

# **University of Gour Banga**

## **COURSE CURRICULUM**

**(Undergraduate Program as per NEP -2020)**



## **Curriculum of Disciplinary Minor**

**Discipline Name: Education**

# Curriculum of Disciplinary Minor Course (DMCEDN 101) for UG Program for Semester -I

<b>Title of the Course:</b>	<i>Philosophical Foundation of Education</i>
<b>Minor Paper Code:</b>	<b>DMCEDN 101</b>
<b>Semester = I</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, concepts, nature, and functions of education.</li> <li>• Explore the aims of education, including individual, social, and national aims.</li> <li>• Analyze the objectives of education based on the four pillars of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report).</li> <li>• Comprehend the meaning, concept, nature, scope, and implications of the philosophy of education.</li> <li>• Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, and Pragmatism, and their educational ideologies and contributions.</li> <li>• Evaluate the factors of education, including the learner (learner-centred education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education).</li> <li>• Critically study Swami Vivekananda's educational ideas and principles and analyze his influence on Indian education.</li> <li>• Explore Rabindranath Tagore's educational philosophy and pedagogical approaches and evaluate his impact on Indian education.</li> <li>• Critically study J. J. Rousseau's educational ideas and principles and analyze his influence on modern education.</li> <li>• Explore John Dewey's educational philosophy and pedagogical approaches and evaluate his impact on modern education.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Define and explain the meaning, nature, scope, and functions of education and its relationship with philosophy.</i></li> <li>• <i>Analyze the individual, social, and national aims of education and their relevance to contemporary educational practices.</i></li> <li>• <i>Evaluate the objectives of education based on the Delors Report's four pillars: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together.</i></li> <li>• <i>Articulate the meaning, nature, scope, and implications of the philosophy of education, with a focus on its practical applications.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast Western educational philosophies, including Idealism, Naturalism, and Pragmatism, and assess their influence on educational thought and practice.</li> <li>• Critically assess the key factors of education, including learner-centered approaches, teacher qualities and responsibilities, the role of the curriculum, and co-curricular activities in modern education.</li> <li>• Study and assess the educational ideas and principles of Swami Vivekananda and their influence on Indian education.</li> <li>• Analyze Rabindranath Tagore's pedagogical approaches and evaluate their impact on the Indian educational system.</li> <li>• Study the educational ideas and principles of J. J. Rousseau and critically analyze their influence on modern education.</li> <li>• Explore and evaluate John Dewey's educational philosophy and its significant impact on modern education systems.</li> </ul>
<b>Course Content</b>	
<b>Module: -1</b>	<b>Meaning and Concepts of Education &amp; Philosophy</b> <ul style="list-style-type: none"> <li>• Education: Meaning, Nature and Scope.</li> <li>• Philosophy: Meaning, Nature and Functions.</li> <li>• Relationship between Education &amp; Philosophy.</li> <li>• Functions of Education.</li> </ul>
<b>Module: -2</b>	<b>Aims, Objectives &amp; Factors of Education</b> <ul style="list-style-type: none"> <li>• Aims of education: Individualistic, Socialistic, and National aims.</li> <li>• Objectives of education &amp; Report of Delor's Commission – UNESCO-1996</li> <li>• Factors of Education: Learner Centric, Teacher Centric</li> <li>• Types &amp; importance of Co-curricular activities.</li> </ul>
<b>Module: -3</b>	<b>Schools of Philosophy</b> <ul style="list-style-type: none"> <li>• Indian Schools of Philosophy in Education: Vedantic, Buddhistic &amp; Islamic (Main Features and Educational Implications only).</li> <li>• Western Schools of Philosophy in Education: Idealism, Naturalism and Pragmatism (Main Features and Educational Implications only).</li> </ul>
<b>Module: -4</b>	<b>Educational Contributions of Philosophers</b> <ul style="list-style-type: none"> <li>• Indian Philosophers: Swami Vivekananda &amp; R.N. Tagore.</li> <li>• Western Philosophers: J.J. Rousseau &amp; John Dewey.</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Sharma, R. C. (2023). Education: Meaning, Concepts, and Functions. Pearson Education India.</li> <li>• Chandra, S. (2021). Philosophy of Education: Concepts and Perspectives. Oxford University Press India.</li> </ul>

