



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

**SYLLABUS
FOR
MULTIDISCIPLINARY COURSES IN EDUCATION
FOR UNDERGRADUATE LEVEL
(SEMESTER SYSTEM)
(ACCORDING TO NATIONAL EDUCATION POLICY-2020)**

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

There shall be full-time Education (Multidisciplinary) course at undergraduate level which consist the following structure :

Course Structure for Education (As Multidisciplinary):

There are a total of **(03) three Education courses** that students can opt in first three semesters at Undergraduate level or as per the university guidelines in this regard.

Contact Hours: Each course will be of 3 Credits and will have 3 lectures (one hour duration) and 1 tutorial (one hour duration) (per group) per week. Each course will be worth 75 (60 for final exam + 15 for internal assessment).

SECTION-A: Course Structure for Education (MULTIDISCIPLINARY)

<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	MENTAL HEALTH AND DUCATION	<u>MDEDU01</u>	3	60	15	75
II	GROWTH AND DEVELOPMENT OF THE EDUCATIONAL SYSTEM IN VISVA-BHARATI	<u>MDEDU02</u>	3	60	15	75
III	EDUCATION FOR SUSTAINABLEDEVELOPMENT	<u>MDEDU03</u>	3	60	15	75

SECTION-B: EXAMINATION ORDINANCES

1. MULTIDISCIPLINARY 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 **3 x3 = 9** Credits divided into three Semesters.
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 (15 marks out of 75) 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 75.
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. **A. Question Pattern :** For 60 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	12 x 4	48
2.	Short Answer Type	04	02	6 x 2	12
Total					60

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 to the HOD through the concerned 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. A. 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,

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

$$\sum C \times P$$

$$\text{GPA} = \frac{\text{Sum of Grade Points}}{\text{Total Credit}}$$

$$\sum C$$

The CGPA of Semester Examinations is computed as follows:

$$\frac{\sum \text{Grade Points}}{\sum \text{Credits}}$$

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

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

Example:

SEM EST ER	Written (out of 60)	Continuous Evaluation (out of 15)	Total (out of 75)	% OF MARKS	Grade	Point (P)	Credit (C)	Grade Point (C x P)
I	48	08	56	74	A	8	3	24
II	36	10	46	61	O	7	3	21
III	30	10	40	53	O+	6	3	18
							Total :9	Total :63

• So, Cumulative Grade Point Average (CGPA)

$$\circ \quad 63 / 9 = 7$$

$$\circ \quad \text{Final Grade} = 7$$

20. 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

Full Marks-75
Semester End Exam. Marks- 60
Internal- 15
Credit-3

MENTAL HEALTH AND EDUCATION

On completion of the course the students will be able to-

- know the concept of mental health and hygiene, conflicts, adjustment, maladjustment and Positive Psychology
- comprehend the significance of mental health and hygiene in their daily living
- apply the knowledge of conflict and adjustment in their daily living.
- value happiness and Psychological Capitals
- naturalize happiness and Psychological Capitals

UNIT-I: Mental Health and Hygiene

- Concept of mental health and mental hygiene
- Brief history of Mental Health Movement
- Need for good mental health and mental hygiene
- Role of the educational institutions in promotion of mental health and mental hygiene

UNIT-II: Adjustment and Maladjustment

- Concept of adjustment
- Concept of conflicts and types of conflicts- approach-approach conflict, approach-avoidance conflict and avoidance-avoidance conflict
- Concept and types of defence mechanisms
- Concept of maladjustment and delinquency

UNIT-III: Positive Psychology

- Concept of Positive Psychology
- Concept of happiness
- Concept and components of Psychological Capitals
- Significance of happiness and Psychological Capitals in the maintenance of mental health and hygiene

Suggested Readings:

1. Crow, L.D. and Crow, A. (2011). *Mental Health and Hygiene- A Handbook for Teachers, Supervisors and Parents*. India, McGraw-Hill.
2. Awatramani, R. (2019). *ABC of Mental Health*. India, Notion Press.
3. Hoeksema, S.N., Fredrickson, B.L., Loftus, G.R. and Lutz, C. (2015). *Atkinson & Hilgard's Introduction to Psychology, 16th Edition*. India, Cengage.
4. Baumgardner, S.R. and Crothers, M. (2014). *Positive Psychology*. India, Pearson.
5. Luthans, F., Youssef-Morgan, C.M. and Avolio, B.J. (2015). *Psychological Capital and Beyond*. USA, OUP.

