

VIDYASAGAR UNIVERSITY

Midnapore, West Bengal



PROPOSED CURRICULUM&SYLLABUS (DRAFT) OF

BACHELOR OF ARTS WITH EDUCATION (MULTIDISCIPLINARY STUDIES)

3-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 IN HUMANITIES/ SOCIAL SCIENCE with EDUCATION
(Under CCFUP, 2023)

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	TOTAL	
B.A. in Human - ities with Education	2 nd	III	SEMESTER-III								
			Major-A2	EDCPMJ02	T: History of Indian Education System (To be studied by students taken Education as Discipline- A)	4	3-1-0	15	60	75	
			Major-A3	EDCPMJ03	T: Educational Sociology (To be studied by students taken Education as Discipline- A)	4	3-1-0	15	60	75	
			SEC	SEC03	To be taken from SEC-03 of Discipline C.	3	0-0-3	10	40	50	
			AEC	AEC03	Communicative English-2 (common for all programmes)	2	2-0-0	10	40	50	
			MDC	MDC03	Multidisciplinary Course-3 (to be chosen from the list)	3	3-0-0	10	40	50	
			Minor-3 (Disc.-C3)	EDCMIN03	T: History of Indian Education System (To be studied by students taken Education as Discipline- C)	4	3-1-0	15	60	75	
		Semester-III Total				20				375	
		IV	SEMESTER-IV								
			Major-B2		To be decided (Same as Major–A2 for Education taken as Discipline-B)	4	3-1-0	15	60	75	
			Major-B3		To be decided (Same as Major–A3 for Education taken as Discipline-B)	4	3-1-0	15	60	75	
			Major (Elective) -1	EDCMJE-01	To be Chosen from the given options (To be studied by students taken Education as Discipline- A)	4	3-1-0	15	60	75	
			AEC	AEC04	MIL-2 (common for all programmes)	2	2-0-0	10	40	50	
			Minor -4 (Disc.-C4)	EDCMIN04	T: Educational Sociology (To be studied by students taken Education as Discipline- C)	4	3-1-0	15	60	75	
			Summer Intern.	IA	Internship / Apprenticeship- activities to be decided by the Colleges following the guidelines to be given later	4	0-0-4	-	-	50	
		Semester-IV Total				22				400	
		TOTAL of YEAR-2				42	-	-	-	775	

MJP = Major Programme (Multidisciplinary), MI = Minor, A/B = Choice of Major Discipline; C= Choice of Minor Discipline; SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language

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Semester – III

Semester	Course	Course Code	Name of the Paper
III	3-Years MDS	Major - A2	History of Indian Education System
		Major A3	Educational Sociology
		Minor-3/ C3	History of Indian Education System
		SEC - 3	Computer Application in Education

Major - A2: History of Indian Education System

Credit: 4

Full Marks: 75

Course Learning Outcomes:

After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum and teaching methods in Vedic, Brahmanic, Buddhistic, and Islamic education in Ancient and Medieval India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Describe the concept, characteristics, and impact of the National Education Movement and its role in shaping modern Indian education.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

Course Content:

Unit 1: Education in Ancient and Medieval India

Salient features of Vedic, Brahmanic, Buddhistic and Islamic Education w.r.t.

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

Unit 2: Education in India during British Period (1800-1853)

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3rd Report)

Unit 3: Education in India during British Period (1854-1946)

- a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882)

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- b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement
- c) Calcutta University Commission/ Sadler Commission (1917-1919)

Unit 4: Education in India after Independence

With respect to Aims, Structure and Curriculum of -

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past Present and Future
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History Heritage and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India (1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

Major - A3: Educational Sociology

Credit: 4

Full Marks: 75

Course Learning Outcomes:

After completion of the course, the learners will be able to

- Understand the concept and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social Group
- Explain the social change and its impact on education.
- Understand the concept of Social Mobility
- Describe the Social Communication in Education

Course Content:

Unit 1: Introduction to Educational Sociology

- a) Educational Sociology: Concept and Scope
- b) Education and Socialization

- c) Education and Social Groups (Primary, Secondary & Tertiary)

Unit 2: Social Change and Education

- a) Social Change: Concept and Factors
- b) Relationship between Social Change and Education
- c) Social Mobility: Concept, Causes & Role of Education

Unit 3: Social Factors and Education

- a) Culture: Concept, Interrelationship between Education and Culture
- b) Concept of 'Unity in Diversity' and Cultural Lag
- c) Values: Concept and Role of Education

Unit 4: Social Communication and Social Issues in Education

- a) Social Communication: Concept and Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Education and Modernization

Suggested Readings:

