

THE UNIVERSITY OF BURDWAN



SYLLABUS FOR 3-YEAR DEGREE/4-YEAR HONS.

IN

EDUCATION

Under

Curriculum and Credit Framework for Undergraduate

Programme (CCFUP), as per N.E.P. 2020

w.e.f 2023 – '24

Semester wise and Course wise Credit and Marks Distribution Structure under CCFUP as per NEP-2020

**SEMESTER – I
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) EDUC1011	Educational Philosophy-I	4 L-T-P 3-1-0	75	60	0	15
Minor Course EDUC1021	Principles of Education (For students other than Education Major)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course EDUC1031	Great Educators (For students of other discipline)	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L1-1 MIL)1041	Arabic / Bengali / Hindi / Sanskrit / Santali / Urdu / or Equivalent Course from SWAYAM OR UGC Recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) EDUC1051	Computer Application in Education	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course CVA1061	Environmental Science / Education	4 L-T-P 3-0-1	100	60	20	20
Total		20	400			

**SEMESTER – II
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) EDUC2011	Educational Psychology-I	4 L-T-P 3-1-0	75	60	0	15
Minor Course EDUC2021	Educational Psychology (For students other than Education Major)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course EDUC2031	Value Education (For students of other discipline)	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L2-1) ENGL2041	Functional English OR Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) EDUC2051	Music and Fine Arts in Education OR Education of Children with Special Needs	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course CVA2061	Understanding India / Digital & Technological Solutions / Health & Wellness / Yoga Education / Sports & Fitness	4 L-T-P 3/3-1/0-0/1	100	80 / 60	0 / 20	20
Total		20	400			

**SEMESTER –III
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) EDUC3011	Educational Philosophy-II	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) EDUC3012	Educational Psychology-II	5 L-T-P 4-1-0	75	60	0	15
Minor Course (Vocational Education & Training) MSR3021 OR HRM3021 OR RSA3021	Medical Sales Representative OR Human Resource Management OR Retail Sales Associate	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course EDUC3031	Psychology of Mental Health and Hygiene	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L1-2 MIL) 3041	Arabic / Bengali / Hindi / Sanskrit / Santali / Urdu / or Equivalent Course from SWAYAM OR UGC Recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) EDUC3051	Distance Education	3 L-T-P 2-1-0	50	40	0	10
Total		22	375			

**SEMESTER – IV
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) EDUC4011	Educational Sociology-I	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) EDUC4012	Education in Ancient & Medieval India	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) EDUC4013	Education in British India	5 L-T-P 4-1-0	75	60	0	15
Minor Course EDUC4021	History of Education in India	4 L-T-P 3-1-0	75	60	0	15
Minor Course 4021	Other than Education	4 L-T-P 3-1-0	75	60	0	15
Ability Enhancement Course (L2-2) ENG4041	English or Equivalent Course from SWAYAM OR UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Total		25	425			

**SEMESTER – V
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) EDUC5011	Educational Sociology- II	5 L-T-P 4-1-0	75	60	0	15
Major/DS Course (Core) EDUC5012	Development of Education in Post Independence Period	5 L-T-P 4-1-0	75	60	0	15
Major/DS Course (Core) EDUC5013	Educational Thoughts and Ideas of Great Indian Educators	5 L-T-P 4-1-0	75	60	0	15
Minor Course (Vocational Education & Training) MSR5021 or HRM5021 or RSA5021	Medical Sales Representative or Human Resource Management or Retail Sales Associate	4 L-T-P 3-1-0	75	60	0	15
Internship INT5081	(Project/ Field Diary: 30 + Viva-voce: 20)	2 L-T-P 0-0-2	50	00	50	00
Total		21	350			

**SEMESTER - VI
COURSE STRUCTURE**

Course Type	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) EDUC6011	Educational Guidance and Counselling	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) EDUC6012	Educational Technology	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) EDUC6013	Measurement and Evaluation in Education	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) EDUC6014	Comparative Education	4 L-T-P 3-1-0	75	60	0	15
Minor Course (Vocational Education & Training) MSR6021 OR HRM6021 OR RSA6021	Medical Sales Representative or Human Resource Management or Retail Sales Associate	4 L-T-P 3-1-0	75	60	0	15
Total		20		375		

**SEMESTER - VII
COURSE STRUCTURE**

SEMESTER	Course Type	Code	Name of the Course	Credit	L – T - P	Marks	Marks Dist. Th. – Pr. - IA
VII	Major/Core Course	EDUC7011	Research Methodology in Education	6	5-1-0	75	60 – 00 – 15
	Major/Core Course	EDUC7012	Statistics in Education	6	5-1-0	75	60 – 00 – 15
	Major/Core Course	EDUC7013	Life Skill Education	6	5-1-0	75	60 – 00 – 15
	Major/Core Course	EDUC7014	Teacher Education	6	5-1-0	75	60 – 00 – 15
	Minor Course	EDUC7021	Inclusive Education	4	3-1-0	75	60 – 00 – 15
	Total			28		375	

**SEMESTER - VIII
COURSE STRUCTURE**

SEMESTER	Course Type	Code	Name of the Course	Credit	L – T - P	Marks	Marks Dist. Th. – Pr. - IA
VIII Hons. With Research Project/ Dissertation	Major/Core Course	EDUC8011	Understanding India: Indian Knowledge Systems and Ethics	6	5-1-0	75	60 – 00 – 15
	Minor Course	EDUC8021	Entrepreneurship in Education	4	3-1-0	75	60 – 00 – 15
	*Research Project/ Dissertation and Research Internship	EDUC8091	i) Research Project / Dissertation (Seminar Presentation and Submission of Research Project / Dissertation) ii) Research Internship	12	0- 0- 8	150	Seminar Presentation, Preparation & Submission of Research Project/Dissertation: 90 + Viva-60 Research Internship: 45 + Viva-30
					0- 0- 4	75	
	Total			22		375	

*** Initiation of Research Project /Dissertation to be done in Semester-VII**

OR

**SEMESTER - VIII
COURSE STRUCTURE**

SEMESTER	Course Type	Code	Name of the Course	Credit	L – T – P	Marks	Marks Dist. Th. – Pr. - IA
VIII Hons.	Major/Core Course	EDUC 8011	Understanding India: Indian Knowledge Systems and Ethics	6	5– 1– 0	75	60 – 00 – 15
	Major/Core Course	EDUC 8012	Curriculum Studies in Education	4	3– 1– 0	75	60 – 00 – 15
	Major/Core Course	EDUC 8013	Psychodynamics of Mental Adjustment	4	3– 1– 0	75	60 – 00 – 15
	Major/Core Course	EDUC 8014	Administration, Management and Leadership in Education	4	3– 1– 0	75	60 – 00 – 15
	Minor Course	EDUC 8021	Entrepreneurship in Education	4	3– 1– 0	75	60 – 00 – 15
	Total			22		375	
	Grand Total (Sem. I -VIII)			178		3075	

❖ **Multidisciplinary Course-1**

Full Marks: 50

- Course from any discipline out of four/five broad discipline other than Education discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department,
As per the choice of discipline by the students.

❖ **Ability Enhancement Course (L1-1 MIL)**

Full Marks: 50

- Arabic/Bengali/Hindi/Sanskrit/Santali/Urdu/or
Equivalent Course from SWAYAM OR UGC
recognized other platform
- Syllabus of Ability Enhancement Course-(L₁-1MIL) to be selected from the respective
Language department,
As per the choice of language discipline by the students.

Value Added (VA) Course

Full Marks: 100

Environmental Science/Education

Value Added (VA) Compulsory Course Syllabus to be provided by the respective Department

❖ **Minor Course-2**

Full Marks: 75

- Course from any allied discipline other than Education
- Syllabus of Minor Course-2 to be selected from the respective department,

As per the choice of discipline by the students.

Multidisciplinary Course: 2

Full Marks: 50

- Course from any discipline out of our/five broad discipline other than Education Discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

Ability Enhancement Course(L₂-1)

Full Marks 50

- English or Equivalent Course from SWAYAM OR UGC recognized other platform
- Syllabus of Ability Enhancement Course-(L₂-1) to be selected from the respective language department

As per the choice of language discipline by the students.

Courses for the Students of Other Discipline

Education as Minor discipline courses for the Students of Other Discipline

Full Marks:75

5 Courses

Course type	Course name		Credit
Minor Course	SEM I	Principles of Education	4
	SEM II	Educational Psychology	4
	SEM V	Educational Sociology	4
	SEM VII	Inclusive Education	4
	SEM VIII	Entrepreneurship in Education	4

Courses (MDS) for the Students of Other Discipline

Education as Multidisciplinary Course (MDS) for the Students of Other Discipline

Full Marks:50

3 Courses

Course type	Course name		Credit
MDS	SEM I	Great Educators	3
	SEM II	Value Education	3
	SEM III	Psychology of Mental Health and Hygiene	3

B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION

SEMESTER-I

Major/DS

Course Code: EDUC1011

Course: Educational Philosophy – I

Full Marks: 75

Course Objectives

1. To understand the meaning, nature, and scope of Education.
2. To explore the various functions and factors influencing Education.
3. To examine the aims of Education from both individualistic and socialistic perspectives.
4. To introduce the Philosophy of Education and to be acquainted with the relationship between Education and Philosophy.
5. To familiarize students with different schools of Indian Philosophy and their epistemological and ethical aspects.
6. To analyse the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.
7. To comprehend the concept of child-centric education and its meaning and characteristics.
8. To explore the aims of modern child-centric education.
9. To examine different approaches to child-centric education.
10. To understand the features and significance of life-centric education.
11. To understand the concept of freedom and discipline in the context of education.
12. To recognize the need for discipline and its application in educational institutions.
13. To understand the concept of free discipline and self-discipline.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit-I	• Education: Meaning, Nature and Scope • Functions of Education • Factors of Education • Aims of Education: Individualistic and Socialistic	15H
Unit-II	• Introduction to Philosophy of Education • Relationship of Education and Philosophy • Schools of Indian Philosophy – basic features with special reference to Epistemological and Ethical aspects • Sankhya, Yoga, Nyaya, Charvak, Buddhist, Jain and their educational implications	35H
Unit-III	• Child-Centric Education: Meaning and Characteristics • Aims of modern child-centric education • Different approaches of Child-Centric Education • Life-Centric Education: Features and significance	10H
Unit-IV	• Concept of freedom and discipline • Need of discipline • Concept of free discipline • Concept of self-discipline • Application of Discipline in Educational Institutions	15H

Recommended Books

- V. R. Taneja: *Educational Thoughts & Practice*. Sterling Publication Pvt. Ltd., New Delhi.
- Gerald L. Gutek (2009): *New Perspectives on Philosophy and Education*. Pearson, New Jersey, USA.
- B. K. Nayak: *Textbook of Foundation of Education*. Kitab Mahal, Cuttack, Odisha.
- Howard A. Ozman & Samuel M. Craver: *Philosophical Foundation of Education*. Allyn & Bacon, Boston, USA.
- G. Max Wingo: *Philosophies of Education*. Sterling Publishers, New Delhi.
- Bengali Books on Educational Philosophy.

Course Outcomes

1. Students will define Education and understand its various dimensions and purposes.
2. Students will develop an understanding of the factors that influence education and the role they play in shaping the educational process.
3. Students will compare and contrast individualistic and socialistic aims of education.
4. Students will gain insights into the relationship between Education and Philosophy and its implications for educational practices.
5. Students will acquire a comprehensive understanding of different schools of Indian Philosophy and their relevance to education.
6. Students will analyse the educational implications of specific Indian philosophical schools.
7. Students will explain the concept of child-centric education and its significance in modern educational contexts.
8. Students will familiarize themselves with different approaches to child-centric education and their respective strengths and weaknesses.
9. Students will recognize the features and significance of life-centric education and its impact on holistic development.
10. Students will understand the concepts of freedom and discipline in the educational setting.
11. Students will discuss the importance of discipline and its application in maintaining a conducive learning environment.
12. Students will understand the concept of free discipline and its role in fostering independent learning.
13. Students will develop an understanding of self-discipline and its significance in personal and academic growth.

SEMESTER– I
Minor Course–1
Course Code: EDUC1021

Course: Principles of Education

Full Marks: 75

Course Objectives

1. To understand the meaning, nature, and scope of education.
2. To identify the functions and factors that influence the field of education.
3. To examine the aims of education from individualistic and socialistic perspectives.
4. To define the concept of curriculum and its significance in education.
5. To differentiate between different types of curricula and their applications.
6. To understand the principles involved in curriculum construction.
7. To recognize the importance of co-curricular activities in enhancing overall education.
8. To explore child-centric education, its characteristics, and its aims in modern education.
9. To analyse the significance of play and play-way methods in education, including various approaches.
10. To understand the concepts of freedom and discipline and their application in educational institutions.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit–I	• Education: Meaning, Nature and Scope • Functions of Education • Factors of Education • Aims of Education: Individualistic and Socialistic	15H
Unit–II	• Meaning of Curriculum • Types of Curricula • Principles of Curriculum Construction • Co-curricular Activities	15H
Unit–III	• Child-Centric Education: Meaning and Characteristics • Aims of modern child-centric education • Child-Centric Education: its significance • Play and play-way in education: Kindergarten, Montessori, Basic Education and Project Method	30H
Unit–IV	• Freedom and Discipline: Concepts • Needs of Discipline • Concept of Free Discipline • Concept of Self-Discipline • Application of Discipline in Educational Institutions	15H

Suggested References

- Gerald L. Gutek (2009): *New Perspectives on Philosophy and Education*. Pearson, New Jersey, USA.
- V. R. Taneja: *Educational Thoughts & Practice*. Sterling Publication Pvt. Ltd., New Delhi.
- Howard A. Ozman & Samuel M. Craver: *Philosophical Foundation of Education*. Allyn & Bacon, Boston, USA.
- G. Max Wingo: *Philosophies of Education*. Sterling Publishers, New Delhi.
- Bengali Books on Principles of Education.

Course Outcomes

1. Students will demonstrate a clear understanding of the meaning, nature, and scope of education.
2. Students will evaluate the functions and factors that shape the field of education.
3. Students will critically analyse the aims of education from both individualistic and socialistic perspectives.
4. Students will apply the concept of curriculum to design effective educational programs.

5. Students will select and justify appropriate types of curricula for specific educational contexts.
6. Students will develop curriculum construction skills based on established principles.
7. Students will recognize the value and integration of co-curricular activities in educational planning.
8. Students will implement child-centric education principles to promote holistic development.
9. Students will apply play and play-way methods in educational practices, drawing from different approaches.
10. Students will promote a balanced approach between freedom and discipline in educational institutions, fostering a conducive learning environment.

SEMESTER– I

Multidisciplinary Course (MDS–1)

Course Code: EDUC1031

Course: Great Educators

Full Marks: 50

Course Objectives

1. To gain an in-depth understanding of the life and teachings of Swami Vivekananda.
2. To explore the contributions of Sri Aurobindo to philosophy and education.
3. To examine the life and works of Rabindranath Tagore, including his philosophy of education.
4. To analyse the educational philosophy and principles of Mahatma Gandhi.
5. To study the ideas and theories of Jean-Jacques Rousseau regarding education.
6. To understand the educational approach and philosophy of Friedrich August Froebel.
7. To explore the educational theories and principles proposed by John Dewey.
8. To analyse the educational approach and methods developed by Maria Montessori.
9. To compare and contrast the philosophies and educational ideas of the mentioned educators.
10. To reflect on the relevance and applicability of the educational philosophies in contemporary educational contexts.

Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit–I	• Swami Vivekananda (1863–1902) • Sri Aurobindo (1872–1950)	15H
Unit–II	• Rabindranath Tagore (1861–1941) • Mahatma Gandhi (1869–1948)	10H
Unit–III	• Jean-Jacques Rousseau (1712–1778) • Friedrich August Froebel (1782–1852)	10H
Unit–IV	• John Dewey (1859–1952) • Maria Montessori (1870–1952)	10H

Suggested References

- Mukherjee, K. K. *Some Great Educators of the World*. Das Gupta & Co. Pvt. Ltd., Calcutta.
- Purkait, B. K. *Great Educators*. New Central Book Agency, London.
- Guha, Bibhuranjan. *Shikshay Pathikrit* (Bengali). Sobha Publisher, Kolkata.
- Rai, B. C. *Theory of Education*. Prakasan Kendra, Lucknow.
- Vidya Ratna Taneja. *Educational Thought and Practice*. Sterling Publishers Pvt. Ltd.
- Bengali Books on Educational Thoughts and Ideas of Great Educators.

