

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	Skill Enhancement Course (SEC)	Computer Application in Education
3	Minor Course	History (Ancient Indian History: Prehistory to 550 CE) or Philosophy (Philosophy: Indian and Western-1)
4	Multidisciplinary Course	Environmental Science (if you opt for 3-year course) Or Computer Science (if you opt for 4-year course)
5	Ability Enhancement Course (AEC)	Bengali (MIL)
6	Value Added Course (VAC)	Environmental Science / Education

Education Major

Course Code: EDUC1011

Course Credit: 04

Paper Name: Educational Philosophy-I

MARKS: 75

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.

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. 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.

EDUCATION - Skill Enhancement Course (SEC)

Course Code: EDUC1051

Courses Credit: 03

Paper Name: Computer Application in Education

MARKS: 50

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 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.

Unit	Topic	No of Lecture
Unit-I	<ul style="list-style-type: none">• MS office:• MS Word• MS Power Point• MS Excel	15
Unit-II	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

<p>Unit-IV</p>	<p>Educational Resources</p> <ul style="list-style-type: none"> • 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 	<p>15</p>
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History Minor

Course Code: HIST1021

Courses Credit: 04

Paper Name: Ancient Indian History: Prehistory to 550 CE

MARKS: 75

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: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	14
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Mauryas.	11
Unit 5	Post Mauryan period : Satavahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	10

Suggested Readings:

Altekar. A.S. – Education in Ancient India Agrawal, D.P. – The Archaeology of India

Basham, A.L. – The Wonder that was India Chakraborty, D.K. –

Archaeology of Ancient Indian Cities Jha, D.N. – Ancient India in Historical Outline Sharma, R.S.

India's Ancient Past

Thapar, Romila – Ashoka and the Decline of the Mauryas Thapar, Romila – History of Early India.

Tripathy, R.S. – History of Ancient India. Smith, T. A. – Early History of India

Mookherjee, R.K. – The Fundamental Unity of India Mookherjee, Radha Kumud – Indian Education System

Majumdar, R.C. – Ancient India

Philosophy Minor
Courses Code: PHIL1021
Courses Credit: 04
Paper Name: Philosophy: Indian and Western—I
MARKS: 75

Unit	Topic	No of Lecture
Module I	<ul style="list-style-type: none"> • Introduction: General features of Indian Philosophy • Cārvāka : <i>pramāṇatattva, jaḍavāda</i> and <i>dehātmavāda</i> 	10
Module II	<ul style="list-style-type: none"> • Jainism: <i>anekāntavāda, syādvāda</i> and <i>nayavāda</i> • Buddhism: Four noble truths, <i>pratītyasamutpāda, kṣaṇabhaṅgavāda, nairātmyavāda</i> 	15
Module III	<ul style="list-style-type: none"> • Metaphysics: Nature of Metaphysics, Elimination of Metaphysics • Realism: Naïve Realism, Scientific Realism, Representative Realism • Idealism: Subjective Idealism, Objective Idealism 	20
Module IV	<ul style="list-style-type: none"> • Substance: Views of Descartes, Spinoza, Locke, and Berkeley • Relation between Mind and Body: Interactionism and Parallelism 	15

Suggested Readings:

- S. C. Chatterjee & D. M. Dutta: *An Introduction to Indian Philosophy*
- C. D. Sharma: *A Critical Survey of Indian Philosophy*
- Haridas Bandyopadhyay: *Bhāratīya Darśaner Marmakathā*
- Falkenberg: *History of Western Philosophy*
- J. Hospers: *Philosophical Analysis*
- Sibapada Chakraborty: *General Philosophy*

Multidisciplinary Course

Environmental Science (If you opt for 3-year course)

Course Code: ENVSC 1031

Courses Credit: 03

Paper Name: Natural Resources & Sustainable Development

Marks: 50

Learning objectives

- ☐ Explain the fundamentals of natural resources and their distribution.
- ☐ Present available natural resources.
- ☐ Describe the judicious uses of natural resources.
- ☐ Outline & basic elements of sustainable development.

Unit	Topic	No of Lecture
Unit I	Natural resources Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable	05
Unit II	Biotic and water resources Major types of biotic resources: Forests, Grasslands, Wildlife and Aquatic Types of water resources: Freshwater and marine water resources; Availability and use of water resources; Conflicts over water resource – International and National perspectives	10
Unit III	Soil and mineral resources Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems	10
Unit IV	Energy resources Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)	10
Unit V	Sustainable Development Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India	10

Suggested Readings:

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming– The Missing Science, Connor Court Publishing.
4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).
7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR&UNEP(2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis- Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation.
11. UNEP(2009). Climate Change Science Compendium
12. UNEP (2009). Climate in Peril, a Popular Guide to the Latest IPCC Report.
13. UNFCCC (2008). Compendium on Methods and Tools to Evaluate Impacts of, and Vulnerability and Adaptation to, Climate Change.
14. UNFCCC (2006). UNFCCC Handbook.
15. World Bank Report (2012). Turn Down the Heat.

