Government General Degree College, Kalna-I

Department of Education

Course Structure under CCFUP (NEP 2020)

for

Semester-I

B.A. 3 year/ 4 Year UG Honours with Education Major and History/ Philosophy Minor

Sl. No.	Course Name	Paper
1	Major/Ds Course	**Educational Philosophy-1**
2	Minor Course	**Philosophy** (Code: PHIL1021 Indian Philosophy) **or** **History** (Ancient Indian History up to 550 CE)
3	Multidisciplinary Course	**Environmental Science** (if you opt for 3 year course) or **Computer Science** (if you opt for 4 year course)
4	Ability Enhancement Course (AEC)	Bengali (MIL)
5	Skill Enhancement Course (SEC)	**Computer Application in Education**
6	Value Added Course(VAC)	Environmental Science / Education

Education Major

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.

Major/DS Course Education
Core-I Educational Philosophy-I
Credit: 04

Unit	Topic	No of Lecture
Unit 1	**Unit –I:** ● Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education ● Aims of Education: Individualistic and Socialistic.	15
Unit 2	**Unit –II:** ● Introduction to Philosophy of Education, ● Relationship of Education and Philosophy, ● Schools of Indian Philosophy-basic features with spe-	19

	cial reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications	
Unit 3	**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.	14
Unit 4	• **Unit –IV:** • Concept of freedom and discipline. • Need of discipline. • Concept of free discipline. • Concept of self – discipline. • Application of Discipline in Educational Institution.	12

Recommended Books:

V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.

Gutek, Gerald L. (2009).New Perspectives on Philosophy and Education. NewJersy, 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.

Subject: History (Minor)
Paper 1 – Ancient Indian History up to 550 CE
Learning Outcome: The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

Unit	Topic	No of Lecture
Unit 1	Sources and approaches of Ancient Indian History.	10
Unit 2	Harappan Civilization: origin, extent, features and decline	15
Unit 3	Vedic Civilization: Vediceconomy,polity,societyand religion.Religiousprotest Movements- Jainism and Buddhism	14
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of MauryanEmpire- Chandragupta, Ashoka, administration and fall of the Maurayas.	11
Unit 5	Post Mauyanperiod :Satvahana,Kushanas, Indo- Roman trade AgeoftheGuptas:Development of the Gupta Empire, Art, Literature andAdministration.	10

Suggested Readings:

Altekar. A.S. – Education in Ancient India Agrawal, D.P. – The The Archaeology of India
Basham, A.L. – The Wonder that was India
Chakraborty,D.K.–ArchaeologyofAncientIndianCities Jha,D.N.-AncientIndiainHistoricalOutline
Sharma, R.S- India's Ancient Past
Thapar,Romila-AshokaandtheDeclineoftheMauryasThapar,Romila-HistoryofEarlyIndia.
Tripathy,R.S-HistoryofAncientIndia. Smith,tf.A–EarlyHistoryofIndia
Mookherjee, R.K- The Fundamental Unity of India Mookherjee, RadhaKumud- Indian Education System
Majumdar, R.C – Ancient India

Philosophy Minor
Code: PHIL1021 Credit: 04
Indian Philosophy
Full Marks: 75

Unit	Topic	No of Lecture
Module I	• Introduction: General Features of Indian Philosophy Cārvāka : (a) Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, (b) jaḍavāda and dehātmavāda	*16*
Module II	• Jainism: anekāntavāda, syādvāda and nayavāda • Buddhism: Four noble truths, pratītyasamutpāda, kṣaṇabhaṅgavāda, nairātmyavāda	*12*
Module III	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha Sāṁkhya: satkāryavāda, pariṇāmavāda Yoga : cittavṛttinirodha, aṣṭāṅgayoga	*20*
Module IV	• Mīmāṁsā: pramāṇas • AdvaitaVedānta: Brahman, jīva, jagat	*12*

Recommended Texts :
 S. C. Chatterjee• & D. M. Dutta : An Introduction to Indian Philosophy C. D. Sharma : A Critical Survey of Indian Philosophy• Haridas Bandyaopadhyay : Bhāratīya Darśaner Marmakathā•
References :
M. Hiriyanna : Outlines of Indian Philosophy• J. N. Mohanti : Classical Indian Philosophy• Niradbaran Chakraborty : Bhāratīya Darśan• 7 Karuna Bhattacharya : Nyāya-Vaiśeṣika Darśan• Panchanan Shastri : Cārvāka Darśan• Panchanan Shastri : Bauddha Darśan• Rajat Bhattacharya : Sāṁkhyakārikā O Sāṁkhyatattvakaumudi• Niradbaran Chakraborty : Bhāratīya Darśan• Deepak Kumar Bagchi :Bhāratīya Darśan• Debabrata Sen : Bhāratīya Darśan• Pradyot Kumar Mandal : Bhāratīya Darśan• Kanakprabha Bandyopadhyay : Sāṁkhya pātañjala darśan• Tarakishor Sharma Choudhury : Pātañjala darśan• Gobindagopal Mukhopadhyay : Yoger Kathā : Patañjalir Dṛṣṭite• Purnachandra Vedanta Chunchu : Pātañjal Darśan