Course Outcomes

1. Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda.
2. Evaluate the impact of Sri Aurobindo's philosophy on education and personal development.
3. Critically analyses the educational philosophy and works of Rabindranath Tagore, and their implications for education.
4. Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world.
5. Explain the key ideas and theories of Jean-Jacques Rousseau related to education and child development.

6. Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings.
7. Evaluate the educational theories and ideas of John Dewey and their impact on progressive education.
8. Analyse the educational methods and principles developed by Maria Montessori and their application in early childhood education.
9. Compare and contrast the philosophies and approaches of the mentioned educators, identifying their similarities and differences.
10. Critically reflect on the educational philosophies studied and their implications for personal teaching practices and educational policy-making.
11. Develop a broader perspective on educational philosophies and their significance in shaping educational systems and practices.
12. Engage in critical discussions and debates on educational philosophies, fostering intellectual curiosity and a deeper understanding of diverse educational perspectives.

SEMESTER– I

Skill Enhancement Course (SEC–1)

Course Code: EDUC 1051

Course: Computer Application in Education

Full Marks: 50

Course Objectives

1. To familiarize students with the essential components and functionalities of MS Office applications, including MS Word, MS PowerPoint, and MS Excel.
2. To provide an understanding of the concepts of Information and Communication Technology (ICT) and its relevance in education.
3. To explore the issues and initiatives related to universal access and the digital divide in the context of ICT.
4. To examine the challenges involved in integrating ICT into the school system and understand the aims and objectives of the National Policy on ICT in School Education in India.
5. To introduce students to the components and objectives of the National Mission on Education through ICT (NMEICT) and related platforms such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology.
6. To enable students to effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics.
7. To provide a general introduction to various forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and Massive Open Online Courses (MOOCs).
8. To explore the potential of social networking platforms in education and their role in facilitating collaborative learning and knowledge sharing.

Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit–I	• MS Office Applications: – MS Word – MS PowerPoint – MS Excel	10H
Unit–II	• Concepts of Information and Communication Technology (ICT) • Universal Access vs Digital Divide – Issues and Initiatives • Challenges of ICT Integration in Schools • Aims and Objectives of the National Policy on ICT in School Education (India)	15H
Unit–III	• Components and Objectives of National Mission on Education through ICT (NMEICT) • Platforms: Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh • Virtual Laboratory and Haptic Technology	10H
Unit–IV	Educational Resources • Internet resources for Natural Sciences, Social Sciences, Humanities, and Mathematics • Introduction to E-learning, Mobile Learning, Distance Learning, Online Learning, Virtual Universities, Wikipedia, MOOCs • Role of Social Networking in Education	10H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate proficiency in using MS Office applications (Word, PowerPoint, Excel) for creating documents, presentations, and spreadsheets.
2. Understand the importance of ICT in education and its impact on teaching and learning outcomes.
3. Analyze the issues and initiatives related to universal access and the digital divide, and propose strategies to bridge the gap.

4. Identify and address challenges in integrating ICT into schools, with reference to the National Policy on ICT in School Education.
5. Utilize various components of the National Mission on Education through ICT (NMEICT) such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratories, and haptic technology to enhance educational experiences.
6. Effectively use internet resources across different disciplines to support subject knowledge and learning.
7. Evaluate the advantages and limitations of e-learning modes (mobile, distance, online, virtual universities, MOOCs) and select appropriate approaches for specific contexts.
8. Apply social networking platforms for collaborative learning, professional networking, and knowledge sharing.

SEMESTER– II
Major/DS
Course Code: EDUC2011

Course: Educational Psychology–I

Full Marks: 75

Course Objectives

1. Introduce students to the field of psychology and its relevance to education.
2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including Trial-and-Error, Classical Conditioning, Operant Conditioning, Insightful Learning, and Gagne's Theory of Learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit– I	• Introduction to Psychology: Meaning and Definition • Nature and Scope of Educational Psychology • Relation between Education and Psychology • Methods of Educational Psychology • Growth and Development: Meaning and Concepts • Determinants of Development: Heredity and Environment • Principles of Development • Stages of Physical Development • Characteristics of Different Stages • Areas of Development: Emotional, Intellectual, Social • Individual Differences: Concept, Types, and Educational Implications	15H 30H
Unit– II	• Concept of Learning • Factors Associated with Learning • Theories of Learning: – Trial-and-Error – Classical Conditioning – Operant Conditioning – Insightful Learning – Gagne's Theory of Learning	20H
Unit– III	• Transfer of Learning: Concept • Theories and Models of Transfer of Learning • Educational Applications of Transfer of Learning	10H

Course Outcomes

Upon completion of this course, students will be able to:

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyse the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.

5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyse emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning (Trial-and-Error, Classical Conditioning, Operant Conditioning, Insightful Learning, and Gagne's Theory).
14. Apply Gagne's theory of learning to design effective instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast theories and models related to transfer of learning.
17. Apply principles of transfer of learning to design effective instructional materials and strategies.

Recommended Books

- Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). *Educational Psychology and Experiments*. Himalaya Publishing House, New Delhi.
- Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011). *Educational Psychology*. Dorling Kindersley (India) Pvt. Ltd.
- Bruner, J. (1977). *The Process of Education*. Harvard University Press, USA.
- Bengali Books on Educational Psychology

SEMESTER – II
Minor Course – 2
Course Code: EDUC2021

Course: Educational Psychology

Full Marks: 75

Course Objectives

The course aims to:

1. Develop a comprehensive understanding of the meaning, nature, and scope of educational psychology.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize students with research methods in educational psychology and develop basic research skills.
4. Understand the concepts of growth and development and their relevance in child development.
5. Identify and analyse the stages of child development: infancy, childhood, and adolescence.
6. Examine aspects of child development: physical, intellectual, emotional, and social.
7. Understand personality development and the factors influencing it.
8. Explore approaches to personality, such as type and trait theories.
9. Recognize individual differences among learners and their educational implications.
10. Gain insights into intelligence: its definition, theories, and methods of assessment.
11. Understand the meaning, nature, and theories of learning in relation to educational settings.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit – I	• Educational Psychology: Meaning, Nature, and Scope • Relation between Education and Psychology • Methods of Educational Psychology	15H
Unit – II	• Growth and Development: Meaning and Concepts • Stages of Development of a Child: Infancy, Childhood, and Adolescence • Aspects of Child Development: Physical, Intellectual, Emotional, and Social	15H
Unit – III	• Personality: Concept and Definition • Development of Personality • Types and Traits Approaches to Personality • Individual Differences: Concepts and Types • Causes of Individual Differences	15H
Unit – IV	• Intelligence: Concept and Definition • Theories of Intelligence: Two-factor, Group-factors, and Structure of Intellect • Intelligence Tests: Verbal and Non-verbal Tests, and their Uses	15H
Unit – V	• Learning: Meaning and Nature • Factors Associated with Learning • Theories of Learning: Trial-and-Error, Classical Conditioning, and Gestalt Theory of Learning • Learning in Relation to Attention, Interest, Maturation, and Motivation	15H

Course Outcomes

Upon completion of this course, learners will be able to:

1. Demonstrate clear understanding of key concepts and theories of educational psychology.
2. Apply psychological principles to educational contexts for effective teaching and learning.
3. Use appropriate research methods to investigate educational phenomena.
4. Analyse child development stages and address their unique characteristics.
5. Support holistic growth of learners by addressing multiple aspects of child development.
6. Understand personality development and apply this knowledge in educational settings.

7. Evaluate type and trait approaches to personality and apply them in practice.
8. Design inclusive strategies accommodating individual differences among learners.
9. Employ appropriate tools to assess intelligence and cognitive abilities.
10. Apply findings of educational psychology to design teaching strategies and inclusive environments.
11. Critically analyse educational practices and policies from an educational psychology perspective.
12. Communicate and collaborate effectively with stakeholders, fostering a supportive learning community.

Recommended Books

- Bigge, M.L. *Psychological Foundations of Education*. Harper & Row, New York.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). *Educational Psychology and Experiments*. Himalaya Publishing House, New Delhi.
- Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
- Mathur, S.S. *Educational Psychology*. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011). *Educational Psychology*. Dorling Kindersley (India) Pvt. Ltd.

SEMESTER – II
Multidisciplinary Course (MDS – 2)
Course Code: EDUC2031

Course: Value Education

Full Marks: 50

Course Objectives

The course aims to:

1. Understand the meaning and concept of values in education.
2. Recognize the significance of value education in overall development.
3. Explore the concept of morality and its relation to values in education.
4. Analyse the role of parents in facilitating children's moral development.
5. Gain knowledge about social values and their impact on individuals and society.
6. Understand the influence of values on classroom environment, behaviour, and learning outcomes.
7. Explore strategies for inculcating values and promoting a values-based educational culture.
8. Examine the meaning and aims of peace education and its role in fostering positive values.
9. Identify the values inherent in peace education and their role in harmony and conflict resolution.
10. Understand the connection between values and human rights education.

Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit – I	• Value in Education: Meaning and Concept • Needs of Value Education	10H
Unit – II	• Morality: Meaning & Concept • Morality and Values in Education • Role of Parents in Facilitating Children's Moral Development	15H
Unit – III	• Social Values • Values in Classroom • Inculcation of Values among Students	10H
Unit – IV	• Peace Education: Meaning and Aims • Values in Peace Education • Values and Human Rights Education	10H

Course Outcomes

Upon completion of this course, learners will be able to:

1. Demonstrate understanding of values in education and their role in personal and social development.
2. Evaluate the need for value education in schools and its impact on learners and communities.
3. Analyse morality in the context of education and reflect on its implications for conduct.
4. Recognize parents' role in promoting children's moral development and value transmission.
5. Critically examine social values and their influence on individual behaviour and societal norms.
6. Apply values to foster a positive classroom environment and ethical student behaviour.
7. Design strategies for inculcating values among students of diverse backgrounds.
8. Understand the aims of peace education and its role in promoting empathy, tolerance, and cooperation.
9. Evaluate the contribution of peace education to conflict resolution, social justice, and peacebuilding.
10. Recognize the importance of values in human rights education, promoting equality and dignity.
11. Reflect on personal values and their impact on teaching practices and relationships with students.
12. Engage in critical discussions on value education and its implications for educational policy.

13. Demonstrate ethical behaviour and integrity in professional and personal interactions.
14. Foster responsibility for creating inclusive, value-driven learning environments.
15. Advocate for the integration of value education into educational curricula and policies.

Recommended Books

- Damon, W. *The Moral Child*. New York: The Free Press.
- Halstead, J. Mark. *Values in Education and Education in Values*. London.
- Kohlberg, L. *The Psychology of Moral Development*. New York.
- Bagchi, J.P. *Value Education*. University Book House (P) Ltd.
- Dev, Arjun et al. *Human Rights – A Source Book*. NCERT, New Delhi.
- UNDP. *Human Development Report – 2002*. New York & Oxford.
- *Values and Teaching: Working with Values in the Classroom*.
- Bengali Books on Value Education.

SEMESTER – II
Skill Enhancement Course (SEC – 2)
Course Code: EDUC2051

Course: Music and Fine Arts in Education

Full Marks: 50

Course Objectives

The course aims to:

1. Introduce students to the preliminary ideas of Indian music and develop an understanding of its unique characteristics.
2. Familiarize students with the basics of playing musical instruments and provide preliminary knowledge about specific instruments such as tabla and harmonium.
3. Explore the structure of the tabla and develop skills in playing rhythmic patterns.
4. Introduce students to the harmonium and develop basic proficiency in playing melodies.
5. Provide opportunities for practice, leading to the performance of various musical compositions.
6. Develop skills in singing prayer songs, seasonal songs, and folk songs.
7. Explore the integration of songs and music with other curricular areas, emphasizing their interdisciplinary nature.
8. Introduce students to the field of fine arts and its significance in expressing creativity and aesthetics.
9. Engage students in practical activities related to different forms of visual arts such as drawing, painting, and sculpture.
10. Develop an understanding of the basic concepts of colours, shapes, forms, perspective, balance, rhythm, and dimensions in the context of visual arts.

Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit – I	• Indian Music: Preliminary Ideas • Preliminary Knowledge of Instruments • Structure of Tabla • Introduction to Harmonium	15H
Unit – II	• Practice Leading to Performance • Prayer Songs (2) • Seasonal Songs (2) • Folk Songs (2) • Integration of Songs and Music with Other Curricular Areas	10H
Unit – III	• Fine Arts and Arts in Practice • Different Forms of Visual Arts	10H
Unit – IV	• Basic Concepts of Colours • Shapes and Forms • Perspective • Balance • Rhythm • Dimensions	10H

Course Outcomes

Upon completion of this course, learners will be able to:

1. Demonstrate knowledge and appreciation of the principles and characteristics of Indian music.
2. Play basic rhythmic patterns on the tabla and demonstrate proficiency in handling the instrument.
3. Play melodies on the harmonium and showcase competence in creating musical compositions.
4. Perform various musical compositions confidently, incorporating appropriate techniques and expressions.
5. Sing prayer songs, seasonal songs, and folk songs with proper intonation, rhythm, and expression.
6. Recognize and explore the potential of integrating songs and music with other subjects, demonstrating interdisciplinary thinking.
7. Demonstrate practical skills in visual arts such as drawing, painting, and sculpture.

8. Create visual art pieces that exhibit an understanding of colour theory, shapes, forms, perspective, balance, rhythm, and dimensions.
9. Express creativity and aesthetics through visual art, demonstrating individual style and originality.
10. Reflect on the artistic process and critically analyse visual art pieces, discussing their intentions, techniques, and impact.
11. Apply the principles learned in music and fine arts to other areas of life, such as personal expression, cultural appreciation, and creative problem-solving.

Recommended Books

- Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Music in Education*. London: Heinmann.
- Mishra, A. (2004). *Aajbhi Kharein Hai Talaab*. Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). *Gandhi's Views on Education: Buniyadi Shiksha*, in *The Selected Works of Gandhi: The Voice of Truth*, Vol. 6, Navajivan Publishing House.
- NCERT (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*. New Delhi: NCERT.
- Poetry and Songs by Kabir, Tagore, Nirala, etc.; Passages from Tulsi Das, etc.; Plays: *Andha Yug* – Dharamvir Bharati, *Tughlaq* – Girish Karnad.
- Prasad, Devi (1998). *Art as the Basis of Education*. New Delhi: NBT.
- Bengali Books on Music and Fine Arts in Education.

OR

Skill Enhancement Course (SEC – 2)

Course Code: EDUC2051

Course: Education of Children with Special Needs

Full Marks: 50

Course Objectives

The course aims to:

1. Provide an understanding of the educational needs of children with visual impairments, including their identification, intervention, education, and prevention.
2. Develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.
3. Explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.
4. Understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.
5. Develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit – I	Education of Children with: • Visual Impairment – Identification, Intervention, Education, and Prevention • Hearing Impairment – Identification, Intervention, Education, and Prevention	15H
Unit – II	Education of Children with: • Speech and Language Disorders – Identification, Intervention, Education, and Prevention	10H
Unit – III	Education of Children with: • Physical Disabilities – Identification, Intervention, Education, and Prevention	10H
Unit – IV	Education of Children with: • Learning Disabilities – Identification, Intervention, Education, and Prevention	10H

Course Outcomes

Upon completion of this course, learners will be able to:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.
2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.
3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.
4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.
5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.
6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.

7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.
8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.
9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.
10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and accepting mindset.

Recommended Books

- Bantwal, A., Nandukar, A. & R. Jalvi. *Fundamentals of Hearing Impairment and Audiological Management*. RCI Manual [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. *Education of Children with Visual Impairment in Inclusive School*. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.). *Special Educational Needs*. London: Routledge.
- Haring, N.G. & R.L. Schiefelbusch (des.). *Teaching Special Children*. New York: McGraw-Hill Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. *Introduction to Hearing Impairment*. RCI Manual [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Mani, M.N.G. *Techniques of Teaching Blind Children*. Sterling Publishers Pvt. Ltd.
- Sharma, Prem Lata. *A Teacher's Handbook on IED – Helping Children with Special Needs*. New Delhi: NCERT.
- Bengali Books on Education of Children with Special Needs.

