University of Gour Banga

Curriculum

Of

Education

Undergraduate Program (DSC/Major)

As Per

National Education Policy -2020

Semester – I

Syllabus

Education

(DSC/Major Course)

EDC-DC-MJ 101: Philosophical Foundation of Education

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 & Concepts and Aims of Education

- Education: Meaning, nature, and functions

- Narrow and broader concepts of education

- Education as a process, product, and discipline

- 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 2: 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 3: 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 4: 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)

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Semester – II

Syllabus

Education

(Major Course)

EDC-DC-MJ 201: Sociological Foundation of Education

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, and Socialization

- Meaning of social change

- Factors affecting social change: Political, Educational, and Technological factors

- Concept and forms of Social Mobility and Stratification

- Socialization: Concept, Factors, and Implications in Education

Module 3: Social Group, and Culture

- Types of Groups: Primary Groups and Secondary Groups

- Social interaction and its educational implications

- Concept and Components of Culture

- Role of education in the preservation and transmission of culture

- Cultural Lag and Cultural Change

Module 4: 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

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Semester – III

Syllabus

Education

(Major Course)

EDC-DC-MJ 301: Psychological Foundation of Education

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, and Basic Psychological Process

- Meaning, Nature, Scope, Methods, and Applications of Educational Psychology in the teaching-learning process
- Relationship between Psychology and Education
- 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 2: 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 3: 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 4: 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

References

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Syllabus

Education

(Major Course)

EDC-DC-MJ 302: Historical Foundation of Education

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 and Medieval 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
- Medieval Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution
- Educational activities of Firoj Shah, Akbar, and Aurangzeb

Module 2: 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 3: 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 4: 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

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Semester – IV

Syllabus

Education

(Major Course)

EDC-DC-MJ 401: 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 Thoughts of Rabindranath Tagore, and Swami Vivekananda

   i. Rabindranath Tagore

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

  ii. Swami Vivekananda

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

Module 2: Educational Thoughts of M. K. Gandhi, and Sri Aurobindo

  iii. M. K. Gandhi

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

  iv. Sri Aurobindo

- Analyzing Sri Aurobindo's Vision of Integral Education

- Understanding His Contributions to Indian Educational Thought

Module 3: Educational Thoughts of Rousseau, and Froebel

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

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

Module 4: Educational Thoughts of John Dewey, and Montessori

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

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

References

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Syllabus

Education

EDC-DC-MJ 402: 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, and Measurement Instruments

- Overview of different types of evaluation, including placement, formative, diagnostic, summative, Norm-Referenced, and Criterion-Referenced evaluation
- Examination of the purpose, characteristics, and implementation of each type of evaluation
- Classification of measuring instruments
- Types of scales in educational measurement
- Characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity

Module 3: 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 4: 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

References

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Syllabus

Education

EDC-DC-MJ 403: 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: Meaning, and Types of 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

- 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 2: 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 3: 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 4: 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

References

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University of Gour Banga

Curriculum

Of

Education Major

Undergraduate Programme (DC/Major)

As Per

National Education Policy-2020

For Semester V and VI

Semester-V

DC-MJ-501: Guidance and Counselling (04 credit)

Course Objectives

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

- Understand the meaning, nature, importance, scope and types of guidance.
- Examine the economic, psychological, and sociological bases of guidance.
- Recognize the need and importance of educational guidance services in schools and colleges
- Understand the role of guidance in student progression.
- Know the basic data necessary for educational guidance
- Interprete the information gathered from cumulative record card and interest inventory
- Identify the basic data necessary for educational and vocational guidance.
- Recognize the role of educational institutions for educational and vocational guidance
- Understand the meaning, nature, importance, scope and types of counselling.
- Explore the relationship between guidance, counselling, and teaching.
- Identify the necessary qualities and role of a good counsellor.
- Understand the need and importance of counselling services in schools and colleges.
- Clarify the concept, need and importance of career-based counselling.
- Know about various agencies providing counselling services in educational institutions.
- Understand the role of teacher in counselling students.

Course Content:

Module 1: The Concept of Guidance

- Meaning, nature, importance and scope of guidance
- Various types of guidance (e.g., Educational, Vocational, Psychological, Recreational)
- Economic, psychological, and sociological bases of guidance
- Understanding the role of guidance in student progression

Module 2: Educational and Vocational Guidance

- Basic data necessary for educational guidance
- Interpreting and utilizing the information gathered from cumulative record card and interest inventory
- Basic data necessary for vocational guidance
- Role of educational institutions for educational and vocational guidance

Module 3: The Concept of Counselling

- Meaning, nature, importance and scope of Counselling
- Exploring the interconnection between Guidance, Counselling, and Teaching
- Different types of counselling (Direct, Indirect, Eclectic, Group, Individual)
- Necessary qualities and role of a good counsellor in an educational institution

Module 4: Counselling in Educational Institutions

- Need and importance of counselling services in schools and colleges
- Concept, need and importance of career-based counselling
- Various agencies providing counselling services in educational institutions
- Role of teachers in counselling students

Suggested Reading:

- Gupta, S. (2022). Economical, Psychological, and Sociological Bases of Guidance. Pearson Education, India.
- Sharma, R. (2021). Need and Importance of Educational Guidance Services in Schools. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Types of Guidance: Academic, Career, and Personal. Oxford University Press – India.
- Chatterjee, P. (2023). Meaning, Nature, and Scope of Counselling. Oxford University Press – India.
- Dasgupta, S. (2022). Different Types of Counselling. Pearson Education – India.
- Bhattacharya, N. (2021). Steps and Techniques of Counselling. McGraw-Hill Education – India.
- Sharma, R. (2020). Necessary Qualities of a Good Counsellor. Oxford University Press – India.
- Gupta, S. (2019). Role of the Counsellor in Secondary Schools. Pearson Education – India.
- Pal, Debashis: Nirdeshana O Paramarshadan. Kolkata: Rita Publications.
- Sanat Kumar Ghosh: Sikshay Sangati Apasangati O Nirdesana: Classique Books.
- Subir Nag, Gargi Dutta: Sangati Bidhane Nirdeshona O Paramarshadan. Rita Publications.

DC-MJ-502: Technological Exploration for Education (04 credit)

Course Objectives

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

- Understand the meaning, concept, nature, importance, types and function of educational technology.
- Explore the concept and steps of System Approach in Education.
- Know the concept of Information Technology, Communication Technology, ICT, and Artificial Intelligence and their roles in education.
- Gasp the meaning, nature, types, and need of classroom communication.
- Explore the components of effective classroom communication.
- Understand the communication cycle, barriers of classroom communication and strategies of overcoming those barriers
- Explore the key functions of educational technology in classroom communication.
- Understand the concept and role of role of audio, video and audio-video media used in educational set-up and how these media can be integrated for engaging instruction.
- Analyse merits and demerits of different types of media.
- Learn the concept, use, and benefits of mass instructional techniques, such as Seminar, Panel Discussion, and Team Teaching.

- Grasp the concept, nature, advantages, and limitations of lecture and demonstration method of teaching.
- Explore personalized instructional techniques such as programmed learning, and micro teaching, along with their eaning, principles, types, merits and demerits.
- Analyse the role of computer in educational instruction.

