							that they choose themselves. The aim of the project is to test the independent research skills students have acquired during their time at university, with the assessment used to help determine their final grade.

SYLLABUS
B.A. Education

Semester-I

CC- 1: Concept of Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	I
Course Title	CC- 1: Concept of Education
Course Code	EDN101

Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC- 1
Course Objective	The 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: **Recall and define** the key concepts and theories related to the concept of education. CO2: **Explain** the significance and implications of different educational philosophies and ideologies. CO3: **Apply** various educational strategies and approaches to enhance learning outcomes in diverse settings. CO4: **Evaluate** the effectiveness of different educational systems and policies in promoting social inclusion and equality. CO5: Critically **assess** the ethical and moral implications of various educational practices and policies. CO6: **Design** innovative educational interventions and programs that address the needs of diverse learners and communities.

Course Outline

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, HumanResource 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.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.
- Safaya, R.N. & Shaida, B.D. (2010), Modern Theory and Principles of Education, New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- K.G. Education and social order. Bombay: Asia Publishing House

CC- 2: History of Education in Colonial India

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	I
Course Title	CC- 2: History of Education in Colonial India
Course Code	EDN102
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-2
Course Objective	The 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: **Recall** key events and figures in the history of education, from ancient civilizations to modern times. CO2: **Summarize** major theories and philosophies that have influenced the development of educational systems. CO3: **Analyze** the impact of societal, political, and economic factors on the evolution of education. CO4: **Compare** and contrast traditional and contemporary educational practices. CO5: **Evaluate** the role of education in social reform movements throughout history. CO6: **Develop** informed perspectives on current debates and trends in education policy and practice.

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings

• J.C. Aggarwal- Modern Indian Education: History, Development And Problems- Shipra Publications

- J. C. Aggarwal - Landmarks in the History of Modern Indian Education-Vikas Publication
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- B. K. Nayak- History Heritage and Development of Indian Education

MDC: Pedagogical Studies

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	I
Course Title	MDC: Pedagogical Studies
Course Code	EDN103
Credit	3
Contact Hours (L-T-P)	2-1-0
Course Type	MDC
Course Objective	The Students will be able – • understand Pedagogical Studies as an academic discipline • comprehend Pedagogy as the art and science of teaching • be acquainted with the pedagogy of the teaching-learning process • know the neural basis of sensation, perception and cognition • be acquainted with the effective teaching process.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Describe** the bases of Pedagogy: Philosophical, Sociological and Psychological. CO2: **Infer** the impact of Teaching and Instruction

	CO3: **Interpret** the classroom behaviour from the perspective of Flander's Interaction Analysis System.
	CO4: **Illustrate** the levels and methods of teaching
	CO5: **Relate** teaching and learning in education.
	CO6: **Plan** different innovative Pedagogical approach

Course Outline

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, Synoptic 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 Constructionability; • Observation of classroom behaviour: Flander's Interaction Analysis System; • Teaching and Instruction, Instructional Design
IV	**Teacher & Teaching** • Levels of teaching- Memory, Understanding, and Reflective; • Teaching Methods – Lecture, demonstration, problem-solvingand programme instruction (Linear and Branching) • Function of a teacher as: Planner, Facilitator, Counsellor and Action Researcher

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Chakraborty, P.K. (2012), Siksha Manovigyan O Sikhon Prakria, West Bengal State Book Council.

- Chauhan, S.S. (1979). Innovations in Teaching-Learning Process, Vikash Publishing House Private Ltd., New Delhi.

- De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction: Educational Psychology; Prentice-Hall of India, New Delhi.

- Orlich, D.C., et.al. (1990). Teaching Strategies. D. C. Heath& Co., Lexington, Massachusetts.

MINOR-1: Peace and Value Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	I
Course Title	MINOR-1: Peace and Value Education
Course Code	EDN104
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-1

Course Objective	The Students will be able –
	• 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 Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the basic concept of peace education CO2: **Infer** the educational ideas of Educators related to peace & value education CO3: **Design** pedagogical concepts of value education CO4: **Understand** educational ideas of value CO5: **Relate** peace, value and conflict resolution CO6: **Plan** how to spread value

Course Outline

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 Institutional 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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. NewDelhi: Shipra Publications

- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books 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 HumanRights, New Delhi: Deep & Deep Publications Pvt. Ltd.