SEMESTER – III

Major/DS

Course Code: EDUC3012

Course: Educational Philosophy – II

Full Marks: 75

Course Objectives

The course aims to:

1. Gain a comprehensive understanding of major Western philosophical schools such as Idealism, Naturalism, Realism, and Pragmatism, and their relevance to contemporary education.
2. Analyse how philosophical theories influence educational practices and methodologies in modern classrooms.
3. Explore the pedagogical approaches advocated by renowned educators like Rousseau, Pestalozzi, Froebel, Dewey, and Montessori, and their applicability in today's educational landscape.
4. Critically examine and discuss pressing educational issues, including democracy, national integration, and international understanding, to foster a deeper awareness of their implications.
5. Investigate the role of education in empowering marginalized communities and promoting values of peace and leisure for societal well-being.
6. Understand the complexities of implementing educational reforms in diverse cultural and socio-political contexts.
7. Develop skills to integrate philosophical insights into educational planning and decision-making processes.
8. Foster a reflective and informed approach to education, emphasizing the importance of continuous learning and adaptation to evolving educational paradigms.

Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Western Schools of Philosophy and their Educational Implications: • Idealism • Naturalism • Realism • Pragmatism Contribution to present-day education	25H
Unit – II	Contribution of Great Educators to Education: • Rousseau • Pestalozzi • Froebel • Dewey • Montessori	20H
Unit – III	Current Issues in Education: • Education for Democracy • Education for National Integration • Education for International Understanding	15H
Unit – IV	Education for Empowerment of Different Categories of People: • Education for Peace • Education for Leisure	15H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a nuanced understanding of major Western philosophical schools and their impact on educational practices.
2. Apply pedagogical methodologies advocated by influential educators to enhance teaching and learning experiences.
3. Engage in informed discussions on contemporary educational issues, demonstrating critical thinking skills.

4. Recognize the role of education in promoting empowerment and social cohesion.
5. Contribute positively to societal well-being through informed educational practices.
6. Adapt teaching strategies to meet the diverse needs of learners in various cultural contexts.
7. Integrate philosophical insights into educational decision-making processes to create inclusive learning environments.
8. Cultivate a lifelong commitment to professional growth and development in the field of education.

Recommended Books

- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.
- Ozman, Howard A. & Craver, Samuel M. *Philosophical Foundation of Education*. Boston, USA: Allyn & Bacon.
- Wingo, G. Max. *Philosophies of Education*. New Delhi: Sterling Publishers.
- Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra, S.S. (2002). *Indian Educational Development: Problems and Trends*. New Delhi: Kanishka Publishers.
- Taneja, V.R. *Educational Thoughts & Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bengali Books on Educational Philosophy.

SEMESTER – III

Major/DS

Course Code: EDUC3012

Course: Educational Psychology – II

Full Marks: 75

Course Objectives

The course aims to:

1. Understand the concept of intelligence, including its definition and various theories such as Two-factor, Group-factor, and Guilford's Theory of Intellect.
2. Explore methods for measuring intelligence, including verbal, non-verbal, and performance tests.
3. Examine the nature of creativity, its characteristics, and the traits of creative individuals.
4. Define personality, its types and traits, and study the development of personality.
5. Investigate psychoanalytical and humanistic approaches to understanding personality.
6. Learn techniques for assessing personality and understanding individual differences.
7. Explore the concept of memory, its processes, and the storage and reproduction of information.
8. Understand the different types of memory, including sensory, short-term, and long-term memory.
9. Analyse the encoding process of memory and strategies for efficient memorization.
10. Explore the factors influencing remembering and forgetting.

Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Intelligence: Concept and Definition; Theories of Intelligence – Two-factor, Group-factor, Guilford's Theory of Intellect; Measurement of Intelligence – Verbal, Non-verbal, and Performance Tests; Creativity – Meaning, Nature, and Characteristics of Creative Person	25H
Unit – II	Personality: Meaning and Nature; Development of Personality; Types and Traits; Psychoanalytical Theory of Personality; Humanistic Approach to Personality; Assessment of Personality	20H
Unit – III	Memory: Meaning and Concepts; Process of Memorization; Storage and Reproduction of Information; Types of Memory – Sensory, Short-term, and Long-term; Encoding of Memory; Economy in Memorization; Remembering and Forgetting – Causes	20H
Unit – IV	Theories of Cognitive Development: Piaget's Theory (definition and brief outline); Bruner's and Vygotsky's Theories of Development	10H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of intelligence, including its various theories and measurement methods.
2. Identify and analyse characteristics of creative individuals and understand the nature of creativity.
3. Evaluate different personality types, traits, and theories, and apply them to understand individual behavior.
4. Assess personality using various methods and techniques, demonstrating proficiency in psychological assessment.
5. Understand the processes involved in memory, including encoding, storage, and retrieval.
6. Differentiate between different types of memory and their roles in cognitive functioning.

7. Apply theoretical frameworks such as Piaget's theory of cognitive development and Bruner & Vygotsky's theories to understand cognitive development.
8. Demonstrate an understanding of factors influencing remembering and forgetting, and apply strategies for improving memory and retention.

Recommended Books

- Bigge, M.L. *Psychological Foundations of Education*. New York: Harper and Row.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Mangal, S.K. (1997). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Mathur, S.S. *Educational Psychology*. Agra: Vinod Pustak Mandir.
- Woolfolk, A.E. (2011). *Educational Psychology*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Bruner, J. (1977). *The Process of Education*. USA: Harvard University Press.
- Bengali Books on Educational Psychology.

SEMESTER – III
Multidisciplinary Course (MDS-3)
Course Code: EDUC3031

Course: Psychology of Mental Health and Hygiene

Full Marks: 50

Course Objectives

The course aims to:

1. Understand the concepts of mental hygiene and mental health, including their meaning and significance in personal well-being.
2. Identify the characteristics of mental health and recognize the factors contributing to a healthy mental state.
3. Explore the relationship between education and mental health/hygiene, and examine the role of education in promoting mental well-being.
4. Define adjustment and its importance, recognizing the need for adaptation in various life situations.
5. Examine the mechanisms of adjustment and the areas in which individuals may need to adapt for effective functioning.
6. Analyse the roles of family and school in facilitating effective adjustment processes.
7. Define maladjustment and its implications, including the impact on individual functioning and well-being.
8. Identify the causes of maladjustment and understand the different forms it may take in individuals.
9. Explore the roles of family and school in implementing remedial measures to address maladjustment issues.

Course Contents

Theory: 40, L.H.: 45

Unit	Contents	Hours
Unit – I	Mental Hygiene: Meaning and Concept; Mental Health: Meaning and Concept; Characteristics of Mental Health; Education and Mental Health & Hygiene	8H
Unit – II	Adjustment: Concept, Need, and Areas of Adjustment	7H
Unit – III	Mechanism of Adjustment; Role of Family and School in Effective Adjustment	15H
Unit – IV	Maladjustment: Meaning and Definition; Causes of Maladjustment; Different Forms of Maladjustment; Role of Family and School in Remedial Measures	15H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of mental hygiene and mental health concepts, including the characteristics of a healthy mental state.
2. Apply knowledge of mental health principles to assess and promote mental well-being in personal and professional contexts.
3. Recognize the importance of education in fostering positive mental health practices and implementing strategies for mental hygiene.
4. Develop skills in identifying areas requiring adjustment and implementing effective coping mechanisms for adaptation.

5. Evaluate the role of family and school environments in facilitating successful adjustment processes.
6. Identify signs and symptoms of maladjustment and apply appropriate intervention strategies.
7. Demonstrate proficiency in addressing various forms of maladjustment and implementing remedial measures.
8. Collaborate with families and schools to create supportive environments for individuals experiencing maladjustment, promoting holistic well-being.

Recommended Books

- Carson, R.C. & Butcher, J.N. *Abnormal Psychology and Modern Life*.
- Coleman, J.C. *Psychology and Effective Behavior*.
- Chauhan, S.S. *Mental Hygiene – A Science of Adjustment*.
- Bengali Books on Psychology of Mental Health and Hygiene.

SEMESTER – III

Skill Enhancement Course (SEC-3)

Course Code: EDUC3051

Course Title: Distance Education

Full Marks: 50

Course Objectives

The course aims to:

1. Understand the significance, meaning, and characteristics of distance education, including its historical development and contemporary relevance.
2. Analyse the growth and development of distance education, including key milestones and influential factors shaping its evolution.
3. Develop skills in designing and preparing self-learning materials tailored for distance education settings.
4. Explore the role of Information and Communication Technologies (ICT) and their applications in enhancing distance education delivery and accessibility.
5. Evaluate the concept of self-support services in distance education and their importance in facilitating student learning and support.
6. Examine technical and vocational programs offered through distance education, focusing on their design, delivery, and impact on workforce development.
7. Understand the principles of quality assurance in distance education, including methods for evaluating and maintaining educational standards.
8. Explore strategies for maintaining quality standards in distance education programs, ensuring effective learning outcomes.

Course Contents

Theory: 40, L.H.: 45

Unit	Contents	Hours
Unit – I	Distance Education: Meaning, Characteristics, and Significance; Present Status of Distance Education; Growth of Distance Education	7 H
Unit – II	Designing and Preparing Self-Learning Materials (SLM; Role of Electronic Media) in Distance Education; ICT and their Applications in Distance Education	8 H
Unit – III	Self-Support Services in Distance Education; Technical and Vocational Programmes through Distance Education; Distance Education in Rural Development	15 H
Unit – IV	Quality Assurance of Distance Education; Mechanism for Maintenance of Standards in Distance Education; Role of Distance Education Council & IGNOU	15 H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of distance education, including its historical development, significance, and characteristics.

2. Develop proficiency in designing and preparing self-learning materials suitable for distance education contexts.
3. Utilize ICT effectively to enhance teaching and learning experiences in distance education.
4. Identify and implement self-support services to facilitate student learning and address diverse needs.
5. Evaluate technical and vocational programs offered through distance education and their impact on skill development and employability.
6. Apply quality assurance principles to assess and maintain educational standards in distance education programs.
7. Demonstrate competence in maintaining quality standards throughout the distance education delivery process.
8. Understand the roles and functions of Distance Education Councils in regulating and promoting quality distance education initiatives at the national level.

Recommended Books

- Goel, A. & Goel, S. – *Distance Education: Principles, Potentialities and Perspectives*
- Goel, A. & Goel, S.L. – *Distance Education in the 21st Century*
- Rao, V.K. – *Distance Education*
- Rao, D.B. – *Distance Education in Different Countries*
- Moore, M.G. – *Handbook of Distance Education*
- Evans, T., Haughery, M., & Murphy, D. – *International Handbook of Distance Education*
- Sharma, Madhulika – *Distance Learning: Concepts and Principles*
- Lau, Linda – *Distance Learning Technologies: Issues, Trends and Opportunities*

SEMESTER – IV

Major/DS

Course Code: EDUC4011

Course Title: Educational Sociology-I

Full Marks: 75

Course Objectives

The course aims to:

1. Understand Education Sociology: define its concept, nature, and scope, emphasizing its significance in educational frameworks.
2. Explore the Sociology of Education: examine its conceptual framework and the interplay between sociology and education.
3. Analyse Education as a Social Sub-system: identify its unique characteristics and components within societal structures.
4. Investigate the Relationship between Education and Community: explore the roles of educational institutions in community development and cohesion.
5. Evaluate Education in the Context of Indian Society: assess its challenges, contributions, and adaptation within the Indian social landscape.
6. Examine Social Change: define its concept and nature, and understand its drivers and implications within Indian society.
7. Understand Education's Role in Social Change: analyse how education can both respond to and facilitate social transformation.
8. Explore Social Stratification and Education: define social stratification, examine its impact on educational access, and assess education's role in addressing social inequalities.

Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Education Sociology: Concept, Nature and Scope; Sociology of Education: Concept and Nature; Relation between Sociology and Education	15 H
Unit – II	Education as a Social Sub-system: Specific Characteristics; Components of Education and Community; Relation between Education and Community; Education for Indian Society	20 H
Unit – III	Social Change: Concept and Nature; Factors and Problems of Social Change in India; Education with Special Reference to Social Change	20 H
Unit – IV	Social Stratification: Concept and Nature; Education with Reference to Social Stratification; Social Equity and Equality of Educational Opportunities	20 H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate comprehensive understanding; apply knowledge of Education Sociology to analyse and interpret educational phenomena.

2. Apply sociological perspectives: utilize sociological frameworks to examine educational issues and practices.
3. Identify components of education as a social sub-system: analyse the unique characteristics of education within broader societal structures.
4. Assess community engagement in education: evaluate the relationship between educational institutions and community development.
5. Analyse education in Indian society: critically assess education's role in addressing societal challenges and promoting social progress.
6. Understand social change dynamics: identify factors driving social change and analyse its implications for education.
7. Evaluate education's role in social change: assess the potential of education to drive positive societal transformation.
8. Propose strategies for addressing social inequalities: apply sociological insights to develop inclusive educational policies and practices promoting social equity.

Recommended Books

- Shukla, S. & K. Kumar – *Sociological Perspective in Education*, New Delhi: Chanakya Publications, 1985
- Bhattacharjee, Srinivas – *Philosophical & Sociological Foundation of Education*, Herald Book Service, 1996
- Saxena, N.R – *Philosophical & Sociological Foundation of Education*, R. Lal Book Depot, Meerut, 1956
- Sharma, S.N – *Philosophical & Sociological Foundation of Education*, Herald Book Service, Faridabad, 1995
- Sodhi, T.S. & Suri, Aruna – *Philosophical & Sociological Foundations of Education*, H.P. Bhargav Book House, Agra, 1998
- Bengali Books on Educational Sociology

SEMESTER – IV

Major/DS

Course Code: EDUC4012

Course Title: Education in Ancient & Medieval India

Full Marks: 75

Course Objectives

The course aims to:

1. Understand the educational practices and systems during the Vedic period in ancient India.
2. Explore the educational ideologies and objectives prevalent during the Brahmanic period.
3. Analyse the educational framework and methodologies employed during the Buddhistic period.
4. Compare and contrast the educational systems between the Brahmanic and Buddhistic periods.
5. Investigate the objectives and methodologies of education under the Sultanate and Mughal rulers in Medieval India.
6. Examine the evolution of educational objectives and curriculum across different historical periods.
7. Evaluate the role of teachers and teaching methods in shaping educational practices throughout history.
8. Reflect on the continuity and changes in educational practices to understand their impact on societal development.
9. Reflect on the continuity and change in educational objectives, curriculum, and teaching methods across different historical periods in India.

Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Education in Vedic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features	20 H
Unit – II	Education in Brahmanic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features	15 H
Unit – III	Education in Buddhistic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features; Comparison between Brahmanic and Buddhistic Education	20 H
Unit – IV	Education in Medieval India under Sultanate and Mughal Rulers: Objectives, Curriculum, Method of Teaching, Role of Teachers, Salient Features	20 H

Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of education during the Vedic period, including its concepts, aims, curriculum, teaching methods, and the role of teachers.

2. Evaluate the educational practices of the Brahmanic period, analyzing concepts, objectives, curriculum, teaching methods, and the role of teachers.
3. Critically assess the educational system during the Buddhistic period, comparing and contrasting it with Brahmanic education, and recognizing key features.
4. Analyze education in Medieval India under Sultanate and Mughal rulers, identifying objectives, curriculum, teaching methods, role of teachers, and salient features.
5. Apply historical insights to understand the evolution of educational systems and practices in ancient and medieval India.
6. Compare and contrast educational philosophies and methodologies across different historical periods, recognizing their impacts on societal development.
7. Evaluate the role of teachers in shaping educational systems and practices throughout history, recognizing their influence on student learning and societal progress.