Course Content:
Module 1: Introduction to Educational Technology
- Meaning, concept, importance and nature of Educational Technology
- Types and functions of Educational Technology
- Concept and steps of System Approach in Education
- Concept of Information Technology, Communication Technology, ICT, and Artificial Intelligence and their roles in education

Module 2: Classroom Communication
- Meaning, nature, types, and need of classroom communication
- Exploring the components of effective classroom communication
- Communication cycle, barriers of classroom communication and strategies of overcoming those barriers
- Role of Educational Technology in classroom communication

Module 3: Use of Media in Education
- Audio Media: Utilizing Radio and Tape in instructional settings
- Visual Media: Effective use of projectors for visual instruction
- Audio-Visual media: Integration of TV and CCTV for engaging instruction
- Merits and demerits of different types of media used in educational set-up

Module 4: Instructional Techniques
- Concept, use, and benefits of mass instructional techniques: Seminar, Panel Discussion, and Team Teaching
- Lecture and demonstration method: Concept, nature, advantages, and limitations
- Personalized instructional techniques: Programmed instruction and micro teaching – Meaning, principles, types, merits and demerits
- Role of Computer in educational instruction (CAI, CAL and CML)

Suggested Reading:
- K. Sampath- Introduction to Educational Technology.
- Sharma, R. (2021). Functions of Educational Technology: Supporting Learning Outcomes. McGraw Hill Education – India.
- Chatterjee, P. (2023). ET-1: Audio-Based Technology: Applications and Benefits. Oxford University Press – India.
- Dasgupta, S. (2022). ET-2: Visual-Based Technology: Effective Use for Enhancing Learning. Pearson Education – India.
- Bhattacharya, N. (2021). ET-3: Audio-Visual Technology: Integration for Engaging Instruction. McGraw-Hill Education – India.

- Sharma, R. (2022). Components of the Communication Process: Role in Teaching-Learning. Pearson Education – India.
- Gupta, S. (2021). Factors Affecting Classroom Communication: Strategies for Overcoming Barriers. McGraw-Hill Education – India.
- Sharma, R. (2022). Personalized Techniques: Programmed Learning, Computer-Assisted Instruction, and Micro-teaching. Pearson Education – India.
- Chatterjee, Kaushik: Siksha Prajuktibidya: Rita Books Publication.
- Nurul Islam: Shikkha Prajuktibidyar Ruprekha: Shreedhar Prakashani.

DC-MJ- 503: Curriculum Development and Evaluation (04 credit)

Course Objectives

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

- Understand the meaning, nature and scope of curriculum.
- Differentiate among curriculum, syllabus, and lesson.
- Conceptualize different types of curricula, such as Explicit, Implicit, Hidden and Holistic.
- Know the meaning, types and significance of co-curricular activities.
- Gain an overview of Bloom's Taxonomy of educational objectives.
- Apply Bloom's Taxonomy in framing educational objectives.
- Understand the parameters to be considered in framing curriculum at different levels
- Analyse critically National Curriculum Framework-2005
- Understand the concept and principles of curriculum development
- Explore culture-based, knowledge-based, and need-based curriculum.
- Analyse various stages involved in curriculum development process.
- Understand the meaning, concept and importance of curriculum evaluation.
- Learn the steps and process of curriculum evaluation.
- Understand the formative and summative approaches to curriculum evaluation.
- Know the key models of curriculum evaluation, such as Tyler's Objective-Based Model, and Stufflebeam's CIPP Model.

Course Content

Module 1: Curriculum Prospect

- Concept, nature and scope of curriculum
- Difference among curriculum, syllabus, and lesson
- Different types of curricula: Explicit, Implicit, Hidden and Holistic
- Meaning, types and significance of co-curricular activities

Module 2: Bloom's Taxonomy and Curriculum Framework

- Bloom's Taxonomy of educational objectives: An overview
- Application of Bloom's Taxonomy in framing educational objectives
- Parameters to be considered in framing curriculum at different levels

- National Curriculum Framework-2005

Module 3: Curriculum Development
- Concept and principles of curriculum development
- Culture-Based, knowledge-based, and need-based curriculum
- Exploring different approaches to curriculum development
- Various stages involved in curriculum development process

Module 4: Curriculum Evaluation
- Meaning, concept and importance of curriculum evaluation
- Steps and processes of curriculum evaluation
- Approaches of curriculum evaluation: Formative evaluation and summative evaluation
- Key models of curriculum evaluation (Tyler's Objective-Based Model, and Stufflebeam's CIPP Model)

Suggested Reading:
- Gupta, S. (2022). Relation Among Curriculum, Syllabus, and Lesson. Pearson Education – India.
- Sharma, R. (2021). Co-curricular Activities and Their Relation to the Curriculum. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Different Types of Curricula: Traditional and Modern Approaches. Oxford University Press – India.
- Chatterjee, P. (2019). Concepts in Curriculum Development: Balanced, Explicit, Hidden, and Holistic Curriculum. Pearson Education – India.
- Gupta, S. (2022). Curriculum Framework at Different Levels of Education. Pearson Education – India.
- Sharma, R. (2021). Principles of Curriculum Construction. McGraw-Hill Education – India.
- Gupta, S. (2022). Culture-Based, Knowledge-Based, and Need-Based Curriculum. Pearson Education – India.
- Chatterjee, P. (2023). Evaluation of Curriculum: Meaning and Utility. Oxford University Press – India.
- Dasgupta, S. (2022). Steps and Process of Curriculum Evaluation. Pearson Education – India.
- Oliva, Peter F. (2001). Developing the Curriculum. Longman.
- Chakraborty, Pranab Kumar: Pathyakram: Niti O Nirman: Classic Books Publishers Kolkata
- Debashish Pal: Gyan O Pathyakram: Rita Books.

DC-MJ-504: Educational Statistics and Data Analysis (04 Credit)

Course Objectives

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

- Define educational statistics and explain its nature, importance, and scope in the field of education.
- Identify the steps involved in applying statistical methods to educational problems and research.
- Distinguish between discrete and continuous data and understand their relevance in educational studies.
- Demonstrate knowledge of various data collection methods such as observation, surveys, and document analysis.
- Use appropriate tools and instruments such as rating scales, checklists, and inventories for data gathering.
- Construct and interpret different types of data presentations including pie diagrams, histograms, frequency polygons, and ogives.
- Appreciate the role and significance of graphical representation in educational analysis.
- Calculate mean, median, and mode and interpret their significance in analyzing student performance and other educational variables.
- Compute and interpret range, quartile deviation, average deviation, and standard deviation to assess variability in educational data.
- Describe the properties of the normal probability curve and its significance in educational assessment.
- Analyze deviations from normality using skewness and kurtosis.
- Understand and compute different types of correlation coefficients using rank difference and product moment methods.

Course Content

Module 1: Introduction to Educational Statistics

- Meaning, nature, and importance of educational statistics
- Scope and application of statistics in education
- Steps in applying educational statistics
- Types of data in educational statistics (Discrete and Continuous Data)

Module 2: Data Collection and Presentation

- Methods of data collection (Observation, Survey, and Document Analysis)
- Tools and instruments of data collection (Rating Scale, Checklists, Tests and Inventories)
- Graphical presentation of data with importances (Pie diagram, Histogram, Frequency Polygon, Ogive etc.)
- The challenges in collecting educational data

Module 3: Measures of Central Tendency and Variability

- Concept, calculation and importances of different measures of central tendency (mean, median and mode)

- Analyzing, interpretation and application of data of measures of central tendency
- Concept, calculation and importances of different measures of variability (Range, QD, AD, SD)
- Analyzing, interpretation and application of measures of variability

Module 4: Normal Distribution and Co-efficient of Correlation

- Concept, properties, and application of normal probability curve
- Divergence from normality: Skewness and Kurtosis
- Concept and types of co-efficient of correlation
- Calculation and uses of co-efficient of correlation in education (Rank Difference and Product Moment method)

Suggested Reading:

- Garrett, H. E., & Woodworth, R. S. (2017). Statistics in psychology and education (6th ed.). Delhi, India: Surjeet Publications.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.
- Aggarwal, Y. P. (2016). Statistical methods: Concepts, application, and computation (2nd ed.). New Delhi, India: Sterling Publishers.
- Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India.
- Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India.
- Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India.
- Roy, Sushil (1995). Mulyayan Niti o Koushal, Soma Book Agency, Kolkata.
- A. Chakraborty O Md. N. Islam: Shikkhak Shikkhan Mulyayan: Classique Books.

