

**DEBRA THANA SAHID KSHUDIRAM SMRITI MAHAVIDYALAYA  
(AUTONOMOUS)  
Paschim Midnapore, West Bengal**



*PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF*

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**BACHELOR OF ARTS WITH EDUCATION  
(MULTIDISCIPLINARY STUDIES)**

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**3 -YEAR UNDERGRADUATE PROGRAMME  
(w.e.f. Academic Year 2024-2025)**

*Based on*

**Curriculum & Credit Framework for Undergraduate Programmes (CCFUP),**

**2024 & NEP, 2020**

**DEBRA THANA SAHID KSHUDIRAM SMRITI MAHAVIDYALAYA (AUTONOMOUS)**  
**BACHELOR OF ARTS IN HUMANITIES / SOCIAL SCIENCE WITH EDUCATION**  
*(under CCFUP, 2024)*

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks				
								CA	ESE	TOTAL		
B.A. in Humanities with Education	1 <sup>st</sup>	I	<b>SEMESTER-I</b>									
			Major-1 (Disc.-A1)	EDCPMJ101	T: Philosophical Foundation of Education <i>(To be studied by the students taken Education as Discipline-A)</i>			4	3-1-0	15	60	75
			SEC	SEC01	<i>To be chosen from SEC-01 of Discipline A/B/C of their Hons. prog.</i>			3	0-0-3	10	40	50
			AEC	AEC01	Communicative English-1 <i>(common for all programmes)</i>			2	2-0-0	10	40	50
			MDC	MDC01	Multidisciplinary Course-1 <i>(to be chosen from the list)</i>			3	3-0-0	10	40	50
			VAC	VAC01	VAC-01: ENVS <i>(common for all programmes)</i>			4	2-0-2	50	50	100
			Minor-1 (Disc.-C1)	EDCMI01	T: Educational Philosophy <i>(To be studied by the students taken Education as Discipline-C)</i>			4	3-1-0	15	60	75
		<b>Semester-I Total</b>						<b>20</b>				<b>400</b>
		II	<b>SEMESTER-II</b>									
			Major-2 (Disc.- B1)		<i>To be decided (Same as like A1 for students taken Education as Discipline-B)</i>			4	3-1-0	15	60	75
			SEC	SEC02	<i>To be chosen from SEC-02 of Discipline A/B/C of their Hons. prog.</i>			3	0-0-3	10	40	50
			AEC	AEC02	MIL-1 <i>(common for all programmes)</i>			2	2-0-0	10	40	50
			MDC	MDC02	Multi Disciplinary Course-02 <i>(to be chosen from the list)</i>			3	3-0-0	10	40	50
			VAC	VAC02	VAC-02 <i>(to be chosen from the list)</i>			4	4-0-0	10	40	50
			Minor-2 (Disc.-C2)	EDCMI02	T: Educational Psychology <i>(To be studied by the students taken Education as Discipline-C)</i>			4	3-1-0	15	60	75
			Summer Intern.	CS	Community Service			4	0-0-4	-	-	50
		<b>Semester-II Total</b>						<b>24</b>				<b>400</b>
		<b>TOTAL of YEAR-1</b>						<b>44</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>800</b>

PMJ= 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, VAC = Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language, ENVS = Environmental Studies

**MAJOR(MJ)  
Semester- I**

**Major-A1 / B1: Philosophical Foundation of Education  
Credit-4  
Full Marks 75**

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

- To develop understanding of the meaning, nature, scope and aims of education.
- To discuss different aspects of Education and Educational Philosophy.
- To discuss different aspects of factors of education.
- To explain the concept and branches of Philosophy.
- To familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
- To understand the Philosophy for development of humanity

**Course Content:**

**Unit - I: Education and Educational Philosophy**

- a. Meaning and Concept of Education
- b. Individualistic and socialistic aims of Education (meaning, characteristics and differences)
- c. Concept of Child Centricism in Education
- d. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy.

