Adamas University

School of Education

Programme Structure and Syllabus of B.A. Education

(NEP Aligned)

Programme Code: EDN3302

Duration: 4 Years Full Time Academic Year 2025-2026

Vision of the University

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals contributing to nation building.

Mission of the University

- Improve employability through futuristic curriculum and progressive pedagogy with cutting-edge technology
- Foster outcomes-based education system for continuous improvement in education, research and all allied activities
- Instill the notion of lifelong learning through culture of research and innovation
- Collaborate with industries, research centers and professional bodies to stay relevant and up-to- date
- Inculcate ethical principles and develop understanding of environmental and social realities

Core Values

- **Respect:** Fostering an inclusive academic environment built on mutual regard, ethical conduct, and appreciation for social and cultural diversity.
- **Positivity:** Empowering continuous personal and professional development through a resilient, growth-oriented mindset that encourages intellectual curiosity, constructive inquiry, and confidence to face challenges.
- **Commitment:** Demonstrating unwavering dedication to academic excellence, lifelong learning, continuous research, and meaningful contributions to society.
- **Accountability:** Upholding high standards of personal and professional integrity, taking ownership of learning outcomes, continuous improvement, and social responsibilities.
- **Innovation:** Embracing creative pedagogy, interdisciplinary problem-solving, cutting-edge technology, and innovative research to stay aligned with evolving global standards.

Vision of the School

School of Education envisions to be a pioneering teacher education institution and a leading research-intensive institute of education on a national and international scale by achieving national goals, academic excellence, tutoring, advancement, and collaborative effort in order to obtain national and international recognitions through innovative curriculum integration, active learning, mentorship, cooperation, advancement, student support services, and professional orientation.

Mission of the School

- To function as a laboratory for experimentation and innovations in the field of teacher education through a variety of teacher education programs like B.Ed. with pedagogic specialization (more than 15 pedagogic subjects)
- To teach the subject Education at Bachelor (B.A. Hons. in Education) and Master (M.A./M.Sc.) levels not only for academic excellence but also to make students fit for jobs in the field of Education.

- To support and encourage innovations, development and discovery through research-oriented programmes like Ph.D. in Education.
- To arrange seminars, conferences, workshops, symposium, academic courses like degree, certificate courses, diploma or short-term courses for in service teachers in respect of their professional development in the areas of teaching-learning, evaluation, administration, research etc.

Programme Educational Objectives (PEO) of B.A. Education

PEO 01: Create, select, and apply appropriate techniques, resources, and modern techniques of teaching including simulation, micro teaching and creation of learning designs with an understanding of the limitations.

PEO 02: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PEO 03: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PEO 04: Conduct investigations of complex problems: The problems: that cannot be solved by straightforward application of knowledge, theories and techniques applicable to the education discipline.

Programme Outcomes (POs) of B.A. Education

Students will be able to

PO1	Critical Thinking and Analysis	Demonstrate critical, analytical, and reflective thinking skills to examine educational theories, issues, and practices and arrive at reasoned conclusions.
PO2	Creativity and Problem-Solving	Apply creative and innovative approaches to identify, analyse, and solve intellectual, professional, and social challenges in education.
PO3	Domain Knowledge of Education	Demonstrate a comprehensive understanding of the fundamental concepts, theories, principles, and practices of education and their relevance to educational settings.
PO4	Application of Knowledge	Apply educational knowledge, pedagogical principles, and relevant interdisciplinary perspectives to address educational needs and real-world situations.
PO5	Research and Inquiry Skills	Demonstrate the ability to formulate questions, gather and interpret relevant information, and use basic research and inquiry methods to investigate educational issues.
PO6	Lifelong Learning and Professional Development	Engage in continuous learning, self-reflection, and professional development to respond effectively to changing educational needs, practices, and technologies.
PO7	Communication and Interpersonal Skills	Demonstrate effective oral, written, and digital communication skills and interact constructively with individuals and groups in educational and community settings.
PO8	Teamwork and Collaboration	Collaborate effectively with peers, educators, learners, and community members to achieve shared goals in educational and professional contexts.
PO9	Ethics and Cultural Competence	Demonstrate ethical responsibility, respect for human dignity, and sensitivity towards cultural, social, linguistic, and Indigenous diversity in local, national, and global contexts.

PO10	Leadership and Social Responsibility	Demonstrate leadership, organisational, decision-making, and civic responsibility skills to contribute to inclusive education, community development, and the broader educational profession.
PSO1		Developing critical thinking and problem solving among students of education.
PSO2		Developing teamwork and communication skills for preparing teacher trainees of the future.
PSO3		Preparing career and leadership readiness in education.
PSO4		Preparation of Intercultural and ethical competency in education.

School of Education
Department of Education
Semester: I

S. No.	Type of Course	Course Code	Course Title	Teaching Load				CREDITS
1.	CC	EDN101	Concept of Education	**L**	**T**	**P**	**TOTAL**	
				3	**1**	**0**	**4**	**4**
2.	CC	EDN10 2	History of Education in Colonial India	**3**	**1**	**0**	**4**	**4**
3.	MDC	EDN103 (Offered by Department of Education for students of other Departments)	Pedagogical Studies	3	0	0	**3**	**3**
4.	AEC	AEC101	Communicative English I	2	0	0	**2**	**2**
5	AEC	AEC107 AEC108 AEC109	Foreign Language I French I German I Spanish I	2	0	0	**2**	**2**
6.	Minor (Mandatory for students of Education to choose any one from courses offered by other Departments)	EDN104	Peace and Value Education (Offered by Department of Education for students of other Departments)				**4**	**4**
7.	VAC	VAC105	Community Engagement and Social Responsibility	1	0	1	**2**	**2**
8.	Mandatory	GEN101	AI for Everyone	2	0	0	**2**	**2**
9	Mandatory	MGT111	Introduction to IKS	3	1	0	**4**	**2**
TOTAL								**26**

Semester- II

S. No.	Type of Course	Course Code	Course Title	Teaching Load				CREDITS
				L	**T**	**P**	**TOTAL**	
1.	CC	EDN121	Philosophical Foundations of Education	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN122	Psychological Foundations of Education	**3**	**1**	**0**	**4**	**4**
3.	SEC	CLL103	Soft Skills and Aptitude I	1	0	0	**1**	**1**
4.	AEC	AEC102	Communicative English II	2	0	0	**2**	**2**
5.	AEC- Any one (Must choose the same Language that was chosen in Semester I)	AEC110 AEC111 AEC112	Foreign Language II French II German II Spanish II	2	0	0	2	2
6	MDC (offered by Education)	EDN440	Human Rights Education	2	1	0	3	3
7	VAC	VAC101	Environmental Education-I	2	0	0	2	2
8	SEC	EDN428	Life Skill Education	2	0	0	2	2
	Minor	EDN433	Open and Distance Education	3	1	0	4	4
TOTAL								**24**

Semester- III

S. No.	Type of Course	Cours e Code	Course Title	Teaching Load				CREDITS
				L	T	P	TOTAL	
1.	CC	EDN 201	Sociological Foundations of Education	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN 202	Guidance and Counselling	**3**	**1**	**0**	**4**	**4**
3.	**MDC** (Mandatory for students of Department of Education to choose from courses offered by other Departments)	***[No course offered by Education]***					**3**	**3**
4.	Minor (Mandatory for students of Department of Education to choose a course offered by other departments in alignment with the course chosen in Semester I)	Environment and Population Education (Offered by Department of Education for students of other Departments)					**4**	**4**
5.	SEC	CLL203	Soft Skills and Aptitude II	**0**	**0**	**1**	**1**	**1**
	SEC	SEC133	Skills for Democratic Citizen	1	1	0	**2**	**2**
6.	VAC	VAC102	Human Values and Ethics	**2**	**0**	**0**	**2**	**2**
TOTAL								**20**

Semester- IV

S. No.	Type of Course	Course Code	Course Title	Teaching Load				CREDITS
				L	T	P	TOTAL	
1.	CC	EDN221	Educational Organization, Planning, Administration and Management	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN222	Educational Technology	**3**	**1**	**0**	**4**	**4**
3.	CC	EDN223	Curriculum Studies	**3**	**1**	**0**	**4**	**4**
4.	SEC	CLL204	Soft Skills and Aptitude III	1	0	0	**1**	**1**
5	VAC	EDN427	Education and Community Development	2	0	0	**2**	**2**
6	SEC	EDN432	Yoga Education	2	0	0	**2**	**2**
	Minor	EDN431	Comparative Education	3	1	0	**4**	**4**
TOTAL								**21**

Semester- V

S. No.	Type of Course	Course Code	Course Title	Teaching Load				CREDITS
				L	T	P	TOTAL	
1.	CC	EDN301	Inclusive Education	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN302	Psychology of Adjustment	**3**	**1**	**0**	**4**	**4**
3.	CC	EDN303	History of Education in Post Independent India	**3**	**1**	**0**	**4**	**4**
4.	Minor (Mandatory for students of Department of Education to choose a course offered by other departments in alignment with the course chosen in Semester I)	EDN312	Women Education (Offered by Department of Education for students of other Departments)				**4**	**4**
5.	SEC	CLL303	Soft Skills and Aptitude IV	**0**	**0**	**1**	**1**	**1**
6.	SEC		[No course offered by Education]				**2**	**2**
7.	INT	EDN425	Internship	**0**	**0**	**4**	**4**	**4**
TOTAL								**23**

Semester- VI

S. No.	Type of course	Course Code	Course Title	Teaching Load				CREDITS
				L	T	P	TOTAL	
1.	CC	EDN321	Information and Communication Technology in Education	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN322	Psychology of Instruction	**3**	**1**	**0**	**4**	**4**
3.	CC	EDN323	Education of Children with Special Needs	**3**	**1**	**0**	**4**	**4**
4.	SEC	CLL304	Soft Skills & Aptitude V	**1**	**0**	**0**	**1**	**1**
5.	Project	EDN426		**0**	**0**	**4**	**4**	**4**
6	SEC	EDN434	Skill Development for Social Awareness	**2**	**0**	**0**	**2**	**2**
	Minor	EDN435	Research Ethics	**3**	**1**	**0**	**4**	**4**
TOTAL								**23**

Semester- VII

S. No.	Type of Course	Course Code	Course Title	Teaching Load				CREDITS
				L	T	P	TOTAL	
1.	CC	EDN401	Mental Health and Hygiene	**3**	**1**	**0**	**4**	**4**
2.	CC	EDN402	Measurement and Evaluation in Education	**3**	**1**	**0**	**4**	**4**
3.	CC	EDN403	Statistics in Education	**2**	**1**	**1**	**4**	**4**
4.	CC (For with Research)	EDN404	Research Methodology (Should start working on dissertation topic)	**3**	**1**	**0**	**4**	**4**
5.	CC (For without Research)	EDN405	Contemporary Issues in Education	**3**	**1**	**0**	**4**	**4**

6.	SEC	CLL405	Soft Skills & Aptitude VI	**1**	**0**	**0**	**1**	**1**
	Minor	EDN436	Psychology of Learning and Development	**3**	**1**	**0**	**4**	**4**
TOTAL								**21**

Semester- VIII

S. No.	Type of Course	Cours e Code	Course Title	Teaching Load				CREDITS
				L	**T**	**P**	**TOTAL**	
1.	CC	EDN421	Gender Issues in Education	**3**	**1**	**0**	**4**	**4**
2.	CC (For without Research)	EDN422	Creative Innovation in Education	**3**	**1**	**0**	**4**	**4**
3.	CC (For without Research)	EDN423	Teacher Education	**3**	**1**	**0**	**4**	**4**
4.	CC (For without Research)	EDN429	Educational Policy, Governance, and Leadership	**3**	**1**	**0**	**4**	**4**
4.	Dissertation	EDN424	Dissertation	**0**	**0**	**12**	**12**	**12**
5.	Minor	EDN437	Education for Sustainable Development	**3**	**1**	**0**	**4**	**4**
	TOTAL							**20**

1st Year Semester I
Concept of Education

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	I
Course Title	Concept of Education
Course Code	EDN101
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	Students will be able- • To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To become aware of different agencies of education that influence education. • To be acquainted with the concept of child-centricism and play-way in education
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the nature, scope, forms, functions, and aims of education in relation to individual and societal development, with special reference to the Delors Commission. CO2: **Evaluate** the roles and interrelationships of the child, teacher, curriculum, co-curricular activities, and school in facilitating effective educational processes. CO3: **Apply** the knowledge of various agencies of education to address educational needs and promote individual and social development in diverse contexts. CO4: **Design** appropriate child-centric and play-way learning activities by integrating the principles of Kindergarten, Montessori, and the Project Method.

Module	Description
I	**Concept of Education** • Meaning of Education: Narrow & Broader, Nature, and Scope • Concept of different Forms of Education: Informal, Formal, Non-Formal and Open Education • Functions of Education: Individual and Social Development, Human Resource Development. • Aims of Modern Education with special reference to Delor's Commission.
II	**Factors of Education** • Child: Meaning, characteristics and importance of child centric education • Teacher: Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver • Curriculum: Meaning, nature and importance • Co-curricular activities: Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity School: Vision and functions.
III	**Agencies of Education** • Home • School • State • Religion • Mass-media- Television, Radio, Cinema and Newspaper
IV	**Child Centricism and Play- way in Education** • Concept of Child Centricism in education • Characteristics and significance of Child Centricism in education • Concept of Play and Work. • Characteristics of Play way in Education, Kindergarten, Montessori, Project method.

Suggested Readings:

- Agarwal, J.C. (2010), Teacher and Education in a Developing society, Delhi; Vikash Publishing house.
- Chaube, S.P. & Chaube, A (2009), Foundation of education, New Delhi; Vikash, Publishing house Pvt. Ltd.
- Dash, B.N. (2011) Foundation of Education, New Delhi; Kalyani Publishers.
- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack – 2, Takshashila.
- Nayak, B.K Text Book of Foundation of Education. Cuttack, Odisha: Kitab Mahal.
- National Council of Educational Research and Training (NCERT). National Curriculum Framework (NCF) 2005. NCERT, New Delhi

History of Education in Colonial India

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	I
Course Title	History of Education in Colonial India
Course Code	EDN102
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	Students will be able- • To make students be acquainted with the salient features of education in India during ancient and medieval times. • To be acquainted with the development of education in British India. • To be acquainted with the significant points of selected education commissions & national policy of education in independent India.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the major educational policies, commissions, and reforms introduced in 19th-century India and their implications for the development of the Indian education system. CO2: **Evaluate** the contributions of the Bengal Renaissance and its prominent reformers to educational development and social transformation in India. CO3: **Apply** the understanding of Lord Curzon's educational policies and the National Education Movement to interpret their influence on the development of modern Indian education. CO4: **Develop** a comprehensive framework for educational reform by synthesising the recommendations of the Sadler Commission, Basic Education, the Abbott–Wood Report, and the Sargent Plan.