Semester II

CC-3: Philosophical Foundations of Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25

Semester	II
Course Title	CC-3: Philosophical Foundations of Education
Course Code	EDN121
Credit	6
Contact Hours **(L-T-P)**	3-1-0
Course Type	CC- 3
Course Objective	The Students will be able- • To make students 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 development of humanity.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Recall** and explain key concepts and theories in philosophical foundations of education. CO2: **Demonstrate** understanding of the relationship between philosophical perspectives and educational practices. CO3: **Apply** philosophical principles to analyze and evaluate educational policies and practices. CO4: **Critically** analyze different philosophical perspectives on education and their implications for teaching and learning. CO5: **Evaluate** the impact of philosophical foundations on educational systems and social structures. CO6: **Develop** a personal philosophy of education based on a synthesis of various philosophical perspectives.

Course Outline

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 School: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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- 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.
- Bigge, Morris, L. Educational Philosophies for Teachers. Columbus, USA: ChariesBoston, USA: Allyn & Bacon.
- Brubacher, John. S. Modern Philosophies of Education. New York, USA: McGraw
- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Wingo, G. Max. Philosophies of Education. New Delhi: Sterling Publishers.
- Rusk, Robert R., Philosophical Bases of Education, London, U.K: Oxford University of London Press Ltd.

CC- 4: Psychological Foundations of Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	II
Course Title	CC- 4: Psychological Foundations of Education
Course Code	EDN122
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-4
Course Objective	The 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: **Recall** key theories and concepts in educational psychology, such as behaviorism, constructivism, and social learning theory. CO2: **Explain** the principles of human development and learning, including cognitive, social, and emotional aspects. CO3: **Apply** psychological theories to real-world educational settings, demonstrating an understanding of how they can inform teaching practices. CO4: **Critically** evaluate the effectiveness of different teaching strategies based on psychological principles, considering factors such as motivation, memory, and attention. CO5: **Assess** the impact of psychological factors on student learning outcomes, and recommend evidence-based interventions to support academic success. CO6: **Design** instructional materials and learning activities that are grounded in psychological theories, with the goal of enhancing student engagement and achievement.

Course Outline

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 E.Q

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

- Kulshreshtha S.P. (2013) Educational Psychology, Meerut, R. Lall Book Deport.

- Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers.

- Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot.

MINOR-2: Open and Distance Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	II
Course Title	MINOR-2: Open and Distance Education
Course Code	EDN107
Credit	4
Contact Hours **(L-T-P)**	3-1-0
Course Type	MINOR-2
Course Objective	The Students will be able – • 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 Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the concept of open and distance education CO2: **Infer** the relationship among non-formal, correspondence, distance and open education CO3: **Design** the present status and role of multi-media in open and distance education

	CO4: **Understand** the different agencies of open and distance education in India
	CO5: **Relate** the different problems and remedies of open and distance education in India
	CO6: **Propose** the measures for strengthening Open and Distance education in India

Course Outline

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

Evaluation

Mode of Evaluation	Theory

Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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 Publsihers, New Delhi.

Semester III

CC- 5: Sociological Foundations of Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	III
Course Title	CC- 5: Sociological Foundations of Education
Course Code	EDN201
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC- 5
Course Objective	The Students will be able- • 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: **Demonstrate** an understanding of the basic concepts and theories of sociology as they apply to education. CO2: **Explain** the ways in which social structures and dynamics impact educational institutions and policies. CO3: **Apply** sociological theories to analyze and critique current issues in education, such as access to education, inequality, and educational outcomes. CO4: **Analyze** the complexities of social interactions within educational settings, including power dynamics, social change, and resistance. CO5: **Compare** and contrast different sociological perspectives on education, and evaluate their strengths and limitations. CO6: **Synthesize** knowledge of sociological theories and concepts to develop solutions for improving educational equity and social justice.

