

# University of Gour Banga



## *Curriculum Of Education (Major and Minor)*

As Per

### **National Education Policy -2020**

**For Fulfillment of –**

- 1 Year Undergraduate Certificate Course (*1<sup>st</sup> and 2<sup>nd</sup> Semester*)
- 2 Years Undergraduate Diploma Course (*3<sup>rd</sup> and 4<sup>th</sup> Semester*)

# **Semester – I**

# Syllabus

## **Education**

**(MAJOR COURSE)**

### **EDCMJ 1: Educational Philosophy**

#### **Course Objectives**

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

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

#### **Module 1: Meaning and Concepts of Education**

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

#### **Module 2: Aims of Education**

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

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

### **Module 3: Indian Philosophical Perspectives of Education**

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

### **Module 4: Western Philosophical Perspectives of Education**

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

### **Module 5: Forms and Factors of Education**

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

### **Module 6: Skill Development by Studying Philosophical Aspects**

- Case studies and practical applications of educational theories and philosophies
- Fostering analytical and critical understanding of the philosophical concept of western and Indian philosophies (*This module only for Internal Assessment*)

## **References**

- 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.
- Gupta, R. D. (2022). Education as a Process, Product, and Discipline. McGraw-Hill Education India.
- UNESCO. (2020). Learning: The Treasure Within. National Book Trust India.
- Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.
- Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.
- Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India 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.
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- Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.

## **EDCMJ 2: Educational Sociology**

### **Course Objectives**

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

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

### **Module 1: Sociology of Education**

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

### **Module 2: Social Change**

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

### **Module 3: Social Group and Socialization**

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

### **Module 4: Education and Culture**

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

### **Module 5: Current Social Problems in India**

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

### **Module 6: Case Study and Practical Applications**

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

## **References**

- 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.
- Kothari, R. (2019). Education for Values: Morals, Ethics, and Citizenship in Contemporary Teaching. Penguin Random House India.
- Chakrabarty, B. (2018). Social Problems in India: Issues and Solutions. PHI Learning.
- Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux.
- Bryman, A. (2015). Social Research Methods. Oxford University Press.

# Syllabus

## **Education**

**(MINOR COURSE)**

### **EDCMN 1: Philosophical and Sociological Foundation of Education**

**Learning Objectives:** Upon completion of the 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-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).*
- *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.*
- *Students' participation in social issues*

### **Module 1: Meaning, Concepts and Factors of Education**

- Education: Meaning, nature, and functions
- 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)
- Factors of education: The learner (learner-centered education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education)

## **Module 2: Philosophy of Education**

- Philosophy of education: Meaning, nature, scope, and implications
- Schools of Western Philosophy of Education: Idealism, Naturalism, and Pragmatism.

## **Module 3: Sociology of Education**

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

## **Module 4: Different Social Processes in our Society**

- Meaning and Factors of social change
- Concept and forms of Social Mobility and Stratification
- Meaning and Types of Social Group.

## **Module 5: Students' participation in social issues**

- Social Participation of the learners in the areas of Illiteracy, Nutrition and Sanitation, Unemployment, Corruption, superstition, early marriage in their adjacent areas (*This module only for Internal Assessment*)

### **Suggested Readings**

1. Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.
2. Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.
3. Noddings, N. (2018). Philosophy of Education: An Introduction. Orient BlackSwan.
4. পাল, ধর, দাশ, ব্যানার্জি, (২০২০) শিক্ষার ভিত্তি ও বিকাশ, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ.
5. পাল, আর্ভিজিত. (২০২১), শিক্ষার দার্শনিক রূপরেখা, ক্লাসিক বুকস, কলকাতা, পঃ বঃ.
6. রায়, সুশিল, (২০২২), শিক্ষাতত্ত্ব, সোমা বুক এজেন্সি, কলকাতা, পঃ বঃ.
7. বর্মণ এবং প্রামানিক (২০২১), শিক্ষামূলক সমাজবিজ্ঞান, ক্লাসিক বুকস, কলকাতা, পঃ বঃ.
8. চক্রবর্তী, সোনালি (২০১৭), শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি, শোভা বুক এজেন্সি, কলকাতা, পঃ বঃ.



# Syllabus

## **Education**

### **(SKILL ENHANCEMENT COURSE)**

#### **EDCSEC 1: Differentiated Instruction**

##### **Course Objectives:**

By the end of this course, participants should be able to:

- *Understand the concept of Differentiated Instruction and its significance in modern education.*
- *Analyze and assess individual student needs and learning styles.*
- *Create and implement differentiated lesson plans to engage and support all learners.*
- *Utilize various instructional methods, materials, and assessment techniques to accommodate diverse learners.*
- *Develop a classroom environment that fosters inclusivity and promotes academic success for all students.*
- *Adapt and modify existing curricula to meet the needs of diverse learners.*
- *Collaborate with colleagues and parents to support differentiated instruction strategies.*
- *Reflect on teaching practices and continuously improve the implementation of differentiated instruction.*

##### **Module 1: Introduction to Differentiated Instruction, Creating Differentiated Lesson Plans**

- Understanding the concept and principles of Differentiated Instruction.
- Recognizing the benefits and challenges of implementing differentiated instruction in the classroom.
- Exploring different learning styles and how they impact teaching and learning, Developing flexible lesson plans, Integrating technology and multimedia to support differentiated instruction.