	<ul style="list-style-type: none"><li>• Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.</li><li>• Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.</li><li>• Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.</li><li>• Roy, Sushil. (2005), Siksha Tattwa o Siksha Darshan, Soma Book Agency, Kolkata, W.B.</li><li>• Pal, Dhar, Das, Banerjee, (2021), Sikshar Vitti o Bikash, Rita Book Agency, W.B.</li><li>• Chattopadhaya, Pal, Pandey, (2021), Sikshadarshan, Rita Publication, W.B.</li><li>• Banerjee. A. (2011), Sikshaniti o Sikshadarshan, B.B. Kundu Mudran, Kolkata, W.B.</li><li>• Bag. K. K. (2020), Sikshay Darshonik Vitti o Sikshaniti, Nabodoy Publication, Kolkata, W.B.</li><li>• Baby Dutta, Debika Guha: Shikkha Darshan O Darshnikder Abadan: Pragatishil Prakashak</li></ul>
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# Curriculum of Disciplinary Minor Course (DMCEDN 201) for UG Program for Semester -II

<b>Title of the Course:</b>	<i>Sociological Foundation of Education</i>
<b>Minor Paper Code:</b>	<b>DMCEDN 201</b>
<b>Semester = II</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning of Educational Sociology and Sociology of Education, and their significance in the field of education.</li> <li>• Explore the relationship between Sociology and Education and comprehend how sociological concepts influence educational systems and practices.</li> <li>• Examine the sociological determinants of education and their impact on educational institutions, policies, and outcomes.</li> <li>• Define social change and identify its various dimensions and implications.</li> <li>• Analyze the factors influencing social change, including political, educational, and technological factors.</li> <li>• Explore the concept and forms of social mobility and stratification, and understand their relevance in society.</li> <li>• Differentiate between primary and secondary groups and understand their characteristics and functions.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Define and understand the meaning of Educational Sociology and Sociology of Education, and explain their significance in the field of education.</i></li> <li>• <i>Explore and analyze the relationship between Sociology and Education, demonstrating how sociological concepts shape educational systems and practices.</i></li> <li>• <i>Examine the sociological determinants of education and assess their influence on educational institutions, policies, and outcomes.</i></li> <li>• <i>Define social change and identify its dimensions and implications in various societal contexts.</i></li> <li>• <i>Analyze the factors driving social change, including political, educational, and technological influences, and their impact on education.</i></li> <li>• <i>Explore the concepts of social mobility and stratification, and evaluate their relevance and impact on societal structures.</i></li> <li>• <i>Differentiate between primary and secondary groups, and explain their characteristics, functions, and roles in the process of socialization.</i></li> </ul>
<b>Course Content</b>	

<b>Module: -1</b>	<b>Education &amp; Educational Sociology</b> <ul style="list-style-type: none"> <li>• Meaning of Educational Sociology</li> <li>• Meaning of Sociology of Education</li> <li>• Relationship between Sociology and Education</li> <li>• Sociological determinants of education</li> </ul>
<b>Module: -2</b>	<b>Culture &amp; Education</b> <ul style="list-style-type: none"> <li>• Culture: Meaning, Components &amp; Relationship between Culture &amp; Society.</li> <li>• Cultural Lag &amp; Cultural Change.</li> <li>• Role of Education in preservation and transmission of Culture.</li> </ul>
<b>Module: -3</b>	<b>Social Group and Socialization</b> <ul style="list-style-type: none"> <li>• Social Groups: Meaning and types of groups (Primary Groups and Secondary Groups).</li> <li>• Social interaction and its educational implications.</li> <li>• Socialization: Meaning, Characteristics, Factors, and Implications in Education.</li> </ul>
<b>Module: -4</b>	<b>Social Change &amp; Education</b> <ul style="list-style-type: none"> <li>• Social Change: Meaning, Characteristics, Factors (Role of Education in Social Change).</li> <li>• Social Stratification: Meaning, Characteristics &amp; Role of Education in Social Stratification).</li> <li>• Social Mobility: Meaning, Characteristics &amp; Types.</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>➤ Sharma, R. (2022). Educational Sociology: Concepts and Perspectives. Pearson Education India.</li> <li>➤ Durkheim, E. (1898). Moral Education: A Study in the Theory and Application of the Sociology of Education. Free Press.</li> <li>➤ Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux.</li> <li>➤ Ajit Mondal &amp; Md. Nijairul Islam: Sociological Foundation of Education (2 Vols): Kanishka Pub.</li> <li>➤ Bhattacharya, D. (2021), Siksha o Samajtattwo, Pearson, Kolkata, W.B.</li> <li>➤ Pradhan, A. (2015), Suchona Sankete Samajtattwo, Rajkrishna Pustakalaya, Kolkata, W.B.</li> <li>➤ Barman, &amp; Pramanik (2021), Sikshamulak Samajbigyan, Classic Book House, Kolkata, W.B.</li> <li>➤ Chattopadhaya, M. &amp; Chakroborty, K. (2014), Sikshar Samajtattwik Vitti, Rita Publication, W.B.</li> <li>➤ Tarafdar, Manjushree: Sikshashrayi Samajbigyan.</li> </ul>