Course Outline

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, Characteristic 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.	

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- 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.

- Kneller, George F. Introduction to Philosophy of Education. New York, USA: John

- Mishra, Bhawna (2004), Education Evolution Development and Philosophy, New Delhi; Akanhsa Publishing House.

CC- 6: Guidance and Counselling

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	III
Course Title	CC- 6: Guidance and Counselling
Course Code	EDN202
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC- 6
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: **Recall** and explain the key principles and concepts of guidance and counselling. CO2: **Interpret** the importance of guidance and counselling in supporting individuals to achieve their personal, social, and academic goals. CO3: **Apply** various counselling techniques to address different issues and challenges faced by individuals. CO4: **Analyze** the role of a guidance counsellor in promoting mental health and well-being among students and clients.

| | CO5: **Critically** evaluate the effectiveness of different counselling strategies and interventions in supporting individuals in making informed decisions. |
| | CO6: **Develop** personalized guidance and counselling plans tailored to the unique needs and circumstances of each individual client. |

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
- Kochar, S.K. (1987) Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers Ltd.
- Rao, S.N. (2003) Counselling and Guidance New Delhi, Tata Mc Graw Hill.
- Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.
- Sharma, R.N. (2006) Guidance and Counselling, Delhi, Surjeet Publication.

MINOR-3: Environmental and Population Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	III
Course Title	MINOR-3: Environmental and Population Education
Course Code	EDN203
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-3
Course Objective	The Students will be able – • To know the concept of Population Education • To understand Population growth and its impact and responsibilities

	• To understand population education and role of school
Course Outcome (CO)	After completion of this course, students will be able to:
	CO1: **Explain** the basic concept of Population Education
	CO2: **Infer** the importance of environmental education
	CO3: **Design** the responsibilities of people towards environment
	CO4: **Understand** Population growth
	CO5: **Relate** the role of schools
	CO6: **Plan** different activity to give Population Education

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.
- Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.

Semester IV

CC- 7: Educational Organization, Planning, Administration and Management

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	IV
Course Title	CC- 7: Educational Organization, Planning, Administration and Management
Course Code	EDN221
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC- 7
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: **Identify** different organizational structures and models in education. CO2: **Interpret** various factors influencing educational planning and administration. CO3: **Apply** effective strategies for organizing educational resources and staff. CO4: **Analyze** the challenges and opportunities in educational administration and management.

| | CO5: **Assess** the outcomes of educational initiatives and programs. |
| | CO6: **Design** a strategic plan for organizational development in an educational context. |

Course Outline

Module	Description
I	**Organization and Management**
	• Concept of Organization
	• Concept of Management
	• Concept of Educational Organization
	• Concept of School Organization
II	**Unit 2: 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

Evaluation

Mode of Evaluation	Theory

Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

CC-8: Educational Technology

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	IV
Course Title	CC-8: Educational Technology
Course Code	EDN222
Credit	4
Contact Hours (L-T-P)	3-1-0

Course Type	CC-8
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: **Recall** the key concepts and terminology related to educational technology. CO2: **Explain** the purpose and benefits of incorporating educational technology in teaching and learning. CO3: **Utilize** educational technology tools to create engaging and interactive learning experiences. CO4: **Critically** examine the ethical and privacy issues related to the use of technology in education. CO5: **Assess** the impact of educational technology on student engagement, motivation, and achievement. CO6: **Design** and develop innovative educational technology projects that align with learning objectives and cater to diverse student needs.

Course Outline

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 in 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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarawal, J.C. (1995) Essential of Educational Technology, Vikas Publishing House New Delhi.

- 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.

CC-9: Curriculum Studies

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	IV
Course Title	CC-9: Curriculum Studies
Course Code	EDN223
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-9
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 about curriculum development and national curriculum frame work, 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: **Recall** different curriculum models and theories. CO2: **Interpret** and summarize key ideas in curriculum studies literature. CO3: **Develop** a curriculum plan for a specific subject or grade level. CO4: **Evaluate** the effectiveness of different curriculum models in achieving instructional goals. CO5: **Critique** and revise curriculum documents to enhance coherence and relevance. CO6: **Create** innovative curriculum strategies to address diverse student needs and interests.

