

**WEST BENGAL STATE UNIVERSITY
BERUNANPUKURIA, MALLIKAPUR, BARASAT
NORTH 24 PARGANAS, KOLKATA-126, WEST BENGAL**

**DRAFT CURRICULUM & CREDIT FRAMEWORK
FOR
UG PROGRAMME IN EDUCATION
BASED ON NEP 2020**

**4 YEAR UNDERGRADUATE PROGRAMME IN
EDUCATION HONOURS & HONOURS WITH RESEARCH
&
3 YEAR MULTIDICIPLINARY UG PROGRAMME**

Structure of 4-year Undergraduate Programme (Honours)

Year	Semester	Full marks	Internship	Credit
First Year	Semester I	500		27
	Semester II	500	4**	27
Exit with Certificate				4** + 54
Second Year	Semester III	450		24
	Semester IV	400	4**	20
Exit with diploma				4** + 98
Third Year	Semester V	400		20
	Semester VI	400	4**	20
Exit with Major after 3 years				4** + 138
Fourth Year	Semester VII	400		20
	Semester VIII	400		20
4 Years	8 Semesters	3450	4**	182

1 Credit = 15 Hours (Theory)

1 Credit = 30 Hours (Practical / Tutorial)

4 Credit Internship = 120 Hours (50 Marks)

Structure of 4-year Undergraduate Programme (Honours)

Table 1: Semester-wise & course category –wise distribution of credits

Year	Semester	Major DS	Minor	MDC	AEC	SEC	VAC	Internship	Total Credit
I ST	I	DS-1 (5)	MA-1 (5) MB-1 (5)	MD-1 (3)	AE-1 (3)	SE-1 (3)	VA-1 (3)	-	27
	II	DS-2 (5)	MA-2 (5) MB-2 (5)	MD-2 (3)	AE-2 (3)	SE-2 (3)	VA-2 (3)	4**	27
Exit with certificate		10	20	6	6	6	6		4**+54
II ND	III	DS-3 (5)	MA-3 (5) MB-3 (5)	MD-3 (3)	AE-3 (3)	SE-3 (3)	-	-	24
	IV	DS-4 (5) DS-5 (5) DS-6 (5) DS-7 (5)	-	-	-	-	-	4**	20
Exit with Diploma		35	30	9	9	9	6	-	4**+98
	V	DS-8 (5) DS-9 (5) DS-10 (5) DS-11	-	-	-	-	-	-	20

III RD	VI	(5)							
		DS-12							
		(5)							
		DS-13	-	-	-	-	-	4***	20
		(5)							
		DS-14							
		(5)							
		DS-15							
		(5)							
Exit with Major after 3 Years		75	30	9	9	9	6	4***	4**+138
IVth	VII	DS-16	SM-1						
		(5)	(5)						
		DS-17	SM-2	-	-	-	-	-	20
	(5)	(5)							
		VIII	DS-18						
(5)									
DS-19	-		-	-	-	-	20		
		(5)							
		DS-20							
		(5)							
		DS-21							
		(5)							
Credit		105	40	9	9	9	6	4	182

DS: Discipline specific core course, MA: Minor discipline 1, MB: Minor discipline 2, SM: Special Minor courses from the same discipline, either MA or MB but of higher level. Credit distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1; (c) field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

Structure of 4-year Undergraduate Programme (Honours with Research)

Year	Semester	Full marks	Internship	Credit
First Year	Semester I	500	-	27
	Semester II	500	4**	27
Exit with Certificate				4** +54
Second Year	Semester III	450		24
	Semester IV	400	4**	20
Exit with Diploma				4** + 98
Third Year	Semester V	400		20
	Semester VI	400	4**	20
Exit with Major after 3 years				4** + 138
Fourth Year	Semester VII	400		20
	Semester VIII	200	15	25
4 Years	8 Semesters	2850	19	187