Recommended Books

- Altekar, A.S. – *Education in Ancient India*
- Basu, A.N. – *Education in Modern India*
- Banerjee, J.P. – *Education in India: Past, Present and Future*
- Keay, F.E. – *Indian Education in Ancient Times*
- Mukherjee, S.N. – *Education in India: Today and Tomorrow*
- Narulla, S. & Nayak, J.P. – *History of Education in India*
- Rawat, P.L. – *History of Indian Education*
- Bengali Books on Education in Ancient and Medieval India

SEMESTER – IV

Major/DS

Course Code: EDUC4013

Course Title: Education in British India

Full Marks: 75

Course Objectives

The course aims to:

1. Understand early British period education in India and the role of missionary activities.
2. Explore Bengal Renaissance's educational contributions and the impact of the Charter Act of 1813.
3. Examine the introduction of Western education, the Oriental and Occidental controversy, and Macaulay's Minute.
4. Analyse significant educational reports and policies such as Adam's Report and Wood's Despatch.
5. Investigate Indian Education Commission's recommendations and Lord Curzon's reforms.
6. Understand the National Education Movement and Gokhale's compulsory primary education bill.
7. Analyse recommendations of educational commissions like the Calcutta University Commission.
8. Explore educational ideologies including Gandhiji's Basic Education and the impact of diarchy and provincial autonomy.

Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Indian Education during early British Period; Missionary educational activities in India during early 19th century; Serampore Mission; Fort William College; Bengal Renaissance – Educational contributions; Charter Act of 1813	25 H
Unit – II	Introduction to Western Education; Oriental and Occidental Controversy; Macaulay's Minute; Adam's Report and its recommendations; Wood's Despatch – 1854	20 H
Unit – III	Recommendations of Indian Education Commission (1882); Educational reforms of Lord Curzon; National Education Movement; Gokhale's compulsory primary education bill	15 H
Unit – IV	Calcutta University Commission (1917–1919); Education under Diarchy; Hartog Committee Report (1929); Education under Provincial Autonomy; Abbot Wood Report; Gandhiji's Basic Education; Sergeant Report (1944)	15 H

Course Outcomes

Upon completion of this course, students will be able to:

1. Develop an understanding of early British period education and missionary influence.
2. Evaluate Bengal Renaissance's educational impact and the Charter Act of 1813.
3. Assess the significance of Western education introduction and Macaulay's Minute.

4. Understand outcomes of key educational reports and policies.
5. Analyze recommendations from the Indian Education Commission and Lord Curzon's reforms.
6. Recognize the importance of the National Education Movement and Gokhale's compulsory primary education bill.
7. Evaluate the implications of educational commissions' recommendations.
8. Reflect on educational ideologies such as Gandhiji's Basic Education and governance changes under diarchy and provincial autonomy.

Recommended Books

- Basu, A.N. – *Education in Modern India*
- Basu, A.N. – *Adam's Report*
- Banerjee, J.P. – *Education in India: Past, Present and Future*
- Mukherjee, S.N. – *Education in India: Today and Tomorrow*
- Mukherjee, S.N. – *History of Education (Modern Period)*
- Narulla, S. & Nayak, J.P. – *History of Education in India*
- Purkait, B.R. – *History of Indian Education*
- Bengali Books on Education in British India

SEMESTER – IV

Minor Course

Course Code: EDUC4021

Course Title: History of Education in India

Full Marks: 75

Course Objectives

The course aims to:

1. Understand the characteristics and significance of Missionary educational activities in India.
2. Explore the educational contributions of the Serampore Mission and its impact on Indian education.
3. Analyse the provisions and implications of the Charter Act of 1813 on Indian education.
4. Evaluate the significance of Macaulay's Minute in shaping educational policies and practices.
5. Examine the recommendations of Adam's Report and their impact on educational reforms.
6. Understand the key provisions of Wood's Despatch (1854) and their influence on education in India.
7. Analyse the recommendations and outcomes of the Indian Education Commission of 1882.
8. Explore the objectives and impact of the Indian University Commission (1902) and the National Education Movement.

Course Contents

Theory: 60, L.H.: 60

Unit	Contents	Hours
Unit – I	Missionary educational activities in India: Characteristics and significance; Serampore Mission; Contributions of the Trio to Education; Charter Act of 1813; Macaulay's Minute; Adam's Report and its recommendations; Wood's Despatch (1854)	20 H
Unit – II	Indian Education Commission – 1882; Indian University Commission (1902); National Education Movement	10 H
Unit – III	Sadler Commission – 1917; Hartog Committee Report; Wardha Scheme; The Sargent Plan (1944)	10 H
Unit – IV	Radhakrishnan Commission – 1948, with special reference to rural university; Mudaliar Commission (1952–53): Reports and Recommendations; Kothari Commission (1964–66): Reports and Recommendations; National Education Policy 1986 and Revised Educational Policy of 1992	20 H

Course Outcomes

Upon completion of this course, students will be able to:

1. Develop a comprehensive understanding of Missionary educational activities and their role in Indian education.
2. Recognize the educational contributions of the Serampore Mission and its significance in shaping educational practices.

3. Evaluate the historical significance and implications of the Charter Act of 1813 on Indian education.
4. Understand the impact of Macaulay's Minute on language and educational policies in India.
5. Analyze the recommendations of Adam's Report and their influence on educational reforms.
6. Assess the key provisions of Wood's Despatch (1854) and their contributions to education in India.
7. Evaluate the outcomes and recommendations of the Indian Education Commission of 1882.
8. Understand the objectives and outcomes of the Indian University Commission (1902) and the National Education Movement.

Recommended Books

- Basu, A.N. – *Education in Modern India*
- Banerjee, J.P. – *Education in India: Past, Present and Future*
- Mukherjee, S.N. – *Education in India: Today and Tomorrow*
- Mukherjee, S.N. – *History of Education (Modern Period)*
- Nurullah, S. & Naik, J.P. – *History of Education in India*
- Rawat, P.L. – *History of Indian Education*
- Bengali Books on History of Education in India

SEMESTER- V
Major/DS
Course Code: EDUC5011

Course: Educational Sociology-II

Full Marks:75

Course Objectives

1. To understand the concept of socialization and explore the factors influencing it, such as the role of parents and teachers.
2. To analyze the concept and significance of social control and identify the various types and agencies responsible for it.
3. To comprehend the concept of social mobility, its types, and the factors contributing to mobility within society, especially in the Indian context.
4. To examine the concept of culture, its dynamics, and its interrelation with education.
5. To explore the implications of cultural change and cultural lag in modern society.
6. To evaluate education's role as a cultural determinant and its importance in a multicultural society.
7. To investigate the educative functions of social institutions like family, school, state, and mass media.
8. To critically assess the role of various social agencies in shaping educational practices and societal values.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit-I	• Socialization: Meaning, process and factors of socialization.	25H
	• Role of the Parents and the Teachers in the process of socialization.	
	• Social Control: Meaning and types of social control.	
	• Agencies of Social Control.	
Unit-II	• Social Mobility: Meaning, Types.	20H
	• Causes and factors of Social Mobility.	
	• Mobility in Indian Society.	
	• Concept of Culture.	
Unit-III	• Cultural Change & Cultural Lag.	15H
	• Education as Cultural Determinant.	

Unit	Contents	Hours
Unit–IV	• Education for Multicultural Society.	15H
	• Social Institution and Agencies of Education: Family, School, State, Mass media.	
	• Educative role of the above social agencies.	

Recommended Books:

- Shukla, S. & K. Kumar; *Sociological Perspective in Education*, New Delhi, Chanakya Publications (1985).
- Bhattacharjee, Srinivas; *Philosophical & Sociological Foundation of Education*, Herald Book Service (1996).
- Saxena, N.R.; *Philosophical & Sociological Foundation of Education*, R. Lal Book Depot, Meerut (1956).
- Sharma, S.N.; *Philosophical & Sociological Foundation of Education*, Herald Book Service, Faridabad (1995).
- Sodhi, T.S. & Suri, Aruna; *Philosophical & Sociological Foundations of Education*, H.P. Bhargav Bookhouse, Agra (1998).
- Bengali Books on Educational Sociology

Course Outcomes

1. Students will demonstrate an understanding of the socialization process and the roles of parents and teachers in shaping individuals.
2. Students will be able to identify and explain the mechanisms and types of social control employed by different agencies.
3. Students will analyze and articulate the dynamics of social mobility and its impact on societal structure, particularly in India.
4. Students will critically discuss the concept of culture and its interaction with educational systems.
5. Students will evaluate the effects of cultural change and cultural lag on societal and educational progress.
6. Students will demonstrate the ability to analyze the role of education in fostering multicultural understanding and harmony.
7. Students will describe the educative roles of social institutions and how they contribute to holistic education.
8. Students will apply their understanding of social institutions and agencies to suggest improvements in educational practices and social policies.

Major/DS

Course Code: EDUC5012

Course: Development of Education in Post-Independence Period

Full Marks: 75

Course Objectives

1. To understand the aims, curricula, and recommendations of the University Education Commission (1948-49) and the Mudaliar Commission (1952-53).
2. To analyze the objectives, recommendations, and educational structure proposed by the Kothari Commission (1964-66).
3. To explore the concept and significance of universal elementary education, including free, compulsory, and universal education in India.
4. To assess the current status of elementary education in India and its challenges.
5. To examine the language policy in education as recommended by various commissions and committees.
6. To understand the National Policy on Education (1986) and its implications for educational reforms.
7. To critically evaluate the Programme of Action (POA) (1982) in terms of its goals and implementation.
8. To analyze constitutional provisions and reforms relating to education in India.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit-I	• University Education Commission (1948–49): Aims, Curricula, Rural University and Other Recommendations.	25H
	• Mudaliar Commission (1952–53): Aims, Structure, Curricula and Other Recommendations.	
Unit-II	• Kothari Commission (1964–66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.	15H
Unit-III	• Universal Elementary Education: Free, Compulsory & Universal Education in India.	20H
	• Present Position of Elementary Education.	
Unit-IV	• Language Policy in Education as recommended by different Commissions & Committees.	15H
	• National Policy on Education (1986).	
	• Programme of Action (P.O.A.) – (1982).	
	• Constitutional Reforms Relating to Education.	

Recommended Books:

- Report of Commissions – Radhakrishnan, Mudaliar, Kothari.
- National Policy on Education, 1986: Policy Perspective and Action Programme.
- Banerjee, J.P.; Education in India – Past, Present, Future, Vol. I & II.
- Aggarwal, J.C.; Landmarks in the History of Modern Indian Education.
- Sharma, R.N. & Sharma, R.K.; History of Education in India.
- Bengali Books on Development of Education in Post-Independence Period

Course Outcomes

1. Students will demonstrate a comprehensive understanding of the recommendations made by the University Education and Mudaliar Commissions and their relevance to higher education.
2. Students will critically evaluate the contributions of the Kothari Commission to shaping the structure and curricula of Indian education.
3. Students will explain the importance of universal elementary education and assess its progress and challenges in India.
4. Students will analyze the current position of elementary education and propose strategies for improvement.
5. Students will understand and critique the evolution of language policies in Indian education as influenced by various commissions and committees.
6. Students will discuss the key elements of the National Policy on Education (1986) and its role in modernizing education in India.
7. Students will assess the effectiveness of the Programme of Action (POA) (1982) and its impact on achieving educational objectives.
8. Students will demonstrate the ability to connect constitutional reforms with the broader goals of educational equity and quality.

Major/DS
Course Code: EDUC5013

Course: Educational Thoughts and Ideas of Great Indian Educators

Full Marks: 75

Course Objectives

1. To understand the life, philosophy, and educational ideas of Raja Rammohan Roy with a focus on women's education.
2. To analyze the contributions of Iswar Chandra Vidyasagar to educational philosophy, methods of instruction, and advocacy for women's education.
3. To explore Swami Vivekananda's educational philosophy, including his aims of education, instructional methods, curriculum, and concept of the teacher.
4. To critically evaluate Sri Aurobindo's philosophy of education, focusing on his curriculum design, teaching methods, and vision of the teacher's role.
5. To examine Rabindranath Tagore's educational philosophy and its practical application in Santiniketan.
6. To study Mahatma Gandhi's philosophy of basic education, including its aims, curriculum, and instructional strategies.
7. To compare the educational philosophies of key Indian thinkers and identify their commonalities and unique contributions.
8. To assess the relevance of the educational ideas of these thinkers in the modern educational context.

Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit-I	• Raja Rammohan Roy (1772–1883): Philosophy of life, Activities, Ideas on Education and Women Education. • Iswar Chandra Vidyasagar (1820–1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.	25H
Unit-II	• Swami Vivekananda (1863–1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher. • Sri Aurobindo (1872–1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher.	25H
Unit-III	• Rabindranath Tagore (1861–1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School • Mahatma Gandhi (1869–1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.	25H

Recommended Books

- Mukherjee, K.K.; *Some Great Educators of the World*, Das Gupta & Co. Pvt. Ltd., Calcutta.
- Purkait, B.K.; *Great Educators*, New Central Book Agency, London.
- Guha, Bibhuranjan; *Shikshay Pathikrit* (Bengali), Sobha Publisher, Kolkata.
- Prof. B.C. Rai; *Theory of Education*, Prakasan Kendra, Lucknow.
- Vidya Ratna Taneja; *Educational Thought and Practice*, Sterling Publishers Pvt. Ltd.
- Bengali Books on Educational Thoughts and Ideas of Great Indian Educators

Course Outcomes

1. Students will demonstrate an understanding of Raja Rammohan Roy's contributions to educational reforms, especially his advocacy for women's education.
2. Students will critically analyze Iswar Chandra Vidyasagar's educational philosophy and its impact on instructional methods and curriculum design.
3. Students will articulate Swami Vivekananda's vision of education, including his ideas on curriculum, teaching methods, and the role of teachers.
4. Students will evaluate Sri Aurobindo's educational framework and its emphasis on holistic and integral learning.
5. Students will explain Rabindranath Tagore's contributions to education, with a focus on Santiniketan as a model of his philosophy.
6. Students will describe and assess Mahatma Gandhi's concept of basic education, its curriculum, and its application in fostering self-reliance.
7. Students will synthesize and compare the educational thoughts of these Indian thinkers to derive insights for contemporary education.
8. Students will apply the principles of these thinkers to propose solutions to modern educational challenges.

SEMESTER- VI
Major/DS
Course Code: EDUC6011

Course: Educational Guidance and Counseling

Full Marks:75

Course Objectives

1. To understand the meaning, concept, scope, and importance of educational guidance.
2. To identify the essentials of a good guidance program in educational settings.
3. To explore different forms of guidance, including educational, vocational, and personal guidance.
4. To study the organization of guidance services at various educational levels and understand the basic data required for effective guidance.
5. To learn about the tools and techniques used in educational guidance.
6. To understand the meaning, nature, and scope of counseling, including its different types.
7. To examine the tools and techniques used in the counseling process.
8. To analyze the differences between guidance and counseling and understand the role of parents, teachers, and counselors in the guidance program.

Course Contents

Theory: 60, LH: 60

Unit	Contents	Hours
Unit-I	• Educational Guidance: Meaning, Definition, Concept, Scope, Needs and Importance of Guidance. • Essentials of a good Guidance Programme.	16H
Unit-II	• Different forms of Guidance: Educational, Vocational and Personal. • Organization of Guidance services at different levels of education. • Basic data necessary for guidance: data about pupils, courses, vocations. • Tools and techniques of Guidance.	20H
Unit-III	• Counselling: Meaning, Nature, & Scope. • Types of Counselling. • Tools and techniques of Counselling.	12H
Unit-IV	• Difference between Guidance and Counselling. • Counselling process – relationships & its characteristics. • Role of parent, teacher & counselor in guidance programme.	12H

Recommended Books:

- Basu, N.C.; *Educational and Vocational Guidance*.
- Chauhan, S.S.; *Principles and Techniques of Guidance*.

- Dave, Indu; *The Basic Essentials of Counseling*.
- Kocher, S.K.; *Guidance and Counselling in Secondary School*.
- NCERT; *Guidance and Counseling*.
- Bengali Books on Educational Guidance and Counselling

Course Outcomes

1. Students will demonstrate an understanding of the concept, scope, and need for educational guidance in academic and personal development.
2. Students will explain the characteristics and components of a good guidance program.
3. Students will differentiate between educational, vocational, and personal guidance and understand their roles in education.
4. Students will describe the organization of guidance services and identify the types of data needed for effective implementation.
5. Students will apply appropriate tools and techniques for providing guidance to students.
6. Students will articulate the meaning, nature, scope, and types of counseling and how it applies in various contexts.
7. Students will evaluate the tools and techniques of counseling to address specific educational or personal issues.
8. Students will compare guidance and counseling, and critically analyze the roles of parents, teachers, and counselors in fostering a supportive educational environment.

