UNIVERSITY OF CALCUTTA

Notification No. CSR/91/2025

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 04.11.2025 approved the new revised Course Structure and syllabus for 3-year MDC in Education under CCF 2022.

The above CSR shall take effect from the Odd Semester Examinations, 2025 onwards. Course Structure & Syllabus for 4-year Honours & Honours with Research Courses of Studies in Education is Published under CSR/58/2025, dt. 04.09.2025.

09/12/2025

SENATE HOUSE

Kolkata-700073

09.12.2025

Prof.(Dr.) Debasis Das

Registrar

Under-graduate Course Structure (MDC - EDUCATION)
Based on NEP - 2020

In the 3 years B.A. **MDC course in Education,** there will be 6 Semesters. The curriculum consists of 8 Core Courses - 1, 8 Core Courses – 2, 6 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship course.

TH stands for Theory, TU for Tutorial and P for Practical

Semester 1 = 525 Marks (21 Credit)
Semester 2 = 525 Marks (21 Credit)
Semester 3 = 525 Marks (21 Credit)
Semester 4 = 550 Marks (22 Credit)
Semester 5 = 500 Marks (20 Credit)
Semester 6 = 500 Marks (20 Credit)
For Summer Internship = 75 Marks (3 Credit)

Total: 3200 Marks (128 Credits = 125 + 3)

Distribution of marks:

Core - 1	8 x 100	=	800
Core – 2	8 x 100	=	800
Minor	6 x 100	=	600
IDC	3 x 75	=	225
AEC	4 x 50	=	200
SEC	3 x 100	=	300
CVAC	4 x 50	=	200
Summer Internship	1 x 75	=	75

3200 Marks

Distribution of Credits:

Core – 1		8 x 4	= 32
Core – 2		8 x 4	= 32
Minor	-	6 x 4	= 24
IDC	-	3 x 3	= 9
AEC	-	4 x 2	= 8
SEC	-	3 x 4	= 12
CVAC	-	4 x 2	= 8
Summer Internship		1 x 3	= 3

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128 Credits

Semester wise Course Structure

Semester	Core Course – 1	Core Course - 2	Minor	IDC/MDC	AEC	SEC	CVAC	Internship (Either Sem 2/4/6)	Total Credit
1	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU		1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4		21
2	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU		1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 x 2 = 4	1 x 3 = 3	21/24
3	1 x 4 = 4 3 Th 1P/TU	1 x 4 = 4 3 Th 1P/TU	1 X 4 = 4 3 Th 1 P/TU	1 X 3 = 3 2 Th 1 P/TU	1 X 2 = 2 2 Th 0 P/TU	1 X 4 = 4 3 Th 1 P/TU			21
4	2 x 4 = 8 (2x) 3 Th 1 P/TU	2 x 4 = 8 (2x) 3 Th 1 P/TU	1 X 4 = 4 3 Th 1 P/TU		1 X 2 = 2 2 Th 0 P/TU			1 x 3 = 3	22/25
5	2 x 4 = 8 (2x) 3 Th 1 P/TU	1 X 4 = 4 3 Th 1 P/TU	2 X 4 = 8 (2 x) 3 Th 1 P/TU						20
6	1 X 4 = 4 3 Th 1 P/TU	2 x 4 = 8 (2x) 3 Th 1 P/TU	2 X 4 = 8 (2 x) 3 Th 1 P/TU					1 x 3 = 3	20/23
Credits	8 x 4 = 32	8 x 4 = 32	6 x 4 = 24	3 x 3 = 9	4 x 2 = 8	3 x 4 = 12	4 x 2 = 8	1 x3 = 3	125+3 = 128
Marks	8 x 100 = 800	8 x 100 = 800	6 x 100 = 600	3 x 75 = 225	4 x 50 = 200	3 x 100 = 300	4 x 50 = 200	1 x 75 = 75 (either Sem 2/4/6)	3200

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1– 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
		21	**525**	

1 credit = 25 Marks

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1 – 0
CVAC	CVAC	2	50	2 – 0 – 0
	CVAC	2	50	2 – 0 – 0
Internship	**I**	**3**	**75**	**1 – 0 – 2**
		21 / 24	**525 / 600**	

1 credit = 25 Marks

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
IDC	IDC	3	75	2 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
SEC	SEC	4	100	3 – 1 – 0
		21	**525**	

1 credit = 25 Marks

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1.1	4	100	3 – 1 – 0
Core Course	CC – 1.2	4	100	3 – 1 – 0
Core Course	CC – 2.1	4	100	3 – 1 – 0
Core Course	CC – 2.2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
AEC	AEC	2	50	2 – 0 – 0
Internship	**I**	**3**	**75**	**1 – 0 – 2**
		22 / 25	**550 / 625**	

1 credit = 25 Marks

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1.1	4	100	3 – 1 – 0
Core Course	CC – 1.2	4	100	3 – 1 – 0
Core Course	CC – 2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
	M	4	100	3 – 1 – 0
		20	**500**	