##### **Module 2: Identifying Student Needs**

- Conducting student assessments to identify individual learning strengths and challenges.
- Analyzing data to group students based on their learning needs.
- Understanding cultural and socio-economic factors that may affect student learning.

##### **Module 3: Instructional Strategies for Differentiation, and Assessing & Evaluating Differentiated Instruction**

- Exploring a range of instructional strategies: tiered assignments, learning centers, flexible grouping, etc.
- Developing formative and summative assessment tools that align with differentiated instruction.

- Analyzing student progress and adjusting instruction accordingly, Addressing challenges in grading and reporting for differentiated classrooms.

#### **Module 4: Classroom Management and Inclusivity**

- Establishing an inclusive and positive classroom environment.
- Managing diverse classrooms with varying needs and abilities.
- Promoting a supportive and respectful classroom culture.

#### **Module 5: Collaboration and Professional Development**

- Collaborating with colleagues to share best practices and resources.
- Engaging in professional development opportunities related to differentiated instruction.
- Reflecting on personal teaching practices and growth in implementing differentiated instruction.

### **Reference Books**

- Tomlinson, C. A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. ASCD.
- Gregory, G. H., & Chapman, C. (2013). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin.
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and Student Success in a Differentiated Classroom*. ASCD.
- Sousa, D. A., & Tomlinson, C. A. (2011). *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Wormeli, R. (2017). *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Stenhouse Publishers.
- Tomlinson, C. A. (2017). *The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.)*. ASCD.
- Gregory, G. H., & Chapman, C. (2017). *Differentiated Instructional Management: Work Smarter, Not Harder*. Corwin.
- Tomlinson, C. A., & Imbeau, M. B. (2015). *Leading and Managing a Differentiated Classroom*. ASCD.
- Wormeli, R. (2018). *Differentiation: From Planning to Practice, Grades 6-12*. ASCD.
- Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5*. ASCD.
- Friend, M., & Bursuck, W. D. (2018). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th ed.)*. Pearson.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. ASCD.
- Hattie, J., & Zierer, K. (2018). *10 Mindframes for Visible Learning: Teaching for Success*. Routledge.

# **Semester – II**

# Syllabus

## **Education**

**(MAJOR COURSE)**

### **EDCMJ 3: Educational Psychology**

#### **Course Objectives**

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

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

### **Module 1: Introduction to Educational Psychology**

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

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

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

### **Module 3: Growth and Development**

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

### **Module 4: Learning and Creativity**

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

### **Module 5: Intelligence and Personality**

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

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

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

## References

- Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson.
- Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson.
- Goldstein, E. B. (2019). Sensation and Perception. Cengage Learning.
- Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers.
- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2018). Memory. Psychology Press.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers.
- Berk, L. E. (2020). Development Through the Lifespan. Pearson.
- Piaget, J. (2013). The Psychology of Intelligence. Routledge.
- Ormrod, J. E. (2019). Educational Psychology: Developing Learners. Pearson.
- Smith, M. K. (2019). Learning Theory: Online Edition. The Encyclopaedia of Informal Education.
- Sternberg, R. J., & Kaufman, S. B. (2018). The Cambridge Handbook of Intelligence. Cambridge University Press.
- Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research. Wiley.
- Woolfolk, A. E., & Margetts, K. (2020). Educational Psychology: Pearson New International Edition. Pearson.
- Erickson, H. L., & Strommer, D. W. (2017). Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students. Routledge.

## EDCMJ 4: History of Education in India

### Course Objectives

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

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

### **Module 1: Education in Ancient India**

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

### **Module 2: Education in Medieval India**

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

### **Module 3: Education in Pre-Independent India**

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

### **Module 4: Introduction to Education Commissions and Policies**

- Overview of University Education Commission, Secondary Education Commission, and Indian Education Commission
- Examination of the views and recommendations of each commission on different aspects of education
- Analysis of the impact of these commissions on the education system in India

### **Module 5: National Education Policy (1986, 1992-POA, RTE -2009, & NEP -2020)**

- Understanding the key features and objectives of each National Education Policy
- Evaluation of the impact of these policies on the educational landscape in India
- Overview of the Right to Education Act 2009, including its objectives, provisions, and implications
- Analysis of the key features and provisions of the National Education Policy - 2020

### **Module 6: Development Skill & Critical Thinking**

- Review of any one area of NEP -2020 and report the same (*This module only for Internal Assessment*)

