



**DEPARTMENT OF EDUCATION
VIDYA-BHAVANA
VISVA-BHARATI
SANTINIKETAN – 731235
WEST BENGAL
INDIA**

**SYLLABUS
FOR
EDUCATION (AS MINOR SUBJECT)
FOR UNDERGRADUATE LEVEL
(SEMESTER SYSTEM)
(ACCORDING TO NATIONAL EDUCATION POLICY 2020)**

SYLLABUS FOR B.A. (HONS.) EDUCATION AS MINOR COURSE
As recommended by NEP 2020

There shall be full-time Education (Minor) at undergraduate level. There shall be Semester System spreading over three or four Semesters, each of six months, which consists the following structure:

Course Structure for Education:

There are a total of **(03/04) three/four Education core courses** that students are required to take across three or four semesters or as per the university guidelines in this regard.

Contact Hours: Each course has 4 lectures and 1 tutorial (per group) per week. (4 credits). Each course will be worth 100 (80 for final exam + 20 for internal assessment)

SECTION-A: Course Structure for Education (Minor)

<u>SEMESTER</u>	<u>COURSE TITLE</u>	<u>PAPER CODE</u>	<u>CREDIT</u>	<u>Full Mark</u>		
				<u>Term End Exam</u>	<u>Internal</u>	<u>Total</u>
I / II	PRINCIPLES AND PHILOSOPHICAL FOUNDATION OF EDUCATION	MNEDU01	4	80	20	100
III / IV	EDUCATIONAL PSYCHOLOGY	MNEDU02	4	80	20	100
V / VI	COMTEMPORARY ISSUES IN EDUCATION	MNEDU03	4	80	20	100
			12	240	60	300
VIII / VIII	DEVELOPMENT OF EDUCATION IN MODERN INDIA	MNEDU04	4	80	20	100
			4	80	20	100
		GRAND TOTAL	16	320	80	400

SECTION-B: EXAMINATION ORDINANCES

1. Minor in Education (At UG Level) Programme would follow Choice Based Credit System (CBCS) with continuous assessment as an integral part of evaluation.
2. The medium of instruction shall be Bengali and/or English. The medium of examination shall be Bengali or English.
3. There will be a total of **12 or 16** Credits divided into Three / Four Semesters. The duration of Semester shall normally be as follows: **Semester I, III , V & VII: July to December, and Semester II , IV, VI & VIII: January to June.**
4. Each semester shall end with a Term-end examination, i.e. Semester Examination following the guidelines as stipulated by Examination Section of Visva-Bharati.
5. In each course/paper, 20% of the total marks (20 marks out of 100) will be earmarked for continuous evaluation.
6. Questions for theory papers shall be set internally and the evaluation of the answer scripts of these papers will be done internally or as per the guidelines of the University.
7. Paper-setters, moderators, examiners, and review examiners of theory papers shall be recommended by the Board of Studies or equivalent body as per the Act and Statute of Visva-Bharati and intimate to the Joint/ Deputy Registrar (Examinations) subject to prior ratification by Board of Studies of Education.
8. A Board of Moderators consisting course teacher/s, faculty member/s of the department and the Head of the Department (HoD) and one External Expert as recommended by the Board of Studies of Education, Vidya Bhavana, will moderate the question papers for theory examination for each Semester.
9. The duration of each theory paper in the Semester Examination will be of three (03) hours for total marks of 80.
10. There will be provision for Re-evaluation System and the evaluation will be done as per the re-evaluation rule of the University.
11. The students must have 75% of attendance or according to the general Guidelines University in this regard for appearing in any semester end examination.
12. The pass marks for each theory papers and the practical will be 40 % of the total marks of the concern paper. Candidates who fail to secure 40% marks in any course / paper of any even / odd Semester will be declared as failed in that particular paper / course. A candidate may appear as back-candidate in that course / paper as per the general Examination of the University.
13. **Question Pattern :** For 80 marks of Semester Examination the Question Pattern shall be as under :