Major/DS
Course Code: EDUC6012

Course: Educational Technology

Full Marks:75

Course Objectives

1. To understand the concept, nature, scope, and significance of educational technology, along with its components of hardware and software.
2. To explore the system approach in education, including its concept, characteristics, components, and limitations.
3. To comprehend the concept, nature, and principles of programmed learning and its application in education.
4. To analyze the meaning, types, and process of communication and its role in the teaching-learning process.
5. To identify barriers to effective communication and strategies to overcome them.
6. To understand the multimedia approach in educational technology and its applications in modern teaching practices.
7. To examine the role of visual, audio, and audio-visual aids in education.
8. To evaluate the role of computers in education and study personalized and mass instructional techniques.

Course Contents

Theory: 60, LH: 60

Unit	Contents	Hours
Unit– I	• Educational Technology: Concept and Meaning. • Educational Technology: Nature, Scope, Needs and Limitations. • Components of Educational Technology – Hardware & Software. • System Approach: Concept and Characteristics.	16H
Unit– II	• Components of Instructional System. • Uses and Limitations of System Approach. • Programmed Learning: Concept, Nature and Scope of Programmed Learning. • Principles of Programming. • Communication: Meaning, Nature, Types and Process.	20H
Unit– III	• Barriers of Communication. • Significance of Communication. • Components of Communication Process. • Communication in Teaching–Learning Situation.	12H
Unit–	• Multimedia Approach in Educational Technology.	12H

Unit	Contents	Hours
IV	• Visual, Audio and Audio-Visual types and their uses in Education. • Computer and its Role in Education. • Personalized Instructional Techniques. • Mass Instructional Techniques.	

Recommended Books:

- Mohanty, J.; *Educational Technology*.
- Sampath, K.; *Introduction to Educational Technology*.
- Sharma, R.A.; *Technology of Teaching*.
- Skinner, B.F.; *The Technology of Teaching*.
- Das, B.C.; *Educational Technology*.
- Ruhela, S.P.; *Educational Technology*.
- Rao & Ravisankar; *Educational Technology*.
- Bengali Books on Educational Technology

Course Outcomes

1. Students will demonstrate an understanding of educational technology and its relevance in enhancing the teaching-learning process.
2. Students will describe the system approach in education and its application in instructional design.
3. Students will critically evaluate the principles and scope of programmed learning as a tool for individualized instruction.
4. Students will articulate the significance of communication in education, identifying its components and process.
5. Students will analyze common barriers to communication and propose strategies to improve communication effectiveness in teaching-learning situations.
6. Students will explain the multimedia approach and demonstrate its integration into various educational settings.
7. Students will identify and utilize visual, audio, and audio-visual resources to enhance instructional delivery.
8. Students will apply knowledge of personalized and mass instructional techniques to design effective educational strategies using technology.

Major/DS
Course Code: EDUC6013

Course: Measurement and Evaluation in Education

Full Marks:75

Course Objectives

1. To understand the concepts of measurement and evaluation in education and their differences.
2. To explore various types of evaluation, including formative, summative, norm-referenced, and criterion-referenced.
3. To learn about different tools and techniques of assessment, including tests, observation, assignments, and projects.
4. To understand the principles of test construction and differentiate between teacher-made and standardized tests.
5. To analyze the characteristics of a good test, including reliability and validity, and learn methods to determine them.
6. To acquire knowledge of educational data types, techniques for data collection, and methods for processing and tabulating data.
7. To study and practice graphical representation techniques such as frequency polygons, histograms, bar diagrams, pie charts, and ogives.
8. To understand measures of central tendency, variability, and correlation, and their uses in interpreting educational data.

Course Contents

Theory: 60, LH: 60

Unit	Contents	Hours
Unit-I	• Concept of Measurement and Evaluation. • Difference between Measurement and Evaluation. • Types of Evaluation: Formative & Summative. • Norm-referenced & Criterion-referenced.	12H
Unit-II	• Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project. • General Principles of Test Construction and Standardization. • Teacher-Made Test and Standardized Test.	12H
Unit-III	• Characteristics of a Good Test. • Reliability: Concept and Methods of Determination. • Validity: Concept and Methods of Determination.	12H
Unit-IV	• Types of Educational Data; Collection and Processing of Data; Tabulation of Data. • Graphical Representation of Data: Frequency Polygon, Histogram, Bar Diagram, Pie Chart, Ogive. • Computation of Diagrams and Uses.	12H

Unit	Contents	Hours
Unit–V	• Measures of Central Tendency and its Uses. • Measures of Variability and its Uses. • Correlation: Computation of Correlation Co-efficient by Product Moment and Rank Difference Methods and Interpretation of Results.	12H

Recommended Books:

- Agarwal, J.C.; *Essentials of Examination System: Evaluation Tests & Measurement*, Vikas Publishing House, New Delhi (1997).
- Best, J.W. & Khan, J.V.; *Research in Education* (6th Edition), Prentice Hall of India Pvt. Ltd., New Delhi (1998).
- Cronbach, L.J.; *Essentials of Psychological Testing*, Harper and Brothers, New York (1960).
- Garrett, H.E.; *Statistics in Psychology and Education*, Eastern Book House, Shantipur, Guwahati (1995).
- Singh, H.S.; *Modern Educational Testing*, Sterling Publishers & Co., New Delhi (1974).
- Bengali Books on Measurement and Evaluation in Education

Course Outcomes

1. Students will demonstrate an understanding of measurement and evaluation concepts and their applications in educational settings.
2. Students will differentiate between various types of evaluations and apply appropriate methods to assess student performance.
3. Students will effectively use different assessment tools and techniques, including constructing teacher-made tests.
4. Students will apply the principles of test construction to create reliable and valid assessment instruments.
5. Students will compute and interpret reliability and validity indices to evaluate the quality of assessment tools.
6. Students will collect, process, and tabulate educational data for analysis.
7. Students will create and interpret graphical representations of data, such as histograms, bar diagrams, and ogives
8. Students will compute measures of central tendency, variability, and correlation and interpret their significance in educational research and assessment.

Major/DS
Course Code: EDUC6014

Course: Comparative Education

Full Marks: 75

Course Objectives

1. To understand the meaning, concept, scope, and objectives of comparative education.
2. To explore the factors influencing comparative education, including geographical, economic, cultural, philosophical, sociological, and linguistic aspects.
3. To learn about different approaches to studying comparative education, such as descriptive, historical, sociological, analytical, and synthetic methods.
4. To examine the basic structure of the formal education systems in the U.S.A, U.K, and India.
5. To analyze the educational objectives and curricula of primary and secondary education in the U.S.A, U.K, and India.
6. To develop an understanding of the similarities and differences in education systems globally.
7. To evaluate how various factors shape educational practices and policies across different countries.
8. To encourage critical thinking about the applicability of international educational practices in the Indian context.

Course Contents

Theory: 60, LH: 60

Unit	Contents	Hours
Unit-I	• Comparative Education – Meaning and Concept, Scope and Objectives. • Factors of Comparative Education: Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic.	20H
Unit-II	• Study in Comparative Education: – Descriptive. – Historical. – Sociological. – Analytical. – Synthetic.	16H
Unit-III	• Basic Structure of the Formal Education System of: – U.S.A. – U.K. – India.	12H
Unit-IV	• Educational Objectives and Curriculum of Primary & Secondary Education of: – U.S.A. – U.K. – India.	12H

Recommended Books:

- Hans, Nicholas; *Comparative Education*.
- Sodhi, T.S.; *A Text Book of Comparative Education*.
- Rai, B.C.; *Comparative Education*.
- Choube, S.P.; *Comparative Education*.
- Rao, V. & Reddy, R.S.; *Comparative Education – The Methods of Analysis and Enquiry*.
- Bereday, George Z.F.; *Comparative Method in Education*.
- Bengali Books on Comparative Education

Course Outcomes

1. Students will demonstrate an understanding of the concept, scope, and objectives of comparative education.
2. Students will analyze the factors influencing education systems across different regions and cultures.
3. Students will apply various approaches to studying and understanding comparative education.
4. Students will describe and compare the basic structures of the formal education systems in the U.S.A, U.K, and India.
5. Students will critically evaluate the educational objectives and curricula of primary and secondary education in these countries.
6. Students will identify and interpret global trends in education and their implications for educational development.
7. Students will propose ideas for adapting successful international educational practices to improve the Indian education system.
8. Students will develop a global perspective on education while respecting cultural and contextual differences.

SEMESTER-VII
Major/CC
Course Code: EDUC7011

Course: Research Methodology in Education

Credit: 6

Full Marks: 75

Course Objectives:

1. To understand the conceptual framework of educational research.
2. To enable the students to understand the conceptual framework of research design.
3. To acquaint with the various types of variables and hypotheses in research.
4. To gain an understanding of the multiple tools and techniques in research.
5. To familiarize the students with the structure of writing a research proposal and research report.

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Basic Concepts of Educational Research	• Nature and significance of Research in Education • Types of Research: Fundamental, Applied, Action, Qualitative and Quantitative Research in Education	20H
UNIT-II: Review of Literature, Variables and Hypothesis	• Review of Related Literature: Purpose, Need • Preparation of Research Proposal • Variables: Meaning and Types – Independent, Dependent, Extraneous, Intervening, Organismic • Controlling Extraneous and Intervening Variables • Hypothesis: Concept, Sources & Types, Characteristics of a Good Hypothesis • Testing of Hypothesis	30H
UNIT-III: Population and Sampling	• Concept of Population and Sample • Techniques of Sampling: Types of Probability & Non-Probability Sampling • Characteristics and Purpose of Sampling	20H
UNIT-IV: Research Tools and research Report	•Types of Research Tools: (Brief discussion) Rating Scale, Opinionnaire, Questionnaire, Checklist, Inventory, Observation, Interview • Preparing a Research Tool: Validity & Reliability – Concepts and Types; • Research Report: Format, Style of Writing.	20H

Suggested Readings:

1. Anderson, G. (1990). *Fundamentals of educational research*. Falmer Press.
2. Best, J. W. (1999). *Research in education*. Prentice Hall of India.
3. Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. Longman.
4. Pan, T. N. (2023). *Galpokathay gobeshona* (Research through narrative) (in Bengali). Sikshadip.
5. Pan, T. N. (2023). *Research methodology* (in Bengali). Rita Publication.
6. Kaul, L. (1984). *Methodology of educational research*. Vikas Publishing House.
7. Shank, G. D. (2002). *Qualitative research: A personal skills approach*. Merrill Prentice Hall.
8. Sharma, B. (2004). *Methodology of educational research*. Vohra Publishers and Distributors.
9. Sharma, S. R. (2003). *Problems of educational research*. Anmol Publications.
10. Sidhu, K. S. (n.d.). *Methodology of research in education*. Sterling Publishers.
11. Ghosh, & Singh. (n.d.). *Research methodology*. Mamtesh Rastogi Publications.
12. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
13. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
14. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
15. McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.

16. Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. (2018). *Introduction to research in education* (10th ed.). Cengage Learning.
17. Mertler, C. A. (2019). *Introduction to educational research* (2nd ed.). SAGE Publications.
18. Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). SAGE Publications.
19. Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
20. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
21. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
22. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
23. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd ed.). SAGE Publications.
24. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Course Outcomes:

On Successful Completion of this Course, Students will be able to:

1. Explain the concept of educational research.
2. Distinguish between the various types and methods of educational research.
3. Classify the types of qualitative and quantitative research in education.
4. Identify the research variables and formulate research hypotheses.
5. Discuss the tools/techniques, and steps of preparing the research tools.
6. Explain the structure of writing a research proposal and research report.

SEMESTER-VII
Major/CC
Course Code: EDUC7012

Course: Statistics in Education

Credit: 6

Full Marks: 75

Course Objectives:

1. To enable the students to understand the basic concept of statistics.
2. To acquaint the students with different statistical procedures used in education.
3. To develop the ability to represent educational data through graphs.
4. To give detailed knowledge about descriptive statistics.
5. To enable the students to understand the basic concepts of inferential statistics.

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Basics of Educational Statistics and descriptive statistics	• Statistics: Meaning, use of statistics in Education • Branches of statistics: Descriptive and Inferential • Frequency distributions: Compilation, Classification and Tabulation of data • Graphical representation of data: Histogram, Frequency Polygon, Ogive • Measures of Central Tendency: Mean, Median, Mode – Calculation and Uses • Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation – Uses, Advantages and Disadvantages	20H
UNIT-II: Correlation	• Meaning and types of Correlation; Coefficient of Correlation • Coefficient of Correlation by Rank Difference and Product Moment Methods • Difference between Rank Difference Method and Product Moment Method • Concept of Scatter Diagram	20H
UNIT-III: Normal Distribution and Derived Score	• The Normal Distribution; Normal Probability Curve – Meaning, characteristics, properties and importance • Deviations from Normality: Skewness and Kurtosis • Application of Normal Probability Curve • Derived score: Z score, T score and Standard score	20H
UNIT-IV: Data Analysis and Interpretation	• Students are expected to collect relevant data from their neighborhood school or college (minimum sample size 50) with the objective of describing the nature and characteristics of the two distributions, comparing two distributions and finding association between two sets of data by applying the following: - Tabulation of data - Determination of Mean, Median and Mode, SD - Determination the association between two sets of data by drawing scatter diagram	30H

Suggested Readings:

1. Garrett, H. E. (2014). *Statistics in psychology and education*. Vakils, Feffer & Simons.
2. Sahu, B. K. (1998). *Statistics in psychology and education*. Kalyani Publishers.
3. Mangal, S. K. (2005). *Statistics in psychology and education*. Prentice Hall of India.
4. Goswami, M. (2012). *Measurement and evaluation in psychology and education*. Neel Kamal Publications.
5. Saha, K. (2012). *Statistics in education and psychology*. Asian Books.
6. Gupta, S. P. (2004). *Statistical methods* (3rd ed.). Sultan Chand & Sons.
7. Sharma, T. R., & Bhargava, V. (2005). *Elementary statistics in education and psychology*. Bhargava Book House.

8. Goon, A. M., Gupta, M. K., & Dasgupta, B. (1994). *An outline of statistical theory* (Vols. 1–2). World Press.
9. Garrett, H. E. (2009). *Statistics in psychology and education* (6th ed.). Paragon International Publishers.
10. Elhance, D. N., & Elhance, V. (2002). *Practical problems in statistics*. Kitab Mahal.
11. Glass, G. V., & Hopkins, K. D. (1996). *Statistical methods in education and psychology* (3rd ed.). Allyn & Bacon.
12. Popham, W. J., & Sirotnik, K. A. (1993). *Educational statistics: Use and interpretation*. Harper & Row.
13. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
14. Howell, D. C. (2013). *Statistical methods for psychology* (8th ed.). Cengage Learning.
15. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Cengage Learning.
16. Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
17. Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2020). *IBM SPSS for introductory statistics: Use and interpretation* (6th ed.). Routledge.
18. Corder, G. W., & Foreman, D. I. (2014). *Nonparametric statistics: A step-by-step approach* (2nd ed.). Wiley.
19. Laerd Statistics. (2018). *Statistical tutorials and software guides for students*. Laerd Statistics.

Course Outcomes:

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

1. Understand statistical principles and its uses.
2. Develop the level of performances for knowledge, comprehension, application, analysis, synthesis, and evaluation.
3. Acquire knowledge on the basics statistics by making valid generalizations from sample data
4. Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work for societal development
5. Greater appreciation for the importance of statistical literacy in today's rich data world

SEMESTER-VII
Major/CC
Course Code: EDUC7013

Course: Life Skill Education

Credit: 6

Full Marks: 75

Course Objectives:

1. To understand the meaning of life skills.
2. To be acquainted with the different types of life skills.
3. To know in detail about life skills and their importance in life
4. To apply various life skills methods in coping with challenging situations in life
5. To understand various issues and conflicts that needs life skills to deal with.
6. To integrate with educational policies and contemporary issues

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Concept of Life Skill	• Concept of Skill and its different Types • Defining Life Skill (WHO, UNICEF), Meaning, Nature & Scope • Concept of Life Skill and their Importance in Daily life • Origin and Development of Life Skill Education	15H
UNIT-II: Types of life skill and policies related to life skill education	• Type of Life Skills: Ten Core Life Skills (WHO) Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotions • Delor's Commission Report • Dakar Framework for Action (2000) • National Education Policy -2020	30H
UNIT-III: Techniques & Training for Life Skill Education	• Concept of Techniques for Life Skill Education: Class Discussion, Brain Storming, Role play and simulation, Games and Storytelling • Concept of Training for Life Skill Education: Social-Emotional Learning (SEL) Programs, Vocational Skills Training, Financial Literacy Education, Psychosocial Training	30H
UNIT-IV: Contemporary perspectives of Life Skills Education	• Life Skills in relation to employability, leadership, citizenship and lifelong learning • Human values and Life Skills in the Indian context • Contemporary relevance of Life Skills Education in universities and colleges	15H

Suggested Readings:

1. Bhatt, R.I. (2017). Life Skills Education (1st Edition). Notion Press Media Pvt Ltd.
2. Bofinger, L.D. (2010). Life Skills for The Student.
3. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
4. Dudhade, B.A. (2016). Life Skills Education. Neelkamal.
5. Jaipur Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality.
6. Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
7. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
8. Mahajan, G. (2022). Life Skills Education (1st Edition). Shipra Publications.
9. Nair, V.R. (2010). Life skills, Personality and Leadership. Rajiv Gandhi National Institute of Youth.
10. Pandey, S.P. (2012). Life Skill Education for Adolescents. Serial.