Multidisciplinary Course
Environmental Science
(If you opt for 3 year course)

Or

Computer Science
(If you opt for 4 year course)

Multi/Interdisciplinary courses
Credit: 03
45Hours Full Marks: 50
Basic IT Tools (Theory)

Unit	Topic	No of Lecture
	• Introduction • Introduction to computers • Evolution • Generation of Computers • Computers Hierarchy • Applications of Computers.	2
	• Windows Basics • Introduction to wordEditing a document • Move and Copy text • Formatting text & Paragraph • Enhancing document • Columns, Tables and Other features.	3
	• Introduction to worksheet and shell • Getting started with Excel • Editing cell & using Commands and functions • Moving & Copying, Inserting & Deleting Rows & Columns • Printing work sheet	10
	• Creating charts • Naming ranges and using statistical, math and financial functions, database in a worksheet • Additional formatting commands and drawing toolbar • other commands & functions • Multiple worksheet and macros.	10
	• Introduction to Database Development: • Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design & by wizard	10

	- Overview of Power point - presenting shows for corporate and commercial using Power point - Introduction to Desktop publishing - Computer viruses - Introduction to Internet - Web features.	10

Suggested Reference:

Swinford,E.,Dodge,M.,Couch,A.,Melton,B.A.(2013).MicrosoftOfficeProfessional 2013. United States: O'ReillyMedia.

Wang, W. (2018). Office 2019 For Dummies. United States: Wiley.Microsoft

Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

Jelen, B. (2013).Excel 2013 Charts and Graphs.United Kingdom:Que.

Alexander, M.,Jelen, B.(2013).Excel2013PivotTableDataCrunching. UnitedKingdom: PearsonEducation.

Alexander,M.,Kusleika,R.(2018).Access2019Bible.United Kingdom:Wiley.

এবিলিটিএনহেনমেনসকোর্স (AEC):বাংলা(L1-1)
পেপার সংখ্যা : ০১ :

4. AEC (L1-1 MIL) সাহিত্যের বোধ ও বিচার BENG1041

Course Title: সাহিত্যের বোধ ও বিচার

Course Code: 4

Course Credit: 2

Course Lecture Hour: 30

Objective of the Course: এই কোর্সের উদ্দেশ্য ভাষা এবং সাহিত্য বোধ ও সাহিত্য বিচারের প্রাথমিক ধারণা দেওয়া। কোনো সাহিত্যিক নিদর্শনকে শিক্ষার্থী তার বোধ ও বিচারশক্তি দিয়ে কীভাবে আয়ত্ত করতে পারে, সেটাই এই কোর্সে তাকে শেখানো হবে।

একক ১: ভাষা অংশ (Lecture Hour: 10)

ক. বোধপরীক্ষা: (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য)

১. স্বদেশী সমাজ – রবীন্দ্রনাথ ঠাকুর

২. বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ

৩. বই পড়া – প্রমথ চৌধুরী

৪. স্ত্রী জাতির অবনতি – বেগম রোকেয়া

৫. অপবিজ্ঞান – রাজশেখর বসু

একক ২: সাহিত্য অংশ (Lecture Hour: 20)

ক. কবিতার ভাবসৌন্দর্য বিশ্লেষণ

রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য – (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয়শূন্য, শক্তি দম্ভ স্বার্থ লোভ)

খ. ছোটোগল্পের শিল্পসার্থকতা বিচার

রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য – ছুটি, বলাই, মণিহারা

Outcome of the Course: এই কোর্স পড়ার পর শিক্ষার্থী সাহিত্যের বিষয় অনুধাবনের পাশাপাশি তার শিল্পসার্থকতা ও ভাবসৌন্দর্য বিশ্লেষণ করতে শিখল।

SEC Paper-I Education

Skill Enhancement Course (SEC)-1 Credit : 3
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.

Unit	Topic	No of Lecture
Unit-I	**MS office**: - MS Word - MS Power Point - MS Excel	15
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.	15
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	15

	Educational Resources	
Unit-IV	• 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	15

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.

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

Value Added Course (VAC)

Environmental Science / Education

Lesson Plan
for
B.A. 1ˢᵗ Semester 3 years U.G./4 years U.G. Honours
Subject : Education
Major Core Course I : Educational Philosophy –I

Unit – I
Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education ● Aims of Education: Individualistic and Socialistic.

