

- Speech and Language Disorders: identification, intervention, education and prevention.

Unit –III:

Education of Children with:

- Physically Handicraft: identification, intervention, education and prevention.

Unit –IV:

Education of Children with:

- Learning Disabilities: identification, intervention, education and prevention.

Course Outcomes:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.
2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.
3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.
4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.
5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.
6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.
7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.
8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.
9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.
10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and inclusive mindset.

❖ Reference Books:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York: MCGraw-Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.
- Bengali Books on Education of Children with Special Needs

Courses for The Students of Other Discipline

Education as Minor discipline courses for The Students of Other Discipline

Full Marks:75

5 Courses

Course type	Course name		Credit
Minor Course	Sem I	Principles of Education	4
	Sem II	Educational Psychology	4
	Sem V	Educational Sociology	4
	Sem VII	History of Education in India	4
	Sem VIII	Educational guidance & Counseling	4

SYLLABUS

Minor course -1

Course: Principles of Education

Full Marks: 75

Course Objectives:

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents:

Unit –I:

- Education: Meaning, Nature and Scope.
- Functions of Education
- Factors of Education.
- Aims of Education: Individualistic and Socialistic.

Unit –II:

- Meaning of Curriculum.
- Types of curriculum.
- Principles of curriculum construction.
- Co – curricular activities.

Unit –III:

- Child Centric Education: Meaning and Characteristics.
- Aims of modern child centric education.
- Child Centric Education: its significance.
- Play and play-way in education: Kindergarten, Montessori, Basic education and Projectmethod.

UNIT –IV:

- Freedom and Discipline: Concepts.
- Needs of discipline.
- Concept of Free discipline.
- Concept of Self-discipline.
- Application of Discipline in Educational Institution.

Course Outcomes:

1. Demonstrate a clear understanding of the meaning, nature, and scope of education.
2. Evaluate the functions and factors that shape the field of education.
3. Critically analyze the aims of education from both individualistic and socialistic perspectives.
4. Apply the concept of curriculum to design effective educational programs.
5. Select and justify appropriate types of curriculum for specific educational contexts.
6. Develop curriculum construction skills based on established principles.
7. Recognize the value and integration of co-curricular activities in educational planning.
8. Implement child-centric education principles to promote holistic development.
9. Apply play and play-way methods in educational practices, drawing from different approaches.
10. Promote a balanced approach between freedom and discipline in educational institutions, fostering a conducive learning environment.

Suggested Reference:

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy,USA:pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA:Ally &Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Principles of Education

Minor course -2

Course: Educational Psychology

Full Marks: 75

Course Objectives:

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.
10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

Course Contents:

Unit –I:

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

Unit –II:

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

Unit –III:

- Personality: Concept and definition.
- Development of Personality.
- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

Unit –IV:

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

Unit –V:

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation.

Course Outcomes:

1. Demonstrate a clear understanding of the field of educational psychology, including its key concepts and theories.
2. Apply psychological principles and theories to educational contexts, enhancing instructional practices and student learning outcomes.
3. Utilize various research methods and techniques to investigate educational phenomena and contribute to the field of educational psychology.
4. Analyze and interpret the different stages of child development, recognizing the unique characteristics and needs of each stage.
5. Assess and support the various aspects of child development, promoting holistic growth in educational settings.
6. Understand the factors that contribute to personality development and apply this knowledge to support students' socio-emotional development.
7. Evaluate and utilize different approaches to understanding personality, considering their practical implications for educational settings.
8. Adapt instructional strategies to accommodate and address the diverse learning needs and individual differences among students.
9. Employ appropriate assessment methods to measure and assess students' cognitive abilities and intelligence.

10. Apply the principles and findings of educational psychology to design effective teaching strategies, create inclusive learning environments, and enhance student motivation and engagement.

11. Critically analyze and reflect on educational practices and policies through the lens of educational psychology, advocating for evidence-based approaches to education.

12. Demonstrate effective communication and collaboration skills with students, parents, and colleagues, promoting positive relationships and a supportive learning community.

Suggested References:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. &Choube.(1996). Educational Psychology and Experiments. Himalay PublishingHouse, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.
- ❖ Bengali Books on Educational Psychology.

Courses (MDS) for The Students of Other Discipline

Education as Multidisciplinary course (MDS) for The Students of Other Discipline

Full Marks: 50

3 Courses

Course type	Course name		Credit
MDS	Sem I	Great Educators	3
	Sem II	Value Education	3
	Sem III	Psychology of Mental Health and Hygiene	3

SYLLABUS

Multidisciplinary course (MDS-1)

Great Educators

Full Marks: 50

Course Objectives:

1. Gain an in-depth understanding of the life and teachings of Swami Vivekananda.
2. Explore the contributions of Sri Aurobindo to philosophy and Education.
3. Examine the life and works of Rabindranath Tagore, including his philosophy of Education.
4. Analyze the educational philosophy and principles of Mahatma Gandhi.
5. Study the ideas and theories of Jean-Jacques Rousseau regarding Education.
6. Understand the educational approach and philosophy of Friedrich August Froebel.
7. Explore the educational theories and principles proposed by John Dewey.
8. Analyze the educational approach and methods developed by Maria Montessori.
9. Compare and contrast the philosophies and educational ideas of the mentioned educators.
10. Reflect on the relevance and applicability of the educational philosophies in contemporary educational contexts.

