



WEST BENGAL BOARD OF MADRASAH EDUCATION

19, Haji Md. Mohsin Square, Kolkata-700016

Semester Wise Syllabus For Fazil First Year (Class XI)

SUBJECT: EDUCATION(EDCN)

OBJECTIVES:

- To understand the meaning, concept and aims of education
- To become aware of different forms and agencies of education and their roles
- To understand the meaning and scope of educational philosophy and its different schools
- To understand the meaning, nature and scope of educational sociology
- To understand the concept of culture, dynamics of social organization and its role in education

Semester – I

FULL MARKS: 50

CONTACT HOURS: 100 HOURS

THEORY – 40 MARKS & INTERNAL ASSESSMENT – 10 MARKS

COURSE CODE: THEORY

GROUP – A

INTRODUCTION TO EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Meaning Concept & Aims Education a) Meaning of Education: Meaning, Concept and definition of Education. Nature and Scope of Education, Narrow and wider Concept of Education. b) Aims of Education: individualistic and Socialistic Aims of Education, Specific Aims of Education: Constitutional Values (Democracy and Secularism). c) Factors of education: Learner, Teacher, Curriculum and Environment	20	20
UNIT 2	Forms & Agencies of Education a) Forms of Education: Formal, Informal, Non formal (Meaning, Concept, Characteristics, Need, Role, Limitation). b) Agencies of Education: School, Family, Mass Media, Newspaper, TV, Radio, Cinema, internet, Library, Religious Institution, Open School, Open University (Role only) c) Guiding Agencies of Education: NCERT, SCERT, DIET, NCTE, UGC, UNESCO (Mention only)	20	
	TOTAL	40 HOURS	20

Abraham
07/6/24

GROUP – B

PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVE IN EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Education & Philosophy a) Meaning of Educational Philosophy: Needs for Educational Philosophy, Relationship between education and Philosophy. b) Schools of Indian Philosophy: Astika and Nastika –Naya,Vedanta, Buddhism and Islam – Basic Principles and Educational Implications (With Special Reference to Metaphysics, Epistemology, Axiology). c) Western Schools of Philosophy: Idealism, Realism, Naturalism and Pragmatism(Basic Principles and Educational Implications)	24	20
UNIT 2	Education & Society a) Meaning of Educational Sociology: Needs for Educational Sociology, Relationship between Education and Sociology b) Social Organization and social structure: Folkways, Mores and Social Groups & Social Mobility. c) Culture and Education: Social and Cultural change, Role of Education regarding these.	16	
	TOTAL	40 HOURS	20

Asish Kumar
07/06/24

INTERNAL ASSESSMENT: 10 MARKS (20 CONTACT HOURS)

(Teacher must keep records of the attendance and remarks)

1. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment .Students will demonstrate in front of class. The teacher must give remarks on the basis of content knowledge, presentation skill, interaction, body language)

5 Marks

2. **Group Discussion:(Brain Storming)**

Or

Debate/discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment.

5 Marks

Arhaman
07/06/24

Semester – II

FULL MARKS: 50

CONTACT HOURS: 80 HOURS

THEORY – 40 MARKS & INTERNAL ASSESSMENT – 10 MARKS

COURSE CODE: THEORY

OBJECTIVES:

- To comprehend a synoptic view of educational psychology and its different
- To understand human growth and development, associated factors and dimensions
- To know the historical development of Indian education along with different committees and discourses
- To know the contributions of Indian social reformers on education

GROUP – C

PSYCHOLOGICAL PERSPECTIVE IN EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Education & Philosophy a) Meaning of Educational Psychology: Needs of educational Psychology, relationship between education and Psychology and bases on Human behaviour (Sensation, Perception & Conception). b) Schools of Educational psychology: Behaviourism, Gestalt and Psycho-analysis c) Method of Inquiry in Psychology: Observation, Experimentation, Case Study, Survey, Correlation, etc.	20	20
UNIT 2	Growth & Development a) Meaning of Growth and Development: Principles of Growth and Development, and its Educational Implication. b) Factors of Development: Heredity and Environment, Role of Education on its. c) Stages of Development: Infancy, Childhood, Adolescence. Dimension of Development: Physical, Mental (Cognitive), Emotional, Social With Reference to different Levels of Education	20	
	TOTAL	40 HOURS	20

Abulhasan
07/6/24

GROUP – D

HISTORICAL DEVELOPMENT OF INDIAN EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Ancient, Medieval & Pre-Independent Period of Indian Education System a) Ancient Period : Vedic and Buddhist Education System (Synoptic Views) b) Medieval Period : Islamic Education System (Synoptic Views). c) Pre-Independent Period : Charter Act – 1813, Macaulay Minute, Woods Dispatch – 1854, Hunter Commission – 1882, Curzon Educational Policy & National Educational Movement – 1905, Sadler Commission – 1917, Hertog Committee – 1929, Sargent Plan – 1944 (Brief study)	10	20
UNIT 2	Contribution of Indian social Reformer towards the Development of Education in India a) Raja Ram Mohan Roy b) Iswar Chandra Vidyasagar c) Begum Rokeya d) Savitribai Phule	10	
TOTAL		20 HOURS	20

INTERNAL ASSESSMENT : 10 MARKS (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

- 3. Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on the basis of content knowledge, presentation skill, interaction, body language **5 Marks**

- 4. Group Discussion: (Brain Storming)**

Or

Debate/Discussion on a Topic(Teacher will assign topic prior to the assessment)

For Sl. No. 4, The teacher will assign students onto groups based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

Project [20 Marks] – Marks to be awarded as the cumulative marks of the two Internal Assessment Awarded in Class XI