Course 2

Full Marks-75
Semester End Exam. Marks- 60
Internal- 15Credit-3

GROWTH AND DEVELOPMENT OF THE EDUCATIONAL SYSTEM IN

VISVA-BHARATI

Course Objectives:

After completion the course the students will be able to:

- comprehend about the educational philosophy of Gurudev Rabindranath Tagore.
- realize the uniqueness of the Educational Institutions established by Tagore.
- develop insight the Tagore's vision on education and society.

Course content:

Unit I: TAGORE AND HIS EDUCATIONAL PHILOSOPHY

- Rabindranath Tagore and his view on education
- Views of Rabindranath Tagore about the relation between education and society
- Co-curricular activities, creativity and Education as envisaged by Tagore
- Students' Self-Governance

Unit-II: POETS' SCHOOL AND EDUCATIONAL INSTITUTION

- Patha Bhavana- Characteristics and functions
- Siksha- Satra- Need and functions
- Visva-Bharati- as a Higher Educational Institution
- Sriniketan: The efforts of Rural Reconstruction

Unit- III: EDUCATION AND CIVILIZATION

- Functions and Festivals of Visva-Bharati
- Education for national integration
- Education for international understanding
- The concept of Universal Man

Suggested Readings:

- Chakravarti, Ajit kumar (1951). Brahmadityala. Kolkata. Visva Bharati Publication.
- Das Anathnath (ed). (1989). Santiniketaner Bidyalayer Siskhadarsa: Kolkata.Visva Bharati Publication.
- Dutta, Krishna (2009) . Rabindranath Tagore: The Myriad- minded man. New York:Tauris Parke.
- Mukherjee, Himangshu Bhushan (1962). Education for Fullness: A Study of the Educational Thoughts and Experiments of Radindranath Tagore . Bombay: Asia Publication House.
- O'Connell. M. Kathleen (2002). Rabinndranath Tagore Poet as Educator, Visva-Bharati
- Tagore Rabindranath. (1319 Bangla Sal). Jibansmriti. Granthan Bibhag, Visva Bharati, Kolkata.
- Tagore Rabindranath. (1347 Bangla Sal). Chelabela. Granthan Bibhag, Visva Bharati, Kolkata.
- Tagore Rabindranath. (1350 Bangla Sal). Kalantar. Granthan Bibhag, Visva Bharati, Kolkata.
- Tagore Rabindranath. (135c Bangla Sal). Siskha. Granthan Bibhag, Visva Bharati, Kolkata

Course 3

Full Marks-75
Semester End Exam. Marks- 60
Internal- 15Credit-3

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Objectives:

After completion the course the students will be able to:

- realize the concept of Sustainable Development.
- development an insight about ecosystem and about its significance.
- understand to importance of maintaining the balance in environment.
- develop an positive attitude towards balance development of a common future.

Course content:

Unit I: Introduction to Education for Sustainable Development

- Sustainable Development: Meaning, Need and Components
- United Nations Decade of Education for Sustainable Development (2005-2014)
- Sustainable Development Goals (SDGs)
- Human Development and Human Development Index

Unit-II: Sustainable Development: Related Issues

- Health as a factor for sustainable development
- Environmental protection and sustainable development
- Major recommendations Brundtland Commission-1987,
- Agenda 21

Unit- III: Contemporary Issues related to Environmental and Social Sustainability:

- Environmental pollution
- Global warming
- Biodiversity and Ecological Imbalance
- Initiatives to prevent environmental pollution.

Suggested Readings:

- Beaumont, J.R., M. Padersen and D.B.Whittaker (1993): Managing Environment. Butterworth-Heinemann Ltd. Oxford Press.
- Desh.B. & Ramanath. N.L. (1987): Environmental Education for Environmental Education Planning and Conservation. Natraj Publication. Dehradun
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- Odum, Eugene, P. (1971).Fundamentals of Ecology. Philadelphia: W. B. Saunders Company.
- Panda. V.C. (2005).Environmental Education. Isha Books. N. Delhi.
- Sharma R. C. (1981).Environment Education. New Delhi; Metropolitan Book Co. Pvt. Ltd.
- Sharma, Gautam, (Ed.) (1989). Environment, man and Nature. New Delhi: Reliance Publishing House.