Sl . No	Type of Question	Out of	No of Qus. To Attempt	Marks	Total Marks
1.	Essay	06	04	16 x4	64
2.	Short Answer Type	04	02	8 x 2	16
Total					80

14. All modes of continuous evaluation should be conducted before the commencement of the Semester Examination concerned.
15. The marks of the continuous evaluation should be displayed in the Department for at least seven days before forwarding the same to the Examination Section of Visva-Bharati. In case any student finds any discrepancy in his / her marks, s/he should apply in writing through the HOD concerned to the teacher within a period of 7 days from publication of internal results for necessary correction of the marks. Once the marks of the continuous evaluation are submitted to the office of the Joint/ Deputy Registrar (Examinations) by the department, the marks

cannot be changed. All marks under continuous evaluation should reach to the office of the Joint/ Deputy Registrar (Examinations) at least seven days before the commencement of each Semester Examination.

16. Marks obtained in continuous evaluation per course / paper is to be awarded separately in the marksheet.
17. In case, a candidate fails to appear in the semester examination of a given Semester but appears in continuous evaluation of the courses / papers, his / her marks of continuous evaluation will remain valid during his / her next chances. But if a candidate remains absent or scores low or nil marks in continuous evaluation, he / she will not be permitted to reappear for continuous evaluation after the Semester is over.
18. In the course Credit (C) System, the Grade and Point (P) earned by a candidate on the basis of his / her performance in the Semester Examination shall be as follows:

Marks obtained	Grade	Point (P)	Remarks
90 % and above	S	10:00	Special
80 % to below 90 %	O+	9:00	Outstanding
70 % to below 80 %	O	8:00	Very Good
60 % to below 70 %	A	7:00	Good
50 % to below 60 %	B	6:00	Fair
40 % to below 50 %	C	5:00	Poor
Below 40 %	F	1:00	Fail

19. The results of a candidate will indicate the Grade Point Average (GPA) earned by a candidate in a Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10 point scale in which,

$$\text{Grade Point} = \text{Credit} \times \text{Point} = C \times P$$

$$\sum C \times P$$

$$\text{GPA} = \frac{\text{Sum of Grade Points}}{\text{Total Credit}} = \frac{\sum C \times P}{\sum C}$$

$$\sum C$$

The CGPA of Semester Examinations is computed as follows:

$$\text{CGPA} = \frac{\sum \text{Grade Points}}{\sum \text{Credits}} \text{ of Semesters}$$

$$\text{Or, } = \frac{\sum (\text{Grade Points of Semesters})}{\sum (\text{Credit Points of Semesters})}$$

Example:

Cour se	Written (out of 80)	Continuous Evaluation (out of 20)	Total (out of 100)	% OF MARKS	Grade	Point (P)	Credit (C)	Grade Point (C x P)
I	72	18	90	90	S	10	4	40
II	75	10	85	85	O+	9	4	36
III	60	15	75	75	O	8	4	32
							Total: 12	108
IV	44	14	58	58	B	6	4	24
							Total :4	Total : 24
							Total :16	Total: 132

- **So, Cumulative Grade Point Average (CGPA) (For First Three Semesters) =**
 - **108/ 12= 9**
 - **Final Grade= 9**

- **So, Cumulative Grade Point Average (CGPA) (For all Four Semesters) =**
 - **132/ 16=8.25**
 - **Final Grade = 8.25**

19.

On the basis of CGPA, Final Grade in the Semester Examination shall be as follows:

S	More than 9 – 10
O +	More than 8 – 9
O	More than 7 – 8
A	More than 6 – 7
B	More than 5 – 6
C	More than 4 - 5

20. The Department will follow all the changes and general Guidelines as adopted and implemented Examination Section of the University from time to time. In case of any contradictions and / or discrepancies with any clause of the present ordinance, the general examination ordinances will supersede the present ordinance.

