

VIDYASAGAR UNIVERSITY

Midnapore, West Bengal



PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF

BACHELOR OF ARTS (HONOURS)

MAJOR IN EDUCATION

4-YEAR UNDERGRADUATE PROGRAMME

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

Based on

Curriculum & Credit Framework for Undergraduate Programmes

(CCFUP), 2023 & NEP, 2020

VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

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

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	TOTAL	
B.A. (Hons.)	3 rd	V	SEMESTER-V								
			Major-8	EDCHMJ08	T: Guidance & Counselling in Education	4	3-1-0	15	60	75	
			Major-9	EDCHMJ09	T: Curriculum Studies	4	3-1-0	15	60	75	
			Major-10	EDCHMJ10	T: Educational Technology	4	3-1-0	15	60	75	
			Major Elective-01	EDCHDSE1	T: Mental Health & Hygiene/Women Education & Empowerment / Education for Sustainable Development	4	3-1-0	15	60	75	
			Minor-5 (Disc.-I)	EDCMIN05	T: Educational Assessment <i>(To be taken by the other Discipline)</i>	4	3-1-0	15	60	75	
Semester-V Total						20				375	

MJ = Major, MI = Minor Course, DSE = Discipline Specific Elective Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical

SEMESTER-V

Semester	Programme	Course	Name of the Paper/ Topic
V	4-Year Hons.	Major 8	Guidance & Counselling in Education
		Major 9	Curriculum Studies
		Major 10	Educational Technology
		Major (Elect.) -1	Mental Health & Hygiene/Women Education & Empowerment / Education for Sustainable Development
		Minor-5	Educational Assessment

MAJOR (M1)

Major 08: Guidance and Counselling in Education

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To help students understand the meaning and importance of guidance and counselling;
- ✓ To understand the techniques of counselling.
- ✓ To know the qualities of a good guidance and counselling programme.
- ✓ To develop an idea about the role of parents, teachers and counsellor in guidance programme.
- ✓ To give a basic knowledge of different tools and techniques for collecting data for guidance and counselling.
- ✓ To acquaint the students with various approaches for organizing career guidance and counselling.

Learning outcomes:

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

- ✓ explain the meaning and importance of guidance and counselling;
- ✓ understand and apply various counselling techniques;
- ✓ Identify the qualities of an effective guidance and counselling programme;
- ✓ Recognize the roles of parents, teachers, and counsellors in a guidance programme;
- ✓ Utilize different tools and techniques for collecting data in guidance and counselling;
- ✓ Describe various approaches to organizing career guidance and counselling.

Course Content:

Unit-I: Introduction to Guidance:

- a. Concept, nature, scope & Importance of guidance
- b. Bases of guidance – Philosophical, psychological & social (concepts only)
- c. Types of guidance;
 1. Educational guidance, Vocational guidance & Personal guidance (meaning, importance and functions at different stages of education);
 2. Individual guidance & group guidance (advantages & disadvantages);

Unit-II: Introduction to Counselling:

- a. Concept, nature, scope & Importance of counselling
- b. Types of counselling – Individual counselling & Group counselling (concepts only);
- c. Techniques of counselling – Directive counselling, non-directive counselling & eclectic counselling (meaning & steps)

Unit-III: Guidance and Counselling in Education:

- a. Comparison between guidance & counselling;
- b. Qualities of a good counsellor;
- c. Role of parents, teachers & counsellor in guidance programme;

Unit-IV: Application of Guidance and Counselling in Education:

- a. Need of guidance & counselling for diverse learners;
- b. Career Counselling and Pamphlets – meaning and importance;
- c. Various approaches in organizing career guidance & counselling – career corner, career talk, career conference, simulated interview.

Suggested Readings:

1. Madhukar, Indira. Guidance and Counselling, New Delhi: Authors Press Publishers of Scholarly Books.
1. Jaiswal, Sitaram. Principles of Guidance and Counselling.
2. Aggarwal, J.C. Educational Vocational Guidance and Counselling, New Delhi: Doabs. House Booksellers & Publishers.
3. Agarwal, Rashmi (2006). Educational Vocational Guidance & Counselling: Principles, Techniques & Programs. New Delhi: Shipra Publication.
4. Kochhar, S.K. (1985). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.