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Krug, E.A. (1956) Curriculum Planning, New York: Harper and Row Publishers.
- Taba, H. (1962) Curriculum Development-Theory and Practice, New York: Harcourt Brace, Jovanovich.
- Tanner, D. and Taneer, L. (1975) Curriculum Development, Theory and Practice. New York. Mac Millan Publishing Co. Inc.
- Tyler, R.W. (1941) Basic Principles and Curriculum and Instruction, University of Chicago Press.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1986.
- Brady, L. Curriculum Development, Prentice Hall, 1995.
- Ornstein, A.C. & Hunkins, E, Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
- Pratt, D., Curriculum Design and Development, Mcmillan, New York, 1980.

SEC: Life Skill Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	IV
Course Title	SEC: Life Skill Education
Course Code	
Credit	2
Contact Hours (L-T-P)	1-1-0
Course Type	SEC
Course Objective	The Students will be able – • 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 Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the meaning of life skills. CO2: **Infer** the ways in which individual's personality can be built through the development of these life skills. CO3: **Design** Professional skills CO4: **Understand** the different types of life skills CO5: **Relate** different types of life skills CO6: **Synthesize** knowledge and skills gained from the course to advocate Leadership.

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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: Darkar Goals,UNESCO, Paris.

- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

MINOR-4: Education and Community Development

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	IV
Course Title	MINOR-4: Education and Community Development
Course Code	EDN207
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-4
Course Objective	The Students will be able – • 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 Outcome (CO)	After completion of this course, students will be able to:

	CO1: **Explain** the meaning and scopes of community development.
	CO2: **Infer** the role of human resource development in national development of India.
	CO3: **Interpret** analyze the achievement of women, minorities, SC, ST, OBC and special needs people in terms of Education and Empowerment.
	CO4: **Illustrate** the Importance of Education in Community Development
	CO5: **Relate** the effect of CDP on sociopolitical and economic issues.
	CO6: **Plan** different Community based activity

Course Outline

Module	Description
I	**Education & 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;
IV	**Extension Education for Community Development**

	• Institution-Community Interactions: Extension Education, NSS, NCC and other Outreach Programmes;
	• Saakhar 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.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Bhaduri, Amit. 2005. Development with dignity: A case for full employment. NewDelhi: National Book Trust.
- Chaubey, P.K. 2001. Population policy for India. New Delhi: Kanishka Publishers.
- Dreze, Jean, and Amartya Sen. 2002. India: Development and participation. USA: Oxford University Press.
- Hobhouse, L.T., 1966. Social Development, London: George Allen & Unwin.
- Jayaram, N. (Ed.) 2005. On civil society: Issues & Perspectives. New Delhi: Sage publications.
- K. Raja Reddy C.S. Reddy. 2012. Self Help Groups in India: A Study on Quality and Sustainability; ENABLE Publication.
- Maddick, Henry. (2018). Panchayati Raj: A study of rural local governance in India. Rawat Publications.

SEMESTER V
CC-10: Inclusive Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	V
Course Title	CC-10: 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 – • Understand the meaning of Inclusion and exclusion • Know the types of exclusion and their causes • Know how to bring about inclusion in different spheres
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Define** inclusive education and its importance in promoting diversity and equity in educational settings. CO2: **Summarize** the legal and ethical considerations related to inclusive education. CO3: **Develop** strategies to create inclusive learning environments that cater to the diverse needs of all students. CO4: **Evaluate** the effectiveness of inclusive education programs in meeting the academic, social, and emotional needs of diverse learners. CO5: **Assess** the effectiveness of inclusive education policies and practices in promoting social justice and equity in schools. CO6: **Synthesize** knowledge and skills gained from the course to advocate for inclusive education policies and practices at the school, district, or state level.

