MURSHIDABAD UNIVERSITY

DEPARTMENT OF EDUCATION
U.G SYLLABUS (NEP 2020)

BERHAMPORE, MURSHIDABAD
WEST BENGAL - 742101

SEMESTER-I
Course code: UG-EDU-M-101(T)
Course Title: Philosophical Bases of Education
Credit-4, Full Marks-80

Course Learning Outcomes:

After completion of the course the learners will be able to:

- discuss the meaning, nature, scope and aims of education.
- discuss the meaning and scope of educational philosophy.
- explain the factors of education and their relationships.
- describe the knowledge, reality and value of different Indian schools of philosophy namely Samkhya, Yoga and Buddhism.
- discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi
- explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, and Froebel.

Unit-I: Concept, Scope and Aim of Education

a. Meaning, Nature and Scope of Education.
b. Individualistic and socialistic aim.
c. Report of Delor's commission (UNESCO, 1996)
d. Meaning and scope of Educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

a. Child: Meaning and characteristics of child centric education system.
b. Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
c. Curriculum: Meaning and Types. Co-curricular activities.
d. School: vision and functions.

Unit-III: Schools of Philosophy

a. Samkhya, Yoga , Vedanta and Buddhism in terms of knowledge, reality and value.
b. Idealism, Naturalism, Pragmatism

Unit-IV: Great Educators and their educational philosophy

a. Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.
b. Western: Rousseau, Dewey, Froebel.

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education, Add Publication House in all books
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays

Course code: UG-EDU-MI-101(T)

Course Title: Introduction to Education
Credit-4, Full Marks-80

After completion of the course the learners will be able to:

- understand the meaning, nature, scope and aims of education.
- explain the factors of education and their interrelationship.
- become aware of different agencies of education that influence education.
- be acquainted with the concept of child-centrism and play-way in education

Unit-I: Concept of Education

a. Narrow and broader concept of education
b. Meaning, nature and scope of education.
c. Aims of education – individual, social, vocational and democratic.
d. Aims of modern education with special reference to Delor's Commission.

Unit-II: Factors of Education

a. Child / learner: influence of heredity and environment on the learner
b. Teacher: qualities and duties of a good teacher.
c. Curriculum- concept and types.
d. Co-curricular activities: meaning, values and significance.

Unit-III: Agencies of Education

Educational agencies: informal, formal and non-formal, their roles & interrelation.

a. Home
b. School
c. State
d. Mass-media- television, radio, cinema, newspaper and social media

Unit-IV: Child Centrism and Play-way method in Education

a. Concept of child centrism in education
b. Characteristics and significance of child centrism in education
c. Concept of play and work.
d. Characteristics of play way method in Education: Kindergarten, Montessori, Project method.

Suggested Readings:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube& A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education

Course code: UG-EDU-MDC-101(T)

Course Title: Foundation of Education
Credit-3, Full Marks-60

Course Learning Outcomes:

After completion of the course the learners will be able to:

- discuss the meaning, nature, scope and types of Education
- explain the aims of education and aims of education based on four pillars of education.
- explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- explain the role of Philosophy in different aspects of Education.
- describe the meaning, nature and scope of Sociology and Educational Sociology.
- discuss the conflict and consensus theories of Educational Sociology.

Unit-I: Meaning & Concept of Education:

a. Education- Meaning, Nature, and Scope
b. Forms of Education – Formal, Non-Formal and Informal Education Aims of Education
c. Individual and Social Aims of Education
d. Aims of Education based on four pillars of Education (Delor's Commission)- (Learning to learn, learning to do, learning to be and learning to live together)

Unit-II: Philosophical Bases of Education

a. Meaning, definitions and scope of Philosophy
b. Relationship between Education and Philosophy
c. Meaning, nature and scope of Educational Philosophy
d. Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)

Unit-III : Sociological Bases of Education

a. Meaning, nature and scope of Sociology
b. Relationship between Education and Sociology
c. Meaning, nature and scope of Educational Sociology
d. Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)