# Curriculum of Disciplinary Minor Course (DMCEDN 301) for UG Program for Semester -III

<b>Title of the Course:</b>	<i>Psychological Foundation of Education</i>
<b>Minor Paper Code:</b>	<b>DMCEDN 301</b>
<b>Semester = III</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching learning process.</li> <li>• Explore the relationship between Psychology and Education and comprehend how psychological principles contribute to effective teaching and learning.</li> <li>• Define growth and development, and understand their meaning, nature, and underlying principles.</li> <li>• Explore the stages of development, focusing on infancy, childhood, and adolescence.</li> <li>• Define learning, understand its meaning, and analyze the factors influencing learning.</li> <li>• Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and their educational implication.</li> <li>• Examine the relationship between learning and maturation, memory, interest, and motivation.</li> <li>• Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, and Gardner, and analyze their educational significance.</li> <li>• Define personality, and explore its meaning, nature, and development.</li> <li>• Understand theories of personality, including the trait theory by Allport and the type theory by Jung.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching-learning process.</i></li> <li>• <i>Explore the relationship between Psychology and Education and how psychological principles contribute to effective teaching and learning.</i></li> <li>• <i>Define growth and development, and comprehend their meaning, nature, and underlying principles.</i></li> <li>• <i>Identify and analyze the stages of human development, with a focus on infancy, childhood, and adolescence.</i></li> <li>• <i>Define learning, understand its meaning, and evaluate the factors influencing the learning process.</i></li> <li>• <i>Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and assess their educational implications.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Examine the relationship between learning and factors such as maturation, memory, interest, and motivation.</i></li> <li>• <i>Define intelligence, understand its meaning, and explore theories of intelligence such as those by Spearman and Gardner, and analyze their significance in education.</i></li> <li>• <i>Define personality, and explore its meaning, nature, and developmental processes.</i></li> <li>• <i>Understand theories of personality, including Allport's trait theory and Jung's type theory, and evaluate their educational implications.</i></li> </ul>
<b>Course Content</b>	
<b>Module: -1</b>	<b>Concepts of Educational Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, Nature &amp; Scope.</li> <li>• Relationship between Psychology and Education.</li> <li>• Application of Educational Psychology in Teaching-Learning process.</li> </ul>
<b>Module: -2</b>	<b>Growth and Development</b> <ul style="list-style-type: none"> <li>• Growth and Development: Meaning, Nature, and Principles</li> <li>• Stages of Human Development: Infancy, Childhood, and Adolescence (Physical, cognitive, social &amp; emotional perspective)</li> </ul>
<b>Module: -3</b>	<b>Learning and its theories</b> <ul style="list-style-type: none"> <li>• Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their educational implication.</li> <li>• Maturation, Interest, Motivation &amp; Memory.</li> </ul>
<b>Module: -4</b>	<b>Intelligence and Personality</b> <ul style="list-style-type: none"> <li>• Intelligence: Meaning, Nature, and Theories (Spearman, Guilford-SOI &amp; Gardner) and their educational significance</li> <li>• Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory - Jung)</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson.</li> <li>• Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson.</li> <li>• Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers.</li> <li>• Schacter, D. L., Gilbert, D. T., &amp; Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers.</li> <li>• Roy, Sushil. (2005), Siksha Monovidya, Soma Book Agency, Kolkata, W.B.</li> <li>• Sarkar, B. (2021) Siksha Monovidya, Aheli Publishers, Kolkata, W.B.</li> <li>• Pal, Dhar, Das, Banerjee, (2021), Pathdan o Sikhoner Monostattwo, Rita Publication, W.B.</li> </ul>



