University of Gour Banga

Curriculum

Of

Education

Undergraduate Program (Major)

As Per

National Education Policy -2020

From the Session – (2023 -2024)

Semester – I

Syllabus

Education

(Major Course)

EDC-DC-MJ - 101: Educational Philosophy

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concepts, nature, and functions of education.*
- *Differentiate between narrow and broader concepts of education.*
- *Recognize education as a process, product, and discipline.*
- *Explore the aims of education, including individual, social, and national aims.*
- *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).*
- *Comprehend the meaning, concept, nature, scope, and implications of the philosophy of education.*
- *Examine the schools of Indian Philosophy of Education, such as Vedic Schools (Sankhya, Yoga, Naya), Non-Vedic Schools (Charvaka, Buddhist, Jain), and Islamic Philosophy, and understand their educational ideologies and contributions.*
- *Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, and Pragmatism, and their educational ideologies and contributions.*
- *Identify the different forms of education, namely formal, informal, and non-formal education, and understand their meaning, concepts, nature, and importance.*
- *Evaluate the factors of education, including the learner (learner-centered education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education).*
- *Apply educational theories and philosophies to real-world case studies and practical scenarios.*
- *Develop critical thinking and analytical skills based on the concepts, philosophy, forms, and factors of education.*
- *Enhance effective communication and presentation skills, incorporating the concepts, philosophy, forms, and factors of education.*

Module 1: Meaning and Concepts of Education

- Education: Meaning, nature, and functions
- Narrow and broader concepts of education
- Education as a process, product, and discipline

Module 2: Aims of Education

- Aims of education: individual, social, and national aims

- Objectives of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report)

Module 3: Indian Philosophical Perspectives of Education
- Philosophy of education: Meaning, nature, scope, and implications
- Schools of Indian Philosophy of Education: Vedic Schools (Sankhya, Yoga, Naya), Non-Vedic Schools (Charvaka, Buddhist, Jain), and Islamic Philosophy (*Main Features and Educational Implications only*)

Module 4: Western Philosophical Perspectives of Education
- Schools of Western Philosophy of Education: Idealism, Naturalism, and Pragmatism (*Main Features and Educational Implications only*)
- Epistemological aspects and axiological aspects of Idealism, Naturalism, Marxism, and Pragmatism

Module 5: Forms and Factors of Education
- Forms of education: Formal, informal, and non-formal education
- Factors of education: The learner (learner-centered education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education)

Module 6: Skill Development by Studying Philosophical Aspects
- Case studies and practical applications of educational theories and philosophies
- Fostering analytical and critical understanding of the philosophical concept of western and Indian philosophies (***This module only for Internal Assessment***)

References

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Syllabus

Education

EDC-DC-MJ - 102: Educational Sociology

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning of Educational Sociology and Sociology of Education, and their significance in the field of education.*
- *Explore the relationship between Sociology and Education and comprehend how sociological concepts influence educational systems and practices.*
- *Examine the sociological determinants of education and their impact on educational institutions, policies, and outcomes.*
- *Define social change and identify its various dimensions and implications.*
- *Analyze the factors influencing social change, including political, educational, and technological factors.*
- *Explore the concept and forms of social mobility and stratification, and understand their relevance in society.*
- *Differentiate between primary and secondary groups and understand their characteristics and functions.*
- *Recognize the significance of social interaction in education and explore its implications on teaching and learning.*
- *Comprehend the concept of socialization, identify its influencing factors, and evaluate its implications in educational settings.*
- *Define culture and its components, and analyze their influence on education.*
- *Examine the role of education in the preservation and transmission of culture.*
- *Understand the concepts of cultural lag and cultural change and evaluate their impact on education and society.*
- *Investigate the equalization of educational opportunities and understand its importance in addressing social inequalities.*
- *Explore the role of education in solving prevalent social problems such as illiteracy, nutrition and sanitation, superstition & early marraiage, etc.*
- *Analyze government policies related to education and their impact on addressing social problems in India.*
- *Apply sociological concepts to real-life case studies in the field of education, fostering practical understanding and application.*
- *Develop critical thinking and analytical skills through the lens of sociological perspectives in education.*
- *Enhance effective communication and presentation skills specifically in the context of sociology and education, facilitating clear articulation of sociological ideas and findings.*

Module 1: Sociology of Education

- Meaning of Educational Sociology
- Meaning of Sociology of Education
- Relationship between Sociology and Education
- Sociological determinants of education

