

# **VIDYASAGARUNIVERSITY**

Paschim Midnapore, West Bengal



*PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF*

---

**BACHELOR OF ARTS (HONOURS)**

**MAJOR IN EDUCATION**

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**4-YEAR UNDERGRADUATE PROGRAMME**

*(w.e.f. Academic Year 2023-2024)*

*Based on*

**Curriculum & Credit Framework for Undergraduate Programmes**

**(CCFUP), 2023& NEP, 2020**

**VIDYASAGAR UNIVERSITY**  
**BACHELOR OF ARTS (HONOURS) MAJOR IN EDUCATION**  
**(under CCFUP, 2023)**

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks				
								CA	ESE	TOTAL		
BA (Hons.)	1 <sup>st</sup>	I	<b>SEMESTER-I</b>									
			Major-1	EDCHMJ101	T: Philosophical Foundation of Education			4	3-1-0	15	60	75
			SEC	EDCSEC01	P: Institutional Survey			3	0-0-3	10	40	50
			AEC	AEC01	Communicative English -1 ( <i>common for all programmes</i> )			2	2-0-0	10	40	50
			MDC	MDC01	Multidisciplinary Course -1 ( <i>to be chosen from the list</i> )			3	3-0-0	10	40	50
			VAC	VAC01	ENVS ( <i>common for all programmes</i> )			4	2-0-2	50	50	100
			Minor (Disc.-I)	EDCMI01	T: Introduction to Education ( <i>To be taken by students of other Disciplines</i> )			4	3-1-0	15	60	75
		<b>Semester-I Total</b>						<b>20</b>				<b>400</b>
		II	<b>SEMESTER-II</b>									
			Major-2	EDCHMJ102	T: Psychological Foundation of Education			4	3-1-0	15	60	75
			SEC	EDCSEC02	P: Application of Educational/Psychological Tools			3	0-0-3	10	40	50
			AEC	AEC02	MIL-1 ( <i>common for all programmes</i> )			2	2-0-0	10	40	50
			MDC	MDC02	Multi Disciplinary Course-02 ( <i>to be chosen from the list</i> )			3	3-0-0	10	40	50
			VAC	VAC02	Value Added Course-02 ( <i>to be chosen from the list</i> )			4	4-0-0	10	40	50
			Minor (Disc.-II)	EDCMI02	T: Educational Psychology ( <i>To be taken by students of other Disciplines</i> )			4	3-1-0	15	60	75
		Summer Intern.	CS	Community Service			4	0-0-4	-	-	50	
		<b>Semester-II Total</b>						<b>24</b>				<b>400</b>
		<b>TOTAL of YEAR-1</b>						<b>44</b>				<b>800</b>

MJ = Major, MI = Minor Course, SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, VAC = Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language, ENVS = Environmental Studies

## MAJOR (MJ)

### **MJ-1: Philosophical Foundation of Education**

**Credits 04 (Full Marks: 75)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Discuss the meaning, nature, scope, and aims of education.
2. Discuss different aspects of Education and Educational Philosophy.
3. Discuss different aspects of factors of education.
4. Discuss the meaning and branches of Philosophy.
5. Familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
6. Understand the contribution of some great educators and their philosophies of education

### **MJ-1T: Philosophical Foundation of Education**

**Credits 04**

#### **Course contents:**

#### **Unit - I: Education and Educational Philosophy**

- a) Meaning, nature, scope, and aims of Education.
- b) Individualistic and socialistic aim (meaning, characteristics, and difference)
- c) Report of Delor's Commission (UNESCO, 1996)
- d) Educational Philosophy: Meaning, nature, scope, and relation between education and philosophy.

#### **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 and co-curricular activities – concept, types and significance of co-curricular activities.
- d) Educational institutions: informal, formal and non-formal, their interrelation.

#### **Unit - III: Philosophical Bases of Education**

- a) Philosophy: Concept and branches
- b) Western Philosophical thoughts and their influence on Education - Idealism, Naturalism, Pragmatism and Realism
- c) Indian Philosophical thoughts and their influence on Education - Samkhya, Yoga, Buddhism, Jainism and Islamic

#### **Unit - IV: Great Educators and Education (w.r.t Aims, Curriculum, Method of Teaching)**

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) John Dewey
- d) Bertrand Russell

#### **Suggested Readings:**

1. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
2. Aggarwal J.C (2008) Theory and Principles of Education, Vikas Publishing House.