# Curriculum of Disciplinary Minor Course (DMCEDN 401) for UG Program for Semester -IV

<b>Title of the Course:</b>	<i>Historical Foundation of Education</i>
<b>Minor Paper Code:</b>	DMCEDN 401
<b>Semester = IV</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Analyze the educational initiatives during Vedic, Buddhistic, and British period in India.</li> <li>• Understand the significance of key educational reports and acts, such as Adams Report, Wood's Dispatch, and Hunter Commission.</li> <li>• Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission.</li> <li>• Examine the views and recommendations of each commission on different aspects of education.</li> <li>• Understand the key features and objectives of National Policy on Education, 1986 &amp; National Education Policy, 2020.</li> <li>• Discuss the relevance and significance of these policies in shaping the education system in India.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Analyze the educational initiatives during the Vedic, Buddhistic, and British periods in India.</i></li> <li>• <i>Understand the significance of key educational reports and acts, such as the Adams Report, Wood's Dispatch, and the Hunter Commission.</i></li> <li>• <i>Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission.</i></li> <li>• <i>Examine the views and recommendations of each commission on various aspects of education.</i></li> <li>• <i>Understand the key features and objectives of the National Policy on Education (1986) and the National Education Policy (2020).</i></li> <li>• <i>Discuss the relevance and significance of these policies in shaping the contemporary education system in India.</i></li> </ul>
<b>Course Content</b>	
<b>Module: -1</b>	<b>Vedic and Buddhistic system of Education</b> <ul style="list-style-type: none"> <li>• Vedic system of Education: Aims, Objectives, Salient Features &amp; Educational implications.</li> <li>• Buddhist system of Education: Aims, Objectives, Salient Features &amp; Educational implications.</li> </ul>
<b>Module: -2</b>	<b>Education in Medieval Period</b> <ul style="list-style-type: none"> <li>• Islamic system of Education: Aims, Objectives, Salient Features &amp; Educational implications.</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational contribution of Firoj Shah Tughlak &amp; Akbar</li> </ul>
<b>Module: -3</b>	<p><b>Education in British Rule</b></p> <ul style="list-style-type: none"> <li>• Colonial Education System: Role of Missionaries.</li> <li>• Adams Report, 1835-37</li> <li>• Wood’s Despatch, 1884</li> <li>• Hunter Commission, 1882</li> </ul>
<b>Module: -4</b>	<p><b>Education Commission and Policies in Post-Independent India</b></p> <ul style="list-style-type: none"> <li>• University Education Commission, 1948</li> <li>• Secondary Education Commission, 1952-53</li> <li>• Indian Education Commission, 1964-66</li> <li>• NPE -1986, 1990, &amp; 1992-POA and NEP-2020: (Objective, Features and Educational implications).</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Sen, S. (2020). Ancient Indian Education: A Comprehensive Study. Routledge – New York (USA)</li> <li>• Singh, R. K. (2018). Buddhist Education in Ancient India. Prabhat Prakashan – Delhi (India)</li> <li>• Sharma, S. (2019). Medieval Indian Education: Trends and Perspectives. Sage Publications – New Delhi (India)</li> <li>• Farooqi, N. R. (2017). Education in the Mughal Empire. Manohar Publishers – Delhi (India)</li> <li>• Bose, A. (2022). Education in British India: Policies and Impacts. Cambridge University Press – Cambridge (UK)</li> <li>• Roy, Sushil. (2005), Bharoter Siksha o Sikshar Bharotayon, Soma Book Agency, Kolkata, W.B.</li> <li>• Bhokta, B. B. (2005), Adhunik Bharoter Sikshar Dhara, O A Ko Kho Prokashoni, Purba Midnapur, W.B.</li> <li>• Chokroborty &amp; Islam, (2017) Sikshar Itihas o Samprotik Ghotonaprobah, Classic Books, Kolkata, W.B.</li> <li>• Pal, D. (2022), Samokalin Bharot o Siksha, Rita Publication, W.B.</li> <li>• Shyamaprasad Chattaraj: Bharatiya Shikkha Prasange: Central Library</li> </ul>