Major 09: Curriculum Studies

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To understand the concept, nature, scope and functions of curriculum.
- ✓ To understand the bases of curriculum.
- ✓ To understand the taxonomy of educational objectives.
- ✓ To develop an idea about curriculum framework.
- ✓ To give students a brief knowledge of the method of curriculum evaluation.

Learning outcomes:

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

- ✓ Explain the concept, nature, scope, and functions of curriculum.
- ✓ Identify the bases of curriculum development.
- ✓ Differentiate between major approaches to curriculum.
- ✓ Understand and apply the taxonomy of educational objectives.
- ✓ Develop a clear idea about the curriculum framework.
- ✓ Describe the methods of curriculum evaluation.

Course Content:

Unit-I: Introduction to Curriculum:

- a. Curriculum: Concept, scope, & functions; relation between curriculum & syllabus.
- b. Bases of curriculum – Philosophical, psychological and sociological;
- c. Types of curriculum – Knowledge based, experience based and activity based; Core and hidden curriculum.

Unit-II: Curriculum Construction:

- a. Aims & Objectives of curriculum construction and it's importance;
- b. Principles of curriculum construction;
- c. Curriculum & Instruction – instructional objectives, comparison between BLOOM's taxonomy & revised BLOOM's taxonomy.

Unit-III: Curriculum Development:

- a. Concept, steps & Importance of curriculum development;
- b. Learner centered curriculum framework – Concept, factors & characteristics;
- c. National Curriculum framework 2005.

Unit-IV: Evaluation of Curriculum:

- a. Curriculum Evaluation: Concept & significance;
- b. Approaches to curriculum evaluation – Formative & Summative;
- c. Models of evaluation – Stufflebeam & Tylor.

Suggested Readings:

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies
5. Prasad, Janardhan & Vijay Kumari. Advanced Curriculum Construction, New Delhi: Kanishka Publishers & Distributors.
6. Bolsara, Maitreya. Principles of Curriculum Construction, New Delhi: Kanishka Publishers & Distributors.
7. Safaya, R.K&B.D.Shaida. Development of Educational Theory and Practice of Education.
8. A V Kelly, The Curriculum, SAGE Publications Ltd, eBook ISBN - 9781446245545

Major 10: Educational Technology

Credit: 4

Full Marks: 75

Course Objectives:

- ✓ To enable students to understand the concept, scope and importance of educational technology.
- ✓ To understand the evolution of educational technology.
- ✓ To understand the concept of communication and system approach in educational technology.
- ✓ To create an understanding of the application of basics of technology in the process of education.
- ✓ To familiarise with technological advances made and to develop a positive attitude towards the adaptation and practice of digital literacy.
- ✓ To know about the assistive technology for supporting students with disabilities.

Learning outcomes:

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

- ✓ Explain the concept, scope, and importance of educational technology.
- ✓ Describe the evolution of educational technology.
- ✓ Apply communication and system approach in educational settings.
- ✓ Integrate basic technological tools into educational practices.
- ✓ Demonstrate digital literacy and adapt to technological innovations.
- ✓ Recognize and utilize assistive technologies for supporting students with disabilities.

Course Content:

Unit-I: Introduction to Educational Technology:

- a. Concept, nature, scope & importance of educational technology;
- b. Evolution of educational technology – From traditional tools to digital platforms;
- c. Computer & ICT: Role in education.

Unit-II: Systems Approach & Communication in Education:

- a. Systems approach in education;
- b. Communication – Concept, nature, components, types, needs & communication cycle;
- c. Classroom communication- Barriers and strategies to overcome.

Unit-III: Instructional Design in Education:

- a. Mass Instructional Techniques – Concepts & types (seminar, panel discussion, MOOCS, SWAYAM);
- b. Personalized Instructional Techniques – Concepts & types (Programme Instruction & Keller Plan);
- c. Models of teaching – Concept, components & types.

