

# Department Of Education

Plassey College

Plassey, Nadia

Education Major, Minor & MDC

1<sup>st</sup> Semester

## EDU-M-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION Credit 6. Full Marks 75

| Unit   | Topic  | Teacher's Name |
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| Unit - I:<br>Education<br>and<br>Educational<br>Philosophy | a. Meaning, nature, scope and aims of Education • Education as process and product, as Science and Arts • Individualistic and socialistic aim (meaning, characteristics and difference) • Report of Delor's Commission (UNESCO, 1996) b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy  | <b>D.S</b>     |
| Unit - II:<br>Factors of<br>Education                      | a. Meaning, characteristics and importance of Child Centric Education b. Teacher: Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver c. Curriculum: Meaning, nature and importance d. Co-curricular activities: Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity e. School: Vision and functions  | <b>D.S</b>     |
| Unit - III:<br>Philosophical<br>bases of<br>Education      | a. Philosophy: Concept and branches b. Concepts and nature of Metaphysics, Epistemology and Axiology c. Differences among Metaphysics, Epistemology and Axiology d. Role of Metaphysics, Epistemology and Axiology in Education  | <b>S.B</b>     |
| Unit - IV:<br>Schools of<br>Philosophy                     | a. Indian schools of Philosophy • Meaning, nature and classifications in Indian schools of Philosophy (Class hour - 18) (Class hour - 28) • Nyaya, Sankhya, Yoga and Vedanta (concept and educational implications) • Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications b. Western schools of Philosophy • Meaning and Nature • Idealism, Naturalism, Pragmatism, Realism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications | <b>A.H</b>     |

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| Unit - V:<br>Educational Contributions of Philosophers | Unit - V: Educational Contributions of Philosophers a. Indian Philosophers (only contribution in education) • Swami Vivekananda • Rabindranath Tagore • Sri Aurobindo • Mahatma Gandhi b. Western Philosophers (only contribution in education) • John Dewey • Paulo Freire • Jean Rousseau | <b>T.M</b> |
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**EDU-MI-T-1: EDUCATIONAL SOCIOLOGY Credit 4. Full Marks 50**

| <b>Unit</b>   | <b>Topic</b>  | <b>Teacher's Name</b> |
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| Unit - I:<br>Sociology and Educational Sociology    | a. Sociology: Meaning, emergence, nature and scope b. Educational sociology: Meaning, nature, scope and importance c. Relation between Education and Sociology  | D.S                   |
| Unit - II:<br>Social Factors, Issues and Education  | a. Culture: • Concept, nature and elements • Relation between culture and society • Role of education in culture b. Cultural lag: Concept, characteristics, causes, education and cultural lag c. Social issues: (Class hour - 14) (Class hour - 20) • Unemployment: Concept, types, causes, role of education in eradication of unemployment • Inequality: Concept, causes and role of education in eradication of inequality  | T.M                   |
| Unit - III:<br>Social Groups and Education          | a) a. Social groups: Meaning and nature b. Types of Social groups: • Primary Group: Meaning, characteristics and role • Secondary Group: Meaning, characteristics and role • Comparison between primary group and secondary group c. Socialization: • Meaning and characteristics • Factors of socialization • Role of the school (Class hour - 24) d. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion. | S.B                   |
| Unit - IV:<br>Social Change and Education world war | a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social change b. Social change in India: • Privatization: Concept and relationship with education • Globalization: Concept and relationship with education c. Social Stratification: Definition, characteristics, causes; education and social stratification d. Social Mobility: Definition, characteristics, causes; education and social mobility                    | A.H                   |

**MULTIDISCIPLINARY COURSE Semester-I EDU-MU-T-1:**  
**FOUNDATION OF EDUCATION- I Credit 3. Full Marks 45**

| <b>Unit</b>  | <b>Topic</b>   | <b>Teacher's Name</b> |
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| Unit-I:<br>Concept of Education:                   | a. Education- Meaning, Nature, and Scope) b. Forms of Education – Formal, Non-Formal and Informal Education Aims of Education c. Necessity and determinants of aims of Education d. Individual and Social Aims of Education e. 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)    | D.S                   |
| Unit-II:<br>Philosophical Foundations of Education | a. Meaning, definitions and scope of Philosophy b. Science of Education and Philosophy of Education c. Relationship between Education and Philosophy d. Meaning, nature and scope of Educational Philosophy e. Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)  | S.B                   |
| Unit-III:<br>Sociological Foundations of Education | a. Meaning, nature and scope of Sociology b. Relationship between Education and Sociology c. Need of Sociological Approach to Education d. Meaning, nature and scope of Educational Sociology e. Difference between Sociology and Educational Sociology f. Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)           | T.M                   |
| Unit-IV:<br>Psychological Foundations of Education | a. Psychology–Concept, Definitions, Nature and Branches of Psychology b. Schools of Psychology– Behaviourism, Cognitivism, Gestalt Psychology, Psychoanalysis and Constructivism c. Meaning, nature and scope of Educational Psychology d. Methods of Educational Psychology (Observation, Case Study, Clinical Methods) e. Application of Educational Psychology in teaching-learning process | A.H                   |

**SKILL ENHANCEMENT COURSE Semester-I EDU-SEC-P-1 (A):**  
**STATISTICAL ANALYSIS Credit 3. Full Marks 45**

| <b>Unit</b>  | <b>Topic</b>   | <b>Teacher's Name</b> |
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| Unit-I:<br>Concept of<br>Achievement<br>Test               | a. Meaning & definition of Achievement test b.<br>Characteristics of Achievement Test c. Objectives of<br>Achievement Test | T.M                   |
| Unit-II:<br>Different<br>aspects of<br>Achievement<br>Test | a. Principles of Achievement test construction b. Steps<br>involved in the construction of Achievement Test                | A.H                   |