**Unit - II: Components of Education and their mutual relationship**

- a. Child
- b. Teacher
- c. Curriculum
- d. Educational Institutions

**Unit - III: Philosophical Bases of Education**

- a. Philosophy: Concept and branches -Metaphysics, Epistemology and Axiology
- b. Western Philosophical thoughts and their influence on Education - Idealism, Naturalism, Pragmatism and Realism
- c. Indian Philosophical thoughts and their influence on Education – Sankhya, Yoga, Buddhism, Jainism and Islamic

**Unit - IV: Philosophy for development of humanity**

- a. Education and development of values
- b. Education for national integration
- c. Education for international understanding
- d. Education for promotion of Peace and harmony

### **Suggested Books:**

1. Aggarwal J.C (2008) Theory and Principles of Education, Vikas Publishing House.
2. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
3. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt. Ltd, New Delhi.
6. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA, Pearson.
7. Nayak, B.K Text Book of Foundation of Education, Cuttack, Odisha: Kitab Mahal
8. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
9. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
10. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
11. M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
12. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.

**MINOR (MI)  
Semester- I**

**MI-1 / C1: Educational Philosophy  
Credit-4  
Full Marks 75**

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

- To develop understanding of the meaning, nature, scope and aims of education.
- To discuss different aspects of Education and Educational Philosophy.
- To discuss different aspects of factors of education.
- To explain the concept and branches of Philosophy.
- To familiarize students with different schools of Indian & Western Philosophy and their impact on Education.
- To understand the Philosophy for development of humanity

**Course Content:**

**Unit - I: Education and Educational Philosophy**

- a. Meaning and Concept of Education
- b. Individualistic and socialistic aims of Education (meaning, characteristics and differences)
- c. Concept of Child Centricism in Education
- d. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy.

**Unit - II: Components of Education and their mutual relationship**

- a. Child
- b. Teacher
- c. Curriculum
- d. Educational Institutions

**Unit - III: Philosophical Bases of Education**

- a. Philosophy: Concept and branches -Metaphysics, Epistemology and Axiology
- b. Western Philosophical thoughts and their influence on Education - Idealism, Naturalism, Pragmatism and Realism
- c. Indian Philosophical thoughts and their influence on Education – Sankhya, Yoga, Buddhism, Jainism and Islamic

**Unit - IV: Philosophy for development of humanity**

- a. Education and development of values
- b. Education for national integration
- c. Education for international understanding
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14. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House, New Delhi.
15. Bandyopadhyay, A (2005) Siksha Darsan O Siksha Neeti, B.B kundu Grandson, Kolkata.
16. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
17. V.R Taneja: Educational Thought & Practice, Sterling Publication Pvt. Ltd, New Delhi.
18. Gutek, Gerald L (2009) New Perspectives on Philosophy and education. Newjersy, USA, Pearson.
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22. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
23. M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
24. Aggarwal J.C & Gupta, S (2008) Great Philosophers & Thinkers on Education, Shipra Publication, New Delhi.

## **Skill Enhancement Course (SEC)**

### **SEC-1: Institutional Survey**

**Credit 03 (Full Marks-50)**

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

- Understand the process of institutional survey
- Analysis the different aspects of institution with data
- Prepare a comprehensive report on an institution
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#### **Guidelines:**

In an institutional survey, students may cover any institution and can follow my method of analyzing for preparing the report of the institution. Reports should be with in 2500 words (A4 Pages) and to be submitted as per college syllabus.

#### **Area of institution:**

- Students- Academic and Co-curricular activities
- Teacher- Academic and professional qualification
- Teaching- learning process and use of teaching
- Office- support services
- Examination- purposefulness and types

#### **Format for report of institutional survey:**

1. Front-page
2. Certificate from supervisor
3. Student declaration
4. Acknowledgement
5. Preface
6. Content
7. Chapter 1: Introduction
8. Chapter2: Profile of organization
9. Chapter3: Analysis and interpretation
10. Chapter4: Conclusion and suggestions
11. References / Bibliography