Semester-VI

DC-MJ-601: Inclusive Education (04 Credit)

Course Objectives

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

- Understand the concept and goals of inclusive education.
- Differentiate among Special Education, Inclusive Education, Integrated education, and Mainstreaming education
- Appreciate the principles of inclusive education.
- Examine attitude and beliefs about diversity and inclusion
- Discuss the major provisions of PWD Act (1995), National Policy for Person with Disabilties-2006, and The Rights of Person with Disabilities Bill (RPWD Bill)-2016.
- Recognize and address individual learning needs.
- Explore the strengths and challenges of diverse learners.
- Understand different learning styles.
- Identify cultural, linguistic, and socio-economic influences on learning.
- Design physically and emotionally inclusive classrooms.
- Cultivate a positive and respectful classroom culture.
- Promote universal design for learning (UDL) principles.
- Adapt materials and resources for diverse learners.

Module 1: Introduction to Inclusive Education

- Concept and goals of inclusive education
- Differences among special education, inclusive education, integrated education, and mainstreaming education
- Principles of inclusive education
- Attitude and beliefs necessary for diversity and inclusion

Module 2: Historical Perspective of Inclusive Education in India

- Major government policies for promoting inclusive education
- PWD Act, 1995
- National Policy for Person with Disabilties-2006
- The Rights of Person with Disabilities Bill (RPWD Bill)-2016

Module 3: Understanding Learner Diversity

- Recognizing and addressing individual learning needs
- Exploring the strengths and challenges of diverse learners
- Understanding different learning styles
- Identifying cultural, linguistic, and socio-economic influences on learning

Module 4: Creating Inclusive Learning Environment

- Designing physically and emotionally inclusive classroom
- Cultivating a positive and respectful classroom culture
- Promoting universal design for learning (UDL) principles
- Adapting materials and resources for diverse learners

Suggested Reading:

- Salend, S. J. (2020). Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson Education – USA.
- Kapoor, D. (2018). Inclusive Education: Perspectives, Issues, and Challenges. SAGE Publications – India.
- Shah, A. (2022). Inclusive Classroom: Practices, Strategies, and Reflections. Routledge – India.
- Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD – USA.
- Villa, R. A., Thousand, J. S., & Nevin, A. I. (2020). Collaboration, Consultation, and Teamwork for Students with Special Needs. Pearson Education – USA.
- Pratiksha Modi - Creating an Inclusive Education. Paperback – LAP Lambert Academic Publishing (2021).
- Arnab Chowdhury & Jayanta Mete. Inclusive Education. ISBN: 978-93-89224-06-1
- Pranab Kumar Chakraborty, Debasree Banerjee O Debabrata Debnath: Sarbasamabista Shikkha: Rita Books.
- Urmi Chakraborty: Antarbhuktimulak Bidyalay Sanggathan: Aheli Books.

DC-MJ- 602: Mental Health and Mental Hygiene

Course Objectives

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

- Define the concept, characteristics, and importance of mental health from philosophical, psychological, and neuroscientific perspectives.
- Recognize the significance of maintaining good mental health in daily life.
- Explain the concepts of adjustment and maladjustment and identify common mental health issues in students such as anxiety, depression, and exam stress.
- Understand different types of defence mechanisms and their role in psychological coping.
- Analyze the role of families and educational institutions in preventing and managing maladjusted behaviour among learners.
- Identify key factors affecting mental health and explore effective strategies for promotion of mental health.
- Understand the causes, and remedies of mental illnesses.
- Evaluate government policies and legal frameworks such as the National Mental Health Programme (1982) and the Mental Healthcare Act (2017) in promoting mental well-being.
- Define the concept, nature, and importance of mental hygiene and its relationship with mental health and academic performance.
- Integrate the principles of mental hygiene into daily life.

Course Content:

Module 1: Introduction to Mental Health

- Meaning, concept and characteristics of mental health
- Importance of keeping up good mental health
- Mental health and wellbeing: Philosophical, psychological and neuroscience perspectives
- Way out for maintaining good mental health in daily life

Module 2: Mental Health Challenges

- Concept of and differences between adjustment and maladjustment
- Recognizing common mental health issues in students (e.g., anxiety, depression, exam. stress)
- Concept and types of defence mechanisms
- Role of family and educational institutions in preventing maladjusted behaviour in learners

Module 3: Promotion of Mental Health in Different Contexts

- Factors affecting mental health
- Strategies for promotion of mental health in workplaces
- Causes and remedies of different types of mental illness
- Government initiatives for promotion of mental health: National Mental Health Programme (NMHP) – 1982 & Mental Healthcare Act, 2017

Module 4: Mental Hygiene

- Concept, nature and need of mental hygiene
- Relationship between mental health and mental hygiene
- Relationship between mental hygiene and academic performance
- Integration of mental hygiene in daily life

For further reading:

- Kumar, S. (2019). Mental Health in Educational Settings: Innovative Approaches and Best Practices. Springer – India.
- Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.
- Mangal, S. K. (2019). Advanced educational psychology (2nd ed.). PHI Learning.
- Kuppuswamy, B. (2022). Mental health and education (Reprint ed.). Vikas Publishing House.
- Varma, L. K. (2004). The concept of mental health in India. Macmillan India.
- Government of India. (2017). The Mental Healthcare Act, 2017. Ministry of Law and Justice.
- Klein, D. B. (1944). Mental hygiene: The psychology of personal adjustment (Rev. ed.). Henry Holt and Company.
- Carroll, H. A. (1961). Mental hygiene: The dynamics of adjustment (3rd ed.). Prentice-Hall.
- Arun Ghosh: Manasik Sasthabiggan: Educational Enterprises E Book.

DC-MJ-603: Exploring Basics of Educational Research (04 Credit)

Course Objectives:
At the end of the course, a student will be able to:
- Define and explain the meaning, nature, and importance of educational research.
- Differentiate among various types of research, such as basic, applied, and action research.
- Describe the steps involved in research process and distinguish among quantitative, qualitative, and mixed-method research approaches.
- Understand the significance of reviewing related literature.
- Identify reliable sources for conducting a literature review.
- Analyze and apply appropriate parameters for assessing the quality of a review of related literature.
- Define the concepts of population and sample, and explain various sampling techniques like simple random, stratified, and cluster sampling.
- Understand the process of sampling, including the role of the sampling frame and sampling unit.
- Identify the purpose and structure of research reporting and distinguish between types of research reports such as theses, technical reports, and journal articles.
- Apply ethical considerations in writing and presenting research findings.