Unit-IV: Psychological Bases of Education

a. Psychology–Concept, Definitions, Nature and Branches of Psychology
b. Schools of Psychology– Behaviourism, Gestalt Psychology, Psychoanalysis and ConstructivismMeaning, nature and scope of Educational Psychology
c. Methods of Educational Psychology (Observation, Case Study, Clinical Methods)

Suggested Books:

1. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education

Course code: UG-EDU-SEC-101(T)

Course Title: Statistical Analysis

Credit-3, Full Marks-60

Course Learning Outcomes: After completion of the course the learners will be able to

- describe the concept of Central tendency and their properties
- explain the concept of measures of variability and their properties
- describe the concept of co-relation and their application

Unit-1: Descriptive Statistics

a. Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
b. Measure of Variability- Range, SD and - their Properties, Calculation and Application

Unit-II: Coefficient of correlation

a. Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method,
b. Interpretation of Co-efficient of Correlation,

Practical:

Calculation of the following:

a. Mean, Median and Mode;
b. Range, SD;
c. Co-relation from different frequency distribution

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Elhance, D. N. 1984. **Fundamentals of Statistics** (30th ed). Allahabad: Kitab Mahal.

SEMESTER II

Course code: UG-EDU-M-201(T)

Course Title: Psychological Bases of Education

Credit-4, Full Marks-80

Course Learning Outcomes:

After completion of this course the learners will be able to -

a. discuss the concept, nature, scope and uses of Psychology in education.
b. explain the influence of growth and development in education.
c. describe the meaning and concept of learning, its theories and factors.
d. explain the application of learning theories in classroom situation.
e. discuss the concept and theories of intelligence and creativity.
f. explain the concept and development of personality.

Unit-I: Educational Psychology and Developmental aspects of human life

a. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
b. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

a. Definition and characteristics of Learning; Factors influencing learning
b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
c. Transfer of Learning: Concept, Types and Strategies for promoting transfer
d. Motivation and Learning: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication
e. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization.
f. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

a. Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test.
b. Creativity: meaning, nature, factors, and nurturing. Brainstorming.

Unit-IV: Personality and Individual differences (Class hours : 25)

a. Definition; Heredity and Environment as determinants of Personality.
b. Theories of Personality: Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory

c. Measurement of Personality- projective test and non-projective test
d. Individual differences –meaning, nature, and implications

Suggested Books:

Course code: UG-EDU-M-201(T)

Course Title: Introduction to Education

Credit-4, Full Marks-80

Course Learning Outcomes:

After completion of the course the learners will be able tounderstand the meaning, nature, scope and aims of education.

- explain the factors of education and their interrelationship.
- become aware of different agencies of education that influence education.
- be acquainted with the concept of child-centrism and play-way in education

Unit-I: Concept of Education

a. Narrow and broader concept of education
b. Meaning, nature and scope of education.
c. Aims of education – individual, social, vocational and democratic.
d. Aims of modern education with special reference to Delor's Commission.

Unit-2: Factors of Education

a. Child / learner: influence of heredity and environment on the learner
b. Teacher: qualities and duties of a good teacher.
c. Curriculum- concept and types.
d. Co-curricular activities: meaning, values and significance.

Unit-3: Agencies of Education

Educational agencies: informal, formal and non-formal, their roles & interrelation.

a. Home
b. School
c. State
d. Mass-media- television, radio, cinema ,newspaper and social media

Unit-IV: Child Centrism and Play-way method in Education

a. Concept of child centrism in education
b. Characteristics and significance of child centrism in education
c. Concept of play and work.
d. Characteristics of play way method in Education, Kindergarten, Montessori, Project method.

Suggested Readings:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube& A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education

Course code: UG-EDU-MDC-201(T)

Course Title: Foundation of Education
Credit-3, Full Marks-60

Course Learning Outcomes:

After completion of the course the learners will be able to:

a. discuss the meaning, nature, scope and types of Education
b. explain the aims of education and aims of education based on four pillars of education.
c. explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
d. describe the meaning, nature and scope of Philosophy and Educational Philosophy.
e. explain the role of Philosophy in different aspects of Education.
f. describe the meaning, nature and scope of Sociology and Educational Sociology.
g. discuss the conflict and consensus theories of Educational Sociology.

