



BANKURA UNIVERSITY

(West Bengal Act XIX of 2013- Bankura University Act, 2013)

Main Campus, Bankura Block-II, P.O.: Purandarpur, Dist.: Bankura, Pin- 722155, West Bengal

Office of the Secretary

Faculty Council for Undergraduate Studies

Ref: BKU/FCUG/130/2026

Date: 18/05/2026

NOTIFICATION

As directed, the undersigned is pleased to inform all concerned that Bankura University has initiated the process to implement New Curriculum and Credit Framework for Undergraduate Programme, UGC 2022 (as per NEP 2020) for 4-years Undergraduate programme with Education as Major, Minor etc. from the academic session 2023-2024. The syllabus as framed / drafted and partially implemented deserves to be analysed after receiving feedback from different stakeholders. As an important corollary to the process, a workshop will be organized on the date mentioned herewith to get the feedback from the stakeholders. Present Students, Alumni, Guardians, Academicians and other stakeholders related to the specific programme/course are requested for their kind participation in the workshop and to present their views/ observations, etc. The stakeholders may go through the draft syllabus attached herewith and convey their observations to the office of the undersigned on ugsecretaryoffice@bankurauniv.ac.in within seven days from the date of publication of this notice.

Date: 2nd June, 2026

Time: 12 noon

Venue : Room No – 301, Academic Building, Bankura University.

Sd/-

Dr. Arindam Chakraborty

Secretary

Faculty Council for Undergraduate Studies

Ref: BKU/FCUG/130(6)/2026

Date: 18/05/2026

1. Registrar (Addl. Charge), Bankura University.
2. Dean (Officiating), Faculty Council of P.G. Studies in Arts, Science etc. Bankura University.
3. Chairperson / Convenor, Undergraduate Board of Studies in Education, Bankura University with request for necessary action.
4. System Administrator, Bankura University with request to upload this in website.
5. Secretary, Hon'ble Vice Chancellor, Bankura University.
6. Guard File.

Sd/-

Dr. Arindam Chakraborty

Secretary

Faculty Council for Undergraduate Studies



SEMESTER-VII

Course Title: Philosophy, Society and Education

Course Code: A/EDN/701/MJC-17

Contact Hours Per Week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After completion the course the learners will be able to:

CO1: Understand the meaning, concept, scope and relationship of philosophy, society, and education.

CO2: Understand the different branches of philosophy, society, and education.

CO3: Describe the different philosophical theories of Indian and Western schools of philosophy.

CO4: Explain the concept of Democracy, Socialism, and Secularism and their educational implications.

**Course Contents:****Unit-I: Logical Reasoning****[15 Hours]**

- a) LOGIC: Terms, Sentences, Propositions, Understanding the structure of arguments:
Argument forms, distribution of terms, truth & validity
- b) The structure of categorical propositions, mood and figure, the classical square of opposition,
Inductive & Deductive Logic

Unit – II: Schools of Philosophy**[15 Hours]**

Important Philosophical Issues regarding God, Universe, Self, Law of Karma, Rebirth, Liberation, & Theory of Knowledge in Indian Philosophy:

- Nyaya (Epistemology), Sankhya (Metaphysics), Yoga (Metaphysics), Vaiseshika (Metaphysics), Vedanta (Metaphysics) in terms of different Philosophical Theories with its educational implications.

Unit- III: Society and Education**[15 Hours]**

- Meaning, nature and scope of Society
- Relationship between Society and Education
- Societal factors- Population, Location, Religion, Class, Culture, Technology and Economy.

Unit- IV: Social Reformers and Rural Reconstruction**[15 Hours]**

- G. S. Ghurye – Views on caste, culture, and social integration
- D. P. Mukherjee – Tradition, modernity, and education
- B. R. Ambedkar – Education for social justice and equality
- Radhaballav Singha – Social and educational contributions



- Mohanlal Goenka – Contributions to educational development

Suggested Books

- J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
- S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
- S. Gupta- Education in Emerging India
- Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
- S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



Semester VII

Course Title : Advance Educational Psychology

Course Code: A/EDN/702/MJC-18

Contact Hours Per Week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

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

CO1: Develop critical ideas and various theories of learning and their educational implications.

