



लक्ष्यं विश्वमानम्

**Department of Education
West Bengal State University
Barasat, West Bengal, Kolkata - 700126
2-Year PG Program Syllabus**

(Under NEP Curriculum Framework in Four-Semester Examination System w.e.f. July 2027)



**Department of Education, West Bengal State University
Barasat, Kolkata – 700126, West Bengal**

2-Year PG Programme [Draft Syllabus] (Under NEP Curriculum Framework in Four-Semester Examination System w.e.f. July 2026)

Programme Specific Outcomes (PSOs):

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

- develop knowledge and understanding of major specialized areas in Education.
- develop critical thinking pertaining to issues related to Education.
- orient the students on the modern trends of Educational Technology and their application in educational system.
- enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
- develop competencies to conduct research in emerging areas of Education.
- develop knowledge and understanding of the process of educational research.
- develop sound cognitive base about the foundational courses of Education.

Scope of Employability –

After the completion of M.A (Education) programme, the students will be able to get employment-

- In Higher Secondary Schools as Assistant Teacher in Education after the completion of B. Ed. Programme.
- In College/ Universities as Assistant Professor in Education, providing qualified in UGC accredited NET/SET.
- In any Govt. Clerical Jobs after passing the PSC/SSC (Staff Selection Commission)/WBCS/BSRB/RRB etc.
- Under the West Bengal Educational Services as Education Officer, School Inspector, District Inspector of Schools, etc
- In the Private Sectors in various jobs.
- As an Expert Counsellor providing the completion of a course on Guidance & Counselling.

2-Year PG Programme Structure

M.A SEMESTER - I

Type of Course	Name of Course	Code of Course	Marks	Credits
CC-1	Philosophical Foundations of Education	EDC2PCOR01T	50	4
CC-2	Psychological Foundations of Education	EDC2PCOR02T	50	4
CC-3	Value & Peace Education	EDC2PCOR03T	50	4
CC-4	Contemporary Issues and Trends in Education	EDC2PCOR04T	50	4
CC-5	ICT in Education (Practical)	EDC2PCOR05P	50	4
AECC	Communicative English	EDC2PAEC01M	50	2
Total			300	22

M.A. SEMESTER-II

Type of Course	Name of Course	Code of Course	Marks	Credits
CC-6	Sociological Foundations of Education	EDC2PCOR06T	50	4
CC-7	Pedagogical Studies	EDC2PCOR07T	50	4
CC-8	Curriculum Studies	EDC2PCOR08T	50	4
CC-9	Psychology of Learner & Learning Process	EDC2PCOR09T	50	4
CC-10	Development of a Standardised Test (Practical)	EDC2PCOR10P	50	4
			250	20

M.A SEMESTER-III

Type of Course	Name of Course		Code of Course	Marks	Credits
CC-11	Advanced Educational Technology		EDC2PCOR11T	50	4
CC-12	Adult and Continuing Education		EDC2PCOR12T	50	4
CC-13	Research Methodology in Education		EDC2PCOR13T	50	4
CC-14	Academic Writing in Research		EDC2PCOR14P	50	4
DSE-1	Life Skills Education	Any one	EDC2PDSE01T	50	4
	Guidance & Counselling				
	Economics of Education				
SEC-1	Functional Communication		EDC2PSEC01P	50	2
Total				300	22

M.A SEMESTER - IV

Type of Course	Name of Course		Code of Course	Marks	Credits
CC-15	Positive Educational Psychology		EDC2PCOR15T	50	4
CC-16	Statistics in Education		EDC2PCOR16T	50	4
DSE-2	Women Education through the Ages	Any One	EDC2PDSE02T	50	4
	Teacher Education Policy				
	Yoga Education				
CC-17	Problem Selection & Review of Related Literature on a Given Research Topic		EDC2PCOR17P	50	4
CC-18	Dissertation - I		EDC2PCOR18P	50	4
CC-19	Dissertation - II		EDC2PCOR19P	50	4
Total				300	24

Note:

- Departmental Core Course:** Total 21 Courses (Offered by the Department): Consists of Core Courses and Discipline Specific Elective (DSE) Courses. These Courses may be either Theoretical or Practical. It is to be noted that in case of Practical a 4 Credit Course needs 8 teaching Hrs. per week.
- CC 18 & 19** are Dissertation / Community Outreach which carry 8 Credits.
- AECC:** 1 Course of 2 Credits, in Semester 1 from the parent Department
- SEC:** 1 Course of 2 Credits, in Semester 3 from the parent Department
- T = Theoretical, P = Practical & M = Mixed (Theoretical & Practical)**
- The Evaluation of the students in the Theoretical Courses shall be carried through – i) Home Assignments (Continuous Evaluation) and ii) End Semester Examination.

Semester: I
Philosophical Foundations of Education
CC-1:(EDC2PCOR01T)

Credit: 4**Marks: 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- recognize the importance and significance of Education, Philosophy and Educational Philosophy.
- Know the branches of Philosophy - Metaphysics, Epistemology & Axiology.
- understand the contributions of Indian & Western Schools of Philosophy in Education.
- know the contributions of Educational Thinkers (both eastern & western).

Course Content**Unit- 1: Education & Philosophy**

- (i) Concept, Nature & Scope of Education and Philosophy.
- (ii) Concept, Nature and Scope of Educational Philosophy/Philosophy of Education
- (iii) Relationship between Education and Philosophy.
- (iv) Concept of Educational Philosophy and Philosophy of Education.

Unit – 2: Indian Schools of Philosophy

- (i) Indian Philosophy – Concept, nature and types
- (ii) Sankhya, Yoga, Vedanta Philosophy – with special reference to Aims of Education, Methods of Teaching and Acquiring Valid Knowledge.
- (iii) Jainism, Buddhism & Islamic traditions – with special reference to Aims of Education, Methods of teaching and acquiring knowledge.
- (iv) Comparison between Indian & Western Philosophy.

Unit - 3: Western Schools of Philosophy

- (i) Meaning, Importance of Metaphysics, Epistemology & Axiology.
- (ii) Idealism, Naturalism & Realism – Introduction, Knowledge & Wisdom.
- (iii) Pragmatism, Marxism & Existentialism - Introduction, Knowledge & wisdom.
- (iv) Modern Concept of Philosophy-Logical Analysis, Positivism and Positive Relativism.

Unit – 4: Contributions of Educational Thinkers

- i) RabindraNath Tagore & Mohandas Karamchand Gandhi.
- (ii) Jiddu Krishnamurti & Swami Vivekananda
- (iii) Bertrand Russell & Paulo Freire.
- (iv) Wollstonecraft & Nel Noddings.

Suggested Readings:

- Aggarwal, J.C & Gupta, S. (2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M. K. & Chakraborty, K (2018): Siksha Darshan o Siksha Neetir Ruplekha, Kolkata: Rita Publications.
- Chaube, S.P & Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.

- Ghanta, R & Das, B. N. (2010): Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Ghosh, S. K. (2010): Sikshar Darsshanik Bhatti, Kolkata: Banerjee Publications.
- Pal, A.K. (2018): Mahan Siksha Bidganer Katha, Kolkata: Classique Books
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & distributors.
- Purakait, B.R. (2000): Principles and Practices of Education, Kolkata: New Central Book Agency.
- Ravi, S.S. (2016): A Comprehensive Study of Education, Delhi: PHI Learning Pvt. Ltd.
- Chanda, B. & Halder, T. (2022): Sikshar Darshanik Pariprekshit. Kolkata: Aaheli Publishers.
- Paul, A. K. (2022). Siksha Darshaner Ruprekha. Kolkata: Classique Books.

Psychological Foundations of Education

CC-2: (EDC2PCOR02T)

Credit: 4

Marks: 50

Course Outcomes (C.O):

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

- understand the concept and significance of schools of psychology.
- understand the various aspects of Growth and Development, and educational implications of their theories.
- understand the concept, nature of intelligence and creativity.
- Understand the theories of intelligence and emotional intelligence
- understand the concept, development, measurement, importance and theories of personality.

Course Content

Unit-1: Major Schools of Psychology

- (i) Behaviourism – Characteristics & significance in Education.
- (ii) Cognitivism – Characteristics & significance in Education.
- (iii) Humanism – Characteristics & significance in Education.
- (iv) Constructivism – Characteristics & significance in Education.