- Y. K. Sharma-Sociological Philosophy of Education-Classique Books
- S. S. Ravi-A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal-Philosophical and Sociological Bases of Education-Vikash Publishing House
- Mark Abrahamson-Classical theory and Modern Studies Introduction to Sociological theory-PHI Private limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja-Social Problems in India-Rawat Publications
- Debasish Paul-Siksha Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadhyay & Kabita Chakraborty-Sikkhar Samajtattwik Viiti- Rita Publication (Bengali Version)

Minor-3/ C3: History of Indian Education System

Credit: 4

Full Marks: 75

(To be studied by students taken Education as Discipline- C)

Same as Minor-03 (EDCMIN03) of Education (Hons.) programme

SEC-3: Computer Application in Education

Credit: 3

Full Marks: 50

(To be studied by students taken Education as Discipline-C)

Same as SEC-03 (EDCSEC03) of Education (Hons.) programme

SEMESTER- IV

Semester	Course	Course Code	Name of the Paper
IV	3-Years MDS	Major B2	History of Indian Education System
		Major B3	Educational Sociology
		Major (Elect.)-1	Mental Hygiene and Adjustment/ Women Education & Empowerment / Education for Sustainable Development
		Minor-4 / C4	Educational Sociology
		Internship	Internship

Major - B2: History of Indian Education System

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Evaluate and compare the aims, curriculum & teaching methods in Vedic, Brahmanic and Buddhistic education in Ancient India.
- Explain how key British policies and documents (Charter Act of 1813, Macaulay's Minute, Adam's Report) shaped education in India between 1800 and 1853.
- Critically analyze the effects of the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917-1919) on the Indian education system.
- Discuss the recommendations and impact of key post-independence educational reforms, including the University Education Commission (1948-49), Secondary Education Commission (1952-53), and Indian Education Commission (1964-66).

Course Content:

Unit 1: Education in Ancient India

Salient features of Vedic, Brahmanic and Buddhistic w.r.t.

- a) Aims of Education
- b) Curriculum
- c) Methods of Teaching

Unit 2: Education in India during Early British Period

- a) Sreerampore Trio and their contribution in the field of education
- b) Charter Act of 1813 and Macaulay Minute
- c) Adam's Report (3rd Report)

Unit 3: Education in India during Later British Period

- a) Wood's Despatch (1854)
- b) Indian Education Commission or Hunter Commission (1882)
- c) Calcutta University Commission/ Sadler Commission (1917-1919)

Unit 4: Education in India after Independence

- a) University Education Commission (1948-49) [Aims, Structure and Rural University]
- b) Secondary Education Commission (1952-53) [Aims and Structure]

c) Indian Education Commission (1964-66) [Aims and Structure]

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J.P. Banerjee- Education in India: Past Present and Future
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmillan Company of India.
- Purkait, B.R. -History of Indian Education
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History Heritage and Development of Indian Education
- S. C. Ghosh- The History Of Education In Modern India (1757 2012)
- R. N. Sharma and R. K. Sharma. History of Education in India
- M.K. Chattopadhyay, P.K Chakrabarti, D. Banerjee- Bharatiyo Sikshar Itihas, Rita Book Agency (Bengali Version)

Major - B3: Educational Sociology

Credit: 4

Full Marks: 75

Course Learning Outcomes: After completion of the course, the learners will be able to

- Discuss the concept and scope of Educational Sociology
- Describe the social factors and their relation to education
- Define social groups and understand the types of Social Group
- Explain the social change and its impact on education.
- Understand the concept of Social Mobility
- Describe the Social Communication in Education

Course Content:

Unit 1: Introduction to Educational Sociology

- a) Educational Sociology: Concept and Scope
- b) Education and Socialization
- c) Education and Social Groups (Primary, Secondary & Tertiary)

Unit 2: Social Change and Education

- a) Social Change: Concept and Factors
- b) Relationship between Social Change and Education
- c) Social Mobility: Concept, Causes & Role of Education

Unit 3: Social Factors and Education

- a) Culture: Concept, Interrelationship between Education and Culture
- b) Concept of 'Unity in Diversity' and Cultural Lag
- c) Values: Concept and Role of Education

Unit 4: Social Communication and Social Issues in Education

- a) Social Communication: Concept and Agencies
- b) Interrelationship among Technology, Economy and Education
- c) Education and Modernization

Suggested Readings:

- Y. K. Sharma-Sociological Philosophy of Education-Classique Books
- S. S. Ravi-A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal-Philosophical and Sociological Bases of Education-Vikash Publishing House
- Mark Abrahamson-Classical theory and Modern Studies Introduction to Sociological theory-PHI Private limited.
- G.R. Madan-Indian Social Problems-Vikash Publishing House
- R. Ahuja-Social Problems in India-Rawat Publications
- Debasish Paul-Siksha Samajtattwa-Rita Publication (Bengali Version)
- Mihir Kumar Chattopadyay & Kabita Chakraborty-Sikkhar Samajtattwik Viiti- Rita Publication (Bengali Version)

Major (Elect.)-1: Mental Hygiene and Adjustment

Credit: 4

Full Marks: 75

Course Learning Outcome:

At the end of the course the student will be able to -

- Understand the concept of mental health;
- Practice the principles of good mental health;
- Identify the causes of disturbed mental health conditions;
- Discuss the concept, nature, aims and scope of Mental Hygiene;
- Discuss the role of parents and teachers for preventing Mental health;
- Understand the concept of adjustment, maladjustment;
- Express the interconnection among conflict, maladjustment and delinquency.

Course Content:

Unit 1: Mental Health:

- a. Mental Health: Meaning, Concept and Nature
- b. Principles of Good Mental Health and Characteristics of a Mentally Healthy Person
- c. Role of Family and School in Mental Health

Unit 2: Mental Hygiene:

- a. Mental Hygiene: Meaning, Concept and Development
- b. Area, Objectives and Aims of Mental Hygiene
- c. Importance of Mental Hygiene

Unit 3: Adjustment:

- a. Adjustment: Concept, Need and Areas of Adjustment
- b. Mechanism of Adjustment
- c. Role of Family and School in effective Adjustment

Unit 4: Maladjustment:

- a. Maladjustment: Concept and Causes
- b. Interrelation among Conflict, Maladjustment and Delinquency
- c. Role of Family and School in remedial measures

Suggested Readings:

- Auger, Rick (2011). The School Counsellor's Mental Health Sourcebook. New Delhi: Sage India Pvt. Ltd.
- Bernard, H. W., (1952). Mental Hygiene for Class-room Teachers. New York: McGraw Hill Book Co.
- Bhan, S., & Dutt, N.K. (1986). Mental Health through Education. New Delhi: Vision Books.
- Bonny, M.E., (1960). Mental Health in Education. Boston: Allyn and Bacon Inc.
- Carroll, Herbert, A. (1956). Mental Hygiene: The Dynamic of Adjustment. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Chauhan, S. S. (2007). Advanced Educational psychology(7th Edition). Vikas Publishing House Pvt. Ltd
- Crow, Lester D., & Crow, Alice (1952). Mental Hygiene. New York: McGraw Hill Book Company Inc.
- Garg, B.R. (2002). An Introduction to Mental Health. Amabala: Associate Publications.

OR

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Major (Elect.)– 1: Women Education & Empowerment

Credit: 4

Full Marks: 75

Course Learning Outcome:

After completion of the course the students will be able to:

- Understand the historical and contemporary challenges related to women's education;
- Analyze national and international policies for promoting women's education and empowerment;
- Evaluate the role of education in enhancing women's social, political, and economic empowerment;
- Suggest strategies for improving gender sensitivity in educational curricula;
- Apply global best practices to local scenarios for promoting women's empowerment through education.

Course Content:

Unit 1: Introduction to Women Education:

- a. Historical Perspective: Women education in pre- and post-colonial periods, global trends
- b. Current Scenario of Women Education
- c. Government Initiatives (State & Central): Kanyashree and Beti Bachao, Beti Padhao

Unit 2: Policies and Recommendations for Women Education & Empowerment:

- a. National Committees: Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee;
- b. National Council for Women Education
- c. National Policy for Empowerment of Women, 2001

Unit 3: Empowerment through Education:

- a. Empowerment: Concept and types (economical, social & political)
- b. Role of women empowerment in modern society
- c. Education as a Tool for Empowerment

Unit 4: Legal framework & Perspectives of Women Education

- a. Constitutional Provision for equality of Women (Educational and Legal Provisions)
- b. Domestic Violence Act (2005), National Commission for Women Act (1990)
- c. Sexual Harassment of Women at Workplace Act (2013)

Suggested Readings:

- Amal Aslam (2016). Empowering Women through Literacy: Views from Experience (Ed.), Asian Development Bank (ADB).
- Bell Hooks (2000). Feminist Theory: From Margin to Center, South End Press.
- Carolyn Medel (1995). Women, Education and Empowerment: Pathways towards Autonomy, UNESCO Institute for Education.
- J. Lea Smith and Sally Barr Ebest (2005). The Power to Lead: A Leadership Model for Empowering Women in Education, Pearson.
- Nicholas D. Kristof and Sheryl WuDunn (2010). Half the Sky: Turning Oppression into Opportunity for Women Worldwide, Vintage Books.
- Nalini Juneja (2012). Women, Education and Empowerment in India. Mittal Publications.
- Vimala Ramachandran (2013). Educating Women: Schooling and Identity in Post-Colonial India, Zubaan.
- Ajit Mondal & Anup Bagh (2022). Women Education in India, Aaheli Publishers (Bengali Version).
- Dr. Madhumala Sengupta & Pranay Pandey (2022). Nari Siksha. Rita Book Agency (Bengali Version).