CO2: Explain the concept and theories of motivation.

CO3: Develop insight into the theory and measurement of intelligence.

CO4: Critically analyse the theories of personality and measurement.

Course Content:

Unit I: Learning theories and Transfer of Learning:

(20 Hours)

1. Learning theories and processes of learning : Bruner's theories of instructions, Hull's Drive reduction theory, Gagne's theory of learning , Bandura's social learning theory.
2. Transfer of Learning: Theories only

Unit II: Motivation

(10 Hours)

1. Motivation – concept, types and factors.
2. Maslow's Hierarchy of learning with educational implications.



Unit III: Intelligence and Creativity:

(18 Hours)

1. Emotional and social intelligence, Goleman's theory of emotional intelligence
2. Measurement of Intelligence : Verbal and non-verbal test
3. Creativity: Measurement

Unit IV: Personality:

(12 Hours)

1. Personality: Psychoanalytic theories of Personality with their educational implication.
2. Assessment of personality: Projected and Non-projected test.

Suggested Books:

1. Mangal, S. K. (2014). Advanced Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
2. Santrock, J. W. (2011). Educational Psychology. New York: McGraw Hill.
3. Hergenhahn, B. R., & Olson, M. H. (2009). An Introduction to Theories of Learning. New Delhi: Pearson Education.
4. Crow, L. D., & Crow, A. (2009). Educational Psychology. New Delhi: Eurasia Publishing House.
5. Sengupta, Pramodbandhu (2018). Shiksha Manobigyan (শিক্ষা মনোবিজ্ঞান). Kolkata: Rita Book Agency.
6. Chattopadhyay, K. N., & Mahapatra, R. L. (2017). Shiksha Manobigyan (শিক্ষা মনোবিজ্ঞান). Kolkata: Rita Publication.



Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



SEMESTER-VII

Course Title: Advance Research Methodology in Education

Course Code: A/EDN/703/MJC-19

Contact Hours Per Week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes (COs): After the completion of the course the students will be able to:-

CO1: Explain advanced research designs in education.

CO2: Differentiate between qualitative, quantitative, and mixed method approaches.

CO3: Develop and validate tools for educational research.

CO4: Conduct qualitative data analysis using coding and thematic techniques.

CO5: Prepare a research proposal and report maintaining academic integrity.

Course Content:

Unit I: Research Designs

15 Hours

1. Historical Research
2. Descriptive Research
3. Experimental Research: True Experimental Design and Quasi-Experimental Design;
4. Action Research: Advanced Framework



Unit II: Research Approaches in Education

12 Hours

1. Case Study Method
2. Ethnographic Research
3. Phenomenological Research
4. Narrative Inquiry
5. Educational Policy Research

Unit III: Tool Construction and Data Analysis

13 Hours

1. Steps in Tool Construction
2. Test of Reliability and Validity
3. Scaling Techniques (Likert, Rating Scale)
4. Interview, Observation and Focus Group Discussion
5. Thematic Analysis
6. Content Analysis

Unit IV: Research Proposal, Reporting and Ethics

20 Hours

1. Structure of Research Proposal
2. Identification and Formulation of Research Problem
3. Review of Literature Writing
4. Citation & Referencing (APA Latest Edition)
5. Plagiarism and Academic Integrity
6. Research Ethics in Educational Research
7. Use of ICT Tools in Research



Suggested Readings

1. Best, J.W. & Kahn, J.V. – *Research in Education*
2. Cohen, Manion & Morrison – *Research Methods in Education*
3. Kothari, C.R. – *Research Methodology*
4. Creswell, J.W. – *Educational Research*
5. Kerlinger, F.N. – *Foundations of Behavioral Research*
6. APA Manual (Latest Edition)
7. Koul. L. – *Methodology of Educational Research*
8. Mangal. S. K *Statistics in Education and Psychology*
9. Singh. A. K– *Test, Measurement and Research Methods in Behavioural Sciences.*

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks

**SEMESTER-VII****Course Title: Teacher Education****Course Code: A/EDN/704/MJDSE-07****Contact Hours Per Week: 4****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Outcomes:**

After completion the course the learners will be able to:

CO1: Understand the meaning, nature, scope, and need for teacher education.