Unit-2: Growth & Development

- (i) Concept & Principles of Growth & Development.
- (ii) Cognitive Development – Piaget & Vygotsky (Socio-Cultural Perspective)
- (iii) Moral Development – Kohlberg
- (iv) Psycho-Social Development – Erickson

Unit-3: Intelligence & Creativity

- (i) Intelligence – Concept, Nature, Types & Measurement.
- (ii) Social and Multiple Intelligence – Concept and Nature. Theories of Guilford, Gardner & Sternberg and their Implications in Education.
- (iii) Emotional Intelligence – Concept and Nature, Theory of Goleman, Measurement and Educational Implications.
- (iv) Problem Solving, Critical Thinking, Meta-cognition & Creativity- Concepts and their inter-relationships & Educational Implications.

Unit-4: Personality

- (i) Personality – Concept, Nature, Types and Importance
- (ii) Theories and their educational implications – Freud, Catell, Allport, Max Wertheimer, Kurt Koffka.
- (iii) Theory of Eysenck and Five Factor Model, and their Educational Implications.
- (iv) Mental Health and Mental Hygiene- Concept, Characteristics, Interrelationship and Educational Importance.

Suggested Readings:

- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Pal, Debasish et.al. (2017): Pathdan o Sikhaner Monastatta, Kolkata: Rita Book Agency.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Islam, N. (2017): Siksha Monobidyar Ruprekha, Kolkata: Shreedhar Prokashani.
- Fernnandes, M.M. (2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sakar, B. (2022). Siksha Manobidya. Kolkata: Aaaheli Publishers

Value & Peace Education**CC-3: (EDC2PCOR03T)****Credit - 4****Marks - 50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- develop the concept, need and importance of Value and Peace Education.
- acquaint with the nature & concept of value Education.
- acquaint with the nature & concept of Peace Education.
- understand the approaches to Education in value and peace.

Course Content**Unit - 1: General ideas on Value & Peace Education**

- (i) Historical Perspectives of Value & Peace Education.
- (ii) Values in Indian Culture and Its Importance
- (iii) Need & importance of Education for Peace.
- (iv) Values & Peace in the Socio-Cultural Context in India.

Unit - 2: Nature & Concept of Values in Education.

- (i) Values – Concept, Characteristics & Types.

- (ii) Value Education – Concept, Nature & Importance.
- (iii) Democratic & Universal Human Values – Concept, Nature & Importance.
- (iv) Human Values (Indian Context) – Concept, Nature and Importance.

Unit - 3: Nature & Concept of Peace Education.

- (i) Peace – Concept, Characteristics and Types.
- (ii) Peace Education - Concept, Nature & Importance.
- (iii) International Understanding and Peace – Concept and the Functions of UNESCO & Role of Education in the Promotion of International Understanding & Peace.
- (iv) Persons Propagating Peace –Nelson Mandela & M. K. Gandhi

Unit - 4: Approaches to Education in Relation to Value & Peace

- (i) Learning Experiences in Values through Imitation, Indoctrination, Inculcation and Internalization.
- (ii) Learning Experiences in Peace through Imitation, Inculcation and Internalization.
- (iii) Approaches Promoting Values among Individuals – Concept, Measures and Role of Education
- (iv) Approaches Promoting Peace among Individuals – Concept, Measures and Role of Education.

Suggested Readings:

- Gupta, N.L (2000): Human Values in Education, New Delhi; Concept Publishing Company.
- Kar. N.N(1999): Value Education, A Philosophical Study, Ambale Cantt, The Associated Publisher.
- Chilana & Dewan, M.L(1989): The Human Values: A Text for All, New Delhi, Concept Publishing Company.
- Dhokalia, R.P(2001): Eternal Human Values and Word Religions. New Delhi: NCERT.
- Mohakud, L.L & Behera, S.K(2013): Value Education: Dimensions and Approaches, Kolkata: S.B. Enterprise.
- Aggrwal, J.C(2010): Education for Values, Environment and Human Rights, New Delhi, Shipra Publications.
- Mondal, B.C, Biswas, S.K & Saha, B (Eds.) (2013): Peace, Education-Present and Future, Purulia, STT College Publication.
- Chanda, B. (2022). Shanti o Mulyabodher Siksha. Kolkata: Aaheli Publishers.

Contemporary Issues and trends in Education

CC-4: (EDC2PCOR04T)

Credit-4

Marks-50

Course outcomes (C.O):

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

- acquaint with the meaning, nature and scope of Indian Knowledge System.
- analyze the relevance of IKS in the context of NEP 2020.
- recognize the trends in Education.
- understand the concept of equity and quality in education and National Policies on Indian Education.
- acquaint with some pivotal trends in education

- understand the growth and development of education in free India

Course Content

Unit-1: Introduction to Indian Knowledge System

- (1) Meaning, Nature and Scope of IKS.
- (2) Relevance of IKS in the Context of NEP 2020
- (3) Traditional Learning Processes: Shravan, Manan, Nididhyasan
- (4) Historical Foundations of Indian Education: Gurukul, Takshashila, Nalanda, Vikramshila traditions

Unit-2: Pivotal Issues in Education

- (i) Equity and Equality in Education.
- (ii) Quality and Quantity in Education.
- (iii) National Policies - NPE (1968) & (1986), NEP (2020)
- (iv) Polity and Education – Nature of Indian Polity, Centre – State Relationship in India in Respect of Education, Relationship between State and Education

Unit-3: Trends in Education

- (i) Globalization and Education – Concept of Globalization and Impact of Globalization in Education Sector.
- (ii) Privatization in Education – Concept of Privatization and Impact of Privatization in Education Sector.
- (iii) Education and Sustainable Development – Concept of Sustainable Development and Role of Education in SD.
- (iv) Education for Women Empowerment – Concept of Women Empowerment and Role of Education in Empowering Women.

Unit-4: Development of Education in Free India

- (i) Early Childhood Care and Education (ECCE)
- (ii) Universalisation of Elementary Education (UEE), The RTE Act, 2009 and Samagra Shiksha Abhiyan
- (iii) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- (iv) Internationalization of Indian Higher Education

Suggested Readings:

- Aggarwal, J.C(2013): Recent Development and Trends in Education, New Delhi, Shipra Publications.
- Ahuja, R (2010): Social Problem in India, Jaipur: Rawat Publication.
- Chaube, S (2010): History and Problems of Indian Education, Agra, Agrawal Publication.
- Chauhan, C.P.S (2010): Modern Indian Education: Policies, Programme and Problem, New Delhi, Kanishka publication Distribution.
- Chkraborty, A & Islam, N (2016): Bharatiya Siksher Sampratit Etihad O Ghatanabali, Kolkata: Classique Books.
- Pal, D (2014): Bharatiya Siksher Sampratit Ghatanabali, Kolkata, Rita Publication.

ICT in Education (Practical)

CC-5: (EDC2PCOR05P)

Credit-4**Marks-50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- familiarize with the basic ideas of computer and its functions & importance in Education
- operate MS Word and its different applications
- Operate Excel and its Different Uses
- Create and design PPT for effective presentation.

Course Content**Unit-1: General Application of ICT in Education**

- (i) Basic Ideas of Computer-Its Different Essential Parts, Functions and Importance.
- (ii) Operation of MS-Word and Its Applications
- (iii) Operation of Excel and Its Applications
- (iv) PPT: Basics of Creating and Designing Effective Power Point Presentation

Distribution of Marks (ICT in Education)	
1. Practical Note Book	5
2. Viva Voice	10
3. Regular Practice & Attendance	15
4. Performance on the Date of Exam.	20
Total	50

Communicative English

AECC: (EDC2PAEC01M)

MARKS-50**CREDIT-2****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- understand different types of non-verbal and oral communication and their uses in various educational sectors.
- acquaint with different types of writing capabilities.
- develop communication skills in different sectors of life.
- know how to face a job interview and how to write a job application with CV

Unit-1 Non-Verbal and Oral Communication

- Importance and purpose of communication, process of Communication, types & technique of communication, barriers of communication.
- Non-Verbal communication, Body language, tips for improving non-verbal communication.
- Academic listening: listening to lecturer and presentation, tips for taking down points.
- Reading Skills: purpose, process, methodologies, academic reading tips
- Speaking Skills: pronunciation, communication provokes, expressing opinions and command over language, self-confidence.

Unit-2 Writing Capabilities and Communication Skills

- What is Writing? How is Writing Different from Speech?
- How to Improve Writing Skill (Ways & Means), Enhancing Writing Skill by Using ICT.
- Element of Effective Writing: Sentence, Phrases and Clauses, Types of Sentences.
- Main Forms of Written Communication: Summarising and Elaboration.
- Remedial English Grammar and Usage: Articles Tenses, Preposition, Correction of Errors in given sentences, Error in the use of words, Errors in Punctuation, Preparing a good CV
- Presentation Skill: Preparing a Power Point Presentation, Preparation for facing a job interview (Tips & Strategies).
- Formal Letter Writing (Official & Job Application)

Semester: 2**Sociological Foundations of Education****CC-6: (EDCPCORO6T)****Credits - 4****Marks - 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- understand the relationship between Education and Sociology.
- Understand the approaches to sociology of education and theories of social movements
- understand culture, socialization and social process.
- recognize social change properly.
- analyze the causes and remedial measures of various social problems.