1 credit = 25 Marks

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 1	4	100	3 – 1 – 0
Core Course	CC – 2.1	4	100	3 – 1 – 0
Core Course	CC – 2.2	4	100	3 – 1 – 0
MINOR	M	4	100	3 – 1 – 0
	M	4	100	3 – 1 – 0
Internship	**I**	**3**	**75**	**1 – 0 – 2**
		20 / 23	**500 / 575**	

1 credit = 25 Marks

Course Title for the Subject Education: -

Semester – 1	**Core Course**	**CC – 1** = Introduction & Philosophical Foundation of Education	**Pg - 7**
	Core Course	**CC – 2** = Introduction & Philosophical Foundation of Education	**Pg - 7**
	IDC	**IDC** = ***Inclusive Education***	**Pg - 8**
	SEC	**SEC = Communication Skill**	**Pg - 9**

Semester – 2	**Core Course**	**CC – 1** = Psychological Foundation of Education	**Pg - 10**
	Core Course	**CC – 2** = Psychological Foundation of Education	**Pg – 10**
	IDC	**IDC** = ***Inclusive Education***	**Pg – 8**
	SEC	**SEC = Communication Skill**	**Pg – 9**
	Internship	**Any one activity as proposed**	**Pg – 11**

Semester – 3	**Core Course**	**CC – 1** = Guidance and Counselling	**Pg – 12**
	Core Course	**CC – 2 =** Guidance and Counselling	**Pg – 12**
	IDC	**IDC** = ***Inclusive Education***	**Pg – 8**
	SEC	**SEC = Communication Skill**	**Pg – 9**
	Minor	**M – 1 =** Introduction & Philosophical Foundation of Education	**Pg – 7**

Semester – 4	**Core Course**	**CC – 1.1** = Educational Organization & Planning	**Pg – 13**
	Core Course	**CC – 1.2 =** History of Education	**Pg – 14**
	Core Course	**CC – 2.1 =** Educational Organization & Planning	**Pg – 13**
	Core Course	**CC – 2.2 =** History of Education	**Pg – 14**
	Minor	**M – 2 =** Psychological Foundation of Education	**Pg – 10**
	Internship	**Any one activity as proposed**	**Pg – 11**

Semester – 5	**Core Course**	**CC – 1.1** = Inclusion in Education	**Pg – 15**
	Core Course	**CC – 1.2** = Curriculum studies	**Pg – 16**
	Core Course	**CC – 2.1** = Inclusion in Education	**Pg - 15**
	Minor	**M – 3** = Guidance and Counselling	**Pg - 12**
	Minor	**M – 4** = Inclusion in Education	**Pg - 15**

Semester – 6	**Core Course**	**CC – 1.3** = Aspect of Teaching	**Pg - 17**
	Core Course	**CC – 2.2** = Curriculum studies	**Pg - 16**
	Core Course	**CC – 2.3** = Aspect of Teaching	**Pg – 17**
	Minor	**M – 5** = Educational Organization & Planning	**Pg – 13**
	Minor	**M – 6** = History of Education	**Pg – 14**
	Internship	**Any one activity as proposed**	**Pg – 11**

Semester 1

EDC/MD/CC/1/1
EDC/MD/CC/2/1
EDC/M/1/3 (For Semester – 3 / Minor)

Introduction and Philosophical Foundation of Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be acquainted with the concept of Child-Centricism and play-way in education

Unit- 1 = Concept of Education

- Narrow and broader concept of education
- Aims of modern education with special reference to Delor's Commission.
- Indian School of Philosophy: Vedic, Buddhism
- Western School of Philosophy: Naturalism and Pragmatism

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum and co-curricular activities - concept and types and significance of co-curricular activities.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Child Centricism and Play-way in Education

- Concept of child centricism in education - Definition and Principles
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play-way in Education, Kindergarten, Montessori, Project method.

Tutorial: Based on above 3 units

EDC/MD/IDC (Semester – 1 / 2 / 3)

Inclusive Education

Objectives: -

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = **Inclusive Education: Overview**

- Meaning of Inclusion and Inclusive Education
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusive Education
- Elements necessary for creating an inclusive school

Unit: 2 = **Differently Abled and Disadvantaged Children**

- Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)
- Disadvantaged children: SC, ST, OBC and EWS
- Problems of differently abled and socially disadvantaged children
- Specific Educational Measures and role of school and society

Tutorial: Based on above 2 units

EDC/MD/SEC (Semester – 1 / 2 / 3)

Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Tutorial: Based on above 3 units

Semester 2

EDC/MD/CC/1/2
EDC/MD/CC/2/2
EDC/M/2/4 (For Semester – 4 / Minor)

Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Education and Psychology and their relationship
- Learning: Concept and characteristics
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization
- Personality: Concept, definition, Personality traits.

Unit: 2 = Stages and types of human development and their educational significance

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory.

