

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UEDCMAJ11001 (Theory)

Course Name: Foundations of Education

Brief Course Description:

Foundations of Education is an Introductory Course which provides an overview about the development of Education, from the point of view of Philosophy, Sociology, Psychology and Technology.

Prerequisite(s) and/or Note(s):

Students from any stream can apply for the Course.

Course Objectives:

Knowledge to be acquired:

- Meaning of Education and its related aspects.
- Relation between Education and Philosophy.
- Relation between Education and Sociology.
- Relation between Education and Psychology.
- Relation between Education and Technology.

Skills to be gained:

- Application of Philosophical Principles in Education.
- Application of Sociological Principles in Education.
- Application of Psychological Principles in Education.
- Application of Technology in Education.

Competency to be Developed:

- Applying the knowledge of Educational Philosophy in daily life.
- Utilizing the principles of Educational Sociology for a better overview of social problems.
- Incorporation of principles of Educational Psychology for dealing with classroom situations.
- Implementation of ICT in Education.

Course Syllabus Overview:

Unit I: Introduction to Educational Philosophy

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

Unit II: Introduction to Educational Sociology

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

Unit III: Introduction to Educational Psychology

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology

- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology – Observation, Experimentation and Case Study

Unit IV: Introduction to Educational Technology

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য্য, আল্পনা এন্টারপ্রাইস
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন

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Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UEDCMAJ12002 (Theory)

Course Name: Perspectives of Education

Brief Course Description:

Perspectives of Education explores the factors of education. It highlights the role and importance of social factors which play a role in moulding educational practices.

Prerequisite(s) and/or Note(s):

- (1) Students from any stream can apply for the Course.

Course Objectives:

Knowledge to be acquired:

- Information about Child Centric Education.
- Importance of Co–Curricular Activities.
- Concept of Social Groups and Socialisation.
- Different stages of Growth and Development.
- Concept of Teacher Education and Teaching.

Skills to be gained:

- Analyzing the Child Centric System of Education.
- Understanding the importance of social groups and the process of socialization.
- Comprehending the process of child growth and development.
- Analyzing the principles of teaching.

Competency to be Developed:

- An attitude of mutual cooperation for group members.
- Respect for other cultures.
- Applying the knowledge of growth and development while dealing with children and adolescents.
- Ability to distinguish between Pre–Service and In–Service Teacher Education.

Course Syllabus Overview:

Unit I: Aspects of Education

- a) Four Pillars of Education (Delor’s Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co–curricular Activities

Unit II: Social Groups and Social Factors

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

Unit III: Growth and Development

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence

- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

Unit IV: Teacher Education and Teaching

- a) Concept, Nature and Scope of Teacher Education
 b) Difference between Pre-Service and In-Service Teacher Education
 c) Criteria of Good Teaching and Maxims of Teaching

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
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10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

Bengali Version

11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দা ড. তারিণী হালদার, আহেলি পাবলিশার্স
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14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি, ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষক শিক্ষা - ড. উদয় শঙ্কর কবিরাজ - আহেলি পাবলিশার্স
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

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 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Practical

Marks Allotted: Theoretical Practical

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UEDCSEC 11001 (Theory and Non – Lab Based Practical)

Course Name: SEC – Yoga Education

Brief Course Description:

This Course teaches the importance of Yoga and how it can be useful for improving our lifestyle.

Prerequisite(s) and/or Note(s):

Students taking Education as Major will study this Course.

Course Objectives:

Knowledge to be acquired:

- Meaning of Yoga.
- History of Yoga Education.
- Importance of Yoga for Healthy Living.
- Types of Yoga.

Skills to be gained:

- Understanding of importance of Yoga as a discipline.
- Demonstration of Asanas.

Competency to be Developed:

- Performance of Asanas to ensure a healthy lifestyle.
- Ability to meditate.