Course Content**Unit: 1: Education and Sociology**

- (i) Concept, Nature and Scope of Sociology, Educational Sociology and Sociology of Education.
- (ii) Approaches to Sociology of Education – Symbolic Interaction, Structural Functionalism, and Conflict Theory.
- (iii) Concept and Types of Social Institutions and Their Functions
- (iv) Theories of Social Movements – Relative Deprivation, Resource Mobilization, Political Process Theory, Neo Social Movement Theory.

Unit- 2: Education and Socialization

- (i) Culture – Concept, Nature, Types, Determinants and Relationship between Culture & Education
- (ii) Agencies of Socialization – Family, Peer-group, Community, Educational Institutions, Mass-Media and their Role in Socialization
- (iii) Concept of Social Process and Education as a Social Process
- (iv) National Values as Enshrined in the Constitution of India – Socialism, Secularism, Justice, Liberty, Democracy, Equity, Equality, Freedom with special reference to Education.

Unit – 3: Education and Social Change

- (i) Social Change – Concept, Nature, Factors, and Theories (Karl Marx & P. Sorokin)
- (ii) Process of Social Change – Structural Process (Industrialisation & Urbanisation) and Cultural Process (Sanskritisation & Westernisation)

- (iii) Causes and Constraints of Social Change, Relation between Education and Social Change.
- (iv) Educational Thoughts for Social Change – Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Savitribai Fhule, Paulo Freire, Wollstonecraft, Nel Noddings.

Unit – 4: Education and Social Problems

- (i) Gender Discrimination, Gender Sensitization and Gender Mainstreaming
- (ii) Student Unrest & Terrorism
- (iii) Child Labour & Child Abuse and Child Rights
- (iv) Human Trafficking and Drug Abuse & Drug Addiction

Suggested Readings:

- Bhaatacharya, D (2013): Siksha O Samajttwa, New Delhi: Pearson
- Bhattacharya, D.C (2010): Sociology, Kolkata: Vijaya Publishing House.
- Chattopadhyay, M.K & Chakraborty, K (2018): Sikshar SamajtattikBhitti, Kolkata: Rita Publication
- Chakraborty, S (2010): Sikshar Somajbaiganik Vitti, Kolkata: Soma Book Agency.
- Jayaram, N (2017): Sociology of Education in India, Jaipur: Rawat Publications.
- Ravi, S. (2017): Philosophical & Sociological Foundations of Education, New Delhi: PHI Learning Pvt. Ltd.
- Sharma, Y.K (2015): Sociological Philosophy of Education, New Delhi: Kanishka Publishers & Distributors.
- Mondal, A. & Islam, N. (2022) (Eds.). Sociological Foundations of Education. New Delhi: Kanishka Publishers & Distributors.
- Tarafder, M (2010): Educational Sociology, Kolkata: K. Chakraborty Publications
- Talesra, H (2016): Sociological Foundations of Education, New Delhi: Kanishka Publishers & Distributors.
- Mondal, A., Bachhar, S. & Mitra De, Mom (2022). Sikshar Samajtattwik Vitti. Kolkata: Aaheli Publishers.

Pedagogical Studies

CC-7: (EDCPCOR07T)

Credits - 4

Marks– 50

Course Outcomes (C.O):

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

- understand concept, nature and importance of Pedagogy and Pedagogical analysis.
- understand the concept, nature and theories of Andragogy.
- familiarize with the assessment in Pedagogy of Education.
- familiarize with the assessment in Andragogy of Education.
- Familiarize with the assessment in Heutagogy of Education.

Unit- 1: Pedagogical Analysis

- (i) Pedagogy – Meaning, Nature, & Importance.
- (ii) Pedagogical Analysis – Concept, Stages and Implications in Education.
- (iii) Critical Pedagogy – Meaning, Needs and its Implication in Teacher Education.
- (iv) Organizing Teaching – Memory, Understanding, and Reflective Level, and their Implications in Education.

Unit- 2: Andragogy

- (i) Meaning & Nature of Andragogy and Importance of Andragogy in Education.
- (ii) Meaning, Principles, Competencies of Self- Directed Learning and Educational Importance
- (iii) Theory of Andragogy (Malcom Knowles) – Concept, Nature, Stages, Advantages & Limitations.
- (iv) The Dynamic Model of Learner Autonomy - Concept, Nature, Stages, Advantages & Limitations.

Unit- 3: Heutagogy

- (i) Heutagogy – Concept, Nature and Principles. Revised Bloom’s Taxonomy of Educational Objectives – An Overview
- (ii) Difference among Pedagogy, Andragogy and Heutagogy. Social-media and Heutagogy
- (iii) Benefits of heutagogy & significance in educational settings and ODL
- (iv) Strategies for Heutagogy – Tools and Interventions for Facilitation and strategic interventions in performance coaching

Unit – 4: Assessment in Pedagogy & Andragogy of Education

- (i) Meaning, Nature & Perspectives of Assessment (Assessment for Learning and Assessment of Learning)
- (ii) Guidance as a Feedback Devices – Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
- (iii) Galloway’s System of Interaction Analysis (Concept, Steps, Advantages and Limitations).
- (iv) Criteria for Teacher Evaluation – Product, Process and Presage Criteria (Concept, Nature and Importance)
- (v) Rubrics for Self and Peer Evaluation – Concept, Steps of Construction, Advantages and Limitations.

Suggested Readings:

- Aggarwal, J.C. (2014): Principles, Methods and Techniques (second revised edition), New Delhi: Vikash Publishing house Pvt. Ltd.
- Bhattacharya, D & Singha, A (2018): Teacher Education and Pedagogy, Kolkata: ALPANA Enterprise.
- Chakraborty, P.K (2012) Siksha Monovigyan O Sikshan Prakria, Kolkata: Paschimbanga Rajya Pustok Parshad.
- Chauhan, S.S(1979): Innovation in Teaching Learning Process, Delhi: Vikash Publishing House Pvt. Ltd.
- De Cecco, J.P & Crawford, W (1977): The Psychology of Learning and Instruction: Educational Psychology New Delhi: Prentice Hall of India.
- Mukhopadhyaya, D & Ghosh, S.K (2006): Siksha – Nirdeshanar Monastottwa, Kolkata: Paschimbanga Rajya Pustok Parshad.
- Paul, A.K., Kar, S., Roy, P. & Chandi, S. (2022). Siksha Prasange Pedagogy. Kolkata: Classique Books.
- Glassner, A., & Back, S. (2020). Exploring Heutagogy in Higher Education. New York, United States: Springer Publishing.
- Hase, S., & Kenyon, C. (2013). Self-Determined Learning: Heutagogy in Action. London, UK: Bloomsbury Academic.

- Lacher, S. (2017). The relation between the theory of heutagogy and a successful life-long learning. Weinheim, Germany: Beltz Verlag.
- Zimmerman, B.J., & Schunk, D.H. (2001). Self-regulated learning and academic achievement: Theoretical perspectives (2nd ed.). New York, NY, & London, UK: Routledge.

Curriculum Studies

CC-8: (EDC2PCOR08T)

Credit - 4**Marks - 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- acquaint with the concept, development & bases of curriculum
- develop the idea on various models of curriculum design
- understand the concept, nature & importance of curriculum evaluation
- understand the concept, need, factors & approaches of curriculum change

Course Content**Unit - 1: Concept of Curriculum**

- (i) Curriculum – Concept, Types & Principles.
- (ii) Curriculum Development – Strategies, Stages & Needs
- (iii) Foundations / Bases of Curriculum – Philosophical Bases, Sociological Bases and Psychological Bases.
- (iv) Role of National level Statutory Bodies in Curriculum Development – UGC, NCTE, NCERT & other Agencies.

Unit - 2: Model of Curriculum Design.

- (i) Curriculum Design – Concept, Nature & Importance.
- (ii) Traditional Models of Curriculum Design – Academic/Discipline Based Model, Competency Based Model.
- (iii) Contemporary Models of Curriculum Design – Social Activity Model (Social Reconstruction), Individual Needs & Interests Models, Outcome based Integrative Model.
- (iv) Recent Model of Curriculum Design – Intervention Model, CIPP Model (Context, Input, Process, Product Model)

Unit - 3: Curriculum Evaluation.