Multidisciplinary Course

Computer Science (If you opt for 4-year course)

Courses Code: COMP1031

Courses Credit: 03

Paper Name: Basic IT Tools (Theory)

MARKS: 50

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none">• Introduction• Introduction to computers• Evolution• Generation of Computers• Computers Hierarchy• Applications of Computers.	2
Unit II	<ul style="list-style-type: none">• Windows Basics• Introduction to wordEditing a document• Move and Copy text.• Formatting text & Paragraph• Enhancing document• Columns, Tables and Other features.	3
Unit III	<ul style="list-style-type: none">• 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
Unit IV	<ul style="list-style-type: none">• 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
Unit V	<ul style="list-style-type: none">• Introduction to Database Development:• Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, changing table design, AssigningField Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design & by wizard	10
Unit VI	<ul style="list-style-type: none">• Overview of Power point• presenting shows for corporate and commercial using Powerpoint• Introduction to Desktop publishing• Computer viruses• Introduction to Internet• Web features.	10

Suggested Reference:

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- 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). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

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 দম্ব স্বার্থ লোভ)

খ. ছোটগল্পের 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।

সহায়ক পাঠ:

- ১। আধুনিক বাংলা কবিতা সঞ্চয়ন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)
- ২। একালের গল্প (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)
- ৩। প্রবন্ধ সঙ্কলন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

Value Added Course (VAC)
 Courses Code: 1061 (Course No. 1)
 Courses Credit: 04
 Paper Name: Environmental Science/ Education

MARKS: 100

Learning objectives

- To create awareness and understanding of the environment and its different components
- To get knowledge on different current environmental problems and issues in national and international levels
- To impart knowledge about the management practices of different environmental problems
- To get real life experiences of different environmental resources, ecosystems and environmental degradation

Unit	Topic	No of Lecture
Unit-I	Basics of Environmental Studies: Definition, Nature, Scope and Importance; Components of environment: Environmental education	05
Unit-II	Natural Resources: Renewable and Nonrenewable Resources Nature and natural resources their conservation and associated problems: <input type="checkbox"/> Forest resources: Uses, types and importance, Joint Forest Management & symbiotic. relationship between tribal population and forests, Deforestation and its effects <input type="checkbox"/> Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought <input type="checkbox"/> Mineral resources: Mineral resources in India; Use and exploitation, social impacts of mining. <input type="checkbox"/> Food resources: World food problems and food insecurities. <input type="checkbox"/> Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies <input type="checkbox"/> Land resources: Land as a resource; Land degradation, landslides, soil erosion, desertification <input type="checkbox"/> Use of resources for sustainable development (Concepts & Goals)	10
Unit-III	Ecology and Ecosystems <input type="checkbox"/> Concept of ecology, Population ecology, Community ecology <input type="checkbox"/> Concept of an ecosystem, different types of ecosystems <input type="checkbox"/> Food chains, food webs and ecological succession <input type="checkbox"/> Energy flow in the ecosystem and energy flow models	08
Unit-IV	Biodiversity and its conservation Biodiversity: Levels of biological diversity <input type="checkbox"/> Values of biodiversity <input type="checkbox"/> Hot-Spots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries <input type="checkbox"/> Threat to biodiversity <input type="checkbox"/> Threatened and endemic species of India <input type="checkbox"/> Conservation of biodiversity (In- situ and Ex-situ) <input type="checkbox"/> Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values	08
Unit-V	Environmental Pollution and Management <input type="checkbox"/> Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution <input type="checkbox"/> Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes <input type="checkbox"/> Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides	08

Unit-VI	Environmental Policies and Practices Constitutional Provisions for protecting environment- Article 48(A), 51A(g) <input type="checkbox"/> Environmental Laws: The Environment (Protection) Act, 1986; The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act 1974; Forest (Conservation) Act, 1980 <input type="checkbox"/> The wildlife Protection Act, 1972 <input type="checkbox"/> Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols	10
Unit-VII	Human Communities and Environment <input type="checkbox"/> Human population growth; Impacts on environment <input type="checkbox"/> Environment and human health: Concept of health and disease; Common communicable and non-communicable diseases; Health awareness programmes in India <input type="checkbox"/> Environment movements in India: Chipko Movements, Silent Valley Movement, Narmada Bachao Aandolan	06
Unit-VIII	Field Work Report/Project Report/Term paper [Based on any one of the following topics and to be evaluated by internal teachers only) <input type="checkbox"/> Environmental assets - River/Forest/Grassland/Hill/Mountain etc. <input type="checkbox"/> Environmental pollution - Urban/Rural/Industrial/Agricultural <input type="checkbox"/> Study of common Plants/Insect /Birds/Wildlife etc. <input type="checkbox"/> Study of simple ecosystems: Pond/River/Hill slope etc.	

**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
<p style="text-align: center;">Unit – II</p> <p>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</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the unit students will be able to</p> <p>*state the features of Indian philosophy</p> <p>*compare among different schools of Indian philosophy</p> <p>*analyze modern education in light of philosophies of Indian education</p>		
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 an - swer/discussion	
	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via Mini Project mode of as- sessment
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, Dif- ference between child centric education and traditional education	
Lecture -38	Features of child centric education, Mer- its 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
Unit – IV		
<u>Objectives</u>		
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