Objectives
After completion of the unit students will be able to
***have an overall idea of education**
***state the elements and functions of education**
***understand the aims of education**
***differentiate between individual and socialistic aims of education**

Serial no. of lecture	Topic of Lecture	Remarks
Lecture – 1	Education – Etymology	
Lecture -2	Definition of Education – Broad and Narrow	
Lecture -3	Modern concept of education	
Lecture -4	Nature of Education	
Lecture -5	Scope of Education	
Lecture -6	Forms of Education – Informal , Non formal , Formal Education with examples	
Lecture -7	Functions of education	
Lecture -8	Factors of Education – Student, Teacher	
Lecture -9	Factors of Education – Curriculum, School/Institute	
Lecture -10	Relationship between different factors of education	
Lecture -11	Aims of education – a general discussion on aim of education	
Lecture -12	Specific Individualistic aims of education and Specific socialistic aims of education	
Lecture -13	Comparing individualistic	

	socialistic aims of education to find which one is more relevant to education	
Lecture -14	Revision/Discussion	
Lecture -15	Model question and answer	
	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment

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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

Objectives
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After completion of the unit students will be able to

*state the features of Indian philosophy

*compare among different schools of Indian philosophy

*analyze modern education in light of philosophies of Indian education

Lecture -16	Concept of philosophy as a faculty of knowledge	
Lecture -17	Epistemology, axiology and metaphysics – brief idea	
Lecture -18	Relationship between philosophy and education	
Lecture -19	Main ideas(concept) under Indian Philosophy i.e. Types (astik, Nastik) Veda, Karma, Dukhyobad etc.	
Lecture -20	Samkhya – chief tenets, Law of evolution in Samkhya,	
Lecture -21	Purus and Prakriti – brief discussion, Educational implication of Samkhya philosophy	
Lecture -22	Yoga Philosophy- Basic tenets, Astayoga	
Lecture -23	Educational implications of Yoga philosophy	
Lecture -24	Naya philosophy – Chief characteristics	
Lecture -25	Epistemology in Naya philosophy With methods – pramana, anumana,	

	upamana, shabda	
Lecture -26	Educational implications of Naya philosophy	
Lecture -27	Charvak- Main characteristics of Nastika philosophy	
Lecture -28	Charvak – educational implications	
Lecture -29	Jainism – Basic tenets, Educational implications of Jainism	
Lecture – 30	Buddhism – historical background , aryasatya	
Lecture -31	Astangik Marga, Other basic tenets of Buddhism	
Lecture -32	Educational implications of Buddhism	
Lecture -33	Comparison among astika and nastika philosophy	
Lecture -34	Revision, Model question and answer/discussion	
	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via Mini Project mode of assessment

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.

Objectives
After completion of the unit students will be able to
*understand the importance of child centric education
*state the aims of modern child centric education
*compare Kindergarten system with Montessori system of education
*mention the features of life centric education

Lecture -35	Modern trends of education	
Lecture -36	Child centric education- concept	
Lecture -37	History of child centric education, Difference between child centric education and traditional education	
Lecture -38	Features of child centric education, Merits of child centric education	
Lecture -39	Different schools of child centric education	
Lecture -40	Discussion on significance of child-centric education	
Lecture-41	Kindergarten system of education-	

	educational philosophy and aim of education, system of education – curriculum & Method	
Lecture -42	Kindergarten system of education – responsibilities of teacher and Discipline, with merits and limitations	
Lecture -43	Montessori system of education- educational philosophy and aim of education	
Lecture -44	Montessori system of education – curriculum & Method	
Lecture -45	Montessori system of education – responsibilities of teacher and Discipline, with merits and limitations	
Lecture -46	Concept of life centric education	
Lecture -47	Curriculum and Importance of life centric education	
Lecture -48	Revision/discussion	
	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via PPT mode of assessment

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Unit – IV

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

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Objectives

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After completion of the unit students will be able to

*Understand the concept of freedom and discipline in the context of education.
*Recognize the need for discipline and its application in educational institutions.
*Understand the concept of free discipline and self-discipline

Lecture –49	Concept of freedom and discipline	
Lecture -50	Importance of freedom and discipline	
Lecture -51	Modern and traditional concepts of freedom and discipline	

Lecture -52	Need of discipline- discussion	
Lecture -53	Concept of free discipline	
Lecture -54	Concept of self-discipline	
Lecture -55	Freedom and discipline in education	
Lecture -56	Significance of discipline in personal growth	
Lecture -57	Self-discipline and its significance for students'	
Lecture -58	Relevance of discipline in an educational institution	
Lecture -59	Discussion	
Lecture -60	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via Extempore mode of assessment
	Course end assessment – quantitative Assignment	Placement according to their learning outcome

Departmental Continuous Internal Evaluation (CIE) Structure				
Type of Evaluation	**MCQ**	**Mini Project**	**PPT**	**Extempore**
Marks Allotted	10	10	10	10