

Academic Council's Approval Date: May 26, 2026

FYUP 4TH YEAR SYLLABUS

SUBJECT: EDUCATION

Semester –VII

Course Code: EDN 400 (Major)

Course Title: Research Methodology & Proposal Writing

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs):

The course objectives are to enable students to:

- Define the nature, scope, and types of educational research and hypothesis.
- Demonstrate the use of sampling techniques and research tools.
- Apply the use of quantitative, qualitative, and mixed research approaches.
- Analyze literature review and select research problems.
- Prepare a research proposal.

Course Outcomes (COs):

At the end of the course, students will be able to:

- Acquire knowledge of educational research problems and hypothesis.
- Understand the application of sampling and tools of data collection.
- Develop skills in the use of probability distribution in research.
- Review related literature systematically and select research problems.
- Write a research proposal.

Course Content / Units

Unit I: Educational Research

- Methods of Acquiring Knowledge: Experience, Authority, Logical Reasoning, and Scientific Method of Inquiry
- Meaning and Scope of Educational Research
- Types of Educational Research: Fundamental, Applied, & Action Research
- Hypothesis: Concept, Characteristics, Types, Formulation, and Testing

Unit II: Sampling and Research Tools

- Concepts of Universe and Sample, determining sample size, characteristics of a good sample, sampling errors and how to reduce them

- Methods of Sampling I: Probability Sampling – Random, Systematic, Stratified, & Cluster
- Methods of Sampling II: Non-Probability Sampling – Purposive, Quota, and Incidental
- Tools of Research for Data Collection: Questionnaire, Observation Schedule, Interview Schedule, Checklist, and Rating Scale

Unit III: Methods of Educational Research

- Quantitative – Survey, Experimental (Two-group and four-group Design), and Non-experimental Research (Causal-comparative and Correlational Research)
- Qualitative – Ethnography, Case Study Research, Phenomenological Research, Grounded Theory
- Mixed Method – Sequential and Concurrent Designs
- Action Research, Program Evaluation Studies

Unit IV: Research Proposal

- Review of Related Literature
- Formulation of a Research Problem (Selection, Definition, and Delimitation)
- Preparation of a Research Proposal
- Ethical Issues in Educational Research

Internal Assessment-25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Preparing a research proposal on a topic of your choice
- Preparing a research proposal for an experimental study
- Preparing a proposal for action research

Suggested Readings

- Aggrawal, Y. P. (2008). *The science of educational research*. Nirmal Book Agency.
- Asthana, B., & Srivastava, V. (2011). *Research methodology*. Agrawal Publications.
- Best, J. W. (1999). *Research in education*. Prentice Hall of India Pvt. Ltd.
- Charles, C. M., & Merton, C. A. (2002). *Introduction to educational research*. Allyn & Bacon.
- Cohen, L., & Manion, L. (1994). *Research methods in education*. Routledge.
- Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating*. McGraw Hill.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. McGraw Hill.

- Freeman, F. S. (1976). *Theory and practice of psychological testing* (3rd ed.). Oxford & IBH Publishing Co.
- Garrett, H. E. (1988). *Statistics in psychology and education*. Vikils, Feiffer & Semen's Ltd.
- Gay, L. R., & Airasian, P. (2003). *Educational research*. Upper Saddle River.
- Gibbons, J. D. (1971). *Non-parametric statistical inference*. McGraw Hill.
- Glass, G. V., & Hopkins, K. D. (1996). *Statistical methods in education and psychology* (3rd ed.). Allyn & Bacon.
- Guilford, J. P., & Fruchter, B. (1974). *Fundamental statistics in psychology & education*. McGraw Hill.
- Howell, D. C. (1997). *Statistical methods for psychology*. Duxbury Press.
- Huck, S. W. (2007). *Reading statistics and research*. Allyn & Bacon.
- Keeves, J. P. (Ed.). (1988). *Educational research, methodology and measurement: An international handbook*. Pergamon.
- Kelly, A., & Lesh, R. (2000). *Handbook of research design in education*. Erlbaum Associates.
- Koul, L. (2009). *Methodology of educational research*. Vikash Publications.
- Kurtz, A. K., & Mayo, S. T. (1980). *Statistical methods in education and psychology*. Narosa Publishing House.
- Mangal, S. K., & Mangal, S. (2013). *Research methodology in behavioural sciences*. PHI Learning Pvt. Ltd.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. Longman.
- Pandya, S. (2010). *Educational research*. APH Publishing Corporation.
- Pathak, R. P. (2012). *Measurement and evaluation in education*. Dorling Kindersley.
- Popham, W. J., & Sirohic, R. (1993). *Educational statistics: Use and interpretation*. Harper & Row.
- Rajamanickam, M. (2001). *Statistical methods in psychology and educational research*. Concept Publishing Company.
- Siegel, S. (1956). *Non-parametric statistics for behavioural science*. McGraw Hill.
- Singh, A. K. (1986). *Test, measurement and research methods in behavioural sciences*. McGraw Hill.
- Van Dalen, D. B. (1962). *Understanding educational research*. McGraw Hill.

Course Code: EDN 401(Major)

Course Title: Philosophical Foundations of Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Discuss the concept, scope, and functions of philosophy of education.
- Interpret the Indian and Western philosophical approaches and their implications.
- Prepare the curriculum from different philosophical perspectives.
- Illustrate the social philosophies and their application in the field of education.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Reflect on the importance of the philosophy of education.
- Explain how to use the philosophical approaches in education.
- Create knowledge, values, and curriculum from the philosophical content in education.
- Acquire knowledge of the application of social philosophy of education.

Course Content / Units

Unit I: Introduction to Philosophy of Education

- Concept & Scope of Philosophy of Education
- Determinants of Aims of Education
- Functions of Philosophy of Education: Speculative, Normative & Critical
- Information and Communication Technology and Philosophy of Education

Unit II: Philosophical Approaches in Education

Indian & Western Philosophies and their educational implications:

- Vedanta
- Buddhism
- Logical Positivism
- Dialectical Materialism

Unit III: Knowledge, Values & Curriculum

- Concept of Knowledge, methods of acquiring knowledge: Rationalism, Empiricism, and Criticism
- Theories of Knowledge (Correspondence, Consistency & Consequent theories)
- Meaning of Values, Hierarchies of Values, and Theories of Values (Subjective & Objective); Education for Value Formation
- Philosophical Bases of Curriculum: Ethical, Aesthetical & Logical

Unit IV: Social Philosophy of Education

- Democracy and its Educational Implications
- Socialism and its Educational Implications
- Social Institutions and Multicultural Education
- Equality and Equity in Education

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Book Review (Any book on Philosophy of Education)
- Educational thoughts of any philosopher
- A write-up on the life and contributions of any one educational philosopher

Suggested Readings

- Aggarwal, S. (2007). *Philosophical foundations of education*. Authorspress.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (2003). *The philosophy of education* (1st ed.). Blackwell Publisher Ltd.
- Brubacher, R. S. (1955). *Modern philosophies of education*. University of Chicago Press.
- Curren, R. (Ed.). (2003). *A companion to the philosophy of education*. Blackwell Publishing.
- Curren, R. (Ed.). (2022). *Handbook of philosophy of education*. Routledge.
- Curtis, S. J. (1968). *Introduction to philosophy of education*. Tutorial Press.
- Dewey, J. (1966). *Democracy and education: An introduction into philosophy of education*. The Free Press.
- Goswami, M. (2014). *Principles & foundations of education*. Lakshi Publishers & Distributor.
- Heyting, F. (Ed.). (2001). *Methods in philosophy of education*. Routledge.
- Hyttén, K. (Ed.). (2022). *The Oxford encyclopedia of philosophy of education*. Oxford University Press.
- Kneller, G. F. (1971). *Introduction to philosophy of education*. John Wiley & Sons.

- Luther, M. (2001). *Values and ethics in school education*. Tata McGraw Hill.
- Morris, V. C. (1966). *Existentialism in education*. Harper & Row.
- Pachauri, G. (2010). *Philosophy of education*. Lal Book Depot.
- Pathak, R. P. (2012). *Philosophical & sociological principles of education*. Pearson.
- Shah, B. L., & Shah, K. (1998). *Sociology of education*. Rawat Publications.
- Swaroop Saxena, N. (2001). *Philosophical and sociological foundations of education*. Surya Publication.
- Winch, C. (2026). Between the categorial and the normative: Challenges within contemporary analytic philosophy of education. *Journal of Philosophy of Education*, 60(2), 145–162. <https://doi.org/10.1111/jope.12345>

Course Code: EDN 402(Major)

Course Title: Advanced Educational Psychology

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concept of educational psychology and human development, including developmental processes and major theories related to adolescence.
- Relate the concepts and theories of human abilities, including intelligence, creativity, and individual differences, and their educational implications.
- Analyze the theories of motivation and learning and apply them effectively in classroom teaching-learning situations.
- Discuss personality, adjustment, and stress, and their significance in promoting learners' well-being.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the concept of educational psychology and human development.
- Examine the theories relating to human abilities.
- Evaluate the impact of the theories of motivation and learning in classroom transaction.
- Gain insight and reflect on the significance of personality, adjustment, and stress.

Course Content / Units

Unit I: Educational Psychology and Human Development

- Psychology as a basic and applied science; revolution in education through psychology
- Educational psychology: Concept and importance of educational psychology for teachers
- Human development: Concept, principles, and processes of developmental tasks of adolescents
- Theories: Havighurst's Developmental Task Theory and Erikson's Theory of Development

Unit II: Human Abilities

- Human abilities and individual differences: Concept, types, and determinants of human abilities ; role of educational institutions in meeting individual differences
- Intelligence: Concept of intelligence , biological, social, and eco-cultural determinants
- Theories of Intelligence: Guilford; Gardner's Theory of Multiple Intelligences; Goleman's Emotional Intelligence
- Creativity: Concept and process of creativity; relationship between intelligence and creativity; techniques for nurturing creativity; Theories of creativity: Taylor's Level Theory of creativity, Arieti's Theory of creativity.

Unit III: Motivation and Learning

- Motivation: Concept and factors affecting motivation
- Theories of Motivation: Atkinson's Theory; Maslow's Self-Actualization Theory
- Learning: Concept and determinants of learning
- Theories of Learning: Cognitive Behaviorism (Gestalt's Theory & Gagné's Theory), Constructivism (Ausubel's Theory & Bruner's Theory)

Unit IV: Personality, Adjustment, and Stress

- Personality: Concept, types, and determinants
- Learning approaches to personality: Trait approach, Humanistic approach
- Theories of Personality: Freud, Carl Rogers, Type A, B, C, D Theory(Type Theory)
- Adjustment: Mechanisms and implications for education; common adjustment problems of adolescents

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Plan a lesson of your choice using any one Constructivist theory of learning
- Design a model to help students cope with stress

- Conduct a case study on one student with learning difficulties in learning
- Analyze a case of a maladjusted adolescent

Suggested Readings

- Atkinson, J. W., & Feather, N. T. (1960). *A theory of achievement motivation*. Wiley.
- Bhatnagar, S. (2002). *Advanced educational psychology*. Bhargava Book House.
- Bron, R. A., & Bacon. (2002). *Essentials of psychology*. Nivedita DK Distributors.
- Chand, T. (2002). *Educational psychology*. Bhargava Book House.
- Chanal, J., & Paumier, D. (2026). Developmental differentiation of academic motivation in self-determination theory. *Motivation and Emotion*, 50(2), 215–230. <https://doi.org/10.1007/s11031-026-1001-5>(doi.org in Bing)
- Crow, R. B., & Crow, A. (1964). *Educational psychology*. Eurasia Publishing House.
- Deccece, J. P. (1970). *The psychology of learning & instruction*. Prentice Hall.
- Efklides, A., Gonida, E. N., & Kikas, E. (2026). Metamotivational processes in self-regulated learning: Implications for research and practice. *Educational Psychology Review*, 38(1), 45–68. <https://doi.org/10.1007/s10648-026-0975-2>(doi.org in Bing)
- Eysenck, H. J. (1947). *Dimensions of personality*. Kegan Paul.
- Gagné, R. M. (1976). *The conditions of learning* (2nd ed.). Rinehart & Winston.
- Gardner, P., & Kuzich, S. (2026). Writing for well-being: The therapeutic power of the compositional process. *The Australian Journal of Language and Literacy*, 49(1), 12–25. <https://doi.org/10.1007/s40857-026-0045-9>(doi.org in Bing)
- Guilford, J. P. (1967). *The nature of human intelligence*. McGraw Hill.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (2007). *Theories of personality*. Wiley India Pvt. Ltd.
- Hilgard, E. O. (1976). *Theories of learning* (4th ed.). Appleton-Century-Crofts.
- Hong, J.-C., Hung, W.-C., & Jiang, P.-H. (2026). Proactive vs. reactive metacognition in problem-solving self-efficacy. *International Journal of Technology and Design Education*, 36(3), 455–472. <https://doi.org/10.1007/s10798-026-1032-4>(doi.org in Bing)
- Kuppuswamy, B. (1963). *Advanced educational psychology*. Jalandhar University Publications.
- Maslow, A. H. (1954). *Motivation and personality*. Harper & Row.
- Winch, C. (2026). Between the categorial and the normative: Challenges within contemporary analytic philosophy of education. *Journal of Philosophy of Education*, 60(2), 145–162. <https://doi.org/10.1111/jope.12345>

Course Code: EDN 403.01(Major)

Course Title: Early Childhood Care and Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concept, scope, and importance of early childhood care and education.
- Illustrate the major theories of child development.
- Summarize the contributions of key philosophers and educationists to early childhood education.
- Evaluate pre-school education programmes, curriculum, and practices, with a focus on inclusivity, equity, and holistic child development.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Explain the concept of early childhood education.
- Identify the development of children at this stage.
- Assess the contribution of philosophers and educationists to pre-school education.
- Examine the role of pre-school education programmes and agencies.

Course Content / Units

Unit I: Development during Early Childhood

- Concept of child development: Concept, importance, scope of child development; Nee for studying children and the development process, factors influencing each stage of development and the role of adults in fostering development.
- Dimensions of child development: (a) Physical, motor, sensorial, language, (b) language & communication, (c) cognitive development (d) socio-emotional, & ethical development (e) cultural, creative, aesthetic and (f) literacy, numeracy development.
- Child development theories: Freud's Psychosexual Theory, Piaget's Cognitive Development, Erikson's Psychosocial Theory
- Tools and techniques of child study: Longitudinal & cross-sectional

Unit II: Theories & Contributions to Early Childhood Education

- Developmental theories: Maria Montessori, Howard Gardner

- Socio-cultural theories: Lev Vygotsky, Jerome Bruner
- Moral development theories: Kohlberg
- Contributions of Western and Indian thinkers: William Froebel, Pestalozzi, M. K. Gandhi, Tarabhai Modak, Aurobindo Ghosh

Unit III: Provisions and Policies for ECCE

- ECCE objectives, concept, importance of Early Childhood Education.
- ECCE policies: UNICEF ECCE Policy, National ECCE, NEP 2020 and Action Plans: Foundational Literacy and Numeracy (FLN), Sustainable Development Goals and India's Commitment .
- Role of Organisations: Ministry of Health & Family Welfare (MOHFW), Ministry of Women & Child Development (MOWCD), National Commission for the Protection of Child Rights (NCPCR)
- Issues in ECCE: Access, provisions, teacher training, diversity, equity, inclusion

Unit IV: Pre-School Education Programmes and Agencies

- Activities and programmes of pre School Education, Anganwadi and Day care programmes ECCE programme in India, Characteristics of a balanced curriculum
- Integrated Child Development Services (ICDS)
- Agencies conducting Early Childhood Education at the National level : Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare
- Agencies conducting Early Childhood Education at the International level: UNESCO, UNICEF

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Plan a culturally appropriate programme for pre-school children
- Develop an Observation schedule for observing (i) language or socio-emotional development (ii) Child rearing practice in one's community.
- Preparation of a balanced diet for children
- Case study of any one type of child abuse (identification, protection, correction)

Suggested Readings

- Austin, G. R. (2013). *Early childhood education: An international perspective*. Academic Press.
- Bloom, B. S. (1966). Stability and change in human characteristics: Implications for school reorganization. *Educational Administration Quarterly*, 2(1), 35–49. <https://doi.org/10.1177/0013161X6600200103>
- Brown, G. (1977). *Child development*. Open Books.

- Central Advisory Board of Education (CABE). (1947). *Pre-primary education*. In *Post-war development in India: A report*. Government of India.
- Educational Policies Commission. (1966). *Universal opportunities for early childhood education*. Government Printing Office.
- Evans, E. D. (1975). *Contemporary influence in early childhood education*. Holt, Rinehart & Winston.
- Ganai, M. Y., & Sayid, M. (2015). *Early child care and education*. AlKhaleel DTP Centre.
- Isaacs, S. (1933). *Social development in young children*. Routledge & Kegan Paul.
- Katz, L. G. (1970). Early childhood education as a discipline. *Young Children*, 26(2), 82–89.
- MacDonald, J. B. (1969). A proper curriculum for young children. *Phi Delta Kappan*, 50(7), 406–408.
- Ministry of Education, Government of India. (2025). *Annual report 2024–2025*. Government of India.
- Muralidharan, R. (Ed.). (1978). *Relating pre-school to primary school*. Indian Association of Pre-School Education.
- Muralidharan, R., & Banerji, U. (1969). *A guide for nursery school teachers*. NCERT.
- National Council of Educational Research and Training (NCERT). (2025). *Programme advisory committee projects: Updating curriculum, syllabi and textual materials (Post-NEP 2020)*. NCERT.
- Rawat, D. S. (1970). *Pre-primary teacher education curriculum*. NCERT.
- UNESCO. (1976). *World survey of pre-school education*. UNESCO.
- UNESCO. (1979). *New approaches to education of children of pre-school age: Report of a regional meeting of experts*. UNESCO Regional Office for Education in Asia and Oceania.
- UNICEF. (2024). *Early childhood development and equity report*. UNICEF.
- World Bank. (2023). *Quality early childhood education for sustainable development*. World Bank Publications.

Course Code: EDN 403.02 (Major)
Course Title: Inclusive Education
Total Contact Hours: 60
Credits: 4
Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concept, principles, and significance of inclusive education, including its historical development and distinction from special and integrated education.
- Familiarize students with national and international policies, conventions, and legal frameworks that promote inclusive education.
- Illustrate diversity in the classroom and identify barriers to inclusion.
- Equip students with skills to create and manage inclusive learning environments using appropriate teaching strategies, collaboration, and support systems.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the concept and information of inclusive education.
- Explain conventions and policies promoting inclusive education.
- Examine diversity and inclusion in the classroom.
- Build inclusive learning environments at the school level.

Course Content / Units

Unit I: Introduction and Perspective of Inclusive Education

- Concept, scope, principles, importance of Inclusive Education
- Historical perspective globally and in India
- Difference between special, integrated, and inclusive education
- Advantages of inclusive for education of all children in the context of RTE

Unit II: Conventions and Policies

- International declarations: Universal Declaration of Human Rights (1948), World Declaration of Education for All (1990)
- International Conventions and Framework: United Nations Convention of Rights of Persons with Disabilities (2006), Salamanca Framework (1994)
- National Commissions and Policies: National Policy for Persons with Disabilities (2006), NEP 2020
- National Acts/ Programmes: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009)

Unit III: Diversity and Inclusion

- Diversity in the classroom: Forms of diversity (individual characteristics- psychological, social, economic aspect), students' exceptionality- intellectual, physical, sensory, educational, social deviance
- Identifying barriers to Inclusion : Attitudinal, Systemic, Structural
- Exclusion vs. inclusion: equity, equality, rights-based approach to Education
- Steps for inclusion and promotion of Inclusion : physical, academic and social access; teachers as agents of change; assistive technology: for promotion of inclusion.

Unit IV: Building Inclusive Learning Environments

- Steps for inclusive education
- Strategies for inclusive education: classroom management, effective communication, promoting Positive Behaviour and Reflective teaching.
- Methods of Teaching: Peer tutoring, Cooperative learning
- Approaches to Inclusive Education & Collaboration: Co-teaching, Mentoring, Coaching; Working with parents and guidance workers.

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Critical appraisal of RTE Act in the context of inclusion
- Conduct a survey in a local school/area to ascertain the prevailing (i) attitude or (ii) practice for inclusion of children with diverse needs.
- Study and review any one national policy in light of inclusive education

- Conduct a Survey in a local school in building inclusive learning environments.

Suggested Readings

- Aggarwal, J. C. (2015). *Essentials of educational psychology*. Vikas Publishing House.
- Ahuja, A., & Jangira, N. K. (2002). *Effective teacher training: Cooperative learning-based approach*. National Publishing House.
- Alur, M., & Bach, M. (2010). *Inclusive education: From rhetoric to reality – The North South Dialogue II*. Viva Books.
- Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education for visually handicapped*. Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Heinemann Educational Publishers.
- Maitra, K. (2008). *Inclusion: Issues and perspectives (For teachers, teacher educators and parents)*. Kanishka Publishers.

- National Council of Educational Research and Training (NCERT). (2025). *Programme advisory committee projects: Updating curriculum, syllabi and textual materials (Post-NEP 2020)*. NCERT.
- Rapp, W. H., & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Paul H. Brookes.
- Rehabilitation Council of India (RCI). (2008). *Status of disability in India*. RCI.
- Sayer, J. (1987). *Special needs in ordinary schools: Secondary schools for all?* Biddles Limited.
- Sharma, P. L. (1990). *Teachers' handbook on IED: Helping children with special needs*. NCERT.
- Sharma, P. I. (2003). *Planning inclusive education in small schools*. Regional Institute of Education, Mysore.
- UNESCO. (2024). *Inclusive education: Global monitoring report*. UNESCO Publishing.
- United Nations. (2006). *Convention on the rights of persons with disabilities*. United Nations.
- World Bank. (2023). *Inclusive education in South Asia: Policy reforms and practices*. World Bank Publications.

Course Code: EDN 403.03 (Major)

Course Title: Curriculum Development and Instruction

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Explain the concept, scope, and foundations of curriculum, along with principles and approaches to curriculum planning.
- Communicate the processes, models, and principles of curriculum design and development.
- Illustrate curriculum transaction and the effective use of instructional materials for enhancing teaching–learning processes.
- Equip students with knowledge and skills for curriculum evaluation and improvement, including formative and summative evaluation practices.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Explain the concept of curriculum and curriculum planning.
- Disseminate knowledge of curriculum and curriculum design.
- Discuss the importance of instructional material and curriculum transaction.
- Apply knowledge and skills for curriculum evaluation.

Course Content / Units

Unit I: Introduction and Curriculum Planning

- Concept and scope of curriculum
- Foundations of curriculum – Philosophical, Social, Psychological
- Basic considerations of curriculum planning
- Approaches to curriculum

Unit II: Curriculum Design and Development

- Curriculum design: Concept, components, and types of curriculum design
- Models of curriculum design and development
- Principles of curriculum construction
- Process of curriculum development

Unit III: Instructional Materials and Curriculum Transaction

- Curriculum transaction: Concept and process

- Instructional materials: Textbooks – preparation and evaluation, allied materials
- Curriculum transaction approaches
- Instructional planning for effective teaching; role of teachers as curriculum practitioners

Unit IV: Curriculum Evaluation

- Curriculum Evaluation – Need and importance
- Curriculum Evaluation Models
- Phases of Curriculum Evaluation – Formative and Summative
- Curriculum revision: Role of students, teachers, and educational administrators in curriculum change and improvement

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment / Seminar – 10 Marks

Activities (Any One):

- Designing curriculum at any level of education
- Preparing materials for classroom teaching
- Evaluating curriculum at any level of education

Suggested Readings

- Aggarwal, J. C. (1990). *Curriculum reform in India*. Doaba.
- Benavot, A., Merrill, J., & Williams, B. J. H. (2026). *Transversal competencies in Asian countries and beyond*. Springer.
- Bhardwaj, A. (1997). *Elements of curriculum*. Sarup and Sons.
- Coburn, N., & Derby-Talbot, R. (2026). *Locating innovation in higher education*. Springer.
- Das, R. C. (1987). *Curriculum and evaluation*. NCERT.
- Dell, R. C. (1986). *Curriculum improvement: Decision-making process* (6th ed.). Holt, Rinehart & Winston.
- English, F. W. (2000). *Deciding what to teach and test*. Corwin Press.
- Erickson, H. L. (2000). *Concept-based curriculum and instruction*. Corwin Press.
- Holt, Rinehart, & Winston. (1980). *Managing curriculum: Curriculum transaction and evaluation*. R. Lall Book Depot.
- International Journal of Educational Development. (2026). Latest issues on curriculum reforms and instructional practices. Elsevier.
- International Journal of Educational Research. (2026). Current studies on curriculum evaluation and instructional design. Elsevier.
- NCERT. (1984). *Curriculum evaluation*. NCERT.
- NCERT. (1988). *National curriculum for elementary & secondary education: A framework*. NCERT.

- NCERT. (2026). *Five years of NCERT textbook revisions: 2022–2026*. Education for All in India.
- Reddy, M., et al. (1984). *Curriculum development and educational technology*. Sterling Publishers.
- Reddy, M., et al. (1989). *Curriculum development and educational technology*. Sterling Publishers.
- Sandretto, S., Carr, C., & Tilson, J. (2026). “More like a manifesto than a curriculum”: A collaborative, critical discussion on English curriculum-making. *New Zealand Journal of Educational Studies*.
- Sharma, A. (2017). *Curriculum and teaching methods*. ABD Publishers.
- Sharma, R. A. (2007). *Curriculum planning for better teaching & learning* (4th ed.). R. Lall Book Depot.
- Sharma, R. A. (2007). *Managing curriculum: Curriculum transaction and evaluation*. R. Lall Book Depot.
- Srivastava, H. S. (2014). *Curriculum and methods of teaching*. Shipra Publications.
- Stephen, J. S. (2026). *Designing learner-centered online courses*. Springer Texts in Education.
- Thangasamy, K. S. (2006). *Curriculum development*. Neelkamal Publications.
- Tyler, R. W. (1962). *Curriculum development: Theory and practice*. Harcourt Brace Jovanovich.
- Tyler, R. W. (1974). *Basic principles of curriculum and instruction*. University of Chicago Press.
- UNESCO. (2025). *Global report on curriculum innovation and equity*. UNESCO Publishing.

Websites / Online Resources

- NCERT Curriculum Updates (2022–2026):<https://educationforallinindia.com>
- Springer Curriculum Studies Collection
(2026):[https://link.springer.com/subject/curriculum-studies\(link.springer.com in Bing\)](https://link.springer.com/subject/curriculum-studies(link.springer.com%20in%20Bing))
- International Journal of Educational Development
(Elsevier):[https://www.sciencedirect.com/journal/international-journal-of-educational-development\(sciencedirect.com in Bing\)](https://www.sciencedirect.com/journal/international-journal-of-educational-development(sciencedirect.com%20in%20Bing))
- International Journal of Educational Research
(Elsevier):[https://www.sciencedirect.com/journal/international-journal-of-educational-research\(sciencedirect.com in Bing\)](https://www.sciencedirect.com/journal/international-journal-of-educational-research(sciencedirect.com%20in%20Bing))

Course Code: EDN 404.01(Minor)
Course Title: Mental Health Education
Total Contact Hours: 60
Credits: 4
Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concept, importance, and principles of mental health and mental hygiene.
- Create awareness about mental illnesses, their causes, stigma, and impact, and familiarize students with the rights of persons with mental illness.
- Distinguish between normal and abnormal behaviour and understand various psychological and developmental disorders.
- Acquaint students with different approaches to psychotherapy and their role in promoting mental health and treating psychological disorders.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the importance of mental health and maintenance of mental hygiene.
- Develop awareness about mental illness, its stigmatization, and impact on persons with mental illness, and be acquainted with the rights of persons with mental illness.
- Identify abnormal behaviour and types of abnormality.
- Develop awareness of different psychotherapy techniques.

Course Content / Units

Unit I: Introduction to Mental Health and Hygiene

- Mental health: Concept, functions, principles of mental health, Mental Health Education: concept and importance
- Factors affecting Mental health; criteria for a mentally healthy person, factors affecting Mental health
- Mental hygiene: Concept and objectives of Mental hygiene
- Maintaining good Mental health: Role of home, school, and society in maintaining good mental health.

Unit II: Understanding Mental Illness

- Mental distress and mental health problems: Concept of Mental illness, causes of mental illness and prevalence of mental illness.
- Stigmatization of Mental illness: Concept of stigma, its manifestation, factors

contributing to stigma, its impact on mental health.

- Strategies to address stigma and discrimination against persons with mental health illness.
- Rights of persons with mental illness: Mental Healthcare Bill, 2017

Unit III: Normal and Abnormal Behaviour

- Normal and Abnormal: Concept of normal and abnormality, Perspectives on abnormality from superstition to Science
- Assessment and diagnosis: Diagnostic and Statistical Manual of Mental Disorders (DSM-V)
- Childhood disorders: Disruptive behaviour, ADHD, Autism
- Major psychological disorders: Anxiety disorder, Somatoform disorder, dissociative disorder, Mood disorder, schizophrenia, personality disorder, substance-related disorders.

Unit IV: Psychotherapy

- Psychotherapies: Concept, goals, approaches
- Psychodynamic therapy
- Behaviour therapies: Classical and operant conditioning
- Cognitive therapies: Mindfulness-based therapy, schema-focused cognitive therapy

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Breathing and yogic exercises for mental rejuvenation
- Testing the mental health of subjects
- Case study of any one of the mental health care institution

Suggested Readings

- American Psychological Association. (2025). *Mental health and stigma: Advances in research and practice*. APA Publishing.
- Bhan, S., & Dutt, N. K. (1986). *Mental health through education*. Vision Books.
- Brown, J. F. (1940). *The psychodynamics of abnormal behaviour*. McGraw Hill.
- Carroll, H. A. (1979). *Mental hygiene*. Prentice Hall.
- Chauhan, J. C. (1986). *Mental hygiene*. Allied Publishers.
- Crow, D., & Crow, A. (1970). *Mental hygiene*. McGraw Hill.
- Cyril, M. F. (1969). *Behavior therapy*. McGraw Hill.
- Dollard, J., & Miller, N. E. (1970). *Personality and psychotherapy*. University of Chicago Press.
- Enelow, A. J. (1977). *Elements of psychotherapy*. Oxford University Press.

- Haley, J. (1993). *Uncommon therapy: The psychiatric techniques of Milton H. Erickson, M.D.* W. W. Norton & Company.
- Korchin, S. J. (1986). *Modern clinical psychology* (Indian ed.). CBS Publishers.
- Lancet Psychiatry. (2024–2026). Latest issues on global mental health, stigma, and psychotherapy. Elsevier.
- Maurus, J. (1976). *Mental hygiene*. Better Yourself Books.
- National Committee for Mental Hygiene. (1913). *Handbook of the mental hygiene movement and exhibit*. National Committee for Mental Hygiene.
- National Institute of Mental Health (NIMH). (2026). *Annual report on mental health research and policy*. U.S. Department of Health & Human Services.
- Page, J. P. (1970). *Abnormal psychology* (Indian ed.). Tata McGraw Hill.
- Rayan, W. C. (1970). *Mental health through education*. Commonwealth Publishers.
- Robertson, R. (2009). *Mental hygiene: Essays on writers and writing*. Insomniac Press.
- Sharf, R. S. (2015). *Theories of psychotherapy and counseling: Concepts and cases*. Cengage Learning.
- Thayer, L. (2014). *Mental hygiene*. Xlibris Corporation.
- UNESCO. (2025). *Global report on mental health education and equity*. UNESCO Publishing.
- World Health Organization. (2024). *World mental health report: Transforming mental health for all*. WHO.

Course Code: EDN 404.02 (Minor)

Course Title: Foundations of Teaching

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Explain the concept, objectives, and competencies of teaching, along with the need for professional development of teachers.
- Practice communication skills and communication processes for effective teaching and identify barriers of communication.
- Equip students with effective teaching skills and methods, including communication skills, reflective teaching, and innovative instructional strategies.
- Integrate Information and Communication Technology (ICT) in teaching-learning processes, including assessment and remedial instruction.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Explain the concept, preparation, and delivery of teaching.
- Develop communication skills for effective teaching.
- Acquaint themselves with methods of teaching at the tertiary level.
- Apply ICT in teaching.

Course Content / Units

Unit I: Introduction to Teaching

- Teaching: Concept, objectives, competencies
- Goals and objectives: Formulation of overall and long-term goals, mental preparedness
- Preparation for teaching: Strategic preparation of the course/subject, tactical preparation of specific lectures, mental preparation at both strategic and tactical levels.
- Delivery of lessons: Language use, enthusiasm, relationship with the class, demonstrating and encouraging competence, clarity, humor, understanding student context, linking, interaction, inductive teaching

Unit II: Communication Skills for Effective Teaching

- Communication: Meaning, nature, importance; Communication skills : interpersonal communication skills, verbal communication skills, Nonverbal

Communication , Using communication skills, Impact of teacher's communication skills on teaching.

- Communication process: Components (context, sender, message, medium, recipient, feedback)
- Models of communication: Shannon's Model of the communication process, Craig's Constitutive Metamodel
- Communication barriers: Effects of communication barrier, body language in communication , feedback communication.

Unit III: Methods of Teaching at Tertiary Level

- Reflective teaching: Exploring teaching, academic preparation, understanding learners, organizing for teaching: Creative Teaching: Fluency, Flexibility, Originality and Elaboration in teaching.
- Problem solving: Seeking information, generating knowledge, making decisions, try out a decision, evaluate the result.
- Brainstorming: Associative brain storming techniques: Word storm, association, mind mapping, Word Bank, Visual association and Idea switch.
- Inquiry-based learning: Questioning, planning, investigating, recording and reporting, reflecting

Unit IV: Use of ICT in Teaching

- Use of computers in teaching
- Use of ICT in teaching and learning
- Use of ICT in testing

- Use of ICT in diagnostic testing , remedial teaching and remedial test.

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Make an analysis of NCTE Regulations 2014
- Evaluation of Curriculum : A Critical study of teacher education curricula at different levels
- Case study of any one of the teacher education institutes.

Suggested Readings

- Bajpai, A. D., & Leedham, J. F. (1970). *Aspects of educational technology* (Part IV). Pitman Publishing.
- Bloom, B. S. (1974). *Taxonomy of educational objectives: Handbook I, cognitive domain*. Longman Group.

- Chauhan, S. S. (1989). *Innovations in teaching-learning process*. Vikas Publishing House.
- Darling-Hammond, L., & Oakes, J. (2024). *Preparing teachers for a changing world: Equity, diversity, and innovation*. Teachers College Press.
- Deceeco, J. P. (1970). *The psychology of learning and instructional technology*. Prentice Hall of India.
- International Journal of Educational Technology in Higher Education. (2025). Latest issues on ICT integration and teaching innovation. Springer.
- Kochhar, S. K. (1981). *Methods and techniques of teaching*. Sterling Publishers.
- Mohanty, J. (2001). *Educational technology*. Deep & Deep Publications.
- National Council for Teacher Education (NCTE). (2025). *Annual report on teacher education reforms post-NEP 2020*. Government of India.
- OECD. (2026). *Teaching for the future: Innovation and digital pedagogy*. OECD Publishing.
- Ruhela, S. P. (1991). *Educational technology: A systemic textbook*. Associated Publishers.
- Sampath, K. (1992). *Instruction to educational technology* (3rd rev. ed.). Sterling Publishers.
- Sharma, R. A. (1982). *Programmed instruction: An instructional technology*. International Publishing House.
- Sharma, R. A. (1991). *Technology of teaching*. International Publishing House.
- Skinner, B. F. (1968). *The technology of teaching*. Appleton-Century-Crofts.
- UNESCO. (2025). *ICT in education: Global monitoring report*. UNESCO Publishing.

Course Code: EDN 404.03 (Minor)
Course Title: Guidance and Counselling
Total Contact Hours: 60
Credits: 4
Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concept, principles, and significance of guidance and counselling in education.
- Familiarize students with counselling approaches, applications, and ethical responsibilities of counsellors.
- Equip students with knowledge of tools and techniques used in guidance and counselling.
- Organize guidance services in educational institutions and recognize the role of teachers, parents, and community.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Explain the concept of guidance and counselling.
- Illustrate counselling approaches and their implications.
- Acquaint themselves with tools and techniques of guidance and counselling.
- Examine the concept and organization of guidance services.

Course Content / Units

Unit I: Guidance

- Concept, principles, functions, need, significance of Guidance
- Bases of Guidance: Philosophical, sociological, pedagogical, psychological
- Types of Guidance: Personal, educational, vocational-nature, need and scope
- Research and trends in guidance

Unit II: Counselling

- Concept, Principles of Counselling. Difference between guidance and counselling
- Counselling Approaches: Directive, Non-directive, Eclectic: basic assumptions, steps, procedure, advantages and limitations.
- Role and functions of a Counsellor, Professional Education of the Counsellor- qualifications, training, certification
- Characteristics of effective counselling; ethical issues in Counselling- professional and personal.

Unit III: Tools and Techniques

- Techniques of Guidance : Testing and non-testing techniques
- Use of test in guidance : Psychological tests(Intelligence, aptitude, interest, personality), limitations of testing techniques in Guidance.
- Use of Tools in Guidance : Cumulative record, rating scale, questionnaire, anecdotal record, autobiography
- Use of Techniques in Guidance : Interview, observation, case study, sociometry

Unit IV: Guidance Services

- Meaning, need of guidance services, types of guidance services: : Orientation, information service- Academic and vocational counselling -personal, career, academic
- Principles of organizing services; organization of various guidance services at different levels of education
- Individual information service: types of data, sources of information, filing information, dissemination of information .
- Role of teachers, parents and community in guidance programmes.

Internal Assessment

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Application of any one test, tool or technique on subjects
- Visit to any one educational institution to investigate on the status of Guidance services provided to students and reporting.

- Conduct a mock counselling session and report
- Preparation of a case study report
- Writing a report on a visit to a special school

Suggested Readings

- Alam, S. (2008). *Basics of guidance and counselling*. Global Vision Publishing House.
- American Psychological Association. (2025). *Counselling psychology: Advances in practice and ethics*. APA Publishing.
- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A practical approach* (Vol. II). Vikas Publishing House.
- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective* (Vol. I). Vikas Publishing House.
- Chaturvedi, R. (2013). *Guidance and counselling techniques*. Crescent Publishing.
- Corey, G. (1986). *Theory and practice of counselling and psychotherapy* (3rd ed.). Brooks/Cole.
- Cormier, L., & Hackney, H. (1987). *The professional counsellor*. Prentice Hall.

- David, A. (2012). *Guidance and counselling*. Commonwealth Publishers.
- Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to counselling and guidance*. Pearson Education India.
- Gladding, S. T. (1995). *Counselling: A comprehensive profession* (3rd ed.). Prentice Hall of India.
- Gowtham, R. (2013). *Guidance and counselling*. Astha Publishers.
- Gururani, G. D. (2006). *Guidance and counselling: Educational, vocational and career planning*. Akansha Publishing House.
- International Journal for the Advancement of Counselling. (2026). Current issues in school counselling and guidance services. Springer.
- Kinra, A. K. (2008). *Guidance and counselling*. Pearson Education.
- Koshy, J. S. (2004). *Guidance and counselling*. Dominant Publishers.
- Lee, C.-K. N. (2017). *A case study to review school guidance programme in a secondary school: Teachers' and students' perspectives*. Open Dissertation Press.
- Madhukar, I. (2006). *Guidance and counselling*. Authors Press.
- National Council of Educational Research and Training (NCERT). (2025). *Guidance and counselling in schools: Policy and practice updates*. NCERT.
- Rao, S. (2017). *Counselling and guidance* (3rd ed.). McGraw Hill Education.
- Saraswat, R. K., & Gaur, J. S. (1994). *Manual for guidance counselors*. NCERT.
- Shah, A. (2008). *Basics of guidance and counselling*. Global Vision Publishing House.
- Sharf, R. S. (2005). *Applying career development theory to counselling*. Wadsworth Publishing.
- UNESCO. (2024). *Global report on guidance and counselling in education*. UNESCO Publishing.
- World Health Organization. (2023). *Mental health and counselling in schools: Policy frameworks*. WHO.

Course Code: EDN 404.04 (Minor)

Course Title: History of Indian Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Relate the evolution of education in India from ancient to modern times, including Vedic, Buddhist, and medieval systems.
- Recognize major educational developments during the British period, including committees, commissions, and policy initiatives.
- Describe educational policies, programmes, and commissions in post-independent India and their impact on different levels of education.
- Identify recent educational initiatives and reforms, including constitutional provisions in Indian education.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Conceptualize the objectives, agencies, curriculum, teaching methods, teacher-pupil relationships, and discipline in Vedic, Buddhist, and Muslim education systems.
- Familiarize themselves with contributions of major committees and commissions during the British period.
- Acquire knowledge of policies and programmes related to various levels of education since independence.
- Recognize the importance of recent initiatives and constitutional provisions in Indian education.

Course Content / Units

Unit I: Education in Ancient India

- Objectives, agencies, curriculum of Ancient India .
- Teaching methods and discipline in Vedic education
- Jainism and Buddhist education
- Educational Institutions/ Centers of higher learning in Ancient India

Unit II: Education in Medieval India

- Introduction to Medieval Education.
- Nature, objectives, types, and implications of Islamic education

- Parallel systems of Hindu and Muslim education
- Recommendations of Early Missionary activities

Unit III: Education in British India (1854–1947)

- Raja Rammohan Roy; Macaulay's Minutes (1835)
- Wood's Despatch (1854); Hunter Commission (1882)
- Indian Universities Commission (1902); Indian Universities Act (1904)
- Calcutta University Commission (1917–1919)
- Basic Education; Sergeant Report (1944)

Unit IV: Education in Post-Independent India

- Education articles, Salient features and recommendations of University Education Commission (1948)
- Secondary Education Commission (1952)
Education Commission (1964–66); National Policy on Education (1986);
- Programme of Action (1992), NEP-2020
- Delors Commission (1996); National Knowledge Commission (2006); Right to Education Act (2009)

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Book review (any book on history of Indian education)
- Educational thoughts of any one activist
- Study and review of any one national policies of Education.

Suggested Readings

- Aggarwal, J. C. (2005). *History of modern Indian education*. Vikas Publishing House.
- Aggarwal, J. C. (2013). *Landmarks in the history of modern Indian education* (7th ed.). Vikas Publishing House.
- Altekar, A. S. (1951). *Education in ancient India*. The India Book House.
- Banerje, J. P. (1985). *Education in Indian past, present and future* (Vol. 1). Central Library.
- Biswas, A., & Agrawal, S. P. (1994). *Development of education in India: A historical survey of educational documents before & after independence*. Concept Publication.
- Chatterjee, C. (1957). *Vedantic education*. Gouranga Cultural Research Institute.
- Dutta, D. M. (1958). *Six ways of knowing*. University Press.
- Government of India, Ministry of Education. (2025). *Annual report 2024–2025*. Government of India.

- Hiriyana, M. (1949). *The essentials of Indian philosophy*. George Allen & Unwin.
- Hiriyana, M. (1983). *Outlines of Indian philosophy*. Blackie & Son.
- Keay, F. E. (1980). *Ancient Indian education: Origins, development & ideals*. Cosmo Publications.
- Khan, M. S. (1990). *Education, religion & the modern age*. Asia Publications House.
- Mitra, V. (1964). *Education in ancient India*. Arya Book Depot.
- Mookherjee, R. K. (1960). *Ancient Indian education: Brahminical & Buddhist*. Motilal Banarsidass.
- National Council of Educational Research and Training (NCERT). (2025). *Programme advisory committee projects: Updating curriculum, syllabi and textual materials (Post-NEP 2020)*. NCERT.
- Nurullah, S., & Naik, J. P. (1951). *History of education in India (1800–1947)*. Macmillan.
- UNESCO. (2024). *Education for sustainable futures: Global monitoring report*. UNESCO Publishing.
- World Bank. (2023). *Education in South Asia: Policy reforms and outcomes*. World Bank Publications.

Course Code: EDN 404.05(Minor)

Course Title: Elementary Statistics in Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Explain the basic statistical concepts and data types, including measures of central tendency, variability, and normal distribution.
- Equip students with skills to represent and summarize data effectively using tabular and graphical methods.
- Analyze relationships between variables, including correlation, regression, and chi-square analysis; apply inferential statistical techniques, including hypothesis testing, and use statistical software for educational research.
- Use appropriate procedures and demonstrate competence for qualitative data analysis.

Course Outcomes (COs)

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

- Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and variation.
- Examine relationships between and among different types of variables in a research study.
- Explain or predict values of a dependent variable based on independent variables; estimate population characteristics and test hypotheses using sample data.
- Estimate the characteristics of Populations based on their sample data, test specific hypotheses about populations based on their sample data.
- Use appropriate procedures to analyze qualitative data and demonstrate competence in statistical packages for data analysis.

Course Content / Units

Unit I: Descriptive Analysis of Quantitative Data

- Data types: Nominal, ordinal, interval, ratio
- Data levels: Individual and group
- Description and comparison of groups : Measures of central tendencies and

dispersion: Assumptions, uses, interpretation

- Normal distribution: Theoretical and empirical distributions, deviations from normality and underlying causes, Characteristics of Normal probability curve and its applications.

Unit II: Graphical Representation of Data

- Organization of data
- Histogram, polygon, bar diagram, pie diagram, ogive
- Percentile rank
- z-scores, T-scores, stanines

Unit III: Data Relations

- Examining Relationships : Product moment (grouped and ungrouped), Rank order
- Partial and Multiple Correlations
- Linear Regression Analysis : Concept of regression, simple regression equation and prediction
- Chi-square test: Equality, independence, normality

Unit IV: Inferential Analysis of Quantitative Data

- Estimation of parameters: Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Null hypotheses, types of error.

Levels of significance, testing the Significance of difference with the following statistics for Independent and correlated samples

- t-test (one sample, two sample), Analysis of variance and Co- variance one way (ANOVA, ANCOVA) concepts, assumptions, uses

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given Hypothesis.

Suggested Readings

American Educational Research Association (AERA). (2025). *Advances in quantitative methods in education research*. AERA Publications.

- Conover, W. J. (1971). *Practical non-parametric statistics*. John Wiley & Sons.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. McGraw Hill.
- Field, A., Miles, J., & Field, Z. (2024). *Discovering statistics using SPSS* (6th ed.). Sage.
- Gibbons, J. D. (1971). *Non-parametric statistical inference*. McGraw Hill.
- Glass, G. V., & Hopkins, K. D. (1996). *Statistical methods in education and psychology* (3rd ed.). Allyn & Bacon.
- Guilford, J. P., & Fruchter, B. (1987). *Fundamental statistics in education and psychology* (6th ed.). McGraw Hill.
- Henry, G. T. (1995). *Graphing data: Techniques for display and analysis*. Sage.
- Howell, D. C. (1997). *Statistical methods for psychology*. Duxbury Press.
- Huck, S. W. (2007). *Reading statistics and research*. Allyn & Bacon.
- International Journal of Educational Research. (2026). Current issues on statistical applications in education. Elsevier.
- OECD. (2025). *Data analytics for education policy and practice*. OECD Publishing.
- Popham, W. J., & Sirohic, R. (1993). *Educational statistics: Use and interpretation*. Harper & Row.
- UNESCO. (2024). *Statistics in education: Global monitoring report*. UNESCO Publishing.

Semester-VIII

Course Code : EDN-450.01 (Major)

Course Title: Information and Communication Technology (ICT) in Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

This course enables students to:

- Explain the concept, scope, and significance of ICT in education, including legal, ethical, and environmental considerations.
- Summarize the integration of ICT into the teaching-learning process, including instructional design models and digital learning platforms.
- Use ICT for evaluation, data management, and tracking student progress effectively.
- Examine recent trends in ICT for professional development and educational research, including MOOCs, virtual classrooms, and web-based collaborative tools.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the concept of ICT in education.
- Conceptualize ICT for teaching-learning processes.
- Apply ICT for evaluation and data management.
- Acquaint themselves with ICT trends for professional development and educational research.

Course Content / Units

Unit I: Introduction to ICT

- Meaning, scope, significance of ICT
- National Policy on ICT for Education
- Educational applications of ICT
- Legal, ethical, and environmental issues of ICT in Education.

Unit II: ICT for Instructional System

- Integration of ICT in teaching-learning process
- Instructional design: Personalized System of Instruction (PSI), learner Controlled Instruction (LCI), Computer Aided Instruction (CAI)
- Learning Management Systems (LMS) and Content Management Systems (CMS)
- Blog-based learning and teaching and applications of Artificial Intelligence .

Unit III: ICT for Evaluation

- Use of ICT-based tests
- Using ICT software tools for data management, analysis of results and tracking students' achievement
- Documentation and communication of evaluation using open-source software and digital content, smart portfolios assessment
- Online teaching and testing

Unit IV: Professional Development and Educational Research

- Recent trend of ICT in education - MOOCs,(massive online open courses) mobile learning, ubiquitous learning, personalized learning
- Teacher-generated open content
- Virtual classrooms, blogs, discussions, forums on research.
- Web-based technologies: e-learning, simulation, video conferencing, teleconferencing

Internal Assessment-25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Creating a peer network using social networking platforms
- Creating websites, discussion forums, and emails
- Online testing/examination

Suggested Readings

- Abbott, C. (2005). *ICT: Changing education*. Taylor & Francis.
- Arulsamy, S. (2009). *Application of ICT in education*. Neelkamal Publications.
- Chunawalla, S. A. (2010). *Mass communications and media studies*. Himalaya Publishing House.

- Fu, J. S. (2013). ICT in education: A critical literature review and its implications. *International Journal of Education and Development using ICT*, 9(1), 112–125.
- Kharbiryumbai, B., & Brinda, B. (2013). *ICT in education* (Vols. 1–2). EBH Publishers.
- Leask, M. (2002). *Issues in teaching using ICT*. Taylor & Francis.
- Paassi, B. K., Khandai, H., & Mathur, A. (2012). *Professional development and ICT in education*. APH Publishing Corporation.
- Springer Nature. (2022). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation. *Education and Information Technologies*, 28(11), 6695–6726. <https://doi.org/10.1007/s10639-022-11456-7>(doi.org in Bing)
- UNESCO. (2022). *Guidelines for ICT in education policies and masterplans*. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org>
- UNESCO. (2024). *ICT in education: Global monitoring report*. UNESCO Publishing.
- UNESCO. (n.d.). ICT in education projects and policy. Retrieved from <http://www.unescobkk.org/education/ict/>
- World Bank. (2023). *International surveys of ICT use in education*. World Bank Publications.
- World Economic Forum. (2025). *Future of digital learning: ICT and AI in education*. WEF Report.

Course Code: EDN-450.02 (Major)

Course Title: Educational Testing and Evaluation

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

This course enables students to:

- Describe the basic concepts of testing, measurement, and evaluation.
- Acquaint with test indices such as reliability, validity, and norms.
- Construct, standardize, and improve various types of tests.
- Prepare questionnaires, rating scales, attitude scales, and observation/interview schedules for educational assessment and research.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the fundamental concepts of test and evaluation.
- Employ test indices required for preparation of research tools.
- Carry out test construction and standardization, including parametric and non-parametric tests.
- Construct questionnaires and scales for educational research.

Course Content / Units

Unit I: Fundamental Concepts

- Test: Concept of Test, classification of tests
- Norm-referenced vs criterion-referenced testing
- Measurement: Concept of measurement, nominal, ordinal, interval, ratio scales
- Evaluation: concept, process, purpose of evaluation, formative and summative evaluation

Unit II: Test Indices

- Reliability: concept, methods, factors affecting reliability
- Validity: concept, methods, factors affecting validity
- Relationship between reliability and validity
- Norms: Concept and types - age, grade norms, percentile, Z-score, T-score, stanine norms.

Unit III: Test Construction & Standardization

- Principles of test construction and its standardization
- Types of items: essay, short answer, objective type test items
- General Steps of test construction & standardization with reference to achievement tests: planning, blueprint, item writing
- Improving quality of test items through Item analysis: item difficulty, difficulty, item discrimination and item distracters.

Unit IV: Construction of Questionnaire and Scale

- Construction of Questionnaire
- Construction of an Attitude scale
- Construction of a Rating scale
- Construction of Observation and Interview Schedules

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Construction of an achievement test on anyone school subject
- Prepare an attitude scale using anyone method
- Construct a tool for content validity

Suggested Readings

- Anastasi, A. (1976). *Psychological testing* (4th ed.). McMillan.
- American Educational Research Association (AERA). (2022). *Standards for educational and psychological testing*. AERA.
- Bhalla, V. (1999). *Development of question banks: Principles and practices*. AIU.
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- Ebel, R. L., & Frisbie, D. A. (1986). *Essentials of educational measurement*. Prentice Hall.
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Course Code: EDN 451.01 (Minor)

Course Title: Women Studies and Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Explain basic concepts, history, and status of women, including gender identity and social constructions of femininity and masculinity.
- Comprehend feminist theories and perspectives on education, and the influence of gender on learning and societal roles.
- Examine the relationship between gender, nationalism, and school education, including access, disparities, and curriculum implications.
- Appraise constitutional, legal, and institutional provisions for women's empowerment, including national policies and the role of international and local organizations.

Course Outcomes (COs)

After completing the course, students will be able to:

- Develop understanding about basic concepts relating to the status of women.
- Acquaint themselves with theories associated with gender and its effect on women's education.
- Recognize women as agents for transformation of society and nation.
- Familiarize themselves with constitutional and legal provisions for women's empowerment.

Course Content / Units

Unit I: Basic Concepts of Women Education

- Women empowerment: Concept and importance
- History of women's education in India
- Biological determinism: Femininity and masculinity; social construction of gender and identity
- Gender and educational discourse in post-independence India

Unit II: Feminism, Gender and Education

- Concepts of patriarchy, matriliney, matriarchy
- Feminist theories: Liberal, radical, socialist, post-modern feminism
- Instrumentalist approach to women's education with special reference to India

- Emergence of Gender specific roles in cross-cultural perspectives; issues and challenges of gender equality

Unit III: Nationalism, Gender and School Education

- Concept and construction of Nationalism and its relationship with gender
- Role of education in constructing nationalism and gender
- Gender, ideology, and school curriculum
- Diversities and disparities in access to schooling and drop-outs in relation to caste, tribe, religion, region

Unit IV: Constitutional and Legal Provisions

- Legal rights of women: (CEDAW), ERA 1976, MTP Act 1971, National Policy for Women Empowerment 2001, Domestic Violence Act 2005, Dowry Prohibition Act 1961
- Role of international organizations for Empowering Women: UN Women, SDG-5
- Government initiatives for empowering women
- Agencies for empowering Women : Government and NGOs

Internal Assessment -25 Marks

1. Internal Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Case study of successful women in entrepreneurship
- A Study on women's livelihood in rural areas
- Contribution of women as agents for transformation of society – to investigate at the local level.

Suggested Readings

- Bagchi, J., Guha, J., & Sengupta, P. (1997). *Loved and unloved: The girl child in the family*. Stree.
- Banerjee, N. (1989). Working women in colonial Bengal: Modernization and marginalization. In *Recasting women: Essays in colonial history* (pp. 354–394).
- Batliwala, S. (1993). *Empowerment of women in South Asia*. Asian South Pacific Bureau of Adult Education.
- Bhasin, K. (2000). *Understanding gender*. Kali for Women.
- Bhatt, B. D., & Sharma, S. R. (1992). *Women's development*. Kanishka Publishing House.
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- Ministry of Education, Government of India. (2025). *Annual report 2024–2025*. Government of India.
- National Council of Educational Research and Training (NCERT). (2025). *Programme advisory committee projects: Updating curriculum, syllabi and textual materials (Post-NEP 2020)*. NCERT.
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- Ramachandran, V. (Ed.). (2004). *Gender and social equity in primary education: Hierarchies of access*. SAGE Publications India.
- Shukla, B. A. (2007). *Feminism: From Mary Wollstonecraft to Betty Friedan*. Sarup & Sons.
- Tong, R., & Botts, T. F. (2018). *Feminist thought: A more comprehensive introduction*. Routledge.
- UNESCO. (2024). *Gender equality in education: Global monitoring report*. UNESCO Publishing.
- UN Women. (2023). *Progress of the world's women: Gender equality and SDG 5*. UN Women.
- World Bank. (2023). *Women's empowerment and education in South Asia*. World Bank Publications.

Course Code: EDN 451.02 (Minor)

Course Title: Open Learning and Distance Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (COs)

The course objectives are to enable students to:

- Describe the concepts, nature, and significance of open learning and distance education, including historical and philosophical foundations.
- Relate curriculum planning and development processes for open and distance education programs.
- Equip students with knowledge of ICT applications and tools used in open learning and distance education (LMS, MOOCs, AI-based resources).
- Explore innovations and research in open learning and distance education, including evaluation methods, content preservation, and instructional design.

Course Outcomes (LOs)

At the end of the course, students will be able to:

- Explain the importance of distance education from multiple perspectives.
- Describe curriculum development processes in distance education.
- Explore the use of ICT in distance education.
- Conceptualize research applications in distance education.

Course Content / Units

Unit I: Open Learning

- Concept, nature, importance
- Open Educational Resources (OER), Concept and types of OER and Creative Commons
- MOOC, MOOC providers and SWAYAM
- Open learning resources: podcasts, video lectures, Educational Programmes and Blogs

Unit II: Distance Education

- Meaning, scope, importance of distance Education
- History and development of Distance Education in India
- Philosophical foundations of Distance Education
- Issues, challenges, innovations of Distance Education in India

Innovations in Distance Education

Unit III: ICT in Open Learning and Distance Education

- Concept of ICT, integration of ICT in teaching-learning

- Instructional design: Personalized system of Instructions (PSI), Learner Controlled Instruction (LCI), Computer Assisted Instruction (CAI)
- Learning Management System (LMS) and Content management System (CMS)
- Blog-based learning and teaching and applications of Artificial Intelligence

Unit IV: Innovations in Open Learning and Distance Education

- Curriculum planning and development for Open Learning and Distance Education
- Evaluation of Open Learning and Distance : types, modes, strengths, limitations
- Research in Open Learning and distance education
- ICT applications for preservation, creation, transmission of Open learning Distance Education content.

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- To visit and understand the functioning of an open/distance learning institute
- Enroll in a MOOC Course and write about the implications of the Course
- Create an online assessment sheet on any topic in open and distance learning.

Suggested Readings

- Beane, J., et al. (1986). *Curriculum planning*. Allyn and Bacon.
- Blokdyk, G. (2020). *Open educational resources: A complete guide (2020 edition)*. 5STARCOOKS.
- Hunkins, P. (1980). *Curriculum development: Programmes improvement*. Merrill.
- Indira Gandhi National Open University (IGNOU). (2016). *Growth and philosophy of distance education* (Reprint). IGNOU.
- International Review of Research in Open and Distributed Learning (IRRODL). (2025). Latest issues on MOOCs, OER, and distance education. Athabasca University.
- Krathwohl, D. (Ed.). (1956). *Taxonomy of educational objectives: Handbook II, affective domain*. McKay.
- Koul, B. N. (1995). Trends, directions and needs: A view from developing countries. In F. Lockwood (Ed.), *Open and distance learning today*. Routledge.
- Manohar, K. M. (1994). *Distance education in India: Studies in quality and qualitative aspects*. Indian Distance Education Association.
- Mishra, S. (2009). A design framework for online learning environments. *British Journal of Educational Technology*, 33(4), 493–496.
- Moore, M., & Anderson, W. (2003). *Handbook of distance education*. Taylor & Francis.
- Nasseh, B. (1997). A brief history of distance education. SeniorNet.
- OECD. (2024). *Digital education outlook 2024: AI and open learning*. OECD Publishing.

- Onstein, C., & Hunkins, P. (1988). *Curriculum foundation, principles and issues*. Prentice Hall.
- Pachouri, N. K. (2020). *Online and open educational resources: Gateways to knowledge*. Associated Publishing House.
- Satyanarayana, R. (2004). *Student support services and open learning*. Mittal Publications.
- Swamy, V. C. K. (1992). Distance education in the Indian context. *Indian Journal of Open Learning*, 1(1), 1–4.
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- UNESCO. (2025). *Global education monitoring report: Open learning and distance education for equity*. UNESCO Publishing.
- World Bank. (2023). *Digital transformation in education: Distance learning in South Asia*. World Bank Publications.
- Zawacki-Richter, O., & Anderson, T. (2023). *Online distance education: Towards a research agenda*. Springer.

Course Code: EDN-451.03 (Minor)

Course Title: Economics of Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe the concepts, scope, and significance of the economics of education from micro and macro perspectives.
- Identify types of costs in education (direct, indirect, opportunity, social) and their implications for resource allocation.
- Conduct cost-benefit and cost-effectiveness analyses linking financial investment with learning outcomes.
- Examine the role of education in economic development, human capital formation, productivity, and national growth.

Course Outcomes (COs)

After completing the course, students will be able to:

- Apply the concepts of Economics of Education.
- Explain the concepts of cost of education
- Understand the cost-benefit analysis of education.
- Understand the link between the educational system and economic development.

Course Outline:

Unit I: Conceptualizing Economics of Education

- Meaning, scope, importance of Economics of Education: Micro & Macro Economics
- Relationship between Education and Economics
- The role of economic systems in (i) financing and (ii) absorbing the educated manpower.
- Education as Industry: Education as Social and Economic Good, Education as Consumption and Investment (individual, social & national)

Unit II: Cost of Education

- Cost of Education: Direct, Indirect, Private, Social, Opportunity Costs
- Allocation of funds to Education: Demand & Returns to Education (relations between students, teachers, and other forms of resources)
- Unit Cost of Education at different levels (Foundational Stage, School & Higher Education)
- Unit Cost of Education at different Modes (Formal and Distance) and Types of Education (General, Professional and Technical)

Unit III: Cost-Benefit Analysis of Education

- Cost- benefit Analysis in Education: Difference between Cost- Benefit & Cost- Effective Analysis
- Cost Consciousness in Education and Pricing & Financing Education
- Relationship between Family income and Learning outcome.
- The Heckman Equation

Unit IV: Contribution of Education and Economic Growth

- Concept and Importance of Human Capital
- Interrelationship between Education and Economic Development
- Measuring the contribution of Education: Manpower forecasting approach, wage differential approach and human development approach.
- Productivity in education: Dual approach, process approach and product approach.

Internal Assessment -25 Marks

1. Internal Test – 15 Marks
2. Assignment – 10 Marks

Assignment/Activities (at least one):

- Project work: To identify 3 local entrepreneurs.
 - (i) To prepare personal and educational profiles.
 - (ii) To compare the success stories of their social and economic action
- Field work: Visit a pre-primary educational institute (Foundational Stage of Education), identify Alumni connect of at least 5 students and submit a report in reference to Heckman's Equation
- Group discussion:
 - a. Types of allocation of funds to education: Central, State, and Institutional
 - b. Human Capital Model

References

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- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- Cecchi, D. (2005). *The economics of education*. Cambridge University Press.
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- Heckman, J., Pinto, R., & Savelyev, P. (2013). Understanding the mechanisms through which an influential early childhood program boosted adult outcomes. *American Economic Review*, 103(6), 2052–2086.

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- International Journal of Educational Development. (2025). Current issues on financing and economics of education. Elsevier.
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- McCall, B. P. (2022). *The Routledge handbook of economics of education*. Routledge.
- OECD. (2024). *Education at a glance 2024: OECD indicators*. OECD Publishing.
- Psacharopoulos, G., & Patrinos, H. A. (2004). Human capital and rate of return. In G. Jones & J. Jones (Eds.), *International handbook on economics of education*. Edward Elgar.
- Tilak, J. B. G. (2004). Public subsidies in higher education in India. *Economic and Political Weekly*.
- UNESCO. (2025). *Global education monitoring report: Financing education for equity and quality*. UNESCO Publishing.
- World Bank. (2023). *The economics of education in South Asia: Policy reforms and outcomes*. World Bank Publications.
- Zajda, J. (2026). *Globalisation and education reforms: Impacts on economics of education*. Springer.

Course Code: EDN-452

Course Title: Dissertation

Credits: 12

Total Marks: 100

Learning Objectives (LOs)

This course enables students to:

1. Formulate a research problem.
2. Conduct a review of related literature.
3. Analyze data collected with the help of research tools.
4. Write a research report with findings according to the formulated objectives.

Course Outcomes (LOs)

After completing the course, students will be able to:

1. Identify a research problem.
2. Retrieve, select, and use review of related literature.
3. Analyze and interpret data collected with the help of research tools.
4. Report research findings according to the formulated objectives.

Course Requirements

- Completion of a dissertation project under faculty supervision.
- Submission of a written report following academic conventions.
- Evaluation through external examination (375 marks) and supervisor's internal assessment (125 marks).

Suggested Readings

- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Mertens, D. M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

- Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). Sage Publications.
- Singh, Y. K. (2006). *Fundamentals of research methodology and statistics*. New Age International.
- Springer Nature. (2023). Advances in mixed methods research in education. *Educational Research Review*, 40, 100–118.
- UNESCO. (2025). *Educational research for sustainable development: Global monitoring report*. UNESCO Publishing.
- World Bank. (2023). *Research and innovation in education: Global perspectives*. World Bank Publications.

Course Code: EDN 453 (Advanced Course)

Course Title: Educational Management and Change

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

The course objectives are to enable students to:

- Describe principles, theories, and practices of educational management and leadership, including organizational structures at national and state levels.
- Explain processes and strategies for managing change in educational institutions, including overcoming resistance and implementing planned change.
- Equip students with knowledge and skills for effective management of resources in educational organizations.
- Examine modern techniques, models, and contemporary issues in educational management.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the concept of educational management and leadership.
- Explain the process of managing change in education.
- Identify and analyze the management of resources in educational organizations.
- Reflect on the modern techniques and issues in educational management.

Course Outline:

Unit I: Educational Management

- Educational Management: Concept, Principles & Need
- Aspect of Educational Management-Planning, Organizing, Staffing, Directing and Controlling
- Theories of Management: Classical, Scientific Management Theory-Frederick Taylor, Neoclassical Theory of Management: The Human Relations Approach; Modern- Systems Approach to Management
- Structure of Educational Organizations at National & State Levels (NEP 2020)

Unit II: Managing Change in Education

- Need for change: External and internal factors, factors responsible to resistance for change and overcoming resistance for change
Planned change: concept and objectives
- Managing change in Educational Institutions: Process of planned change-diagnosis, implementation process and driving forces; levels of institutional changes, changing individual behavior
- Techniques and Models of Change management in Education: Techniques of managing change: Transition Management Team (TMT), models: Action Research Model and Lewin's 3 step model

Unit III: Management of Resources in Educational Organization

- Physical Resources: Types and Maintenance and Mobilization
- Human Resources: Needs and importance, inter and intra- Personal Relationship, Conflict Management and mobilization
- Financial Resources: Allocation of funds and budgeting and mobilization
- Educational management and information systems

Unit IV: Modern Techniques and Issues

- Management by Objectives (MBO)
- Planning, Programming and Budgeting System (PPBS)
- Programme Evaluation and Review Technique (PERT)
- Total Quality Management (TQM) in education

Internal Assessment -25 Marks

1. Internal Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Management of any Government Elementary School in the State: An Analysis.

- Management of any Private Secondary School in the State: An Analysis.
- A Critical Appraisal of Management of resource in Secondary School

Suggested Readings

- Armstrong, M. (2006). *A handbook of human resource management practice* (10th ed.). Cambridge University Press.
- Aswathappa, K. (2005). *Human resource and personnel management*. Tata McGraw-Hill Education.
- Bhagia, H. M., et al. (1990). *Educational administration in India and other developing countries*. Commonwealth Publication.
- Brigham, E. F., & Houston, J. F. (2015). *Intermediate financial management* (9th ed.). Cengage Publications.
- Carpenter, M., Bauer, T., & Erdogan, B. (2012). *Management principles*. Retrieved from <https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf>
- Champoux, J. E. (2000). *Organizational behavior: Essential tenets for a new millennium*. Southwestern College Publishing.
- Chandrasekaran, P. (1994). *Educational planning and management*. Sterling Publication.
- Chaudhary, N. R. (2001). *Management in education*. A.P.H. Publishing Corporation.
- Chauhan, S. (2012). *Educational management*. Dorling Kindersley Pvt. Ltd.
- Chopra, A. J. (1999). *Managing the people side of innovation*. Kumarian Press.
- Dubrin, A. (1997). *Fundamentals of organizational behavior: An applied approach*. Southwestern College Publishing.
- Everard, K. B., & Morris, G. (1985). *Effective school management*. Harper Education Series.
- Flippo, E. B. (1984). *Personnel management* (7th ed.). McGraw Hill.
- Goel, S. D. (1987). *Modern management techniques*. Deep and Deep.
- Gurung, A. W. P. (1984). *General principles of management for educational planners and administrators*. UNESCO.
- Hersey, P., & Blanchard, K. H. (2000). *Management of organizational behaviour* (8th ed.). Prentice Hall.
- IGNOU. (n.d.). *Recent trends in educational management in India*. IGNOU.
- International Journal of Educational Management. (2025). Current issues in educational leadership and change management. Emerald Publishing.
- Johnson, R. W., & Lee, R. D. (1998). *Public budgeting systems* (6th ed.). Aspen Publishers.
- Koteen, J. (1997). *Strategic management in public and nonprofit organizations* (2nd ed.). Praeger.
- Kumar, A. (2001). *Personnel management: Theory and practice*. DVS Publication.
- Landsale, B. M. (2000). *Cultivating inspired leaders*. Kumarian Press.
- Luthans, F. (1996). *Organisational behaviour*. McGraw Hill.
- Maslow, A. (1970). *Motivation and personality* (2nd ed.). Harper & Row.
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- Prasad, M. (2000). *Management concepts and practices*.
- Sachdeva, M. S. (2001). *School management*. Bharat Book Centres.
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- Udai, P., & Rao, T. V. (1986). *Designing & managing resource systems*.
- Udai, P., & Others. (1985). *Behavioural processes in organisations*.
- UNESCO. (2025). *Educational management and leadership: Global monitoring report*. UNESCO Publishing.
- Werral, N. (1980). *People and decision*. Longman.
- World Bank. (2023). *Managing education systems in South Asia: Leadership, resources, and change*. World Bank Publications.
- Zepeda, S. J. (2026). *Instructional supervision and leadership: Managing change in schools*. Routledge.

Course Code: EDN-454 (Advanced Course)

Course Title: Environmental Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

This course enables students to:

- Describe fundamental ecological and environmental concepts, including ecosystems, biodiversity, and human–environment interactions.
- Identify and analyze environmental hazards and apply effective waste management strategies.
- Explain environmental education principles and its role in promoting sustainable development.
- Examine environmental ethics and research methodologies in environmental education.

Course Outcomes (COs)

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

- Describe the ecological and environmental concepts.
- Identify the environmental hazards and waste management
- Explain the major national and global environmental education rationales
- Identify environmental ethics and conduct research in environmental education

Course Outline:

Unit I: Ecology and Environment

- Concept: Environment, Ecology and Ecosystems, Major ecosystems of the world
- Natural systems: Earth and Biosphere; Biodiversity (Levels, Services, Value of Biodiversity, Hotspots of Biodiversity; Threats and Conservation)
- Human Population and the Ecological aspects: Concepts of Population and Community Ecology, Impact of Population growth on Environment
- Technological Systems: Industrial Growth, Scientific and Technological Inventions and their impact on Environment.

Unit II: Environmental Hazards and Waste Management

- Environmental pollution: Air, water, soil, noise pollution: types, causes, effects and controls.
- Ozone layer depletion: Phenomenon, causes, effects, measures to check depletion of ozone layer; global warming and climate change: Causes, effects and measure to combat the problem.
- Integrated solid waste management: Types of solid waste, waste generation, wastehandling and segregation, collection, transportation and disposal; Reduce, Reuse, Recycle. Role of Government, Non- Governmental Agencies.
- Electronic waste (E- waste): Sources and types, constituents of E-wastes, recycling of e- waste and its environmental consequences.

Unit III: Environmental Education for Sustainable Development

- Environmental Education: Evolution and development of Environmental education; Importance, Objectives. Rationale of Environmental Education at different stages of environment as per NEP 2020 rationale
- Environmental awareness: Concept, developing environmental awareness in students. Role of Education in developing environmental awareness.
- Pedagogy of Environmental Education at different stages of Education. Approaches to Environmental Education: Multidisciplinary & Interdisciplinary. Methods: Problem Solving, Field Survey, Project Method.
- Education for Sustainable Development (ESD): Genesis, Concept of ESD, Pedagogical Approaches in ESD, Global Action programmes for ESD, Ramifications of implementation of ESD

Unit IV: Environmental Ethics and Behaviour

- Environmental ethics: Concept, Characteristics, Foci of Environmental Ethics
- Environmental behaviour: Concept, Areas of Environmental Behaviour, Influence of human behavior on the Environment

- Environmental education as an Academic Discipline: need of Environmental Education Discipline, Objectives of the study, Non-formal Agencies/programmes and Environmental Education
- Research in Environmental Education: Need of Research, Types of Research in Environmental Education, Areas of Research

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

1. Field trip: Visit to an area to document environmental assets and their related issues.
2. Eco-friendly activities (a) plantation activities for Awareness, cleaning drive, (b) preparation of slogans, charts, recycling wastes, (c) study of simple ecosystems (lakes, ponds, streams, etc)
3. Community Service Learning: Engagement of students in local community service projects (University or neighborhood)
4. Preparation of list of Endangered and Endemic species of Meghalaya (Flora and Fauna) and measures for its protection
5. Role of local bodies' role and individuals in solid waste management

Suggested Readings

- Bell, J. N. B., & Tradeshow, M. (Eds.). (2002). *Air pollution and plant life*. John Wiley.
- Bharucha, E. (2005). *Textbook of environmental studies for undergraduate courses*. University Grants Commission.
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Course Code: EDN-455 (Advanced Course)

Course Title: Sociology of Education

Total Contact Hours: 60

Credits: 4

Total Marks: 100 (Internal: 25, External: 75)

Learning Objectives (LOs)

This course enables students to:

- Describe fundamental concepts, scope, and approaches in the sociology of education.
- Analyze the relationship between education and social systems, including socialization, stratification, mobility, and social change.
- Identify social groups, group dynamics, and interpersonal relationships, and their impact on classroom climate.
- Illustrate knowledge of education in a cultural context, including cultural processes, change, conflict, and the role of education in conserving, creating, and transmitting culture.

Course Outcomes (COs)

At the end of the course, students will be able to:

- Describe the approaches of sociology of education.
- Apply knowledge of social systems and theories of social change to education.
- Analyze social groups and their educational implications.
- Examine the role of education in cultural perspective.

Course Outline:

Unit I: Concept and Approaches of Sociology of Education

- Concept, scope, and function of Sociology of Education
- Sociological Approaches to Education and their Limitations: Structural-Functional, Social Conflict, Open Systems Approach
- Concept of Self and Theories of Self-Esteem: Cooley, Mead, Erickson
- Social Learning Theories: Bandura and Vygotsky

Unit II: Education and Social System

- Education as a Factor of Social Stratification and Social Mobility

- Education as a Process of Socialization: Role of Family, School and Community
- Factors and Theories of Social Change, Education as an Instrument of Social Change
- Structural and cultural processes: Concept and Impact of Industrialization, Urbanization, Modernization, Sanskritization, Westernization and Globalization on Education

Unit III: Social Groups and Educational Implications

- Social groups: Nature and types and their educational relevance
- Group dynamics: Cohesion and conflict, conflict resolution
- Interpersonal relationships in classrooms and their educational effects
- Classroom climate; Sociometry and “Guess Who” technique

Unit IV: Education in Cultural Perspective

- Concept of culture and determinants of culture
- Cultural change, cultural conflict, and culture lag
- Education and cultural processes: enculturation and acculturation, ethnocentrism and cultural relativism
- Education for conservation, Creation and transmission of culture; education for multilingual and multicultural Indian society

Internal Assessment -25 Marks

1. Test – 15 Marks
2. Assignment – 10 Marks

Activities (Any One):

- Constructing a sociogram and sociomatrix for a particular classroom of a school and indicate star, isolate, clique
- Critical reflections on relationship between society and education
- Exploring mass media as a social agency of education
- Field/campus visit to explore spaces of social learning

Suggested Readings

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- Banks, J. A. (2013). *An introduction to multicultural education* (5th ed.). Pearson.
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