Course 1: PRINCIPLES AND PHILOSOPHICAL FOUNDATION OF EDUCATION

Course Objectives:

After completion the course the students will be able to:

- know the meaning, nature, scope and aims of education.
- comprehend the factors, functions of education and their relationships.
- describe different forms and agencies involved in education.
- appreciate and practice freedom and discipline in their life.
- understand the importance of Child Centric Education
- discuss the meaning and scope of educational philosophy.
- understand the relation between education and philosophy.
- discuss the educational view of different Western Schools of Philosophy namely Idealism, Naturalism, Pragmatism
- be acquainted with the contribution of great educators.

Course content:

Unit I: Education: Concept and Meaning

- Concept, Nature and Scope
- Aims of Education
- Factors of Education

Unit-II: Agencies of Education

- School and Family
- Library, Sports organisations.
- Mass media and Education: News paper, Television and Radio.

Unit- III: Child Centric Education

- Concept, Need and Characteristics of Child Centric Education
- Growth and development of Child Centric Education
- Play and Play Method in Education

Unit- IV: Introduction to Educational Philosophy

- Meaning of Philosophy and Educational Philosophy
- Relation between Philosophy and Education
- Nature and Scope of Educational Philosophy

Unit- V: Schools of Philosophy

- Theistic and Atheistic Schools of Philosophy and their types
- Yoga and Vedanta with special reference to aims of education, curriculum, method of teaching and discipline
- Naturalism and Pragmatism with special reference to aims of education, curriculum, method of teaching and discipline

Unit VI: Great Educators

- Jean Jacques Rousseau , John Dewey
- Rabindranath Tagore, Jiddu Krishnamurti
- Swami Vivekananda, Mahatma Gandhi

Suggested Readings:

- Archana Banerjee- Principles of education
- B.R. Purkait- Principles and practices of education
- B.N. Dash- Principles of Education and Education in the Emerging Indian Society
- J.C. Agarwal- Theory and Principles of education
- J.C. Chakraborty- Modern Education: Its Aims and principles
- S. P. Chaube & A. Chaube – Foundations of Education
- B. R. Purkait – Great Educators
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- M. Sharma – Educational Practices of Classical Indian Philosophies
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- Y. K. Sharma – Sociological Philosophy of Education
- K.K. Mookhurjee- Great Educators
- R.R. Rusk – Doctrine of Great Educators

Course 2: EDUCATIONAL PSYCHOLOGY

Course Objectives:

On completion the course the students will be able to:

- understand the relationship between Education and Psychology.
- comprehend the concept, nature, scope and methods of Educational Psychology.
- value the need of development of Personality through Education.
- apply knowledge of Intelligence in Education.
- analyse the significance of attention in Education.
- know the concept of growth and development.
- apply the theories of development in education.
- understand the role of the theories of learning in education.
- apply knowledge of memory and forgetting in Education.
- analyse the significance of attention in Education.

Course content:

Unit I: Relation between Education and Psychology

- Relationship between Education and Psychology
- Meaning, Nature, Scope of Educational Psychology
- Methods of Educational Psychology
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Unit- II: Intelligence

- Concept and nature of Intelligence
- Spearman's Two-factor Theory of Intelligence and Guilford's Multifactor theory of Intelligence
- Concept of I.Q and its measurement

Unit-III: Learning

- Definition and concept of learning. Determinants of learning.
- Theories of Learning: Thorndike's Trial and Error Learning Theory, Classical Conditioning Theory of Pavlov. Educational implications of the theories
- Gestalt's theory of Learning and its educational implications

Unit- IV: Memory and Forgetting

- Concept and types of memory.
- Process of memorization.
- Concept and causes of Forgetting and Ebbinghaus's Curve of Forgetting.