Unit: 3 = Intelligence

- Concept of intelligence - Definition and Nature
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Tutorial: Based on above 3 units

Semester – 2/4/6

INTERNSHIP: - **(2nd / 4th / 6th)**

1. **Time: Summer Recess**
2. **Duration: Two weeks**
3. **Evaluation: Report writing + Viva Voce**
4. **Marks: 3 credits = 25 x 3 = 75 Marks (2 credits for report writing, 1 credit for Viva)**

5. ***Activities*** **(Any one):**

i) Peer Group Teaching (Simulated teaching) in the classroom

ii) Visit and observation of the activities of Special School (like IICP, Monovikash Kendra, NIOH, any NGO etc)

iii) Organization of rally or campaign on social issues including exhibition with demonstration (like Polio, HIV, Human rights, Population explosion, Pollution related awareness, Domestic violence, alertness related to POCSO, Environmental awareness etc)

iv) Field visit and observation of vocational institute.

v) In-depth survey, collection of data (backward and special communities in the local area)

vi) Visit to other college and take part in teaching practice

vii) Skills to enhance Public Speaking (Group discussion, Extempore etc)

viii) Adult Education Programme in the adjacent college area

Semester 3

EDC/MD/CC/1/3
EDC/MD/CC/2/3
EDC/M/3/5 (For Semester – 5 / Minor)

Guidance and Counselling

Objectives: -

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling

Unit: 1 = **Guidance – Meaning, Functions, Need**

- Guidance – Meaning, Definitions and Functions
- Individual and Group Guidance – Meaning, advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit: 2 = **Guidance - Educational, Vocational, Personal**

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

Unit: 3 = **Counselling – Meaning, Techniques, Types**

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning, Importance

Tutorial: Based on above 3 units

Semester 4

EDC/MD/CC/1.1/4
EDC/MD/CC/2.1/4
EDC/M/5/6 (For Semester – 6 / Minor)

Educational Organization and Planning

Objectives:

- To develop the concept of an ideal organization in educational institutions.
- To understand the different aspects of planning,

Unit: 1 = **Organization**

- Concept of organization - Definition and Principles
- Nature and Characteristics of organization
- Concept of institutional organization - Definition, Differences between Institution & organization

Unit: 2 = **Organization in educational field**

- Meaning and elements of institutional plant
- Features of library and time-table
- Features of institutional medical services, workshop and laboratory.

Unit: 3 = **Educational Planning**

- Meaning, aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

Tutorial: Based on above 3 units

EDC/MD/CC/1.2/4
EDC/MD/CC/2.2/4
EDC/M/6/6 (For Semester – 6 / Minor)

History of Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Salient features of Vedic education
- Salient features of Brahmanic education
- Salient features of Buddhistic education
- Salient features of Islamic education

Unit: 2 = Education in India before independence

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy, Macaulay Minute and Bentinck's resolution
- Adam's report, Woods Despatch, Curzon policy, Basic education
- Education Commission (Hunter and Sadler)

Unit: 3 = Education in India after independence

- Radhakrishnan Commission (objectives, rural university)
- Mudaliar Commission (objectives and structure)
- Kothari Commission (objectives, structure and curriculum of primary and secondary education)
- NEP (only highlights) - 1986, 1992 and 2020

Tutorial: Based on above 3 units

Semester 5

EDC/MD/CC/1.1/5
EDC/MD/CC/2.1/5
EDC/M/4/5 (For Semester – 5 / Minor)

Inclusion in Education

Objectives: -

- Understand the basic concepts of inclusive education
- Apply inclusive strategies in classroom settings for differently abled and disadvantaged children
- Promote an inclusive and supportive learning environment

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Unit: 1 = **Introduction to Inclusive Education**

- Concept and meaning of inclusion
- Principles of inclusive education
- Importance of inclusive education in today's society

Unit: 2 = **Strategies of Inclusive Learning for Differently Abled and Disadvantaged Children**

- Differently abled children- Visual, Auditory, Learning Disability
- Disadvantaged children: SC, ST, OBC and EWS
- Use of teaching-learning materials and Classroom management for diverse learners

Unit: 3 = **Building Inclusive School Environment and Challenges in Inclusive Education**

- Characteristics of an inclusive school
- Role of teachers, students and parents
- Barriers to inclusive education (Social, Infrastructural, Attitudinal)

Tutorial: Based on above 3 units

EDC/MD/CC/1.2/5
EDC/MD/CC/2.2/6 (For Semester 6)

Curriculum Studies

Objectives:

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum frame work, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Unit: 1 = Curriculum development

- Concept, functions and types of curriculum (knowledge, experience & activity based)
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Curriculum development - need, planning

Unit: 2 = Content selection

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

Unit: 3 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles, NCF -2005

Tutorial: Based on above 3 units

SEMESTER 6

EDC/MD/CC/1.3/6
EDC/MD/CC/2.3/6

Aspect of Teaching

Objectives: -

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and nature of Teaching
- Characteristic factors affecting teaching
- Relation between teaching and training
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 2 = Types of Teaching (Concept and Characteristics) and teaching skill

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement

Unit: 3 = Learning Design (LD)

- Concept and scope of learning design in teaching
- importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

Tutorial: Based on above 3 units