Module	Description
I	**Education in 19th Century in India** • Charter Act of1813 and its Educational Significance • Introduction of Oriental –Occidental Controversy • Contribution of Macaulay's Minute (1835) in Education • Wood's Despatch (1854): Majors Recommendations and its Educational Significance • Indian Education Commission or Hunter • Commission 1882): Majors Recommendations and its Educational Significance

II	**Bengal Renaissance and Its Influence on Education** • Concept Bengal Renaissance • Causes of Bengal Renaissance • Characteristics of Bengal Renaissance • Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar in Education. • Impact of Bengal Renaissance on Education
III	**Educational policy of Lord Curzon & National Education Movement** • Shimla Conference (1901) • Indian Universities Commission (1902) • Indian Universities Act (1904) • Govt. of India's Resolution on Indian Educational Policy (1904) • Contribution of Curzon contribution in Indian Education • National Education Movement
IV	**Education in between 1st and 2nd World War** • The Calcutta University Commission/ Sadler Commission (1917-1919): Majors Recommendations and its influence on future Development of Education • Basic Education (1937): Concept, Characteristics, Merits & Demerits • Abbott-Wood Report (1937): Majors Recommendations and its influence of future development of Education in India • The post – war plan of educational development/ Sargent Plan Report (1944): Majors Recommendations and its influence of future development of Education in India

Suggested Readings

- Aggarwal, J. C. (2010). Landmarks in the history of modern Indian education (7th ed.). Vikas Publishing House.
- Aggarwal, J. C. (2014). Modern Indian education: History, development and problems. Shipra Publications.
- Mukherjee, S. N. (1966). History of education in India: Modern period (5th ed.). Acharya Book Depot.

Community Engagement and Social Responsibilities

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	I
Course Title	Community Engagement and Social Responsibilities
Course Code	VAC105
Credit	2
Contact Hours (L-T-P)	1-0-1
Course Type	Value-Added Course
Course Objective	Students will be able- • To develop understanding of social responsibility and community service. • To promote student involvement in social issues through active community engagement. • To build leadership, empathy, and problem-solving skills through real-world interactions. • To encourage participatory learning and civic responsibility.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the significance of community engagement, democratic citizenship, civic responsibility, and youth participation in social transformation. CO2: **Evaluate** community structures, stakeholders, social institutions, and rural and urban issues related to health, education, and the environment. CO3: **Apply** social mapping, need assessment, participatory rural appraisal, interview, and observation techniques to identify community needs and challenges. CO4: **Develop** action plans for community projects by identifying local problems, formulating appropriate solutions, and incorporating volunteerism and teamwork. CO5: **Apply** community engagement strategies through field visits, awareness campaigns, and participatory activities to address local community needs. CO6: **Evaluate** community engagement experiences through reflective diaries, systematic report writing, group presentations, and experience sharing.

Module	Description
I	**Introduction to Community Engagement** • Meaning and significance of community engagement • Civic responsibility and democratic citizenship • Role of youth in social transformation

II	**Understanding Community Dynamics** • Community structure and functions • Stakeholders and social institutions • Issues in rural and urban communities (health, education, environment)
III	**Tools and Methods of Community Work** • Social mapping • Need assessment • Participatory rural appraisal (PRA) • Interview and observation techniques
IV	**Planning and Implementing Community Projects** • Identifying community problems • Formulating solutions • Action plan development • Volunteerism and teamwork
V	**Field Work / Community Immersion** • Visit to local community / NGO • Conducting awareness campaigns • Participatory activities (cleanliness drive, tree plantation, health camps, etc.)
VI	**Reflection and Documentation** • Report writing • Group presentation • Reflection diary and experience sharing

Suggested Readings

- Chambers, Robert. Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities. Earthscan / Routledge
- Kolb, D. A. (2014). Experiential Learning: Experience as the Source of Learning and Development
- Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. Practical Action Publishing / Vistaar Publications
- Bringle, R. G., & Hatcher, J. A. (2011). International Service Learning: Conceptual Frameworks and Research
- NSS Manual, Ministry of Youth Affairs & Sports, Govt. of India
- UNDP (2020). Youth Engagement in Development: Effective Approaches and Tools.
- NCERT (2021). Education for Peace and Sustainable Development

AI for Everyone

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	I
Course Title	AI for Everyone
Course Code	GEN101
Credit	2
Contact Hours (L-T-P)	1-0-1
Course Type	Mandatory
Course Objective	Students will be able to- • Understand the evolution, fundamental concepts, key principles, and applications of Artificial Intelligence (AI) and Generative AI. • Recognise and examine the ethical, social, cultural, legal, and professional implications of AI and digital technologies. • Develop practical skills in using Generative AI platforms for academic research, communication, creativity, problem-solving, and productivity. • Identify and critically evaluate issues related to data privacy, algorithmic bias, misinformation, intellectual property, AI governance, and responsible use of AI. • Apply AI-assisted tools appropriately and ethically in academic and professional tasks through hands-on activities and practical exercises. • Develop critical AI literacy to assess the opportunities, limitations, risks, and potential impact of AI technologies on individuals, education, society, and professional practices.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the evolution, types, key concepts, and real-life applications of artificial intelligence, including its distinctions from human intelligence. CO2: **Apply** generative AI concepts to produce and refine text, images, audio, and video content using appropriate AI tools. CO3: **Evaluate** the ethical, social, and legal implications of AI, including data privacy, algorithmic bias, misinformation, copyright, and responsible AI use. CO4: **Apply** AI tools and techniques in non-STEM domains such as education, marketing, literature, arts, music, design, and content creation. CO5: **Create** effective prompts and AI-generated content by using generative AI platforms, prompt engineering techniques, and appropriate tools while recognising their limitations.

Module	Description
I	**Introduction to Artificial Intelligence** • Definition and Scope of Artificial Intelligence • History and Evolution of AI; Types of AI: Narrow AI • General AI, Super AI; AI vs Human Intelligence • Key Concepts: Neural Networks, Natural Language Processing, Computer Vision • Understanding Bigdata; Applications of AI in Everyday Life
II	**Introduction to Generative AI** • Meaning and Concepts of Generative AI • Difference between AI and Generative AI • Working Principles of Generative AI • Large Language Models (LLMs) and AI Training • Text Generation, Image Generation, Audio and Video Generation • AI Content Creation and Creativity • Opportunities and Challenges of Generative AI
III	**Ethics, Data & Society** • AI Ethics and Responsible AI • Data Privacy and Surveillance • Algorithmic Bias and Discrimination • Misinformation and Fake Content • Intellectual Property and Copyright Issues • Responsible Use of Generative AI
IV	**AI for Non-STEM Domains** • AI in Education and E-Learning • AI in Marketing, and Advertising • AI in Arts, Literature, Music, and Design • AI in Film, Animation, and Content Creation
V	**Handling Different AI Platforms** • Introduction to Generative AI Platforms (ChatGPT, Claude, Gemini) • Introduction to Coding • Prompt Engineering Fundamentals • Writing Effective Prompts • AI for Ideation • AI for Script Writing and Creative Content • AI for Image, Video, and Audio Generation • Limitations of Generative AI

Suggested Readings

- Behera, H. S. (2020). Artificial intelligence: Made simple. BPB Publications.
- Coeckelbergh, M. (2020). AI ethics. MIT Press.
- Crawford, K. (2021). Atlas of AI: Power, politics, and the planetary costs of artificial intelligence. Yale University Press.
- Goswami, S., Das, A. K., & Chakravarti, A. (2024). AI for everyone: A beginner's handbook for AI. Pearson India.

Introduction to Indian Knowledge Systems

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	I
Course Title	Introduction to Indian Knowledge Systems
Course Code	MGT111
Credit	2
Contact Hours (L-T-P)	3-1-0
Course Type	Mandatory
Course Objective	Students will be able- 1. To introduce the fundamental concepts and sources of Indian Knowledge Systems. 2. To explore scientific and technological developments in ancient India. 3. To examine architectural, engineering, and ecological knowledge systems. 4. To analyze philosophical traditions contributing to scientific thought. 5. To relate traditional knowledge systems with modern scientific advancements.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the philosophical foundations, scientific thought, educational traditions, and major intellectual contributions of ancient India, including Indian philosophical schools, oral traditions, and ancient universities. CO2: **Evaluate** the principles of ancient Indian polity and economy, including kingship, the responsibilities of rulers, taxation, savings, and expenditure, in relation to governance and economic management. CO3: **Apply** the fundamental concepts and historical contributions of ancient Indian mathematics, astronomy, Ayurveda, and life sciences to understand their significance in scientific and healthcare developments. CO4: **Evaluate** the contributions of ancient India to metallurgy, materials science, architecture, and civil engineering through examples of traditional technologies, temple architecture, urban planning, and monumental structures.

Module	Description
I	**Foundations of Indian Knowledge Systems: Philosophy and Scientific Thoughts** • Introduction to Indian Knowledge Systems with historical evolution. Ancient Indian Literature and Scriptures (Vedas, Vedanga, Puranas, the maha-kavya— Ramayana and Mahabharata). • Oral traditions in Ancient Indian Education- Preservation of culture, tradition, and Dharma through education: Guru-Shishya Parampara, Gurukulas, Six philosophical Schools-Samkhya, Yoga, Nyaya, Vaisheshika, Purva-Mimamsa, Advaita (Uttara-Mimamsa) • Indian philosophy: Concept of Pancha-bhuta. Conscious Awakening through Mindfulness, Breath Control, Meditation • Philosophical debates-Buddhism and Jainism- the role of ancient Indian Universities- Nalanda and Takshashila.
II	**Ancient Indian Polity and Economy** • Introduction to Ancient Indian Political and Economic System • The notion of Bharartavarsha as a Chakravarti-Kshetra and important attributes of Chakravartin. • Concept of Kingship: Duties and Responsibilities of a king in ancient India. • Ancient Indian economy- taxation, Savings and Expenditure
III	**Mathematics, Astronomy, Ayurveda and Life Sciences in Ancient India** • The development of mathematical and astronomical knowledge in ancient India, evolution of the number system, decimal representation, and the concept of zero and infinity. Contributions of Aryabhata, Brahmagupta, and Bhaskara II • Early astronomical concepts and Astronomical Instruments (Yantras); application of Physics and Chemistry • The fundamental concepts of Ayurveda as a holistic system of medicine. Ayurvedic view of the causes of diseases. • References to classical texts such as Surya Siddhanta, Charaka Samhita and Sushruta Samhita.
IV	**Metallurgy, Materials, Architecture and Civil Engineering** • The advancements in metallurgy and materials science in ancient India, traditional metallurgical practices and early innovations in materials: the Iron Pillar of Delhi- an example of advanced materials engineering. • Nanomaterials and nanotechnology in ancient India. • The architecture and civil engineering in ancient India- temple architecture- Nagara and Dravida styles • Urban planning concepts- the cities of Harappa and Mohenjo-Daro, drainage systems and spatial organization. Ancient cities of Indus - Saraswati region. Cave and monolithic architecture.

Suggested Readings

- Acharya, P. K. (1996). Indian architecture: According to Manasara-Silpasastra (2nd ed.). Munshiram Manoharlal Publishers.
- Bag, A. K. (1979). Mathematics in ancient and medieval India. Chaukhambha Orientalia.
- Banerjee, P. (1916). Public administration in ancient India. Macmillan & Co.
- Basham, A. L. (1954). The wonder that was India: A survey of the culture of the Indian sub-continent before the coming of the Muslims.
- Chatterjee, S., & Datta, D. M. (1984). An introduction to Indian philosophy. Rupa Publications / University of Calcutta.
- Chattopadhyaya, D. (1977). Science and society in ancient India. Research India Publications / K. P. Bagchi & Co.
- Dharampal. (1971). Indian science and technology in the eighteenth century: Some contemporary European accounts. Impex India.
- Kapoor, K., & Singh, A. K. (Eds.). (2005). Indian knowledge systems (Vols. 1–2). D.K. Printworld.

1st Year Semester II

Philosophical Foundations of Education

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	II
Course Title	Philosophical Foundations of Education
Course Code	EDN121
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	Students will be able- • To understand the meaning and relation of philosophy and education. • To understand the importance of philosophy in education. • To be acquainted with the Indian schools of philosophy and their impact on education. • To be acquainted with the Western schools of philosophy and their impact on education. • To develop an understanding of philosophy for the development of humanity.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the fundamental concepts of educational philosophy and the roles of metaphysics, epistemology, and axiology in shaping educational aims, processes, and practices. CO2: **Evaluate** the educational implications of various Indian schools of philosophy, including Vedic and non-Vedic traditions, in relation to knowledge, values, and human development. CO3: **Apply** the principles of Western philosophical schools, including Idealism, Naturalism, Pragmatism, Realism, Marxism, and Existentialism, to interpret educational practices and address educational issues. CO4: **Develop** educational strategies that promote value development, national integration, international understanding, peace, and harmony.

Module	Description
I	**Basic Concept of Educational Philosophy** • Philosophy and Educational Philosophy: Meaning, Nature, Scope and Functions • Relation between Philosophy and Education • Importance of Philosophy in Education • Concepts and Nature of Metaphysics, Epistemology and Axiology • Differences among Metaphysics, Epistemology and Axiology • Role of Metaphysics, Epistemology and Axiology in Education.

II	**Indian Schools of Philosophy** • Vedic Schools: Sankhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa and Uttara Mimamsa • Non-Vedic School: Buddhism, Jainism, Charvaka
III	**Western Schools of Philosophy** • Idealism • Naturalism • Pragmatism • Realism • Marxism • Existentialism
IV	**Philosophy for Development of Humanity** • Education and development of values • Education for national integration • Education for international understanding • Education for promotion of peace and harmony

Suggested Readings:

- Arulsamy, S. (2011). Philosophical and sociological perspectives on education. Neelkamal Publications.
- Bhatia, K. K. (2011). Philosophical and sociological foundations of education. Kalyani Publishers.
- Bigge, M. L. (1982). Educational philosophies for teachers. Charles E. Merrill Publishing Co.
- Brubacher, J. S. (1969). Modern philosophies of education (4th ed.). McGraw-Hill.
- Chatterjee, S., & Datta, D. M. (1984). An introduction to Indian philosophy. University of Calcutta / Rupa Publications.
- Gutek, G. L. (2009). New perspectives on philosophy and education. Pearson.
- Radhakrishnan, S. (1923–1927). Indian philosophy (Vols. 1–2). Oxford University Press.
- Rusk, R. R. (1928). The philosophical bases of education. University of London Press.
- Wingo, G. M. (1975). Philosophies of education: An introduction. Sterling Publishers.

Psychological Foundations of Education

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	II
Course Title	Psychological Foundations of Education
Course Code	EDN122
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	Students will be able- • To make students understand the meaning of Psychology and be acquainted with its different aspects. • To know the patterns of different aspects of human development and relate this knowledge with education. • To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the relationship between psychology and education and examine the nature, scope, and significance of educational psychology in teaching and learning. CO2: **Evaluate** the educational implications of Piaget's, Erikson's, Kohlberg's, Vygotsky's, and Bandura's theories of human development in diverse learning contexts. CO3: **Apply** the principles of learning theories and memorisation techniques to address learning difficulties and improve students' learning outcomes. CO4: **Evaluate** major theories of intelligence, intelligence testing methods, and the concept of emotional intelligence for understanding individual differences among learners.