Unit- V: Attention

- Concept and nature of attention, concept of distraction
- Determinants of Attention & significance of attention in teaching-learning situations
- Span of attention, fluctuation of attention and division of attention

Unit-VI: Personality

- Concept and development of Personality
- Types and traits of Personality
- Development of Personality

Suggested Readings:

- A. Woolfolk- Educational Psychology
- C.T. Morgan, R.A. King, J.R. Weisz and J. Schopler- Introduction to Psychology
- E.R. Hilgard, R.C. Atkinson and R.L. Atkinson- Introduction to Psychology
- J.E. Ormrod- Educational Psychology: Developing Learners
- S. Bentham- Psychology and Education
- S.K. Mangal- Advanced Educational Psychology
- J.C. Aggarwal- Essentials of Educational Psychology
- R.E. Salvin- Educational Psychology: Theory and Practice

Course 3: CONTEMPORARY ISSUES IN EDUCATION

Course Objectives:

On completion the course the students will be able to:

- Recognise the problems in the way of education in our society.
- Realize the causes of crisis of value and peace in any society.
- Feel the importance of value education and peace education in any society.

Course Contents:

UNIT – I: Freedom and Discipline

- Concept of freedom and discipline
- Self discipline and Importance of Self discipline.
- Concept of Student self governance and its relevance in the present day education.

UNIT – II: Education for Harmony

- Education for National Integration
- Education for International Understanding
- Education and Modernization

UNIT – III: Value Education

- Concept of Values
- Concept of Value Education
- Significance of Value Education

UNIT – IV: Peace Education

- Concept of Peace
- Concept of Peace Education
- Significance of Peace Education

UNIT-V: Education and Social Change

- Social Change and determinants of social change
- Equal access to educational opportunities for all
- Education and socialization

UNIT-VI: Educational Technology

- Concept of Educational Technology
- Concept and significance of ICT
- ICT integrated in Teaching-Learning.

Suggested Readings:

- B. K. Nayak- Modern Trends and Issues in Education of
- J. C. Aggarwal- Theory and Principles of Education
- R. P. Pathak – Development and Problems of Indian Education
- S. S. Ravi – A Comprehensive Study of Education

Course 4: DEVELOPMENT OF EDUCATION IN MODERN INDIA

Course Objectives:

After completion the course the students will be able to:

- know about the educational contribution of Sreerampore Trio, Raja Rammohon Roy and Pandit Ishwar Chandra Vidyasagar
- understand the contributions of various Education Commissions in Colonial India.
- analyse the contribution of the British Government in Colonial India
- know about the Sarva Siksha Abhiyan, Operation Blackboard, development of Adult Education and Vocational Education in Post-Colonial India.
- Realize the importance of the recommendations of various Educational Commissions in Post-Colonial India.
- comprehend about the recommendations of the Educational Commissions of India after 1947.

Course content:

Unit-I: Educational contribution of social reformers :

- Educational contribution of Sreerampore Trio
- Educational Contribution of Raja Rammohon Roy
- Educational Contribution of Pandit Ishwar Chandra Vidyasagar

Unit-II: Administrative incentives towards education during Colonial period:

- Charter Act of 1813
- Anglo-Oriental Controversy
- Macaulay's Minutes

Unit-III: Context and major recommendations of incentives taken during the Colonial period:

- Wood's Despatch, 1854
- Hunter Commission, 1882
- Calcutta University Commission, 1917

Unit- IV: Educational Commissions in the independent India:

- University Education Commission, 1949
- Secondary Education Commission, 1954
- Indian Education Commission, 1966

Unit-V: Incentives towards education for all:

- Sarva Shiksha Abhiyan and Operation Blackboard
- Adult Education
- Vocational Education

Unit-VI: Educational Acts and policies in 21st Century in India:

- Right to Education Act, 2008
- Rights of Persons with Disabilities Act, 2016
- National Education Policy, 2020

Suggested Readings:

- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- B. R. Purkait- Milestones of Modern Indian Education
- Gourdas Halder and P.Sharma- Adhunik Bharotio Sikhar Bikas
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- S. S. Ravi – A Comprehensive Study of Education