## References

- 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)
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- 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)
- Panikkar, K. N. (2016). *National Movement and Education in India*. Orient Blackswan – Hyderabad (India)
- Smith, J. (2023). *Case Studies in Educational History*. Palgrave Macmillan – New York (USA)
- Johnson, M. (2019). *Critical Thinking in Historical Research*. Princeton University Press – Princeton (USA)
- Williams, P. (2021). *Effective Communication in Educational History Research*. Springer – Berlin (Germany)
- Agarwal, R. (2021). *Education Commissions in India: Evolution, Role, and Impact*. SAGE Publications – New Delhi (India)
- Bandyopadhyay, R. (2019). *Indian Education Commission: A Critical Appraisal*. Orient Blackswan – Hyderabad (India)
- Singh, M. (2022). *National Education Policy in India: A Comprehensive Analysis*. Cambridge University Press – Cambridge (UK)
- Verma, S. (2018). *Indian National Education Policy: Issues, Challenges, and Prospects*. PHI Learning – New Delhi (India)
- Mishra, P. (2021). *Right to Education Act: Implementation, Challenges, and Way Forward*. SAGE Publications – New Delhi (India)
- Kumar, R. (2019). *National Education Policy 2020: Vision, Implementation, and Impact*. Springer – Singapore
- Gupta, A. (2022). *Educational Research: Methods and Project Work*. S. Chand Publishing – New Delhi (India)
- Johnson, L. (2019). *Effective Presentation Skills: A Practical Guide*. Kogan Page – London (UK)



# Syllabus

## **Education**

**(MINOR COURSE)**

### **EDCMN 2: Introduction to Educational Psychology**

**Learning Objectives:** Upon completion of the 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.*
- *Understand the concept of memory, its process and ways of nurturing*
- *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.*
- *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.*
- *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 Gardner. Analyze their educational significance.*
- *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.*

#### **Module 1: Basics of Educational Psychology**

- Meaning, Nature, Scope, Methods
- 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 development: Infancy, Childhood, and Adolescence (physical, cognitive, social & emotional perspective)
- Cognitive development (Piaget's theory)

### **Module 3: Learning and Creativity**

- Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their educational implication
- Relation of learning with Maturation, Attention, Interest, and Motivation
- Creativity: Meaning, Nature, Factors, Nurturing, and Measurement of Creativity
- Memory – process and ways to nurture

### **Module 4: Intelligence and Personality**

- Intelligence: Meaning, Nature, and Theories (Spearman, Thurstone, Gardner) 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 only)

### **Module 5: Measurements of Multiple Intelligences of two people and reporting the same (This module only for Internal Assessment)**

#### **Suggested Readings:**

1. রায়, সুশিল (২০১০) শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি, কলকাতা, পঃ বঃ.
2. সরকার, বিজন (২০২১), শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স, কলকাতা, পঃ বঃ.
3. Ormrod, J. E. (2019). Educational Psychology: Developing Learners. Pearson.
4. Smith, M. K. (2019). Learning Theory: Online Edition. The Encyclopaedia of Informal Education.

# Syllabus

## **Education**

### **(SKILL ENHANCEMENT COURSE)**

#### **EDCSEC 2: COMMUNICATION SKILLS**

##### **Learning objectives:**

Upon completion of this course, the students will be able to:

- *Interact effectively with peers, teachers, and community people*
- *Develop interview skills*
- *Acquire abilities to convey thought properly in verbal and non-verbal mode*
- *Enhancing critical thinking abilities*
- *Acquiring communication proficiency*
- *Summarize and synthesize complex information effectively*
- *To develop questioning and analyzing abilities*
- *Drawing logical conclusion and make inferences based on information received*
- *To enhance inter and intra-personal relationship*
- *To improve the retention of information by implementing memory enhancing strategies*

##### **Course content**

###### **UNIT – I: Communication Skills**

- Introduction, Definition, Importance of Communication skill, 7C's for effective communication, Barriers to Communication – Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers.

###### **UNIT – II: Elements of Communication**

- Introduction, Face to Face Communication – Verbal & Non-Verbal (Tone of voice, body language, gesture, posture, eye-contact, voice modulation, intonation).

###### **UNIT – III: Skills for Communication**

- **Speaking Skill:** Elements of speaking skill, Strategies to augment speaking skill, public speaking – (Extempore, Debate, Group Discussion), Do's and Don'ts of Group Discussion.

- **Listening Skill:** Elements of listening skill, Strategies to augment listening skill, Active listening, Becoming an active listener, Listening in difficult situations.
- **Writing Skill:** Elements of writing skill, Strategies to develop writing skill, When and When not to use written communication – Complexity of the Topic, Amount of discussion required, Shades of meaning,

#### **UNIT – IV: Interview Skills**

- Purpose of an interview, Do's and Don'ts of an interview, Dealing with interview-anxiety, Planning your Presentation, Structuring your Presentation, Delivering your Presentation, Techniques of delivery.