Module	Description
I	**Psychology and Education** • Meaning and definition of Psychology • Meaning and definition of Education • Relation between Psychology and Education • Nature, Scope and Significance of Educational Psychology
II	**Human Development and Theories & their educational significance** • Piaget's Cognitive Development Theory • Erikson's Psycho-social Development Theory • Kohlberg's Moral Development Theory • Vygotsky's Social Development Theory and Bandura's Social Learning Theory
III	**Learning: Concept and Theories** • Concept and Characteristics of Learning • Theories: Connectionism (Trial and Error, Classical, Operant

	Conditioning) • Insightful Learning • Memorization and Forgetting: Process of Memorization, Causes of Forgetting and economical ways of improving memorization
IV	**Intelligence** • Concept of Intelligence • Theories of Intelligence by Spearman, Thorndike and Guilford • Types and uses of Intelligence Tests • Concept of Emotional Intelligence and Emotional Quotient

Suggested Readings:

- Aggarwal J.C (2010). Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia (2004). A Textbook of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers
- Mangal S.K. (2008). Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.
- Kuppuswamy B (2013). Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
- Kulshreshtha S.P. (2013). Educational Psychology, Meerut, R. Lall Book Deport.
- Pandey Ram Shakal (2006). Advanced Educational Psychology, Meerut, R. Lall Book Depot
- Sharma R.N. (2010). Educational Psychology, Delhi, Surjeet Publications.

Semester III

Sociological Foundations of Education

School	School of Education
Programme	B.A.
Batch	2025-26
Semester	III
Course Title	Sociological Foundations of Education
Course Code	EDN201
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able to- • To understand the relation between Sociology and Education. Nature and scope of Sociology of education. • To explain the concept of Social Groups and Socialization process. • To enable the students to understand the concept of social change and social interaction in education. • To become aware of social Communication in Education.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the relationship between sociology and education, including the nature, scope, and significance of educational sociology and the distinction between educational sociology and sociology of education. CO2: **Evaluate** the roles of social groups, family, and school in the socialisation process and their influence on individual and social development. CO3: **Analyse** the interrelationships among social change, social stratification, social mobility, and education, including the role of education in promoting social transformation. CO4: **Evaluate** the influence of social communication, culture, religion, technology, and the economy on educational processes and practices.

Module	Description
I	**Sociology and Educational Sociology** • Sociology: Meaning, Nature, Scope, Functions, Types • Educational Sociology: Meaning, Nature, Scope and Importance • Relation between Education and Sociology • Difference between Educational Sociology and Sociology of Education
II	**Social Groups and Socialization** • Social Groups: Meaning, Definition, Nature, Functions • Types of Social Groups – Primary, Secondary and Tertiary • Comparison between Primary group, Secondary group and Tertiary group • Socialization: Meaning, Characteristics and Significance of Socialization • Factors of Socialization Process • Role of Family and School
III	**Social Change and Education** • Social Change: Meaning, Definition, Characteristics, Factors, Constraints and Education as an instrument of social change • Social Stratification: Meaning, Definition, Characteristics, Causes; Education and Social Stratification • Social Mobility: Meaning, Definition, Characteristics, Causes; Education and Social Mobility • Social Interaction Process
IV	**Social Communication in Education** • Social Communication: Concept • Informal Agencies of Social Communication • Inter relation between Culture, Religion and Education. • Inter relation between Technology, Economy and Education.

Suggested Readings:

- Aggarwal, J.C. Theory and Principles of Education: Philosophical and Sociological Bases of Education. Vikas Publishing House
- Arulsarmy, S (2011), Philosophical and sociological perspectives on Education, New Delhi; Neelkamal Publications Pvt. Ltd.
- Bhatia K.K., (2011), Philosophical and sociological foundations of Education, New Delhi; Kalyani Publishers.
- Janeja, V.R. (2012) Educational Thought and Practice, New Delhi, Sterling Publishers, Private Limited.
- Mishra, Bhawna (2004), Education Evolution Development and Philosophy, New Delhi; Akanhsa Publishing House.

Guidance and Counselling

School	School of Education
Programme	B.A.
Batch	2025-26
Semester	III
Course Title	Guidance and Counselling
Course Code	EDN202
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able: • To know the concept of guidance • To know various types of Guidance • To Know the basic concept of Counselling • To find out the basic data necessary for Guidance
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Evaluate** the functions, importance, and effectiveness of individual and group guidance in addressing students' needs and developing effective school guidance programmes. CO2: **Apply** the principles of educational, vocational, and personal guidance to address learners' academic, career-related, and developmental needs at different stages of education. CO3: **Apply** directive, non-directive, and eclectic counselling techniques to address individual and group counselling needs in educational settings. CO4: **Analyse** pupil-related information using intelligence, personality, and aptitude tests, cumulative record cards, and anecdotal record cards to identify learners' needs and support guidance decisions.

Module	Description
I	**Guidance – Meaning, Functions, Importance** • Guidance – Meaning, Definitions and Functions • Individual Guidance – Meaning, Advantages and Disadvantages • Group Guidance – Meaning and Advantages and Disadvantages • Need for guidance in secondary schools and requisites of a good school guidance programme.
II	**Guidance - Educational, Vocational, Personal** • Educational Guidance- Meaning, Function at different stages of Education • Vocational Guidance- Meaning, Function at different stages of Education • Personal Guidance- Meaning, Importance for the Adolescents
III	**Counselling – Meaning, Techniques, Types** • Counselling – Meaning, Importance and Scope • Techniques of Counselling- Directive, Non-Directive, Eclectic • Individual and Group Counselling –Meaning, Importance
IV	**Database for Guidance** • Tools for collecting information on Pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test

	• Cumulative Record Card • Anecdotal Record Card

Suggested Readings:

- Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.
- Chauhan, S. S. (2009). Principles and techniques of guidance (2nd ed.). Vikas Publishing House.
- Crow, L. D., & Crow, A. (1960). An introduction to guidance: Basic principles and practices (2nd ed.). American Book Company / Eurasia Publishing House.
- Kochhar, S. K. (1987). Educational and vocational guidance in secondary schools. Sterling Publishers.
- Rao, S. N. (2003). Counselling and guidance (2nd ed.). Tata McGraw-Hill.
- Rogers, C. R. (1942). Counseling and psychotherapy: Newer concepts in practice. Houghton Mifflin.
- Sharma, R. N. (2006). Guidance and counselling. Surjeet Publications.

Semester IV

Educational Organization, Planning, Administration and Management

School	School of Education
Programme	B.A.
Batch	2025-26
Semester	IV
Course Title	Educational Organization, Planning, Administration and Management
Course Code	EDN221
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The students will be able – • To develop the concept of an ideal organization in educational institutions. • To know the essential functions of educational management. • To understand the different aspects of planning.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts and interrelationships of organization, management, educational organization, and school organization in the effective functioning of educational institutions. CO2: **Apply** the principles of school organization to plan and manage school facilities, including the school plant, library, timetable, medical services, workshop, and computer laboratory. CO3: **Evaluate** the objectives, types, and significance of educational management and administration in improving institutional effectiveness. CO4: **Develop** an educational plan by integrating appropriate objectives, planning steps, and strategies to address institutional needs and improve educational outcomes.

Module	Description
I	**Organization and Management** • Concept of Organization • Concept of Management • Concept of Educational Organization • Concept of School Organization
II	**Educational Organization** • Meaning of School Plant • Elements of School Plant • Features of Library and Time-table • Features of School Medical Services, Workshop and Computer Laboratory

III	**Educational Management and Administration** • Meaning of Educational Management and Administration • Objectives of Educational Management and Administration • Types of Educational Management and Administration • Significance of Educational Management and Administration
IV	**Educational Planning** • Meaning of Educational Planning • Aims and Objectives of Educational Planning • Steps of Educational Planning • Types and Significance of Educational Planning

Suggested Readings:

- Bhatnagar, R.P. & Agarwal, V. Educational Administration, Meerut, Loyal Book Depot.
- Kochar, S. K.-(2002) Secondary School Administration, New Delhi Sterling Publishers Pvt. Ltd.
- Mishra, P.K. (2008) Rudiments of Guidance and Management in Education, New Delhi, Kalyani Publishers.
- Naik, J.P.-Educational Planning in India.
- Shukla, C.S. (2008) Essentials Educational Technology and Management, New Delhi, Dhanpat Rai Publishing Co. (P) Ltd.
- Shukla, S.P.-Educational Administration, Agra, Vinod Pustak Mandir
- Bhatnagar, R.P. & Verma, L.B. (1978). Educational Administration. Meerut, India:
- Deshmukh, A.V. and Naik A.P. (2010). Educational Management. Mumbai: Fadia,
- B.L. (2010). Himalaya Publishing House. India: Dhanpat Rai & Sons.

Educational Technology

School	School of Education
Programme	B.A.
Batch	2025-26
Semester	IV
Course Title	Educational Technology
Course Code	EDN222
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • To develop an understanding of educational technology • To be acquainted with the system approach • To develop an understanding of the use of computer in education and communication • To get acquainted with the instructional techniques and different models of teaching • To develop an understanding of ICT & e-learning.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the meaning, nature, scope, and significance of technology and educational technology, including the system approach and hardware and software approaches in education. CO2: **Apply** computer-based resources, internet services, communication strategies, and appropriate audio, visual, and audio-visual media to enhance teaching–learning processes. CO3: **Evaluate** mass and personalised instructional techniques and models of teaching in terms of their characteristics, components, and effectiveness in diverse educational contexts. CO4: **Design** technology-integrated learning experiences using ICT, e-learning platforms, MOOCs, project-based learning, cooperative learning, and collaborative learning approaches.

Module	Description
I	**Basic Concept of Technology and Educational Technology** • Technology: Meaning, Concept, Nature, Types, Scope, Functions and Importance • Educational Technology: Meaning, Nature, Scope and Importance • Technology in Education and Technology of Education • System Approach: Concept and Need • Hardware and Software approach in Educational Technology

II	**Computer in Education and Communication** • Computer and its role in Education; Basic concept of Hardware and software • Computer Network and Internet- its role in education • Meaning, Nature, Types, and Components of Communication • Barriers of classroom communication and strategies of overcoming barriers in communication Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits
III	**Instructional Techniques** • Mass Instructional Technique- Characteristics and Types • Personalized Instructional Techniques- Characteristics and Types • Difference between Teaching and Instruction • Models of Teaching- Concept, Components and Significance
IV	**ICT & e-learning** • Meaning and Concept of ICT, e-learning • Nature and Characteristics of e-learning • ICT integration in teaching learning, Massive Open Online Course (MOOC) Different Approaches- Project Based Learning, Co-operative Learning and Collaborative Learning

Suggested Readings:

- Aggarwal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House, New Delhi
- Clark, Ruth C. & Mayer, Richard E. e-Learning and the Science of Instruction. Wiley / Pfeiffer
- Joyce, Bruce, Weil, Marsha & Calhoun, Emily. Models of Teaching. Pearson
- Kumar, K.L. Educational Technology. New Age International Publishers
- Mangal S.K. and Mangal, UMA (2010), Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Ltd.
- Mangal, S.K. (1988) Fundamentals of Educational Technology, Educational Publishers, Ludhiana
- Pathak, R.P. & Chaudhary J (2012) Educational Technology, Pearson, New Delhi.
- Sampath, K, Pannir Salvam. A., & Santhanam, S. (1981) introduction to Educational Technology, Sterling publishers, New Delhi.

Curriculum Studies

School	School of Education
Programme	B.A.
Batch	2025-26
Semester	IV
Course Title	Curriculum Studies
Course Code	EDN223
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • To develop an understanding about concept, nature, types and major approaches of curriculum • To understand the relation among curriculum, pedagogy and assessment • To develop an understanding of curriculum development and the National Curriculum Framework, 2005 • To get acquainted with content selection and selected theories in this regard • To develop an understanding of evaluation & reform of Curriculum
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the meaning, nature, scope, functions, bases, approaches, and types of curriculum. CO2: **Evaluate** the determinants of content selection, instructional objectives, Revised Bloom's Taxonomy, and Bruner's theory of instruction in curriculum planning. CO3: **Develop** a learner-centred curriculum framework by applying the principles of curriculum construction, planning, and the recommendations of NCF 2005. CO4: **Evaluate** formative and summative approaches, Stufflebeam's and Taylor's curriculum evaluation models, and the factors and obstacles influencing curriculum reform.

Module	Description
I	**Basic Concept of Curriculum** • Meaning, Nature, Scope and Functions of Curriculum • Bases of Curriculum: Philosophical, Psychological and Sociological • Major approaches to Curriculum - Behavioural, Managerial, System, Humanistic • Types of Curriculum

II	**Selection of Content** • Determinants of Content Selection - Perspectives of Knowledge, Culture & Need • Curriculum and Institution - Instructional Objectives • Revised Bloom's Taxonomy • Bruner's theory of Instruction
III	**Curriculum Development** • Principles of Curriculum Construction • Learner-centred Curriculum Framework - Concept, Factors & Characteristics • Curriculum Development - Need, Planning • NCF (2005)
IV	**Evaluation & Reform of Curriculum** • Concept & Significance of Curriculum Evaluation • Approaches to Curriculum Evaluation - Formative & Summative • Models of Evaluation - Stufflebeam & Taylor Curriculum Reform - Factors & Obstacles

Suggested Readings:

- Beane, J. A., Toepfer, C. F., Jr., & Alessi, S. J., Jr. (1986). Curriculum planning and development. Allyn & Bacon.
- Brady, L. (1995). Curriculum development (5th ed.). Prentice Hall.
- Krug, E. A. (1957). Curriculum planning (Rev. ed.). Harper & Brothers.
- Ornstein, A. C., & Hunkins, F. P. (1998). Curriculum: Foundations, principles, and issues (3rd ed.). Allyn & Bacon.
- Pratt, D. (1980). Curriculum design and development. Harcourt Brace Jovanovich.
- Taba, H. (1962). Curriculum development: Theory and practice. Harcourt, Brace & World.
- Tanner, D., & Tanner, L. N. (1975). Curriculum development: Theory into practice. Macmillan.
- Tyler, R. W. (1949). Basic principles of curriculum and instruction. University of Chicago Press.

Semester V
Internship

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	V
Course Title	Internship
Course Code	EDN425
Credit	4
Contact Hours (L-T-P)	0-0-4
Course Type	CC
Course Objective	The Students will be able – • To develop practical teaching competencies by applying theoretical knowledge in real classroom situations. • To enhance skills in lesson planning, classroom management, and effective teaching-learning strategies. • To familiarise student-teachers with the organisation, administration, and functioning of educational institutions. • To develop professional ethics, communication skills, and collaborative abilities through engagement with teachers, students, and school administrators. • To promote reflective teaching practices and prepare student-teachers for their future roles as competent and responsible educators.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Develop** practical teaching competencies by providing student-teachers with opportunities to apply theoretical knowledge in real school settings. CO2: **Develop** skills in lesson planning and instructional design using appropriate teaching methods, learning resources, and ICT tools. CO3: **Familiarize** student-teachers with school practices, including classroom management, school administration, co-curricular activities, and teacher responsibilities. CO4: **Develop** competencies in student assessment through the preparation and use of appropriate assessment tools and techniques. CO5: **Foster** professional attitudes and reflective practices by encouraging student-teachers to critically reflect on their teaching

	experiences and continuously improve their professional competencies. CO6: **Design** and implement innovative, context-responsive teaching-learning experiences by creatively integrating pedagogical strategies, ICT tools, locally available resources, and learners' diverse needs during school internship.