## Curriculum of Disciplinary Minor Course (DMCEDN 501) for UG Program for Semester -V

<b>Title of the Course:</b>	<i>Contemporary Issues in Indian Education</i>
<b>Minor Paper Code:</b>	<b>DMCEDN 501</b>
<b>Semester = V</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, objectives, and significance of Social Education, and recognize the role of folklore and folk culture in its promotion.</li> <li>• Analyze the barriers to Social Education and evaluate the initiatives taken by the government and NGOs to address these challenges.</li> <li>• Comprehend the aims, objectives, and importance of Women Education, and assess the barriers to its progress and the government's efforts to overcome them.</li> <li>• Explore the contributions of Durgabai Deshmukh and Hans Mehta Committees, along with the implications of NPE 1986 and NEP 2020 for Women Education.</li> <li>• Examine the functions of National and State Women Commissions in promoting women's education and rights.</li> <li>• Understand the aims, objectives, and importance of Population Education and identify the causes of population explosion in India.</li> <li>• Analyze the government's initiatives to manage overpopulation and measures to enhance human resource development.</li> <li>• Discuss the National Population Policy 2000 and its objectives in addressing population challenges.</li> <li>• Understand the aims, objectives, and importance of Value Education and Peace Education in contemporary society.</li> <li>• Investigate the causes of value erosion and methods to foster value-based education in the classroom.</li> <li>• Explore the role of international organizations like the UNO and UNICEF in conflict resolution and maintaining world peace.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Explain the meaning, objectives, and importance of Social Education, highlighting the role of folklore and folk culture.</i></li> <li>• <i>Identify the barriers to Social Education and assess government and NGO initiatives aimed at overcoming these barriers.</i></li> <li>• <i>Understand the aims, objectives, and significance of Women Education, and critically examine the barriers and government interventions to remove them.</i></li> <li>• <i>Analyze the contributions of the Durgabai Deshmukh and Hans Mehta Committees, and evaluate the impact of NPE 1986 and NEP 2020 on Women Education.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the roles and functions of National and State Women Commissions in supporting women's educational and social rights.</li> <li>• Comprehend the aims, objectives, and importance of Population Education and identify the causes of population explosion in India.</li> <li>• Evaluate government policies and initiatives to address overpopulation and enhance human resource development, with a focus on National Population Policy 2000.</li> <li>• Understand the aims and significance of Value and Peace Education, and explore how value erosion can be addressed through classroom education.</li> <li>• Explain the role of international bodies like the UNO and UNICEF in promoting peace and resolving global conflicts.</li> </ul>
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## **Course Content**

<b>Module: -1</b>	<b>Social Education</b> <ul style="list-style-type: none"> <li>• Meaning, objectives, and importance of Social Education</li> <li>• Importance of folklore and folk culture in Social Education</li> <li>• Barriers of Social Education &amp; Government initiatives to remove these barriers</li> <li>• Role of NGOs in Social Education</li> </ul>
<b>Module: -2</b>	<b>Women Education</b> <ul style="list-style-type: none"> <li>• Aims, objectives &amp; importance of Women Education</li> <li>• Barriers of Women Education &amp; Government initiatives to remove these barriers</li> <li>• Durgabai Deshmukh Committee &amp; Hans Mehta Committee, NPE, 1986 &amp; NEP, 2020 on Women Education</li> <li>• Functions of National &amp; State Women Commissions.</li> </ul>
<b>Module: -3</b>	<b>Population Education</b> <ul style="list-style-type: none"> <li>• Aims, objectives &amp; importance of Population Education</li> <li>• Causes of population explosion in India and Government Initiatives to check overpopulation</li> <li>• Measures to develop human resources</li> <li>• National Population Policy– 2000</li> </ul>
<b>Module: -4</b>	<b>Value &amp; Peace Education</b> <ul style="list-style-type: none"> <li>• Aims, objectives &amp; importance of Value Education</li> <li>• Causes of value erosion &amp; nurturing of values in classroom</li> <li>• Aims, objectives &amp; importance of Peace Education in today's world</li> <li>• Role of UNO &amp; UNICEF in conflict resolution &amp; maintaining world peace</li> </ul>

**Suggestive Readings:**

- Ahuja, R (2010): Social Problems in India, Rawat Publications, New Delhi.
- Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
- Bandhopadhyay, M. and Subrahmanian, R. (2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter1, Consortium for Research on Educational Access, Transitions and Equity.
- Pandey, Sanjoy (2004). Peace Education. New Delhi: NCERT
- Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi
- Chakraborty, Md. N. Islam: Shikkhar itihash o Sampratit Ghatanaprabah: Classique Books
- Mukhopadhyay Dulal, Sarkar Bijan, Halder Tarini and Pal Abhijit Kumar: Bharater Shikshar Chalaman Ghatanabali, Aheli Publishers, Kolkata.
- Subir Nag O Rajib Sarkar: Janasankhya Shikkha: Rita Books
- Ajit Mondal O Anup Bag: Bharatbarshe Narishikkha: Aheli
- Pradiptaranjan Roy O Aditi Roy: Shikkhai Shanti O Mulyabodh: Rita Books