Unit-IV: Modern Trends & Current Issues:

- a. Digital Literacy: Importance and adaptability;
- b. Issues in educational technology – misuse of technology, online etiquette and safety;
- c. Mobile learning, Artificial Intelligence, Virtual Learning –Concept and importance

Suggested Readings:

- Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R.Lall Book Depot
- Mangal, S.K. Educational Technology.
- Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Ltd.
- Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
- Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

MAJOR ELECTIVE (DSE)

Major Elective – 01: Mental Health & Hygiene

Credit: 4

Full Marks: 75

Course Objective / Learning Outcome:

- ✓ To understand the concept of mental health;
- ✓ To practice the principles of good mental health;
- ✓ To identify the causes of disturbed mental health conditions;
- ✓ To discuss the concept, nature, aims and scope of Mental Hygiene;
- ✓ To explain the role of parents and teachers in preventing Mental health problems;
- ✓ To understand the concept of adjustment, maladjustment;
- ✓ To express the interconnection among conflict, maladjustment and delinquency.

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;
- ✓ explain the role of parents and teachers in preventing Mental health problems;
- ✓ understand the concept of adjustment, maladjustment;
- ✓ express the interconnection among conflict, maladjustment and delinquency.

Course Content:

Unit-I: Mental Health:

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

Unit-II: Mental Hygiene:

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

Unit-III: Adjustment:

- a. Adjustment: Concept, need and areas of adjustment;
- b. Mechanism of Adjustment; Criteria of good adjustment;
- c. Conflict and its management

Unit-IV: Maladjustment:

- a. Maladjustment: Concept and Causes of Maladjustment;
- b. Different forms of Maladjustment; Interrelation between Maladjustment and Delinquency;
- c. Role of Family and School for bringing 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

Major Elective – 1: Women Education and Empowerment

Credit: 4

Full Marks: 75

Course Objective

- ✓ To understand the historical and contemporary challenges related to women's education;
- ✓ To analyse national and international policies aimed at promoting women's education and empowerment;
- ✓ To evaluate the role of education in enhancing women's social, political, and economic status and empowerment;
- ✓ To suggest strategies for improving gender sensitivity in educational curricula;
- ✓ To apply global best practices in local contexts for promoting women's empowerment through education.

Learning Outcome:

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

- ✓ understand the historical and contemporary challenges related to women's education;
- ✓ analyse national and international policies aimed at 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 in local contexts for promoting women's empowerment through education.

Course Content:

Unit 1: Introduction to Women's Education:

- a. Women's education in ancient and medieval period; Current Indian Scenario (Literacy rates & gender disparities in education);
- b. Significance of Women's Education: Social, economic, and political;
- c. Government Initiatives (State & Central): *Kanyashree & Beti Bachao, Beti Padhao*.

Unit 2: Policies on Women's Education:

- a. NEP 1986 & 2020 in light of women education;
- b. National Committees: Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee;
- c. National Council for Women Education.

Unit 3: Education and Women Empowerment:

- a. Empowerment: Concept & types (economic, social, political);
- b. Challenges to Women's Empowerment: Social norms, economic & political constraints, gender violence and discrimination;
- c. Education as a Tool for Empowerment.

Unit 4: Legal framework & Global Perspectives:

- a. Constitutional Provision for equality of Women (Educational and Legal Provisions);
- b. Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013);
- c. Sustainable Development Goals (SDG 4 & 5); Role of UNESCO.

Suggested Readings:

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

OR

Major Elective – 01: Education for Sustainable Development

Credit: 4

Full Marks: 75

Course Objective

- ✓ To gain insights into the international efforts to safeguard the Earth's environment and resources;
- ✓ To think critically about the long-term impacts of human actions on the planet and society;
- ✓ To recognize key sustainability issues, and participate in actions to promote sustainable development;
- ✓ To take an active role in building sustainable futures.

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 key sustainability issues, and participate in actions to promote sustainable development;
- ✓ take an active role in building sustainable futures.

Course Content:

Unit 1: Introduction to Sustainable Development:

- a. Meaning and evolution of the concept of sustainable development;
- b. Characteristics and 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) – targets, indicators, challenges and strategies for SDGs, Strength and weaknesses of sustainable development goals;
- c. Global and Local Challenges of sustainable development.

Unit 3: Aspects and challenges of sustainable development:

- a. Challenges related to equality, equity and fairness to all;
- b. Income inequality (poverty, malnutrition, poor health, habitation) affecting sustainable development;
- c. Threats to bio-diversity, use of natural resources (renewable and non-renewable) for sustainable development.