Module	Description
Internship	The one-month School Internship is a practice-oriented component of the B.A. programme designed to provide student-teachers with authentic experience of teaching and learning in a school setting. During the internship, student-teachers will observe school practices, interact with teachers and learners, prepare lesson plans, conduct classroom teaching, use appropriate teaching-learning resources and ICT, and undertake assessment and feedback activities. They will also participate in co-curricular and school-based activities and develop an understanding of classroom management, school culture, teacher responsibilities, and professional ethics. The internship encourages reflective and creative teaching practices, enabling student-teachers to connect theoretical knowledge with real classroom situations and develop the competencies required for effective and responsible teaching.

Inclusive Education

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	V
Course Title	Inclusive Education
Course Code	EDN301
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-10
Course Objective	The students will be able· • To understand the concept, nature, principles, and importance of inclusive education. • To develop an understanding of the policies, legislation, and initiatives related to inclusive education. • To identify the diverse learning needs of children, including children with disabilities and those from disadvantaged backgrounds. • To examine the barriers and challenges associated with the implementation of inclusive education. • To develop knowledge of inclusive teaching strategies, assistive technologies, and appropriate learning resources. • To promote equitable, accessible, and supportive learning environments that respect diversity and ensure equal educational opportunities for all learners.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concept, importance, and advantages of inclusive education and differentiate among special, integrated, and inclusive education in the context of the Right to Education. CO2: **Evaluate** the types, causes, and educational implications of disabilities and assess the role of schools and society in creating barrier-free environments. CO3: **Apply** inclusive instructional strategies, including peer tutoring, cooperative learning, inclusive lesson planning, remedial teaching, team teaching, and circles of friends. CO4: **Develop** strategies for building an inclusive society through changes in school systems, structures, practices, and culture, promoting multicultural education, peaceful coexistence, and the role of informal agencies.

Module	Description
I	**Introduction of Inclusive Education** • Definition, concept and importance of inclusive education. • Difference between special education, integrated education and inclusive education. • Advantages of inclusive education • Education for all children in the context of right to education.
II	**Understanding Disability** • Concept of Impairment, Disability and Handicap • Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) • General causes of Disabilities and remedies • Role of School and Society in creating a barrier free environment
III	**Inclusive Education and its Practices** • Differentiating Instruction: Peer Tutoring, Co-operative learning and Inclusive lesson planning. • Inclusive Instructional Strategies at school level: Remedial Help, Team Teaching and Circles of Friends.
IV	**Educational Reforms for Inclusive Society.** • Building an Inclusive School: Desired changes in System, Structure, Practice and Culture • Education for a Multicultural Society. • Education for Peaceful Co-existence • Role of Informal Agencies (like mass media, etc.) in building an inclusive society

Suggested Readings:

- Loreman, Deppeler and Harvey-Inclusive Education, Allen & Unwin Australia.
- Corbett Jenny –Supporting Inclusive Education, Routledge Falmer, 2001.
- Felicity Armstrong and Michele Moore-Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and Sally Brown –Towards Inclusive Learning in Higher Education, Routledge, 2006.
- Peter Mittler-Working towards Inclusive Education, David Fulton Publishers, 2000
- Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, David Fulton Pub.`17) Integrated and Inclusive Education, Premavathy and Mittal, R C I., 2006.
- Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
- Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education, Delhi, IVY Pub.

Psychology of Adjustment

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	V
Course Title	Psychology of Adjustment
Course Code	EDN302
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-11
Course Objective	The students will be able: • To understand the concept of adjustment, maladjustment and some commonly found problem behaviour. • To know the multi-axial classification of mental disorders. • To be aware of different coping strategies for stressful situations. • To know the administration, scoring and interpretation of the psychological tests.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts of adjustment, adaptability, and maladjustment, including their causes, problem behaviours, and defence mechanisms. CO2: **Evaluate** the major categories of mental disorders, their characteristics, and the relevance of psychoanalytic, behavioural, cognitive, and humanistic therapies. CO3: **Apply** mental health and hygiene principles, stress-management techniques, and coping strategies to promote psychological well-being and adjustment among children. CO4: **Apply** appropriate procedures for administering, scoring, and interpreting the KNPI and KIEI, and analyse the effect of learning materials on memorisation.

Module	Description
I	**Adjustment, Maladjustment and Problem Behaviour** • Concept of Adjustment and Adaptability • Psychodynamic Concept of adjustment, Criteria of good adjustment • Concept of Maladjustment. Causes of Maladjustment, Aggressiveness, Delinquency, Substance Abuse • Defence Mechanism: Meaning and different methods of defence mechanisms

II	**Multi-axial Classification of Mental Disorders** • DSM – 5: Section 1, Section II and Section III • Brief outline of Schizophrenia, Anxiety Disorder, Depressive Disorder and Personality Disorder • Psychoanalysis, Behaviour Therapy, Cognitive Therapy, and Humanistic Therapy
III	**Mental Health and Hygiene** • Concept of Mental Health and Mental Hygiene. • Role of parents in preserving mental health of children • Role of Teachers in preserving the mental health of children in the Educational Institution • Relation between Mental Hygiene and Adjustment • Stress and Stressors, Personal and Environmental Stress • Coping Strategies for Stress
IV	**Administration, Scoring and Interpretation of Psychological Tests** • KNPI (Kundu Neurotic Personality Inventory) • KIEI (Kundu Introversion Extroversion Inventory) • Effect of Learning Material on Memorisation

Suggested Readings:

- Aggarwal J.C. (2010). Essentials of Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sharma R.N. (2010). Educational Psychology, Delhi, Surjeet Publications.
- Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited.
- Kuppuswamy B. (2013). Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited.
- Mathur S.S. (1962). Educational Psychology, Agra, Vinod Pustak Mandir.

History of Education in Post-Independence India

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	V
Course Title	History of Education in Post-Independent India
Course Code	EDN303
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-12
Course Objective	The students will be able – • To describe the Preamble, various articles and acts on education in the Indian Constitution. • To explain the recommendations and educational importance of various Education Commissions in post-independence India • To discuss the functions of some educational bodies in West Bengal • To examine the expansion of elementary, secondary, higher, and teacher education in post-independence India. • To understand the development of educational opportunities, equality, and inclusion among diverse social groups. • To critically analyse the impact of major educational reforms on the contemporary Indian education system.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the constitutional provisions related to education, the RTE Act 2009, and the development of education under the Five-Year Plans in India. CO2: **Evaluate** the recommendations and contributions of major post-independence Education Commissions in shaping the Indian education system. CO3: **Analyse** the roles, functions, and contributions of SCERT, DIET, NCERT, and NIEPA in educational planning, research, and development. CO4: **Evaluate** the major provisions, objectives, and implications of the National Policies on Education (1968, 1986), Programme of Action (1992), and National Education Policy (2020).

Module	Description
I	**Education and Constitution** · • Preamble and various Articles on Education in the Indian Constitution • RTE Act-2009 • Development of Education under Five Years

II	**Education Commission in post-independence India** • University Education Commission (1948-49) • Secondary Education Commission (1952-53) • Indian Education Commission (1964-66) • Ashoke Mitra Commission (1991-92)
III	**Educational Bodies** • SCERT • DIET • NCERT • NIEPA
IV	**National Policies on Education** • National Policy on Education (1968) • National Policy on Education (1986) • Programme of Action (POA)- 1992 • National Education Policy (2020) • Coping Strategies for Stress

Suggested Readings:

- Aggarwal, J. C. (2010). Landmarks in the history of modern Indian education (7th ed.). Vikas Publishing House.
- Banerjee, J. P. (1994). Education in India: Past, present and future (3rd ed.). Central Library.
- Chaube, S. P., & Chaube, A. (1999). Education in ancient and medieval India. Vikas Publishing House.
- Dash, B. N. (2003). History of education in India (Vols. 1–2). Dominant Publishers and Distributors.
- Nayak, B. K. (2013). History, heritage and development of Indian education. Axis Books.Purkait,
- B. R. (2014). Milestones in modern Indian education (3rd ed.). New Central Book Agency.
- Ravi, S. S. (2011). A comprehensive study of education. PHI Learning.

Semester VI

Information and Communication Technology in Education

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	VI
Course Title	Information and Communication Technology in Education
Course Code	EDN321
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-13
Course Objective	Students will be able – • To make students aware of the fundamentals of computer hardware and software. • To develop capability in students to use computers for teaching-learning activities. • To use computers for collection and dissemination of information throughout the world.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concept, block diagram, and classification of computers and explain their fundamental operating principles. CO2: **Apply** knowledge of computer hardware, input and output devices, memory units, processing components, and software to perform basic computing tasks. CO3: **Evaluate** the challenges of ICT integration in schools, the digital divide, universal access initiatives, and the role of the IT@School Project. CO4: **Apply** web-based educational resources, including e-learning, mobile learning, distance learning, virtual universities, Wikipedia, and MOOCs, to support teaching and learning. CO5: **Evaluate** techno-pedagogic communication practices based on media-message compatibility, credibility, fidelity, proximity, currency, communication speed, control, and communication models.

Module	Description
I	**Fundamentals of Computer** • Concept of Computer, Block diagram of computers, classification of computers
II	**Fundamentals of Computer Hardware and Software** • Input devices (keyboard, mouse, scanner, microphone, joystick, web camera, digital camera)

	• Processing devices (CPU and its Components) • Memory Devices (Primary: RAM, ROM, Secondary: Hard Disk, Floppy Disk, CD-ROM, Pen Drive) • Output Devices (Monitor, Printer, Speakers, LCD Projectors) • Software (DOS, BASIC)
III	**Introduction to Information and Communication Technology** • Concepts of Information and Communication Technology • Universal access VS Digital Divide - issues and initiatives • Challenges of Integration of ICT in School • IT@ School Project
IV	**Web-Educational Resources** • Concept of E-learning, Mobile-learning, distance learning, Online learning • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);
V	**Techno-Pedagogic Skills** • Media Message Compatibility • Message Credibility & Media Fidelity • Proximity of Message Forms • Message Currency, Communication Speed & Control, Communication Models

Suggested Readings:

- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Evant, M: The International Encyclopaedia of Educational Technology.
- Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE
- Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver
- Jane Hunter (2015). Technology Integration and High Possibility Classrooms: Building from TPACK
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU

Semester VI

Psychology of Instruction

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	VI
Course Title	Psychology of Instruction
Course Code	EDN322
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-14
Course Objective	The Students will be able – • To discuss the concept, factors, and principles of teaching. • To explain Flanders' Interactional Analysis • To explain the characteristics of a good teacher. • To discuss the nature of classroom teaching, traditional teaching, and constructivist teaching. • To explain the concept and implications of micro-teaching • To discuss different types of teaching methods.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts, principles, functions, maxims, and factors influencing teaching, including the relationship between teaching and learning. CO2: **Evaluate** classroom teaching behaviour using Flanders' Interaction Analysis and assess the characteristics of an effective teacher. CO3: **Evaluate** traditional and constructivist approaches to classroom teaching and assess the merits and limitations of micro-teaching. CO4: **Apply** appropriate teaching methods, including lecture, demonstration, project, problem-solving, and storytelling, to address diverse instructional objectives.

Module	Description
I	**Teaching** • Teaching: Concept, Principles and Functions; • Science of Teaching- Relation between teaching and learning; • Factors affecting teaching process, Input and Output variables; • Maxims of teaching; Fundamentals of teaching.
II	**Teacher Behaviour** • Observation of classroom behaviour: Flander's Interaction analysis. • Characteristics of a good teacher.
III	**Teacher and Classroom Teaching** • Nature of classroom teaching. • Difference between traditional and constructivist teaching; • Micro-teaching- meaning, nature, merits and demerits
IV	**Teaching Methods** • Meaning, nature, merits and demerits • Lecture Method • Demonstration Method • Project Method • Problem Solving Method • Story-telling Method

Suggested Readings:

- Aggarwal, J. C. (2014). *Essentials of educational psychology: Developing learners* (3rd ed.). Vikas Publishing House.
- Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
- Dash, B. N., & Dash, N. (2008). *A textbook of educational psychology*. Dominant Publishers & Distributors.
- Mangal, S. K. (2002). *Advanced educational psychology* (2nd ed.). PHI Learning.
- Mangal, S. K. (2007). *Essentials of educational psychology*. PHI Learning.
- Santrock, J. W. (2018). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Woolfolk, A. (2020). *Educational psychology* (14th ed.). Pearson.

Semester VI

Education of Children with Special Needs

School	School of Education
Programme	B.A. Education
Batch	2025-2026
Semester	VI
Course Title	Education of Children with Special Needs
Course Code	EDN323
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-15
Course Objective	The students will be able to– • Identify the various types of exceptional children. • Become acquainted with the various types of handicaps and their causes. • Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different from the majority or exceptional learners. • Guide handling of exceptional children. • Understand various educational intervention programmes for meeting the needs of exceptional learners.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concept, principles, and evolution of special, integrated, and inclusive education, along with relevant disability policies and legislation. CO2: **Evaluate** the roles and contributions of RCI, the Sarva Shiksha Abhiyan (SSA), and the UNCRPD in promoting the education and rights of persons with disabilities. CO3: **Apply** the ICF model, educational evaluation methods, techniques, and tools to identify diverse learners and address their educational needs. CO4: **Develop** inclusive educational strategies incorporating Individualized Education Plans (IEPs), Universal Design for Learning (UDL), assistive technologies, and remedial teaching to overcome barriers to inclusion.

Module	Description
I	**Concept and Evolution of Special Education** • Education of Children with Diverse Needs – Concept & Principles. • Evolution – Special, Integrated, Inclusive Education, Education of Children with Diverse Needs. • Policies & Legislation – PWD Act (1995), National Policy of Disabilities (2006), PWD Act (2015)
II	**Agencies of Special Education** • Functions of RCI, • Inclusive Education under SSA, • Functions of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)
III	**Types of Diverse Learners** • Classification of Disabilities based on ICF Model. • Types, Characteristics & Educational Needs of Diverse Learners (Intellectual, Physical & Multiple Disabilities). • Causes & Prevention of Disabilities. • Identification of Diverse Learners for Inclusion – Educational Evaluation Methods, Techniques & Tools.
IV	**Barriers and Facilitators** • Challenges & barriers to Inclusive Education – Attitude, Social and Educational. • Relevant Concept – Individualized Education Plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming, UDL (Universal Design of Learning). • Assistive & Adaptive Technology for Diverse Learners – Product (Aids &Appliances) and Process (Individualized Education Plan, Remedial Teaching.