1 Credit = 15 Hours (Theory)

1 Credit = 30 Hours (Practical / Tutorial)

4 Credit Internship = 120 Hours (50 Marks)

III rd	V	DS-9 (5) DS-10 (5) DS-11 (5)							20
	VI	DS-12 (5) DS-13 (5) DS-14 (5) DS-15 (5)	-	-	-	-	-	4***	20
Exit with Major after 3 Years		75	30	9	9	9	6	4***	4**+138
IVth	VII	DS-16 (5) DS-17 (5)	SM-1 (5) SM-2 (5)	-	-	-	-	-	20
	VIII	DS-18 (5) DS-19 (5)	-	-	-	-	-	15	20
Credit		95	40	9	9	9	6	19	187

DS: Discipline specific core course, MA: Minor discipline 1, MB: Minor discipline 2, SM: Special Minor courses from the same discipline, either MA or MB but of higher level. Credit distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1; (c) field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

III	MA-3 (5)	MB-3 (5)	MC-3 (5)	-	AE-3 (3)	SE-1 (3)	-	-	21
IV	MA-4 (5)	MB-4 (5)	MC-4 (5)	MD-1 (3)	-	SE-2 (3)	-	4**	21
Exit with Diploma									4**+84
V	MA-5 (5)	MB-5 (5)	MC-5 (5)	MD-2 (3)	-	SE-3 (3)	-	-	21
VI	MA-6 (5)	MB-6 (5)	MC-6 (5)	MD-3 (3)	-	SE-4 (3)	-	4**	21
Credit	30	30	30	9	9	12	6	4	4**+126

MA: Core course from discipline 1, MB: Core course from discipline 2, MC: Core course from discipline 3 Credit (5) distribution: (a) Lab-based Courses: L = 3, T/P = 2, (b) Non-Lab based Courses: L = 4, T/P = 1 (c) Field-based courses: P = 5, (d) Music as a Major/Minor discipline, credit distribution: L = 1/2, P = 4/3

COURSES FOR THE STUDENTS OF OTHER DISCIPLINE

Education as Minor Discipline (Course-1) [Honours & Honours with Research]

Full Marks: 100 [Each]

3 Courses

Course Type	Course Name		Credit	FM
Minor Course	Semester I	Philosophical foundation of Education (MA-1 / MB-1)	5	100
	Semester II	Psychological Foundation of Education (MA-2 / MB-2)	5	100
	Semester III	Work in progress (MA-3 / MB-3)	5	100

COURSES (MDS) FOR HONOURS / HONOURS WITH RESEARCH

Multidisciplinary Course (MDS)

Full Marks: 50

3 Courses

Course Type	Course Name		Credit	Full Marks
MDS	Semester I	Introduction to Education [MD-1] / [MD-2] / [MD-3]	3	50
	Semester II	Discipline other than Education [MD-2]	3	50
	Semester III	Discipline other than Education [MD-3]	3	50

COURSES FOR THE STUDENTS OF OTHER DISCIPLINE

Education as Minor Discipline (Course -1) [3-Year Multidisciplinary UG Programme]

Semester	Course Type (A)	Course Name	Credit	Full marks
I	MA-1	Philosophical Foundation of Education	5	100
II	MA-2	Psychological Foundation of Education	5	100
III	MA-3	work in process	5	100
IV	MA-4	work in process	5	100
V	MA-5	work in process	5	100
VI	MA-6	work in process	5	100

COURSES (MDS) FOR 3 YEAR MULTIDISCIPLINARY UG PROGRAMME

Multidisciplinary Course (MDC)

Full Marks: 50

3 Courses

Course Type	Course Name		Credit	Full Marks
MDS	Semester IV	Introduction to Education [MD-1] / [MD-2] / [MD-3]	3	50
	Semester V	Discipline other than Education [MD-2]	3	50
	Semester VI	Discipline other than Education [MD-3]	3	50

Multidisciplinary Course (MDC)

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experiences and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th Class) in the proposed major & minor stream under this category.

The University will provide a list of courses under 5 categories mentioned in the NEP document. Students will be asked to choose 3 different MDCs for 3 semesters.