- (i) Curriculum Evaluation - Concept, Nature & Importance. 21st Twenty Century Skills – An Outline, Artificial Intelligence-Enabled Adaptive Learning – Basic Idea.
- (ii) Curriculum Transaction – Role of Instructional System, Instructional Media, Instructional Techniques, Instructional Materials.
- (iii) Approaches to Curriculum Evaluation – Academic and Competency based Approaches. OBE Model - William Spady
- (iv) Models of Curriculum Evaluation – Stake's Model, Scriven's Model, Kilpatrick's Model.

Unit - 4: Curriculum Change

- (i) Curriculum Change – Concept, Nature & Needs.
- (ii) Curriculum Change – Factors & Approaches and Importance.
- (iii) Role of Students, Teachers and Educational Administrators in Curriculum Change and Improvement.
- (iv) Curriculum Research – Recent Trends with Some Examples.

Suggested Readings:

- Aggarwal, J.C(2010): Curriculum Reforms in India, New Delhi: DOABA.
- DAS, R. C. (1987): Curriculum and Education, New Delhi: NCERT.
- Arora, G.L. (1988): Curriculum and Quality in Education, New Delhi, NCERT.
- Tylor, R.W. (1974): Basic Principles of Curriculum and Instruction, Chicago: The University of Chiago Press.
- NCERT (1984) Curriculum and Education, New Delhi: NCERT.
- KELLY, A.V (1983 & 1999): The Curriculum: Theory and Practice, London, Paul.
- Chakraborty, P. K. (2014): Pathyakram Neeti O Nirman, Kolkata: Classic Books.
- Bhalla, N. (2010): Curriculum Development, Delhi: Author Press.
- Rao, N. J. (2020). Outcome-based Education: An Outline. *Higher Education for the Future*, 7(1), 5-21.

Psychology of Learner & Learning Process**CC-9: (EDC2PCOR09T)****Credit - 4****Marks - 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- Understand various theories of learning
- Acquaint with learning & motivation.
- Understand transfer of learning.
- Acquaint with social learning

Course Content**Unit-1: Theories of Learning**

- (i) Learning – Concept, Nature & Educational Importance.
- (ii) Theories of Learning – Cognitive Learning (Piaget), Social Cognitive Learning (Bandura), Social Constructivist Learning (Vygotsky): Their Educational Implications.
- (iii) Factors of Learning – Attention, Interest, Motivation, Intelligence, Environment.
- (iv) Learning – Role of Teacher, Students, Peer-Group & Parents.

Unit-2: Learning & Motivation

- (i) Motivation - Concept, Nature & Educational Importance.
- (ii) Theories of Motivation – Maslow's Theory of Motivation & Mc Clelland's Theory of Motivation – Concept & Educational Importance.
- (iii) Role of Motivation in Learning.
- (iv) Learning & Teaching – Role of Teacher, Students & Their Inter Relationship.

Unit-3: Transfer of Learning & Learning Styles

- (i) Individual Difference: Concept, Nature, Factors and Role of Education
- (ii) Transfer of Learning: Concept, Types of Transfer of Learning and Strategies to Maximize Transfer of Learning.
- (iii) Learning Styles – Concept, Classification of Learning Styles and educational significance of Learning Style for Enhancing Effective Learning
- (iv) Models (Theories) of Learning Styles (Fleming's VAK/VARK Model, David Kolb's Experiential Learning Theory, Honey & Mumford's Learning Styles Model, Anthony Gregorc's Learning Styles Model)

Unit-4: Social Learning

- (i) Social Learning - Concept, Nature & Scope.
- (ii) Factors of Social Learning and their Applications.
- (iii) Social Learning, Social Cognition & Social Competence – Concept, Nature and their Interrelationship.
- (iv) Role of Social Learning in Understanding Social Relationship & Socialization and their Importance in Education.

Suggested Readings:

- Aggarwal, J.C (2016): Essential of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Chauhan, S.S (2017): Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.Ltd.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Fernandes, M.M(2017): The Advanced Educational Psychology of The Learner, Mumbai: Himalaya Publishing House.
- Islam, N. (2017): Siksha Monobidya Ruprekha, Kolkata: Shreedhar Prokashani.
- Mangal, S.K (2016): Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Pal, Debasish et.al. (2017): Pathdan o Sikhaner Monastatta, Kolkata: Rita Book Agency.
- Roy, S (2018): Shiksha Monovidya, Kolkata: Soma Book Agency.
- Sharma, Y.K(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.
- Sarkar, B. (2018). Sikhan o Siksha. Kolkata: Aaheli Publishers.

Development of a Standardized Achievement Test (Practical)
CC-10: (EDC2PCOR10P)

Credits – 4**Marks – 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- understand how to develop a standardized achievement test.
- acquaint with the implications of standardized achievement test in Education.

Steps to be Followed:

- 1) Conduct of Content Analysis of the selected topic (s)
- 2) Writing Non- Behavioral and Behavioural Objectives
- 3) Preparing Table of Specification
- 4) Developing test items and scoring key
- 5) Conduct of Pilot Testing and Item –analysis
- 6) Preparing second draft of the test on the basis of item analysis
- 7) Determining Psychometric properties of the test
- 8) Preparing the final version of the test and Instruction for administration of the test
- 9) Conduct of Standardization procedure.
- 10) Preparing the test manual.

Note: Test Manual should contain the following

- 1) Final Form of the Test
- 2) Table of Specification of the Final Form of the Test
- 3) Information about the Psychometric properties of the Test
- 4) Norm (s)
- 5) Instructions for administration of the test

Distribution of Marks for Term – End Examination

1.	Content Analysis	2
2.	Writing Non- Behavioural and Behavioural Objectives	6
3.	Preparing Table of Specification	6
4.	Developing Test Items and Scoring key	6
5.	Item Analysis	6
6.	Determination of Reliability and Validity	6
7.	Standardization of the test	4
8.	Laboratory Notebook	4
9.	Viva- Voce	10

SEMESTER - III
Advanced Educational Technology
CC-11(EDC2PCOR11T)

Credit: 4**Marks: 50****Course Outcomes (C.O):**

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

- Interpret the history of artificial intelligence, the philosophy related to it and contrast the various concepts related to artificial intelligence.
- Differentiate the artificial intelligence project cycle with its constituent parts and analyze the various issues of ethics related to artificial intelligence.
- Integrate the concepts of artificial intelligence to education and other disciplines.
- Evaluate the various applications of artificial intelligence in education.

Course Content:**Unit-1: General Ideas on Educational Technology**

- (i) Educational Technology – Concept, Approaches and Development of Educational Technology.
- (ii) Uses of ICT in Evaluation, Administration and Academic Research.
- (iii) Online & Offline Assessment Tools – Concept
- (iv) E-learning, M-learning and D-learning: Concept, Differences, Similarities, Advantages and Disadvantages

Unit-2: Educational Technology and Society

- (i) Social Learning – Concept, Use of Social Networking Sites, Blogs, Charts, Video Conferences, Discussion Forum.
- (ii) Open Education Resources - Creative Commons (CC), Massive Open Online Courses (MOOCs) – Concept & Application.
- (iii) E-Inclusion – Concept & Application, Quality of e-Learning- Information, System, Service, User Satisfaction.
- (iv) Ethical Issues - For e-Learner and e-Teacher/Teachers, Learning and Research.

Unit-3: Uses of AI in Education

- (i) Meaning, Nature and History of Artificial Intelligence
- (ii) Difference between Artificial intelligence (AI), Machine Learning (ML) and Deep Learning (DL)
- (iii) Principles of artificial intelligence integrated learning, objectives of artificial intelligence integrated learning, design thinking, critical thinking, and creative thinking.
- (iv) Artificial Intelligence–based Tools in Educational Research and Higher Education

Unit-4: Policy Perspectives and Challenges of AI in Education Sector

- (i) Policy Perspectives on AI – NEP 2020
- (ii) Ethical Issues of AI in Education
- (iii) Ethical AI Policies - UNESCO Guidelines
- (iv) Challenges of AI - Digital Divide and Technological Inequality, AI Literacy Gap, Ethical Issues & Data Privacy Concerns and Academic Integrity

Essential Readings:

- D. Khemani (2017). A first course in artificial intelligence. Mc Grow Hill Education, India.
- Kapur, R. (2024). AI made simple: A beginner's guide to generate intelligence. Rinity India.
- Malhotra, R. (2021). Artificial intelligence and the future of power: 5 and Battlegrounds. Rupa Publications India.
- Mehrotra, D. (2020). Basics of artificial intelligence & machine learning. Notion Press, India.
- Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach. Pearson Education India.

