

## (EDUCATION)

### Multidisciplinary Courses (MDC)

#### SEM-I

#### Educational Psychology

##### Introduction:

This course provides an introduction to concepts, theories, and recent trends in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation and individual differences.

##### Course Outcomes:

- To provide students with an overview of the purposes and uses of educational psychology
- To make students understand the ways that educators motivate their students to learn and strive for excellence
- To make students explore the ways that educators manage learning environments to maximize learning and providing inclusive education

##### Unit-I Foundations of Educational Psychology & Motivation

- Concept of Educational Psychology, The Teaching-learning process, Goals of Teaching and Objectives for Learning, Transfer of training, Reinforcement in learning process
- meaning of Motivation, Intrinsic and extrinsic motivation, Motivational techniques in classroom teaching

##### Unit-II Theories of Cognitive Development

- Jean Piaget
- Jerome Bruner
- Lev Vygotsky

##### Unit-III Classroom Management

- The goals of classroom management, Characteristics of an effective teachers
- Creating inclusive environment and teaching children with learning disability & ADHD

##### Text Books:

- Gage,  N. L., & Berliner, D. C. (2009) *Educational psychology (5th ed.)*, Boston, MA: Houghton Mifflin.
- Woolfolk, A.E. (2004). *Educational Psychology (9<sup>th</sup> Ed.)*, Allyn & Bacon, London /Boston
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.

##### Reference Books:

- Chauhan, S. S. (2010). *Advanced Educational Psychology*, Vikash Publishing

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SEM-II

## Syllabus (MDC-2: EDUCATION) Gender and Education

### Learning Outcomes:

After reading this paper, students will:

1. understand the relationship between gender and education.
2. get overall idea on educational policies which have incorporated gender.
3. familiarize with feminist perspective on education, educational content, and pedagogy.
4. understand and comprehend the inter-linkages between gender and education.
5. critically evaluate how these inter-linkages operate towards discrimination and exclusion of women.

### Unit-I: Introduction to Gender and Education

- Gender Concepts—Definition of Gender and difference with sex
- Introduction to Gender and Education; Objectives and Aims of Schooling Women
- Nation, Education, and Gender Review of Policies: Kothari Commission, National Education Policy 1986, NEP-2020

### Unit-II: Gender Issues & Inequalities in Education

- Gender as the Basis of Inequality in Education; Issue of patriarchy, hierarchy, power, dominance, subjugation and their relation to equality regarding Gender; Barriers to Gender Equality
- Gender Gap in Educational Access: Reasons and Implications Gender Gap in Educational Access: Reasons and Implications, Gap in Educational Access
- Dynamics of gender in the classroom in reference to girl-friendly school, co-education and single-sex schooling

### Unit-III: Education from Gender Perspectives

- Developing a Feminist Perspective in Education: Curriculum Analysis
- The Report of the Committee on Status of Women in India (CSWI), The Beijing Platform for Action
- State initiated Policies and Programmes in Education from the perspectives of gender equalities
- Education for Women 's Equality

### Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

*Chairman*  
02.04.2028



## References

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) The Politics of the Textbook, Routledge, New York.
- Bhasin, Kamla (1994). What is Patriarchy? Kali for Women, New Delhi
- Bhog, Dipta (2002), Gender and Curriculum, Review of Women Studies, Economic and Political Weekly, 37(17): 1638-1642
- Chakravarti, Uma (1998). Rewriting History; The Life and Times of Pandita Ramabai. OUP; Delhi.
- Geetha, V. (2002). Gender: Stree; Kolkata.
- Giroux, H. (1981). Ideology, Culture and the Process of Schooling. Falmer Press, London
- Kumar, Krishna (1992, 3rd edition in 2004). What is Worth Teaching, Orient Blackswan, Delhi
- Bhog, Dipta (2002). 'Gender and Curriculum'. Economic and Political Weekly, 27th April, 37(17). p. 1638-1642
- Chakravarti, Uma (1998). 'Men Women and the Embattled Family', Rewriting History: The Life and Times of Pandita Ramabai. (pp. 200-245) New Delhi: Kali for Women/ Zubaan.
- Government of India (1964-66) Kothari Commission Report, New Delhi. Govt. of India (1986). National Policy on Education. (pp. 1-8). New Delhi: Ministry of Human Resource and Development, Government of India.
- Kalia, N.N (1986). Women and Sexism: Language of Indian School Textbooks, EPW, Vol 21, No. 18 May, 3rd Kishwar, Madhu (1986). 'Daughters of Aryavarta'. Indian Economic & Social History Review, 23(2), 151-186