3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
4. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
5. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
6. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt.Ltd, New Delhi.
7. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA,Pearson.
8. Nayak, B.K Text Book of Foundation of Education, Cuttack, Odisha: Kitab Mahal
9. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
10. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
11. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
12. M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
13. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে এবং প্রণয় পান্ডে.-শিক্ষার দার্শনিক ভিত্তি. রীতা পাবলিকেশন
14. ড. প্রণব কুমার চক্রবর্তী, ড. জয়ন্ত মেটে এবং ড.দিবেন্দু ভট্টাচার্য. শিক্ষার ইতিহাস. রীতা পাবলিকেশন

## **MJ-2: Psychological Foundation of Education**

**Credits 04 (Full Marks: 75)**

### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

- 1) Discuss the concept, nature, scope, and uses of Psychology in education.
- 2) Explain the influence of growth and development in education.
- 3) Describe the meaning and concept of learning, its theories, and factors.
- 4) Explain the application of learning theories in classroom situations.
- 5) Discuss the concept and theories of intelligence and creativity.
- 6) Explain the concept and development of personality.

## **MJ-2T: Psychological Foundation of Education**

**Credits 04**

### **Course contents:**

#### **Unit-I: Relation between Psychology and Education**

- a. Meaning and Definition of Education and Psychology, and their relationship.
- b. Relation between Education and Psychology.
- c. Nature and Scope of educational Psychology.
- d. Methods of Educational Psychology.

#### **Unit- II: Stages and Types of Human development and their educational significance**

- a. Piaget's cognitive development theory
- b. Erikson's psycho-social development theory
- c. Kohlberg's moral development theory
- d. Personality: Concept, Types and development.

#### **Unit-III: Intelligence & Creativity**

- a. Intelligence: Concept and Nature
- b. Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner.  
Measurement of Intelligence- verbal, non-verbal, and performance tests

- c. Emotional Intelligence: Concept and Nature
- d. Creativity: meaning, nature, factors, and nurturing.

**Unit-IV: Learning and Memorization**

- 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. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization.  
Forgetting- meaning and causes

**Suggested Readings:**

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
5. A. Woolfolk -Educational Psychology-Pearson Education
6. J. W. Santrock -Educational Psychology-Mc Gray Hill
7. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development- PHI Ltd
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

## MINOR (MI)

### **MI – 1: Introduction to Education**

**Credits 04 (Full Marks: 75)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Discuss the meaning, nature, scope, and aims of education.
2. Explain the factors of education and their relationships.
3. To discuss the agencies of education
4. To be acquainted with the concept of child-centric education

### **MI – 1T: Introduction to Education**

#### **Course contents:**

#### **Unit- I: Concept of Education**

- a. The narrow and broader concept of education
- b. Education as process and product, as Science and Arts
- c. Meaning, nature, and scope of education. 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. Co-curricular activities: meaning, values, and significance.
- d. Educational institutions: informal, formal, and non-formal, their interrelation.

#### **Unit- III: Agencies of Education**

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

#### **Unit- IV: Child Centricism and Play-way in Education.**

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

#### **Suggested Readings:**

1. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
2. Aggarwal J.C (2008) Theory and Principles of Education, Vikas Publishing House.

3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
4. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
5. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
6. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt. Ltd, New Delhi.
7. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA, Pearson.
8. Nayak, B.K Text Book of Foundation of Education, Cuttack, Odisha: Kitab Mahal
9. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
10. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
11. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
12. M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
13. ড. মিহির কুমার চট্টোপাধ্যায়, ড.জয়ন্ত মেটে এবং প্রণয় পান্ডে.-শিক্ষার দার্শনিক ভিত্তি. রীতা পাবলিকেশন
14. ড. প্রণব কুমার চক্রবর্তী, ড.জয়ন্ত মেটে এবং ড.দিবেন্দু ভট্টাচার্য. – শিক্ষার ইতিহাস. রীতা পাবলিকেশন

## MI-2: Educational Psychology

Credits 04 (Full Marks: 75)

### COURSE LEARNING OUTCOMES:

After the completion of the course, students will have ability to

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Explain the concept and development of personality.
- Discuss the concept and theories of intelligence and creativity.
- Describe the concept of learning, factors, its theories, and their application in classroom situations.

## MI-2: Educational Psychology

Credits 04

### Course contents:

#### Unit-I: Relation between Psychology and Education

- a. Meaning and Definition of Education and Psychology.
- b. Relationship between Education and Psychology.
- c. Nature and Scope of Educational Psychology.
- d. Methods of Educational Psychology.