## Curriculum of Disciplinary Minor Course (DMCEDN 601) for UG Program for Semester -VI

<b>Title of the Course:</b>	<i>Management, Leadership and Planning in Education</i>
<b>Minor Paper Code:</b>	MDCEDN 601
<b>Semester = VI</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, nature, and scope of Educational Management and the need for effective management in educational institutions.</li> <li>• Analyze the role and functions of management in education and the criteria for evaluating an effective manager.</li> <li>• Differentiate between various types of educational management, such as centralized, decentralized, authoritarian, democratic, dynamic, and laissez-faire management, and assess their advantages and disadvantages.</li> <li>• Comprehend the meaning, nature, and scope of leadership in education, and explore different leadership styles and their effectiveness.</li> <li>• Identify the characteristics of an effective leader and examine the role of educational institutions in fostering leadership qualities among students.</li> <li>• Understand the meaning, nature, and significance of Educational Planning and differentiate between its various types.</li> <li>• Explore the steps involved in the process of Educational Planning.</li> <li>• Analyze the roles and functions of governmental bodies such as NIEPA, NCERT, and UGC in the development of educational planning.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Explain the meaning, nature, and scope of Educational Management and its need in educational institutions.</i></li> <li>• <i>Assess the role and functions of management in education and evaluate the criteria that make a manager effective.</i></li> <li>• <i>Compare and contrast centralized vs. decentralized, authoritarian vs. democratic, and dynamic vs. laissez-faire management, explaining their advantages and disadvantages.</i></li> <li>• <i>Understand the concept of leadership in education, including its meaning, nature, scope, and various leadership styles.</i></li> <li>• <i>Identify the characteristics of an effective leader and analyze the role educational institutions play in cultivating leadership qualities in students.</i></li> <li>• <i>Comprehend the significance of Educational Planning and differentiate between its types.</i></li> <li>• <i>Outline the steps involved in Educational Planning and explain their importance in the educational process.</i></li> <li>• <i>Evaluate the roles and functions of different governmental bodies like NIEPA, NCERT, and UGC in shaping educational planning.</i></li> </ul>

<b>Course Content</b>	
<b>Module: -1</b>	<b>Educational Management</b> <ul style="list-style-type: none"> <li>• Educational Management- Meaning, Nature and Scope</li> <li>• Need and Functions of Educational Management</li> <li>• Role of Management in Education</li> <li>• Criteria of an effective manager</li> </ul>
<b>Module: -2</b>	<b>Types of Educational Management</b> <ul style="list-style-type: none"> <li>• Centralized and Decentralized Management (Meaning, advantage, and disadvantage)</li> <li>• Authoritarian and Democratic management (Meaning, advantage, and disadvantage)</li> <li>• Dynamic and Laissez-Faire Management (Meaning, advantage, and disadvantage)</li> </ul>
<b>Module: -3</b>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Leadership-Meaning, Nature, and Scope</li> <li>• Styles of Leadership</li> <li>• Characteristics of an effective leader</li> <li>• Role of educational institution to inculcate leadership quality among students</li> </ul>
<b>Module: -4</b>	<b>Educational Planning</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, and Significance of Educational Planning</li> <li>• Types of Educational Planning</li> <li>• Steps in Educational Planning</li> <li>• Role and Functions of different Govt. bodies in Educational Planning (NIEPA, NCERT, UGC)</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Aggarwal, J. C. (2012): Educational Administration and Management Principles and Practices Doaba House Book Sellers and Publishers, Delhi.</li> <li>• Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad.</li> <li>• Goleman and Goel, S. L. (2009): Educational Administration and Management, Deep &amp; Deep Publications Pvt.Ltd., New Delhi.</li> <li>• Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapanana. Pashim Bangya Rajya Pustak Parshad, Kolkata.</li> <li>• Chakraborty, Dilip Kumar: Shikagata Byabsthapanana o Parikalpana. K. Chakraborty Publishers, Kolkata</li> <li>• Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita: Shika Byabasthapanana. RitaBook Agency, Kolkata.</li> </ul>

	<ul style="list-style-type: none"><li>• Tarafdar, Manjusha: Vidaylay Sangathan Obyabasthapana. Pearson, Kolkata.</li><li>• Shyamaprasad Chattaraj: Shikkhamukhi Sanggathan O Byabasthapana: Central Library, Kolkata.</li><li>• Dulal Mukhopadhyay, Udaysankar Kabiraj: Shikkha Byabasthapanai Sikhansampad. Aheli, Kolkata.</li></ul>
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## Curriculum of Disciplinary Minor Course (DMCEDN 701) for UG Program for Semester -VII