Module 2: Social Change

- Meaning of social change
- Factors affecting social change: Political, Educational, and Technological factors
- Concept and forms of Social Mobility and Stratification

Module 3: Social Group and Socialization

- Types of Groups: Primary Groups and Secondary Groups
- Social interaction and its educational implications
- Socialization: Concept, Factors, and Implications in Education

Module 4: Education and Culture

- Concept and Components of Culture
- Role of education in the preservation and transmission of culture
- Cultural Lag and Cultural Change

Module 5: Current Social Problems in India

- Equalization of Educational opportunities
- Role of Education in solving social problems: Illiteracy, Nutrition and Sanitation, superstition & early marraiage, etc.
- Government Policies to resolve these social problems

Module 6: Case Study and Practical Applications

- Students' engagement in social issues such as nutrition, sanitation, superstition & early marriage.
- Critical review of any Government Policy to bring social change (***This module only for Internal Assessment***)

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Semester – II

Syllabus

Education

EDC-DC-MJ - 201: Educational Psychology

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching-learning process.*
- *Explore the relationship between Psychology and Education and comprehend how psychological principles contribute to effective teaching and learning.*
- *Define sensation and perception, and analyze their meaning, nature, and types.*
- *Examine the process of concept formation, its meaning, nature, and various types.*
- *Understand the concept of memory, its meaning, nature, and different types.*
- *Identify the causes of forgetting and explore strategies for memory improvement.*
- *Define growth and development, and understand their meaning, nature, and underlying principles.*
- *Explore the stages of development, focusing on infancy, childhood, and adolescence.*
- *Examine cognitive development based on Piaget's theory.*
- *Analyze individual differences in terms of their meaning, types, causes, areas, and the role of teachers in minimizing these differences in the classroom.*
- *Define learning, understand its meaning, and analyze the factors influencing learning. Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and their applications.*
- *Examine the relationship between learning and maturation, attention, interest, and motivation.*
- *Explore the concept of transfer of learning, its meaning, types, and relevant theories.*
- *Understand the meaning of creativity, its nature, factors that influence it, and explore strategies for nurturing and measuring creativity.*
- *Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, Thurstone, and Guilford. Analyze their educational significance.*
- *Examine the types of intelligence tests, such as Binet and Wechsler, and understand their uses.*
- *Define personality, and explore its meaning, nature, and development. Study various theories of personality, including the trait theory by Allport and the type theory by Jung.*
- *Analyze projective tests as a method of measuring personality.*
- *Apply the principles of educational psychology to real-life case studies in the teaching-learning process, fostering practical understanding and application.*
- *Develop critical thinking and analytical skills based on educational psychology concepts.*
- *Enhance effective communication and presentation skills specifically in educational settings, facilitating clear articulation of educational psychology ideas and findings.*

Module 1: Introduction to Educational Psychology

- Meaning, Nature, Scope, Methods, and Applications of Educational Psychology in the teaching-learning process
- Relationship between Psychology and Education

Module 2: Sensation, Perception, Concept Formation, Memory & Forgetting

- Sensation and Perception: Meaning, Nature, and Types
- Concept Formation: Meaning, Nature, and Types
- Memory: Meaning, Nature, and Types
- Forgetting: Causes and Strategies for memory improvement

Module 3: Growth and Development

- Growth and Development: Meaning, Nature, and Principles
- Stages of development: Infancy, Childhood, and Adolescence
- Cognitive development (Piaget's theory)
- Individual Differences: Meaning, Types, Causes, Areas, and the Role of teachers in nurturing individual differences in the classroom

Module 4: Learning and Creativity

- Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their applications
- Relation of learning with Maturation, Attention, Interest, and Motivation
- Transfer of Learning: Meaning, Types, and Theories
- Creativity: Meaning, Nature, Factors, Nurturing, and Measurement of Creativity

Module 5: Intelligence and Personality

- Intelligence: Meaning, Nature, and Theories (Spearman, Thurstone, Guilford) and their educational significance
- Measurement of Intelligence: Types of Tests (Binet and Wechsler) and their uses
- Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory - Jung)
- Measurement of Personality: Projective Tests

Module 6: Skill Development of Students to deal with Psychological issues

- Compose a story on a given picture (*Projective Test of Personality*) (***This module only for Internal Assessment***)