Course Content:
Module 1: Basics of Educational Research
- Meaning, nature and importance of educational research
- Different types of research (Basic, Applied and Action)
- Steps involved in research process
- Research methods (Quantitative, Qualitative and Mixed-methods)

Module 2: Review of Related Literature:
- Meaning and importances of review of related literature in research
- Process for writing review of related literature
- Different sources for review of related literature
- Different parameters for assessing of a good review of related literature

Module 3: Population and Sample
- Concept and definition of Population and Sample
- Sampling techniques (Simple random, Stratified, Cluster)
- Steps in the sampling process
- Sampling frame and sampling unit

Module 4: Research Reporting
- Meaning and purpose of research reporting
- Major sections of reporting research
- Types of research reports (Thesis/Dissertation, Technical report, Article for journals)
- Ethical consideration in reporting research

Suggested Reading:

- Best, J. W., & Kahn, J. V. (2016). Research in Education (10th ed.). Pearson Education India.
- Sharma, R. (2022). Steps of Research: Understanding the Sequential Process Involved in Conducting Research. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Types of Research: Exploring Different Research Approaches. Oxford University Press – India.
- Sharma, R. (2021). Steps and Principles of Educational Research. McGraw-Hill Education – India.
- Gupta, S. (2022). Population: Meaning, Characteristics, and Importance in Research. Pearson Education – India.
- Sharma, R. (2021). Sample, Sampling, and Sample Size: Understanding Concepts and Implications in Research. McGraw-Hill Education – India.
- Chatterjee, P. (2019). Research Design: Exploring Different Designs in Educational Research. Cambridge University Press – India.
- Pal, Debashis: Gabeshana Paddhati o Rashibigganer Koushal. Kolkata: Rita Book Agency.

DC-MJ-604: Project Work (04 Credit)

Course Objectives:

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

- Assess the level of environmental consciousness among students or community members.
- Evaluate sanitation practices and nutritional awareness in the local area.
- Study infrastructure, student enrolment, teaching-learning process, resources, teacher availability, etc. of an elementary school.
- Reflect on learning outcomes from a field visit (e.g., historical place, museum, science centre, heritage site, wild life area etc.).
- Develop research, communication, and presentation skills.

Topics for project:

1. Survey on environmental awareness
2. Survey on sanitation and nutrition
3. Survey on existing educational status of an elementary school
4. Report on educational tour
5. Seminar presentation with ppt on any topic of your syllabus

Guidelines:

Each student is required to complete *any one* of the following projects and prepare a report for evaluation by the University.

University of Gour Banga

COURSE CURRICULUM

(Undergraduate Program as per NEP -2020)

Curriculum of Disciplinary Minor

Name of Discipline (Course Offred by):
Education

Curriculum of Minor Course (EDC-IDC/DC-MN 101) for UG Program for Semester -I

Title of the Course:	*Philosophical Foundation of Education*
Minor Paper Code:	**EDC-IDC/DC-MN 101**

Semester = I

<div align="right">

Credit = 4
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Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the meaning, concepts, nature, and functions of education. • 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. • Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, and Pragmatism, and their educational ideologies and contributions. • 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). • 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. • Critically study J. J. Rousseau's educational ideas and principles and analyze his influence on modern education. • Explore John Dewey's educational philosophy and pedagogical approaches and evaluate his impact on modern education.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define and explain the meaning, nature, scope, and functions of education and its relationship with philosophy.* • *Analyze the individual, social, and national aims of education and their relevance to contemporary educational practices.* • *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.* • *Articulate the meaning, nature, scope, and implications of the philosophy of education, with a focus on its practical applications.*

	• *Compare and contrast Western educational philosophies, including Idealism, Naturalism, and Pragmatism, and assess their influence on educational thought and practice.* • *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.* • *Study and assess the educational ideas and principles of Swami Vivekananda and their influence on Indian education.* • *Analyze Rabindranath Tagore's pedagogical approaches and evaluate their impact on the Indian educational system.* • *Study the educational ideas and principles of J. J. Rousseau and critically analyze their influence on modern education.* • *Explore and evaluate John Dewey's educational philosophy and its significant impact on modern education systems.*
Course Content	
Module: -1	**Meaning and Concepts of Education & Philosophy** • Education: Meaning, Nature and Scope. • Philosophy: Meaning, Nature and Functions. • Relationship between Education & Philosophy. • Functions of Education.
Module: -2	**Aims, Objectives & Factors of Education** • Aims of education: Individualistic, Socialistic, and National aims. • Objectives of education & Report of Delor's Commission – UNESCO-1996 • Factors of Education: Learner Centric, Teacher Centric • Types & importance of Co-curricular activities.
Module: -3	**Schools of Philosophy** • Indian Schools of Philosophy in Education: Vedantic, Buddhistic & Islamic (Main Features and Educational Implications only). • Western Schools of Philosophy in Education: Idealism, Naturalism and Pragmatism (Main Features and Educational Implications only).
Module: -4	**Educational Contributions of Philosophers** • Indian Philosophers: Swami Vivekananda & R.N. Tagore. • Western Philosophers: J.J. Rousseau & John Dewey.
Suggestive Readings:	• Sharma, R. C. (2023). Education: Meaning, Concepts, and Functions. Pearson Education India. • Chandra, S. (2021). Philosophy of Education: Concepts and Perspectives. Oxford University Press India.

- Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.
- Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.
- Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.
- Roy, Sushil. (2005), Siksha Tattwa o Siksha Darshan, Soma Book Agency, Kolkata, W.B.
- Pal, Dhar, Das, Banerjee, (2021), Sikshar Vitti o Bikash, Rita Book Agency, W.B.
- Chattopadhaya, Pal, Pandey, (2021), Sikshadarshan, Rita Publication, W.B.
- Banerjee. A. (2011), Sikshaniti o Sikshadarshan, B.B. Kundu Mudran, Kolkata, W.B.
- Bag. K. K. (2020), Sikshay Darshonik Vitti o Sikshaniti, Nabodoy Publication, Kolkata, W.B.
- Baby Dutta, Debika Guha: Shikkha Darshan O Darshnikder Abadan: Pragatishil Prakashak

Curriculum of Minor Course (EDC-IDC/DC-MN 201) for UG Program for Semester -II

Title of the Course:	*Sociological Foundation of Education*
Minor Paper Code:	EDC-IDC/DC-MN 201

Semester = II

	Credit = 4
Objectives of the Course: *On completion of this course, the students 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.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define and understand the meaning of Educational Sociology and Sociology of Education, and explain their significance in the field of education.* • *Explore and analyze the relationship between Sociology and Education, demonstrating how sociological concepts shape educational systems and practices.* • *Examine the sociological determinants of education and assess their influence on educational institutions, policies, and outcomes.* • *Define social change and identify its dimensions and implications in various societal contexts.* • *Analyze the factors driving social change, including political, educational, and technological influences, and their impact on education.* • *Explore the concepts of social mobility and stratification, and evaluate their relevance and impact on societal structures.* • *Differentiate between primary and secondary groups, and explain their characteristics, functions, and roles in the process of socialization.*
	Course Content

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Module: -1	**Education & Educational Sociology**
	• Meaning of Educational Sociology
	• Meaning of Sociology of Education
	• Relationship between Sociology and Education
	• Sociological determinants of education
Module: -2	**Culture & Education**
	• Culture: Meaning, Components & Relationship between Culture & Society.
	• Cultural Lag & Cultural Change.
	• Role of Education in preservation and transmission of Culture.
Module: -3	**Social Group and Socialization**
	• Social Groups: Meaning and types of groups (Primary Groups and Secondary Groups).
	• Social interaction and its educational implications.
	• Socialization: Meaning, Characteristics, Factors, and Implications in Education.
Module: -4	**Social Change & Education**
	• Social Change: Meaning, Characteristics, Factors (Role of Education in Social Change).
	• Social Stratification: Meaning, Characteristics & Role of Education in Social Stratification).
	• Social Mobility: Meaning, Characteristics & Types.
Suggestive Readings:	➢ Sharma, R. (2022). Educational Sociology: Concepts and Perspectives. Pearson Education India.
	➢ Durkheim, E. (1898). Moral Education: A Study in the Theory and Application of the Sociology of Education. Free Press.
	➢ Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux.
	➢ Ajit Mondal & Md. Nijairul Islam: Sociological Foundation of Education (2 Vols): Kanishka Pub.
	➢ Bhattacharya, D. (2021), Siksha o Samajtattwo, Pearson, Kolkata, W.B.
	➢ Pradhan, A. (2015), Suchona Sankete Samajtattwo, Rajkrishna Pustakalaya, Kolkata, W.B.
	➢ Barman, & Pramanik (2021), Sikshamulak Samajbigyan, Classic Book House, Kolkata, W.B.
	➢ Chattopadhaya, M. & Chakroborty, K. (2014), Sikshar Samajtattwik Vitti, Rita Publication, W.B.
	➢ Tarafdar, Manjushree: Sikshashrayi Samajbigyan.