Course Syllabus Overview:

Unit I: Concept of Yoga Education

- a) Meaning of Yoga Education
- b) Aims and Objectives of Yoga Education
- c) History of Yoga as a Discipline

Unit II: Yoga, Health and Living

- a) Importance of Yoga for Physical and Mental Health
- b) Yogic Perspective of Health, Healing and Disease
- c) Yogic Principles of Healthy Living

Unit III: Introduction to Yogic Texts

- a) Classification of Yoga and Yogic Texts
- b) Understanding Astanga Yoga
- c) Meditational Processes

Practical:

Preparation of file with pictorial representations of the following Asanas mentioning their importance for a healthy lifestyle.

- a) Padmasana, b) Bajrasana, c) Bhujangasana, d) Halasana, e) Ardha Chandrasana

Suggested Readings:

1. Yoga Education Self Understanding and Development, Dr. Das, A., Pandey P. Rita Book Agency
2. Patanjalis Yoga Sutras, Jha Vinay Kant,
3. Raja Yoga, Vivekananda Swami, Adyar Publication
4. যোগশিক্ষায় আত্মবোধ ও তার বিকাশ, ড. উদয়াদিত্য ভট্টাচার্য, রীতা পাবলিকেশন

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 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Practical

Marks Allotted: Theoretical Practical

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Interdisciplinary/ DSE SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UEDCSEC 12002 (Theory and Non – Lab Based Practical)

Course Name: Lesson Planning

Brief Course Description:

This Course is meant to provide the students a hands on training on how to prepare a lesson plan.

Prerequisite(s) and/or Note(s):

Students pursuing Education as their Major subject will study this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of a lesson plan.
- Principles of preparing a lesson plan.
- Types of lesson plan.
- Teaching Learning Materials.

Skills to be gained:

- Analyzing teaching skills.

Competency to be Developed:

- Preparation of a lesson plan.

Course Syllabus Overview:

Unit-I: Concept of Lesson Plan

- a) Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of a Lesson Plan

- a) Types of Lesson Plan
- b) Principles of developing a Lesson Plan
- c) Steps of preparing a Lesson Plan

Unit III: Teaching Skills and TLMs

- a) Meaning of Teaching Skill and Simulated Teaching
- b) Core Teaching Skills according to NCERT
- c) Edgar Dale’s Model Classification of TLMs

Practical:

Preparation of Lesson Plan: (10 Lesson Plans to be prepared)

Suggested Readings:

English Version

1. The Lesson Planning Handbook, Peter Brunn, Scholastic
2. Writing Effective Lesson Plan, Serdyukov, P., Ryan, M.
3. Lesson Plan : Suzanne Garrnberg,
4. Lesson Planning : Jontsan Savage,
5. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.

Bengali Version

6. শিক্ষণ ও শিক্ষা প্রসঙ্গ, সুশীল রায়, সোমা বুক এজেন্সি
7. বিদ্যালয় সংগঠন ও শিক্ষা প্রসঙ্গ, সরোজ চট্টোপাধ্যায়, নিউ সেন্ট্রাল বুক এজেন্সি

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 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Multi-Disciplinary SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UPOAMDC 11020 (Theory)

Course Name: Distance Education

Brief Course Description:

This course traces the development of Distance Education and emphasizes upon its importance in the present day context.

Prerequisite(s) and/or Note(s):

Students who have not studied Education in Class XI and XII and have not opted for Education as Major or Minor Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Open and Distance Education.
- Strategies of Distance Education.

Skills to be gained:

- Analyzing the need and importance of Distance Education.
- Understanding the role of mass media in Distance Education.

Competency to be Developed:

- Ability to highlight the problems of Distance Education.
- Ability to think of steps to improve the condition of Distance Education.