Unit 4: Governance and Policy for Sustainable Development:

- a. National Laws and Policies for Sustainable Development: Brief outline of NAPCC, National Green Tribunal Act-2010, Environment Protection Act-1986,
- b. Role of Government, NGOs and Civil Society in sustainable development;
- c. The 2030 Agenda for sustainable development.

Suggested Readings:

1. 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.
2. Fisher, Michael H. (2018) *An Environmental History of India- From Earliest Times to the Twenty-First Century*, Cambridge University Press.
3. Jeffrey D. Sachs. (2015) *The Age of Sustainable Development*, Columbia University Press.
4. Headrick, Daniel R. (2020) *Humans versus Nature- A Global Environmental History*, Oxford University Press.
5. Chiras, D. D and Reganold, J. P. (2010). *Natural Resource Conservation: Management for a Sustainable Future*. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. *Ecology, Environment and Resource Conservation*. Anamaya Publications <https://sdgs.un.org/goals>
7. Tom Theis & Jonathan Tomkin (2012) *Sustainability: A Comprehensive Foundation* (Ed.), Rice University (Open stax).
8. Tiefenbacher, J (ed.) (2022), *Environmental Management - Pollution, Habitat, Ecology, and Sustainability*, Intech Open, London. 10.5772/
9. 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>
10. The Brundtland Report. (1987) *Our Common Future*, Oxford University Press.
11. William McDonough & Michael Braungart. (2002) *Cradle to Cradle: Remaking the Way We Make Things*, North Point Press.

MINOR (MI)

Minor-5: Educational Assessment

Credit: 4

Full Marks: 75

Course Objectives-

- ✓ To understand the concept of educational assessment;
- ✓ To comprehend criteria of assessment in education;
- ✓ To understand the tools and techniques of assessment;
- ✓ To get acquainted with assessment for learning system;

Learning outcomes-

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

- ✓ Understand the concepts of assessment for learning system;
- ✓ Apply methods of assessing different criteria of assessment;
- ✓ explain the role of the community and stake-holders in development of teaching –learning system;
- ✓ Identify and use tools and techniques of assessment process;

Course Contents-

Unit 1: Assessment in Education

- a. Educational assessment and evaluation: concept, need and scope;
- b. Functions of educational assessment (formative, and summative purposes);
- c. Relation among assessment, measurement and evaluation.

Unit 2: Criteria of Assessment

- a. Characteristics of a good assessment tool;
- b. Validity and Reliability- concepts and methods of assessments;
- c. Steps for construction of standardized tools.

Unit 3: Tools and techniques of assessment

- a. Educational and Psychological Tests- concepts and types: Intelligence, creativity, aptitude and personality test (concept only);
- b. Scales of measurement (nominal, ordinal, interval, and ratio scales)
- c. Techniques of assessment- Observation, Interview and Questionnaire methods

Unit-4 Emerging trends in Assessment

- a. Grading and credit system- concept, merits and de-merits.
- b. Academic Bank of Credits (ABC)- concept, merits and de-merits.
- c. ARC, CRC and portfolio- Concept and uses.

Suggested readings-

- Assessment for learning, S.K. Mangal, Shubhra Mangal, PHI Learning Publishers.
- Assessment for Learning, Prof. Dr. Komolkrishna De, Dr. Khagendranath Chottopadhyay, Dr. Subhaschondro Bhat, Aheli Publishers.
- Assessment of learning, S.K. Mangal, Shubhra Mangal, Shipra Publishers.
- Assessment for learning, Dr. Debashis Pal, Dr. Debashis Dhar, Rita Book Agency.
- 5. Assessment for the learning process and system, Dr. Amal Kanti Sarkar, Rita Book Agency.
- Hawe, E. & Dixon, H. (2017). Assessment for learning: A catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, 42(8), 1181-1192.
- Harlen, W. & James, M.J. (1977). Assessment and learning: differences and relationships between formative and summative assessment. *Assessment in Education*, 4(3), 365-380.
- Som, R., Bhattacharya, R., & Sarkar, B. (n.d.). পরিমাপ ও মূল্যায়ন (Measurement & Evaluation). (B. Sarkar, Ed.). Aheli Publishers