Suggested Readings:

- Alur, M., & Bach, M. (2009). The journey for inclusive education in the Indian subcontinent. Routledge.
- Dash, N. (2006). Inclusive Education for Children with Special Needs. Atlantic Publishers & Dist.
- Integrated Education for Disabled Children (IEDC, 1974), , the Ministry of Social Justice and Employment, Government of India.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education: A practical guide to supporting diversity in the classroom. Psychology Press.
- Mangal, S. K. (2007). Educating exceptional children: An introduction to special education. PHI Learning Pvt. Ltd.

Project

School	School of Education
Programme/Discipline	B.A. Education
Batch	2025-2026
Semester	VI
Course Title	Project
Course Code	EDN426
Credit	4
Contact Hours (L-T-P)	0-0-4
Course Type	CC
Course Objective	The Students will be able to– • Develop an understanding of the basic principles and processes of educational research and academic inquiry. • Enable students to identify and formulate relevant educational problems, research questions, and objectives. • Develop skills in reviewing literature and selecting appropriate research methods, tools, and procedures for academic projects. • Enable students to collect, organize, analyse, and interpret data using appropriate qualitative and/or quantitative techniques. • Foster critical thinking, academic writing, research ethics, and the ability to communicate research findings effectively.
Course Outcome (CO)	CO1: **Explain and apply** fundamental concepts and processes of educational research in undertaking an academic project. CO2: **Formulate** a relevant educational research problem, objectives, research questions, and appropriate methodology. CO3: **Review and synthesize** relevant literature using appropriate academic sources and referencing practices. CO4: **Collect, analyse, interpret, and present** educational data using suitable research techniques and tools. CO5: **Develop and present** an independent academic project demonstrating critical thinking, originality, academic integrity, and research ethics.

Description	Academic Project is a research-oriented course designed to provide students with practical experience in conducting an academic inquiry in the field of education. The course enables students to identify a relevant educational problem, formulate research objectives and questions, review existing literature, select appropriate research methods, and collect and analyse relevant data. Students are expected to undertake an independent or guided project and present their findings in a systematic academic format. The course emphasizes critical thinking, evidence-based inquiry, academic writing, research ethics, originality, and effective communication of research findings. Through the project, students develop the ability to connect theoretical understanding with educational issues and generate meaningful insights for educational practice.

Semester- VII

Mental Health & Hygiene

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VII
Course Title	Mental Health & Hygiene
Course Code	EDN401
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The students will be able – • To enable the understanding of the concept of mental health and hygiene. • To develop awareness of good mental health in both teachers and students. • To identify principles and conditions conducive to good mental health. • To suggest measures for fostering good mental health among students. • To develop the understanding of the role of home, school and society in mental health.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts of mental health, mental illness, and mental hygiene, including their objectives, influencing factors, and criteria for a mentally healthy person. CO2: **Evaluate** the principles of good mental health and assess the roles of home and school, along with the salient features and techniques of psychoanalysis, in promoting psychological well-being. CO3: **Analyse** the nature, types, symptoms, and causes of psychoses and neuroses, and examine the factors contributing to social, marital, and occupational maladjustment. CO4: **Evaluate** the goals and approaches of psychotherapy, including Carl Rogers' humanistic therapy, existential psychotherapy, systematic desensitisation, and aversive conditioning.

Module	Description
I	**Basics of Mental Health and Hygiene** • Concept of Mental Health and illness • Factors Affecting Mental Health • Concept and Objectives of Mental Hygiene • Criteria for a Mentally Healthy Person
II	**Mental Health Issues in Education** • Principles of Good Mental Health • Role of Home and School in maintaining good Mental Health; Salient Features and Techniques of Psycho-analysis
III	**Psychoses, Neuroses and Maladjustment** • Psychoses: nature, types, symptoms and causes • Neuroses: nature, types, symptoms and causes; Maladjustment (social, marital, and occupational).
IV	**Basics of Psychotherapies** • Concept, goals, and approaches of Psychotherapies • Carl Roger's Humanistic Therapy • Existential Psychotherapy • Behaviour Therapies: Systematic Desensitisation and Aversive Conditioning

Suggested Readings:

- Akhilananda, S. (1948). *Hindu psychology: Its meaning for the West*. Routledge & Kegan Paul. *(London, 1953 ed.)*
- Akhilananda, S. (1952). *Mental health and Hindu psychology*. George Allen & Unwin.
- Arkoff, A. (1968). *Adjustment and mental health*. McGraw-Hill.
- Bahadur, M. (1995). *Mental health in theory and practice*. Vishveshvaranand Vedic Research Institute (V.V.R.I.).
- Bernard, H. W. (1952). *Mental hygiene for classroom teachers*. McGraw-Hill.
- Burbury, W. M., Balint, E. M., & Yapp, B. J. (1945). *An introduction to child guidance*. Macmillan & Co.
- Capuzzi, D., & Gross, D. R. (1995). *Introduction to counseling*. Allyn & Bacon.
- Carroll, H. A. (1956). *Mental hygiene: The dynamics of adjustment* (3rd ed.). Prentice-Hall.

Measurements and Evaluation in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VII
Course Title	Measurements and Evaluation in Education
Course Code	EDN402
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The students will be able – • To develop understanding of the concepts of measurement and evaluation in education. • To be acquainted with the process of Evaluation • To be acquainted with different types of measuring instruments and their uses. • To develop understanding of the concepts of validity and reliability and their importance in educational measurement. • To be acquainted with the principles of test construction.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts, scope, and significance of educational measurement, assessment, and evaluation, including the four scales of measurement. CO2: **Evaluate** formative and summative evaluation processes, different types and steps of evaluation, norm-referenced and criterion-referenced tests, and grading and credit systems. CO3: **Apply** appropriate educational and psychological testing tools, non-testing tools, and evaluation techniques to assess learners' achievement, personality, interests, intelligence, and overall development. CO4: **Construct** and standardise achievement tests by applying the principles of objectivity, reliability, validity, norms, and usability.

Module	Description
I	**Measurement and Evaluation in Education** • Educational Measurement and Evaluation: Concept • Scope and Need of Educational Measurement and Evaluation • Relation between Measurement, Assessment and Evaluation. • Scales of Measurement: Nominal, Ordinal, Interval and Ratio
II	**Evaluation Process** • Evaluation Process: Formative and Summative • Types and Steps of Evaluation • Norm-Referenced Test and Criterion Referenced Test. • Grading and Credit System.
III	**Tools and Techniques of Evaluation** • Concept of Tools and Techniques • Testing Tools • Educational: Essay type and Objective type, Written, Oral. • Psychological: Personality Test- Types, Rorschach Ink Blot Test, Interest Test- Types, Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests, Stanford – Binet Scale • Non-testing Tools – Cumulative Record Card, Portfolio • Techniques: Self Reporting, Interview, Questionnaire, Observation.
IV	**Criteria of a Good Tool and its Construction** • Characteristics of a Good Tool: (i) Objectivity- Concept, (ii) Reliability- Concept, Methods of determining reliability, (iii)Validity- Concept and Types, (iv) Norms- Meaning & Types and (v) Usability –Concept • Steps for construction & standardization of Achievement test.

Suggested Readings:

- Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
- Ebel, R.L. and Frisbie, D.A. (1991). Essentials of Educational Measurement, New Delhi: Prentice Hall of India Ltd.
- Lindquist, E.F. (1951). Essential Measurement. Washington: American Council on Education.
- Stanley J.C. and Hopkins, K.D. (1990). Educational and Psychological measurement and Evaluation (7th Edition), New Jersey: prentice Hall of India Ltd.

Statistics in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VII
Course Title	Statistics in Education
Course Code	EDN403
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The students will be able – • To develop the concept of statistics and to develop skills in analysing descriptive measures • To be acquainted with the concept of the Normal Probability Curve and its uses in education • To develop a concept of measures of relationship • To develop the ability to organise relevant educational data and to represent educational data through graphs and to develop skill in analysing and displaying data
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Apply** descriptive statistical techniques to organise, tabulate, and graphically represent educational data and calculate measures of central tendency, variability, percentiles, and percentile ranks. CO2: **Analyse** normal distribution, skewness, and kurtosis, and interpret Z-scores, T-scores, and standard scores in educational contexts. CO3: **Apply** rank-difference and product-moment correlation methods to calculate and interpret relationships between two sets of educational data. CO4: **Conduct** a hands-on statistical investigation using bivariate educational data by constructing graphs, calculating central tendency and variability, comparing distributions, and identifying associations through scatter diagrams.

Module	Description
I	**Concept of Statistics and Descriptive Statistics** • Concept & Uses of Statistics in Education, Organization and Presentation of Data – Tabulation, Graphical Representation (Frequency Polygon, Histogram, Ogive, Pie graph) • Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application. • Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application • Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination
II	**Normal Distribution and Derived Score** • Concept of Normal Distribution- Properties • Uses of NPC in Education • Divergence from Normality- Skewness and Kurtosis (Concept and Calculation) • Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).
III	**Measure of Relationship** • Bivariate Distribution- Concept and types of Linear Correlation • Scatter Diagram (only Concept) • Uses of Correlation • Computation of Coefficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Coefficient of Correlation
IV	**Statistics (Hands-on experience)** • Students are expected to collect relevant data (Bivariate educational data) from their college or neighbourhood 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: Determination of central tendencies and variability. • Graphical Representation- Bar Graph, Frequency Polygon, Cumulative Frequency Graph. • Determination of the type of association between two sets of data by drawing scatter diagram

Suggested Readings:

- Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha,
- Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon
- Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall
- Rathore. J.M. & Mishra D.C. (2011), Foundations of Statistics in Education. Bhubaneswar: Gyanajuga Publication.
- Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
- Swain, S.K. & Pradha, China & Khatoi, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.

Research Methodology

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VII
Course Title	Research Methodology
Course Code	EDN404
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • To understand the meaning, nature, scope and aims of educational research. • To explain the necessity and purpose of educational research. • To become aware of different forms of educational research. • To be acquainted with the concept of research in the field of education
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the meaning, characteristics, and types of educational research, including the challenges, difficulties, and ethical considerations involved in conducting research. CO2: **Apply** research principles to review relevant literature, formulate research problems, define objectives, frame research questions and hypotheses, and select appropriate data collection tools. CO3: **Apply** appropriate probability and non-probability sampling techniques, basic descriptive and inferential statistical procedures, and referencing and bibliographic conventions in educational research. CO4: **Develop** a structured educational research proposal by incorporating the essential components and characteristics of a good research proposal.

Module	Description
I	**Concept of Educational Research** • Definition, Meaning and Concept of Research • Educational research and its characteristics • Types of Educational Research • Problems, Difficulties and Ethics
II	**Basic Elements of Educational Research** • Literature Review • Problem Selection • Objectives, Research Question and Hypothesis • Tools of Data Collection –Concept and Types
III	**Data Collection Procedure** • Sampling –Concept and Definition • Types of Sampling- Probability and Non-probability • Data Reporting- Descriptive and Inferential (basic statistical procedures that come under each Referencing and Bibliography)
IV	**Construction of Research Proposal** • Characteristics of Good Research Proposal • Preparation of Research Proposal

Suggested Readings:

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont, USA: Wadsworth Thomson Learning. Best, J.W. (1986). Research in Education. New Delhi: Prentice Hall of India.
- Borg, W.R. & Gall, M.D. (1989). Educational Research: An Introduction. New York: Longman.
- Corey, S. M. (1953), Action Research to Improve School Practice, New York: Teachers College Press
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: SAGE Publication

Contemporary Issues in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VII
Course Title	Contemporary Issues in Education
Course Code	EDN405
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The students will be able – • To understand the importance of Universalization of Elementary and Secondary Education. • To explain the constitutional provisions with special reference to RTE Act. DPEP, SSA- SSM of Universalization of Elementary Education. • To describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA. • To explain the concept, role of Higher Education and Knowledge Commission and RUSA. • To discuss modern issues in Indian Education like-Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the aims, objectives, and significance of universalization of elementary education, including constitutional provisions, the RTE Act, DPEP, SSA, and SSM. CO: **Evaluate** the objectives, significance, and challenges of universalizing secondary education, including the role of RMSA. CO3: **Evaluate** the role of higher education in national development, the contributions of the Knowledge Commission and RUSA, and the major challenges facing higher education in India. CO4: **Develop** strategies to address educational issues through peace education, education for sustainable development, inclusive education, open and distance learning, educational equity, and women's education.

Module	Description
I	**Universalization of Elementary Education** • Universalization of Elementary Education- Meaning and Concept • Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance • Role of DPEP; SSA-SSM,
II	**Universalization of Secondary Education** • Meaning, Aims & Objectives, Significance • Role of RMSA • Problems in the process of Universalization of Secondary Education
III	**Higher Education and RUSA** • Role of Higher Education • Knowledge Commission & Higher Education • Higher Education and RUSA • Problems of Higher Education in India
IV	**Issues in Education** • Peace Education: Meaning, aims & objectives, need. • Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development. • Inclusive Education: Meaning, Need &Govt, programme. • Open & Distance Learning System: Meaning, Characteristics and need. • Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education. • Women Education: Importance, problems.

Suggested Readings:

- Aggarwal, J. C. (2014). Theory and principles of education: Philosophical and sociological bases of education (13th ed.). Vikas Publishing House.
- Nayak, B. K. (1996). Modern trends and issues in education of India. Takshashila.
- Pathak, R. P. (2012). Development and problems of Indian education. Pearson Education India.
- Ravi, S. S. (2011). A comprehensive study of education. PHI Learning.

Gender Issues in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VIII
Course Title	Gender Issues in Education
Course Code	EDN421
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • Develop gender sensitivity among the student teachers. • Understand the gender issues faced by the schools. • Understand the paradigm shift with reference to gender studies. • Understand how gender, power and sexuality relate to education.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the concepts of sex, gender, and sexuality, including gender socialisation, bias, stereotyping, patriarchy, empowerment, body image, role models, and LGBTQIA+ movements. CO2: **Evaluate** the role of curriculum, hidden curriculum, textbooks, schools, and teachers in perpetuating or challenging gender stereotypes and promoting gender equality. CO3: **Analyse** the educational status, social experiences, and challenges faced by transgender, Hijra, and LGBTQIA+ communities, including issues related to sexual orientation. CO4: **Evaluate** the forms, causes, and consequences of sexual harassment and abuse affecting women and LGBTQIA+ people, and assess the role of institutions in providing redressal and protection.

Module	Description
I	**Key Concepts of Gender** • Definition of gender, sex and sexuality, • Difference between sex, gender and sexuality • Social construction of gender. • Gender bias, gender stereotyping, patriarchy and empowerment • Role of gender, body image, role models in development of sexuality in the lives of children • LGBTQIA and their movement: World and India
II	**Gender in Curriculum** • Concept of Curriculum • Gender and the hidden curriculum • Gender in text and context • School and Teacher as an agent of change • Treatment of boys & girls in taking responsibilities
III	**Gender related Issues** • Transgender & Hizra people • Educational status of transgender and LGBTQIA people • Sexual Orientation
IV	**Sexual Harassment and Abuse** • Problem faced by women • Problem faced by LGBTQIA people • Concept of sexual harassment, abuse, molestation, rape • Institutions redressing sexual harassment and abuse

Suggested Readings:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbis experience
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: MERuhela, S. (1988).
- Understanding the Indian Women Today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block) Vikash publishing House Delhi

Creative Innovation in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VIII
Course Title	Creative Innovation in Education
Course Code	EDN422
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • Understand various creative forms and their integration in education • Integrate singing method in education. • Understand the importance of dramatic way of presentation. • Understand the efficacy of different art forms in education. • Develop creativity through different creative art forms. • Use art of drawing and painting in education process.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the nature, characteristics, and conditions of creativity and their significance in educational settings. CO2: **Design** activities to nurture and stimulate creativity using problem-solving, brainstorming, and other creative methods. CO3: **Apply** concepts of music, rhythm, folk songs, and diverse dance forms to enrich educational practices through action songs and dance dramas. CO4: **Create** educational resources using drawing, painting, creative writing, model making, decorative arts, digital design, quizzes, and educational games.