#### **Recommended Books: (Latest Edition)**

- Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
- Communication skills, Sanjay Kumar, Pushpalata, 1<sup>st</sup> Edition, Oxford Press, 2011
- Organizational Behaviour, Stephen. P. Robbins, 1<sup>st</sup> Edition, Pearson, 2013
- Brilliant Communication skills, Gill Hasson, 1<sup>st</sup> Edition, Pearson Life, 2011
- The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Gopala Swamy Ramesh, 5<sup>th</sup> Edition, Pearson, 2013
- Developing your Influencing Skills, Deborah Dalley, Lois Burton, Margaret, Greenhall, 1st Edition, Universe of Learning LTD, 2010
- Communication Skills for Professionals, Konar Nira, 2<sup>nd</sup> Edition, New arrivals –PHI, 2011
- Personality Development and Soft Skills, Barun K Mitra, 1<sup>st</sup> Edition, Oxford Press, 2011
- Soft Skill for Everyone, Butter Field, 1<sup>st</sup> Edition, Cengage Learning India Pvt. Ltd, 2011
- Soft Skills and Professional Communication, Francis Peters SJ, 1<sup>st</sup> Edition, McGraw Hill Education, 2011
- Effective Communication, John Adair, 4<sup>th</sup> Edition, Pan Mac Millan, 2009
- Bringing out the Best in People, Aubrey Daniels, 2<sup>nd</sup> Edition, Mc Graw Hill, 1999

# **Semester – III**

# Syllabus

## **Education**

**(MAJOR COURSE)**

### EDCMJ 5: Great Educators

#### Course Objectives

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

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

#### **Module 1: Educational Thinkers of East**

##### **i. M. K. Gandhi**

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

##### **ii. Swami Vivekananda**

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

##### **iii. Rabindranath Tagore**

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

##### **iv. Sri Aurobindo**

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

## Module 2: Educational Thinkers of West

### i. Rousseau

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

### ii. John Dewey

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

### iii. Montessori

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

### iv. Froebel

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

## Module 3: Analytical and Critical Thinking

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

## References

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

# **EDCMJ 6: 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-Referenced, and criterion-Referenced evaluation.*
- *Explain the purpose, characteristics, and implementation of each type of evaluation.*
- *Classify measuring instruments used in educational measurement.*
- *Identify and understand errors in measurement and their impact.*
- *Evaluate different types of scales used in educational measurement.*
- *Describe the characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity.*
- *Measure interest, intelligence, aptitude, attitude, personality, and academic achievement using appropriate tools and techniques.*
- *Evaluate the strengths and limitations of various measurement instruments for each construct.*
- *Apply general principles of test construction to develop valid and reliable tests.*
- *Implement standardization procedures in test development.*
- *Utilize appropriate scoring methods for student achievement tests.*
- *Interpret test scores using relevant methods.*
- *Report test results for different types of tests, including essay type, objective type, short answer type, and oral type tests.*
- *Recognize the significance of test result reporting.*
- *Communicate test scores effectively to various stakeholders.*
- *Apply knowledge and skills gained in measurement and evaluation to practical situations.*
- *Demonstrate proficiency in test construction, data analysis, and interpretation.*
- *Develop and present a comprehensive capstone project related to measurement and evaluation in education.*

## **Module 1: Introduction to Measurement and Evaluation**

- Meaning and nature of educational measurement
- The need for measurement in education
- Concept and nature of assessment and evaluation in education
- Understanding the relationship between measurement, assessment, and evaluation

## **Module 2: Types of Evaluation**

- Overview of different types of evaluation, including placement, formative, diagnostic, summative, norm-Referenced, and criterion-Referenced evaluation
- Examination of the purpose, characteristics, and implementation of each type of evaluation

## **Module 3: Measurement Instruments**

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



#### **Module 4: Measurement of Various Constructs**

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

#### **Module 5: Test Construction and Standardization**

- General principles of test construction
- Standardization procedures in test development
- Scoring methods for student achievement tests
- Methods of interpreting test scores