Course Contents:

Unit –I:

- Swami Vivekananda (1863-1902).
- Sri Aurobindo (1872-1950).

Unit –II:

- Rabindranath Tagore (1861-1941).
- Mahatma Gandhi (1869-1948).

Unit –III:

- Jean Jacques Rousseau (1712-1778).
- F.W. August Froebel (1782-1852).

Unit –IV:

- John Dewey (1859-1952).
- Madam Maria Montessori (1870-1952).

Course Outcomes:

1. Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda.
2. Evaluate the impact of Sri Aurobindo's philosophy on Education and personal development.
3. Critically analyze the educational philosophy and works of Rabindranath Tagore, and their implications for Education.
4. Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world.
5. Explain the key ideas and theories of Jean-Jacques Rousseau related to Education and child development.
6. Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings.
7. Evaluate the educational theories and ideas of John Dewey and their impact on progressive education.
8. Analyze the educational methods and principles developed by Maria Montessori and their application in early childhood education.
9. Compare and contrast the philosophies and approaches of the mentioned educators, identifying their similarities and differences.
10. Critically reflect on the educational philosophies studied and their implications for personal teaching practices and educational policy-making.
11. Develop a broader perspective on educational philosophies and their significance in shaping educational systems and practices.
12. Engage in critical discussions and debates on educational philosophies, fostering intellectual curiosity and a deeper understanding of diverse educational perspectives.

Suggested References:

- Mukherjee, K.K, Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K., Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan, Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai, Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja, Educational Thought and practice, Sterling Publishers Pvt.Ltd.
- ❖ Bengali Books on Educational Thoughts and Ideas of Great Educators

Multidisciplinary course (MDS-2)

Value Education

Full Marks: 50

Course Objectives:

1. Understand the meaning and concept of values in education.
2. Recognize the importance and significance of value education in the overall development of individuals.
3. Explore the concept of morality and its relationship with values in education.
4. Analyze the role of parents in facilitating children's moral development and fostering positive values.
5. Gain knowledge about social values and their impact on individuals and society.
6. Understand the role of values in the classroom environment and its influence on students' behavior and learning outcomes.
7. Explore strategies for inculcating values among students and promoting a values-based culture in educational settings.
8. Examine the meaning and aims of peace education and its role in fostering positive values.
9. Identify the values inherent in peace education and their significance in promoting harmony and conflict resolution.
10. Understand the connection between values and human rights education, and the role of values in upholding and promoting human rights.

Course Contents:

Unit –I:

- Value in Education: Meaning and Concept
- Needs of Value Education

Unit –II:

- Morality: Meaning & Concept.
- Morality and Values in Education.
- Role of Parents to Facilitate Children's Moral Development

Unit –III:

- Social Values.
- Values in Classroom.
- Inculcation of Values among the students

Unit –IV:

- Peace Education: Meanings and Aims.
- Values in Peace Education.
- Values and Human Rights Education

Course Outcomes:

1. Demonstrate a comprehensive understanding of the concept of values in education and their importance in personal and societal development.
2. Evaluate the need for value education in educational settings and recognize its impact on individuals and communities.
3. Analyze the concept of morality and its relevance to values in education, and reflect on its implications for personal and professional conduct.
4. Recognize the role of parents in promoting children's moral development and understand strategies to facilitate the transmission of positive values.
5. Critically examine social values and their influence on individual behavior and societal norms.
6. Apply knowledge of values in creating a positive classroom environment and fostering ethical behavior among students.
7. Design and implement strategies for inculcating values among students, considering their developmental stage and individual needs.
8. Understand the meaning and objectives of peace education, and its role in promoting values such as empathy, tolerance, and cooperation.
9. Evaluate the impact of values in peace education on conflict resolution, social justice, and building a peaceful society.
10. Recognize the importance of values in human rights education, and its role in promoting equality, respect, and dignity for all individuals.
11. Reflect on personal values and develop a deeper understanding of their influence on teaching practices and interactions with students.
12. Engage in critical discussions on values in education, exploring different perspectives and their implications for educational policies and practices.
13. Demonstrate ethical behavior and integrity in personal and professional interactions, reflecting the values learned during the course.
14. Foster a sense of responsibility towards creating a positive and inclusive learning environment that promotes and upholds core values.
15. Advocate for the integration of value education in educational policies and curriculum, recognizing its long-term impact on individuals and society.

Suggested References:

- The moral child – Damon, W. New York: The free press.
- Values in Education and Education in value – Halstead, J. Mark. London.
- The Psychology of moral Development – Kohlberg. New York.
- Values Education – Bagchi, J.P: University Book House (P) Ltd.

- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Values and Teaching : Working with values in the Classroom,
- ❖ Bengali Books on Value Education