Course Outline

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- Orthopedic, 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

Evaluation

Mode of Evaluation	Theory

Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Loreman, Deppeler and Harvey-Inclusive Education, Allwen and UnwinAustralia.
- 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, Devid 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, Kaushaland Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
- Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

CC-11: Psychology of Adjustment

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	V
Course Title	CC-11: 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 about different coping strategies for stressful situation. • 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: **Summarize** the key concepts and theories related to psychology of adjustment. CO2: **Explain** the different psychological processes involved in coping with various life challenges. CO3: **Apply** psychological theories and principles to real-life situations to enhance personal adjustment and well-being**.** CO4: **Evaluate** the effectiveness of various coping mechanisms and strategies in managing stress and promoting resilience. CO5: **Critically** assess the ethical and cultural implications of psychological interventions aimed at promoting adjustment. CO6: **Formulate** personalized plans for improving personal adjustment and mental health based on self-awareness and self-regulation techniques.

Course Outline

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 • Defense Mechanism: Meaning and different methods of Defense Mechanism
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 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 Memorization

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

CC-12: History of Education in Post Independent India

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	V
Course Title	CC-12: 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 act on education in Indian Constitution. • To explain the recommendations and educational importance of various Education Commission in post Independent India • To discuss the functions of some educational bodies in West Bengal

	• To discuss the National Policy on Education in different time.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Describe** the development of education in Post-Independent India in historical perspectives. CO2: **Infer** the impact of National Policy of Education and Programme of Action in the development of Education System in colonial India. CO3: **Interpret** the influence of DIET, NIEPA as educational bodies on Indian Education. CO4: **Illustrate** the development of education under five years plan. CO5: **Relate** education policy on 1992 with educational policy on 2020. CO6: **Propose** the coping Strategies for Stress.

Course Outline

Module	Description
I	**Education and Constitution** • Preamble and various Articles on Education in Indian Constitution • RTE Act-2009 • Development of Education under Five Years
II	**Education Commission in post Independent 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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India

MINOR-5: Comparative Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	V
Course Title	MINOR-5: Comparative Education
Course Code	EDN304

Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-5
Course Objective	The Students will be able – • understand the Comparative Education as an emerging discipline, and its factors; • make an understanding about Approaches, methods and problems related to Comparative Education; • be acquainted with the significance of Comparative Education discipline in relation to world peace and sustainable development; • understand about the contemporary trends in world education; • develop a comparative understanding about school education system in India with that of Asian countries; • develop a comparative understanding about higher, technical/vocational and distance education in India with that of Western countries.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Describe** the nature and scope of Comparative Education. CO2: **Infer** the impact of programmes of UN bodies, Life Skill Education in contemporary Global Education. CO3: **Interpret** the comparative study of Pre-Primary Education in India and Japan. CO4: **Illustrate** the development of Vocational Education of India with Germany. CO5: **Relate** Open and Distance Education in India with UK. CO6: **Plan** to give Vocational Education with collaboration with UK.

Course Outline

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 Srilanka • 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.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

• S. P. Chaube& A. Chaube – Comparative Education

- R. N. Sharma- Comparative Education

- Y. K. Sharma- Comparative Education

- Nikholas Hanse - On Comparative Education

- Debi Mukhopadhya – Tulonamulak Shiksha

- Md. Abdus Samad - Tulonamulak Shiksha

- Shyama Prosad Chattaraj – Shiksha deshe bideshe.

SEC: Skills for Democratic Citizenship

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	V
Course Title	SEC: Skills for Democratic Citizenship
Course Code	
Credit	2
Contact Hours (L-T-P)	1-1-0
Course Type	SEC
Course Objective	The Students will be able – • 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 Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the basic elements of Democratic Citizenship CO2: **Infer** the importance of Fundamental rights CO3: **Design** activities for persuasion of Child protection CO4: **Understand** the necessity of women protection

	CO5: **Relate** women protection and domestic violence
	CO3: **Design** activities of awareness programme

Course Outline

Module	Description
I	**Rights and Duties in Indian Constitution** • Democratic Rights • Fundamental Rights • Duties of Citizenshi
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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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
- J. C. Aggarwal -Philosophical and Sociological Bases of Education

Semester VI

CC-13: Information and Communication Technology in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VI
Course Title	CC-13: 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	The Students will be able – • To make students aware about 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 **Explain** fundamentals of computer hardware. CO2 **Infer** the fundamentals of computer software CO3 **Design** capability in students to use computers for teaching-learning activities. CO4 **Understand** the use of computers CO5 **Relate** dissemination of information throughout the world. CO6 **Construct** a Project about social media.