#### **Module 6: Developing a test & Reporting Test Results**

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

### **References**

- Sharma, R. (2022). The Need for Measurement in Education. Pearson Education – India.
- Gupta, S. (2021). Assessment and Evaluation in Education: Concept and Nature. McGraw-Hill Education – India.
- Kumar, M. (2023). Overview of Evaluation Types: Purpose, Characteristics, and Implementation. Oxford University Press – India.
- Reddy, S. (2021). Placement, Formative, and Diagnostic Evaluation: Concepts and Application. Sage Publications – India.
- Singh, A. (2022). Summative, Norm-Referenced, and Criterion-Referenced Evaluation: Features and Implementation. Pearson Education – India.
- Chatterjee, P. (2022). Classification of Measuring Instruments in Educational Measurement. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Errors in Measurement and Their Impact. Oxford University Press – India.
- Bhattacharya, N. (2022). Scales in Educational Measurement: Types and Applications. Pearson Education – India.
- Sharma, R. (2023). Measurement of Interest, Intelligence, and Aptitude. Oxford University Press – India.
- Singhanian, A. (2021). Measurement of Attitude, Personality, and Academic Achievement. Cambridge University Press – India.
- Kapoor, S. (2022). Tools and Techniques for Measuring Various Constructs. Pearson Education – India.
- Sharma, R. (2022). Standardization Procedures in Test Development. Pearson Education – India.
- Gupta, S. (2021). Scoring Methods and Test Score Interpretation. McGraw-Hill Education – India.
- Chatterjee, P. (2022). Reporting Test Results for Different Test Types. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Significance of Test Result Reporting. Oxford University Press – India.
- Bhattacharya, N. (2022). Effective Communication of Test Scores. Pearson Education – India.
- Sharma, R. (2022). Test Construction, Data Analysis, and Interpretation. Pearson Education – India.
- Gupta, S. (2021). Comprehensive Capstone Project in Measurement and Evaluation. McGraw-Hill Education – India.

# Syllabus

## **Education**

**(MINOR COURSE)**

### **EDCMN 3: History of Indian Education and Great Indian Educators**

**Learning Objectives:** Upon completion of the course, the students will be able to

- *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 relevance and significance of these acts and policies in shaping the education system.*
- *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.*

#### **Module 1: Education in India**

##### Pre-independent

- Education in British India: Missionaries' activities towards education
- Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch

##### Post-independent

- Overview of University Education Commission, Secondary Education Commission, and Indian Education Commission

## **Module 2: National Education Policy (1986, 1992-POA and 2020)**

- Understanding the key features and objectives of each National Education Policy
- Evaluation of the impact of these policies on the education landscape in India
- Identification of the challenges and successes in implementing the policies

## **Module: 3 M. K. Gandhi and Swami Vivekananda**

- Examining the Educational Thoughts and Philosophy of Mahatma Gandhi
- Understanding His Contributions to Indian Education
- Critical Study of Swami Vivekananda's Educational Ideas and Principles
- Analyzing His Influence on Indian Education

## **Module 4: Rabindranath Tagore and Sri Aurobindo**

- Exploring Rabindranath Tagore's Educational Philosophy and Pedagogical Approaches
- Evaluating His Impact on Indian Education
- Analyzing Sri Aurobindo's Vision of Integral Education
- Understanding His Contributions to Indian Educational Thought

## **Module 5: Review and Reporting**

- Review of any one area of NEP -2020 and National Higher Education Quality Framework (NHEQF) & report the same (*This module only for Internal Assessment*)

### **Suggested Readings:**

1. পাল, ধর, দাশ, ব্যানার্জি, (২০২০) শিক্ষার ভিত্তি ও বিকাশ, রিতা বুক এজেন্সি, কলকাতা, পঃ বঃ.
2. রায়, সুশিল,(২০২২), শিক্ষাতত্ত, সোমা বুক এজেন্সি, কলকাতা, পঃ বঃ.
3. রায়, সুশিল, (২০০৫), ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি, কলকাতা, পঃ বঃ.
4. Kumar, R. (2019). National Education Policy 2020: Vision, Implementation, and Impact. Springer – Singapore
5. Sharma, R. (2022). Swami Vivekananda: Critical Study of His Educational Ideas and Principles. McGraw-Hill Education – India.
6. Verma, S. (2018). Indian National Education Policy: Issues, Challenges, and Prospects. PHI Learning – New Delhi (India)
7. Dasgupta, N. (2021). Rabindranath Tagore: Exploring His Educational Philosophy and Pedagogical Approaches. Oxford University Press – India. 17
8. Chatterjee, P. (2020). Sri Aurobindo: Analyzing His Vision of Integral Education. Pearson Education – India.

# Syllabus

## **Education**

### **(SKILL ENHANCEMENT COURSE)**

#### **EDCSEC 3: Digital Skills**

##### **Learning Objectives:**

- *To acquire a comprehensive understanding of digital tools, platforms, and technologies*
- *Understand the literature of social networks and their properties*
- *To develop skills of choosing the right digital platform to fulfil educational need*
- *To develop skills to use various social networking sites like twitter, Facebook, etc.*
- *To get oriented with GOI digital initiatives in education*
- *Apply skills to use online forums, docs, spreadsheets etc. for communication, collaboration, and research*
- *Get acquainted with internet threats and security mechanisms*
- *Understand the digital world and need for digital empowerment*
- *To explore, communicate, and collaborate in cyberspace*
- *To understand the importance of digital privacy*
- *To acquire the skills of responsible and ethical behaviour in digital realm*
- *To leverage digital skills for employment opportunities and entrepreneurship*

##### **UNIT-I: Fundamentals of Internet**

- What is Internet? Internet applications, Internet Addressing — Entering a Web Site Address, URL, Searching the Internet, Browser, Digital signatures, Social Networking (Twitter, LinkedIn, Facebook, Skype, YouTube, WhatsApp, and Blog).