Suggested Readings:

- Chowdary, K. R. (2020). Fundamentals of artificial intelligence. Springer, India Pvt. Ltd.
- Crompton, H., & Burkee, D. (2024). Artificial intelligence applications in higher education: Theories, Ethics and case studies for universities. Routledge
- Mitchell, M. (2020). Artificial Intelligence: A guide for thinking humans. Pelican Penguin Random House.
- Nazeer, M., Patel, G., Srinivasalu, B., Obulesh, A., (2024). Fundamentals of Artificial Intelligence and its implications. Immortal Publications
- Seshadri, S., & Iyer, S. (2024). AI for everyone: A common man's guide to artificial intelligence. Embassy Books Distributors, India.

Adult and Continuing Education CC-12 (EDC2PCOR12T)

Credit: 4**Marks: 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- To enable the students to know the meaning & scope of adult education.
- To understand the importance of adult and continuing education for personal empowerment and national development.
- To acquaint the students with recent trends of adult education programs.
- To sensitize about the local problems and resources available for the program of Adult Education.

Course Content:**Unit- I: Introduction to Adult Education and Continuing Education**

- (i) Concept, nature and scope of Adult Education.
- (ii) Role of Adult Education in Economic Development of an Individual and of a Nation, Social Mobility and Social Change
- (iii) Meaning, Scope and Types of Continuing Education
- (iv) Adult & Continuing Education: Post-Independence Policy Perspectives

Unit- II: Forms of Adult and Continuing Education

- (i) Non-formal and Informal: Purposes and Distinguishing Features.
- (ii) Extension Education and Distance Education: Concept and Scope.
- (iii) Open and Distance Learning (ODL): Characteristics and Distinguishing Features.
- (iv) Non-Formal Education: Concept, Objectives, and Strategies

Unit- III: Recent Trends in Adult and Continuing Education

- (i) New India Literacy Programme: Objectives, Implementation and Importance
- (ii) Role of Youth Club and Mahila Mandals for Adult Education
- (iii) Sakshar Bharath Mission-Objectives, Strategies, Goals, Programs
- (iv) Scheme of Jana Sikshana Sansthans: Concept, Objectives, Functions, Target Group, Management, Staffing and Finance, Monitoring, Evaluation and Follow-up.

Unit- IV: Adult Learning, Use of Mass-Media in Adult Learning and Methods

- (i) Adult Learners' Psychology in Teaching.
- (ii) Functional Literacy.
- (iii) Use of Mass - Media (TV, Radio, Newspaper, Magazine) and locally available resources
- (iv) Methods of Teaching Adults: Individual, Group and Mass Methods.

Suggested Readings:

- Allemano, E. Non-Formal Education, RAMS Project (Rural Assessment Manpower Surveys), Washington. D.C. Agency for International Development, 1981.
- Ansari, N.A. Adult Education in India; S. Chand & Company Ltd, New Delhi, 1984.
- Baltimore, M.D., The Johns Hopkins University Press. 1974.
- Camillo Bonanni. Education for Human Needs: NFE Field experiences and Designs, Indian Adult Education Association, 1982.
- Coombs, P.H, et al. New Paths to Learning for Rural Children and Youth, New York.
- Coombs, P.H. & Ahmed, M. Attacking Rural Poverty: How Non-Formal Education Can Help.
- Dahama, O.P. and Bhatnagar O.P. (1980): Education and Communication for Development. Oxford & IBH Publishing Co, New Delhi.
- Faure. Edgar et al. Learning to be: The World of Education-Today and Tomorrow. UNESCO. Paris, 1972.
- International Council for Educational Development, 1973.

Research Methodology in Education

CC-13: (EDC2PCOR13T)

Credit: 4**Marks: 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- comprehend the nature and process of understanding research in Education
- understand various research designs in Education
- understand analysis of data and research report writing
- plan and design Educational Research

Course Content**Unit-1: Basic Concept on Educational Research**

- (i) Concept, Nature, Purpose and Scope of Research and Educational Research.
- (ii) Scientific Method – Meaning and Characteristics, Steps & Types.
- (iii) Fundamental, Applied, Action Research – Concept, Nature, Scope and Limitations.
- (iv) Historical, Descriptive, Experimental, Qualitative, Quantitative and Mixed Research – Concept, Nature, Scope and Limitations.

Unit-2: Planning & Design of Research

- i) Selection of Research Problem – Concept, Needs, and Selection Strategies.
- ii) Variables – Concept, Nature & Types.
- iii) Objectives, Hypothesis & Research Questions.
- iv) Tools & Techniques – Rating Scale, Attitude Scale, Aptitude Test, Achievement Test, Standardized Test, Questionnaire, Observation, Interview, Projective Technique, Inventory.

Unit-3: Research Design

- (i) Grounded Theory Design – Concept, Characteristics, Steps, Strengths & Weakness.
- (ii) Case Study – Concept, Characteristics, Components, Steps, Strengths & Weakness.
- (iii) Ethnography – Concept, Characteristics, Steps, Strengths & Weakness.
- (iv) Mixed Method Designs – Characteristics, Types, Steps, Strengths & Weakness.

Unit-4: Data Analysis & Research Report writing

- (i) Analysis of Quantitative Data – Description of data, Testing of Hypothesis, Levels of Significance.
- (ii) Inferential Statistics – Parametric & Non - Parametric Techniques.
- (iii) Analysis of Qualitative Data – Data Reduction, Classification, Analytical Induction & Content Analysis.
- (iv) Research Report Writing – Research Ethics, Chapterization, and In-text Citations & Referencing Style (APA)

Suggested Readings:

- Ahmed, A. (2012): Sikshai Gobeshona Poddhati, Dhaka: Pravati Library.
- Best, J.W & Kahn, J.V(2018): Research in Education, Delhi: Pearson Education
- Cresswell, J.W (2011): Educational Research, New Delhi: PHI Learning Pvt. Ltd.
- Kaul, L (2015): Methodology of Educational Research (Fourth Edn.), New Delhi: Vikash Publishing House Pvt. Ltd.
- Mangal, S.K & Mangal, S. (2016): Research Methodology in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd

- Sing, A.K. (1986) Test, Measurement and Research Method in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd.
- Pal, D. (2015): Research Methodology and Statistical Techniques, Kolkata: Rita Book Agency
- Boddan, R. C. & Biklen, S. K. (2018). Qualitative Research for Education – An Introduction to Theories and Methods. Pearson India Education Services Pvt. Ltd.
- Flick, U. (2017). An Introduction to Qualitative Research. Sage Publications.
- Bairagya, S. S. & Mete, J. (2021). An Outline of Educational Research. Redshine Publications.

Academic Writing in Research

CC-14 (EDC2PCOR14P)

Credit 4

Marks 50

Course Outcomes (C.O):

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

- Know how to write a research paper.
- Know how to develop a research proposal.
- Understand the essential components of research proposal.
- Understand the essential aspects of research paper – structure, peer-review, in-text citations & references, research & publication ethics
- Acquaint with research & publication misconduct

Course Content

Unit – 1: Writing Research Paper

- a) Essential Aspects of Research Paper – Concept, Needs and Essential Aspects (Abstract, Key Words, Introduction, Objectives, Research Questions/Hypotheses, Methods & Sources of Materials, Data Collection Tools, Data Analysis & Interpretation, Conclusion, In-Text Citations & References).
- b) Research Ethics- Concept, Principles and Importance. Ethical Issues in Research Problem, Data collection, Data Analysis and Interpretation of Data
- c) Publication Ethics- Concept, Importance and Issues in Publication
- d) Publication Misconduct- Concept, Identification, Causes, Violation of Publication ethics

Unit – 2: Writing Research Proposal

- a) Concept, Needs and Importance
- b) Essential Components/Aspects of a Research Proposal – Background of the Study, Rationale of the Study, Significance of the Study, Objectives, Research Questions/Hypotheses, Methodology, Tools & Techniques of Data Analysis, etc.
- c) Styles of Referencing, Bibliography, Webliography, Appendices
- d) Research Misconducts – Falsification, Fabrication and Plagiarism (FFP), Duplicate and Overlapping Publication, Salami Slicing, Citation Manipulation

Evaluation:

- a) **Internal Evaluation:** Assignment from the Unit 1 or 2. 10 Marks for Home Assignment.
- b) **External Evaluation:** Students will submit the Hardcopies (03) of a Research Paper and a Research Proposal to the Department for Evaluation by External Experts. 20 Marks for writing Research Paper and 20 marks are allotted for Writing Research Proposal.