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## MDC - III

### SEM-III

### Educational Thinkers of Modern India

#### Course Outcomes (COs)

On completion of this course, the learners will be able to:

- Gain insight into the fundamental ideologies of Indian philosophers.
- Develop understanding about the educational significance of philosophical ideas of Indian thinkers.
- Compare and contrast educational philosophies of modern Indian thinkers.
- Critically examine the contributions of great philosophers to the field of education.
- Relate Indian philosophy to present system of education. Appreciate and adopt philosophies of education in life.

#### UNIT-I: Contributions of Swami Dayanand Saraswati and Swami Vivekananda Learning Outcomes

- Develop an understanding of the contributions of Swami Dayanand Saraswati to the field of education.
- Analyze the educational implication of Swami Vivekananda and Ramakrishna Mission to present education.

##### Part A

- Brief life sketch and philosophical orientation of Swami Dayanand Saraswati
- Contribution of Swami Dayanand Saraswati with reference to aims of education, methods of teaching, role of teacher.

##### Part B

- Brief life philosophy of Swam Vivekananda.
- Contribution of Swam Vivekananda with reference to aims of education, methods of teaching and role of teacher.

#### UNIT-II: Contributions of Mahatma Gandhi and Gopabandhu Das

##### Learning Outcomes

- Critically analyze the teaching-learning practices of Satyabadi Bana Vidyalaya and its relevance to modern education. Understand the concept of Basic education of Mahatma Gandhi. Apply the principles of truth and non-violence in life.

##### Part A

- Life philosophy of Mahatma Gandhi-Truth, Non-violence and Nai Talim.
- Contribution of Mahatma Gandhi with reference to Basic education, aims of education, methods of teaching, role of teacher.

##### Part B

- Life philosophy of Gopabandhu Das with reference to Satyabadi Bana Vidyalaya.
- Contribution of Gopabandhu Das with reference to aims of education, methods of teaching and role of teacher.

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### UNIT-III: Rabindra Nath Tagore and Sri

#### Aurobindo Learning Outcomes

- Reflect on the educational precepts of Rabindra Nath Tagore.
- Understand the concept of integral education and relate it to life.

#### Part A

- Brief life sketch and philosophies of education of Rabindra Nath Tagore.
- Contribution of Rabindra Nath Tagore with reference to aims of education, methods of teaching, role of teacher, Shantiniketan.

#### Part B

- Brief life sketch and philosophies of education of Sri Aurobindo.
- Contribution of Sri Aurobindo with reference to aims of education, methods of teaching, role of teacher.

### UNIT-IV: Mahatma Jyotibharao Phule and Gijubhai Badheka

#### Learning Outcomes

- Gain insight into the salient features of Mahatma Jyotibharao Phule's effort towards educational reformation. Understand the basic concept of children's education as perceived by Gijubhai Badheka.

#### Part A

- Life philosophy of Mahatma Jyotibharao Phule.
- Relevance of Jyotiba Raophule's educational philosophy with reference to aims of education, methods of teaching, role of teacher and teacher-taught relationship.

#### Part B

- Life philosophy of Gijubhai Badheka.
- Relevance of Gijubhai Badheka's educational philosophy with reference to aims of education, methods of teaching, role of teacher and Nutan Bal Shikshan Sangha.

**Mode of Course Transaction:** Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Self-Learning.

#### Sample questions

1. Ramakrishna Mission was founded by ----- --. [ 1 mark]
2. Identify two aims of Arya Samaj. [2 Marks] [Within 50 Words]
3. Explain the fundamental principles of Basic education of Mahatma Gandhi. [3 Marks] [Within 300 words]
4. Critically analyse the educational implications of Gijubhai Badheka's **philosophy**. [8 marks] [within 500 to 800 words]

#### Text Books

- Agarwal, J.C. (2010). *Theory and Practice of Education (13th Edition)*. Noida: Vikas Publishing House Pvt Ltd.
- Joshi, Sunitha. (2000). *Great Indian Educational Thinkers*. Delhi: Scholarly Books
- Taneja, V.R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers

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