Categories	Multidisciplinary Courses from The following disciplines
1	Life Science/ Chemistry/ Physics/ Electronics/Anthropology
2	Mathematics/ Statistics/Computer Application/ Economics
3	Journalism/Mass Media & Communication.
4	Travel & tourism/ Commerce/ Management/ Advertisement & Sales Promotion
5	Defence Studies/Psychology/ Human Rights/Sociology/ Political Science/Physical Education/Women Studies/ Education

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EDUCATION HONOURS & HONOURS WITH RESEARCH
STRUCTURE OF 4 YEAR UNDERGRADUATE PROGRAMME

SEMESTER – 1

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS -1 Course	Educational Philosophy (DS-1)	5	100	4 credit	-	1 credit
Minor Any allied subject other than Education	(MA-1)	5	100	4 credit	-	1 credit
	(MB-1) [From any discipline other than Education]	5	100	4 credit	-	1 credit
Multidisciplinary Course (MDC)	(MD-1)	3	50	50	-	-
Ability Enhancement Course (AEC)	Compulsory English or MIL (Bengali, Hindi, Urdu) / Alternative English (AE-1)	3	50	50	-	-
Skill Enhancement Course (SEC)	SE-1	3	50	50	-	-
Value Addition Course (VAC)	(VA-1)	3	50	50	-	-
Total Marks		27	500	350		150

Draft Syllabus for 4 Year Undergraduate Programme

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER - I

Major/DS-1

COURSE: EDUCATIONAL PHILOSOPHY

Full Marks: 100

Credit: 5

Course Objectives

- To understand the meaning, nature, and scope of Education.
- To explore the various functions of Education.
- To examine the aims of Education from both individualistic and socialistic perspectives.
- To introduce the Philosophy of Education and to be acquainted with the relationship of Education and Philosophy.
- To familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
- To analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Buddhist, and Jain.
- To comprehend the concept of child-centric education and its meaning and characteristics.
- To explore the concept of modern life-centric education.
- To examine different approaches to child-centric education.
- To be acquainted with the values enshrined in Indian constitution.
- To be acquainted with educational provisions in the Indian constitution.
- To understand the contributions of some great educators and their philosophies of education.

Course Contents

Unit – I [Concept & Scope of Education]

- a) Concept of modern Education with reference to the Delor's Commission, Scope of Education, Child centricism in Education, Concept of Life-Centric Education.
- b) Different forms of Education – Formal, Informal, Non-formal & Open and Distance Learning (ODL)
- c) Functions of Education – Individual & Social Development, Human Resource Development

Unit –II [Philosophical Bases of Education]

- a) Philosophy- concept & nature, Philosophical influence on Education with reference to Aims, Knowledge, Curriculum, Methods of Teaching, Role of Teacher & Discipline.
- b) Western Philosophical thoughts & their influence on Education – Idealism, Naturalism, Pragmatism & Existentialism.
- c) Indian Philosophical thoughts & their influence on Education – Sanhkya, Yoga, Jainism, Buddhism & Islamic.

Unit –III [National Values & Role of Education]

- a) Values as Enshrined in Indian Constitution – Democracy, Secularism, Equality & Justice
- b) Educational Provisions under the Constitution of India

Unit –IV [Great Educators & Education] (w.r.t Aims, Curriculum, Method of Teaching)

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

Course Outcome

On completion of this course, students will be able to:

- Define Education and understand the modern concept of Education.
- Develop an understanding of the aims that influence education and the role they play in shaping the educational process.
- Compare and contrast individualistic and socialistic aims of education.
- Gain insights into the relationship between Education and Philosophy and its implications for educational practices.
- Comprehensive understanding of different schools of Indian & Western philosophy and their relevance to education.
- Analyze the educational implications of specific Indian & Western philosophical schools.
- Explain the concept of child-centric education and its significance in modern educational contexts.
- Recognize the features and significance of life-centric education and its impact on holistic development.
- Understand the contribution of great educators & their philosophies of education

Recommended Books:

- Aggarwal, J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.
- Aggarwal, J.C (2008) Theory & Principles of Education, Vikash Publishing House, New Delhi.
- Bandyopadhyay, A (2005) Siksha Darshan O Siksha Neeti, B.B Kundu Grandson, Kolkata.