Course Outline

Module	Description
I	**Conceptual framework of Creativity** • Nature & Concept of Creativity • Characteristics of Creativity • Conditions of Creativity
II	**Development of Creativity** • Nurturing and Stimulation of Creativity • Methods of Creativity: Problem Solving and Brainstorming
III	**Music and Dance: Its Application in Education** • Concept of Sur, Taal, and laya (Sargam), Folk Songs. • Different Forms of Music • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai,Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, Nritya Natika)
IV	**Creative Art Forms and its Application in Education** • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms • The use of different art forms in Education: Creative writing, Model making (Clay modelling, Origami, Puppet making), Decorative Art (Rangoli, Ikebana, Wall painting- Mural). • Designing (Computer graphics, CD Cover, Book cover, Collage work) • Preparation of Educational quizzes and games

Suggested Readings:

- Getzels, J. W., & Jackson, P. W. (1962). Creativity and intelligence: Explorations with gifted students. John Wiley & Sons.
- Gowan, J. C., Demos, G. D., & Torrance, E. P. (Eds.). (1967). Creativity: Its educational implications. John Wiley & Sons.
- Kneller, G. F. (1965). The art and science of creativity. Holt, Rinehart and Winston.
- Mangal, S. K. (2016). Advanced educational psychology (2nd ed.). PHI Learning.
- Mehdi, B. (Ed.). (1981). Creativity in teaching and learning. National Council of Educational Research and Training.

Teacher Education

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VIII
Course Title	Teacher Education
Course Code	EDN423
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objective	The Students will be able – • To understand the basic concept of teacher education. • To explain the historical perspective and development of teacher education in India. • To enable the students to understand the Role of the different agencies in teacher education • To make an idea about Some Courses for preparation of teacher
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the meaning, scope, aims, and objectives of teacher education at elementary, secondary, and college levels, distinguishing teacher training from teacher education. CO2: **Evaluate** the historical development of teacher education in India, the recommendations of the Kothari Commission and National Policy on Education, and the present teacher education system. CO3: **Evaluate** the roles and contributions of UDE, NCTE, NCERT, and NUEPA in the development and regulation of teacher education in India. CO4: **Apply** appropriate pre-service and in-service teacher education approaches, including orientation and refresher courses, to enhance teachers' professional competencies.

Course Outline

Module	Description
I	**Basic Concept of Teacher Education** • Concept and meaning of teacher education • Scope of Teacher Education • Aims and objectives of Education at Elementary, Secondary and College levels. • Teacher training vs. teacher education
II	**Development of Teacher Education in India** • Historical perspective of development of teacher education in India • Recommendations of Kothari Commission • Recommendations of National Policy on Education regarding teacher education. • Present System of teacher education in India.
III	**Role of the different agencies in Teacher Education** • UDE • NCTE • NCERT • NUEPA
IV	**Some Courses for Preparation of Teachers** • Pre-Service Teacher Education • In-Service Teacher Education • Orientation and Refresher Courses.

Suggested Readings:

- Arora, G. L. (2002). Teachers and Their Teaching. New Delhi, Ravi Books.
- Chaurasia, Gulab (2000). Teacher Education and Professional Organizations. New Delhi, Authors press.
- Elahi, Nizam (1997). Teacher's Education in India New Delhi, APH Publishing Corporation.
- Mohan, Radha (2011). Teacher Education. New Delhi: PHI Learning Private limited.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- Raina, V. T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
- Sharma, Shashi Prabha (2004). Teacher Education in India, Vikas publications, New Delhi.

Educational Policy, Governance, and Leadership

School	School of Education
Programme	B.A.
Batch	2025-2026
Semester	VIII
Course Title	Educational Policy, Governance, and Leadership
Course Code	EDN429
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC
Course Objectives	Students will be able- • To develop an understanding of educational policies, governance structures, and regulatory frameworks in India. • To critically examine the organizational dynamics and administration of school and higher education systems. • To cultivate leadership, institutional planning, and conflict-resolution skills tailored to modern educational leadership. • To explore accountability mechanisms, quality assurance (e.g., NAAC, NIRF, PARAKH), and educational finance.
Course Outcomes	After completion of this course, students will be able to: CO1: **Explain** the foundational concepts of educational policy and governance, and analyze policy formulation and implementation processes within the constitutional framework of India. CO2: **Examine** the organizational roles, legal functions, and accountability mechanisms of major apex and regulatory bodies governing school and tertiary education systems. CO3: **Apply** relevant educational leadership styles and human resource management principles to foster positive institutional culture, teacher motivation, and staff appraisal. CO4: **Formulate** a strategic Institutional Development Plan (IDP) integrating principles of educational financing, resource mobilization, and quality assurance frameworks.

Module	Description
I	• **Foundations of Educational Policy and Governance** • Concepts of educational policy, planning, and governance; Public vs. private administration. • Constitutional frameworks and center-state dynamics in educational decision-making. • Policy formulation, implementation bottlenecks, and policy evaluation models.

	• Implementation architecture of NEP 2020: Restructuring institutional governance and administrative reforms.
II	**Regulatory Bodies and Institutional Frameworks** • Regulatory architecture in school and higher education: MoE, UGC, NCERT, NCTE, AICTE, State Boards, and Directorate of Education. • Standard-setting and assessment bodies: PARAKH, NTA, NAAC, and NBA. • Autonomy, institutional accountability, and Good Governance in educational institutions. • Legal and ethical frameworks: Grievance redressal, RTI in education, and student/faculty rights.
III	**Educational Leadership and Human Resource Management** • Leadership theories and styles (Transformational, Instructional, Distributed, and Value-Based leadership). • Institutional climate, organizational culture, and teacher motivation. • Recruitment, continuous professional development (CPD), and appraisal mechanisms (e.g., Performance Based Appraisal System - PBAS). • Crisis management, change leadership, and decision-making in educational settings.
IV	**Quality Assurance, Financing, and Institutional Planning** • Institutional Development Plan (IDP) and School Development Plan (SDP): Concept, steps, and preparation. • Economics of education: Sources of financing, budgeting, resource mobilization, and public-private partnerships (PPP). • Performance audits, Academic and Administrative Audit (AAA), and internal quality assurance cells (IQAC). • Contemporary challenges: Internationalization of education, digital governance (UMS, ERP), and inclusive administrative design.

Suggested Readings

- Bush, T. (2011). *Theories of Educational Leadership and Management* (4th ed.). SAGE Publications.
- Ministry of Education, Government of India. (2020). *National Education Policy 2020*. New Delhi.
- Mukhopadhyay, M. (2005). *Total Quality Management in Education* (2nd ed.). SAGE Publications.
- Naik, J. P. (1975). *Educational Planning in India*. Allied Publishers.
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE Publications.
- Tilak, J. B. G. (2018). *Education and Development in India: Critical Issues in Public Policy and Practice*. Palgrave Macmillan.

Dissertation

School	School of Education
Programme/Discipline	B.A.
Batch	2025-26
Semester	VIII
Course Title	Dissertation
Course Code	EDN424
Credit	12
Contact Hours (L-T-P)	0-0-12
Course Type	Field Work
Course Objective	The objectives of this course are • Review and write related literature • Select a research problem • Formulate research questions or hypotheses • Collect primary or secondary data • Analyse the data and interpret the analysis • Discuss the findings • Write the research report.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Identify** and summarize key research theories and methodologies relevant to conducting a dissertation. CO2: **Discuss** the ethical considerations and potential challenges in conducting research for a dissertation. CO3: **Apply** critical thinking skills to develop a research proposal for a dissertation. CO4: **Analyze** the potential impact and implications of the dissertation research on the field of study. CO5: **Integrate** and synthesize diverse sources of information to develop a coherent and well-structured dissertation. CO6: **Critically evaluate** the effectiveness and contribution of the dissertation in advancing knowledge and understanding within the field of study.

Procedure and Evaluation of Dissertation:

Students' names will be allotted to different faculty members at the beginning of 8th semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 8th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiners. The HOD will act as coordinator at the board of the viva-voce.

PAN-University Papers

1st Year
Semester I
Pedagogical Studies

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-26
Semester	I
Course Title	Pedagogical Studies
Course Code	EDN103
Credit	3
Contact Hours (L-T-P)	2-1-0
Course Type	MDC
Course Objectives	The objectives of this course are: • To understand Pedagogical Studies as an academic discipline. • To comprehend Pedagogy as the art and science of teaching. • To become acquainted with the pedagogy of the teaching-learning process. • To know the neural basis of sensation, perception and cognition. • To become acquainted with the effective teaching process.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concept, nature, scope, and philosophical, sociological, and psychological bases of pedagogy, distinguishing pedagogy from andragogy. CO2: **Analyse** the neural basis of sensation, brain functions, the neuro-endocrinal system, perception, and cognition in relation to teaching and learning. CO3: **Apply** pedagogical principles, problem-solving strategies, concept development, Flanders' Interaction Analysis System, and instructional design to classroom teaching. CO4: **Evaluate** the levels of teaching, including memory, understanding, and reflective teaching, and assess the effectiveness of teaching methods and the teacher's roles as planner, facilitator, counsellor, and action researcher.

Module	Description
I	**Pedagogy** • Pedagogy: Concept, Nature and Scope;

	• Bases of Pedagogy: Philosophical, Sociological and Psychological; • Pedagogy vs. Andragogy; • Pedagogy as the Art and Science of Teaching.
II	**Cognition** • Neural basis of Sensation: Neuron – Structure and Electrical Potentials, Synaptic Transmission, Structure and Functions of Human Brain, Neuro-Endocrinal System; • Perception: Factors influencing perception; • Cognition and Fundamentals of Teaching.
III	**Pedagogy in Practice** • Pedagogy and its Applications: Developing Concepts and Principles, Problem-Solving Ability and Knowledge Construction Ability; • Observation of classroom behaviour: Flanders' Interaction Analysis System; • Teaching and Instruction, Instructional Design.
IV	**Teacher & Teaching** • Levels of Teaching – Memory, Understanding and Reflective; • Teaching Methods – Lecture, Demonstration, Problem-Solving and Programmed Instruction (Linear and Branching); • Functions of a Teacher as: Planner, Facilitator, Counsellor and Action Researcher.

Suggested Readings:

- Aggarwal, J. C. (2014). Essentials of educational psychology (3rd ed.). Vikas Publishing House.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. National Academy Press.
- Flanders, N. A. (1970). Analyzing teaching behavior. Addison-Wesley Publishing Company.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design (5th ed.). Thomson/Wadsworth.
- Joyce, B., Weil, M., & Calhoun, E. (2015). Models of teaching (9th ed.). Pearson.
- Mangal, S. K. (2019). Advanced educational psychology (3rd ed.). PHI Learning.
- Ormrod, J. E. (2016). Human learning (7th ed.). Pearson.
- Santrock, J. W. (2018). Educational psychology (6th ed.). McGraw-Hill Education.
- Woolfolk, A. (2016). Educational psychology (13th ed.). Pearson.
- Chakraborty, P.K. (2012). Siksha Manovigyan O Sikhon Prakria. West Bengal State Book Council.
- Chauhan, S.S. (1979). Innovations in Teaching-Learning Process. New Delhi: Vikash Publishing House Pvt. Ltd.

Peace and Value Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	I
Course Title	Peace and Value Education
Course Code	EDN104
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	The objectives of this course are: • To know the concept of peace education. • To understand peace and non-violence. • To develop the concept of value education. • To understand peace, value and conflict resolution.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concept, scope, and aims of peace education, including the role of teachers and the recommendations of NCFTE 2009. CO2: **Evaluate** the factors contributing to violence, the role of peace in promoting non-violence, Gandhian principles, and the contribution of educational institutions to peace education. CO3: **Apply** value education principles by identifying and classifying values and developing strategies for fostering values through home, school, and society. CO4: **Develop** conflict-resolution strategies by analysing the bases of conflict and integrating peace education and value-based approaches to promote peaceful coexistence.

Module	Description
I	**Peace Education** • Concept and Scope of Peace Education • Aims of Peace Education • Role of Teachers in Promoting Peace Education • NCFTE 2009 on Peace Education
II	**Peace and Non-violence** • Factors of Violence • Role of Peace for Non-Violence • Gandhian Principle of Non-violence

	• Role of Educational Institutions in Promoting Peace Education
III	**Value Education** • Meaning, Definition, Concept of Value Education • Classification of Values and Sources of Values • Need for Value Education in the 21st Century • Fostering Values – Role of Home, School and Society
IV	**Peace, Value and Conflict Resolution** • Bases of Conflict • Role of Value Education in Resolving Conflict

Suggested Readings:

- Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications.
- Chadha, S.C. (2008). Education Value & Value Education. Meerut: R. Lall Book Depot.
- Chakraborty, Mohit (2003). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.
- Singh, Y.K. (2009). Value Education. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007). Education for Values, Environment and Human Rights. New Delhi: Deep & Deep Publications Pvt. Ltd.

1st Year
Semester II
Human Rights Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	II
Course Title	Human Rights Education
Course Code	EDN440
Credit	3
Contact Hours (L-T-P)	2-1-0
Course Type	MDC
Course Objectives	The objectives of this course are - • To know the basic concept of human rights. • To know the role of United Nations and human rights. • To understand enforcement mechanism in India. • To know the role of advocacy groups.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the nature, concept, and significance of human rights education, including the human values of dignity, liberty, equality, justice, and unity in diversity. CO2: **Evaluate** the historical development of human rights, the key principles of the Universal Declaration of Human Rights, and the role, duties, and limitations of the United Nations in protecting human rights. CO3: **Evaluate** the enforcement mechanisms under the Protection of Human Rights Act, 1993, and assess the roles of Human Rights Commissions, the Supreme Court, and High Courts in safeguarding human rights in India. CO4: **Apply** human rights advocacy strategies through educational institutions, the press and media, and NGOs to promote awareness, protection, and respect for human rights.