Course Outline

Module	Description
I	**Fundamentals of Computer** • Concept of Computer, Block diagram of computers, classification of computers • 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)
II	**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
III	**Web-Educational Resources** • Concept of E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs);

	• Social networking
	• e-books and virtual library
IV	**Techno-Pedagogic Skills**
	• Media Message Compatibility
	• Message Credibility & Media Fidelity
	• Proximity of Message Forms
	• Message Currency, Communication Speed & Control, Communication Models

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: 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 PossibilityClassrooms: Building from TPACK
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach.Wadsworth: AU

CC-14: Psychology of Instruction

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VI
Course Title	CC-14: 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 the Flander's 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: **Describe** the functions of teaching in learning progression of students. CO2: **Infer** the impact of demonstration method and project method of teaching on student's learning. CO3: **Interpret** the classroom behavior in the perspective of Flander's Interaction Analysis. CO4: **Illustrate** the maxims of teaching.

	C05: **Relate** teaching and learning in education.
	CO6: **Compose** a micro teaching lesson plan.

Course Outline

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

Evaluation

Mode of Evaluation	Theory

Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology
- N. Dash & N. Dash –A Test Book of Educational Psychology

CC-15: Education of Children with Special Needs

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VI
Course Title	CC-15: 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 –

	• Identify with the various types of exceptional children.
	• Acquaint 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 than majority or exceptional learners.
	• Provide guidance in 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: **Recall** the characteristics and educational needs of children with various disabilities. CO2: **Describe** the principles and practices of inclusive education for children with disabilities. CO3: **Design** and implement effective behavior management techniques for children with special needs. CO4: **Evaluate** the effectiveness of different intervention programs and services for children with special needs. CO5: **Critically** reflect on personal beliefs and attitudes towards children with disabilities and their education. CO6: **Develop** innovative and inclusive curriculum modifications and accommodations to meet the unique learning needs of children with disabilities.

Course Outline

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 & Legislations – 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.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.AtlanticPublishers & 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.

MINOR-6: Yoga Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VI
Course Title	MINOR-6: Yoga Education
Course Code	EDN309
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-6
Course Objective	The Students will be able – - Understand the concept and principles of Yoga - Develop awareness about the historical aspects of Yoga - Learn some meditational practices and techniques - Learn to maintain a healthy condition of body and mind - Learn the utility of yoga in modern life

Course Outcome (CO)	After completion of this course, students will be able to:
	CO1 **Explain** the concept and principles of Yoga.
	CO2 **Infer** the historical aspects of Yoga.
	CO3 **Design** a practice schedule of various meditational techniques.
	CO4 **Understand** the right ways to getting healthy body and mind.
	CO5 **Relate** the utility of yoga in modern life.
	CO6: **Plan** different activity to manage stress.

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

Swami Shivananda Yoga Asanas : Divine Life Society, 1972.

Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi

Raja Yoga-Vivekananda Swami-Adyar Publication, Madras

Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

Semester- VII

CC-16: Mental Health & Hygiene

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII
Course Title	CC-16: Mental Health & Hygiene
Course Code	EDN401

Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-16
Course Objective	The Students will be able – • To enable the understanding of 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 **Memorize** the definition of mental health and hygiene CO2 **Explain** the concept of mental health and its types CO3 **Illustrate** the awareness program related to good mental health in both teachers and students CO4 **Analyse** the measures for fostering good mental health among students CO5 **Categorize** different Cognitive, Affective and Creative aspects. CO6 **Propose** a remedy of mental illness.

Course Outline

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 Technique 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 Psycho-Therapies** • Concept, goals, and approaches of Psychotherapies • Carl Roger's Humanistic Therapy • Existential Psychotherapy • Behaviour Therapies: Systematic Desensitization and Aversive Conditioning

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

• Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.

• Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952 Akhilananda Swami, Hindu Psychology, London, Routledge, 1953

• Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995

• Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.

- Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Coo.
- Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
- Carrol, Herbert, A. Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc.1956.

CC-17: Measurements and Evaluation in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII
Course Title	CC-17: Measurements and Evaluation in Education
Course Code	EDN402
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-17
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: **Explain** the meaning of aims scopes of educational measurement and evaluation.
	CO2: **Infer** the uses of measurement and evaluation tools in education.
	CO3: **Design** test and test batteries for evaluation in education.
	CO4: **Understand** the formative and summative evaluation process.
	CO5: **Relate** techniques of self-reporting and interview.
	CO6: **Compose** an Interview Schedule.

Course Outline

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. |

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

CC-18: Statistics in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII

Course Title	CC-18: Statistics in Education
Course Code	EDN403
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-18
Course Objective	The Students will be able – • To develop the concept of statistics and to develop skill in analyzing descriptive measures • To be acquainted with the concept of Normal Probability Curve and its uses in education • To develop a concept of measures of relationship • To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the meaning of aims scopes of statistics in education. CO2: **Infer** the uses of statistics in education. CO3: **Design** for measures of central tendency. CO4: **Understand** the use of statistics as tool in formative and summative evaluation process. CO5: **Relate** z-score and T-score in evaluation process. CO6: **Compose** different graphical representation of data.

Course Outline

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** • Bi-variate Distribution- Concept and types of Linear Correlation • Scatter Diagram (only Concept) • Uses of Correlation • Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation
IV	**Statistics (Hands-on-experience)** • Students are expected to collect relevant data (Bi-variate educational data) from their college or neighborhood 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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

CC-19: Research Methodology

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII
Course Title	CC-19: Research Methodology
Course Code	EDN404
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-19

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: **Recall** key concepts and terminology related to educational research methodology. CO2: **Explain** the role and importance of research methodology in the field of education. CO3: **Apply** various research methods and techniques to design and implement research projects in education. CO4: **Evaluate** the strengths and limitations of different research methodologies used in educational research. CO5: **Critically** assess the validity and reliability of research findings in the field of education. CO6: **Develop** a research proposal that demonstrates a deep understanding of educational research methodology and its application in practice.

Course Outline

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 procedure that come under each	
	• Referencing and Bibliography	
IV	**Construction of Research Proposal**	
	• Characteristics of Good Research Proposal	
	• Preparation of Research Proposal	

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont-USA: Wadsworth Thomason 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

CC-19: Contemporary Issues in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII
Course Title	CC-19: Contemporary Issues in Education
Course Code	EDN405
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-19
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: **Describe** the concept and meaning of Universalization of Elementary and Secondary Education.
	CO2: **Infer** Higher Education and RUSA and explain the problems of Higher Education in India.
	CO3: **Interpret** the Equality and Equity in Education.
	CO4: **Illustrate** Education for Sustainable Development and role of education in Sustainable development.
	CO5: **Relate** education with inequality and inclusion.
	CO6: **Compose** a article on role of education in Sustainable development.

Course Outline

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.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal- Theory and Principles of Education
- R. P. Pathak – Development and Problems of Indian Education
- B. K. Nayak- Modern Trends and Issues in Education of India

MINOR-7: Human Rights Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VII
Course Title	MINOR-7: Human Rights Education
Course Code	EDN311
Credit	4
Contact Hours (L-T-P)	3-1-0

Course Type	MINOR-7
Course Objective	The Students will be able – • 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 Outcome (CO)	After completion of this course, students will be able to: CO1: **Identify** the basic concept of human rights CO2: **Discuss** the role of United Nations and human rights CO3: **Design** the enforcement mechanism in India CO4: **Understand** the importance of Human Rights Education CO5: **Relate** the role of advocacy groups CO6: **Compose** a essay on Human rights

Course Outline

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.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- V. C. Pandey, Value Education and Education FOR Human Rights.
- Sarat C Joshi, Global Trends in Human Rights Education.
- Surender Kumar, Human Rights Education.
- Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10thDecember2001.
- C. Naseema, Human Rights Education: Theory and Practice.

Semester- VIII

CC-20: Gender Issues in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VIII
Course Title	CC-20: Gender Issues in Education
Course Code	EDN421
Credit	4
Contact Hours (L-T-P)	3-1-0

Course Type	CC-20
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: **Recall** and describe key concepts related to gender issues in education, such as gender stereotypes, gender bias, and gender discrimination. CO2: **Explain** the impact of gender on educational opportunities and outcomes, including access to education, academic achievement, and career choices. CO3: **Analyze** and evaluate policies and practices related to gender equality in education, and propose strategies for promoting gender equity in educational settings. CO4: **Critically** examine the intersectionality of gender with other factors such as race, ethnicity, and socio-economic status in educational contexts. CO5: **Assess** the effectiveness of initiatives aimed at addressing gender disparities in education, and recommend evidence-based interventions for improving gender equality in educational systems. CO6: **Design** innovative approaches for fostering inclusive and equitable educational environments that support the diverse needs and experiences of all students, regardless of gender.

Course Outline

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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbishexperience,
- 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 ofNauhatta Block) Vikash publishing House Delhi

CC-21: Creative Innovation in Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VIII
Course Title	CC-21: Creative Innovation in Education
Course Code	EDN422
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-21
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 **Identify** various creative forms and their integration in education CO2 **Infer** Integrate singing method in education. CO3 **Design** dramatic way of presentation CO4 **Understand** the efficacy of different art forms in education. CO5 **Relate** features of and understanding of philosophy for development of humanity. CO6 **Compose** a creative writing.

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: Problems Solving and Brain storming
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

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review.
- Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication
- Kneller, G. E. The Art and Science of Creativity
- Mangal S.K. Advanced Educational Psychology PHI learning private limited Delhi 2016
- Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)

CC-22: Teacher Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VIII
Course Title	CC-22: Teacher Education
Course Code	EDN423

Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	CC-22
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: **Recall** and explain the key principles of Designing Sustainable Education (DSE) and their importance in the context of teacher education. CO2: **Interpret** the concept of DSE and analyze its implications for teacher education in promoting sustainability and environmental literacy. CO3: **Demonstrate** the application of DSE principles in designing curriculum, teaching strategies, and assessment methods for fostering sustainability in education. CO4: **Evaluate** the effectiveness of current practices in teacher education and propose innovative approaches that integrate DSE principles for sustainability education. CO5: **Assess** the outcomes of implementing DSE in teacher education programs and reflect on the impact on student learning, professional development, and community engagement. CO6: **Design** and develop a comprehensive plan for integrating DSE across all aspects of teacher education, including policies, practices, and partnerships with stakeholders for advancing sustainability in education.

Course Outline

Module	Description

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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 level.
	• 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 Teacher**
	• Pre Service Teacher Education
	• In Service Teacher Education
	• Orientation and Refresher Courses.

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

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.

MINOR-8: Women Education

School	School of Education
Programme/Discipline	B.A.
Batch	2024-25
Semester	VIII
Course Title	MINOR-8: Women Education
Course Code	EDN312
Credit	4
Contact Hours (L-T-P)	3-1-0
Course Type	MINOR-8
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

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	• To identify major constraints of Women Education and Women Empowerment.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: **Explain** the meaning of women education CO2: **Discuss** different issues of women education CO3: **Design** the major constraints of Women Education and Women Empowerment CO4: **Understand** the historical perspectives of Women Education CO5: **Relate** the Policy Perspectives and Committees and Commissions on Women Education CO6: **Compose** a play on women empowerment.

Course Outline

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 • Radhakrisnan, Mudaliar and Kothari Commission • Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam 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.).

Evaluation

Mode of Evaluation	Theory	
Weightage	Comprehensive and Continuous Assessment	End Semester Examination
	50%	50%

Suggested Readings:

- A. Kumar, Women Education
- Bose, E. (1970). Women's Role in Economic Development. New York St. Martins Press.
- Brock-Utne, B. (1985). Educating for Peace: A Feminist Perspective, NewYork.
- S.P. Agarwal, Women Education in India