- Gutek, Gerald L. (2009).New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: Kitab Mahal.
- Pal, A.K (2013) Siksha Darshaner Ruprekha, Classique Books, Kolkata.
- Purkait, B.R (1995) Great Educators & Their Philosophies, New central Book Agency, Kolkata.
- Purkait, B.R (2000) Principles and Practices of Education, New Central Book Agency, Kolkata.
- Ray, S. (2007) Siksha Tattwa O Siksha Darshan, Soma Book Agency, Kolkata.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Aaheli Publishers, Kolkata:

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SEMESTER I

Education as a Minor Discipline 1 (MA-1 / MB-1)

COURSE: PHILOSOPHICAL FOUNDATION OF EDUCATION

Full Marks: 100

Credit: 5

Course Objectives

- Understand the meaning, nature, and scope of education.
- Identify the functions and factors that influence the field of education.
- Examine the aims of education from individualistic and socialistic perspectives.
- Define the concept of curriculum and its significance in education.
- Differentiate between different types of curriculum and their applications.
- Understand the principles involved in curriculum construction.
- Recognize the importance of co-curricular activities in enhancing overall education.
- Explore child-centric education, its characteristics, and its aims in modern education.
- Analyze the significance of play and play-way methods in education, including various approaches.
- Understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents

Unit –I [Concept & scope of education]

- a. Education: Concept (Narrow & Broader), Nature and Scope of Education
- b. Factors of Education

Unit –II [Forms & Aims of Education] / [Curriculum & Education]

- a. Difference between different forms of Education - Informal, Formal, Non-formal
- b. Aims of Education - Individual, Socialistic & Democratic aim

Unit –III [Values & Education]

- a. Value- Concept, characteristics, types of values
- b. Relation between values & education, Importance of values in Education

Unit- IV [Great Educators]

- a. Rabindranath Tagore
- b. Friedrich Wilhelm August Froebel

Course Outcome:

- Demonstrate a clear understanding of the meaning, nature, and scope of education.
- Evaluate the functions and factors that shape the field of education.
- Critically analyze the aims of education from both individualistic and socialistic perspectives.
- Apply the concept of curriculum to design effective educational programs.
- Justify appropriate nature of curriculum for specific educational contexts.
- Develop concept of curriculum & its principles of construction skills.
- Recognize the value and integration of co-curricular activities in educational institution
- Implement child-centric education principles to promote holistic development.
- Apply play and play-way methods in educational setup.
- Promote a balanced approach towards the contribution of the Great educators.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshanik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors.

- Purakait, B.R. (2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Kolkata: Aaheli Publishers.

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EDUCATION HONOURS & HONOURS WITH RESEARCH

STRUCTURE OF 4 YEAR UNDERGRADUATE PROGRAMME

SEMESTER II

COURSE STRUCTURE						
Course Type	Name of the Course	Credit	Full Marks	Theory or External (50)	Practical(P) or Tutorial(TU)	Internal (50)
Major/ DS -2 Course	Educational Psychology (DS- 2)	5	100	4 credit	-	1 credit
Minor Any allied subject other than Education	(MA-2)	5	100	4 credit	-	1 credit
	(MB-2)	5	100	4 credit	-	1 credit
Multidisciplinary Course (MDC)	(MD-2)	3	50	50	-	-
Ability Enhancement Course (AEC)	Compulsory English or MIL (Bengali, Hindi, Urdu) / Alternative English (AE-2)	3	50	50	-	-
Skill Enhancement Course (SEC)	SE-2	3	50	50	-	-

Value Addition Course (VAC)	(VA-2)	3	50	50	-	-
Total Marks		27	500	350		150

HONOURS IN EDUCATION & HONOURS WITH RESEARCH

SEMESTER- II Major/DS -2

COURSE: EDUCATIONAL PSYCHOLOGY

Full Marks: 100

Credit: 5

Course Objectives:

- Introduce students to the field of psychology and its relevance to education.
- Understand the nature & scope of educational psychology.
- Explore the relationship between education and psychology
- To understand Neuro-physiological bases of human behaviour.
- To understand the Structure & functions of Human brain.
- To know the concept of endocrinal glands, sensation & perception
- Examine the concepts of growth and development and their significance in educational psychology.
- Identify the principles that underlie human development.
- Study the stages of physical, cognitive, moral, psycho-social, personality development and recognize the characteristics of each development.
- Explore concept of Intelligence & different theories of Intelligence.
- To understand the concept of Creativity & to know the characteristics of a creative person.
- To understand the relation between Creativity & Intelligence
- Introduce the concept of learning and its importance in education.
- Identify the factors associated with learning and their impact on educational outcomes.
- Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, and insightful learning.