Title of the Course:	*Psychological Foundation of Education*
Minor Paper Code:	**EDC-IDC/DC-MN 301**
**Semester = III**
	Credit = 4

Objectives of the Course: *On completion of this course, the students 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 growth and development, and understand their meaning, nature, and underlying principles. • Explore the stages of development, focusing on infancy, childhood, and adolescence. • 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 educational implication. • Examine the relationship between learning and maturation, memory, interest, and motivation. • Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, and Gardner, and analyze their educational significance. • Define personality, and explore its meaning, nature, and development. • Understand theories of personality, including the trait theory by Allport and the type theory by Jung.
Learning Outcomes of the Course: By the end of this course, students 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 how psychological principles contribute to effective teaching and learning.* • *Define growth and development, and comprehend their meaning, nature, and underlying principles.* • *Identify and analyze the stages of human development, with a focus on infancy, childhood, and adolescence.* • *Define learning, understand its meaning, and evaluate the factors influencing the learning process.* • *Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and assess their educational implications.*

	• *Examine the relationship between learning and factors such as maturation, memory, interest, and motivation.* • *Define intelligence, understand its meaning, and explore theories of intelligence such as those by Spearman and Gardner, and analyze their significance in education.* • *Define personality, and explore its meaning, nature, and developmental processes.* • *Understand theories of personality, including Allport's trait theory and Jung's type theory, and evaluate their educational implications.*

Course Content

Module: -1	**Concepts of Educational Psychology** • Meaning, Nature & Scope. • Relationship between Psychology and Education. • Application of Educational Psychology in Teaching-Learning process.
Module: -2	**Growth and Development** • Growth and Development: Meaning, Nature, and Principles • Stages of Human Development: Infancy, Childhood, and Adolescence (Physical, cognitive, social & emotional perspective)
Module: -3	**Learning and its theories** • Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their educational implication. • Maturation, Interest, Motivation & Memory.
Module: -4	**Intelligence and Personality** • Intelligence: Meaning, Nature, and Theories (Spearman, Guilford-SOI & Gardner) and their educational significance • Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory - Jung)
Suggestive Readings:	• Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson. • Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson. • Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers. • Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers. • Roy, Sushil. (2005), Siksha Monovidya, Soma Book Agency, Kolkata, W.B. • Sarkar, B. (2021) Siksha Monovidya, Aheli Publishers, Kolkata, W.B. • Pal, Dhar, Das, Banerjee, (2021), Pathdan o Sikhoner Monostattwo, Rita Publication, W.B.

Title of the Course:	*Historical Foundation of Education*
Minor Paper Code:	**EDC-IDC/DC-MN 401**
**Semester = IV**

	Credit = 4
Objectives of the Course: *On completion of this course, the students will be able to -*	• Analyze the educational initiatives during Vedic, Buddhistic, and British period in India. • Understand the significance of key educational reports and acts, such as Adams Report, Wood's Dispatch, and Hunter 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. • Understand the key features and objectives of National Policy on Education, 1986 & National Education Policy, 2020. • Discuss the relevance and significance of these policies in shaping the education system in India.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Analyze the educational initiatives during the Vedic, Buddhistic, and British periods in India.* • *Understand the significance of key educational reports and acts, such as the Adams Report, Wood's Dispatch, and the Hunter 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 various aspects of education.* • *Understand the key features and objectives of the National Policy on Education (1986) and the National Education Policy (2020).* • *Discuss the relevance and significance of these policies in shaping the contemporary education system in India.*
**Course Content**
Module: -1	**Vedic and Buddhistic system of Education** • Vedic system of Education: Aims, Objectives, Salient Features & Educational implications. • Buddhist system of Education: Aims, Objectives, Salient Features & Educational implications.
Module: -2	**Education in Medieval Period** • Islamic system of Education: Aims, Objectives, Salient Features & Educational implications.

	• Educational contribution of Firoj Shah Tughlak & Akbar
Module: -3	**Education in British Rule** • Colonial Education System: Role of Missionaries. • Adams Report, 1835-37 • Wood's Despatch, 1984 • Hunter Commission, 1882
Module: -4	**Education Commission and Policies in Post-Independent India** • University Education Commission, 1948 • Secondary Education Commission, 1952-53 • Indian Education Commission, 1964-66 • NPE -1986, 1990, & 1992-POA and NEP-2020: (Objective, Features and Educational implications).
Suggestive Readings:	• Sen, S. (2020). Ancient Indian Education: A Comprehensive Study. Routledge – New York (USA) • Singh, R. K. (2018). Buddhist Education in Ancient India. Prabhat Prakashan – Delhi (India) • Sharma, S. (2019). Medieval Indian Education: Trends and Perspectives. Sage Publications – New Delhi (India) • Farooqi, N. R. (2017). Education in the Mughal Empire. Manohar Publishers – Delhi (India) • Bose, A. (2022). Education in British India: Policies and Impacts. Cambridge University Press – Cambridge (UK) • Roy, Sushil. (2005), Bharoter Siksha o Sikshar Bharotayon, Soma Book Agency, Kolkata, W.B. • Bhokta, B. B. (2005), Adhunik Bharoter Sikshar Dhara, O A Ko Kho Prokashoni, Purba Midnapur, W.B. • Chokroborty & Islam, (2017) Sikshar Itihas o Samprotik Ghotonaprobah, Classic Books, Kolkata, W.B. • Pal, D. (2022), Samokalin Bharot o Siksha, Rita Publication, W.B. • Shyamaprasad Chattaraj: Bharatiya Shikkha Prasange: Central Library

Curriculum of Minor Course (EDC-IDC/DC-MN 501) for UG Program for Semester -V

Title of the Course:	*Contemporary Issues in Indian Education*
Minor Paper Code:	**EDC-IDC/DC-MN 501**
**Semester = V**
	Credit = 4

<table>
<tr>
<td>Objectives of the Course: <i>On completion of this course, the students will be able to -</i></td>
<td>

Understand the meaning, objectives, and significance of Social Education, and recognize the role of folklore and folk culture in its promotion.
Analyze the barriers to Social Education and evaluate the initiatives taken by the government and NGOs to address these challenges.
Comprehend the aims, objectives, and importance of Women Education, and assess the barriers to its progress and the government's efforts to overcome them.
Explore the contributions of Durgabai Deshmukh and Hans Mehta Committees, along with the implications of NPE 1986 and NEP 2020 for Women Education.
Examine the functions of National and State Women Commissions in promoting women's education and rights.
Understand the aims, objectives, and importance of Population Education and identify the causes of population explosion in India.
Analyze the government's initiatives to manage overpopulation and measures to enhance human resource development.
Discuss the National Population Policy 2000 and its objectives in addressing population challenges.
Understand the aims, objectives, and importance of Value Education and Peace Education in contemporary society.
Investigate the causes of value erosion and methods to foster value-based education in the classroom.
Explore the role of international organizations like the UNO and UNICEF in conflict resolution and maintaining world peace.