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- Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson.
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- Piaget, J. (2013). The Psychology of Intelligence. Routledge.
- Ormrod, J. E. (2019). Educational Psychology: Developing Learners. Pearson.
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Syllabus

Education

(Major Course)

EDC-DC-MJ - 202: History of Education in India

Course Objectives

At the end of the course, a student will be able to

- *Analyze the aims, structure, curriculum, methods, and discipline of education during the Vedic period.*
- *Evaluate the aims, structure, curriculum, methods, and discipline of education during the Buddhist period.*
- *Assess the contributions and teacher-student relationships in ancient Indian education.*
- *Examine the aims of education, structure, curriculum, methods, discipline, teacher-student relationships, and contributions during the medieval period in India.*
- *Evaluate the educational activities of Firoj Shah, Great Akbar, and Aurangzeb and their impact on education.*
- *Analyze the educational initiatives during British India, including the activities of missionaries towards education.*
- *Understand the significance of key educational reports and acts, such as Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, and Calcutta University Commission.*
- *Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission.*
- *Examine the views and recommendations of each commission on different aspects of education.*
- *Analyze the impact of these commissions on the education system in India.*
- *Understand the key features and objectives of each National Education Policy.*
- *Evaluate the impact of these policies on the education landscape in India.*
- *Identify the challenges and successes in implementing the policies.*
- *Discuss the implications of the commission's recommendations on education.*
- *Gain an overview of the Right to Education Act, including its objectives, provisions, and implications.*
- *Analyze the key features and provisions of the National Education Policy - 2020.*
- *Discuss the relevance and significance of these acts and policies in shaping the education system.*

Module 1: Education in Ancient India

- Vedic Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution

- Buddhist Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student Relation, and Contribution

Module 2: Education in Medieval India

- Medieval Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution

- Educational activities of Firoj Shah, Akbar, and Aurangzeb

Module 3: Education in Pre-Independent India
- Education in British India: Missionaries' activities towards education
- Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, Calcutta University Commission
- National Education Movements: Features, causes, phases, and failures

Module 4: Introduction to Education Commissions and Policies
- Overview of University Education Commission, Secondary Education Commission, and Indian Education Commission
- Examination of the views and recommendations of each commission on different aspects of education
- Analysis of the impact of these commissions on the education system in India

Module 5: National Education Policy (1986, 1992-POA, RTE -2009, & NEP -2020)
- Understanding the key features and objectives of each National Education Policy
- Evaluation of the impact of these policies on the educational landscape in India
- Overview of the Right to Education Act 2009, including its objectives, provisions, and implications
- Analysis of the key features and provisions of the National Education Policy - 2020

Module 6: Development Skill & Critical Thinking
- Review of any one area of NEP -2020 and report the same (*This module only for Internal Assessment*)

References

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- Johnson, L. (2019). Effective Presentation Skills: A Practical Guide. Kogan Page – London (UK)

Semester – III

Syllabus

Education

<mark>(Major Course)</mark>

EDC-DC-MJ- 301: Great Educators

Course Objectives

At the end of the course, a student will be able to

- *Examine the educational thoughts and philosophy of Mahatma Gandhi and understand his contributions to Indian education.*
- *Critically study Swami Vivekananda's educational ideas and principles and analyze his influence on Indian education.*
- *Explore Rabindranath Tagore's educational philosophy and pedagogical approaches and evaluate his impact on Indian education.*
- *Analyze Sri Aurobindo's vision of integral education and understand his contributions to Indian educational thought.*
- *Conduct a critical examination of Jean-Jacques Rousseau's educational ideas and principles and assess his influence on Indian education.*
- *Analyze John Dewey's pragmatic philosophy of education and evaluate his contributions to Indian educational practices.*
- *Study Maria Montessori's educational philosophy and methodology and assess her impact on Indian education.*
- *Understand Friedrich Froebel's kindergarten system and educational concepts and evaluate his contributions to Indian early childhood education.*

Module 1: Educational Thinkers of East

i. **M. K. Gandhi**

- Examining the Educational Thoughts and Philosophy of Mahatma Gandhi
- Understanding His Contributions to Indian Education

ii. **Swami Vivekananda**

- Critical Study of Swami Vivekananda's Educational Ideas and Principles
- Analyzing His Influence on Indian Education

iii. **Rabindranath Tagore**

- Exploring Rabindranath Tagore's Educational Philosophy and Pedagogical Approaches
- Evaluating His Impact on Indian Education

iv. **Sri Aurobindo**

- Analyzing Sri Aurobindo's Vision of Integral Education
- Understanding His Contributions to Indian Educational Thought