11. Ralhan, R. (2022). Life Skill Education. Tondon Publication.
12. Rao, K.R., & Dinakar, P. (2016). Life Skills Education (First Edition). Neelkamal.
13. Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module,
14. Singh, B.D. and Menon R- Life Skills in India (2015). An Overview of Evidence and Current Practices in our Education System.
15. Singh, M. (2003). Understanding Life Skills.
16. Sinha M. P., & Ghoshal C. P. (2015). Kishore Kishorider Jibon Kushalata Siksha. Progressive Publishers, Kolkata.
17. Thomas, G. (2006). Life Skill Education and Curriculum (2nd Edition). Shipra Publications.
18. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
19. WHO (1997). Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
20. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.
21. জীবন দক্ষতা শিক্ষা (Life Skill Education)- সন্তোষ কুমার বেহেরা (রীতা বুক এজেন্সি)
22. কিশোর কিশোরীদের জীবন কুশলতা শিক্ষা- ডঃ মুক্তিপদ সিনহা, চন্ডিকা প্রসাদ ঘোষাল (প্রগতিশীল প্রকাশক)
23. জীবনের দক্ষতা শিক্ষা - প্রণব কুমার চক্রবর্তী, (রীতা পাবলিকেশন)

Web Sites:

- UNESCO – <http://www.unesco.org/>
- UNFPA - <http://www.unfpa.org/>
- UNICEF - <http://www.unicef.org/>
- United Nations - <http://www.un.org/>
- WHO - <http://www.who.int/en/>

Course Outcomes:

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

1. Critically analyze the concepts and frameworks of life skill education.
2. Apply life skills to handle real-life challenges and situations effectively.
3. Develop self-confidence, self-awareness, and emotional regulation.
4. Implement life skill strategies in classroom or real-life settings
5. Integrate life skills with policy frameworks and contemporary educational practices.

SEMESTER-VII
Major/CC
Course Code: EDUC7014

Course: Teacher Education

Credit: 6

Full Marks: 75

Course Objectives:

1. Understand the historical development, scope, and curriculum structure of Teacher Education in India.
2. Analyze the foundational knowledge bases, pedagogical models, and strategies for reflective teaching.
3. Evaluate the roles of various educational agencies and apply macro/micro practice teaching approaches.
4. Internalize professional ethics and integrate ICT to enhance the quality of the teaching profession.
5. Critically examine current issues, commercialization, and the gap between theory and practice in teacher education.

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Introduction to Teacher Education	• Meaning, Nature and Scope of Teacher Education • Types of Teacher Education Programmes • Role of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels	15H
UNIT-II: Models of Teacher Education	• Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas • Models of Teacher Education: Reflective Teaching and Strategies for Promoting Reflective Teaching, Behaviouristic, Constructivist, Competency-based Model and Inquiry Oriented Teacher Education Models, AOM and CAM	30H
UNIT-III: Pre service and In-service Teacher Education	• Concept, Need, Purpose and Scope of Pre-service and In-service Teacher Education • Agencies and Institutions of Teacher Education (SSA, RMSA, SCERT, NCERT, NCTE and UGC) • Interaction analysis as a feedback system in teacher development • Professional Ethics of Teachers • Quality Enhancement for Professionalization of Teacher Education.	30H
UNIT-IV: Issues Related to Teacher Education	• Current Problems in Teacher Education • Quality Issues • Gap between Theory and Practice • Commercialization, Lack of Research Orientation • Teacher Education and community	15H

Suggested Readings:

1. Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
2. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
3. Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
4. Loughran, John (2006): Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Routledge: New York.
5. Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.

6. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
7. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
8. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
9. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
10. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
11. Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
12. NCERT (2006): Teacher Education for Curriculum renewal.
13. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
14. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
15. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
16. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
17. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
18. Sharma, N. (2026). *Foundations of teacher education: Theory, practice and professional development*. Agni Leaf.

Course Outcomes:

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

1. Explain the meaning, nature, scope, historical development, and curriculum structure of teacher education in India at different levels of schooling.
2. Analyse various knowledge bases, reflective teaching strategies, and models of teacher education, including behaviouristic, constructivist, and inquiry-oriented approaches.
3. Examine the concepts, objectives, and institutional mechanisms of pre-service and in-service teacher education, and apply macro and micro teaching approaches for professional development.
4. Demonstrate understanding of teaching as a profession by applying professional ethics, ICT integration, and quality enhancement practices in teacher education.
5. Critically evaluate contemporary issues and challenges in teacher education, including commercialization, quality concerns, research orientation, community engagement, and the gap between theory and practice.

SEMESTER-VII
Minor Course
Course Code: EDUC7021

Course: Inclusive Education

Credit: 4

Full Marks: 75

Course Objectives:

1. To enable the students to understand the concept, principle, and scope of inclusive education.
2. To familiarize students with the national and international policies and programmes for inclusive education.
3. To develop knowledge about the types of special learners and design strategies for adapting curriculum to the special learners.
4. To identify the different assistive devices that can be useful for special needs students.
5. To gain an understanding of the development and management of inclusive classrooms.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Basic Foundations of Inclusive Education	• Inclusive Education: Concept, principles, scope and target groups (diverse learners, marginalized groups and learners with disabilities) • Evolution of the philosophy of Inclusive Education: Special, Integrated and Inclusive Education • Difference between Special, Integrated and Inclusive Education	10H
UNIT-II: Understanding Disability and Exceptionality	• Concept of impairment, disability and handicap • Exceptionality: Positive, negative and multiple deviation • Concept, characteristics, types, causes, identification and educational provisions for children with Intellectual, Orthopaedic, Visual, Hearing and Multiple Disabilities, developmental disorders: Cerebral Palsy, Autism and Learning Disabilities	15H
UNIT-III: Policies and Legislative Framework for Inclusive Education	• National Policy on Education (1986) and Programme of Action (1992) • Rehabilitation Council of India Act (1992) • Persons with Disabilities Act (1995) • Dakar Framework for Action: Education for All (2000) • National Policy for Persons with Disabilities (2006) • Rights of Persons with Disabilities Act (2016) • National Education Policy (NEP) 2020 • Inclusive Education under Samagra Shiksha Abhiyan (SSA)	20H
UNIT-IV: Planning and Management of Inclusive Classrooms	• Barriers and facilitators in Inclusive Education: Attitudinal, social and educational • Curriculum and curricular adaptations for diverse learners • Assistive and adaptive technology for diverse learners: Product (aids and appliances) and Process (IEP, remedial teaching)	15H

Suggested Readings:

1. Adrian, A., & John, E. (1998). *Educating children with special needs*. Prentice Hall.
2. Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. Prentice Hall.
3. Choate, J. S. (1991). *Successful mainstreaming*. Allyn & Bacon.
4. Choate, J. S. (1997). *Successful inclusive teaching*. Allyn & Bacon.
5. Daniels, H. (1999). *Inclusive education*. Kogan Page.
6. Deiner, P. L. (1993). *Resources for teaching children with diverse abilities*. Harcourt Brace & Company.
7. Dessent, T. (1987). *Making ordinary schools special*. Jessica Kingsley Publishers.
8. Gargiulo, R. M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Wadsworth.

9. Gartner, A., & Lipsky, D. D. (1997). *Inclusion and school reform: Transforming America's classrooms*. Paul H. Brookes Publishing.
10. Giuliani, G. A., & Pierangelo, R. (2007). *Understanding, developing, and writing IEPs*. Corwin Press.
11. Hegarthy, S., & Alur, M. (2002). *Education of children with special needs: From segregation to inclusion*. Sage Publications.
12. Karant, P., & Rozario, J. (2003). *Learning disabilities in India*. Sage Publications.
13. Karten, T. J. (2007). *More inclusion strategies that work*. Corwin Press.
14. Kluth, P. (2003). *"You're going to love this kid!": Teaching students with autism in the inclusive classroom*. Paul H. Brookes Publishing.
15. Lewis, R. B., & Doorlag, D. H. (1995). *Teaching special students in the mainstream* (4th ed.). Pearson.
16. McCormick, S. (1999). *Instructing students who have literacy problems* (3rd ed.). Pearson.
17. Dash, M. K. (2013). *Inclusive education: A new dimension*. Bhargava Publications.
18. Rayner, S. (2007). *Managing special and inclusive education*. Sage Publications.
19. Reddy, R., Ramar, R., & Kusuma. (2003). *Education and children with special needs*. Discovery Publishing House.
20. UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing.
21. UNICEF. (2021). *Seen, counted, included: Using data to shed light on the well-being of children with disabilities*. UNICEF.
22. United Nations. (2023). *Disability and development report 2023: Progress and challenges in inclusive education*. UN Publications.
23. Ministry of Education, Government of India. (2023). *Implementation guidelines for inclusive education under Samagra Shiksha*. Government of India.
24. Sharma, U., & Sokal, L. (2021). Inclusive education policies and practices: A global perspective. *International Journal of Inclusive Education*, 25(10), 1–15.
25. Organisation for Economic Co-operation and Development (OECD). (2021). *Strength through diversity: Education for inclusive societies*. OECD Publishing.
26. National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education (NCF-SE) 2023*. NCERT.
27. Rose, D. H., & Dalton, B. (2021). Universal Design for Learning and inclusive classroom practices. *Educational Leadership*, 78(4), 44–49.

Course Outcomes:

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

1. Understand the support needs of differently abled students.
2. Explain the principles of differentiated instructions and assessment.
3. Explain the concepts of inclusive, special, and integrated education.
4. Explain the different national and international policies and programmes for inclusive education.
5. Classify different types of special learners and design strategies for adapting curriculum to the needs of special learners.
6. Illustrate different assistive devices useful for various categories of learners.
7. Uses appropriate techniques to identify and nurture special learners in an inclusive classroom setting.

SEMESTER-VIII

Hons. With Research Project/Dissertation

Major/CC

Course Code: EDUC8011

Course: Understanding India: Indian Knowledge System and Ethics Credit: 6 Full Marks: 75

Course Objectives:

1. To provide an overview of India's heritage and knowledge traditions across major domains.
2. To develop appreciation and application of Indian knowledge traditions in contemporary contexts.
3. To foster transferable and 21st-century skills through engagement with Indian knowledge systems.
4. To help students understand the historical evolution of India's knowledge traditions.
5. To enable critical analysis of Indian knowledge traditions from a multidisciplinary perspective.
6. To promote ethics-based education rooted in Indian thought for classroom practice.

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Introduction to the Knowledge of India	• Indian philosophical traditions (Basic concept only): Vaisheshika, Nyaya, Samkhya, Yoga, Purva Mimamsa; Jain, Buddhist and Charvak traditions • Ethics, morality and social dilemmas (including self-leadership) and their relevance in contemporary society • Indian perspectives on spirituality; • Ethics in a technologically volatile world: Leading an ethical and modern life	25H
UNIT-II: Culture, Art, Literature and Lifestyle	• Fine arts: Traditional art forms, contemporary arts, art and globalization • Literature: Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam, Bengali • Food culture: Regional cuisines, Ayurvedic diet, food and festivals, Jainism in food practices, • Lifestyle of Yoga; Adapting ancient lifestyle as a path towards longevity	25H
UNIT-III: Polity and Law	• Kingship and types of government: Oligarchies, republics; Local administration with reference to village administration • Basis of law: Dharma and its sources; Criminal justice system—police, jails and punishments; Lessons from Chanakya niti	20H
UNIT-IV: Mathematics, Science and Technology	• Arithmetic and logic in ancient India • Natural sciences: Mathematics, physics, metallurgy and chemistry • Astronomy: India's contributions to the world • Indian notions of time and space • Technology in the economy: Agriculture, transportation and allied sectors	20H

Suggested Readings:

1. Radhakrishnan, S. (1951). *Indian philosophy* (Vols. 1–2). George Allen & Unwin.
2. Chatterjee, S., & Datta, D. (2016). *An introduction to Indian philosophy*. University of Calcutta.
3. Hiriyanna, M. (2005). *Outlines of Indian philosophy*. Motilal Banarsidass.
4. Dasgupta, S. N. (2009). *A history of Indian philosophy* (Vols. 1–5). Motilal Banarsidass.
5. Radhakrishnan, S. (1996). *Indian religions*. Oxford University Press.
6. Zimmer, H. (2017). *Myths and symbols in Indian art and civilization*. Princeton University Press.
7. Coomaraswamy, A. K. (2007). *The dance of Shiva: Fourteen Indian essays*. Munshiram Manoharlal.
8. Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books.

9. Kautilya. (2003). *Arthashastra* (R. Shamasastry, Trans.). Penguin Classics.
10. Basham, A. L. (2013). *The wonder that was India*. Rupa Publications.
11. Altekar, A. S. (2014). *State and government in ancient India*. Motilal Banarsidass.
12. Manusmriti & Yajnavalkya Smriti. (n.d.). *Dharmaśāstra texts* (Selected translations).
13. Kosambi, D. D. (2005). *An introduction to the study of Indian history*. Popular Prakashan.
14. Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (2009). *A concise history of science in India*. Indian National Science Academy.
15. Plofker, K. (2009). *Mathematics in India*. Princeton University Press.
16. Sarma, S. R. (2013). *Indian astronomy: Concepts and procedures*. Indian National Science Academy.
17. Subbarayappa, B. V. (2013). *Science in India: Past and present*. National Book Trust.
18. Vivekananda, S. (2015). *Practical Vedanta*. Advaita Ashrama.
19. Ministry of Education, Government of India. (2020). *National Education Policy 2020*. Government of India.
20. University Grants Commission. (2023). *Guidelines for Indian Knowledge System (IKS) in Higher Education Curricula*. UGC.
21. Indian Knowledge Systems Division, AICTE. (2022). *Indian Knowledge Systems: A Handbook for Higher Education*. AICTE.
22. Kapoor, K. (2019). *Text and interpretation: Indian tradition*. DK Printworld.
23. Matilal, B.K. (2015). *Logic, language and reality: Indian philosophy and contemporary issues*. Motilal Banarsidass.
24. Balasubramanian, R. (Ed.). (2014). *History of science, philosophy and culture in Indian civilization*. Centre for Studies in Civilizations.
25. Chattopadhyaya, D. (2016 reprint). *Science and society in ancient India*. Research India Press.
26. Sen, Amartya. (2011). *The argumentative Indian: Writings on Indian history, culture and identity*. Penguin.
27. Indian Council of Historical Research. (2021). *Indian knowledge traditions: Perspectives and practices*. ICHR Publications.
28. Jha, A. (2024). *Traditional Knowledge System in India*. Atlantic Publication.
29. Mahadevan, B. & et. al. (2022). *Introduction to Indian Knowledge System*. PHI Publishers.
30. Gupta, E. & et. al. (2025). *Indian Knowledge System: The Educational Heritage of Ancient India*. Aadi Publications.

Course Outcomes:

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

1. Explain and interpret major Indian philosophical traditions, ethical frameworks, and spiritual perspectives, and examine their relevance to contemporary personal, social, and technological challenges.
2. Analyse and appreciate India's cultural heritage by examining its art forms, literary traditions, food practices, and yogic lifestyle in relation to identity, globalization, and well-being.
3. Evaluate ancient Indian concepts of polity, governance, law, and justice, and relate them to the development of a tradition-driven, equitable, and just modern society.
4. Describe and assess the evolution of the Indian economy and agricultural practices from early to classical periods, highlighting urbanization, institutions, and occupational development.
5. Examine and apply India's contributions to mathematics, science, astronomy, and technology, and analyse their significance in shaping indigenous knowledge systems and sustainable development.