Life Skills Education DSE-1(EDC2PDSE01T)

Credit: 4**Marks: 50****Course Outcomes (C.O):**

At the end of the semester the students will be able to

- Conceptualize the meaning and needs of life skills and life skills education,
- Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills,
- Learn the set of essential life skills that can lead to high employability and good work culture.
- Provide with the knowledge of necessary life skill for the application in everyday life

Course Content**Unit I: Introduction to Life Skills Education**

- (1) Introduction to life skill- Concept of Life skills, Components of life skills, Need for Life
- (2) Concept, Need and Objectives of Life Skills Education.
- (3) Core Life Skills as Laid down by WHO and UNICEF over the years.
- (4) Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together.

Unit II: Basic Life Skills

- (i) Basic Life Skills: Concept, Components and Significance
- (ii) Team Work Skills: Social Etiquettes, Democratic Decision, and Collaboration
- (iii) Innovative Leadership: Initiative taking, Time Management, Capacity building, Life Coaching
- (iv) Career Building Skills: Exploring Career Opportunities, Mentoring, Resume Preparation, facing Interview & Group Discussion, Presentation Skills,

Unit – III: Life Skills for Social Interaction

- (1) Thinking skills- Creative and Critical Thinking, Problem-Solving, Decision Making, Goal Setting
- (2) Communication - Skill-types of communication, barriers to communication, strategies for effective communication.
- (3) Interpersonal skills-determinants, maintaining and sustaining a relationship, conflict resolution.
- (4) Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages

Unit IV: Significant Life skills and Techniques

- (1) Developing Strategies for Enhancing Life Skills
- (2) Life Skills (Cognitive based): Critical Thinking, Knowledge construction, Evaluating reasoning, Solution Focused Thinking
- (3) Life Skills (Behavioural Based): Ethics, Integrity, Problem Solving, Decision making
- (4) Simulation Exercises: Brainstorming, Role Plays for Team Building

Suggested Readings

- Bloona, Richard (1999). Coping with Stress in a Changing World. New York: McGraw Hill College Division.
- Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development (2nd Edn.). New Delhi: Oxford & BH Publishing Co. Pvt. Ltd.
- Kataria, Pooja (2007). Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep Publications Pvt Limited.
- Konar, N. (2011). Communication Skills for Professionals (Second Edition). New Delhi: PHI Learning Private Limited.
- Mangal, S.K. & Mangal, U. (2014). Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sampath, K, A., Panneerselvam, S.S. (2007). Introduction to Educational Technology. Sterling Publisher Pvt. Ltd. Verma, S. Development of Life Skill-II, Vikas Publishing House.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations

Guidance & Counselling **DSE-1(EDC2PDSE01T)**

Credit: 4**Marks: 50****Course Objectives:**

- To familiarize the students with the significance of guidance and counselling.
- To make them aware about the various concepts of guidance and counselling.
- To acquaint the students with the techniques of guidance and the guidance programs.

Course Content**UNIT- I: Introduction to Guidance**

- (i) Guidance - Meaning, Needs, Scope and Principles
- (ii) Bases of Guidance - Philosophical, Sociological, Psychological and Educational
- (iii) Types of Guidance - Educational, Vocational, Personal and Group Guidance
- (iv) Role of Educational institutions, Career Master, Counsellor, Headmaster/Principal, Teacher and Parents in Guidance

UNIT- II: Introduction to Counselling

- (i) Counselling - Meaning, Nature, Needs and Principles
- (ii) Types of Counselling - Directive, Non-directive & Eclectic
- (iii) Steps of Counselling Process
- (iv) Qualification and Attributes of Counsellors

UNIT- III: Tools and Techniques of Guidance

- (i) Need and importance of Tools and Techniques in Guidance and Counselling
- (ii) Testing Techniques - Measuring Intelligence, Interest, Aptitude and Personality
- (iii) Non-testing techniques - Observation, Interview. Questionnaire, Rating Scale, Cumulative Records
- (iv) Clinical method in Guidance and Counselling, Child Guidance Clinic

UNIT – IV: Guidance and Counselling Services

- (i) Organization of Different services – Individual, Student information service, Occupational information services.
- (ii) Vocational Information Service, Placement and Follow-up Service, Counselling Services at different levels
- (iii) Research Trends in Guidance & Counselling; Need of Evaluation in Guidance and Counselling
- (iv) Hospice - Concept, Evolution, Structure and Functions. Half-way house – Concept, Needs and Functions.

Suggested Readings:

- Kochhar, S.K (2018), Guidance and Counselling in College & Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Bandhu, M & Mukherjee, R (2017), Guidance and Counselling, Kolkata: Aaheli Publication.
- Ghosh, S. K (2014), Siksher Sangati-Aposangati O Nirdeshana, Kolkata: Classic Book.
- Islam, N (2017), Siksher Nidesana O Paramarshadan, Kolkata: Sreedhar Publication.
- Mukhopadhyay, K (2018), Guidance and Counselling, Kolkata: Aaheli Publication.
- Shrivastava, K.K (2014): Principles of Guidance and counselling, New Delhi: Kanishka Publishers Distributors.
- Pal, A.K (2014): Guidance & Counselling, New Delhi: Abhijeet Publications.
- Goswami, M (2010): guidance & Counselling, New Delhi: New Age Publications
- Pal, D (2010): Nirdeshna O Paramasha, Kolkata: Central library.
- Ghosh, S.K (2013): Sikshai Sangita Apasangati O Nirdeshana, Kolkata: Classic Books.
- Chandra, R (2002): Guidance & Counselling, New Delhi: Kalpa Publication.
- Mandal, B. C. (2021). Guidance and Counselling. Kolkata: Aaheli Publishers.

Economics of Education

DSE-1: (EDC2PDSE01T)

Credir-4**Marks-50****Course outcomes (C.O):****After the completion of the course, the students will be able to -**

- acquaint with Economics, Education and Economics of Education
- understand Cost benefit & Cost - Effective Analysis
- understand Education and Man Power Planning
- develop the concept and idea of educational finance

Course Content**Unit-1: Education and Economics**

- (i) Economics and Education – Concept, Scope and their Inter Relationship.
- (ii) Economics of Education – Concept and Scope.
- (iii) Education as Consumption and Role of Human being.
- (iv) Economics of Education as an Independent Branch of Social Knowledge – Concept and Role of Human being.

Unit-2: Education & Economic Growth and Cost Benefit & Cost-Effective Analysis

- (i) Education and Economic Growth - Role of Education in Promoting Economic Growth. Education – A Tool for achieving economic and social mobility, inclusion, and equality in the context of NEP 2020.
- (ii) Cost Effective Analysis - Concept, Nature and Importance, Cost benefits Analysis vs. Cost Effective Analysis in Education.
- (iii) Concept of Cost Consciousness in Education, External & Internal Efficiency of Education.
- (iv) Economic Return to Higher Education – Signalling Theory vs. Human Capital Theory.

Unit-3: Education and Manpower Planning

- (i) Manpower Planning – Concept, Nature and Relevance in Education.
- (ii) Human Development Index (HDI) – Concept, Nature and Importance.
- (iii) Millennium Development Goal (MDG) - Concept, Nature and Importance.
- (iv) Forecasting on Manpower Requirement.

Unit-4 Educational Finance

- (i) Concept & Criteria of Educational Finance.
- (ii) Education Finance at Micro & Macro Levels.
- (iii) Institutional Budgeting – Concept, Nature & Importance.
- (iv) Public Finance in Education – Concept, Evolution & Importance

Suggested Readings:

- Ansari, M.A (1987): Education and Economic Development, New Delhi: AIU Publication.
- Chattapadhyay, S. (2002): Education and Economic, New Delhi: Oxford University Press.
- Nagpal, C.S & Mittal, A.C(eds.) (1993): Economics of Education, New Delhi: Anmol Publication.
- Pandit, H.N (1969): Measurement of Cost Productivity & Efficiency of Education, New Delhi: NCERT.
- Sodhi, T.S (1978): Education and Economics Development, Ludhianas: Mukand Publication

- Tilak, J.B.G(1987): Economics of Inequality in Education, New Delhi: Sage Publication.

Functional Communication SEC-1(EDC2PSEC01P)

Credit: 2

Marks: 50

Course Outcomes (C.O):

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

- understand how to develop Listening Skill
- understand how to develop Speaking Skill
- understand how to develop functional communication skills
- understand how to conduct Community Survey through the lens of Education.
- know how to speak/connect with unknown community and extend supports to them.