Module 2: Educational Thinkers of West

i. **Rousseau**

- Critical Examination of Jean-Jacques Rousseau's Educational Ideas and Principles
- Assessing His Influence on Education

ii. **John Dewey**

- Analyzing John Dewey's Pragmatic Philosophy of Education
- Evaluating His Contributions to Educational Practices

iii. **Montessori**

- Studying Maria Montessori's Educational Philosophy and Methodology
- Assessing Her Impact on Education

iv. **Froebel**

- Understanding Friedrich Froebel's Kindergarten System and Educational Concepts
- Evaluating His Contributions to Early Childhood Education

Module 3: Analytical and Critical Thinking

- Analytical report of the application of Play-way method in a Pre-Primary School (***This module only for Internal Assessment***)

References

- Sharma, R. (2022). Swami Vivekananda: Critical Study of His Educational Ideas and Principles. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Rabindranath Tagore: Exploring His Educational Philosophy and Pedagogical Approaches. Oxford University Press – India.
- Chatterjee, P. (2020). Sri Aurobindo: Analyzing His Vision of Integral Education. Pearson Education – India.
- Gupta, S. (2022). John Dewey: Analyzing His Pragmatic Philosophy of Education. Pearson Education – India.
- Sharma, R. (2021). Montessori: Studying Maria Montessori's Educational Philosophy and Methodology. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Froebel: Understanding Friedrich Froebel's Kindergarten System and Educational Concepts. Oxford University Press – India.

Semester – IV

Syllabus

Education

(Major Course)

EDC-DC-MJ- 401: Educational Measurement and Evaluation

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning and nature of educational measurement.*
- *Recognize the need for measurement in education.*
- *Comprehend the concept and nature of assessment and evaluation in education.*
- *Analyze the relationship between measurement, assessment, and evaluation.*
- *Identify and classify different types of evaluation, including placement, formative, diagnostic, summative, norm-Referencesd, and criterion-Referencesd evaluation.*
- *Explain the purpose, characteristics, and implementation of each type of evaluation.*
- *Classify measuring instruments used in educational measurement.*
- *Identify and understand errors in measurement and their impact.*
- *Evaluate different types of scales used in educational measurement.*
- *Describe the characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity.*
- *Measure interest, intelligence, aptitude, attitude, personality, and academic achievement using appropriate tools and techniques.*
- *Evaluate the strengths and limitations of various measurement instruments for each construct.*
- *Apply general principles of test construction to develop valid and reliable tests.*
- *Implement standardization procedures in test development.*
- *Utilize appropriate scoring methods for student achievement tests.*
- *Interpret test scores using relevant methods.*
- *Report test results for different types of tests, including essay type, objective type, short answer type, and oral type tests.*
- *Recognize the significance of test result reporting.*
- *Communicate test scores effectively to various stakeholders.*
- *Apply knowledge and skills gained in measurement and evaluation to practical situations.*
- *Demonstrate proficiency in test construction, data analysis, and interpretation.*
- *Develop and present a comprehensive capstone project related to measurement and evaluation in education.*

Module 1: Introduction to Measurement and Evaluation

- Meaning and nature of educational measurement

- The need for measurement in education

- Concept and nature of assessment and evaluation in education

- Understanding the relationship between measurement, assessment, and evaluation

Module 2: Types of Evaluation

- Overview of different types of evaluation, including placement, formative, diagnostic, summative, norm-Referencesd, and criterion-Referencesd evaluation

- Examination of the purpose, characteristics, and implementation of each type of evaluation

Module 3: Measurement Instruments
- Classification of measuring instruments
- Types of scales in educational measurement
- Characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity

Module 4: Measurement of Various Constructs
- Measurement of interest, intelligence, aptitude, attitude, personality, and academic achievement
- Introduction to different tools and techniques used to measure each construct
- Understanding the strengths and limitations of various measurement instruments

Module 5: Test Construction and Standardization
- General principles of test construction
- Standardization procedures in test development
- Scoring methods for student achievement tests
- Methods of interpreting test scores

Module 6: Developing a test & Reporting Test Results
- Reporting test results for different types of tests, including essay type, objective type, short answer type, and oral type tests
- Develop an objective type test of 20 marks for a subject of higher secondary level (***This module only for Internal Assessment***)