OR

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Major (Elect.)– 1: Education for Sustainable Development

Credit: 4

Full Marks: 75

Course Learning Outcome:

After completion of the course the students will be able to:

- Gain insights into the international efforts to safeguard the Earth's environment and resources;
- Think critically about the long-term impacts of human actions on the planet and society;
- Recognize the sustainability issues, and participate in actions to promote sustainable development;
- Take active roles in building sustainable futures.

Unit 1: Introduction to Sustainable Development:

- a. Sustainable Development: Concept and Characteristics
- b. Scope of Sustainable development
- c. Importance and Challenges of sustainable development

Unit 2: Goals and challenges of sustainable development:

- a. Proposal for UN's sustainable development goals at Rio
- b. Sustainable Development Goals (SDGs) (in brief)
- c. The 2030 Agenda for Sustainable Development

Unit 3: Aspects of Sustainable Development:

- a. Equality and Equity- affecting sustainable development
- b. Income inequality (Poverty, Malnutrition, Poor Health & Habitation) affecting sustainable development
- c. Sustainable Development and Environmental Ethics

Unit 4: Governance and Policy for Sustainable Development:

- a. National Laws and Policies for Sustainable Development: Brief outline of Energy Conservation Act-2001 and National Green Tribunal Act-2010
- b. Role of education in promoting sustainability
- c. Role of Government, NGOs and Civil Society in sustainable development

Suggested Readings:

- Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, *Journal of Environmental Management*, 161 (15): 261-275.
- Fisher, Michael H. (2018) *An Environmental History of India- From Earliest Times to the Twenty-First Century*, Cambridge University Press.
- Jeffrey D. Sachs. (2015) *The Age of Sustainable Development*, Columbia University Press.
- Headrick, Daniel R. (2020) *Humans versus Nature- A Global Environmental History*, Oxford University Press.
- Chiras, D. D and Reganold, J. P. (2010). *Natural Resource Conservation: Management for a Sustainable Future*. 10th edition, Upper Saddle River, N. J. Benjamin/Cummings/Pearson.
- Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. *Ecology, Environment and Resource Conservation*. Anamaya Publications <https://sdgs.un.org/goals>
- Tom Theis & Jonathan Tomkin (2012) *Sustainability: A Comprehensive Foundation* (Ed.), Rice University (Open stax).

- Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/
- Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. <https://moef.gov.in/wpcontent/uploads/2020/02/convention-V-16-CURVE-web.pdf>
- The Brundtland Report. (1987) Our Common Future, Oxford University Press.
- William McDonough & Michael Braungart. (2002) Cradle to Cradle: Remaking the Way We Make Things, North Point Press.

Minor-4/ C4: Educational Sociology

Credit: 4

Full Marks: 75

(To be studied by students taken Education as Discipline- C)

Same as Minor-04 (EDCMIN04) of Education (Hons.) programme

Internship / Apprenticeship

Credit: 4

Full Marks: 75

Course Learning Outcomes: After the completion of this course the learner will be able to

- Understand the process of Internship
- Analysis the different aspects of Internship
- Prepare a comprehensive report on specific field of Internship
- Apart from this, the internship programs should be well conceptualized and interactive for building research capabilities/aptitude/skills of under-graduate students

Guidelines:

In an Internship programme students must cover 15 days (30 Hours) hands-on training/ practices in an institution. Students may cover suggested area and can include following items for preparing the report of the Internship. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

Places of Internship:

- a) Schools/ Colleges
- b) Govt. Organizations / Non-Govt. Organizations
- c) Special Schools
- d) Local Libraries
- e) Publication Houses

Format for Report of Internship:

- a. Front page
- b. Certificate from Supervisor
- c. Student declaration
- d. Acknowledgement
- e. Preface
- f. Content
- g. **Chapter 1:** Introduction/Theoretical Framework
- h. **Chapter 2:** Profile of Organization
- i. **Chapter 3:** Lesson Plans/ Worksheets (atleast 5)
- j. **Chapter 4:** Attendance Sheet and Pictorial Documents
- k. **Chapter 5:** Conclusion, Limitations and Suggestions