SEMESTER-VIII
Minor Course
Course Code: EDUC8021

Course: Entrepreneurship in Education

Credit: 4

Full Marks: 75

Course Objectives:

1. To develop an understanding of the concept, nature and significance of entrepreneurship and entrepreneurs.
2. To familiarize learners with entrepreneurial opportunities, competencies and success factors.
3. To explain the multidisciplinary approach to entrepreneurship and its relevance to education.
4. To understand the need and scope of entrepreneurship education in the Indian context.
5. To acquaint learners with NEP-2020 guidelines for entrepreneurship education, emphasizing skill-based, experiential and innovation-driven learning.
6. To analyse the relationship between education and entrepreneurship in socio-economic development.
7. To promote ethical practices, value creation and social responsibility in entrepreneurship.
8. To encourage innovative thinking for educational, social, rural and women entrepreneurship.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Foundations of Entrepreneurship and educational entrepreneurship	• Concept of entrepreneur and entrepreneurship • Classification and characteristics of entrepreneurs • Functions and contributions of entrepreneurs to economic and social development • Educational entrepreneurship and educational entrepreneurs: Meaning, nature and scope of entrepreneurship in education, Relationship between entrepreneurship and education • Barriers to entrepreneurship and success factors	15H
UNIT-II: Entrepreneurship Education in India, Policy Perspectives, Emerging dimensions	• Entrepreneurship education in India • NEP–2020 guidelines for entrepreneurship education: Skill-based, experiential and multidisciplinary learning; innovation, incubation and start-up culture • Institutions and agencies promoting entrepreneurial development • Challenges and future perspectives of entrepreneurship education	20H
UNIT-III: Trends, Innovation and Ethics in Entrepreneurship	• Models, theories and tools supporting entrepreneurship education • Ethics in entrepreneurship; value creation and social responsibility • Social entrepreneurship and innovation in the education sector • Role of technology and innovation in entrepreneurship development	15H
UNIT-IV: Educational Entrepreneurs in India	• Rabindranath Tagore • Mahatma Gandhi • Jamsetji Nusserwanji Tata • Azim Hashim Premji	10H

Suggested Readings:

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship*. McGraw-Hill Education.
2. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice*. Cengage Learning.
3. Timmons, J. A., & Spinelli, S. (2018). *New venture creation: Entrepreneurship for the 21st century*. McGraw-Hill Education.
4. Vesper, K. H. (1990). *New venture strategies*. Prentice Hall.

5. Desai, V. (2013). *Dynamics of entrepreneurial development and management*. Himalaya Publishing House.
6. Khanka, S. S. (2017). *Entrepreneurial development*. S. Chand & Company.
7. Charantimath, P. M. (2018). *Entrepreneurship development and small business enterprises*. Pearson Education.
8. Government of India, Ministry of Education. (2020). *National education policy 2020*.
9. Nayyar, D. (Ed.). (2013). *Entrepreneurship and economic development*. Oxford University Press.
10. UNESCO. (2018). *Entrepreneurship education: A global perspective*. UNESCO Publishing.
11. Ministry of Skill Development and Entrepreneurship, Government of India. (2022). *National entrepreneurship policy: Draft document*.
12. OECD. (2019). *Entrepreneurship education in higher education*. OECD Publishing.
13. World Economic Forum. (2023). *Future of jobs report 2023*. WEF.
14. NITI Aayog. (2022). *India innovation index report*. Government of India.
15. Startup India. (2021). *Startup India: Action plan and progress report*. Government of India.
16. Neck, H. M., Greene, P. G., & Brush, C. G. (2021). *Entrepreneurship: The practice and mindset* (2nd ed.). SAGE Publications.
17. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75–93.
18. Global Entrepreneurship Monitor. (2022). *Global entrepreneurship monitor global report 2021/2022*. GEM.

Course Outcomes:

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

1. Explain the concept, characteristics, functions, and multidisciplinary nature of entrepreneurship, including entrepreneurial competencies, leadership skills, opportunity identification, and national policies related to skill development and entrepreneurship.
2. Analyse the relationship between entrepreneurship and education, with special reference to NEP-2020 guidelines, and evaluate the role of entrepreneurship education in promoting employability, innovation, and inclusive development.
3. Examine and apply major models, theories, tools, and ethical principles supporting entrepreneurship education, including the role of technology, innovation, and social responsibility.
4. Assess emerging trends and research issues in educational entrepreneurship, focusing on employment generation, social entrepreneurship, and balanced socio-economic development.
5. Critically evaluate the contributions and educational philosophies of eminent Indian educational entrepreneurs and leaders and draw lessons for contemporary educational entrepreneurship practice

SEMESTER-VIII
Research Project/Dissertation
Course Code: EDUC8091

Course: i) Research Project / Dissertation (Seminar Presentation and Submission of Research (08, Credit, 90 + viva-60) ii) Research Internship (04 Credit, 45 + viva-30) (Total 12 Credit, Total Marks 225)

Project / Dissertation

08 Credit

Full Marks: 150 (90 + 60)

Course Contents:

Practical: Seminar Presentation, Preparation & Submission of Research Project/Dissertation-90 + Viva -60

Course Objectives:

1. To develop an understanding of the process, ethics, and rigor of educational research.
2. To identify and investigate relevant research problems aligned with NEP-2020 priorities.
3. To design and execute a systematic research project/dissertation.
4. To apply appropriate research methodologies, tools, and data analysis techniques.
5. To demonstrate academic writing, referencing, and research ethics.
6. To present and defend research findings through seminar and viva-voce.

Course Rationale (NEP-2020 Perspective):

Aligned with NEP-2020, this course aims to:

- Promote research orientation, critical inquiry, innovation and academic integrity.
- Develop evidence-based educational practices.
- Foster multidisciplinary, ethical, and socially responsive research.
- Prepare learners for doctoral studies, academic careers, and policy-oriented research.

Course Structure & Components

Component	Description
Seminar Presentation	Proposal presentation + Progress presentation
Research Project / Dissertation	Empirical / Analytical / Field-based study
Viva-Voce	External examination based on the dissertation

Detailed Guidelines for Conducting the Research Project / Dissertation

1. Nature of the Research Project/Dissertation

The project/dissertation may be:

- Empirical (Survey / Experimental / Case Study)
 - Qualitative (Phenomenological, Narrative, Ethnographic)
 - Mixed-method
 - Action Research (school-based)
 - Policy / Curriculum / Pedagogical analysis
- (Aligned with NEP-2020 themes such as inclusion, technology, multidisciplinary learning, Indian Knowledge Systems, teacher education, etc.)

2. Topic Selection

- Topic must be relevant to Education and contemporary issues.
- Should align with NEP-2020 thrust areas.
- Must be approved by the Supervisor and Departmental Research Committee (DRC) (if any).

3. Supervision

- Each learner shall work under an approved research supervisor.
- Supervisor will guide proposal, methodology, data analysis, and report writing.

4. Stages of Research Project / Dissertation

Stage I: Research Proposal Development

- Identification of research problem
- Review of related literature
- Objectives / Research questions / Hypotheses
- Methodology and tools
- Ethical considerations

Seminar Presentation – I (Proposal Seminar)

Stage II: Tool Construction & Pilot Study

- Development/selection of research tools
- Pilot testing and refinement

Stage III: Data Collection

- Field work / survey / experimentation
- Maintaining ethical standards and consent

Stage IV: Data Analysis & Interpretation

- Statistical / thematic analysis
- Interpretation in the light of objectives/ hypotheses

Stage V: Report Writing

The dissertation shall include:

1. Title Page
2. Certificate & Declaration
3. Acknowledgement
4. Abstract
5. Chapter I: Introduction
6. Chapter II: Review of Related Literature
7. Chapter III: Methodology
8. Chapter IV: Data Analysis & Interpretation
9. Chapter V: Findings, Conclusions & Educational Implications
10. References/ Bibliography (APA style)
11. Appendices

5. Seminar Presentation Scheme (Internal – 90 Marks)

Component
Proposal Seminar
Progress / Final Seminar
Quality of Dissertation (Content, Methodology, Analysis, Writing, Ethics)
Total- 90 Marks

6. Viva-Voce Examination (External – 60 Marks)

- Conducted by **External Examiner**
- Based on:
 - Conceptual clarity
 - Methodology
 - Data analysis
 - Findings and implications
 - Presentation and defence

7. Evaluation Criteria (NEP-Aligned)

- Originality and relevance
- Methodological rigor
- Ethical compliance
- Analytical depth
- Academic writing and referencing
- Presentation and communication skills

8. Ethical Guidelines

- Plagiarism below acceptable institutional limits.
- Informed consent and confidentiality.
- Compliance with UGC Research Ethics and NEP-2020 values.
- Use of plagiarism detection software mandatory.

9. Submission Guidelines

- Hard bound dissertation (as per university norms).
- Soft copy submission to department/repository.
- APA (7th edition) referencing style.

Course Outcomes:

After completion, learners will be able to:

1. Formulate a research problem with clear objectives and rationale.
2. Design an appropriate research methodology.
3. Construct and/or use valid and reliable research tools.
4. Analyse and interpret quantitative and/or qualitative data.
5. Write a research report/dissertation following academic conventions.
6. Demonstrate ethical research practices and plagiarism-free work.
7. Present research findings effectively in seminar and viva-voce.

Course Objectives:

- To develop an idea of preparing the report through internship
 - To develop the verbal presentation of the report
1. Evaluation: Report writing + Viva Voce
 2. Marks: 90 (60 + Viva 30)
 3. Credit: 4 credits (Report writing and Viva Voce)

Activities (Any one of the following to be executed):

1. Book Review
2. Curriculum Analysis
3. Construction of Good Test (under tool development)
4. Learning Design (under Educational Material)
5. Literature Review
6. Critical Analysis of Research Article
7. Data Collection and Data Analysis
8. Comparative Analysis of Two Books or Articles
9. Research Poster Presentation

Theory: Students have to prepare a report on any one of the above in detail.

Practical: Viva Voce on the basis of the report.

OR
SEMESTER-VIII
Hons.
Major/CC
Course Code: EDUC8011

Course: Understanding India: Indian Knowledge System and Ethics Credit: 6 Full Marks: 75

Course Objectives:

1. To provide an overview of India's heritage and knowledge traditions across major domains.
2. To develop appreciation and application of Indian knowledge traditions in contemporary contexts.
3. To foster transferable and 21st-century skills through engagement with Indian knowledge systems.
4. To help students understand the historical evolution of India's knowledge traditions.
5. To enable critical analysis of Indian knowledge traditions from a multidisciplinary perspective.
6. To promote ethics-based education rooted in Indian thought for classroom practice.

Course Contents

Theory: 60, LH: 90

UNIT	Contents	Hours
UNIT-I: Introduction to the Knowledge of India	• Indian philosophical traditions (Basic concept only): Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa; Jain, Buddhist and Charvak traditions • Ethics, morality and social dilemmas (including self-leadership) and their relevance in contemporary society • Indian perspectives on spirituality; • Ethics in a technologically volatile world: Leading an ethical and modern life	25H
UNIT-II: Culture, Art, Literature and Lifestyle	• Fine arts: Traditional art forms, contemporary arts, art and globalization • Literature: Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam, Bengali • Food culture: Regional cuisines, Ayurvedic diet, food and festivals, Jainism in food practices, • Lifestyle of Yoga; Adapting ancient lifestyle as a path towards longevity	25H
UNIT-III: Polity and Law	• Kingship and types of government: Oligarchies, republics; Local administration with reference to village administration • Basis of law: Dharma and its sources; Criminal justice system—police, jails and punishments; Lessons from Chanakya niti	20H
UNIT-IV: Mathematics, Science and Technology	• Arithmetic and logic in ancient India • Natural sciences: Mathematics, physics, metallurgy and chemistry • Astronomy: India's contributions to the world • Indian notions of time and space • Technology in the economy: Agriculture, transportation and allied sectors	20H

Suggested Readings:

1. Radhakrishnan, S. (1951). *Indian philosophy* (Vols. 1–2). George Allen & Unwin.
2. Chatterjee, S., & Datta, D. (2016). *An introduction to Indian philosophy*. University of Calcutta.
3. Hiriyanna, M. (2005). *Outlines of Indian philosophy*. Motilal Banarsidass.
4. Dasgupta, S. N. (2009). *A history of Indian philosophy* (Vols. 1–5). Motilal Banarsidass.
5. Radhakrishnan, S. (1996). *Indian religions*. Oxford University Press.
6. Zimmer, H. (2017). *Myths and symbols in Indian art and civilization*. Princeton University Press.
7. Coomaraswamy, A. K. (2007). *The dance of Shiva: Fourteen Indian essays*. Munshiram Manoharlal.
8. Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books.
9. Kautilya. (2003). *Arthashastra* (R. Shamasastry, Trans.). Penguin Classics.

10. Basham, A. L. (2013). *The wonder that was India*. Rupa Publications.
11. Altekar, A. S. (2014). *State and government in ancient India*. Motilal Banarsidass.
12. Manusmriti & Yajnavalkya Smriti. (n.d.). *Dharmaśāstra texts* (Selected translations).
13. Kosambi, D. D. (2005). *An introduction to the study of Indian history*. Popular Prakashan.
14. Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (2009). *A concise history of science in India*. Indian National Science Academy.
15. Plofker, K. (2009). *Mathematics in India*. Princeton University Press.
16. Sarma, S. R. (2013). *Indian astronomy: Concepts and procedures*. Indian National Science Academy.
17. Subbarayappa, B. V. (2013). *Science in India: Past and present*. National Book Trust.
18. Vivekananda, S. (2015). *Practical Vedanta*. Advaita Ashrama.
19. Ministry of Education, Government of India. (2020). *National Education Policy 2020*. Government of India.
20. University Grants Commission. (2023). *Guidelines for Indian Knowledge System (IKS) in Higher Education Curricula*. UGC.
21. Indian Knowledge Systems Division, AICTE. (2022). *Indian Knowledge Systems: A Handbook for Higher Education*. AICTE.
22. Kapoor, K. (2019). *Text and interpretation: Indian tradition*. DK Printworld.
23. Matilal, B.K. (2015). *Logic, language and reality: Indian philosophy and contemporary issues*. Motilal Banarsidass.
24. Balasubramanian, R. (Ed.). (2014). *History of science, philosophy and culture in Indian civilization*. Centre for Studies in Civilizations.
25. Chattopadhyaya, D. (2016 reprint). *Science and society in ancient India*. Research India Press.
26. Sen, Amartya. (2011). *The argumentative Indian: Writings on Indian history, culture and identity*. Penguin.
27. Indian Council of Historical Research. (2021). *Indian knowledge traditions: Perspectives and practices*. ICHR Publications.
28. Jha, A. (2024). *Traditional Knowledge System in India*. Atlantic Publication.
29. Mahadevan, B. & et. al. (2022). *Introduction to Indian Knowledge System*. PHI Publishers.
30. Gupta, E. & et. al. (2025). *Indian Knowledge System: The Educational Heritage of Ancient India*. Aadi Publications.

Course Outcomes:

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

1. Explain and interpret major Indian philosophical traditions, ethical frameworks, and spiritual perspectives, and examine their relevance to contemporary personal, social, and technological challenges.
2. Analyse and appreciate India's cultural heritage by examining its art forms, literary traditions, food practices, and yogic lifestyle in relation to identity, globalization, and well-being.
3. Evaluate ancient Indian concepts of polity, governance, law, and justice, and relate them to the development of a tradition-driven, equitable, and just modern society.
4. Describe and assess the evolution of the Indian economy and agricultural practices from early to classical periods, highlighting urbanization, institutions, and occupational development.
5. Examine and apply India's contributions to mathematics, science, astronomy, and technology, and analyse their significance in shaping indigenous knowledge systems and sustainable development.