Module	Description
I	**Basic Concept of Human Rights** • Nature and concept of Human Rights • Human Values – Dignity, Liberty, Equality, Justice, Unity in Diversity • Meaning and Significance of Human Rights Education

II	**United Nations and Human Rights** • Brief History of Human Rights – National and International Perspectives • Universal Declaration of Human Rights in brief • United Nations and Human Rights – Duties and Limitations
III	**Human Rights – Enforcement Mechanism in India** • Human Rights Act – 1993 • Human Rights Commission – Role and Objectives • Judicial Organs – Role of Supreme Court and High Court in brief
IV	**Role of Advocacy Groups** • Role of Educational Institutions • Role of Press and Media • Role of NGOs

Suggested Readings:

- Basu, D. D. (2022). Introduction to the Constitution of India (27th ed.). LexisNexis.
- Baxi, U. (2002). The future of human rights (2nd ed.). Oxford University Press.
- Donnelly, J. (2013). Universal human rights in theory and practice (3rd ed.). Cornell University Press.
- Freeman, M. (2017). Human rights: An interdisciplinary approach (3rd ed.). Polity Press.
- Government of India. (1993). The Protection of Human Rights Act, 1993. Government of India.
- Ishay, M. R. (2004). The history of human rights: From ancient times to the globalization era. University of California Press.
- National Human Rights Commission. (n.d.). National Human Rights Commission, India. https://nhrc.nic.in/
- Office of the United Nations High Commissioner for Human Rights. (n.d.). Universal Declaration of Human Rights. United Nations. https://www.ohchr.org/en/human-rights/universal-declaration
- United Nations. (1948). Universal Declaration of Human Rights. https://www.un.org/en/about-us/universal-declaration-of-human-rights
- United Nations. (1966). International covenant on civil and political rights. https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights

Life Skill Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	II
Course Title	Life Skill Education
Course Code	SEC132
Credit	2
Contact Hours (L-T-P)	2-0-0
Course Type	SEC
Course Objectives	The objectives of this course are: • To understand the meaning of life skills. • To be acquainted with the different types of life skills. • To find the ways in which individual's personality can be built through the development of these life skills.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the meaning, origin, development, definitions, and interpretations of life skills in education. CO2: **Evaluate** generic, problem-specific, and area-specific life skills in addressing personal, social, and professional challenges. CO3: **Apply** appropriate training techniques and stages of life skill education to develop essential life skills. CO4: **Develop** leadership training strategies integrating leadership styles, functions, personality development, and life skills.

Module	Description
I	**Basic Concept of Life Skills** • Meaning and Concept of Life Skills • Origin of Life Skill in Education • Development of Concept of Life Skills • Definitions and Interpretation
II	**Types of Life Skills** • Generic Life Skills – Survival Skills, Negotiating Skills and Coping Skills • Problem Specific Skills • Skills for area specific development
III	**Training and Techniques** • Concept of Training and Techniques for Life Skill Education

	• Types of Training • Stages of Life Skill Education
IV	**Life Skills for Leadership Training** • Definition of Leadership Training • Styles of Leadership Training • Functions of Leadership Training • Training of Leadership through personality building and like skills

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair, V. Rajasenan (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris.
- Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Open and Distance Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	II
Course Title	Open and Distance Education
Course Code	EDN107
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	The objectives of this course are: • To be acquainted with the concept of open and distance education. • To become aware of the modes and strategies of open and distance education. • To understand the relationship among non-formal, correspondence, distance and open education. • To be aware of the present status and role of multi-media in open and distance education. • To know about the different agencies, problems and remedies of open and distance education in India.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the meaning, objectives, characteristics, merits, and demerits of open and distance education. CO2: **Evaluate** the modes and strategies of open and distance education and differentiate them from non-formal and correspondence education. CO3: **Evaluate** the current status of open and distance education in India and assess the role of multimedia in enhancing teaching and learning. CO4: **Develop** strategies to address the challenges of open and distance education by strengthening relevant agencies and improving educational access and quality in India.

Module	Description
I	**Concept of Open and Distance Education** • Meaning and Definition of Open and Distance Education • Objectives and Characteristics of Open and Distance Education • Merits and Demerits of Open and Distance Education
II	**Strategies of Open and Distance Education** • Mode and Strategies of Open Education • Mode and Strategies of Distance Education • Relationship among Non-formal, Correspondence, Distance and Open Education
III	**Status and Role of Multi-media in Open and Distance Education** • Present Status of Open Education in India • Present Status of Distance Education in India • Role of Multi-media in Open and Distance Education
IV	**Agencies, Problems and Remedies of Open and Distance Education in India** • Agencies of Open and Distance Education • Problems of Open and Distance Education • Measures for strengthening Open and Distance education in India

Suggested Readings:

- Holmberg, B (1981): Status and Trends of Distance Education, Kogan Page, London.
- Kegan, D (1986): The Functions of Distance Education, Croom Helm, Longon.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1,2&3) IGNOU, New Delhi.
- IGNOU (2006), Distance Education. IGNOU, New Delhi.
- Parmaji. S (Ed) 1984: Distance Education, Sterling Publishers, New Delhi.
- Reddy (1988) Open University-The Ivory Towers Thrown Open, Sterling, New Delhi.

2nd Year
Semester III
Environmental and Population Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	III
Course Title	Environmental and Population Education
Course Code	EDN203
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	The objectives of this course are - • To understand the concepts, objectives, and significance of Population Education. • To explain the meaning, scope, and principles of Environmental Education. • To analyse population growth and its impact on quality of life and human resource development. • To examine population and environmental education programmes in India. • To identify contemporary population and environmental issues and suggest remedial measures.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concepts, objectives, determinants, and demographic indicators of population education and evaluate the roles of teachers, youth, and mass media in creating awareness. CO2: **Evaluate** the aims, scope, principles, and ethical foundations of environmental education and distinguish it from environmental science. CO3: **Analyse** population growth, population dynamics, quality of life, human resource development, and the effectiveness of population education programmes in India. CO4: **Evaluate** contemporary population and environmental issues, including population explosion, family planning, sex education, eco-feminism, and different forms of environmental pollution.

Module	Description
I	**Concept of Population Education** • Meaning and objectives of Population Education • Factors influencing Population --sociological, Economic, Political, Biological and Psychological. • Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration. • Need for Population Education • Teacher role in creating awareness of population problems • Role of Mass media – (Newspapers, Radio, T.V) • Role of youth in Population Education
II	**Concept of Environmental Education** • Concept, Importance, and Scope of Environmental Education • Aims and Objectives of Environmental Education • Distinction between Environmental Education & Environmental Science • Guiding Principles and Foundations of Environmental Education • Environmental Ethics: Issues and Possible solution
III	**Population Growth and its Impact** • Population Growth and Population Dynamics • Quality of life-concept and Meaning • Human Resource Development (concept) • Population Education Programmes in India • Problems of Population Education and its Suggestive Measures
IV	**Current Issues related to Population and Environmental Education** • Population Explosion • Family Planning • Sex Education • Eco-feminism • Environmental Pollution: Air, Soil, Land, Water & Sound

Suggested Readings:

- Aggarwal, J.C (2002). Population Education. Shipra Publication, Delhi.
- Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers
- Raju, B. Joseph et al. (2004). Population Education. Sonali Publications, New Delhi.
- Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, New Delhi.
- Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.
- Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.

Skills for Democratic Citizenship

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	III
Course Title	Skills for Democratic Citizenship
Course Code	SEC133
Credit	2
Contact Hours (L-T-P)	1-1-0
Course Type	SEC
Course Objectives	The objectives of this course are: • To have an idea about their duties as citizens • To have an idea about their rights as citizens • To have an idea about child violence and child rights • To have an idea about domestic violence and domestic rights
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** democratic rights, fundamental rights, and the duties of citizens under the Indian Constitution. CO2: **Evaluate** the need for child protection, classifications of child rights, and legal safeguards provided under the POCSO Act. CO3: **Evaluate** the types and consequences of domestic violence, key provisions of the Protection of Women from Domestic Violence Act, 2005, and its applicability to male victims. CO4: **Develop** educational awareness programmes using rallies, debates, mass media, seminars, and workshops to promote rights, child protection, and domestic harmony.

Module	Description
I	**Rights and Duties in Indian Constitution** • Democratic Rights • Fundamental Rights • Duties of Citizenship
II	**Protection of Children** • Child Protection - Concept and Need • Child Rights – Concept, Classification and Need

	• Legal Actions – POCSO
III	**Domestic Harmony** • Domestic Violence – Definition and Types • Protection of Women from Domestic Violence Act, 2005 – Basic features • Protection of Males in DVA 2005
IV	**Role of Education** • Awareness Programmes: Rallies, Debates etc. • Mass Media • Seminars and Workshops

Suggested Readings:

- Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.
- Naik, J.P. (1975). Equality, Quality and Quantity. The Illusive Triangle in Indian Education. Bombay: Allied.
- J. C. Aggarwal-Theory and Principles of Education.
- Basu, D. D. (2022). Introduction to the Constitution of India (27th ed.). LexisNexis.
- Government of India. (2005). The Protection of Women from Domestic Violence Act, 2005. Government of India.
- Government of India. (2012). The Protection of Children from Sexual Offences Act, 2012. Government of India.
- Kashyap, S. C. (2011). Our constitution: An introduction to India's constitution and constitutional law. National Book Trust, India.
- UNICEF. (2007). Implementation handbook for the Convention on the Rights of the Child (3rd ed.). United Nations Children's Fund.

2nd Year
Semester IV
Education and Community Development

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	IV
Course Title	Education and Community Development
Course Code	EDN427
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR
Course Objectives	The objectives of this course are - • To understand the concept of community development and the role of education. • To understand about the community development programmes in India and its impacts. • To develop an understanding about empowerment, human resource development and achievement in terms of national development. • To promote awareness for community development through mass education, non-formal education and open education
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concept, scope, significance, approaches, and role of education in community development. CO2: **Evaluate** the objectives, policy evolution, salient features, and socio-political and economic impacts of Community Development Programmes in India. CO3: **Evaluate** the role of education in empowerment, human resource development, and national development, with particular reference to disadvantaged and marginalised groups. CO4: **Develop** community development initiatives integrating extension education, NSS, NCC, government missions, and mass, non-formal, and open education programmes.

Module	Description
I	**Education and Community** • Community Development: Concept, Scope and Significance • Community Development and Role of Education • Community Development Approaches
II	**Community Development Programmes** • Community Development Programmes (CDPs) in India: Objectives and Salient Features • Evolution of CDP Policy in Independent India • Impact of CDP on socio-politico-economic aspects.
III	**Community Development for National Development** • Empowerment: Concept, Significance and role of Education; • Human Resource and National Development: The scope in India; • Achievement of Women, Minorities, SC, ST, OBC and Special Needs People in terms of Education and Empowerment; Domestic Violence – Definition and Types
IV	**Extension Education for Community Development** • Institution-Community Interactions: Extension Education, NSS, NCC and other Outreach Programmes; • Saakshar Bharat Mission and Swachh Bharat Mission – Objectives, Target, Strategies and Management; • Promoting Awareness for Community Development through Mass Education, Non-formal Education and Open Education.

Suggested Readings:

- Bhaduri, A. (2005). Development with dignity: A case for full employment. National Book Trust.
- Chaubey, P. K. (2001). Population policy for India. Kanishka Publishers.
- Drèze, J., & Sen, A. (2002). India: Development and participation. Oxford University Press.
- Hobhouse, L. T. (1966). Social development. George Allen & Unwin.
- Jayaram, N. (Ed.). (2005). On civil society: Issues and perspectives. SAGE Publications.
- Reddy, K. R., & Reddy, C. S. (2012). Self-help groups in India: A study on quality and sustainability. ENABLE Publication.
- Maddick, H. (2018). Panchayati Raj: A study of rural local governance in India. Rawat Publications.

Yoga Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	IV
Course Title	Yoga Education
Course Code	EDN432
Credit	2
Contact Hours (L-T-P)	2-0-0
Course Type	SEC
Course Objectives	The objectives of this course are - • To understand the concept and principles of Yoga. • To develop awareness about the historical aspects of Yoga. • To learn some meditational practices and techniques. • To learn to maintain a healthy condition of body and mind. • To learn the utility of yoga in modern life.
Course Outcomes	After completion of this course, students will be able to: CO1: **Apply** the principles and practices of Raja Yoga and Hatha Yoga, including Kriyas, Yama, Niyama, Asana, Pranayama, Bandha, Mudra, and Dhyana, for healthy living. CO2: **Analyse** the major systems of Indian philosophy and examine the relationship between Yoga and Sankhya philosophy, including Patanjali's Ashtanga Yoga and Kriya Yoga. CO3: **Apply** appropriate yogic practices, including cyclic meditation, to manage stress and promote psychological well-being. CO4: **Evaluate** the significance of Yoga for positive health by comparing medical and yogic perspectives on health and disease and examining the Panchakosha concept.

Module	Description
I	**Introduction to Yoga and Yogic Practices** • Introduction to Yoga: Concept & Principles • The schools of Yoga: Raja Yoga and Hatha Yoga • History of development of yoga and Yogic practices for healthy living • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama • Bandha, Mudra & dhyana as per yogic texts and research-based principles of Yoga

II	**Ancient Systems of Indian Philosophy and Yoga System** • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship • Pantanjali Yoga Shastra: Ashtanga yoga and kriya yoga in sadhnapada
III	**Yoga and Stress Management** • Stress –Concept & Causes • Role of Yoga to cope with stress • Types of Yogic practices for stress management • Cyclic meditation for stress management
IV	**Yoga and Health** • Need of yoga for a positive health for the modern human • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age

Suggested Readings:

- Iyengar, B. K. S. (2005). Light on yoga: The definitive guide to yoga practice. HarperCollins.
- Saraswati, S. S. (2008). Asana pranayama mudra bandha (4th ed.). Yoga Publications Trust.
- Vivekananda, S. (2001). Raja yoga. Advaita Ashrama.
- Taimni, I. K. (2001). The science of yoga. Theosophical Publishing House.
- Feuerstein, G. (2001). The yoga tradition: Its history, literature, philosophy and practice. Hohm Press.
- Satyananda, S. (2008). Four chapters on freedom: Commentary on the Yoga Sutras of Patanjali. Yoga Publications Trust.
- Kuvalayananda, S. (1993). Asanas. Kaivalyadhama.
- Nagendra, H. R., & Nagarathna, R. (2004). New perspectives in stress management. Swami Vivekananda Yoga Prakashana.
- Saraswati, S. S. (2009). Prana and pranayama. Yoga Publications Trust.
- Sharma, C. D. (2000). A critical survey of Indian philosophy. Motilal Banarsidass Publishers.

Comparative Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	IV
Course Title	Comparative Education
Course Code	EDN431
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR
Course Objectives	The objectives of this course are - • To understand the nature, scope, and significance of Comparative Education. • To examine the contributions of UN agencies and Life Skill Education in global education. • To compare Pre-Primary Education in India and Japan. • To analyse Vocational Education in India and Germany. • To compare Open and Distance Education in India and the UK and explore collaborative opportunities in Vocational Education.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concept, nature, scope, and disciplinary development of comparative education and examine geographical, socio-cultural, historical, philosophical, economic, linguistic, and scientific factors influencing educational systems. CO2: **Evaluate** contemporary global educational trends, UN educational programmes, and the impact of liberalisation, privatisation, and globalisation on education. CO3: **Compare** and evaluate pre-primary, basic, and secondary education systems in India, Japan, Sri Lanka, and China. CO4: **Compare** and evaluate higher, technical and vocational, and open and distance education systems in India with those of the USA, Germany, and the UK.