<b>Title of the Course:</b>	<i>Evaluation &amp; Statistics in Education</i>
<b>IDC Minor Paper Code:</b>	<b>DMCEDN 701</b>
<b>Semester = VII</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, concept, and nature of evaluation in education.</li> <li>• Explore the need and scope of evaluation in assessing student progress and educational outcomes.</li> <li>• Identify various tools of evaluation, including essay-type and objective-type examinations, criteria-referenced tests (CRT), and norm-referenced tests (NRT).</li> <li>• Comprehend the meaning, concept, and nature of standardized tests and the process of test standardization.</li> <li>• Differentiate between teacher-made tests and standardized tests, and recognize the characteristics of a good test, including validity, reliability, objectivity, usability, and norms.</li> <li>• Understand the concept of statistics and its application in educational evaluation.</li> <li>• Analyze educational data through tabulation and measures of central tendency (mean, median, mode) and variability.</li> <li>• Recognize the need and importance of graphical representation of data in educational evaluation.</li> <li>• Learn to create and interpret histograms, frequency polygons, ogives, and pie charts, and understand concepts like percentile point and percentile rank.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Define the meaning, concept, and nature of evaluation in education and explain its role in assessing student progress.</i></li> <li>• <i>Understand the need and scope of evaluation in education and identify various tools used to evaluate student performance, including CRT and NRT.</i></li> <li>• <i>Differentiate between essay-type and objective-type examinations and evaluate their effectiveness in different contexts.</i></li> <li>• <i>Explain the meaning, concept, and nature of standardized tests and outline the process involved in test standardization.</i></li> <li>• <i>Compare teacher-made tests and standardized tests, and identify the characteristics of a good test, such as validity, reliability, and usability.</i></li> <li>• <i>Comprehend the application of statistics in educational evaluation and tabulate educational data effectively.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Apply measures of central tendency (mean, median, mode) and measures of variability in analyzing educational data.</li> <li>• Understand the importance of graphical representation of data and construct histograms, frequency polygons, ogives, and pie charts.</li> <li>• Interpret percentile points and percentile ranks and use these concepts to evaluate student performance.</li> </ul>
<b>Course Content</b>	
<b>Module: -1</b>	<b>Meaning &amp; Concept of Evaluation in Education</b> <ul style="list-style-type: none"> <li>• Meaning, Concept, and Nature of Evaluation in Education</li> <li>• Need and Scope of of Evaluation in Education</li> <li>• Tools of Evaluation of student progress</li> <li>• Examination - essay type and objective type, criteria referenced tests (CRT) and norm referenced tests (NRT)</li> </ul>
<b>Module: -2</b>	<b>Meaning &amp; Concept of Standardised Test</b> <ul style="list-style-type: none"> <li>• Meaning, Concept, and Nature of Standardized Test</li> <li>• Process of standardization of a test</li> <li>• Difference between Teacher-made Test &amp; Standardized Test</li> <li>• Characteristics of a good test: (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) Norms.</li> </ul>
<b>Module: -3</b>	<b>Statistics in Educational Evaluation</b> <ul style="list-style-type: none"> <li>• Concept of Statistics &amp; its application in Education</li> <li>• Tabulation of educational data</li> <li>• Measures of Central Tendency (Mean, Median, Mode)</li> <li>• Measure of variability (Concepts &amp; uses only)</li> </ul>
<b>Module: -4</b>	<b>Graphical representation of data</b> <ul style="list-style-type: none"> <li>• Need &amp; importance of Graphical representation of data</li> <li>• Histogram, &amp; Frequency Polygon</li> <li>• Ogive &amp; Pie graph</li> <li>• Percentile point &amp; Percentile rank (Concepts &amp; uses only)</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Aggrawal, J. C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.</li> <li>• Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson</li> <li>• Gronlund, N. E. (2003). Assessment of student Achievement. Boston: Allyn &amp; Bacon.</li> <li>• Kaplan, R.M. &amp; Saccuzzo. D. P. (2000). Psychological Testing, Principles, Applications &amp; Issues. California: Wordsworth.</li> <li>• Sushil Ray: Mulyayan: Niti O Koushal: Soma Book Agency, Kolkata.</li> </ul>

	<ul style="list-style-type: none"><li>• A. Chakraborty O Md. N. Islam: Shikkhak Shikkhan Mulyayan: Classique Books, Kolkata.</li><li>• Arun Ghosh: Manobaigganik Parimap O Parisankhyan: Educational Enterprise, Kolkata.</li><li>• Pal, Debashis: Gabeshana Paddhati O Rashibignaner Koushal: Rita Books, Kolkata.</li></ul>
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## Curriculum of Disciplinary Minor Course (DMCEDN 801) for UG Program for Semester -VIII