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<tr>
<td>Learning Outcomes of the Course:
By the end of this course, students will be able to:</td>
<td>

<i>Explain the meaning, objectives, and importance of Social Education, highlighting the role of folklore and folk culture.</i>
<i>Identify the barriers to Social Education and assess government and NGO initiatives aimed at overcoming these barriers.</i>
<i>Understand the aims, objectives, and significance of Women Education, and critically examine the barriers and government interventions to remove them.</i>
<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>

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	• *Describe the roles and functions of National and State Women Commissions in supporting women's educational and social rights.* • *Comprehend the aims, objectives, and importance of Population Education and identify the causes of population explosion in India.* • *Evaluate government policies and initiatives to address overpopulation and enhance human resource development, with a focus on National Population Policy 2000.* • *Understand the aims and significance of Value and Peace Education, and explore how value erosion can be addressed through classroom education.* • *Explain the role of international bodies like the UNO and UNICEF in promoting peace and resolving global conflicts.*

Course Content

Module: -1	**Social Education** • Meaning, objectives, and importance of Social Education • Importance of folklore and folk culture in Social Education • Barriers of Social Education & Government initiatives to remove these barriers • Role of NGOs in Social Education
Module: -2	**Women Education** • Aims, objectives & importance of Women Education • Barriers of Women Education & Government initiatives to remove these barriers • Durgabai Deshmukh Committee & Hans Mehta Committee, NPE, 1986 & NEP, 2020 on Women Education • Functions of National & State Women Commissions.
Module: -3	**Population Education** • Aims, objectives & importance of Population Education • Causes of population explosion in India and Government Initiatives to check overpopulation • Measures to develop human resources • National Population Policy– 2000
Module: -4	**Value & Peace Education** • Aims, objectives & importance of Value Education • Causes of value erosion & nurturing of values in classroom • Aims, objectives & importance of Peace Education in today's world • Role of UNO & UNICEF in conflict resolution & maintaning world peace

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 itihas o Sampratik 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

Title of the Course:	*Management, Leadership and Planning in Education*
Minor Paper Code:	**MDCEDN 601**

Semester = VI

Credit = 4

Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the meaning, nature, and scope of Educational Management and the need for effective management in educational institutions. • Analyze the role and functions of management in education and the criteria for evaluating an effective manager. • Differentiate between various types of educational management, such as centralized, decentralized, authoritarian, democratic, dynamic, and laissez-faire management, and assess their advantages and disadvantages. • Comprehend the meaning, nature, and scope of leadership in education, and explore different leadership styles and their effectiveness. • Identify the characteristics of an effective leader and examine the role of educational institutions in fostering leadership qualities among students. • Understand the meaning, nature, and significance of Educational Planning and differentiate between its various types. • Explore the steps involved in the process of Educational Planning. • Analyze the roles and functions of governmental bodies such as NIEPA, NCERT, and UGC in the development of educational planning.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Explain the meaning, nature, and scope of Educational Management and its need in educational institutions.* • *Assess the role and functions of management in education and evaluate the criteria that make a manager effective.* • *Compare and contrast centralized vs. decentralized, authoritarian vs. democratic, and dynamic vs. laissez-faire management, explaining their advantages and disadvantages.* • *Understand the concept of leadership in education, including its meaning, nature, scope, and various leadership styles.* • *Identify the characteristics of an effective leader and analyze the role educational institutions play in cultivating leadership qualities in students.* • *Comprehend the significance of Educational Planning and differentiate between its types.* • *Outline the steps involved in Educational Planning and explain their importance in the educational process.* • *Evaluate the roles and functions of different governmental bodies like NIEPA, NCERT, and UGC in shaping educational planning.*

Course Content	
Module: -1	**Educational Management** • Educational Management- Meaning, Nature and Scope • Need and Functions of Educational Managerment • Role of Management in Education • Criteria of an effective manager
Module: -2	**Types of Educational Management** • Centralized and Decentralized Management (Meaning, advantage, and disadvantage) • Authoratirian and Democratic management (Meaning, advantage, and disadvantage) • Dynamic and Laissez-Faire Management (Meaning, advantage, and disadvantage)
Module: -3	**Leadership** • Leadership-Meaning, Nature, and Scope • Styles of Leadership • Characteristics of an effective leader • Role of educational institution to inculcate leadership quality among students
Module: -4	**Educational Planning** • Meaning, Nature, and Significance of Educational Planning • Types of Educational Planning • Steps in Educational Planning • Role and Functions of different Govt. bodies in Educational Planning (NIEPA, NCERT, UGC)
Suggestive Readings:	• Aggarwal, J. C. (2012): Educational Administration and Management Principles and Practices Doaba House Book Sellers and Publishers, Delhi. • Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad. • Goleman and Goel, S. L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt.Ltd., New Delhi. • Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapana. Pashim Bangya Rajya Pustak Parshad, Kolkata. • Chakraborty, Dilip Kumar: Shikagata Byabsthapana o Parikalpana. K. Chakraborty Publishers, Kolkata • Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita: Shika Byabasthapana. RitaBook Agency, Kolkata.

	• Tarafdar, Manjusha: Vidaylay Sangathan Obyabasthapana. Pearson, Kolkata. • Shyamaprasad Chattaraj: Shikkhamukhi Sanggathan O Byabasthapana: Central Library, Kolkata. • Dulal Mukhopadhyay, Udaysankar Kabiraj: Shikkha Byabasthapanai Sikhansampad. Aheli, Kolkata.

Title of the Course:	*Evaluation & Statistics in Education*
IDC Minor Paper Code:	**EDC-IDC/DC-MN 701**

Semester = VII

Credit = 4

Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the meaning, concept, and nature of evaluation in education. • Explore the need and scope of evaluation in assessing student progress and educational outcomes. • Identify various tools of evaluation, including essay-type and objective-type examinations, criteria-referenced tests (CRT), and norm-referenced tests (NRT). • Comprehend the meaning, concept, and nature of standardized tests and the process of test standardization. • Differentiate between teacher-made tests and standardized tests, and recognize the characteristics of a good test, including validity, reliability, objectivity, usability, and norms. • Understand the concept of statistics and its application in educational evaluation. • Analyze educational data through tabulation and measures of central tendency (mean, median, mode) and variability. • Recognize the need and importance of graphical representation of data in educational evaluation. • Learn to create and interpret histograms, frequency polygons, ogives, and pie charts, and understand concepts like percentile point and percentile rank.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define the meaning, concept, and nature of evaluation in education and explain its role in assessing student progress.* • *Understand the need and scope of evaluation in education and identify various tools used to evaluate student performance, including CRT and NRT.* • *Differentiate between essay-type and objective-type examinations and evaluate their effectiveness in different contexts.* • *Explain the meaning, concept, and nature of standardized tests and outline the process involved in test standardization.* • *Compare teacher-made tests and standardized tests, and identify the characteristics of a good test, such as validity, reliability, and usability.* • *Comprehend the application of statistics in educational evaluation and tabulate educational data effectively.*

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	• *Apply measures of central tendency (mean, median, mode) and measures of variability in analyzing educational data.* • *Understand the importance of graphical representation of data and construct histograms, frequency polygons, ogives, and pie charts.* • *Interpret percentile points and percentile ranks and use these concepts to evaluate student performance.*

Course Content

Module: -1	**Meaning & Concept of Evaluation in Education** • Meaning, Concept, and Nature of Evaluation in Education • Need and Scope of of Evaluation in Education • Tools of Evaluation of student progress • Examination - essay type and objective type, criteria referenced tests (CRT) and norm referenced tests (NRT)
Module: -2	**Meaning & Concept of Standardised Test** • Meaning, Concept, and Nature of Standardized Test • Process of standardization of a test • Difference between Teacher-made Test & Standardized Test • Characteristics of a good test: (a) Validit, (b) Reliability, (c) Objectivity, (d) Usability, (e) Norms.
Module: -3	**Statistics in Educational Evaluation** • Concept of Statistics & its application in Education • Tabulation of educational data • Measures of Central Tendency (Mean, Median, Mode • Measure of variability (Concepts & uses only)
Module: -4	**Graphical representation of data** • Need & inportance of Graphical representation of data • Histogram, & Frequency Polygon • Ogive & Pie graph • Percentile point & Percentile rank (Concepts & uses only)
Suggestive Readings:	• Aggrawal, J. C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd. • Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson • Gronlund, N. E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon. • Kaplan, R.M. & Saccuzzo. D. P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth. • Sushil Ray: Mulyayan: Niti O Koushal: Soma Book Agency, Kolkata.