CO2: Understand information regarding the recommendations made on teacher education.

CO3: Describe the knowledge on general and specific norms and standards of teacher education.

CO4: Explain the concept on the types and modes of teacher education and the professional preparation of teachers.

Course Contents:**Unit-1: Concept and Development of Teacher Education****[20 Hours]**

- Meaning, Nature and Scope of Teacher Education;
- Need of Teachers' Training;
- Teacher Education Programme Recommendations of - Kothari Commission, NPE-1986; NCF-2005; NCFTE-2009; NEP - 2020

**Unit-II: NCTE Set Norms and Standards for Teacher Education [12 Hours]**

- General and Specific Norms and Standards at the levels of - Elementary, Secondary and Tertiary (NCTE Regulation – 2014)

Unit-III: Teacher Education Programme : Types and Modes [12 Hours]

- Pre-service and In-service Teacher Education
- Teacher Education through Regular Mode, Open and Distance Learning Mode

Unit-IV: Professional Preparation of Teachers [16 Hours]

- Modification of teacher's behaviors-micro teaching, simulation, Internship programme.
- Capacity building programme: orientation, refresher course, online course, conference, seminar, workshop, panel discussion.

Suggested Books:

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
3. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
4. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
5. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.



6. Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
7. Chand & Co NCERT (1978), Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988a) Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988b) Teacher Education Curriculum a framework New Delhi; NCERT
8. Yadav, M. S & Lakshmi, T.K.S (2003) Conceptual inputs for secondary teacher education, the instructional role. New Delhi, NCTE

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks



SEMESTER-VII

Course Title: Introduction to Teacher Education

Course Code: A/EDN/705/MN-7

Contact Hours Per Week: 4

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Outcomes:

After completion the course the learners will be able to:

CO1: Understand the meaning, nature, scope, and need of teacher education.

CO2: Understand information regarding the recommendations made on teacher education.

CO3: Describe the knowledge on general and specific norms and standards of teacher education.

CO4: Explain the concept on the types and modes of teacher education and the professional preparation of teachers.

**Course Contents:****Unit-1: Concept and Development of Teacher Education [20 Hours]**

- Meaning, Nature and Scope of Teacher Education;
- Need of Teachers' Training;
- Teacher Education Programme Recommendations of - Kothari Commission, NPE-1986; NCFTE-2009.

Unit-II: NCTE Set Norms and Standards for Teacher Education [15 Hours]

- General and Specific Norms and Standards at the levels of - Elementary, Secondary and Tertiary (NCTE Regulation – 2014)

Unit-III: Teacher Education Programme : Types and Modes [13 Hours]

- Pre-service and In-service Teacher Education
- Teacher Education through Regular Mode, Open and Distance Learning Mode

Unit-IV: Professional Preparation of Teachers [12 Hours]

- Modification of teacher's behaviors-micro teaching simulation, team teaching.

Suggested Books:

- 1) Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- 2) Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- 3) Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.



- 4) Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- 5) Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- 6) Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- 7) Chand & Co NCERT (1978), Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988a) Teacher Education Curriculum a framework New Delhi; NCERT, NCERT (1988b) Teacher Education Curriculum a framework New Delhi; NCERT
- 8) Yadav, M. S & Lakshmi, T.K.S (2003) Conceptual inputs for secondary teacher education, the instructional role. New Delhi, NCTE

Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)=10 marks

Total = 40 marks