##### **UNIT-II: E-mailing**

- Definition of E-mail, Advantages and Disadvantages, User Ids, Passwords, Email Addresses, Domain Names, Mailers, Message Components, Message Composition, Mail Management, G-Suite (Google Meet, Google drive, Google documents, Google spread sheets, Google slides and Google forms).

### **UNIT-III: Digital Empowerment**

- Needs and challenges, Vision of Digital India: Digi Locker, SWAYAM, Swayam Prabha, National Academic Depository, National Digital Library, e-Pathshala, e-Shodh-Ganga, e-Sodh-Sindhu, Virtual Labs, NPTEL, INFLIBNET, Academic Bank of Credit.

### **UNIT-IV: Towards Safe Cyberspace & Ethical Issues in Digital World**

- Overview of Internet security and privacy, Threats in the digital world, Data breach and Cyber-attacks, Virus and antivirus software, Security initiatives by the Govt. of India, Netiquettes, Ethics in digital communication, Ethics in Cyberspace.

#### **SUGGESTED READING:**

- In-line/On-line: Fundamentals of the Internet and the World Wide Web, 2/e by Raymond Greenlaw and Ellen Hepp, Publishers: TMH
- Internet technology and Web design, ISRD group, TMH.
- Information Technology — The breaking wave, Dennis P. Curtin, Kim Foley, Kunai Sen and Cathleen Morin, TMH.
- Rodney Jones and Christoph Hafner. "Understanding digital literacies: A practical Introduction". Routledge Books, 2nd edition, 2021.
- David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
- Consult the following links:
  - <https://www.digitalindia.gov.in>
  - <https://www.digilocker.gov.in>
  - <https://www.cybercrime.gov.in>
  - <https://www.cybersafeindia.in>
  - <https://www.meity.gov.in/cyber-surakshit-bharat-programme>
  - <https://www.mha.gov.in/document/downloads/cyber-safety-handbook>

# **Semester – IV**

# Syllabus

## **Education**

**(MAJOR COURSE)**

### **EDCMJ 7: Educational Management and Leadership**

#### **Course Objectives**

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

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

## **Module 1: Introduction to Educational Management**

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

## **Module 2: Types of Educational Management**

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

## **Module 3: Supervision, Administration, and Inspection**

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

## **Module 4: Leadership in Education**

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



## Module 5: Aspects of Educational Management

- Student Welfare and Auxiliary Services, Importance of Student Welfare Services for Holistic Development
- School Plant and Infrastructure Management, Effective Handling of School Equipment, Assets, and Facilities
- Institutional Climate and Discipline, Creating a Positive Institutional Climate to Enhance Learning, Strategies for Maintaining Discipline and Order in Schools
- Management of Finance and Budget Allocation, Financial Planning and Resource Allocation in Educational Institutions

## Module 6: Educational Planning and Time- tabling

- Educational Planning: Meaning, Types, and Significance, Importance of Systematic Planning for Educational Institutions, Long-term and Short-term Planning Strategies
- Steps in Educational Planning, The Process of Developing an Effective Educational Plan
- Preparation of Academic Calender / Time -Table for a semester at under Graduate level (***This module only for Internal Assessment***)

## References

- Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.
- Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India.
- 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.
- Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India.
- Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India.
- Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India.
- Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India.
- Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India.
- Sharma, R. (2022). Computation of Correlation Coefficients: Rank Difference Method and Product Moment Method. Pearson Education – India.
- Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

## **EDCMJ 8: Educational Statistics and Data Analysis**

### **Course Objectives**

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

- *Understand the concept of statistics in the context of education, including its definition, scope, and importance.*
- *Identify and analyze different sources of educational data and recognize the role of educational statistics in data analysis.*
- *Recognize the significance of statistics in education and its influence on decision-making through real-world examples.*
- *Comprehend the concept of variables and data in educational research and understand the types of variables and their uses.*
- *Create and interpret graphical representations of data, including pie diagrams, histograms, frequency polygons, and cumulative frequency graphs.*
- *Construct and apply frequency distributions to present and analyze data effectively.*
- *Understand the purpose and definition of measures of central tendency and their role in analyzing educational data.*
- *Calculate and apply the mean, median, and mode as measures of central tendency in educational contexts.*
- *Interpret the values of central tendency measures and their implications in education.*
- *Recognize the importance of measures of variability in educational data analysis and their implications for skill development.*
- *Compute and utilize measures such as range, quartile deviation, average deviation, and standard deviation in educational research.*
- *Understand the limitations and interpretation of variability measures in education.*
- *Explain the concept of normal distribution and its properties in educational statistics.*
- *Identify and analyze deviations from normality, including skewness and kurtosis, and their implications.*
- *Calculate and interpret derived scores such as z-score, t-score, and stannine, and understand their usage in educational research.*
- *Understand the concept of bivariate distribution and correlation in educational statistics.*
- *Compute correlation coefficients using the rank difference method and product moment method.*
- *Interpret correlation coefficients to determine the strength and direction of relationships in educational data.*

### **Module 1: Introduction to Educational Statistics**

- Understanding the Concept of Statistics: Definition and Scope of Educational Statistics; and Application of educational statistics in Skill Development
- Sources of Educational Data: Types of Data Sources in Educational Context.