Course Content

Unit –I [Introduction to Educational Psychology]

- a) Concept of Psychology, Nature and Scope of Educational Psychology.
- b) Relation between Education and Psychology
- c) Introduction to Neuro-physiological bases of human behaviour- structure & function of human brain & Neuron, Concept of Synaptic transmission & endocrinal Gland
- d) Concept of Sensation & Perception

Unit –II [Psychology of Human Development & Education]

- a) Human development – concept, principles, types & stages
- b) Cognitive development (Piaget) & its significance in education
- c) Moral development (Kohlberg) & its significance in education
- d) Psycho-social development (Erikson) & its significance in education
- e) Personality- concept, types (Jung, Adler), Personality development by Freud

Unit –III [Intelligence & Creativity]

- a) Intelligence - concept & scope
- b) Theories of Intelligence - Guildford, Gardner, Sternberg
- c) Creativity - concept, scope & characteristics of a creative person.
- d) Inter-relationship among intelligence, creativity and education

Unit –IV [Psychology of Learning]

- a) Learning- concept & scope
- b) Factors influencing learning – attention, maturation, motivation & emotion (concept only)
- c) Theories of learning: Pavlov, Skinner, Bandura & Vygotsky.

Course Outcomes

- Define and explain the concept of psychology and its connection to education.
- Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
- Analyze the neuro- physiological bases of human behaviour.
- To know about structure & function of human brain & neuron, synaptic transmission.
- Explain the concept sensation & perception
- Explain the concepts of growth and development and their significance in education.
- Identify and compare the different types of human development.
- Apply the principles of development to understand the patterns and processes of growth
- Define learning and its significance in educational contexts.
- Identify and evaluate the factors that influence learning outcomes.
- To know about different factors affecting learning process.
- Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.

Recommended Books

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chakraborty, P.K. (2008) Siksha Monovigyaner Rooprekha, K Chakraborty Publication.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Roy, S, Shiksha Monovidya, Soma Book Agency, Kolkata.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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SEMESTER II

Education as a Minor Discipline 2 (MA-2/ MB-2)

PSYCHOLOGICAL FOUNDATION OF EDUCATION

FULL MARKS: 100

CREDIT: 5

Course Objectives

- To know the relationship between Psychology & Education.
- To know the nature, concept & significance of Educational Psychology.
- To know the concept, principles, types & stages of human development.
- To know the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- To know the concept, nature & determinants of Attention.
- To know the concept & process of memorization.
- To know the causes of forgetting.
- To know the concept, characteristics & types of personality.
- To know the Freudian theory of personality.

Course Content

Unit - 1 [Introduction to Educational Psychology]

- a. Relationship between Psychology & Education.
- b. Educational Psychology – concept & nature, Significance of Educational Psychology.

Unit - 2 [Psychology of Human Development & Education]

- a. Human Development – concept, principles, types & stages.
- b. Concept of Physical, Motor, Cognitive, Moral development & its significance in Education.

Unit - 3 [Attention & Memory]

- a. Concept, Nature & determinants of Attention.
- b. Concept and process of memorization, causes of forgetting.

Unit - 4 [Personality & Education]

- a. Personality – concept, characteristics, types.
- b. Psychoanalytic Theory by Freud.

Course Outcome

- The students were able to know the relationship between Psychology & Education.
- The students were able to know the nature, concept & significance of Educational Psychology.
- The students were able to know the concept, principles, types & stages of human development.
- Familiarize the students with the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- The students were able to know the concept, nature & determinants of Attention.
- Identify the concept & process of memorization.
- Examine the causes of forgetting.
- Understand the concept, characteristics & types of personality.
- The students will be able to explore the Freudian theory of personality.

Recommended Books

- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al.(2017): Pathdan o Sikhaneer Monastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N(2017): Siksha Monobidyar Ruprekha, Kolkata: ShreeDhar Prokashani.
- Fernnandes, M.M. (2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.

- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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Draft Syllabus for 4 Year Undergraduate Programme

B.A. HONOURS IN EDUCATION OR HONOURS WITH RESEARCH

SEMESTER – I OR II OR III

MD-1 / MD-2 / MD-3

COURSE: INTRODUCTION TO EDUCATION

Full Marks: 50

Credit: 3

Course Objectives

- Understand the meaning, nature & scope of Education.
- Examine the aims of Education from individualistic & socialistic perspectives.
- Identify the factors that influence the field of Education.
- Differentiate among formal, informal & non-formal forms of Education.
- Explore the concept of Open Education, its characteristics & importance.
- Explore the concept of Distance Education, its characteristics & importance.
- Recognize the meaning & characteristics of child-centric education.
- Understand the meaning of curriculum & principles of curriculum construction.
- Define co-curricular activities & its importance in Education.

Unit: 1 Concept of Education

- a. Concept, nature & scope of Education
- b. Aims of Education – Individualistic & Socialistic aims of Education

- c. Factors of Educations & inter-relationship among the factors.

Unit: 2 Forms of Education

- a. Formal, Informal & Non-formal - Concept, characteristics & importance.
- b. Open Education – Concept, Characteristics & importance.
- c. Distance Education - Concept, Characteristics & importance.

Unit: 3 Factors of Education

- a. Child –centric education – Meaning & Characteristics.
- b. Curriculum – Meaning & Principles of curriculum construction.
- c. Co-curricular activities – Concept & its importance in Education.

Course outcome

- Demonstrate a clear understanding of meaning, nature & scope of Education.
- Analyze the aims of education from both individualistic & socialistic perspectives.
- Evaluate the functions that shape the field of education.
- Recognize the different forms of education i.e., formal, informal & non-formal forms of Education.
- Develop the concept of Open Education, its characteristics & importance.
- Develop the concept of Distance Education, its characteristics & importance.
- Develop curriculum construction skills based on established principles.
- Recognize the co-curricular activities & its importance in Education.
- Implement child –centric education to promote holistic development.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshantik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors

DRAFT SYLLABUS FOR 3-YEAR MULTIDISCIPLINARY UG PROGRAMME

SEMESTER I

Education as a Minor Discipline 1 (MA-1/MB-1/MC-1)

COURSE: PHILOSOPHICAL FOUNDATION OF EDUCATION

Full Marks: 100

Credit: 5

Course Objectives

- Understand the meaning, nature, and scope of education.
- Identify the functions and factors that influence the field of education.
- Examine the aims of education from individualistic and socialistic perspectives.
- Define the concept of curriculum and its significance in education.
- Differentiate between different types of curriculum and their applications.
- Understand the principles involved in curriculum construction.
- Recognize the importance of co-curricular activities in enhancing overall education.
- Explore child-centric education, its characteristics, and its aims in modern education.
- Analyze the significance of play and play-way methods in education, including various approaches.
- Understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents

Unit –I [Concept & scope of education]

- c. Education: Concept (Narrow & Broader), Nature and Scope of Education
- d. Factors of Education

Unit –II [Forms & Aims of Education] / [Curriculum & Education]

- c. Difference between different forms of Education - Informal, Formal, Non-formal
- d. Aims of Education - Individual, Socialistic & Democratic aim

Unit –III [Values & Education]

- c. Value- Concept, characteristics, types of values
- d. Relation between values & education, Importance of values in Education

Unit- IV [Great Educators]

- c. Rabindranath Tagore
- d. Friedrich Wilhelm August Froebel

Course Outcome:

- Demonstrate a clear understanding of the meaning, nature, and scope of education.
- Evaluate the functions and factors that shape the field of education.
- Critically analyze the aims of education from both individualistic and socialistic perspectives.
- Apply the concept of curriculum to design effective educational programs.
- Justify appropriate nature of curriculum for specific educational contexts.
- Develop concept of curriculum & its principles of construction skills.
- Recognize the value and integration of co-curricular activities in educational institution
- Implement child-centric education principles to promote holistic development.
- Apply play and play-way methods in educational setup.
- Promote a balanced approach towards the contribution of the Great educators.

Suggested Books

- Banerjee, A. (1998) Philosophy & Principles of Education, B.B Kundu Grandsons, Kolkata.
- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P &Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K(2010): Sikshar Darsshanik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & Distributors.
- Purakait, B.R. (2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Kolkata: Aaheli Publishers.