Scope of Employability –

After the completion of the Course, the students will be able to -

- Become a good teacher who should have not only sufficient knowledge in Education discipline but also have command over reading and speaking power.
- Become an ideal teacher who can motivate the students by his/her communication skills.
- Become a good translator/proof reader etc. in any printing house.
- Become an ideal citizen who can easily communicate with others.

Course Content

Unit – 1: Enhancement of Reading & Speaking Skills

- (i) Interrelationship of Skills in English as a Second Language
- (ii) Development of Reading Skills, Types and Characteristics of Reading
- (iii) Types of Reading Skill, Reading Problems and Faulty Reading Habits
- (iv) Classroom Approaches to Reading
- (v) Importance of Speaking Skill and how to improve this Skill (Strategies & Tips)
- (vi) Identification of Speaking Problems in English among Students, Remedial Measures & Formation of Some Speaking Habits and Practices in classes

Unit – 2: Community Outreach Programme (COP)

This practicum places students (in groups) in short and in partnership with community to design and implement a focused outreach activity, supervised by the faculty members. Students will complete a rapid needs assessment, codesign an intervention with community partners, implement a pilot activity, collect and analyze short-term outcome data, and produce a final report with properly documented photographs and handover the report to the supervisors. Assessment includes evidence of partnership, quality of implementation, outcome data interpretation, and critical reflection, and a Power-point presentation to External Examiners.

Evaluation:

a) Evaluation of Reading & Speaking Skills – Marks: 25

- ❖ Students will be asked to read a piece of reading matter at least 10 minutes and then examiners will ask questions for overall assessment of their reading skill (Marks: 10)
- ❖ Students will be instructed to speak in English on a selective topic from their P.G. Syllabus for at least 10 minutes and then examiners will ask questions for overall assessment of their speaking skill (Marks: 15)

b) Community Outreach Programme – Marks: 25

Assessment {Report (10) + Presentation (15) = 25 Marks}

SEMESTER - IV
Positive Educational Psychology
CC-14 (EDC2PCOR14T)

Credit: 4**Marks: 50****Course Outcomes (C.O):**

To enable the students to-

- Understand concept and nature intelligence. Write a critical note of theories of intelligence.
- Define the meaning and determinants of personality.
- Describe the theory of personality.
- Illustrate the concept of motivation.
- Understand and the psychology and education of children with special needs.

Course Content**Unit – I: Human Abilities and Its Measurement**

- (i) Concept, Types and Nature of Intelligence
- (ii) Intelligence Theories - Spearman's Two Factor theory, Multifactor theory, Group Factor theory, Guilford's Model of Intellect, Gardner's Multiple Intelligence, and Educational Implications
- (iii) Creativity-Meaning, Nature & Promotion of Creativity, and Role of Creativity in Education
- (iv) Adjustment Mechanism

Unit – II: Personality and Education

- (i) Meaning and Determinants
- (ii) Type and Trait Theories and Their Educational Implications
- (iii) Personality Development
- (iv) Assessment of Personality

Unit – III: Motivation and Education

- (i) Motivation - Meaning, Nature and Types
- (ii) Theories of Motivation-Physiological Theory, Murray's Need Theory, Psycho-Analytical Theory and Their Educational Implications
- (iii) Factors Affecting Motivation
- (iv) Motivation in the Context of Learning

Unit- IV: Psychology and Education of Children with Special Needs

- (i) Learning Disability – Meaning, Types and Causes
- (ii) High Intellectual Capability (Giftedness)
- (iii) Sensory Impairment- visual and auditory
- (iv) Orthopedically Handicapped and Emotional Disturbances

Suggested Readings:

- Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.
- Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.
- Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). Educational psychology. New York: McGraw Hill.
- Sprint hall, R.C. & Sprint hall, N.A. (1990). Educational psychology, development approach, New York: McGraw Hill.
- Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

Statistics in Education CC-15 (EDC2PCOR15T)

Credit: 4**Marks: 50****Course Outcomes (C.O):**

Student will be able to:

- Understand the meaning of non-parametric tests and explore the uses of these tests such as Chi-square test, Sign test and median test.
- Understand the meaning of parametric tests and explore the uses of these tests such as T-test and ANOVA.
- Understand and explore the regression and predication and advanced correlation methods.
- Understand the meaning of standard error, confidence limit, degree of freedom, null hypothesis, different types of errors and one tailed and two tailed test and also explore the uses of computer in research.

Course Content**UNIT-I: Non-Parametric Tests**

- (i) Non-parametric Tests: Meaning, assumptions, computation and uses
- (ii) Chi-square tests of equality and independence, setting up cross breaks for contingency table. Yates' correction
- (iii) Sign test: Concept, Assumptions, Computation & uses.
- (iv) Median test: Concept, Assumptions, Computation & uses.

UNIT-II: Parametric Tests

- (i) Parametric tests: Meaning, assumptions, computation and uses
- (ii) Tests of significance: Difference between means
- (iii) Difference between percentage and proportions o Difference between correlations
- (iv) One-way & Two-way ANOVA: Meaning, assumptions and computations

UNIT-III: Regression Analysis

- (i) Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.
- (ii) Advanced Correlation Methods: o Biserial Correlation
- (iii) Point-Biserial Correlation o Tetrachoric Correlation
- (iv) Phi Correlation

UNIT-IV: Hypothesis (es) and Its Allied Issues

- (i) Null hypothesis
- (ii) Standard error, confidence limits
- (iii) Type I and type II errors
- (iv) One-tailed and two-tailed tests

Suggested Readings:

- Aggarwal, Y.P. (1998) Statistical Methods, New Delhi, Sterling Publishers.
- 2. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education, New York, Mc Graw Hill.
- Garrett, H.E. (1973) Statistic in Psychology and Education, Bombay, Vakils, Feffer and Simon.
- Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- Koul, L. (1988) Methodology of Education Research, New Delhi, Vikas Publications.

- Kurtz, A.K. & Mayo, S.T. (1980) Statistical Method in Education and Psychology, New Delhi.
- Neuman, W.L. (1977) Social Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon.
- Siegel, S. (1986) Non-Parametric Statistics, New York: McGraw Hill.
- Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company.
- Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Canada: John Willy & Sons.
- Best, J.W. & Kahn J.V. (2003) Research in Education New Delhi, Prentice Hall

Women Education through the Ages

DSE -2 (EDC2PDSE02T)

Credit: 4**Marks: 50****Course Outcomes (COs):****After the completion of the course, the students will be able to -**

- Understand the importance and significance of Women Education, Constitutional Rights and Legal Rights of Women.
- Know about the Worldwide history of Development of Women Education.
- Appreciate the contributions of Indian Feminist Thinkers for Women Upliftment and Women Education.
- Understand the actual Problems and Perspectives of Women Education.
- Recognise the Recent Trends in Women's Education.

Course Content**Unit-1: Introduction to Women Education**

- (i) Women Education-Meaning, Nature, Needs and Scope.
- (ii) Perspectives of Women Education
- (iii) Basic Premises of Women Education- Constitutional Rights: Article 15, 16, 23, 39, 42, 51, 243.
- (iv) Legal Rights - Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).

Unit-2: Evolution of Women Education

- (I) Evolution of Women Education in abroad (USA, UK, Japan, Russia, China)
- (II) Evolution of Women Education in India (from ancient to modern time).
- (III) Evolution of Women Education after Independence- National Committee on Women Education (1957-59), Smt. Hansa Mehta Committee in 1961, Shri M. Bhaktavatsalam Committee-1964, NPE/NEP-1968, 1986 & 2020, Committee on the Status of Women in India, 1974
- (IV) Role of Indian Thinkers- Begam Rokeya. Sabitribhai Phule, Raja Ram Mohan Roy, Ishwarachandra Vidyasagar, Rabindranath Tagore, Ramabai Saraswati.