	- A. Chakraborty O Md. N. Islam: Shikkhak Shikkhan Mulyayan: Classique Books, Kolkata. - Arun Ghosh: Manobaigganik Parimap O Parisankhyan: Educational Enterprise, Kolkata. - Pal, Debashis: Gabeshana Paddhati O Rashibignaner Koushal: Rita Books, Kolkata.

Curriculum of Minor Course (EDC-IDC/DC-MN 801) for UG Program for Semester -VIII

Title of the Course:	*Educational Guidance and Counselling*
Minor Paper Code:	**EDC-IDC/DC-MN 801**
**Semester = VIII**

<div style="text-align:right">Credit = 4</div>

Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the meaning, nature, and scope of guidance and its different bases. • Recognize the need and importance of guidance in education and vocational contexts. • Differentiate between various types of guidance, such as educational and vocational guidance. • Comprehend the meaning, nature, and importance of educational guidance and identify the essential data required for effective educational guidance. • Explore the different educational guidance services available in educational institutions, and understand the role of Cumulative Record Cards (CRC) and Anecdotal Record Cards (ARC). • Understand the meaning, nature, and scope of counselling, and analyze its significance in educational settings. • Identify the necessary qualities of a good counsellor and evaluate the role counsellors play in supporting students. • Differentiate between various types of counselling and assess their advantages and disadvantages. • Understand the concept of mental health and hygiene and recognize the characteristics of a mentally sound person. • Identify the causes of mental illness and maladjustment, and explore mechanisms for prevention and adjustment.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define the meaning, nature, and scope of guidance, and explain its various bases.* • *Explain the need and importance of guidance in both educational and vocational contexts.* • *Differentiate between educational and vocational guidance and understand their relevance in different settings.* • *Comprehend the meaning, nature, and importance of educational guidance and identify the key data required to provide effective educational guidance services.* • *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).*

	• *Define the meaning, nature, and scope of counselling and understand its role and importance in supporting student well-being.*
	• *Identify the essential qualities of an effective counsellor and evaluate their role in the educational setting.*
	• *Differentiate between the types of counselling and analyze the advantages and disadvantages of each.*
	• *Understand the concept of mental health and hygiene and recognize the characteristics of a mentally healthy individual.*
	• *Identify the causes of mental illness and maladjustment, and explore methods of prevention and adjustment mechanisms.*

Course Content

Module: -1	**Concept of Guidance**
	• Meaning, Nature, and Scope of Guidance
	• Different bases of Guidance
	• Need and Importance of Guidance
Module: -2	**Educational Guidance**
	• Meaning, Nature, and Importance of Educational Guidance
	• Basic data necessary for educational guidnace
	• Various educational guidance services in educational institution
	• Cumulative Record Card (CRC) & Annecdotal Record Card (ARC)
Module: -3	**Counselling**
	• Meaning, Nature, and Scope of Counselling
	• Need and Importance of Counselling
	• Necessary qualities and role of a good counsellor
	• Different types of counselling (Meaning, advantage and disadvantage)
Module: -4	**Mental Health and Hygiene**
	• Concept of Mental Health and Hygiene
	• Characteristics of a mentally sound person
	• Mental Illness- Causes and Prevention
	• Causes of maladjustment and various adjustment mechanism
Suggestive Readings:	• Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009.
	• Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, ShipraPublication, 2010.
	• Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt. Ltd.
	• Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press.
	• Gururani, G.D.: Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

	- Nurul Islam: Shikkhai Sangatibidhan O Paramashadan: Shreedhar Prakashani, Kolkata. - Pal, Debashis: Siksha Brittite Nirdeshana O Paramarshadan. Kolkata: Rita Publications, Kolkata. - Sanat Kumar Ghosh: Sikshay Sangati Apasangati O Nirdesana: Classique Books, Kolkata. - Debabrata Debnath O Ashish Kumar Debnath: Byatikramdharmi Shishu O Tar Shikkha: Rita Book, Kolkata.

- Nurul Islam: Shikkhai Sangatibidhan O Paramashadan: Shreedhar Prakashani, Kolkata.
- Pal, Debashis: Siksha Brittite Nirdeshana O Paramarshadan. Kolkata: Rita Publications, Kolkata.

University of Gour Banga

COURSE CURRICULUM

(Undergraduate Program as per NEP -2020)

Curriculum of Multidisciplinary

Name of Discipline Offers the Course: Education

Curriculum of Multidisciplinary Course (EDC-MDC 101) for UG Program for Semester -I

Title of the Course:	*Gender Sensitivity*
MDC Paper Code:	**EDC-MDC 101**
	Semester = I
	Credit = 4
Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the difference between sex and gender, and reflect on personal experiences of growing up as male, female, or others in various social contexts. • Analyze the social construction of gender and explore the role of patriarchy in shaping gender roles, stereotypes, and disparity. • Comprehend the meaning, nature, and need for gender sensitization, and explore the challenges associated with it. • Explore practices of gender sensitization in educational and social contexts and promote gender equality both within and beyond the classroom. • Critically evaluate cinema from a gender-sensitive perspective through the lens of selected films. • Understand the difference between violence and gender-based violence and recognize the various forms of gender-based violence. • Examine the constitutional provisions and legal acts related to gender-based violence, including POSH 2013 and the Protection of Women from Domestic Violence Act, 2005.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Differentiate between sex and gender, and reflect on personal experiences related to gender roles and expectations in home, school, and society.* • *Analyze how gender is socially constructed and evaluate the role of patriarchy in shaping gender roles, stereotypes, and disparities.* • *Understand the meaning, nature, and importance of gender sensitization and identify the challenges in implementing it effectively.* • *Apply gender sensitization practices in educational and social settings and promote gender equality in the classroom and beyond.* • *Critically evaluate films like Ghare-Baire or Dangal from a gender-sensitive perspective.* • *Understand the distinction between violence and gender-based violence and identify various forms of gender-based violence.* • *Explain the constitutional provisions and acts related to gender-based violence, such as POSH 2013 and the Protection of Women from Domestic Violence Act, 2005.*
	Course Content

Module: -1	**Conceptual Understanding of Gender** • Sex vs Gender • Reflection on real life experience of growing up as male/female/others at home, school, and society • Social construction of Gender and the role of patriarchy • Social dynamics of Gender in context to: Gender role, Gender Stereotypes and Gender Disparity
Module: -2	**Gender Sensitization** • Meaning, nature, need and challenges • Practices of Gender Sensitization (Educational and Social) • Promoting Gender equality within and beyond the classroom • Critical evaluation of cinema from a Gender sensitive perceptive (for reference to any one: Ghare-Baire (1984) or Dangal (2017)
Module: -3	**Gender-Based Violence** • Violence vs Gender based Violence • Understanding forms of Gender based violence • Constitutional Provisions and Acts: POSH 2013, and Protection of Women from Domestic Violence Act, 2005