### **Module 2: Data Collection and Presentation**

- Concept of Variables and Data: Definition and Types of Variables in Educational Research; Types of Data (Grouped and Ungrouped) and Their Uses
- Graphical Presentation of Data: Pie Diagrams: Construction and Interpretation, Histograms: Creating and Analyzing Frequency Distributions, Frequency Polygon: Plotting and Utilizing Data, Cumulative Frequency Graph and Ogive: Construction and Application

### **Module 3: Measures of Central Tendency**

- Introduction to Central Tendency: Definition and Purpose of Measures of Central Tendency, Role in Analyzing Educational Data
- Calculation and Application of Mean, Median, and Mode: Understanding How to Compute Each Measure, Interpreting Central Tendency Values in Education

### **Module 4: Measures of Variability**

- Importance of Variability Measures: The Role of Variability in Educational Data Analysis
- Range, Quartile Deviation, and Average Deviation, Computation and Usage of Each Measure in Education, Understanding Limitations and Interpretation
- Standard Deviation: Calculating Standard Deviation and its Significance

### **Module 5: Normal Distribution and Derived Scores**

- Concept of Normal Distribution: Properties and Characteristics of Normal Probability Curve, Interpreting Test Scores Using Normal Distribution
- Divergence from Normality: Skewness and Kurtosis: Identifying and Analyzing Skewed and Kurtotic Distributions
- Derived Scores: Z-Score, T-Score, and Stannine: Understanding How to Calculate and Use Derived Scores, Percentile Point and Percentile Rank
- Reporting the nature of given data sets as per the parameters of normality (**This Bullet only for Internal Assessment**)

### **Module 6: Bivariate Distribution and Correlation**

- Introduction to Bivariate Distribution: Definition and Concept of Correlation in Educational Statistics, Types of Correlation and Their Applications
- Computation of Correlation Coefficients: Rank Difference Method for Correlation Calculation, Product Moment Method for Correlation Calculation, Interpretation of Correlation Coefficients,

## **References**

- Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.
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- Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India.
- Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India.
- Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India.
- Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India.
- Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India.
- Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

## **EDCMJ 9: Technological Exploration for Education**

### **Course Objectives**

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

- *Understand the meaning, concept, and nature of educational technology and its role in education.*
- *Recognize the importance of educational technology in skill development and its impact on teaching and learning.*
- *Identify the scope and areas where technology enhances teaching and learning and the necessity of effective integration of technology.*
- *Explore the key functions of educational technology and understand how technology supports learning outcomes.*
- *Understand the role of audio-based technology in education, such as radio and tape, and the applications and benefits of audio-based instruction.*
- *Explore visual-based technology, including projectors, and effectively use visuals to enhance learning experiences.*
- *Utilize audio-visual technology, such as TV and CCTV, and integrate audio-visual resources for engaging instruction.*
- *Understand the relationship between communication and educational technology and how technology enhances communication in educational settings.*
- *Identify the components of the communication process and their role in the teaching-learning process.*
- *Recognize factors affecting classroom communication and develop strategies to overcome communication barriers in the classroom.*
- *Utilize audio-based media, such as radio and tape, in instructional settings and understand the advantages and limitations of audio media in education.*
- *Effectively use visual-based media, including projectors, for visual instruction and consider the benefits and considerations of visual media in education.*
- *Integrate audio-visual media, such as TV and CCTV, for engaging instruction and enhance learning experiences through audio-visual resources.*
- *Understand mass instructional techniques such as the lecture method, seminar method, and demonstration method, including their nature, advantages, limitations, and effectiveness.*

### **Module 1: Introduction to Educational Technology**

- Educational Technology: Meaning, Concept, and Nature, Understanding the Role of Technology in Education, Artificial Intelligence – its application in teaching learning
- Scope and Need for Educational Technology, Addressing the Necessity of Effective Integration of Technology
- Functions of Educational Technology, Exploring the Key Functions of Educational Technology, How Technology Supports Learning Outcomes

### **Module 2: Types of Educational Technology**

- ET-1: Audio-Based Technology, Understanding the Role of Audio Tools in Education (e.g., Radio, Tape), Applications, Benefits, and limitations of Audio-Based Instruction
- ET-2: Visual-Based Technology, Exploring Visual Media and Tools in Education (e.g., Projector), Effective Use of Visuals for Enhancing Learning Experiences, Applications, Benefits, and limitations of Visual-Based Technology
- ET-3: Audio-Visual Technology, Utilizing Audio-Visual Tools in Education (e.g., TV, CCTV), Integration of Audio-Visual Resources for Engaging Instruction, Applications, Benefits, and limitations of Audio-Visual Technology