Course Syllabus Overview:

Unit I: Concept of Open and Distance Education

- a) Meaning of Open and Distance Education
- b) Characteristics and Objectives of Distance Education
- c) Merits and Demerits of Distance Education

Unit II: Strategies of Distance Education

- a) Meaning, Nature and Scope of Non-formal Education
- b) Mode and strategies of Distance Education
- c) Mass Media in Distance Education

Unit III: Status of Distance Education in India

- a) Present status of Distance Education in India
- b) Role of Multi-Media in Distance Education
- c) Application of Technology in Distance Education

Unit IV: Problems and Remedies of Distance Education in India

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School
- b) Problems of Distance and Open Education in India
- c) Measures for strengthening Distance and Open Education in India

Suggested Readings:

English Version

- 1) Distance Education and Open Learning, Sarma, M., Bookman
- 2) A Comprehensive Study of Education, Ravi S.S
- 3) Modern Trends and Issues in Education of India, Nayak B.K.

Bengali Version

- 4) সমকালীন ভারতবর্ষ ও শিক্ষা, তারিণী হালদার ও বিনায়ক চন্দ, আহেলি পাবলিশার্স

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC

Multi-Disciplinary SEC

Minor / Generic Elective VAC

Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UPOAMDC 11019 (Theory)

Course Name: Great Indian Educators

Brief Course Description:

This course discusses the educational philosophies of Great Indian Educators.

Prerequisite(s) and/or Note(s):

Students from any stream opting for any Major can pursue this Course.

Course Objectives:

Knowledge to be acquired:

- Philosophies of Great Indian Educators.
- Contribution of Great Indian Educators towards formulation of aims of education, curriculum and method of teaching.

Skills to be gained:

- Analyze the importance of philosophies of Great Indian Educators.
- Understand the contribution of Great Indian Educators.

Competency to be developed:

- Ability to implement the philosophies of Great Indian Educators in the present educational scenario.
- Analysis of contribution of the Great Indian Educators.

Course Syllabus Overview:

Unit I

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

Unit II

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

Unit III

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

Unit IV

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

Suggested Readings:

English Version

- 1) Some great educators of the world, Mukherjee, K.K.
- 2) Great educators, Purkait, B.R.
- 3) Banerjee, A –Philosophy and principles of education

Bengali Version

- 4) মহান ভারতীয় শিক্ষাবিদদের শিক্ষাচিন্তা, ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 5) শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খণ্ড) -ড. বিনায়ক চন্দ, ড. তারিণী হালদার - আহেলি পাবলিশার্স
- 6) মহান শিক্ষানায়কদের কথা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
- 7) শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী

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Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Multi-Disciplinary SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UPOBMDC12041 (Theory)

Course Name: Mental Health and Hygiene

Brief Course Description:

This course discusses the concept of mental health and hygiene and the role of teachers and parents in preserving mental health of children.

Prerequisite(s) and/or Note(s):

Students from any stream opting for any Major can pursue this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Mental Health and Mental Hygiene.
- Information about Stress and Stressors.
- Role of parents and teachers in preserving mental health.

Skills to be gained:

- Understand the need and importance of mental health and mental hygiene.
- Analyze the role of parents in preventing mental illness.

Competency to be Developed:

- Ability to deal with stress and stressors.
- Ability to inculcate good habits to preserve mental health.

Course Syllabus Overview:

Unit I: Mental Health

- a) Meaning of Mental Health
- b) Nature and Characteristics of Mental Health
- c) Causes of ill Mental Health

Unit II: Mental Hygiene

- a) Meaning of Mental Hygiene
- b) Aims and Scope of Mental Hygiene
- c) Relation between Mental Health, Mental Hygiene and Education

Unit III: Stress and Stressors

- a) Meaning of Stress and Stressors
- b) Effects of Stress on Mental Health
- c) Stress Management through Education

Unit IV: Preservation of Mental Health

- a) Role of Parents in preservation of Mental Health
- b) Role of Teachers in preservation of Mental Health
- c) Symptoms of good Mental Health

Suggested Readings:

English Version

1. Mental Hygiene, S. S. Chauhan, Allied

2. Education for Mental Health, Namita Ranganathan, Shipra Publications

Bengali Version

3. মানসিক স্বাস্থ্যবিদ্যা, জগদীন্দ্র মন্ডল, সোমা বুক এজেন্সি
4. মানসিক স্বাস্থ্যবিজ্ঞান , অরুণ কুমার ঘোষ,
5. মানসিক স্বাস্থ্যবিজ্ঞান, মঞ্জুরি সেনগুপ্ত

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core AEC
 Multi-Disciplinary SEC
 Minor / Generic Elective VAC
 Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO

Is the course focused on imparting life skill? YES NO

Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

Date:

Course Code: UPOBMDC12040 (Theory)

Course Name: Education of Children with Special Needs

Brief Course Description:

This course provides information about Disability, Handicap and Impairment. It throws light upon the educational interventions for Children with Special Needs.