Suggestive Readings

- Aikman, S., & Unterhalter, E. (2005). *Beyond Access: Transforming policy and practice for gender equality in education.* Oxfam Publication.
- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- Bhattacharjee, N. (1999). Through the looking glass: Gender socialization in a primary school. In T. S. Saraswathi (Ed.), *Culture, socialization, and human development: Theory, research, and applications in India* (pp. 336-355). New Delhi: Sage Publications.
- Chakraborty, P. K., Banerjee, D., & Debnath, D. *Sarbasamabista Shikkha.* Kolkata: Rita Books.
- Nambissan, G. (2010). *Exclusion and discrimination in schools: Experiences of Dalit children.* New Delhi: IIDS and UNICEF Working Paper Series Vol. I, Number II. Retrieved from http://www.dalitstudies.org.in/wp/wps0101.pdf
- Rego, A., & Sabarwa, S. (2021). Gender inequality: What really needs to change? Retrieved from https://idronline.org/article/gender/gender-inequality-what-really-needs-to-change/?gad_source=1&gclid=Cj0KCQjw82BhCHARIsAF_w1gw7HipsQwapqqK2TWdPW-3RCgmk4kUv6Xhd
- *Protection of Women from Domestic Violence Act, 2005.* Retrieved from https://www.indiacode.nic.in/bitstream/123456789/15436/1/protection_of_women_from_domestic_violence_act%2C_2005.pdf
- Udayaditya Bhattacharya. *Antarbhuktimulak Bidyalay Nirman.* Kolkata: Rita Books.
- *Prevention of Sexual Harassment Guidelines.* Retrieved from https://doe.gov.in/files/inline-documents/DoE_Prevention_sexual_harassment.pdf

Curriculum of Multidisciplinary Course (EDC-MDC 201) for UG Program for Semester -II

Title of the Course:	*Social Inclusivity*
MDC Paper Code:	**EDC-MDC 201**
Semester = II	
	Credit = 4
Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the concept, meaning, and historical background of social exclusion in India. • Identify the various forms of social exclusion and analyze their impact on different communities. • Comprehend the concept, meaning, and importance of social inclusivity in society. • Explore the historical background of social inclusion movements during British India and understand the role of education in promoting social inclusivity. • Analyze the role of socio-religious movements like Brahmo Samaj and Arya Samaj in fostering inclusivity. • Understand the importance of social inclusion for LGBTQ communities. • Explore the recommendations of NPE 1986 and NEP 2020 regarding the social inclusion of marginalized groups such as SC, ST, and OBCs.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define the concept and meaning of social exclusion and explain its historical background in the Indian context.* • *Identify different forms of social exclusion and evaluate their impact on marginalized groups.* • *Understand the concept and importance of social inclusivity and analyze its role in fostering equality and justice in society.* • *Examine the historical context of social inclusion movements in British India and discuss the role of education in promoting social inclusivity.* • *Evaluate the contributions of socio-religious movements such as Brahmo Samaj and Arya Samaj in promoting inclusivity.* • *Understand the significance of social inclusion for the LGBTQ community and advocate for its importance in contemporary society.* • *Explain the recommendations of NPE 1986 and NEP 2020 regarding the inclusion of SC, ST, and OBC communities in education and broader social frameworks.*
	Course Content
Module: -1	**Social Exclusion** • Concept, Meaning, and a brief historical background of Social Exclusion in India.

	• Forms of Social Exclusion. • Impact of Social Exclusion.
Module: -2	**Social Inclusivity** • Concept, Meaning, and importance of Social Inclusivity. • A brief historical background of social inclusion movements in British India. • Role of Education in development of Social Inclusivity.
Module: -3	**Social movements and development of Inclusivity** • Socio-religious movements: Brahmo Samaj, Arya Samaj. • Importance of social inclusion of LGBTQ. • Recommendations of NPE, 1986 & NEP, 2020 on social inclusion of SC, ST, and OBCs.
Suggestive Readings:	• Kirpal, V. and M. Gupta. (1999). Equality Through Reservations. Jaipur: Rawat Publications. • Sen. Amartya, 2007, Social Exclusion: Concepts Application and Scrutiny, New Delhi: Critical Quest. • Subramanvam V. & K. Sekhar (2010), Social Exclusion. Integration and Inclusive Policies Rawat Publications. • Rhah- Ghanshyann (1999), Social Movements in India. Sage Publications. • Govt, of India (1986). Reports on National Policy on Education. Ministry of Education, New Delhi: GOI. • Govt, of India (2020). Reports on National Education Policy. Ministry of Education, New Delhi: GOI. • Banerjee, Mita & Sinha, S. (2019), Antorbhuktimulok Shikhya, Rita Publication, Kolkata. • Chakroborty, Pranab Kumar (2020), Sorbasamabishta Shikhya, Rita Publication, Kolkata. • Panda Bishnupada (2015) Inclusive Education, Classique Books, Kolkata.

Curriculum of Multidisciplinary Course (EDC-MDC 301) for UG Program for Semester -III

Title of the Course:	*Global Citizenship*
MDC Paper Code:	**EDC-MDC 301**
**Semester = III**

<div align="right">Credit = 4</div>

Objectives of the Course: *On completion of this course, the students will be able to -*	• Understand the meaning and importance of global citizenship in today's interconnected world. • Identify and analyze the barriers to achieving global citizenship. • Explore and comprehend the pillars of global citizenship. • Understand the constitutional provisions regarding Indian citizenship, and the rights and duties of Indian citizens. • Examine the importance of civic engagement and participation in upholding citizenship responsibilities. • Analyze the role of teachers and educational institutions in nurturing the ideals of global citizenship. • Understand the role of family and society in fostering global citizenship values. • Apply the principles of global citizenship in practical life situations.
Learning Outcomes of the Course: By the end of this course, students will be able to:	• *Define the concept of global citizenship and explain its significance in the modern world.* • *Identify the barriers to global citizenship and evaluate strategies to overcome them.* • *Understand the key pillars of global citizenship and apply them in relevant contexts.* • *Explain the constitutional provisions related to Indian citizenship, and identify the rights and duties of Indian citizens.* • *Understand the importance of civic engagement and evaluate how participation in civic activities strengthens citizenship.* • *Analyze the role of teachers and educational institutions in nurturing global citizenship ideals and develop strategies for fostering these values in educational settings.* • *Understand the role of family and society in promoting global citizenship and analyze how these values can be cultivated at the societal level.* • *Apply the ideals of global citizenship to real-life situations, demonstrating a commitment to global responsibility and civic duty.*

Course Content

Module: -1	**Introduction to Global citizenship** • Meaning and importances of Global Citizenship.

	• Barriers to Global Citizenship. • Pillars of Global Citizenship.
Module: -2	**Rights and Responsibilities of Indian Citizens** • Indian citizenship- Constitutional provisions • Constitutional Duties and Rights of an Indian citizen • Civic engagement and participation
Module: -3	**Nurturing Global Citizenship** • Role of teachers and educational institutions in nurturing the ideals of global citizenship • Role of family and society in inculcating ideals of global citizenship • Application of the ideals of global citizenship in practical life
Suggestive Readings:	• Nigel Dower & John Williams, (2002). Global Citizenship: A Critical Introduction, Routledge Pub. • Luis Cabrera (2010). The Practice of Global Citizenship. Cambridge University Press. • UNESCO (2019), Global citizenship education: Topics and learning objectives. https://unesdoc.unesco.org/ark:/48223/pf0000373877 • Abdeljalil Akkari & Kathrine Maleq (2020). Global Citizenship Education: Critical and International Perspectives. Springer. • Susan Watson (2009), Global Citizenship, Macmillan Education Australia. • Gautam Mukhopadhyay (2023). Bishwayaner Juge Nagarikatwa. Setu Prakashani, Kolkata. • Ashok Kumar Sarkar 92021). Bharater Sangbidhan Parichoy. Setu Prakashani, Kolkata.