### **Module 3: Communication in Education**

- Communication and Educational Technology, Understanding the Relationship Between Communication and Technology, How Technology Enhances Communication in Educational Settings
- Components of the Communication Process, Exploring the Elements of Effective Communication, Role of Each Component in the Teaching-Learning Process
- Factors Affecting Classroom Communication, Identifying Influential Factors in Effective Communication, Strategies for Overcoming Communication Barriers in the Classroom

### **Module 4: Instructional Techniques**

- Mass Instructional Techniques, Lecture Method: Nature, Advantages, and Limitations, Seminar Method: Meaning, Benefits, and Considerations, Demonstration Method: Role, Effectiveness, and Constraints

- Personalized Techniques, Programmed Learning: Definition, Features, and Benefits, Computer-Assisted Instruction: Applications and Advantages, Microteaching: Nature, Significance, and Challenges

### **Module 5: Open and Distance Learning**

- Open and Distance Education: Meaning and Concepts, Understanding the Basics of Open and Distance Learning, Nature, Scope, and Usefulness in Skill Development
- Application of Educational Technology in Distance Education, Integrating Technological Tools for Effective Distance Learning, Benefits and Challenges of Using Educational Technology in Distance Education

### **Module 6: Application based activity**

- Demonstration of a Topic with PPT. (*This module only for Internal Assessment*)

## **References**

- Gupta, S. (2022). Importance of Educational Technology in Skill Development. Pearson Education – India.
- Sharma, R. (2021). Functions of Educational Technology: Supporting Learning Outcomes. 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.
- Chatterjee, P. (2023). Audio-Based Media: Advantages and Limitations in Education. Oxford University Press – India.
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# Syllabus

## **Education**

**(MINOR COURSE)**

### **EDCMN 4: Curriculum Design and Co-Curricular Activities**

**Learning Objectives:** Upon completion of the course, the students will be able to

- *Understand the principles and theories of curriculum design and assessment in education.*
- *Analyze and evaluate existing curricula to identify strengths and areas for improvement.*
- *Develop curriculum frameworks that align with educational objectives and standards.*
- *Design engaging and meaningful learning experiences and instructional strategies.*
- *Create formative and summative assessment tools to measure student learning.*
- *Implement effective assessment strategies to monitor and evaluate student progress.*
- *Use technology and multimedia resources to enhance curriculum design and assessment.*
- *Adapt curriculum and assessment approaches to meet diverse learner needs.*
- *Collaborate with colleagues to develop and refine curriculum and assessment practices.*
- *Evaluate and reflect on curriculum design and assessment practices for continuous improvement.*

#### **Module -1: Introduction to Curriculum Design & Assessment**

- Curriculum: Concept, Types
- Overview of curriculum design, its concepts and processes
- Principles of curriculum design
- Assessing strengths and weaknesses of current curricula

#### **Module -2: Curriculum Framework Development**

- Identifying educational goals, standards, and outcomes
- Developing a curriculum vision and philosophy
- Designing a comprehensive curriculum framework

#### **Module -3: Co-Curricular Activities**

- Meaning, Types, objectives, importance
- How to organize co-curricular activities in educational institutions
- Management and planning of events

#### **Module -4: Assessment of Curriculum**

- Formative Assessment: Meaning, objectives, importance
- Summative Assessment: Meaning, objectives, importance

#### **Module -5: For Internal Assessment**

- Students' individual engagement in any one co-curricular activity and reporting the same with authentic documents.

#### **Suggested Readings**

1. Salend, S. J. (2017). Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson.
2. Harris, J. B., & Hofer, M. (2011). Technological Pedagogical Content Knowledge (TPACK) in Action: A Descriptive Study of Secondary Teachers' Instructional Planning with Technology. Journal of Research on Technology in Education, 43(3), 211-229.
3. Hord, S. M., & Tobia, J. P. (2012). Professional Learning Communities: Communities of Continuous Inquiry and Improvement. Corwin Press.
4. Guskey, T. R. (2015). On Your Mark: Challenging the Conventions of Grading and Reporting. Solution Tree Press.
5. হালদার, গৌড়দাস, (২০০৬) শিক্ষণ প্রসঙ্গে শিক্ষাতত্ত ও পাঠক্রম চর্চা, ব্যানার্জি পাবলিশার্স, কলকাতা, পঃ বঃ
6. বন্দোপাধ্যায়, অর্চনা, (২০০৮) শিক্ষাদর্শন ও শিক্ষানীতি, বি বি কুন্ড, কোলকাতা, পঃ বঃ
7. চট্টরাজ, শ্যামাপ্রসাদ (২০১৩) শিক্ষা প্রযুক্তি, সেন্ট্রাল লাইব্রেরী, কোলকাতা, পঃ বঃ