<b>Title of the Course:</b>	<i>Educational Guidance and Counselling</i>
<b>Minor Paper Code:</b>	<b>DMCEDN 801</b>
<b>Semester = VIII</b>	
<b>Credit = 4</b>	
<b>Objectives of the Course:</b> <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> <li>• Understand the meaning, nature, and scope of guidance and its different bases.</li> <li>• Recognize the need and importance of guidance in education and vocational contexts.</li> <li>• Differentiate between various types of guidance, such as educational and vocational guidance.</li> <li>• Comprehend the meaning, nature, and importance of educational guidance and identify the essential data required for effective educational guidance.</li> <li>• Explore the different educational guidance services available in educational institutions, and understand the role of Cumulative Record Cards (CRC) and Anecdotal Record Cards (ARC).</li> <li>• Understand the meaning, nature, and scope of counselling, and analyze its significance in educational settings.</li> <li>• Identify the necessary qualities of a good counsellor and evaluate the role counsellors play in supporting students.</li> <li>• Differentiate between various types of counselling and assess their advantages and disadvantages.</li> <li>• Understand the concept of mental health and hygiene and recognize the characteristics of a mentally sound person.</li> <li>• Identify the causes of mental illness and maladjustment, and explore mechanisms for prevention and adjustment.</li> </ul>
<b>Learning Outcomes of the Course:</b> By the end of this course, students will be able to:	<ul style="list-style-type: none"> <li>• <i>Define the meaning, nature, and scope of guidance, and explain its various bases.</i></li> <li>• <i>Explain the need and importance of guidance in both educational and vocational contexts.</i></li> <li>• <i>Differentiate between educational and vocational guidance and understand their relevance in different settings.</i></li> <li>• <i>Comprehend the meaning, nature, and importance of educational guidance and identify the key data required to provide effective educational guidance services.</i></li> <li>• <i>Analyze the various educational guidance services within educational institutions and explain the significance of tools such as Cumulative Record Cards (CRC) and Anecdotal Record Cards (ARC).</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Define the meaning, nature, and scope of counselling and understand its role and importance in supporting student well-being.</li> <li>• Identify the essential qualities of an effective counsellor and evaluate their role in the educational setting.</li> <li>• Differentiate between the types of counselling and analyze the advantages and disadvantages of each.</li> <li>• Understand the concept of mental health and hygiene and recognize the characteristics of a mentally healthy individual.</li> <li>• Identify the causes of mental illness and maladjustment, and explore methods of prevention and adjustment mechanisms.</li> </ul>
<b>Course Content</b>	
<b>Module: -1</b>	<b>Concept of Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, and Scope of Guidance</li> <li>• Different bases of Guidance</li> <li>• Need and Importance of Guidance</li> </ul>
<b>Module: -2</b>	<b>Educational Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, and Importance of Educational Guidance</li> <li>• Basic data necessary for educational guidance</li> <li>• Various educational guidance services in educational institution</li> <li>• Cumulative Record Card (CRC) &amp; Anecdotal Record Card (ARC)</li> </ul>
<b>Module: -3</b>	<b>Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, and Scope of Counselling</li> <li>• Need and Importance of Counselling</li> <li>• Necessary qualities and role of a good counsellor</li> <li>• Different types of counselling (Meaning, advantage and disadvantage)</li> </ul>
<b>Module: -4</b>	<b>Mental Health and Hygiene</b> <ul style="list-style-type: none"> <li>• Concept of Mental Health and Hygiene</li> <li>• Characteristics of a mentally sound person</li> <li>• Mental Illness- Causes and Prevention</li> <li>• Causes of maladjustment and various adjustment mechanism</li> </ul>
<b>Suggestive Readings:</b>	<ul style="list-style-type: none"> <li>• Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009.</li> <li>• Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, ShipraPublication, 2010.</li> <li>• Charles Kiruba &amp; Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt. Ltd.</li> <li>• Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press.</li> <li>• Gururani, G.D.: Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.</li> </ul>

	<ul style="list-style-type: none"><li>• Nurul Islam: Shikkhai Sangatibidhan O Paramashadan: Shreedhar Prakashani, Kolkata.</li><li>• Pal, Debashis: Siksha Brittite Nirdeshana O Paramarshadan. Kolkata: Rita Publications, Kolkata.</li><li>• Sanat Kumar Ghosh: Sikshay Sangati Apasangati O Nirdesana: Classique Books, Kolkata.</li><li>• Debabrata Debnath O Ashish Kumar Debnath: Byatikramdharmi Shishu O Tar Shikkha: Rita Book, Kolkata.</li></ul>
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