#### Unit- II: Stages and Types of Human development and their educational significance

- a. Piaget's cognitive development theory
- b. Erikson's psycho-social development theory
- c. Kohlberg's moral development theory
- d. Personality: Concept, Types and Personality development by Freud

### **Unit-III: Intelligence & Creativity**

- a. Intelligence: Concept and Nature
- b. Theories of Intelligence and their implications- Spearman and Guilford. Measurement of Intelligence- verbal, non-verbal, and performance tests.
- c. Emotional Intelligence: Concept and Nature
- d. Creativity: meaning, nature, factors, and nurturing.

### **Unit-IV: Learning and Memorization**

- a. Definition and characteristics of Learning; Factors influencing learning.
- b. Theories of learning and their implications: Pavlov, Skinner and Vygotsky
- c. Transfer of Learning: Concept and Types
- d. Memorization: Definition, factors, STM, LTM, Strategies for effective memorization. Forgetting- meaning and causes

### **Suggested Readings:**

1. Dr. Asis Kumar Dandapat - SIKSHA: MANASTWATIK BHITTI ( Psychological Foundation of Education) - Rita Publication, Kolkata(Bengali Version)
2. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
3. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
4. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
5. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
6. A. Woolfolk -Educational Psychology-Pearson Education
7. J. W. Santrock -Educational Psychology-Mc Gray Hill
8. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
9. L. E. Berk - Child Development- PHI Ltd
10. B. N. Dash & N. Dash –A Test Book of Educational Psychology



## SKILL ENHANCEMENT COURSE (SEC)

### SEC 1: Institutional Survey

**Credits 03 (Full Marks: 50)**

#### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. Define the process of Institutional Survey
2. Identify and explain the areas of Institutional Survey
3. Analysis the different aspects of Institution with data
4. Prepare a comprehensive report on an Institution

#### **SEC1P: Institutional Survey**

##### **Course Outline:**

In an Institutional Survey, Students may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

##### **Areas of Institution:**

- Leadership
- Teacher Quality- Preparation, competence and commitment
- Linkage and interface - communication with the environment
- Students - academic and non -academic quality
- Co-curricular activities- Non scholastic areas
- Teaching - quality of instructions
- Office Management - Support services
- Relationship: corporate life in the institution support
- Examination -purposefulness and methodology
- Job Satisfaction -staff morale

##### **Format for Report of Institutional Survey:**

- i. Front page
- ii. Certificate from Supervisor
- iii. Student declaration
- iv. Acknowledgement
- v. Preface
- vi. Content
- vii. **Chapter 1:** Introduction of Topic / theoretical framework of topic
- viii. **Chapter 2:** Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
- ix. **Chapter 3:** Review of Literature/Background of the study.
- x. **Chapter 4:** Methodology
- xi. **Chapter 5:** Data Analysis and Interpretation
- xii. **Chapter 6:** Conclusion and Suggestions/ Recommendation
- xiii. References/ Bibliography

## **SEC 2: Application of Educational/ Psychological Tools**

**Credits 03 (Full Marks: 50)**

### **COURSE LEARNING OUTCOMES:**

After the completion of the course, students will have ability to

1. To acquire the skills of observation and inference in relation to any two selected Educational/ Psychological tools from the following units.
2. To have hands-on experience in Application of Educational/Psychological tools on the sample group
3. Preparing Report

### **SEC 2P: Application of Educational/ Psychological Test**

#### **Course Outline:**

- Unit-I** : Study Habit Inventory
- Unit II** : Test Anxiety Scale.
- Unit-III** : KNPI Personality test [using Sixty-six (66) items to be responded to across a 5-point scale of the inventory]/ Cattell's 16 PF on personality test
- Unit IV** : Any Achievement test
- Unit V** : Sociometric Test
- Unit-VI** : Any one non-verbal intelligence test (i.e. Kohs block Design)
- Unit-VII** : Educational Aspiration Scale
- Unit-VIII** : MSE (Mental Status Examination)
- Unit IX** : Job Satisfaction Scale
- Unit X** : Socio-Economic Status Scale

#### **Guideline of the practical activity:**

- A. Apply on 50 students of home Institution
- B. Writing a report on A4 page and to be submitted as per University Schedule.
  - a) Acknowledgement
  - b) Content
  - c) Name of the Tool
  - d) Introduction
  - e) Objectives
  - f) Methodology:
  - g) Data Analysis
  - h) Conclusion
  - i) Reference