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SEMESTER II

Education as a Minor Discipline 2 (MA-2/ MB-2/ MC-2)

COURSE: PSYCHOLOGICAL FOUNDATION OF EDUCATION

FULL MARKS: 100

CREDIT: 5

Course Objectives

- To know the relationship between Psychology & Education.
- To know the nature, concept & significance of Educational Psychology.
- To know the concept, principles, types & stages of human development.
- To know the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- To know the concept, nature & determinants of Attention.
- To know the concept & process of memorization.
- To know the causes of forgetting.
- To know the concept, characteristics & types of personality.
- To know the Freudian theory of personality.

Course Content

Unit - 1 [Introduction to Educational Psychology]

- c. Relationship between Psychology & Education.
- d. Educational Psychology – concept & nature, Significance of Educational Psychology.

Unit - 2 [Psychology of Human Development & Education]

- c. Human Development – concept, principles, types & stages.
- d. Concept of Physical, Motor, Cognitive, Moral development & its significance in Education.

Unit - 3 [Attention & Memory]

- c. Concept, Nature & determinants of Attention.
- d. Concept and process of memorization, causes of forgetting.

Unit - 4 [Personality & Education]

- c. Personality – concept, characteristics, types.
- d. Psychoanalytic Theory by Freud.

Course Outcome

- The students were able to know the relationship between Psychology & Education.

- The students were able to know the nature, concept & significance of Educational Psychology.
- The students were able to know the concept, principles, types & stages of human development.
- Familiarize the students with the concept of Physical, Motor, Cognitive, Moral development & their significance in Education.
- The students were able to know the concept, nature & determinants of Attention.
- Identify the concept & process of memorization.
- Examine the causes of forgetting.
- Understand the concept, characteristics & types of personality.
- The students will be able to explore the Freudian theory of personality.

Recommended Books

- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al.(2017): Pathdan o Sikhaneer Monastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N(2017): Siksha Monobidyar Ruprekha, Kolkata: ShreeDhar Prokashani.
- Fernnandes, M.M. (2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapanni, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers.

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For 4-year Honours 3 Different SEC will have have to be taken. For 3-Year Multidisciplinary Programme 2 SEC's from one discipline & 2 SE courses from another discipline will have to be taken.

EDUCATION AS A SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-1

SE-1

COURSE: SKILL DEVELOPMENT FOR SOCIAL AWARENESS

Credit: 3

Full Marks: 50

Course Objectives

- To be acquainted with the concept of social awareness, social backwardness & social advancement.
- To know how to plan & execute social awareness programme.
- To know the relationship among IQ, EQ & Social awareness.
- To know how to organize & participate in a social awareness programme.
- To know how to write a report on the social awareness programme.

Unit: 1 Social Awareness- Basic Concept

- a. Meaning & Nature of Social Awareness, Social Backwardness & Social Advancement.
- b. Need for development of Social Awareness, Types of Social Awareness Programme.

Unit: 2 Planning of Social Awareness Programme

- a. Planning & Execution of a Social Awareness Programme.
- b. Relationship among I.Q, E.Q & social awareness.

Unit: 3 Skill development in Social awareness

- a. Organisation & Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective College. (Child labour & Abuse; RTE; HIV / AIDS; Traffic Awareness & literacy Programme.
- b. Write a report on the programme.

Course Outcome

- The students will be acquainted with the concept of social awareness, social backwardness & social advancement.
- Students will know how to plan & execute social awareness programme.
- The students will understand the relationship among IQ, EQ & Social awareness.
- The students will understand how to organize & participate in a social awareness programme.

- The students will understand how to write a report on the social awareness programme.

References:

- Ahuja, R (****) Social Problems in India, Rawat Publication, Jaipur.
- Bernard, L.L., (*****) An Introduction to Social Psychology.
- Mahapatra, A.K (*****) Bishoy Samajtatwa, Indian Book Concern, Kolkata.
- Selman, R.L (****) The Promotion of Social Awareness.