Arshman
07/06/24

Semester Wise Syllabus for Fazil Second Year (Class XII)

SUBJECT: EDUCATION(EDCN)

SEMESTER – III

FULL MARKS: 50

CONTACT HOURS: 100 HOURS

THEORY – 40 MARKS & INTERNAL ASSESSMENT – 10 MARKS

COURSE CODE: THEORY

OBJECTIVES:

- To know the post – independence development of Indian education system
- To be aware of the recent changes in the Indian education system
- To Comprehend the challenges in educational opportunities
- To develop an understanding of the contribution made by great educators
- To understand the concept of inclusive education and know the differently abled children
- To get a synoptic view of global perspectives of education
- To understand the role of positive psychology

GROUP - A

EDUCATION IN MODERN INDIA

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Post – Independent Period of the Education System a) University Education Commission(1948-49), Secondary Education Commission (1952-53) Indian Education Commission(1964-66) (Major Recommendation) b) National Education Policy 1986 & 2020 – Salient Features. c) Problems of women Education, SC, ST,OBC,EWS, Equal Opportunity	24	20
UNIT 2	Great Educators and their Contributions in Education a) Rabindranath Tagore b) Swami Vivekananda c) Mahatma Gandhi d) Jean-Jacques Rousseau e) John Dewey	16	
	TOTAL	40 HOURS	20

Arshman
07/06/24

GROUP – B

RECENTN TRENDS & ISSUES IN MODERN EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Inclusive Education a) Education for differently Abled Children: Meaning, Concept & Classification of differently Abled (Children with Special Needs) b) Visually Impaired, Hearing Impaired, Autism, Learning Disability, Intellectual Disability(Characteristics & Educational Programme) c) Meaning, Importance, and Barriers of Inclusive Education, Role of Formal & Informal Agencies in Building an Inclusive society	20	20
UNIT 2	Education For All a. Education for 21 st Century: Global Vision for Education – Delor's Commission (4 Pillars0 of Education), International Commission on the Futures of Education. b. Education for All: Universalization of Elementary Education in India. c. Role of Positive Psychology in Modern Education.	20	
	TOTAL	40 HOURS	20

INTERNAL ASSESSMENT: 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

- 5. Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment . Students will demonstrate in front of class. The teacher must give remarks on the basis of content knowledge, presentation skill, interaction, body language)

5 Marks

- 6. Group Discussion: (Brain Storming)**

Or

Debate/discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 6, The teacher will assign students onto groups based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment.

5 Marks

Orhanman
02/06/24

SEMESTER – IV

FULL MARKS: 50

CONTACT HOURS: 80 HOURS

THEORY – 40 MARKS & INTERNAL ASSESSMENT – 10 MARKS

COURSE CODE: THEORY

OBJECTIVES:

- To comprehend a synoptic view of learning mechanism and its different theories
- To understand learning, factors of learning and role of education
- To understand a synoptic view of mental health & well-being
- To develop an understanding of educational technology
- To develop an understanding of the use of computer and internet in education and communication
- To develop an understanding of ICT and e-learning
- To develop the concept of statistics and to develop skill in analyzing descriptive measures

GROUP – C

EDUCATION IN MODERN INDIA

UNIT No.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Learning & Learning Mechanism a) Learning: Meaning, Characteristics, and Factors affecting Learning – Maturation, Motivation, Memory, Imagination, Attention & Interest (Basic Concept) b) Learning Mechanism: Classifications & Basic characteristics including, Description of Experiment and Educational implications of • Conditioning (Pavlov, Skinner) • Problem solving (Thorndike, Gestalt) • Synoptic Views of other Major Learning Approaches, e.g. Bruner, Ausubel, Vygotsky, Bandura. c) Intelligence, Creativity & Personality: Basic concept	24	20
UNIT 2	Mental Health & Well-being a) Mental Health: Concept of Health & Mental Health as prescribed by WHO, Means of Identify of Mental Health Problems, Common Mental Health problems among Adolescence (Anxiety, Stress related, Depression related & Behavioural Problem – Major symptoms). b) Well – Being: Concept of Psychological well – being, some Strategies for Promotion of Psychological Well- being – Mindfulness, Meditation & other Relaxation Techniques (Evidence Based) c) Life Skills for Promotion of Mental Health & Well-being (Basic Concepts of ten Core Life skills as Prescribed by WHO)	16	
TOTAL		40 HOURS	20

Orsatman
07/06/24

GROUP – D

EDUCATIONAL TECHNOLOGY & STATISTICS IN EDUCATION

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
UNIT 1	Educational Technology a) Educational Technology: Concept, Need & Scope of Educational Technology, Difference between Technology in Education and Technology of Education. b) Components of Educational Technology: Hardware and software, System Approach (Concept) c) Information & Communication Technology (ICT): Concept & Uses of ICT in Education, Digital Revolution in Education.	10	20
UNIT 2	Statistics in Education a) Statistics in Education: Concept, Applications and Statistical Methods (Data, Frequency Distribution, Graphical Representations) b) Measures of Central Tendency and Standard deviation (Concept, Application, and Method of calculation) c) Correlation: Concept, Types and methods of Computing correlation Co – efficient (Product Moment and Rank Difference).	10	
	TOTAL	20 HOURS	20

Arshuman
08/06/24

INTERNAL ASSESSMENT : 10 Marks (20 Contact Hours)

(Teacher must keep records of the attendance and remarks)

7. Demonstration on a Topic (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on the basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

8. Group Discussion: (Brain Storming)

Or

Debate/discussion on a Topic (Teacher will assign topic prior to the assessment)

For Sl. No. 8, The teacher will assign students onto groups based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment.

5 Marks

Project [20 marks] – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XII

Chachan
07/6/24