SEMESTER-VIII
Major/CC
Course Code: EDUC8012

Course: Curriculum Studies in Education

Credit: 4

Full Marks: 75

Course Objectives:

- 1.To acquaint the students with the concept, nature, scope, bases, principles, process, foundations, types and historical development of curriculum as a field of study in India and abroad.
- 2.To enable the students to understand the dimension-criteria, theories, principles, models, and types of curriculum design and development.
- 3.To allow the students to know the principles of Outcome-Based Education (OBE), outcome-based curriculum, learning outcomes, and the process of curriculum transaction including instructional materials and learning activities.
4. To familiarize the students with the processes of curriculum planning, design, development, and evaluation using appropriate models, sources, and techniques.
5. To develop among the students an understanding of curriculum change, the role of stakeholders as curriculum practitioners, the national curriculum frame works and the importance of research in curriculum development.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Introduction to Curriculum Studies	• Meaning (in narrow and broader sense), nature, and scope of curriculum; • Types of curriculum • Foundations of curriculum: Historical, Philosophical, Sociological, Psychological, Technological	10H
UNIT-II: Curriculum Design and Development	• Criteria of curriculum design: Scope, Integration, Sequence, Continuity, Articulation, and Balance • Approaches of curriculum design: Subject centered, Learner centered and Problem centered • Models of curriculum design: Competency-based and Concept-based • Theories of Curriculum Development: Taba, Wheeler, Tyler and Olivia's theories	20H
UNIT-III: Outcome- based Curriculum, Curriculum evaluation	• Concept of Outcome-Based Education (OBE): Meaning, definition, origin, and evolution • Outcome-Based Curriculum: Concept, characteristics, and principles • Types of learning outcomes: Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs) • Bloom's Revised Taxonomy and its role in framing learning outcomes • Models of Curriculum Evaluation: CIPP Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model	20H
UNIT-IV: Latest Concerns	• Curriculum Change: concept, nature, types of curriculum change • Factors affecting curriculum change • Role of students, teachers and educational administrators in curriculum change and improvement • National Curriculum Framework for Teacher Education-2009 • National Curriculum Framework for School Education-2023	10H

Suggested Readings:

1. Aggarwal, J. C. (1990). *Curriculum reform in India*. Doaba House.
2. Brent, A. (1978). *Philosophical foundations for the curriculum*. Allen & Unwin.
3. Das, R. C. (1987). *Curriculum and evaluation*. National Council of Educational Research and Training.
4. Doll, R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Allyn & Bacon.

5. Diamond, R. M. (1989). *Designing and improving courses and curricula in higher education: A systematic approach*. Jossey-Bass.
6. English, F. W. (2000). *Deciding what to teach and test*. Corwin Press.
7. Erickson, H. L. (2000). *Concept-based curriculum and instruction*. Corwin Press.
8. Flinders, D. J. (Ed.). (1977). *Curriculum studies*. Atlantic Publishers.
9. Mamidi, M. R., & Ravishankar. (Eds.). (1984). *Curriculum development and educational technology*. Sterling Publishers.
10. National Council of Educational Research and Training. (1984). *Curriculum and evaluation*. Author.
11. National Council of Educational Research and Training. (1988). *National curriculum framework for elementary and secondary education*. Author.
12. Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1980). *Curriculum planning for better teaching and learning* (4th ed.). Holt, Rinehart & Winston.
13. Taba, H. (1967). *Secondary school curriculum improvement*. Prentice Hall.
(Corrected author name)
14. Tyler, R. W. (1962). *Curriculum development: Theory and practice*. Harcourt Brace Jovanovich.
15. Tyler, R. W. (1974). *Basic principles of curriculum and instruction*. University of Chicago Press.
16. UNESCO. (1981). *Curricula and lifelong education*. Author.
17. Wheeler, D. K. (1967). *Curriculum process*. University of London Press.
18. Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (2016). *Contemporary issues in curriculum* (6th ed.). Pearson.
19. Marsh, C. J., & Willis, G. (2014). *Curriculum: Alternative approaches, ongoing issues* (5th ed.). Pearson.
20. Null, J. W. (2016). *Curriculum: From theory to practice* (2nd ed.). Rowman & Littlefield.
21. Wiles, J., & Bondi, J. (2014). *Curriculum development: A guide to practice* (9th ed.). Pearson.
22. Pinar, W. F. (2019). *What is curriculum theory?* (3rd ed.). Routledge.
23. Print, M. (2013). *Curriculum development and design* (3rd ed.). Routledge.
24. Kennedy, K. J., Lee, J. C. K., & Grossman, D. L. (2010). *Citizenship pedagogies in Asia and the Pacific*. Springer.
25. Harden, R. M. (2013). Outcome-based education: The future is today. *Medical Teacher*, 35(8), 625–629.

Course Outcomes:

On successful completion of the course, the learners will be able to:

1. Explain the meaning, nature, scope, bases, principles, process, foundations, and historical development of curriculum in India and abroad.
2. Analyze different theories, models, types, and designs of curriculum and apply appropriate principles and processes in curriculum planning and development.
3. Formulate outcome-based curricula by framing Programme Outcomes, Programme Specific Outcomes, and Course Outcomes using Bloom's Revised Taxonomy and suitable instructional strategies.
4. Design and evaluate curricular content, textbooks, instructional materials, learning activities, and modes of curriculum transaction with effective integration of technology.
5. Assess and interpret curriculum evaluation models, curriculum change processes, latest concerns, and the role of research and stakeholders in curriculum development and implementation.

SEMESTER-VIII
Major/CC
Course Code: EDUC8013

Course: Psychodynamics of Mental Adjustment

Credit: 4

Full Marks: 75

Course Objectives:

1. To develop an understanding of psychodynamic concepts in relation to mental adjustment and maladjustment.
2. To integrate psychodynamic theories with DSM-5 diagnostic categories.
3. To analyze intra-psychic conflicts, defence mechanisms, and personality structures.
4. To understand mental disorders and adjustment processes using a clinical and theoretical framework.
5. To apply psychodynamic perspectives in case formulation and therapeutic contexts.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Foundations of Psychodynamics and Mental Adjustment	• Meaning and scope of psychodynamics • Historical development: Sigmund Freud and psychoanalysis; Neo-Freudians (Carl Jung and Adler) • Concept of psychic energy and conflict • Mental adjustment	10H
UNIT-II: DSM – 5 and Psychodynamic understanding of Mental Disorders	• Structure and organization of DSM – 5 • Concept of diagnosis: symptoms, etiology, prognosis • Major DSM – 5 categories (overview only): Anxiety disorders, Mood disorders, Personality disorders, Psychotic disorders • Case formulation integrating DSM -5 + psychodynamic approach	10H
UNIT-III: Clinical Process	• Therapeutic processes: Psychoanalysis, psychodynamic psychotherapy, Transference and countertransference, Therapeutic alliance • Healthy personality functioning, Adaptive vs maladaptive coping • Contemporary approaches: Integration with biopsychosocial model • Application in counselling, clinical and social setting	20H
UNIT-IV: Scoring and Interpretation of Psychological Scales	Administration, scoring and interpretation of any one of the following scales: • Raven's Progressive Matrices • KIEI (Kundu Introversion Extroversion Inventory) • Adjustment Inventory for College Students (AICS) — A. K. Sinha and R. P. Singh	20H

Suggested Readings:

1. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
2. Kaplan and Sadock's Synopsis of Psychiatry
Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
3. Theory and Practice of Counseling and Psychotherapy
Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

4. Psychoanalytic Diagnosis

McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed.). Guilford Press.

5. The Ego and the Id

Freud, S. (1961). *The ego and the id* (J. Riviere, Trans.). W. W. Norton & Company. (Original work published 1923)

Course Outcomes:

On successful completion of the course, the learners will be able to:

1. Understand psychodynamic principles
Explain key concepts of Psychodynamic Theory, including unconscious processes, defense mechanisms, and personality structure.
2. Analyze mental adjustment processes
Examine how individuals adjust to stress, conflict, and environmental demands using psychological coping strategies.
3. Identify defense mechanisms
Recognize and interpret common defense mechanisms (e.g., repression, projection, rationalization) in everyday behavior.
4. Evaluate personality dynamics
Understand how early experiences and unconscious motivations shape personality and adjustment patterns.
5. Apply theories to real-life situations
Use psychodynamic concepts to analyze case studies, personal experiences, or social situations.
6. Understand maladjustment and mental health issues
Identify causes of maladjustment and relate them to psychological disorders and emotional difficulties.
7. Develop self-awareness
Reflect on one's own coping styles, emotional responses, and adjustment patterns.
8. Explore therapeutic approaches
Gain basic knowledge of psychodynamic therapy and its role in improving mental adjustment.

SEMESTER-VIII
Major/CC
Course Code: EDUC8014

Course: Administration, Management and Leadership in Education Credit: 4

Full Marks: 75

Course Objectives:

1. To comprehend the fundamental concepts of educational management, administration and organizational dynamics, including the application of various strategic management tools.
2. To critically examine the nature of leadership in educational administration, exploring diverse theoretical approaches and established behavioural models.
3. To explore the concept of quality in education from both Indian and international perspectives, tracing its evolution up to Total Quality Management (TQM) and Six Sigma.
4. To realise the foundational philosophies of prominent quality gurus.
5. To understand the frameworks for institutional change management.
6. To evaluate the economics of quality, standards of Quality Assurance Agencies
7. Develop understanding of educational planning, its approaches, types, and significance.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Education Administration, Management	• Educational Administration: Concept, Approaches to Administration, Educational agencies: UGC, NCERT, NCTE, DIET • Educational Management: Meaning, Principles, Difference between Educational Administration and Educational Management, Institutional building, CPM, PERT, SWOT analysis, Taylorism	10H
UNIT-II: Leadership in Education	• Leadership: Meaning and Nature • Approaches to Leadership: Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic and Charismatic • Models of Leadership (Basic Concepts only): Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory	20H
UNIT-III: Quality Management in Education	• Concept of Quality: Concept of Quality in Education (Indian and International perspective) • Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma • Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad • Quality Assurance Agencies: Objectives, NAAC, Quality Council of India (QCI), INQAAHE • Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis	20H
UNIT-IV: Change Management	• Change Management: Concept, Three-Step-Model of Change (Unfreezing, Moving, and Refreezing), The Japanese Models of Change (Just-in-Time, Poka yoke).	10H

Suggested Readings:

1. Agboola, B. M., & Thompson, C. S. (Eds.). (2024). *Planning tools for policy, leadership and management of education systems*. Information Science Reference.
2. Beare, H., Caldwell, B. J., & Millikan, R. H. (2019). *Creating an Excellent School: Some New Management Techniques*. London/New York: Routledge.
3. Bush, T. (2011). *Theories of Educational Leadership and Management*. London: Sage Publications.

4. Bush, T., & Coleman, M. (2000). *Leadership and Strategic Management in Education*. London: Sage Publications.
5. Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2018). *Handbook of leadership and administration for special education*. Routledge.
6. Kayyali, M. (2024). *Quality Assurance and Accreditation in Higher Education: Issues, Models, and Best Practices*.
7. Kulwinder Pal. *Educational Management, Administration and Leadership*. New Delhi.
8. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational Administration: Concepts and Practices*. Belmont, CA: Wadsworth/Cengage Learning.
9. NAAC. (Latest edition). *Manual for Institutional Accreditation / Quality Assurance in Higher Education*. Bengaluru: National Assessment and Accreditation Council.
10. Sergiovanni, T. J. (2001). *The Principalship: A Reflective Practice Perspective*. Boston: Allyn and Bacon.
11. Vasisht, N., & Vasisht, V. (2022). *Principles of management*. Taxmann Publications Pvt. Ltd.

Course Outcomes:

On successful completion of the course, the learners will be able to:

1. Explain the concepts, principles, and functions of educational administration, management, and organization, along with the role of major educational agencies.
2. Analyze different leadership approaches and models and apply them to educational administration and institutional development.
3. Evaluate quality management practices, quality assurance systems, and the role of quality agencies in enhancing educational standards.
4. Examine the process and models of change management and assess their relevance in educational institutions.
5. Analyze various approaches and types of educational planning and apply planning principles for educational development and quality improvement.

SEMESTER-VIII
Minor Course
Course Code: EDUC8021

Course: Entrepreneurship in Education

Credit: 4

Full Marks: 75

Course Objectives:

1. To develop an understanding of the concept, nature and significance of entrepreneurship and entrepreneurs.
2. To familiarize learners with entrepreneurial opportunities, competencies and success factors.
3. To explain the multidisciplinary approach to entrepreneurship and its relevance to education.
4. To understand the need and scope of entrepreneurship education in the Indian context.
5. To acquaint learners with NEP-2020 guidelines for entrepreneurship education, emphasizing skill-based, experiential and innovation-driven learning.
6. To analyse the relationship between education and entrepreneurship in socio-economic development.
7. To promote ethical practices, value creation and social responsibility in entrepreneurship.
8. To encourage innovative thinking for educational, social, rural and women entrepreneurship.

Course Contents

Theory: 60, LH: 60

UNIT	Contents	Hours
UNIT-I: Foundations of Entrepreneurship and educational entrepreneurship	• Concept of entrepreneur and entrepreneurship • Classification and characteristics of entrepreneurs • Functions and contributions of entrepreneurs to economic and social development • Educational entrepreneurship and educational entrepreneurs: Meaning, nature and scope of entrepreneurship in education, Relationship between entrepreneurship and education • Barriers to entrepreneurship and success factors	15H
UNIT-II: Entrepreneurship Education in India, Policy Perspectives, Emerging dimensions	• Entrepreneurship education in India • NEP–2020 guidelines for entrepreneurship education: Skill-based, experiential and multidisciplinary learning; innovation, incubation and start-up culture • Institutions and agencies promoting entrepreneurial development • Challenges and future perspectives of entrepreneurship education	20H
UNIT-III: Trends, Innovation and Ethics in Entrepreneurship	• Models, theories and tools supporting entrepreneurship education • Ethics in entrepreneurship; value creation and social responsibility • Social entrepreneurship and innovation in the education sector • Role of technology and innovation in entrepreneurship development	15H
UNIT-IV: Educational Entrepreneurs in India	• Rabindranath Tagore • Mahatma Gandhi • Jamshedji Nusser Anji Tata • Azim Hashim Premji	10H

Suggested Readings:

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship*. McGraw-Hill Education.
2. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice*. Cengage Learning.
3. Timmons, J. A., & Spinelli, S. (2018). *New venture creation: Entrepreneurship for the 21st century*. McGraw-Hill Education.
4. Vesper, K. H. (1990). *New venture strategies*. Prentice Hall.

5. Desai, V. (2013). *Dynamics of entrepreneurial development and management*. Himalaya Publishing House.
6. Khanka, S. S. (2017). *Entrepreneurial development*. S. Chand & Company.
7. Charantimath, P. M. (2018). *Entrepreneurship development and small business enterprises*. Pearson Education.
8. Government of India, Ministry of Education. (2020). *National education policy 2020*. Author.
9. Nayyar, D. (Ed.). (2013). *Entrepreneurship and economic development*. Oxford University Press.
10. UNESCO. (2018). *Entrepreneurship education: A global perspective*. UNESCO Publishing.
11. Ministry of Skill Development and Entrepreneurship, Government of India. (2022). *National entrepreneurship policy: Draft document*. Author.
12. OECD. (2019). *Entrepreneurship education in higher education*. OECD Publishing.
13. World Economic Forum. (2023). *Future of jobs report 2023*. WEF.
14. NITI Aayog. (2022). *India innovation index report*. Government of India.
15. Startup India. (2021). *Startup India: Action plan and progress report*. Government of India.
16. Neck, H. M., Greene, P. G., & Brush, C. G. (2021). *Entrepreneurship: The practice and mindset* (2nd ed.). SAGE Publications.
17. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75–93.
18. Global Entrepreneurship Monitor. (2022). *Global entrepreneurship monitor global report 2021/2022*. GEM.

Course Outcomes:

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

1. Explain the concept, characteristics, functions, and multidisciplinary nature of entrepreneurship, including entrepreneurial competencies, leadership skills, opportunity identification, and national policies related to skill development and entrepreneurship.
2. Analyse the relationship between entrepreneurship and education, with special reference to NEP-2020 guidelines, and evaluate the role of entrepreneurship education in promoting employability, innovation, and inclusive development.
3. Examine and apply major models, theories, tools, and ethical principles supporting entrepreneurship education, including the role of technology, innovation, and social responsibility.
4. Assess emerging trends and research issues in educational entrepreneurship, focusing on employment generation, social entrepreneurship, and balanced socio-economic development.
5. Critically evaluate the contributions and educational philosophies of eminent Indian educational entrepreneurs and leaders and draw lessons for contemporary educational entrepreneurship practice