Module	Description
I	**Factors of Comparative Education** • Comparative Education: Concept, Nature and Scope • Comparative Education as an emerging Academic Discipline • Factors of Comparative Education: Geographical, Socio-Cultural, Historical, Philosophical, Economic, Linguistic, and Scientific
II	**Education in the Global Context** • Contemporary Trends in World Education • Programmes of UN Bodies: Education for All, Life Skill Education • World Education in the context of Liberalization, Privatization and Globalization
III	**Comparative Study of Basic Education in different Asian Countries** • Comparative Study of Pre-Primary Education in India with Japan • Comparative Study of Basic Education in India with Sri Lanka • Comparative Study of Secondary Education in India with China
IV	**Comparative Study of Higher Education in advanced countries** • Comparative Study of Higher Education in India with USA • Comparative Study of Technical and Vocational Education in India with Germany • Comparative Study of Open and Distance Education in India with UK.

Suggested Readings:

- Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). Comparative education research: Approaches and methods (2nd ed.). Springer.
- Carnoy, M. (1999). Globalization and educational reform: What planners need to know. UNESCO International Institute for Educational Planning.
- Green, A. (1997). Education, globalization and the nation state. Macmillan Press.
- Hans, N. (1958). Comparative education: A study of educational factors and traditions. Routledge & Kegan Paul.
- Phillips, D., & Schweisfurth, M. (2014). Comparative and international education: An introduction to theory, method, and practice (2nd ed.). Bloomsbury Academic.
- UNESCO. (2015). Education 2030: Incheon declaration and framework for action for the implementation of Sustainable Development Goal 4. UNESCO.
- World Bank. (2018). World development report 2018: Learning to realize education's promise. World Bank.

3rd Year
Semester V
Women Education

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	V
Course Title	Women Education
Course Code	EDN312
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objective	The students will be able – • To know the historical perspectives of Women Education. • To know the Policy Perspectives and Committees and Commissions on Women Education. • To know the role of Indian thinkers towards Women Education. • To identify major constraints of Women Education and Women Empowerment.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Analyse** the historical development of women's education across the Vedic, Brahmanic, and Medieval periods and evaluate the contributions of missionaries and the British government. CO2: **Evaluate** constitutional provisions, educational policies, and the recommendations of major commissions and committees concerning women's education in India. CO3: **Evaluate** the contributions of Raja Rammohan Roy and Ishwar Chandra Vidyasagar to the promotion of women's education and social reform. CO4: **Develop** strategies to address social, psychological, political, and economic barriers to women's education and promote women's empowerment in contemporary society.

Module	Description
I	**Historical Perspectives of Women Education** • Synoptic view of Women Education through the ages: Vedic, Brahmanic, Medieval Period • Contribution of Missionaries • Role of British Govt.
II	**Policy Perspective, Committee and Commission on Women Education** • Constitutional Provision, NPE-1968, 1986, 1992, POA-1992 • Radhakrishnan, Mudaliar and Kothari Commission • Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktavatsalam Committee
III	**Role of Indian Thinkers in promoting Women Education** • Rammohan Roy • Vidyasagar
IV	**Major Constraints of Women Education and Women Empowerment** •Social – Psychological •Political – Economical •Role of Women Empowerment in Modern Society (in brief)

Suggested Readings:

- Altekar, A. S. (2016). The position of women in Hindu civilization: From prehistoric times to the present day. Motilal Banarsidass Publishers.
- Government of India. (1968). National policy on education, 1968. Ministry of Education.
- Government of India. (1986). National policy on education, 1986. Ministry of Human Resource Development.
- Government of India. (1992). Programme of action, 1992. Ministry of Human Resource Development.
- Kumar, K. (2005). Political agenda of education: A study of colonialist and nationalist ideas (2nd ed.). SAGE Publications.
- Mukherjee, S. N. (1966). Education in India, today and tomorrow. Acharya Book Depot.
- Ramachandran, V. (Ed.). (1998). Gender and social equity in primary education: Hierarchies of access. SAGE Publications.

3rd Year
Semester VI
Skill Development for Social Awareness

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	VI
Course Title	Skill Development for Social Awareness
Course Code	EDN434
Credit	3
Contact Hours (L-T-P)	2-0-1
Course Type	Skill Enhancement Course (SEC)
Course Objectives	The students will be able – • To understand the concept and importance of social awareness • To develop sensitivity towards contemporary social issues and challenges • To build social skills such as empathy, communication and collaboration • To enable students to plan and carry out community-based awareness initiatives
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the nature, scope, and branches of philosophy, ethical principles, moral philosophy, and the nature of moral judgements and reactions. CO2: **Apply** scientific conduct and research integrity by identifying fabrication, falsification, plagiarism, redundant publication, salami slicing, selective reporting, and data misrepresentation. CO3: **Compare** publication ethics, ethical guidelines, conflicts of interest, authorship practices, publication misconduct, complaint mechanisms, and the challenges posed by predatory journals. CO4: **Evaluate** the types, principles, benefits, challenges, and ethical implications of open-access publishing through journals, repositories, and publishing platforms.

Module	Description
I	**Philosophy and Ethics** • Introduction to philosophy: definition, nature and scope, concept, branches; • Ethics: definition, moral philosophy, • Nature of moral judgements and reactions.
II	**Scientific Conduct** • Ethics with respect to science and research, • Intellectual honesty and research integrity; Scientific misconducts: • Falsification, Fabrication, and Plagiarism (FFP); • Redundant publications: duplicate and overlapping publications, salami slicing, • Selective reporting and misrepresentation of data.
III	**Publication Ethics** • Publication ethics: definition, introduction and importance; • Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.; • Conflicts of interest; Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types; • Violation of publication ethics, authorship and contributorship; • Identification of publication misconduct, complaints and appeals; • Predatory publishers and journals.
IV	**Open Access Publishing** • Concept, types, and principles of open access publishing. • Open access journals, repositories, and publishing platforms. • Benefits, challenges, and ethical issues in open access publishing.

Suggested Readings:

- Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications.
- Ahuja, Ram (2014). Social Problems in India (3rd ed.). Jaipur: Rawat Publications.
- Giddens, A. (2009). Sociology (6th ed.). Cambridge: Polity Press.
- Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. New York: Bantam Books.
- Sharma, Y.K. and Katoch, K.S. (2007). Education for Values, Environment and Human Rights. New Delhi: Deep & Deep Publications Pvt. Ltd.

Semester VI
Research Ethics

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	VI
Course Title	Research Ethics
Course Code	EDN435
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	Students will be able- • To help building ability to understand research ethics • To enable students writing research report • To give the students a perspective to appreciate originality and novelty of research work. • To enable students, acquire structure and written expression required for their profession.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the nature and branches of philosophy, ethical principles, moral philosophy, and the foundations of moral judgements and reactions. CO2: **Evaluate** research integrity by identifying scientific misconduct, including fabrication, falsification, plagiarism, redundant publications, salami slicing, and data misrepresentation. CO3: **Apply** publication ethics, ethical guidelines, conflicts of interest, authorship practices, misconduct identification, complaint mechanisms, and predatory publishing. CO4: **Design** open-access publishing resources, publisher policy tools, predatory journal identification software, and journal recommendation tools to make informed publication decisions. CO5: **Apply** plagiarism detection tools and ethical research practices to identify publication misconduct and address subject-specific ethical issues, authorship disputes, and conflicts of interest. CO6: **Evaluate** research databases, citation indexes, journal impact indicators, and author-level metrics to assess scholarly influence and research performance.

Module	Description
I	**Philosophy and Ethics** • Introduction to philosophy: definition, nature and scope, concept, branches • Ethics: definition, moral philosophy, nature of moral judgements and reactions.
II	**Scientific Conduct** • Ethics with respect to science and research, Intellectual honesty and research integrity • Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) • Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data.
III	**Publication Ethics** • Publication ethics: definition, introduction and importance • Best practices / standards setting initiatives and guidelines: COPE, WAME, etc. • Conflicts of interest; Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types • Violation of publication ethics, authorship and contributorship • Identification of publication misconduct, complaints and appeals; Predatory publishers and journals.
IV	**Open Access Publishing** • Open access publications and initiatives • SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies • Software tool to identify predatory publications developed by SPPU • Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.
V	**Publication Misconduct** • Subject specific ethical issues, FFP, authorship, Conflicts of interest • Complaints and appeals: examples and fraud from India and abroad. • Use of plagiarism software like Turnitin, Urkund and other open- source software tools
VI	**Databases And Research Metrics** • Databases, Indexing databases • Citation databases: Web of Science, Scopus, etc. • Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, g index, il0 index, altmetrics

Suggested Readings:

- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978- 9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from https://www.niehs.nih.goviresearch/resources/bioethics/whatis/index.cftn
- Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. https://doi.org/10.1038/489179a
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7.

4th Year
Semester VII
Psychology of Learning and Development

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2023-24
Semester	VII
Course Title	Psychology of Learning and Development
Course Code	EDN436
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	The objectives of this course are - • To describe multiple dimensions of learner's development and its implications on learning. • To reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approaches. • To understand the learner in terms of diversities and its implications on learning. • To learn the factors affecting learner's environment and assessment. • To discuss the strategies for effective management of learning. • To gain a systematic knowledge about motivation and emotion.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the meaning, nature, and scope of psychology and educational psychology, and compare behaviourism, constructivism, and humanism. CO2: **Evaluate** individual differences and the relative influence of heredity and environment in shaping learners and informing educational programmes. CO3: **Apply** appropriate strategies to enhance memory, minimise forgetting, and improve learning retention by analysing the nature, types, causes, and characteristics of memory and forgetting. CO4: **Apply** principles of learning and motivational techniques to enhance learner engagement and achievement by considering personal, teacher-related, and environmental factors.

	CO5: **Analyse** the principles and processes of human growth and development across physical, intellectual, emotional, social, language, and moral dimensions.

Module	Description
I	**Introduction to Psychology** • Psychology: Meaning, Definition and Nature of Psychology • Schools of Psychology: Behaviourism, Constructivism and Humanism • Educational Psychology: Meaning, Definition, Scope and Importance
II	**Understanding the Learner** • Individual differences: Meaning, Definition, causes and its determinants • Role of heredity and environment and its applications for educational programmes
III	**Memory and Forgetting** • Memory: Concept, Nature and Types of memory • Characteristics and Strategies to Enhance Memory • Forgetting: Concept of forgetting, forgetting curve, nature and characteristics • Types of forgetting, causes of forgetting, Prevention methods for Forgetting
IV	**Learning and Motivation** • Concept of learning, Characteristics and its Nature • Principles of learning and Factors influencing learning – Personal, Teacher and Environmental • Motivation – Nature, Types, Functions and Relationship with Learning • Techniques of enhancing learner's motivation
V	**Growth and Development** • Principles and process of growth and human development • Development: Meaning, Definition, Nature and Concept of development • Dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions

Suggested Readings:

- Mangal, S. K. (2019). Advanced educational psychology (3rd ed.). PHI Learning.
- Santrock, J. W. (2018). Educational psychology (6th ed.). McGraw-Hill Education.
- Woolfolk, A. (2016). Educational psychology (13th ed.). Pearson.
- Hurlock, E. B. (1980). Developmental psychology: A life-span approach (5th ed.). McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology (7th ed.). McGraw-Hill.

Education for Sustainable Development

School	School of Education
Programme	B.A. / B.Sc. / B.Com.
Batch	2025-2026
Semester	VIII
Course Title	Education for Sustainable Development
Course Code	EDN437
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	Minor
Course Objectives	Students will be able- • To understand the concept, principles, dimensions and significance of sustainable development and Education for Sustainable Development (ESD). • To explain the interrelationship between education, sustainable development, environmental protection, social equity and economic well-being. • To develop awareness of the Sustainable Development Goals (SDGs) and their relevance to education and society. • To apply sustainable practices and pedagogical approaches for promoting responsible citizenship, environmental awareness and sustainable lifestyles. • To develop critical understanding of contemporary challenges related to sustainability, climate change, resource conservation and social justice.
Course Outcomes	After completion of this course, students will be able to: CO1: **Analyse** the concept, evolution, principles, dimensions, and significance of sustainable development and examine its interrelationship with education. CO2: **Evaluate** the interconnectedness of the 17 SDGs and assess the roles of educational institutions, teachers, and NEP 2020 in promoting Education for Sustainable Development in India. CO3: **Design** learner-centred and experiential learning activities integrating project-based, problem-based, inquiry-based, collaborative, creative, and technology-enabled approaches to promote sustainability education. CO4: **Develop** educational action plans addressing climate change, resource conservation, environmental justice, inclusive development, disaster resilience, and sustainable lifestyles in alignment with selected SDGs.

Module	Description
I	**Concept and Foundations of Sustainable Development** • Meaning, concept and evolution of Sustainable Development • Need and significance of Sustainable Development • Principles and characteristics of Sustainable Development • Dimensions of Sustainable Development: Environmental, Economic, Social, Cultural • Interrelationship between Education and Sustainable Development
II	**Sustainable Development Goals and Education** • Introduction to the United Nations Sustainable Development Goals (SDGs) • Overview of the 17 SDGs and their interconnectedness • Role of schools, higher education institutions and teachers in achieving the SDGs • Education for Sustainable Development in the Indian context • National Education Policy (NEP) 2020 and sustainability-oriented education
III	**Pedagogy and Practices for Sustainable Development** • Learner-centred and experiential learning for sustainability • Project-based learning and problem-based learning • Inquiry-based and activity-based approaches • Collaborative and community-based learning • Storytelling, art, theatre and creative approaches for sustainability education • Role of technology and digital media in promoting ESD
IV	**Contemporary Issues and Educational Action for Sustainability** • Climate Change and Environmental Protection – Global warming, pollution, biodiversity conservation and climate education. • Natural Resources and Sustainable Communities – Resource conservation, sustainable agriculture, food security and sustainable cities. • Environmental Justice and Inclusive Development – Gender equality, social equity, poverty reduction and inclusion. • Resilience and Sustainable Lifestyles – Disaster risk reduction, responsible consumption, youth engagement and community participation. • Education for Sustainable Futures and SDG Action – Sustainability challenges and educational projects aligned with selected SDGs.

Suggested Readings

- UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. Paris: UNESCO.
- UNESCO. (2020). Education for Sustainable Development: A Roadmap. Paris: UNESCO.
- UNESCO. (2014). Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005–2014), Final Report. Paris: UNESCO.
- Sterling, S. (2001). Sustainable Education: Re-Visioning Learning and Change. Schumacher Society/Green Books.
- Huckle, J., & Sterling, S. (Eds.). (1996). Education for Sustainability. London: Earthscan.
- Palmer, J. A. (1998). Environmental Education in the 21st Century: Theory, Practice, Progress and Promise. London: Routledge.
- Gadotti, M. (2010). Education for Sustainable Development: What We Need to Know. Journal of Education for Sustainable Development.
- United Nations. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. New York: United Nations.
- Ministry of Education, Government of India. (2020). National Education Policy 2020. New Delhi: Government of India.