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SEMESTER II

EDUCATION AS AN SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-II

(SE-2)

COURSE: DEVELOPMENT OF OBSERVATIONAL SKILL

Credit: 3

Full Marks: 50

Course Objectives

- To know the concept of observation, classification of Observation 7 its advantages and disadvantages.
- How to plan & execute observational skills.
- How to record & interpret observed data.

Unit: 1 Observation- Basic Concept

- a. Meaning, nature & characteristics of Observation.
- b. Classification of Observation, Advantages & Disadvantages of Observation.

Unit: 2 Planning of Observational Skills

- a. Planning & Execution of observation.
- b. Recording (Photographs with Geo-tags) & Interpretation of observed data.

Unit: 3 Developing Observational Skills

- a. Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- b. Write a report on the visit.

Course Outcome

- The students will be able to know the concept of observation, classification of Observation & its advantages and disadvantages.
- The students will be able to know how to plan & execute observational skills.
- The students will be able to know how to record & interpret observed data.

References

Some important points

Value Addition Courses (VAC) includes:

- Environmental Studies
- Introduction to Cyber Security
- Value of Yoga & Meditation

Skill Enhancement Course (SEC) includes:

- Skill development for Social Awareness
- Development of observational Skills

- SE courses are to be retained from existing CBCS for the benefit of the teachers.
- For 4 year Honours 3 different SE Courses will have to be taken.
- For 3 Year Multidisciplinary Programme 2 SEC's from one discipline & other 2 from another discipline will have to be taken.

[Vide Page No: 3 of Draft advisory for Evaluation of 4 Year U.G Programme & 3 Year U.G Programme, based on NEP, 2020, WBSU]

- 4 Credit of End Semester (50 marks) & 1 Credit of Internal Component (50 marks) for Non -Lab based subjects.
- Internal component beak-up – Attendance-10; Continuous evaluation: home assignment / presentation (20 marks); Written examination – (20 marks)
- **MDC** (3 Credit, 50 Marks) Evaluation by the respective college. Evaluation pattern to be decided by UG-BOS.

- **AECC** (3 Credit, 50 Marks) MCQ's to be set by the University. The scripts will be send back to the university.
- **SEC** (3 Credit, 50 Marks) Evaluation by the respective college. Evaluation pattern to be decided by UG-BOS.
- **VAC** (3 Credit, 50 Marks) MCQ's to be set by the colleges in English version. The respective college will set up a committee to evaluate the scripts centrally.
- All **VA** courses are theoretical except Yoga & Meditation (2 credit theory + 1 credit practical).
- **Calculation of Marks** – $(3 \times 50) + (2 \times 50) / 5$ [60% of the obtained marks from End Semester Exam & 40% of the obtained marks will be taken into consideration].
- **Pass Marks**- 40% per paper combining End Semester & Internal Component for subjects without Practical. For subjects with Practical the students will have to secure 40% marks in Practical part & 40% in theoretical part to qualify.
- **Marks allotted for Attendance (10 FM): 75% & above--- 10**

65% - 74% ---- 08

55% - 64% -----05

Less than 55% ----- Barred from appearing in the university examination

Guidelines for organizing Internship

Name	Duration	Nature of project Internship	No of Credit
Internship Assessment through Projects	120 Hours	<p>Intra/ Inter-Institution Activities related to NSS/ NCC</p> <p>OR</p> <p>Primary / High school teaching / observation of teaching/Observation at Psychological Labs/ Counselling Centres /Special Schools</p> <p>OR</p> <p>Industrial/ NGO/MSME/Rural Internship/ Innovation/ Incubation Centre / Local administration/ Research Laboratory</p>	4

Steps for assigning students for internship [Vide page no 6-7 of the Draft Advisory for Evaluation, West Bengal State University].

Important Points for Evaluation (Internship)

The daily Log book is to be signed by the candidate & the supervisor under whom the internship is being done. This shall serve as a proof of attendance & shall be required to be submitted to the college.

Evaluation should take into account

1. Regularity & timely attendance (maintained in Logbook)
2. Proper documentation (as per 1000 word report & log book)

Allocation of Marks

The total marks allocated will be 50 marks sub-divided into:

1. The Internship Mini Project Report – 30 Marks
2. Viva-voce by the respective college – 20 Marks.