References

- Sharma, R. (2022). The Need for Measurement in Education. Pearson Education – India.
- Gupta, S. (2021). Assessment and Evaluation in Education: Concept and Nature. McGraw-Hill Education – India.
- Kumar, M. (2023). Overview of Evaluation Types: Purpose, Characteristics, and Implementation. Oxford University Press – India.
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Education

EDC-DC-MJ- 402: Educational Management and Leadership

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concept, and nature of educational management and its role in education.*
- *Recognize the importance of educational management in skill development and its impact on educational institutions.*
- *Identify and understand the key functions of educational managers and how these functions contribute to effective management in education.*
- *Differentiate between centralized and decentralized management approaches and comprehend their implications for educational institutions.*
- *Analyze authoritarian and democratic management styles, including their characteristics, pros, and cons, and apply them in educational settings.*
- *Understand dynamic and laissez-faire management approaches and determine the suitable management style based on situational factors in education.*
- *Define and conceptualize educational supervision and recognize its role in enhancing learning and teaching.*
- *Differentiate between management and administration in the educational context and identify the functions and responsibilities of educational administrators.*
- *Understand the purpose and scope of educational inspections and their contribution to quality improvement in educational institutions.*
- *Recognize the significance of leadership in educational management and its relationship with skill development.*
- *Identify the characteristics and qualities of effective educational leaders and understand their impact on educational institutions.*
- *Analyze different leadership styles found in educational settings and adapt them to specific educational situations.*
- *Understand the importance of student welfare services for holistic development.*
- *Create a positive institutional climate to enhance learning and implement strategies for maintaining discipline and order in schools.*
- *Manage finances and budget allocation efficiently, ensuring optimal use of financial resources for skill development.*
- *Understand the meaning, types, and significance of educational planning and its importance for educational institutions.*
- *Develop a well-structured academic calendar and create an efficient timetable to facilitate optimal learning and teaching.*

Module 1: Introduction to Educational Management

- Educational Management: Meaning, Concept, and Nature, Understanding the role of Management in Education, Importance of Educational Management in skill development
- Scope and Functions of Educational Management, Identifying the areas where Management is crucial in Education, Addressing the necessity of effective Educational Management

Module 2: Types of Educational Management

- Centralized and Decentralized Management, Differences between Centralized and Decentralized Approaches, Implications of each Management type on Educational Institutions
- Authoritarian and Democratic Management, Characteristics and Pros/Cons of Authoritarian and Democratic Leadership, Application of Leadership Styles in Educational Settings
- Dynamic and Laissez-Faire Management, Understanding Dynamic and Laissez-Faire Management Approaches, Choosing the Right Management Style based on situational factors

Module 3: Supervision, Administration, and Inspection

- Supervision in Education, Definition and Concept of Educational Supervision, The Role of Supervision in enhancing learning and teaching
- Administration in educational context, Differentiating between Management and Administration, Functions and Responsibilities of Educational Administrators
- Inspection in Educational Institutions, Purpose and Scope of Educational Inspections, How Inspections contribute to quality improvement

Module 4: Leadership in Education

- Leadership in Educational Management, Understanding the Significance of Leadership in Education, The relationship between leadership and skill development
- Characteristics of an Effective Educational Leader, Identifying traits and qualities of successful educational leaders, how these characteristics impact educational institutions
- Types of Leaders in Education, Analyzing different leadership styles found in educational settings, adapting leadership styles to specific educational situations

Module 5: Aspects of Educational Management

- Student Welfare and Auxiliary Services, Importance of Student Welfare Services for Holistic Development

- School Plant and Infrastructure Management, Effective Handling of School Equipment, Assets, and Facilities

- Institutional Climate and Discipline, Creating a Positive Institutional Climate to Enhance Learning, Strategies for Maintaining Discipline and Order in Schools

- Management of Finance and Budget Allocation, Financial Planning and Resource Allocation in Educational Institutions

Module 6: Educational Planning and Time- tabling

- Educational Planning: Meaning, Types, and Significance, Importance of Systematic Planning for Educational Institutions, Long-term and Short-term Planning Strategies

- Steps in Educational Planning, The Process of Developing an Effective Educational Plan

- Preparation of Academic Calender / Time -Table for a semester at under Graduate level (***This module only for Internal Assessment***)

References

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- Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India.
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