Unit-1: Meaning & Concept of Education:

a. Education- Meaning, Nature, and Scope
b. Forms of Education – Formal, Non-Formal and Informal Education Aims of Education
c. Individual and Social Aims of Education
d. Aims of Education based on four pillars of Education (Delor's Commission)- (Learning to learn, learning to do, learning to be and learning to live together)

Unit-2 : Philosophical Bases of Education

a. Meaning, definitions and scope of Philosophy
b. Relationship between Education and Philosophy
c. Meaning, nature and scope of Educational Philosophy
d. Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)

Unit-3 : Sociological Bases of Education

a. Meaning, nature and scope of Sociology
b. Relationship between Education and Sociology
c. Meaning, nature and scope of Educational Sociology
d. Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)

Unit-4: Psychological Bases of Education

a. Psychology–Concept, Definitions, Nature and Branches of Psychology
b. Schools of Psychology– Behaviourism, Gestalt Psychology, Psychoanalysis and ConstructivismMeaning, nature and scope of Educational Psychology
c. Methods of Educational Psychology (Observation, Case Study, Clinical Methods)

Suggested Books:

1. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education

Course code: UG-EDU-SEC-201(T)

Course Title: PROJECT WORK

Credit-3, Full Marks - 60

Course Learning Outcomes: After completion of this course the learner will be able to:

- explain the process of conducting a Project.
- prepare a Project Report.

Guidelines:

Each student is required to complete any one project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4) and to be submitted as per University Schedule. Tentative headings of the project are as follows:

- Title of the Project: To be selected from the syllabus specified for Core papers. Introduction
- Significance of the Study
- Review of Related Literature/ Background of the study Objectives of the Study
- Methods and Procedure
- Data Analysis and Discussion Conclusion
- References

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
2. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
3. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
    A. Woolfolk -Educational Psychology-Peasrson Education
5. J. W. Santrock -Educational Psychology-Mc Gray Hill
6. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
7. L. E. Berk - Child Development- PHI Ltd
8. B. N. Dash & N. Dash –A Test Book of Educational Psychology

SEMESTER-II

(EDU-SI): Cultural Activity Summer Internship; Credit 4. Full Marks 80

SUMMER INTERNSHIP COURSES

(Students Can Choose from the Pool of Courses)

Sl. No./ codes	Courses	Sl. No./ codes	Courses
1	Adult Education/ Literacy Initiatives/ Mentoring School Students	22	Library & Information Science (Library Assistant)
2	Art & Crafts	23	Life Skill Education
3	Agriculture	24	LiFE- Lifestyle for Environment
4	Beauty & Wellness (Beauty Therapist)	25	Mass Media Studies (Media Assistant)
5	Bakery	26	Medical Sales Representative
6	Creative Writing Skills	27	Multi-Media (Animator)
7	Dairy Farming	28	National Cadet Corps (NCC)
8	Data Analysis & Computer Application	29	National Service Scheme (NSS)
9	Developing Tools and Techniques for Evaluation	30	Nursing/ Hospitality
10	E-content Development	31	Nutritionist & Dietetics
11	Early Child Care and Education	32	Pisciculture
12	Electronics	33	Practice Teaching
13	Floriculture	34	Poultry Farming
14	Food Production Skills	35	Public Speaking Skills
15	Gems and Jewellery Making	36	Sericulture
16	Guidance and Counselling services	37	**Shorth and** (English/ Bengali/ Hindi etc.)
17	**Handicrafts** (Embroiderer/ Hand Rolled Agarbatti Maker/ etc.)	38	Statistical Analysis and Application in Education
18	Health Care (General Duty Assistant)	39	Tourism and Culture (Tour Guide)
19	Horticulture	40	Web Application (Web Developer)
20	Handloom Weaver/ Textile Weaver	41	Yoga Education (Yoga/ Physical Health Instructor)
21	Learning And Observing School Activities (curriculum framing, timetable construction, school assembly, mid-day meal etc.)	42	Etc…

*** **The concern Educational Institution (College) may choose any one of the above as**