Unit-3: Women's Education- Problems and Perspectives

- (i) Gender Parity in Education- Enrolment Ratios, Dropout Rates
- (ii) Status of women in Primary, Secondary and Higher Education
- (iii) Vocational, Adult, and Non-Formal Education for Women's Development
- (iv) Major Obstacles of Women's Education- Social, Political, Psychological, Economic, Cultural, and Religious

Unit4: Recent Trends in Women's Education

- (i) Women's Education and Social Transformation, Changing Role of Women in the Society
- (ii) Effect of Globalisation and ICT on Women's Education

- (iii) National Development and Women's Education; Effect of Political, Financial and Social Participation of Women, Women in Mass Media
- (iv) Contemporary Research Trends in Women Education – Areas, Dimensions and Trends

Suggested Readings:

- Acharya, S. C., Sardar Roy, N. & Pal, A. (2024). *Nari Shiksha O Khamatayan* (Women Education and Empowerment), Alpana Publishers, West Bengal, India.
- Cowan, M. G. (2023). *History of Women Education in India*, Shubhi Publications, Gurugram, India.
- Dongre, S. A. & Ghughuskar, K. M. (2024). *Women Education*, Taneesha Publishers, New Delhi, India.
- Mondal, A. & Baugh, A. (2022). *Bharatbarsher Narisiksha* (Women Education in India). Kolkata: Aahelli Publishers
- Mondal, A. & Snehi, N. (2022). *Dynamics of Women Education in India*. New Delhi: Shipra Publications
- Sharma, U. (1995). *Women Education in Modern India*, Commonwealth Publisher, New Delhi

Teacher Education

DSE-2: (EDC2PDSE02T)

Credit - 4**Marks - 50****Course Outcomes (C.O):****After the completion of the course, the students will be able to -**

- develop the concept, nature, types, approaches of Teacher Education.
- understand the concept, scope, organization & agencies of in-service teacher education.
- acquaint with the concept of professionalism in education.
- acquaint with the modern trends in Teacher Education.

Course Content**Unit - 1: Concept of Teacher Education**

- (i) Teacher Education – Concept, Nature, Scope and historical development of Teacher Education in India (Briefly)
- (ii) Types of Teacher Education Programme and their Importance
- (iii) Structure of Teacher Education Curriculum – Curriculum Documents of NCERT & NCTE at Elementary, Secondary & Higher Secondary levels.
- (iv) Organization of Components of Pre-Service Teacher Education Programme - Transactional Approaches (Expository, Collaborative & Experiential learning).

Unit - 2: In-service Teacher Education

- (i) In-service Teacher Education – Concept, Need & Scope.
- (ii) Organization and Modes of In-Service Teacher Education.
- (iii) Agencies & Institutions of In-Service Teacher Education at District, State and National Levels – DIET, SCERT, National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTA), NCERT, NCTE & UGC-MMTTC
- (iv) Preliminary Consideration in Planning of In-Service Teacher Education Programme – Purpose, Duration, Resources, Budget & Limitations.

Unit - 3: Professionalism in Teacher Education

- (i) Concept and Development of Profession and Professionalism
- (ii) Professionalism in Teacher Education, Teaching as a Profession, Professional Ethics of Teachers.
- (iii) Personal & Contextual Factors affecting Teacher Development, ICT Integration in Teacher Education Programmes
- (iv) Quality Enhancement for Professionalization of Teacher Education – Concept, Needs and Strategies

Unit - 4: Modern Trends in Teacher Education

- (i) Understanding Knowledge Base of Teacher Education – View Point from Schulman, Deng, Luke & Habermas.
- (ii) Reflective Teaching – Concept, Strategies and Importance.
- (iii) Models of Teacher Education – Behaviouristic, Competency-Based & Inquiry Oriented Teacher Education Models.
- (iv) Innovation in Teacher Education – Concept, Needs and Strategies for Innovation

Suggested Readings:

- Radha Mohan (2013): Teacher Education, Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, J.C(2009): Teacher and Education in a Developing Society, New Delhi: Vikash Publishing House Pvt. Ltd.\
- Ram, S. (1999): Current Issues in Teacher Education, New Delhi: Sarup& Sons Publications.
- Sharma, S.P. (2007): Teacher Education-Principles, Theories & Practices, New Delhi: Kanishka Publications Distributors.
- Singh, L.C (1990): Teacher Education in India: A Resource Book, New Delhi: NCERT.
- Mohanty, J (2007): Teacher Education, New Delhi: Deep & Deep Publications Pvt. Ltd.

Yoga Education
DSE-2 (EDC2PDSE02T)

Credit: 4**Marks: 50****Course Outcomes (C.O):**

Students will be able to:

- Understand the need, importance, and basics of Yoga Education.
- Acquaint themselves with allied areas in Yoga Education.
- Acquire skills for assessment of overall fitness.
- Gain knowledge of advanced techniques of Yoga.

Course Content:**Unit I: Basis of Yoga**

- (i) Yoga Upanishads- Isa, Mandukya, Mundaka, Taittiriya, and Educational Implications
- (ii) Bhagavad Gita- Yogic Principles, Spiritual Discipline, and Educational Implications
- (iii) Dharma – Concept and Educational Implications
- (iv) Karma Yoga – Concept and Educational Implications

Unit II: Basic Understanding

- (i) Basic Understanding of Karma Yoga according to Bhagwatgita
- (ii) Personality Development through Karma Yoga

- (iii) Community Awareness Program
- (iv) Contributions in the Field of Yoga Education: Maharishi Patanjali, Buddha, Gorakhnath, Swami Vivekananda

Unit III: Application of Yoga

- (i) Special Yogic Techniques in Management of: Asthma, Nasal Allergy, Diabetes, Low Backache, Hypertension/ Ischemic Heart Disease (IHD), irritable bowel syndrome (IBS), Gastrointestinal Disorders (GID)

Unit IV: Advanced Techniques

- (i) Self-Management of Excessive Tension
- (ii) Panic Energisation Technique (PET)
- (iii) Meditation Practices: Omkara, Dhyana, Cyclic Meditation (**Practical Sessions**)

Suggested Readings:

- Bahl, Jyoti Narula. (2016). Health Physical & Yoga Education. Ludhiana: Vijaya Publications.
- Basavaraddi, I.V. & Others Yogic Sukshma Evam SthulaVyayama, MDNIY, New Delhi, 2011.
- Basavaraddi, I.V. & Others, Yogasana, A Comprehensive Description about Yogasana, MDNIY, New Delhi, 2011.
- Brahmachari, Swami Dharendra YogasanaVijnana, Dharendra Yoga Publications, New Delhi.
- Brahmachari, Swami Dharendra Yogic, SukshmaVyayama, Dharendra Yoga Publications, New Delhi.
- Iyengar, B.K.S. Light on Yoga, Harper Collins, London.
- Mrunalini, T. (2014). Yoga Education. N. Delhi: Neelkamal Publications Pvt. Ltd.
- Tiwari, O.P. Asana Why and How. MDNIY, New Delhi.
- Yogasana. Gore M. M. Anatomy and Physiology of Yogic Practices.

REVIEW OF RELATED LITERATURE ON A GIVEN RESEARCH TOPIC)**CC-16: (EDC2PCOR16P)****Credits – 4****Marks – 50**

Course Code	Course Name	Course Type	Study Hours	Credit
EDC2PCOR17P	Review of Related Literature	Practicum	130	04
Objectives	After completion of the present Practicum Course, Students will be able to: 1. Learn the scientific method of conducting Review of Related Literature; 2. Develop the appraisal report on Review of Related Studies on a given topic; 3. Find out the knowledge gap for conducting scientific study; 4. Present the Statement of the problem of study.			
An Area/ Problem of a Study be assigned to each of the students by the Department and students will complete the Practicum on Review of Related Studies according to the following format under the guidance of a supervisor within a stipulated period of time:				
Phase	Activity		Study Hour	Marks
I.	Introduction (Review of Related Literature – Concept, Objectives & Rationale)		20	05
II.	a) Identification of the Statement of the Problem (Topic) b) Review of Related Studies (at least 10 studies with the specific focus on Objectives, Methodology, Research Questions/ Hypotheses, Variables & Findings)		65	20

III.	A Critical Appraisal of the Reviewed Studies and Identification of the Knowledge Gap (s)	30	10
IV.	In-Text Citations & References (APA) – 6 th / 7 th Edition	15	05
V.	Viva-Voce		10
	Total	<i>130 Hrs. (04 Credit)</i>	50
The Report of ‘Review of Related Studies’ should be duly signed by the Student and the Supervisor before submission for evaluation by Internal Examiners as scheduled by the Department.			

DISSERTATION CC-17&18 (EDC2PCOR18P&19P)

Credit – (4+4)

Marks – 50+50

Course outcomes (C.O):

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

- learn how to collect data
- learn how to analyze the data
- develop the art of writing project / Community Outreach report
- understand the process of presentation and Défense of Project/Community Outreach

Rules & Regulations:

- 1) Selection of Dissertation / Community Outreach will be done during Semester III
- 2) It will be individual.
- 3) Topic will be selected by the respective Department.
- 4) Evaluation of Dissertation/ Community Outreach must be executed by both internal & External Experts.
- 5) Reporting of Dissertation / Community Outreach must be in English

Distribution of Marks

1. Methodological Aspects	25	}
2. Data Collection & Analysis	25	
3. Dissertation/Project Report Writing.....	25	
4. Presentation	15	}
5. Defense	10	

TOTAL 50+50