Prerequisite(s) and/or Note(s):

Students who have not studied Education in Class XII and have not opted for Education as Major or Minor Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Disability, Handicap and Impairment.
- Concept of Sensory Impairment.
- Educational Interventions for Children with Special Needs.

Skills to be gained:

- Understanding the importance of educational interventions.
- Understanding the role of NGOS.
- Differentiating between the different types of disabilities.

Competency to be Developed:

- Ability to implement the educational interventions.
- Ability to devise strategies for improving the condition of children with special needs.

Course Syllabus Overview:

Unit I: Children with Special Needs

- a) Meaning of Children with Special Needs
- b) Types of Children with Special Needs
- c) Meaning of Disability, Handicap and Impairment

Unit II: Disability and Handicap

- a) Intellectually Disabled: Meaning, Identification and Educational Intervention
- b) Orthopaedically Handicapped: Meaning, Identification and Educational Intervention

Unit III: Sensory Impairment

- a) Visual Impairment: Meaning, Identification and Educational Intervention
- b) Hearing Impairment: Meaning, Identification and Educational Intervention

Unit IV: Mainstreaming, Integration and Intervention Programmes

- a) Concept of Mainstreaming, Advantages and Disadvantages of Mainstreaming
- b) Concept of Integration, Aims and Objectives of Integration
- c) Role of NGOs in Intervention Programmes for Children with Special Needs

Suggested Readings:

English Version

1. Exceptional Children, Chintamani Kar, Sterling
2. Essentials of Exceptionality and Special Education, Dash ans Dash, Atlantic

Bengali Version

3. বিশেষ চাহিদা সম্পন্ন শিশু ও অল্পভুক্তি মূলক শিক্ষা, ড. উর্মি চক্রবর্তী
4. ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা, ড. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science Arts, Humanities & Social Science
 Commerce BBA BCA

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I Semester II Semester III Semester IV
 Semester V Semester VI Semester VII Semester VIII

Course Name:

Course Code: Will be provided by the University)

Course Credit: Theoretical Tutorial

Marks Allotted: Theoretical Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

- Major Core AEC
- Interdisciplinary/ DSE SEC
- Minor / Generic Elective VAC
- Research Project/Dissertation Vocational

Is the course focused on employability / entrepreneurship? YES NO
 Is the course focused on imparting life skill? YES NO
 Is the course based on Activity ? YES NO

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number: Date:

Course Code: UEDCMIN10001 (Theory)

Course Name: Philosophical Foundation of Education

Brief Course Description:

Philosophical Foundation of Education focusses on application of philosophical principles in Education. It highlights the contribution of different schools of Philosophy towards development of educational aims, curriculum and method of teaching.

Prerequisite(s) and/or Note(s):

Students from any discipline can opt for this Course.

Course Objectives:

Knowledge to be acquired:

- Concept of Educational Philosophy.
- Information about factors of Education.
- Contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Contribution of Educators.

Skills to be gained:

- Analyzing the aims of education.
- Understanding of factors of education.
- Understanding of the importance of schools of philosophy.
- Understanding the philosophies of the educators.

Competency to be Developed:

- Inter-relating the factors of education.
- Application of principles of schools of philosophy.
- Comparing the philosophies of the thinkers.

Course Syllabus Overview:

Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: their inter-relationship.

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

Unit-III: School of Philosophy and National Values

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV : Educational Thinkers

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Suggested Readings:

English Version

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

Bengali Version

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস