



# **UNIVERSITY OF CALCUTTA**

## **Notification No. CSR/100/2026**

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 20.07.2026, approve the PG Education new syllabus 2-year (4-semester) & 1 year (2 semester) ( as per the NEP 2020 & University of Calcutta Regulation Notification No. CSR/72/2026), as laid down in the accompanying pamphlet.

The above syllabus shall take effect from the academic session 2026-2027 and onwards.

SENATE HOUSE  
Kolkata-700073  
12.08.2026

 12<sup>08</sup>/<sub>2026</sub>  
Prof. (Dr.) Debasis Das  
Registrar

**UNIVERSITY OF CALCUTTA NEW SYLLABUS 2026**  
**TWO YEAR POST GRADUATE (PG) IN EDUCATION**

The University of Calcutta CSR (Notification No. CSR/72/2026) guidelines will be followed for Post Graduate (PG) in Education.

**Course learning objectives:** The Postgraduate (PG) Course in Education has the following Learning Objectives:

**Research & Evidence-Based Practice**

- *Evaluate Educational Research:* Student will critically assess contemporary academic studies, quantitative and qualitative data, and educational trends to inform decision-making.
- *Conduct Independent Research:* Student will design, implement, and analyze applied or action research to solve systemic classroom or organizational problems.

**Curriculum & Pedagogical Mastery**

- *Curriculum Design:* Student will construct, adapt, and evaluate pedagogical frameworks and curricular materials suited for diverse student populations.
- *Integrate Educational Technology:* Student will identify, select, and utilize digital tools to enhance remote, hybrid, or in-person teaching and learning.

**Inclusive Education & Equity**

- *Foster Inclusive Environments:* Student will apply deep understandings of cultural diversity, cognitive abilities, and socioeconomic backgrounds to build respectful, accessible learning environments.
- *Address Systemic Barriers:* Student will identify and implement strategies to support special needs and marginalized learners within mainstream or specialized educational settings'

**Educational Leadership & Policy Analysis**

- *Analyze Educational Policy:* Student will understand how history, sociology, psychology, and public policy shape schooling, and critically evaluate regional or national educational reforms.
- *Develop Leadership Skills:* Student will cultivate organizational management and strategic leadership competencies to influence positive transformation within schools and educational bodies.

**Ethical & Reflective Practice**

- *Ethical Standards:* Student will demonstrate a strong commitment to professional ethics, integrity, and values in all instructional and administrative roles.
- *Lifelong Learning:* Student will engage in continuous reflective practice and adapt to emerging educational challenges and evolving societal needs

**Programme Outcomes (POs):** The Programme Outcomes (POS) of the PG in Education are broadly categorized into the below three core domains of learning:

- **Knowledge:** Students will be able to understand discipline-specific theories, concepts, and principles.
- **Skills:** Students will be able to apply knowledge, think critically, and perform practical tasks.
- **Attitudes/Values:** Students will acquire professional behaviors, ethics, and dispositions relevant to the field

**PG EDUCATION CREDITWISE STRUCTURE**

| UGC Structure                                                                                      |                                                |            |                                  |               |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|------------|----------------------------------|---------------|
| Curricular Components                                                                              | Two-Year PG Programme (Generic & Professional) |            |                                  |               |
|                                                                                                    | Minimum Credits                                |            |                                  |               |
|                                                                                                    | Course Level                                   | Coursework | Research Thesis/ project/ patent | Total Credits |
| <b>PG Diploma</b>                                                                                  | 400                                            | 40         | -                                | 40            |
| <b>1<sup>st</sup> Year (1<sup>st</sup> &amp; 2<sup>nd</sup> Semester)</b>                          | 400                                            | 20         | -                                | 40            |
|                                                                                                    | 500                                            | 20         | -                                |               |
| <b>Students who exit at the end of 1<sup>st</sup> year shall be awarded a Postgraduate Diploma</b> |                                                |            |                                  |               |
| <b>2<sup>nd</sup> Year *3<sup>rd</sup> &amp; 4<sup>th</sup> Semester)</b>                          | 500                                            | 20         | 20                               | 40            |
|                                                                                                    | 500                                            | 40         | -                                | 40            |
|                                                                                                    | -                                              | -          | 40                               | 40            |

### OVERALL STRUCTURE OF THE PG IN EDUCATION TWO YEARS (4 SEMESTERS)

| Semester | Course Level | Course Code | Papers                                 | Marks                                          | Total Credit                             | Hours of Teaching       |
|----------|--------------|-------------|----------------------------------------|------------------------------------------------|------------------------------------------|-------------------------|
| 1        | 400          | EDN41       | 4CC+1EC=Total 5 papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
| 2        | 500          | EDN42       | 4CC+1EC=Total 5 Papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
| 3        | 500          | EDN51CWR    | 3CC+2EC (at least 1R)= Total 5 Papers  | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500          | EDN51CW     | 3CC+2EC= Total 5 Papers                | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500          | EDN51R      | 2CC+3EC=Total 5 Papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
| 4        | 500          | EDN52CWR    | 3CC+2EC (at least 1R) = Total 5 Papers | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500          | EDN52CW     | 3CC+2EC=Total 5 Papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500          | EDN52R      | 2CC+3EC =Total 5 Papers                | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          |              |             |                                        | Total Marks= 250X4=1000 (4 semester)           | Total 80 Credits (4 semester course)     |                         |

**Note:** CW = Course Work; R=Research Paper; TH=Theory; PR=Practical; CC= Core Course; DCEC=Discipline Centric Elective Course; EEC=Employability & Entrepreneurship Skills Course; SEC=Skill Enhancement Course; VOC=Vocational Course; 1 Credit TH=15 hours; 1 Credit PR=30 hours; Core Course paper indicated as 1/2/3.etc; Elective papers indicated as A/B/C... etc

**SEMESTER 1****COURSE CODE: EDN41****Instruction:** Semester 1 Students should opt for 4CC+1EC=Total 5 papers (Total 4 Credits)

| <b>Paper Code</b> | <b>Name of the Paper</b>                        | <b>Nature of paper</b> | <b>Marks</b> | <b>Total 20 Credit</b> | <b>Hours</b>       |
|-------------------|-------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| EDN411            | Critical Perspectives of Educational Philosophy | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN412            | Psychological Perspectives of Education         | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN413            | Sociological Perspectives of Education          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN414            | Educational Management                          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN41A            | Mental Health & Psycho-Social Wellbeing         | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN41B            | Teacher Education                               | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN41C            | History of Education                            | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |

**SEMESTER 2****COURSE CODE: EDN42****Instruction:** Students should opt for 4CC+1EC=Total 5 Papers (20 Credits)

| <b>Paper Code</b> | <b>Paper</b>                             | <b>Nature of Course</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
|-------------------|------------------------------------------|-------------------------|--------------|------------------------|--------------------|
| EDN421            | Contemporary Educational Psychology      | CC                      | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN422            | Indian Knowledge System                  | CC                      | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN423            | Basics of Educational Research           | CC                      | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN424            | Advanced Educational Technology          | CC                      | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN42A            | Educational Needs of Diverse Learners    | EC: DCEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN42B            | Guidance and Counselling                 | EC: DCEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN42C            | Economic Perspectives of Education       | EC: EEC                 | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN42D            | Environment and Sustainability Education | EC: SEC                 | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |

| <b>SEMESTER 3</b><br><b>COURSE CODE: EDN51CWR (COURSEWORK &amp; RESEARCH)</b><br><b>Instruction: Students should opt for 3CC+2EC (at least 1R) = Total 5 Papers (20 Credits)</b> |                                                                         |                        |              |                        |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                                                | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
| EDN511                                                                                                                                                                           | Inclusive Education                                                     | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512                                                                                                                                                                           | Contemporary Curriculum Approaches                                      | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN513                                                                                                                                                                           | Ethics in Educational Research                                          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A                                                                                                                                                                           | Policy and Planning in Education                                        | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51B                                                                                                                                                                           | Peace Education                                                         | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51C                                                                                                                                                                           | Environment and Sustainability Education                                | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51D                                                                                                                                                                           | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51E                                                                                                                                                                           | Product/ App Development/ Tool development etc.                         | EC: EEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51F                                                                                                                                                                           | Publication                                                             | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51G                                                                                                                                                                           | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC (R)             | 100          | 4                      | 120 hrs            |
| EDN51H                                                                                                                                                                           | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hours          |

| <b>SEMESTER 3</b><br><b>COURSE CODE: EDN51CW (COURSEWORK)</b><br><b>Instruction:</b> Students should opt for 3CC+2EC= Total 5 Papers (20 Credits) |                                                   |                        |              |                        |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                 | <b>Paper</b>                                      | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
| EDN511                                                                                                                                            | Inclusive Education                               | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512                                                                                                                                            | Contemporary Curriculum Approaches                | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN513                                                                                                                                            | Ethics in Educational Research                    | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A                                                                                                                                            | Policy and Planning in Education                  | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51B                                                                                                                                            | Peace Education                                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51C                                                                                                                                            | Environment and Sustainability Education          | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51D                                                                                                                                            | Internship (on Education or allied subject/ area) | EC: SEC                | 100          | 4                      | 120 hours          |

| <b>SEMESTER 3</b><br><b>COURSE CODE: EDN51R (RESEARCH)</b><br><b>Instruction:</b> Students should opt for 2CC+3EC= Total 5 Papers (20 Credits) |                                                                         |                        |              |                        |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                              | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
| EDN511                                                                                                                                         | Basics of Educational Research                                          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512                                                                                                                                         | Review of Research Literature                                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A                                                                                                                                         | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN51B                                                                                                                                         | Product/ App Development/ Tool development etc.                         | EC: EEC                | 100          | 4                      | 120 hrs            |
| EDN51C                                                                                                                                         | Publication                                                             | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN51D                                                                                                                                         | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                 | 100          | 4                      | 120 hrs            |
| EDN51E                                                                                                                                         | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hrs            |

| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52CWR (COURSEWORK &amp; RESEARCH)</b><br><b>Instruction: Students should opt for 3CC+2EC (at least 1R) = Total 5 Papers (20 Credits)</b> |                                                                         |                        |              |                        |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                                                | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                                                           | Social Dynamics & Education                                             | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                                                           | Application of Statistics in Education                                  | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN523                                                                                                                                                                           | Academic Writing                                                        | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                                                           | Indigenous Knowledge & Sustainability                                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52B                                                                                                                                                                           | Global Citizenship Education and Internationalization                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52C                                                                                                                                                                           | Entrepreneurship in Education                                           | EC: EEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52D                                                                                                                                                                           | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52E                                                                                                                                                                           | Product/ App Development/ Tool Development etc.                         | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52F                                                                                                                                                                           | Publication                                                             | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52G                                                                                                                                                                           | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC (R)             | 100          | 4                      | 120 hrs            |
| EDN52H                                                                                                                                                                           | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hours          |



| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52CW (COURSEWORK)</b><br><b>Instruction:</b> Students should opt for 3CC+2EC= Total 5 Papers (20 Credits) |                                                       |                        |              |                        |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                 | <b>Paper</b>                                          | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                            | Social Dynamics & Education                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                            | Application of Statistics in Education                | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN523                                                                                                                                            | Academic Writing                                      | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                            | Indigenous Knowledge & Sustainability                 | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52B                                                                                                                                            | Global Citizenship Education and Internationalization | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52C                                                                                                                                            | Entrepreneurship in Education                         | EC: EEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52D                                                                                                                                            | Internship (on Education or allied subject/ area)     | EC: SEC                | 100          | 4                      | 120 hrs            |

| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52R (RESEARCH)</b><br><b>Instruction:</b> Students should opt for 2CC+3EC=Total 5 Papers (20 Credits) |                                                                         |                        |              |                        |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                             | <b>Name of the Paper</b>                                                | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                        | Application of Statistics in Education                                  | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                        | Review of Research Literature                                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                        | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52B                                                                                                                                        | Product/ App Development/ Tool Development etc.                         | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52C                                                                                                                                        | Publication                                                             | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52D                                                                                                                                        | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                 | 100          | 4                      | 120 hrs            |
| EDN52F                                                                                                                                        | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hrs            |

## New Syllabus Papers 2 Year; 4 Semester

| Sl.No                         | Paper Names                                                             | Nature/ Type of paper | Paper Code |
|-------------------------------|-------------------------------------------------------------------------|-----------------------|------------|
| <b>CORE COURSE PAPERS</b>     |                                                                         |                       |            |
| 1                             | Critical Perspectives on Educational Philosophy (CPEP)                  | CC                    | EDN411     |
| 2                             | Psychological Perspectives of Education (PPE)                           | CC                    | EDN412     |
| 3                             | Sociological Perspectives of Education (SE)                             | CC                    | EDN413     |
| 4                             | Educational Management (EM)                                             | CC                    | EDN414     |
| 5                             | Contemporary Educational Psychology (CEP)                               | CC                    | EDN421     |
| 6                             | Indian Knowledge System (IKS)                                           | CC                    | EDN422     |
| 7                             | Basics of Educational Research (BER)                                    | CC                    | EDN423     |
| 8                             | Advanced Educational Technology (AET)                                   | CC                    | EDN424     |
| 9                             | Inclusive Education (IE)                                                | CC                    | EDN511     |
| 10                            | Contemporary Curriculum Approaches (CCA)                                | CC                    | EDN512     |
| 11                            | Ethics in Educational Research (EER)                                    | CC                    | EDN513     |
| 12                            | Social Dynamics & Education (SDE)                                       | CC                    | EDN521     |
| 13                            | Application of Statistics in Education (ASE)                            | CC                    | EDN522     |
| 14                            | Academic Writing (AW)                                                   | CC                    | EDN523     |
| <b>ELECTIVE PAPERS</b>        |                                                                         |                       |            |
| 15                            | Mental Health & Psycho-Social Wellbeing (MHPW)                          | EC: DCEC              | EDN41A     |
| 16                            | Teacher Education (TE)                                                  | EC: DCEC              | EDN41B     |
| 17                            | History of Education (HE)                                               | EC: DCEC              | EDN41C     |
| 18                            | Educational Needs of Diverse Learners (ENDL)                            | EC: DCEC              | EDN42A     |
| 19                            | Guidance and Counselling (GC)                                           | EC: DCEC              | EDN42B     |
| 20                            | Economic Perspectives of Education (EPE)                                | EC: EEC               | EDN42C     |
| 21                            | Policy and Planning in Education (PPE)                                  | EC: DCEC              | EDN51A     |
| 22                            | Peace Education (PE)                                                    | EC: SEC               | EDN51B     |
| 23                            | Environment and Sustainability Education (ESE)                          | EC: SEC               | EDN51C     |
| 24                            | Indigenous Knowledge & Sustainability (IKS)                             | EC: SEC               | EDN52A     |
| 25                            | Global Citizenship Education and Internationalization (GCEI)            | EC: SEC               | EDN52B     |
| 26                            | Entrepreneurship in Education (EE)                                      | EC: EEC               | EDN52C     |
| <b>PRACTICAL BASED PAPERS</b> |                                                                         |                       |            |
| 27                            | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC               |            |
| 28                            | Product/ App Development/ Tool Development etc.                         | EC: SEC               |            |
| 29                            | Publication                                                             | EC: SEC               |            |
| 30                            | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                |            |
| 31                            | Internship (on Education or allied subject/ area)                       | EC: SEC               |            |

**Note:** *CW*= Course work; *R*=Research; *CC*= Core Course; *DCEC*=Discipline Centric Elective Course  
*EEC*=Employability & Entrepreneurship Skills Course; *SEC*=Skill Enhancement Course; *VOC*=Vocational Course

## **Critical Perspectives of Educational Philosophy [EDN411]**

### **Course Objectives**

*Learners will be able to:*

- Critically analyse modern educational philosophies
- Examine education in relation to power, ideology, culture, and society
- Evaluate the relevance of philosophical Isms to contemporary educational issues
- Develop reflective and critical perspectives on teaching, learning, and curriculum

### **Learning Outcomes**

*By the end of this course, learners will:*

- Explain the critical orientation of educational philosophy and its role in examining educational practices, policies, and institutions.
- Analyse the relationship between education, philosophy, ideology, culture, power, and society from a critical perspective.
- Evaluate the contributions of emerging philosophical perspectives such as post-humanism, speculative realism, new materialism, and neuro-philosophism to contemporary educational theory and practice.
- Apply critical and philosophical inquiry to analyse contemporary educational issues and propose informed educational perspectives.

### **Unit 1: Critical Orientation of Educational Philosophy**

- 1.1. Philosophy as critique: role of questioning and reflection
- 1.2. Education as a socio-political and cultural construct
- 1.3. Relationship between philosophy, ideology, and education
- 1.4. Critical thinking and philosophical inquiry in education

### **Unit 2: Emerging Philosophical “Isms” in Education**

- 2.1. Post-humanism - Education beyond traditional human cognition
- 2.2. Speculative Realism – Reality beyond human perception
- 2.3. New Materialism – Role of material objects and environments in learning
- 2.4. Neuro-philosophism – Brain science influencing educational theory

### **Unit 3: Post-modern Perspective in Education**

- 3.1. Feminist philosophy of education
- 3.2. Multicultural education and cultural pluralism
- 3.3. Indigenous knowledge systems and education
- 3.4. Decolonization of education and curriculum

### **Practicum**

1. Write a reflective essay on any topic (Concept based)
2. Case study on any Feminist Activist (Outcome based)
3. Content analysis on any topic from above units (Pedagogy based)
4. Prepare a report based on the interview of an expert from the aspect of any 'Ism' (Skill based)
5. Study newspaper articles/online news on Cultural pluralism and make a report. (Innovation based)

**Suggested Readings**

- Francesca Ferrando – Philosophical posthumanism: Conceptual foundations relevant to education
- Quentin Meillassoux – After finitude: Reality independent of human perception
- Tara Fenwick – *Re-thinking the "Thing": Socio-material Approaches in Education*
- Bell Hooks – Teaching to Transgress–Feminist, critical and emancipatory pedagogy

## **Psychological Perspectives of Education [EDN412]**

### **Course Objectives**

*Learners will acquaint with:*

- The various theories of learning
- Practical applications of the theory can be made.
- The concept, nature and theories of personality
- Concept, nature, types and measurement of Intelligence
- Concept, nature, types and measurement of Emotional Intelligence
- The processes that facilitate 'construction of knowledge.

### **Course Outcome**

*Learners will be able to:*

- Identify the factors that affect learning
- Understand critically the different theories of learning and their application.
- Develop the concept of personality and critically look into the theories of personality.
- Define intelligence and the means of assessing it
- Identify the difference between intelligence and emotional intelligence, need and ways of measuring and developing emotional intelligence

### **Unit 1. Learning**

1.1 Concept, Nature, Types, Factors affecting learning- attention, interest, maturation, motivation

1.2 Perspectives and Theories of learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist- Rogers, social-constructivist (drawing selectively on the ideas of Pavlov, Thorndike, Skinner, Piaget, Rogers, Vygotsky and Bandura).

1.3 Klob's theory, Kurt Lewin's Field Theory, Tolman's Sign Theory, Hulls Reinforcement Theory and Gagne's Hierarchy of learning

### **Unit 2. Personality**

2.1. Concept and nature of Personality and Type Theory-Jung

2.2. Psychodynamic Theory (Freud) & Social Learning Theory-Bandura

2.3. Trait Theories of Cattle, Eysenck and Five Factor Model & Humanistic Theory of Rogers

### **Unit 3. Intelligence & Emotional Intelligence**

3.1. Intelligence & Emotional Intelligence - Concept, nature, types and measurement

3.2. Theories of Intelligence- Cattell, Sternberg, Gardener

3.3. Understanding processes that facilitate 'construction of knowledge: (i) Experiential learning and reflection (ii) Social mediation(iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition.

### **Practicum**

1. Prepare a report & present on class observations & theories of learning.
2. Administration of a psychological tests and its interpretations.
3. Any other allied areas relevant to above units

### **Suggested Readings**

- Psychology in Education (2019) Anita Woolfolk (Author), Malcolm Hughes (Author), Vivienne Walkup (Author)
- Educational Psychology, 14TH EDITION Anita Woolfolk & Preeti Kapur
- Educational Psychology Developing Learners, 10th Edition, Jeanne Ellis Ormrod , Eric M. Anderman, H. Anderman

## **Sociological Perspectives of Education [EDN413]**

### **Course Learning Objectives**

- To introduce in general the concept of sociology of education
- To open the idea about unity in diversity, fraternity, and social justice
- To explore the idea of culture, cultural lag and Conservative, Corrective and Progressive role of Education
- To provide the idea about Indian polity and shared responsibility of Centre, State and Local bodies in regard to education

### **Course Learning Outcome**

*Students will be able to:*

- Know the importance of sociology for a teacher
- Understand the conception of equality of educational opportunity
- Comprehend the Indian Culture
- Understand the polity and various functions of Centre, State and Local bodies in consider to education

### **Unit 1: Concept of Sociology of Education**

- 1.1 Define Society
- 1.2 Social Institution: family, education, religion, government and the economy
- 1.3 Social Norms: Folkways, Mores, Taboos, and Laws
- 1.4 Sociology of Education: Conservative, Corrective and Progressive role
- 1.5 Importance of Sociology of Education to a teacher

### **Unit 2: Equality of Educational Opportunity**

- 2.1: Concept of equity and equality
- 2.2: Concept of disparity and diversity
- 2.3: Education of the disadvantaged sections of the society
- 2.3.1: SC/ ST and OBC
- 2.3.2: Backward religious minority, Women, Rural people and slum dwellers
- 2.4: Constitutional provision for the above-mentioned disadvantaged section

### **Unit 3: Culture, Polity and Education**

- 3.1: Culture
- 3.1.1: Meaning nature and determinants of culture
- 3.1.2: Concept of cultural lag
- 3.1.3: Education as cultural imperialism
- 3.2: Polity
- 3.2.1 Relationship between nature of state and education
- 3.2.2 Nature of Indian polity
- 3.2.3: Central- state relationship in India in respect of education

### **Practicum**

1. Make a list of articles of the Constitution of India related to safeguard of disadvantaged sections of the people.
2. Make a list of Material and Non material Culture
3. Identify the articles of Constitution of India related to language
4. Any other allied areas relevant to above units

**Suggested Readings**

- M S Gore, I P Desai and Suma Chitnis (Edited,1967). Papers in The Sociology of Education in India, NCERT
- Alex Inkeles, (1982). What is Sociology? An Introduction to the discipline and profession, Prentice Hall of India Private Limited, New Delhi
- Pascual Gisbert, S. J., Fundamental of Sociology, Orient Blackswan
- Anthony Giddens, Sociology
- Parimal Bhusan Kar, Sociology



## **Educational Management [EDN414]**

### **Course Objectives**

*The course aims to:*

- Develop understanding of educational administration and management theories
- Build competencies in resource, finance, and institutional management
- Enhance leadership, supervision, and control mechanisms
- Promote quality assurance, planning, and change management
- Enable learners to apply management principles in educational settings

### **Course Outcome**

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

- Explain the concepts, principles, functions, and approaches of educational management.
- Analyze the management of human, financial, and institutional resources in education.
- Apply motivational theories and group dynamics to educational settings.
- Examine conflicts in educational organizations and propose appropriate resolution strategies.
- Demonstrate managerial and leadership competencies for effective educational administration.

### **Unit 1: Educational Administration and Management**

- 1.1. Meaning, Objectives, Principles, Scope, Importance, and Functions of Educational Management
- 1.2. Human Relations Approach
- 1.3. Systems approach in Educational Management
- 1.4. Administrative responsibilities of Central and State Governments

### **Unit 2: Management of Resources in Education**

- 2.1. Human Resource Management: concept, strategies, and practices
- 2.2. Motivation and group dynamics: nature, types, and importance
- 2.3. Maslow's Need Hierarchy
- 2.4. Concept of Educational Finance

### **Unit 3: Conflict Management**

- 3.1. Meaning, nature, sources, and dynamics of conflict
- 3.2. Managing conflict in educational organizations
- 3.3. Role of managers in conflict resolution

### **Practicum**

1. Educational Management in the Context of NEP 2020
2. Role of Motivation in Enhancing Teacher Performance
3. Conflict Management Strategies in Educational Organizations
4. Leadership and Quality Assurance in Higher Education
5. Any other allied areas relevant to above units

### **Suggested Readings**

- Educational Administration- Bhatnagar, R. P. & Aggarwal, V.
- Educational Management, Administration and Leadership –Savita Mishra & Vipin Sharma
- Educational Administration and Organisational Management- S.R. Pandya
- NEP 2020 Document (India)

## **Mental Health and Psychological Well-Being [EDN41A]**

### **Course Objectives**

*The course aims to*

- Develop understanding of mental health concepts relevant to education.
- Sensitize future teachers to learners' emotional and psychological needs.
- Enable identification of mental health challenges in educational settings.
- Integrate mental health promotion within curriculum and pedagogy.

### **Course Outcomes**

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

- Explain key concepts and dimensions of mental health and psychological well-being.
- Identify mental health needs and challenges of children and adolescents.
- Analyze the influence of educational, social, and digital factors on mental health.
- Evaluate Indian and contemporary approaches to promoting mental well-being.
- Design educational interventions for mental health promotion and stigma reduction.

### **Unit 1: Mental Health and Education**

- 1.1. Concept and dimensions of mental health
- 1.2. Mental health and holistic education
- 1.3. Role of education in promoting psychological well-being.
- 1.4. NEP 2020 perspective on well-being and happiness in education

### **Unit 2: Mental Health of Learners**

- 2.1. Mental health needs of children and adolescents
- 2.2. Academic stress, examination anxiety, and peer pressure
- 2.3. Emotional and behavioral problems in classrooms
- 2.4. Gender, socio-economic status, and mental health

### **Unit 3: Indian and Contemporary Perspectives**

- 3.1. Indian views on mind and education (Yoga, mindfulness, value-based learning)
- 3.2. Digital learning, screen time, and student mental health
- 3.3. Cyberbullying and psychological safety
- 3.4. Mental health awareness, stigma reduction, and advocacy in schools

### **Practicum**

- Role of Schools in Promoting Psychological Well-being
- Academic Stress and Examination Anxiety among Students
- Mental Health Challenges of Adolescents in Contemporary Society
- Yoga and Mindfulness for Student Well-being
- Any relevant topic based on above three units.

### **Suggested Readings**

- Mental Health in Indian Schools –Malvika Kapur
- Fundamentals of Mental Health Education- Shashi Prabha Sharma
- Mental Health Education and Psychotherapeutic Treatments- Yogendra K. Sharma
- Mental Health and Well – being: An Indian Psychology Perspective- Navin Kumar

## **Teacher Education [EDN41B]**

### **Course Objectives**

*Students will be able to:*

- Recall the Teacher Education in reference to its meaning; scope; objectives.
- Understand Pre-Service & In- Service Teacher Education Programmes.
- Explain the Policies; structure and statutory bodies of Teacher Education Programmes.
- Give examples of various challenges in professional development of teachers.

### **Course Outcome**

*After the completion of the course*

- When asked to define Teacher education, students will be able to recall the different Teacher Education programme.
- When asked to differentiate, students will be able to explain the purpose of Pre-Service & In-Service Teacher Education Programmes.
- When given the names of different bodies, students will be able to arrange in hierarchical order of Teacher Education Programmes.
- When enlisted the various challenges in professional development of teachers, students will be able to assess the effectiveness of the programme.

### **Unit 1: Perspectives and Policy on Teacher Education**

- 1.1 Teacher training vs teacher education
- 1.2 Meaning, Need, scope and objectives of teacher education
- 1.3 Development of teacher education in India
- 1.4 Recommendations on Teacher Education in National Education Commission (1964-1966); National Policy on Education 1986; National Education Policy 2020
- 1.5 Characteristics of an effective teacher education programme

### **Unit 2: Transactional approaches for skill and competency**

- 2.1 Writing Instructional Objectives and its Taxonomy
- 2.2 Broad methods of teaching: Teacher-Centered; Learner-centered; content-centered; interactive
- 2.3 Transactional approaches for the foundation courses: Expository, Participatory, Collaborative, Peer Coaching, and Inquiry
- 2.4 Transactional Strategies: Lectures, Seminars, Projects, Power Point Presentation, Small Groups Interactions
- 2.5 Partnerships in secondary teacher education institutions with- school and community; NGO; Government Agencies

### **Unit 3: Professional preparation of teachers**

- 3.1 Regulatory bodies in Professional preparation of teachers: NCTE; RCI
- 3.2 Pre-Service teacher education for secondary schools
- 3.3 In-service teacher education in State and National statutory bodies: Orientation and refresher courses; Workshops
- 3.4 Preparing Teachers for Distance education: Course writer, counsellor, evaluator etc.
- 3.5 Challenges in professional development of teachers

## **Practicum**

1. Preparation of a report on a Teacher Education Institution
2. Transaction of 05 lessons in a school with reflective journal/lesson Plan
3. Publication of a Research Article in a National/International Journal on Teacher Education
4. An Action Research in school and its report
5. Any other allied areas relevant to above units

## **Suggested Readings**

- Anderson, L.A., & Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Longman
- Doyle, W. (1977). 4: Paradigms for Research on Teacher Effectiveness. Review of Research in Education, 5(1), 163-198.
- Joyce, Weil & Calhoun (2014). Models of Teaching. 9th Edition. Pearson Education.
- MHRD. (1998). National Policy on Education 1986.  
[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE86-mod92.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf)
- MHRD. (2020). National Education Policy 2020. MHRD, Government of India.  
[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT. (1970). Education and National Development (Report of the Education Commission 1964-66), New Delhi: NCERT
- Ryan, Cooper and Tauer (2013) *Teaching for Student Learning: Becoming a Master Teacher*. 2nd Edition. Wadsworth Cengage Learning

## **History of Education [EDN41C]**

### **Course Objectives**

*Students will acquire:*

- Salient features of Indigenous Education system in Pre-Colonial Period in Indian Subcontinent
- Explore the how Indigenous education System transformed to Westernized Education System.
- Understand brief outline of the development of education in pre independent India
- Know about the historical context of The Right of Children to Free and Compulsory Education Act 2009
- Understand how to deal with the present status and challenges of secondary education, higher education and adult education

### **Learning Outcome**

*Students will be able to:*

- Know the salient features of Indigenous Education system in Pre-Colonial Period in Indian Subcontinent
- Know about shifting from Indigenous System to Westernized Education System.
- Understand the Development of Education After 1947

### **Unit 1: Indigenous Education in Pre-Colonial Period in Indian Subcontinent**

1.1 Objectives of Indigenous Education

1.2 Institutional Structure: Gurukul, Pathshala, Chatuspathi, Tol, Farsi School, Maktab, Madrasah

- 1.2.1. Curriculum
- 1.2.2. Teaching Methods
- 1.2.3. Accessibility
- 1.2.4. Funding
- 1.2.5. Flexibility
- 1.2.6. Teacher-Student Interaction

### **Unit 2: Education in Indian Subcontinent during the colonial period**

2.1 Missionaries Activities

- 2.1.1 Objectives of Missionaries
- 2.1.2 Educational Contribution of Missionaries

2.1 The East India Company's Role in the Development of Education in India (1773-1857)

2.2 Education under the British Crown in India (1858- 1947)

2.2.1 Education Under Dyarchy

2.2.2 Education Under Provincial Autonomy

### **Unit 3: Development of Education After 1947**

3.1 Universal Elementary Education/The Right of Children to Free and Compulsory Education Act 2009

3.2 Secondary Education

3.3 Higher Education

3.4 Adult and Continuing Education/Education

### **Practicum**

1. Analyze the Right of Children on Free and Compulsory Education Act 2009

2. Study & prepare the people of rural / slum area's and their Life Style, Education
3. Any allied areas relevant to above units

### **Suggested Readings**

- Adam, William, Reports on the State of Education in Bengal (1835-38)
- Parulekar, R. V., Survey of Indian Education in the Province of Bombay (1820-1830)
- Banerjee, J. P. History of Education: Past, Present, and Future,
- Purkait, B. R. Milestones in Modern Indian Education
- Nurulla & Naik: A History of Education in India, McMillan & Co.,
- National Education Policy -1968, Government of India
- Challenge of Education: A Policy Perspectives, Government of India
- MHRD. (1998). National Policy on Education 1986.
- Education & National Development; Report of the Education Commission 1964-66, Government of India [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE86-mod92.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf)
- MHRD. (2020). National Education Policy 2020. MHRD, Government of India. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT. (1970). Education and National Development (Report of the Education Commission 1964-66), New Delhi: NCERT.
- Report of the Education Commission (1992). Government of West Bengal

## **Contemporary Educational Psychology [EDN421]**

### **Course Objectives**

*Learners will acquaint with*

- The meaning, nature and theories of adult learning
- The concept, types, factors affecting motivation
- The importance of motivation in education
- The different types of individual differences
- The learners having different abilities.

### **Course Outcome**

*Students will be able to:*

- Understand what motivation is, its types, causes, factors that can increase it and its importance
- Critically look into the various approaches of motivation put forth by the theories and the application of it.
- Understand the causes of individual differences
- Realize how adult learning is different from children, and how it can be made effective

### **Unit 1: Motivation**

1.1 Motivation – Concept, types, factors affecting motivation, importance in education.

1.2 Approaches to Motivation with specific emphasis on their educational implication - Maslow's Hierarchy of Needs Theory, Atkinson and McClelland's Achievement Motivation Theory, Weiner's Attribution Theory

1.3 Determinants of Motivation- Locus of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning

### **Unit 2: Individual Differences**

2.1 Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values, social attributes- socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.

2.2 Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective

2.3 Differences in learners based sensorial differences- Visual impairment, Hearing impairment, motor impairment and cerebral Palsy

### **Unit 1: Andragogy**

3.1. Meaning, nature, principles

3.2. Theories of Adult Learning –Theory of Malcolm Knowles & Theory of Brookfield

3.3. Application of theories

### **Practicum**

1. Report on visit to different centres of special/ inclusive education.
2. Case study of a child or an institution.
3. Any other allied areas relevant to above units

### **Suggested Readings**

- Anita Woolfolk (2019). Fundamentals of Educational Psychology. Pearson Education
- Elliot, S.N, Kratochwill, T.R., Cook, J.L., Travers, J.F. (2000). Educational Psychology: Effective Teaching,
- Effective Learning. Mc Graw Hill
- Malcolm Knowles, Elwood F., Richard A. Swanson (2005). The Adult Learner. Elsevier
- S.K.Mangal (2011). Advanced Educational Psychology. PHI
- S.S. Chauhan (2009) Advanced Educational Psychology. Vikas Publishing House



## **Indian Knowledge System [EDN422]**

### **Course Objectives**

*Learners will be able to:*

- Introduce students to the richness and diversity of traditional Indian knowledge systems.
- Understand the scientific, philosophical, and cultural foundations of Indian traditions.
- Explore contributions of ancient India in various fields like science, mathematics, medicine, and arts.
- Develop critical thinking by comparing traditional knowledge with modern perspectives.

### **Learning Outcomes**

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

- Explain the concept, scope, objectives, and significance of the Indian Knowledge System
- Analyze the role of Indian knowledge traditions in shaping society, culture, governance, ethics, and value systems, and evaluate their relevance in the contemporary world.
- Evaluate the role of the Indian Knowledge System in promoting sustainable development, environmental conservation, and holistic well-being.
- Apply principles of the Indian Knowledge System to address contemporary educational, social, and professional challenges.

### **Unit 1: Introduction to Indian Knowledge System**

- 1.1. Definition and Scope of IKS – Meaning, Objectives, Features and Importance
- 1.2. Sources of Indian Knowledge – Vedas, Upanishads, Puranas, Itihasas
- 1.3. Philosophical Foundations – Concepts of Dharma, Karma, Moksha
- 1.4. Transmission of Knowledge – Guru-shishya tradition, Role of teachers and learners

### **Unit 2: Scientific and Technical Knowledge in India**

- 2.1. Mathematics and Astronomy – Aryabhatta, Brahmagupta, concept of zero, decimal system, calendars
- 2.2. Medicine and Health Sciences – Ayurveda, Yoga, Holistic health systems
- 2.3. Architecture and Engineering – Vastu Shastra, Temple architecture, Town planning
- 2.4. Agriculture and Environmental Knowledge – Traditional farming practices, biodiversity, ecological balance

### **Unit 3: Indian Knowledge in Society and Culture**

- 3.1. Art, Literature, and Culture – Classical music, dance, folk traditions
- 3.2. Governance and Economics – Concept of Arthashastra, ancient political system and administration
- 3.3. Ethics and Value Systems – Moral values, Concept of Ahimsa, Satya and Seva
- 3.4. Relevance of IKS in Modern Times – Application in education, science, Global relevance and future perspectives

### **Practicum**

- Prepare a concept map showing the meaning, objectives, features, scope, and importance of IKS. (Concept based)
- Visit a nearby Ayurvedic centre or yoga institute and submit an observation report. (Survey based)
- Study traditional farming methods in your locality and prepare a report. Or document local medicinal plants and their traditional uses. (Skill based)

- Perform community service (e.g., cleanliness drive, tree plantation, or volunteering) and submit a reflection report. (Outreach based)
- Create a digital poster or infographic highlighting the global significance of Indian Knowledge Systems. (Innovation based)
- Any other allied areas relevant to above units

**Suggested Readings**

- Indian Knowledge Systems” — Kapil Kapoor & Avadesh Kumar Singh
- Knowledge Traditions and Practices of India” — Kapil Kapoor
- Science and Technology in Ancient India” — Brajendranath Seal

## **Basics of Educational Research [EDN423]**

### **Course Learning Objectives**

*Students will be able to:*

- Discuss the concepts of Research in Education.
- Compare among approaches & types of educational research.
- Relate review of previous literature and knowledge gap.
- Define variables operationally in research undertaken.
- Apply different qualitative and quantitative research in their study.

### **Course Outcome**

*After the completion of the course*

- When asked about the different types of research, students will be able to give definitions.
- When research problem is given, students will be sort into appropriate educational research.
- When previous literature is given, students will be able to identify the research void.
- When research problem will be given, student will be able to frame research design.

### **Unit 1: Understanding Research**

- 1.1 Meaning and nature of research, its need and purpose
- 1.2 Nature and sources of knowledge. Scientific method of inquiry and its role in knowledge generation.
- 1.3 Approaches & types of educational research: Qualitative & quantitative, Mixed methods; Muti-method.
- 1.4 Fundamental, Applied and Action research.
- 1.5 Scope of educational research: Cross-sectional and Longitudinal Research

### **Unit 2: Formulation of Research Problem and steps to testing**

- 2.1 Characterises of a good research and types of Research Gaps
- 2.2 Review of related literature and its types.
- 2.3 Operationalising variables in the research and setting objectives (Primary/Main; Secondary/Ancillary; and Concomitant)
- 2.4 Meaning of assumptions, postulates and hypotheses.
- 2.5 Nature and types of hypotheses: Role of hypotheses in theory building; Hypothesis testing

### **Unit 3: Steps of Educational Research**

- 3.1 Concept of population and sample: Sample Frame; Units of Sampling; Determiners of sampling size
- 3.2 Various methods of probability and non-probability sampling.
- 3.3 Quantitative Research (Descriptive research; Survey Research; Ex-post facto research; Experimental Research)
- 3.4 Qualitative Research (Case studies; Ethnographic studies; Content Analysis; Historical research; Meta analysis and Policy research; Bibliometric Analysis)
- 3.5 Format and style of a Research proposal and Report

### **Practicum**

1. Preparing a Review of literature on a research problem and identify the research gaps.

2. Publication of a Research Article in a National/International Journal employing any of the research method and approach as main or Co-author.
3. A research project employing the research method/approach.
4. Preparing a research proposal
5. Critical analysis of two research articles.
6. Any other allied areas relevant to above units

### **Suggested Readings**

- Best, John W., Kahn, James V., & Jha, A.K. (2023). Research in Education (10<sup>th</sup> ed). Pearson Publication.
- Johnson, B. & Christensen, L. (2014). Educational Research: Quantitative, Qualitative and Mixed Approaches (5<sup>th</sup> ed). New Delhi: Sage Publication.
- Kaul, L. (2019). Methodology of Educational Research (5<sup>th</sup> ed). New Delhi: Vikas Publishing.
- Kothari, C. R. & Garg, G. (2019). Research Methodology Methods and Techniques (4<sup>th</sup> ed). New Age International Publishers.
- Mangal, S. K. & Mangal, S. (2013). Research Methodology in Behavioural Sciences. PHI Learning Private Limited.
- পাল, দেবাশিস. (২০১৯). গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল (তৃতীয় সংস্করণ). কলকাতা: রীতা পাবলিকেশন।
- রায়, সুশীল. (২০১৪). মূল্যায়ন: নীতি ও কৌশল (ষষ্ঠ সংস্করণ). কলকাতা: সোমা বুক এজেন্সী.

## **Advanced Educational Technology [EDN424]**

### **Course Objectives:**

*Students will be able to*

- Develop an understanding of concept, nature, scope and importance of Educational Technology
- Understand of Instruction and Communication
- Understand Tools, Techniques and Initiatives in Instructional Learning
- Know about the emerging Technologies in Education

### **Course Outcome**

*Students will be able to:*

- Explain & analyse the foundational definitions, evolution, and theoretical frameworks of educational technology.
- Distinguish between the theoretical concepts of teaching, instruction, and communication within educational settings.
- Evaluate the effectiveness of various multi-sensory teaching-learning aids (projected and non-projected).
- Analyze modern digital systems like Learning Management Systems (LMS), mobile learning, and blended/web-based learning environments.

### **Unit 1: Foundations of Educational Technology**

1.1. Origin of Technology; Concept and Evolution of Educational Technology

1.2. *Instructional Design*: Concept, principles, role, process of Instructional designs; Models of Instructional design (ADDIE, ASSURE, Dick & Carey Model); Advantage and Disadvantages

1.3. *Models of Teaching*: Advanced Teaching Models (Robert Glaser, Concept Attainment Model of J. S. Bruner, Roger's Nondirective Model, Bloom's Mastery Learning, Robert Gagne's Information Processing Model)

1.4. *Teaching Skills and their components*: Questioning skills, Interaction skills, lecturing skills, Reinforcement skills etc.; Types and Components of Communication Model (such as Laswell's Linear Model, Shannon-Weaver Model, Osgood and Schramm Model etc)

1.5. *System Approach*: Concept; Input-Process-Out Model; System Approach to Instruction; Role of System Approach in Education.

### **Unit 2: Instructional Tools, Techniques, and Initiatives**

2.1. *ICT*: Information and communications technology and its role in education. Application of ICT in classroom teaching-learning.

- 2.2. *Digital learning*: Concept and process of Digital Pedagogy; Digital learning Platforms (LMS; MOOC; E-Learning Portals etc.); Different Modes of Digital Learning (e-learning; mobile learning; flipped classroom; hybrid learning; blended learning; synchronous and asynchronous learning)
- 2.3. *Assistive Technology in Classroom*: Concept, Types and Application
- 2.4. *Team Teaching & Learning*: Team Teaching Defined, Team and Teaching, Teams: Nature and Composition, Team Teaching Models, Types/Approaches for Team Teaching, Fourteen-Step Planning and Implementing Team-Teaching, Benefits and Challenges for Faculty and Students
- 2.5. *Flipped Blended Learning Design*: Flipped and Blended Learning, The Flipped Blended Workflow, Flipped Blended Learning Design Model, Creating Flipped Blended Learning Design

### **Unit 3: Emerging Technologies in Education**

- 3.1. *New Technologies in Education*: Artificial Intelligence, Machine Learning, Augmented Reality (AR) and Virtual Reality (VR), Game-based Learning, Learning Analytics, AI and ICT Tools
- 3.2. *Role of social media*: Concept and Application of Social Media platforms in Education (Blogs, wikis, micro-blogging, Facebook, YouTube, twitter).
- 3.3. *AI in Education*: Concept, Scope, Historical overview; difference between AI and Human Intelligence; Educational Applications of AI; Key AI Technologies Relevant to Education: Large Language Models (LLMs), Natural Language Processing (NLP), Learning Management System (LMS).
- 3.4. *AI in Instruction*: Personalized & Adaptive Learning; AI for Assessment & Feedback; AI Tools for Teachers; AI for Special needs students; AI in Research, Risks and Potential Challenges.

### **Practicum**

1. Design & execute a Flipped Blended Learning Design on a theme of your choice
2. Use a Generative AI for Content Creation and editing, and write a report on it.
3. Take a MOOC course, such as the Swayam and write a report on it.
4. Design & execute a practical project with use of ICT in a project.
5. Integration of any AI App to write create/ innovate and write a report on it.
6. Doing a MOOC course like Swayam course and write a report on it.
7. Any other allied activity/ execution oriented relevant to above units

### **Suggested Readings**

- Mukhopadhyay, M. (2026). Educational Technology with AI Integration. ETMA. OER. Free Downloadable from: <https://www.etma-india.in/book.php>
- Kyan, J. (2024). *AI in Education: Transforming Teaching and Learning*. Field Books.
- Halder, S. & Saha, S. (2023). Educational Technology at the 21<sup>st</sup> Century, Routledge
- Mukhopadhyay, M. (2023). Educational Technology for Teachers. Shipra

## **Educational Needs of Diverse Learners [EDN42A]**

### **Course Objectives**

*Students will be able to*

- Understand the historical trajectory from exclusion to mainstreaming.
- Understand the policies and legal framework– national and international.
- Develop foundational understanding of various students with diverse needs.
- Update with the latest developments in various interventions and practices for people with special needs

### **Course Outcomes**

*Students will be able to*

- Critically analyse the journey of special education.
- Creating awareness regarding the rights and needs of people with diverse needs.
- Understand and discriminate between the various existing diversities.
- Critically analyse and implement the understanding in actions in community settings

### **Unit 1. Foundation of Special Needs Education & Policies & Legislations**

*1.1. Concept & Meaning:* Concepts of disability, diversity, neurodiversity, equity, accessibility, social justice and empowerment of CWSNs, Universal Learning Design.

*1.2. Historical events and movements:* National and International Early roots of special education, emergence of specialized schools and institutions

*1.4. Models of Disabilities:* Medical Model, Charity Model, Social Model, Moral Model

*1.5 International Legal Frameworks:* IDEA, Salamanca Statement, SGD (Goal 4) 2030, CRC, CRPD

*1.6. National Legal Frameworks:* NEP 1986, NEP 2020, RTE, SSA, RPWD Act, RCI Act, National Trust Act, NDFDC & constitutional provisions

### **Unit 2: Educational Needs of Diverse Learners & their Challenges & Strengths**

*2.1. Physical and Sensory Disabilities (Characteristics, Types, Causes, Intervention, Preventive Measures):* Locomotor Disability, Visual Impairment - blindness and low-vision, Hearing Impairment, Speech and Language Impairment, Cerebral Palsy, Muscular Dystrophy

*2.2. Neurodiverse Conditions (Concepts, Symptoms, Types, Assessments, Interventions, Preventive Measures and Assessment):* Gifted, Specific Learning Disorders, Global Developmental Delay, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Intellectual Disability

*2.3. Other Disabilities:* Down Syndrome, Blood Related (Sickle Cell, Thalassemia), Communication Disorder, Multiple Disabilities

### Unit 3. Current Evolving Concepts

3.1 *Wellbeing of Diverse Learners*: role of community, family, school, peers

3.2. *Emerging Therapies, interventions & Strategies for PwD*: Dance and movement, music, art, animal-assisted etc

3.3 *Mainstreaming*: schools, special schools, vocational education, employment of people with disabilities

3.4. *Technology based Interventions*: to teach students with disabilities (e.g., Braille Computer, Braille Keyboard, robotics gloves, AAC, Technology assisted emotional recognition).

### Practicum:

1. Case study report of a PwD
2. Identifying a related real-life challenge of a PwD in institution or community and design/ execute a solution
3. Report on Field work or field visit to a local community
4. Report on Outreach programmes in community conducted
5. Organising awareness and sensitization drives or through workshops
6. Planning addressing a challenge identifying around related to diverse needs of students.
7. Any other allied activity/action/ execution oriented relevant to above units

### Suggested Readings

- Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.). (2001). *Handbook of disability studies*. Sage Publications.
- Barnes, C., & Mercer, G. (2010). *Exploring Disability*. Polity Press. Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (Eds.). (2019). *Children with disabilities* (8th ed.). Paul H. Brookes Publishing.
- Mangal, S. K. (2007). *Educating exceptional children: An introduction to special education*. PHI Learning Pvt. Ltd.
- Muggleton, J. (2022). *Developing differently: A guide for parents of young children with global developmental delay, intellectual disability, or autism*. Jessica Kingsley Publishers.
- Oliver, M. (2018). *Understanding disability: From theory to practice*. Bloomsbury publishing.



## **Guidance and Counselling [EDN42B]**

### **Course Objectives**

*The course aims to:*

- Develop conceptual understanding of guidance and counselling in education.
- Enable identification and management of learner problems in schools.
- Promote career guidance and life skills education.
- Strengthen inclusive and supportive educational environments.

### **Course Outcomes**

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

- Explain the foundations, principles, and scope of guidance and counselling.
- Identify learner problems and apply appropriate guidance and counselling strategies.
- Demonstrate understanding of life skills education and career guidance.
- Analyze ethical and professional issues in guidance and counselling services.
- Utilize inclusive and technology-enabled approaches for effective guidance and counselling.

### **Unit 1: Foundations of Guidance and Counselling**

- 1.1. Guidance and counselling: relationship and differences
- 1.2. Role of guidance in holistic education
- 1.3. Guidance and counselling in the context of NEP 2020.
- 1.4. Gender-sensitive and inclusive guidance practices

### **Unit 2: Guidance and Counselling for Learners**

- 2.1. Emotional and behavioral problems of students
- 2.2. Stress, anxiety, and adjustment problems
- 2.3. Guidance for adolescents and youth
- 2.4. Counselling for at-risk learners

### **Unit 3: Organization and Ethics of Guidance Services**

- 3.1. Life skills education: decision-making, problem-solving, coping skills
- 3.2. Ethical issues in guidance and counselling
- 3.3. Use of ICT and digital platforms in guidance services
- 3.4. Role of schools and teachers in career guidance

### **Practicum**

1. Guidance and Counselling in the Context of NEP 2020
2. Counselling Strategies for Stress and Anxiety Management
3. Ethical Issues in Guidance and Counselling
4. ICT and Digital Platforms in Guidance Services
5. Any relevant topic based on above three units.

### **Suggested Readings**

- Guidance and Counselling in India – Ram Nath Sharma and Rachana Sharma
- Guidance and Counselling in Schools: Theory and Practice- Namita Ranganathan & Toolika Wadhwa.
- Principles and Techniques of Guidance –S.S. Chauhan
- Educational Guidance and Counselling – Pankaj kumar Yadav & Vijay Gupta

## **Economic Perspectives of Education [EDN42C]**

### **Course Objectives**

*Learners will be able to:*

- Apply economic concept to understand education
- Understand the economic growth in education
- Develop reflective and critical perspectives on teaching, learning, and curriculum

### **Learning Outcomes**

*By the end of the course, learners will:*

- Explain the meaning, scope, and significance of Economics in Education and its role in educational development.
- Analyze the impact of education on employment, wages, income distribution, and labour market outcomes.
- Evaluate the demand and supply of education, including the roles of public and private sectors in educational provision.
- Apply the skill-based knowledge in the education market

### **Unit 1: Introduction to Economics in Education**

- 1.1. Meaning and scope of Economics in Education
- 1.2. Evolution of economic thought in education
- 1.3. Education as an economic good: private vs social good
- 1.4. Education and economic decision-making

### **Unit 2: Education and Economic Growth**

- 2.1. Education and productivity
- 2.2. Education in endogenous growth models
- 2.3. Empirical evidence on education growth nexus
- 2.4. Education, wages and earning differentials

### **Unit 3: Demand and Supply of Education**

- 3.1. Determinants of demand for education
- 3.2. Supply of education: public vs private sector
- 3.3. Role of Institutions and markets
- 3.4. Skill formation and labour market outcomes

### **Practicum**

1. Critically review a published research article on Economics of Education. (Content based)
2. Prepare a case study on the role of private institutions in expanding educational opportunities. (Outcome based)
3. Prepare a report on skill development initiatives of any organization and their impact on employability. (Skill based)
4. Compare the facilities, fee structure, and enrolment of one public and one private educational institution. (Survey based)
5. Analyze government policy related to education from an economic perspective. (Analysis based)
6. Any other allied areas relevant to above units

**Suggested Readings**

- Becker, G. S. *Human Capital*
- Psacharopoulos, G. & Patrinos, H. *Returns to Investment in Education*
- Blaug, M. *Economics of Education*
- Hanushek, E. & Woessmann, L. *The Knowledge Capital of Nations*

## **Inclusive Education [EDN511]**

### **Course Objectives**

*Students will be able to*

- Understand the core concepts, principles, and historical evolution of inclusive education.
- Familiarize students with global and national policies, frameworks, and legislative mandates.
- Understand the diverse profiles, strengths, and challenges of learners, including those with sensory, physical, and intellectual disabilities, as well as gifted learners.
- Learn the theories which drive research and practice in inclusive education

### **Course Outcome**

*Students will be able to:*

- Summarize concept, nature, scope & historical trajectory of inclusive education.
- Critically consider the role of education in creating inclusive education systems.
- Develop sensitivity, empathy, and positive attitudes towards children with special needs (CWSN) and marginalized groups.
- Design and implement Individualized Education Plans (IEPs) to tailor learning experiences for students with varied abilities.
- Demonstrate & apply strategies to facilitate inclusion in classroom

### **Unit 1: Introduction to Inclusive Education**

- 1.1. Basic concept of Inclusive education: Global Overview; Basic premises and philosophy or foundations for Inclusive Education
- 1.2. Rationale of Inclusion: Educational, Social and Economic justification
- 1.3. Theories and Methodologies underpinning the study of diversity in education, including intersectionality, post-colonial and critical race theory, feminist theory, and disability theory

### **Unit 2: National and International Initiatives for Inclusion**

2.1. *International Policies, Laws, Legislations:* Universal Declaration of Human Rights, 1948; UN Convention on the Rights of the Child, 1989; UN Convention on the Rights of Person with Disabilities, 1990; The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities Rule 6, 1993; The World Conference on Special needs Education, Salamanca Statement, and its framework for action on Special Needs Education, World Education Forum Framework for Action, Dakar, (EFA goals) + Millennium Development goals, 2000; EFA Flagship on The Right to Education for Persons with Disabilities: Towards Inclusion; UN Disability Convention, 2005; UNCRPD 2006

*2.2. Indian Policies & Legislatives:* Current Laws and Policy perspectives supporting inclusive education for children with diverse needs in India; Persons with Disabilities Act 1995, National Policy of Disabilities 2006, National Curriculum Framework 2005, RPWD Act 2016, NEP,2020; Centrally sponsored schemes for education of SCs, STs, and Minorities; Special focus group and their education under SSA; Community participation and empowerment of socially disadvantaged section, Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya, Role of SSA, DPEP, NGOs for gender equality in education etc

*2.3. Current Status:* Current Status and Ethical Issues of inclusive education in India and abroad; Research Trends of Inclusive Education in India and abroad

### **Unit 3: Education for Diversity, Equity & Planning and Management of Inclusive Classrooms**

*3.1 Identification of Marginalised/Excluded/Vulnerable Groups:* (such as disabilities, abused children, child labourers, poverty-stricken children, religious minorities, nomadic children, ethnic minorities, language minorities, child domestic workers, children in conflict zones/child soldiers, migrants, HIV/AIDS orphans, excluded due to gender and sexuality, social class, caste, race and culture and indigenous identity); Role of Education and rehabilitation strategies for such children

*3.2. Identifying Barriers to inclusion:* Existing attitudes and values, Lack of understanding, Lack of necessary skills, Limited resources, Inappropriate organisation etc.

*3.3. Role of School, Community & Family:* Teachers, parents, communities, school authorities, curriculum planners, training institutes, and entrepreneurs in the business of education; Impact of attitudes and values on inclusion

*3.4. Collaborative Role to create Inclusive Environment/Educational Institutions:* Communication to build relationships, understanding participation restrictions, collaborate to overcome participation restrictions, building teams and coalitions for inclusion etc, enabling environments for Personalised Learning, analysing learning situation of children and youth, developing effective goals, adapting situations to learner requirements, develop practice to support all learners etc.

### **Practicum**

1. Sensitization & Awareness drives in local community or educational institution for inclusion.
2. Observation report on inclusive practices in any of the chosen educational institution.
3. Development and or delivery of lesson plans for diverse categories of children

4. Identifying the challenges & strengths of people with diverse needs and prepare a report and or presentation
5. Identify any barriers of inclusion from community or institution and propose an intervention plan
6. Presentation/ report writing; Working in small groups, students may interview a person with diverse needs & critical present and write a report from the perspectives of inclusion.
7. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Ainscow, M. (2002). *Understanding the development of inclusive schools*. Routledge.
- Ainscow, M. Booth, T & Dyson, A (2006). *Improving Schools, Developing Inclusion*. London: Routledge.
- Armstrong, A. C., Spandagou, I., & Armstrong, D. (2009). Inclusive education: International policy & practice.
- Corbett, J. (2001). Teaching approaches which support inclusive education: A connective pedagogy. *British journal of special education*, 28(2), 55-59.
- Hart, S. Dixon, A. Drummond M.J. and McIntyre, D. (2004). *Learning without Limits*. Buckingham: OUP.
- <https://unesdoc.unesco.org/ark:/48223/pf0000140224>
- [https://www.unicef.org/eca/sites/unicef.org.eca/files/00\\_ToT%20Introductory%20Booklet\\_March\\_2015.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/00_ToT%20Introductory%20Booklet_March_2015.pdf)

## **Contemporary Curriculum Approaches [EDN512]**

### **Course Objectives**

*Learners will be able to:*

- Understand modern shifts in curriculum theory and practice
- Analyses contemporary curriculum approaches in global and national contexts
- Design competency-based and outcome-based curriculum frameworks
- Integrate technology, inclusion into curriculum

### **Learning Outcomes**

*By the end of this course, learners will:*

- Explain the changing concepts, theories, and philosophies of contemporary curriculum, including curriculum as process and product.
- Analyze contemporary curriculum approaches from national and international perspectives, including postmodern curriculum, experience-centered curriculum, and critical pedagogy.
- Evaluate the impact of globalization, the knowledge economy, and international benchmarks such as PISA on curriculum development.
- Apply the principles of competency-based education (CBE) and outcome-based education (OBE) in curriculum planning and implementation.

### **Unit 1: Changing Nature of Curriculum**

- 1.1. Curriculum as process vs product
- 1.2. Postmodern perspectives in curriculum
- 1.3. Experience – centred curriculum (John Dewey) and Critical Pedagogy (Paulo Freire)
- 1.4. Knowledge Economy and International Benchmark (PISA)

### **Unit 2: Competency-based and Outcome-based Curriculum**

- 2.1. Core competencies (21<sup>st</sup> century skills)
- 2.2. Curriculum mapping and standards
- 2.3. OBE model – William Spady
- 2.4. Curriculum accountability

### **Unit 3: Innovative and Emerging Curriculum Approaches**

- 3.1. Integrated and Interdisciplinary curriculum
- 3.2. Inquiry based curriculum
- 3.3. Problem based Curriculum
- 3.4. AI and adaptive learning systems

### **Practicum**

1. Select a school topic and identify the learning outcomes, teaching strategies, and assessment methods. (Skill Based)
2. Compare two curriculum contents and prepare a report (Concept Based)
3. Prepare a lesson plan using outcome-based education principle (Pedagogy Based)
4. Prepare a poster on AI based learning system (Innovation Based)

5. Review a school textbook and identify elements reflecting curriculum principles (Outcome based)
6. Any other allied areas based on the above units

### **Suggested Readings**

- Pedagogy of the Oppressed – Paulo Freire
- Democracy and Education – John Dewey
- Outcome-Based Education: Critical Issues and Answers – William Spady
- Ornstein & Hunkins – Curriculum: Foundations, Principles and Issues
- Marsh, C.J. – Key Concepts for Understanding Curriculum



## **Ethics in Educational Research [EDN513]**

### **Course Objectives**

*Students will learn the:*

- Basics and justification to understand and adhere Ethics in Education Research.
- Foundational knowledge and origin of Research Ethics
- Ethical Principles and code of Conduct
- Protocol of adhering to research ethics

### **Course Learning Outcome**

*Students will be able to:*

- Assess the purpose of research ethics, evaluating its critical importance in educational settings for preventing harm, maintaining integrity, and protecting vulnerable participants.
- Examine the historical origins and foundational frameworks of research ethics, understanding how past regulatory milestones shape modern institutional research practices.
- Analyze core ethical principles such as informed consent, confidentiality, and equity—and apply recognized academic codes of conduct to contemporary education research scenarios.
- Implement ethical protocols practically, demonstrating the steps required to secure institutional approvals, manage sensitive data, and report findings responsibly.

### **Unit 1: Research Ethics Background**

- 1.1. Historical Trajectory of Research Ethics
- 1.2. Defining Research with Human Subjects
- 1.3. Why Research Ethics or Ethics in Research/ Education Research

### **Unit 2: Ethical Principles and Code of Conduct**

- 2.1. Informed Consent
- 2.2. Rules & Regulations
- 2.3. Privacy & Confidentiality

### **Unit 3: Protocol of following Ethics in Education Research**

- 3.1. Populations in Research Requiring Additional Considerations and/or Protections
- 3.2. Conflict of Interest (COI)
- 3.3. Internet based Research & Artificial Intelligence (AI) in Education Research and the Ethics
- 3.4. Common Ethical Principles used in Research/ Important areas of Educational Research
- 3.5. Plagiarism

### **Practicum**

1. Case studies on ethics and discussion
2. Discussion on Ethical issues and critical discussion

3. Critical analytic report on hypothetical case
4. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Brooks, R., te Riele, K., & Maguire, M. (2014). *Ethics and education research*. SAGE Publications.
- Brooks, R., te Riele, K., & Maguire, M. (2015). *Ethics and education research*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). The ethics of educational and social research. In L. Cohen, L. Manion, & K. Morrison, *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539-7>
- Eaton, S.E. (Series Eds.). (2023). *Ethics and integrity in educational context*. Springer Nature.
- Glendinning, I., Eaton, S. E., Figueroa, B. A. M., & Sivasubramaniam, S. D. (2025). *Ethics And Integrity in Education. Derived from the 9<sup>th</sup> European Conference on Ethics and Integrity In Academia*. Springer Nature.

## **Policy and Planning in Education [EDN51A]**

### **Course Learning Objectives**

*Learners will be able to:*

- Develop the idea about policy, educational policy, and its factors and familiar with the policy making bodies.
- Explore the National Level Educational Policy taken by the Government of India since Independence.
- Explore the educational planning, its various types and approaches

### **Course Learning Outcome**

*Students will be able to:*

- Know the Concept of Education Policy and Educational Planning
- Analyze various Educational Policies in India
- Understand the Different Approaches to Educational Planning

### **Unit 1: Concept of Education Policy**

- 1.1 Definition of Policy
- 1.2 Education Policy
  - 1.2.1 Definition of Education Policy
  - 1.2.2 Determinants of Education Policy
  - 1.2.3 Criteria of good Education Policy
- 1.3 Policy Formulation Agency at State and National Level in India

### **Unit 2: National Level Educational Policy in India**

- 2.1 National Education Policy -1968
- 2.2 National Policy on Education 1986
- 2.3 Ramamurthi Committee (1990-92)
- 2.4 Janardhana Reddy Committee (1991-92)
- 2.5 National Education Policy 2020

### **Unit 3: Concept of Educational Planning**

- 3.1 Definition, Need and Scope of Educational Planning
- 3.2 Types of Planning: Micro, Macro Planning, Perspective and Long-Term Planning, District Plan, Grassroot and Block Level Planning, Institutional Planning
- 3.3 Different Approaches to Educational Planning: Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Social Justice Approach, Demographic Projection, Intra Educational Extrapolation Approach
- 3.4. Different steps of Education Planning

### **Practicum**

1. Population and Enrolment Projection
2. Recurring and Nonrecurring Grants in School
3. Analyze Higher Education Policy in India
4. Institutional Planning
5. Compare the education policy of India with any one developed country.
6. Any other allied areas relevant to above units

### **Suggested Readings**

- Chares E. Lindblom, Edward J Woodhouse, Policy Making Process, Prentice Hall.
- Paul A. (1999). Theories of the Policy Process
- National Education Policy -1968
- Challenge of Education: A Policy Perspectives, Government of India
- MHRD.(1998).National PolicyonEducation1986[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE86-mod92.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf)
- MHRD. (2020). National Education Policy 2020. MHRD, Government of India. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT.(1970).EducationandNationalDevelopment(ReportoftheEducation Commission 1964-66), New Delhi: NCERT.

## Peace Education [EDN51B]

### Course Objectives

*Students will:*

- Develop practical skills to mediate and resolve interpersonal and structural conflicts non-violently. (*Conflict Resolution*)
- Foster a deep understanding and respect for universal human rights, as well as gender and racial equality. (*Human Rights Awareness*)
- Enhance intellectual flexibility and the ability to critically analyze the root causes of violence, inequality, and prejudice. (*Critical Thinking*)
- Cultivate emotional intelligence, active listening, and an appreciation for cultural diversity. (*Empathy and Tolerance*)
- Promote holistic personal development and inner peace to better contribute to peaceful external societies. (*Inner and Outer Peace*)

### Course Outcome

*Students will be able to:*

- Identify the root causes, types, and consequences of structural, cultural, and direct violence & connect local conflicts to global systems regarding human rights, social justice, and international security. (*Analyze Conflict*)
- Internalize core values such as fairness, equality, and a commitment to protecting fundamental human rights. (*Promote Human Dignity & cultivate empathy*)
- Develop a deep appreciation for peace and dismantle fear-based, war-mongering narratives. (*Transformative Agency*)
- Apply practical skills in negotiation, active listening, and nonviolent mediation to de-escalate personal and community disputes. (*Conflict Resolution*)
- Effectively articulate one's own needs without aggression and help others resolve interpersonal disagreements. (*Facilitation and Communication*)
- Translate theoretical knowledge into tangible community action plans or civic participation (*Active Citizenship*)

### Unit 1: Introduction to Peace Education: Foundations, Theories, and Concepts

- 1.1. *Philosophical Dimensions of Peace*: Negative Peace (absence of direct violence) vs. Positive Peace (presence of social justice and structural equity), drawing on Johan Galtung's approach, Theories of Peace: Active Peace Theory, Democratic Peace Theory, and Critical Peace Studies; The Integrative Theory of Peace
- 1.2. *History of Peace Movements*: Analysis of historical and ecological peace movements (e.g., anti-nuclear movements, eco-justice movements) and their educational implications.
- 1.3. *Challenges to Global Peace and Harmony*: Climate Change, Human Rights Violations, Economic Inequality, Lack of Justice, Rule of Law, and Governance Issues, Forced Displacement, Migration, and Cultural Dislocation, Terrorism and Cross-Border Organised Crime, Geopolitical Rivalries and Resource Conflicts, Gender-based violence, xenophobia, and digital polarization, Gender-based violence, xenophobia, and the rise of digital

polarization, structural violence, socio-religious divides, political conflict, and modern warfare.

*1.4. Indian & Western Perspectives on Peace Education:* Ancient wisdom (Vasudhava Kutumbakam-Maha Upanishad), Gautam Buddha, Parasnath Jain, Mahatma Gandhi (Satyagraha, Ahimsa, Austerity and Trusteeship), Rabindranath Tagore, Krishnamurti, Nehru (Panchasheel), His Holiness the XIV Dalai Lama (viz., Article 51 A of the Indian Constitution, Indian National Educational Policies – 1968, 1986 and 2020, NCF 2005. Western Perspectives - Maria Montessori and John Dewey, Betty Reardon, Bertha von Suttner, Elise Boulding, Galtung. Article 9 of The Constitution of Japan)

*1.5. Global Policy Architecture and Human Rights:* International frameworks supporting peace: UN General Assembly Resolution 53/243 (Declaration and Programme of Action on a Culture of Peace). Contemporary research trends in global peace initiatives (UNESCO, UNICEF, UNHCR). The intersection of Sustainable Development Goal 4 (SDG 4.7) (Education for sustainable development and global citizenship) and human rights conventions.

## **Unit 2: Curriculum, Pedagogy and Assessment of Peace Education**

*2.1. Human Rights & Global Citizenship Education: Conflict:* Transformation, Disarmament and Non-Violence, Transformative Peace Education, Strategies for infusing peace perspectives across standard school content (e.g., re-reading history, literature, mathematics, and science through a peace-building lens).

*2.2. Pedagogy of Peace Education:* Dialogic and critical pedagogy, cooperative learning, experiential learning, contemplative practices and reflective pedagogy, Project Methodology.

*2.3. Assessment:* Formative & Authentic Assessments, Specialised tools and models to evaluate students' peace-building knowledge, critical thinking, values, and socio-emotional skills; democratic, participatory, and critically reflective learning.

*2.4. Teacher's Role:* Professional standards and reflective practices required of a teacher as a peace educator.

## **Unit 3: Peace Education for Peace Building**

*3.1. Strategic Frameworks for Transitional & Post-Conflict Justice:* reconstruction, memory, collective healing, reparations, and reconciliation; Structural Peacebuilding & Educational Policy. Conflict Mapping: Understanding the root causes, dynamics, and types (interpersonal, intra-group, structural) of conflicts, and their escalation; Models of Resolution: Negotiation, Community-Led Interventions & Grassroots Peacebuilding, and restorative justice models within educational ecosystems.

- 3.2. *Global Citizenship Education: Philosophical underpinnings* – Kenneth Kaunda, from 'ubuntu' to 'sumak kawsay', Nelson Mandela, Maha Upanishad, truth-nonviolence-peaceful resistance, concept and fundamental duties, GCED Policies, UNESCO's Role in GCED, Global Citizenship Education Framework, GCED Practices -Regional Scenario, GCED and SDG,
- 3.3. *Humanising Education: Generations Of Education, Humanising Education* – All-round Development, Talent Optimisation and Self-Actualisation.
- 3.4. *Digital Peacebuilding, Media Literacy, & Future Horizons*

### **Practicum**

1. Case Study Analysis: Investigating an ongoing geopolitical, economic, or ecological conflict and analysing its specific impact on children and schooling.
2. Curriculum Audit: Reviewing a current school textbook (e.g., History or Civics) to evaluate how conflicts are represented and designing a revised lesson plan from a peace-oriented perspective.
3. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Alluri, R. M. (2026). Decolonizing peace and conflict studies: intersectional perspectives from racialized women in academia. *Teaching in Higher Education*, 31(3), 591–613. <https://doi.org/10.1080/13562517.2025.2598752>
- Bajaj, M., & local collaborators. (2023). *Critical peace education and global citizenship: Narratives from the Global South*.
- Millican, J., Zembylas, M., & Connolly, P. (Eds.). (2021). *Education, peace and international development in conflict-affected societies*. Springer.
- Odejobi, C. O., & Adesina, A. D. O. (2009). Peace education and the school curriculum. *JEP: eJournal of Education Policy*. <https://in.nau.edu/wp-content/uploads/sites/135/2018/08/Peace-Education-and-the-School-Curriculum-ek.pdf>
- UNESCO. (2025). *Recommendation on Education for Peace, Human Rights and Sustainable Development: An Implementation Guide*. UNESCO.
- Webel, C. (2007). Introduction: toward a philosophy and metapsychology of peace. In *Handbook of peace and conflict studies* (pp. 3-13). Routledge

## **Environment and Sustainability Education [EDN51C]**

### **Course Learning Objectives**

*Students will be able to:*

- Discuss the concepts in Environment and Sustainability
- Relate human population and pollution
- Compare Sustainable Development Goal with Sustainability indicators
- Explain Ecofeminism and Ecopsychology
- Apply different approaches and pedagogical tools in teaching Environment and Sustainability.

### **Course Outcome**

*After the completion of the course*

- When given the names of components of environment, students will be able to recall the definitions.
- When asked the causes of pollutions, students will be able to give the list of determinants and names of pollutants.
- When asked to compare the Sustainability indicators, students will be able to explain the definitions and uses of different indicators.
- When asked to explain ecofeminism, students will be able to give examples of women-led ecological movements.
- When asked to teach Environment and Sustainability in school, students will be able to apply appropriate teaching approach and pedagogical tools.

### **Unit 1: Introduction to Environment and Sustainability Education**

- 1.1 Meaning, objectives and guiding principles of environmental education.
- 1.2 Concept, objectives, and need of Sustainable Development
- 1.3 Environmental Education for sustainability- Relationship with Population; Poverty and pollution
- 1.4 Introduction to Environmental Issues: Man-made and natural disaster
- 1.5 Environmental pollution and its consequences

### **Unit 2: Concepts from Environment and Sustainability**

- 2.1 Sustainability indicators- Definition and Types
- 2.2 Sustainable Development Goals and Environment
- 2.3 Ecopsychology: Environmental Attitude, ethics and Responsible Behaviour
- 2.4 Eco-feminism
- 2.5 Sustainable Management of natural resources

### **Unit 3: Approaches and Methods of Environmental Education**

- 3.1. Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
- 3.2. Methods: Discussion, Seminar, Workshop, Problem solving and Field survey.
- 3.3. Environmental education at various levels of education
- 3.4. Social media and Technology as pedagogical tool
- 3.5. Environmental movements in India

### **Practicum**

1. Case study on sustainable practices in Workshop/Factory/industry
2. Transaction of 05 lessons related to environment in a school with reflective journal/lesson Plan
3. Publication of a Research Article in a National/International Journal on Environment



4. An Action Research on Environmental issue and its report
5. Any other allied areas relevant to above units

**Suggested Readings**

- Filho, W. (2011). Leal World trends in Education for Sustainable Development. Peter Lang.
- CEE (1994). Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication
- Garg, B. & Tiwana. (1995). Environmental Pollution and Protection, Deep & Deep publication, New Delhi.
- NCERT (1981) Environmental Education of the school level. A lead paper. New Delhi
- Sterling, S. 2001. Sustainable Education: Revisioning Learning and Change. Schumacher Briefings.
- Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, N.B.T., New Delhi
- Sharma, P.D. (2001). Ecology and Environment, Rajson Printers, New Delhi

## **Social Dynamics and Education [EDN521]**

### **Course Learning Objectives**

*Students will be able to:*

- Understand the general concept of social change, its various theories and role of education
- Open the idea about sanskritization, westernization, modernization and globalization
- Explore the idea of social stratification and mobility
- Present about social problems in India and role of education to minimize them

### **Course Learning Outcome**

*Students will be able to:*

- Know the importance of education to Change of Society
- Understand the various social problems in India and role of education to minimize them
- Understand the Process of Social Change and Social Mobility

#### **Unit 1: Education and social change**

- 1.1. Definition of social change
- 1.2. Types of social change: Evolutionary, Revolutionary and Telic change
- 1.3. Determinants of social change
- 1.4. Theories of social change Karl Marx, Max Weber, Michel Foucault

#### **Unit 2: Process of Social Change and Social Mobility**

- 2.1. Sanskritization, Westernization and Modernization
- 2.2. Globalization and its effect on Education
- 2.3. Social stratification and mobility
- 2.4. Role of education in social mobility

#### **Unit 3: Social problems in India and role of education to minimize them**

- 3.1. Poverty
- 3.2. Child abuse and child labour
- 3.3. Drug abuse and drug addiction
- 3.4. Terrorism
- 3.5. Regional tension
- 3.6. Population explosion and unequal distribution of wealth
- 3.7. Illiteracy
- 3.8. Role social media to minimize the above-mentioned problems.

### **Practicum/Project**

1. Make a list of social media and mention their educational role in combating the social problems
2. Identify a social problem from your immediate locality and propose a solution
3. Plot an Indian Model of Social Change
4. Any other allied areas relevant to above units

**Suggested Readings**

- Ram Ahuza, Social problems in India
- M N Srinibas, Sanskritization, Westernization and Modernization
- Parimal Bhusan Kar, Sociology
- Alex Inkeles, (1982). What is Sociology? An Introduction to the discipline and profession, Prentice Hall of India Private Limited, New Delhi.
- Pascual Gisbert, S. J., Fundamental of Sociology, Orient Blackswan

## **Application of Statistics in Education [EDN522]**

### **Course Objective**

*Students will be able to:*

- Discuss the concepts of Nature of data.
- Organise the quantitative and qualitative data.
- Compare Univariate, bivariate and multivariate analysis.
- Comprehend the different software for statistical analysis.
- Enter data in software package to analyse it.

### **Course Outcome**

*After the completion of the course*

- When provided the data, students will be able to define the quantitative and qualitative data.
- When provided the quantitative data, students will be able to recognise the level of measurement.
- When provided the quantitative data, students will be able to apply suitable statistics.
- When provided data, students will be able to analyse using the software package.

### **Unit 1: Understanding Statistics in Research and Normal Probability Curve**

- 1.1 Nature of data: Quantitative and Qualitative.
- 1.2 Organization and analysis of qualitative data.
- 1.3 Organization and presentation of quantitative data.
- 1.4 Concept of Normal Probability Curve and its Applications

### **Unit 2: Hypothesis testing**

- 2.1 Hypothesis testing- type I and type II errors.
- 2.2 Test of significance: two tailed and one tailed test.
- 2.3 Types of Tests: Parametric and Non-Parametric Test
- 2.4 Univariate (t- test and ANOVA) and Bivariate Analysis (ANCOVA): Concepts and uses with Examples

### **Unit 3: Multivariate Analysis and Use of Software for Analysis**

- 3.1 Concept, need and importance of Factor Reduction and Factor Analysis
- 3.2 Correlational Analysis and Regression Analysis
- 3.3 Overview of computer software for data analysis
- 3.4 Coding of data and Data entry in various computer software (Microsoft Excel, SPSS)

### **Practicum**

1. A Report on data analysis using Statistical Software administering Parametric/Non-parametric test.
2. Publication of a Research Article in a National/International Journal employing statistical analysis as main or Co-author.
3. Construction of a multi-dimensional Scale using Factor Analysis
4. Analysis of furnished data and its interpretation
5. Any other allied areas relevant to above units

### **Suggested Readings**

- Aggarwal, Y. P. (1986). Statistical Methods: Concepts, Application and Computation. Sterling Publisher.

- Best, John W., Kahn, James V., & Jha, A.K. (2023). Research in Education (10<sup>th</sup> ed). Pearson Publication.
- Garrett, Henry E. (1926). Statistics in Psychology and Education (1<sup>st</sup> ed). New York: Longmans, Green and Co.
- Kaul, L. (2019). Methodology of Educational Research (5<sup>th</sup> ed). New Delhi: Vikas
- Mangal, S. K. (2010). Statistics in Psychology and Education (2<sup>nd</sup> ed). New Delhi: PHI Learning Private Limited.
- Pallant, J. (2003). SPSS Survival Manual (Windows version 10 and 11). Open University Press.
- পাল, দেবাশিস. (২০১৯). গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল (তৃতীয় সংস্করণ). কলকাতা: রীতা পাবলিকেশন।
- রায়, সুশীল. (২০১৪). মূল্যায়ন: নীতি ও কৌশল (ষষ্ঠ সংস্করণ). কলকাতা: সোমা বুক এজেন্সী।

## **Academic Writing [EDN523]**

### **Course Objective**

*Students will be able to*

- Acquire basic idea of Literature Review
- Get an idea of the sources for Literature Review
- Know about the Importance of Literature Review
- Know about the ethical issues Literature Review
- Know about the Referencing and writing a Literature Review
- Learn the skill of writing a research proposal.
- Enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation

### **Course Outcomes**

*Students will be able to*

- Draft a literature Review
- Write a research synopsis.
- Prepare a PowerPoint presentation.
- Present the research synopsis

### **Literature Review**

Unit 1: Importance and Source of literature Review; Ethical Issues

Unit 2: Critical Analysis/ classification of an article; Trends & Gaps

Unit 3: Structuring of Dissertation /Thesis

Unit 4: Referencing & Writing

### **Practicum**

1. Make a presentation on critical analysis of at least one journal article
2. Present an article based on review of Literature on a specific topic/area
3. Any other allied areas relevant to above units

## **Indigenous Knowledge and Sustainability [EDN52A]**

### **Course Objectives**

*Students will be able to:*

- Understand the foundational concepts, definitions, and distinct epistemological backgrounds of IK, distinguishing it from conventional, Western scientific frameworks.
- Know how IK systems are applied in ecosystem management, biodiversity conservation, food security, and climate resilience.
- Explore the direct interconnections between traditional ecological knowledge and global sustainability targets, such as climate action and life on land.
- Know about the traditional ecological practices and cultural heritage across different indigenous communities, both internationally and locally.
- Understand the policies, legal frameworks, intellectual property rights, and ethical protocols required to safeguard IK against exploitation and loss.

### **Course Outcomes**

*Students will be able to*

- Define the philosophical and historical background of Indigenous Knowledge (IK), distinguishing it from traditional Western scientific paradigms and recognizing its systemic nature.
- Critically evaluate & assess the role of IK in contemporary resource management, biodiversity conservation, sustainable agriculture, and ecological resilience.
- Map traditional practices to specific United Nations Sustainable Development Goals (SDGs), demonstrating how indigenous worldviews contribute to solving modern socio-environmental crises.
- Investigate & analyse the distinct lifeways, belief systems, and localized knowledge of indigenous communities globally and within their specific national/regional context (such as the Indian Knowledge System).
- Identify the threats facing indigenous knowledge (e.g., globalization, climate change, biopiracy) and evaluate the mechanisms, policies, and ethical frameworks required to protect and preserve IK for future generations.

### **Unit 1. Background and concept of Indigenous Knowledge**

*1.1 Indigenous Knowledge: Concept-Definition, Features, Scope, Types, Importance.*

*1.2 Introduction to Global Indigenous Knowledge: America, Africa, Oceania, Asia (Nature, History, diversity, complexity, and adaptability)*

*1.3. Diversity of Indigenous community and culture in India*

*1.4. Local heritage sites and their relevance.*

1.5 Culture and Education; Sociocultural identities and educational relevance

## **Unit 2: Indigenous Knowledge and Sustainable Development**

2.1. Principles of Indigenous Sustainability

*2.2 Indigenous way of Biodiversity conservation:* international and national policy on biodiversity and local communities.

*2.3 Indigenous knowledge for development:* opportunities and challenges, traditional knowledge and its role in the global economy and poverty reduction

*2.4 Indigenous Knowledge in Climate change resilience and disaster risk reduction.*

*2.5 Indigenous health and wellbeing:* Ethno botany and Medicinal Plants, Zootherapeutic medicine, ethno nutrition

*2.6 Sustainable Indigenous Practices in India:* Shifting Cultivation, Traditional Crop Varieties, Natural Pest Management, Pastoralism, Water Harvesting and Management, Forest Conservation and Sacred Groves.

## **Unit 3. Indigenous Knowledge, Education & its Protection and Preservation: Future Pathways**

*3.1. Indigeneity and Education & Power:* Within Indigenous Education/ Indigenous Resurgence in Education

*3.2 Women & Indigenous Knowledge:* Building Bridges Between the Traditional and the Modern

*3.3 Challenges and Threats of IK:* National and International level

*3.4 Indigenous Knowledge and Intellectual Property Rights (IPR) & Ethics of research on IK*

*3.5 International and National Initiatives to protect IK*

*3.6 Future Directions:* Unlocking a pathway for a resilient and harmonious future

## **Practicum**

1. Project work focused on Indigenous knowledge: based on local indigenous practices
2. Experienced/ experts/ grand-parents demonstration class: Demonstration class by experienced and valued older persons from indigenous community.



3. Poster and seminar presentation: Visual Representation based on indigenous knowledge and local heritage site.
4. Storytelling, folk song class: by experienced locals
5. Field work based report based on traditional Occupation/ indigenous knowledge etc
6. Any other allied activity/action/ execution oriented relevant to above units

### **Suggested Readings**

- Bolhassan, R., Cranefield, J., & Dorner, D. (2014). Indigenous knowledge sharing in Sarawak: A system-level view and its implications for the cultural heritage sector. *Proceedings of the Hawaii International Conference on System Sciences*. <https://doi.org/10.1109/HICSS.2014.419>
- Gorjestani, N. (2000). *Indigenous knowledge for development: Opportunities and challenges*. United Nations Conference on Trade and Development.
- Grenier, L. (1998). *Working with indigenous knowledge: A guide for researchers*. International Development Research Centre.
- Hoppers, C. A. O. (2007). *Indigenous knowledge and the integration of knowledge systems*. New Africa Books.
- IFAD. (2003). *Indigenous peoples and sustainable development: Roundtable discussion paper*. International Fund for Agricultural Development.

## **Global Citizenship Education & Internationalization [EDN52B]**

### **Course Objectives**

*Students will:*

- Acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- Develop a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Acquire insights for a peaceful and sustainable world

### **Course Outcome**

*Students will be able to:*

- Develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- Develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- Participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

### **Unit 1: Introduction to Global Citizenship Education**

- 1.1. What is Global Citizenship Education; Background, Needs
- 1.2. Learning Contents of Global Citizenship Education; Domains, Outcomes, Attributes, Topics, Objectives
- 1.3. Role of International organization and GCE such as UNESCO

### **Unit 2: Implementation of Global Citizenship Education**

- 2.1. Implementation at Policy level
- 2.2. Classroom implementation; Integrating in Education System, delivering in the classroom, Assessing learning outcomes
- 2.3. Implementation at Community or out of school
- 2.4. Sustainable Development Goal & GCE

## Unit 3: Internationalization

3.1. What is Internationalization?

3.2. Relation of Internationalization to Globalization

3.3. Internationalization and Diversity, Equity & Inclusion

3.4 Internationalization Target Areas

### Practicum

Students can bridge theory with practice in Global Citizenship Education (GCED) and Internationalization, through the following practical or experiential activities.

**1. Community-Based Learning & Local Action:** from the classroom into the real world to develop contextual understanding.

- *Local-Global Mapping:* Map local community challenges (e.g., environmental issues, inequality) and link them to specific Sustainable Development Goals (SDGs).
- *Social Entrepreneurship Projects:* Identify local problems and design social enterprise solutions for local problems, fostering critical thinking and values-based action.
- *Service-Learning:* Partner with local NGOs to allow students to apply their analytical skills to real-world obstacles, building empathy and negotiation abilities.

**2. Digital & Virtual Internationalization:** Leverage technology to create international experiences without physical travel, often called "Internationalization at Home".

- *Collaborative Online International Learning (COIL):* Pair with a peer group from a university in another country to co-create a joint project or research paper via video conferencing.
- *Virtual Exchange & Advocacy:* Create a social media campaign or a YouTube channel to build global awareness on topics like climate justice or human rights.
- *Digital Pedagogy Workshops:* Use platforms like Padlet for reflective "writeshops" where students integrate GCED wisdom into their own professional lesson plans or action plans.

**3. Policy & Curricular Practicalities:** Focus on the structural side of how institutions internationalize their programs.

- *Curriculum Audit:* Analyze an existing course curriculum to identify "hidden biases" or missed opportunities for incorporating global perspectives.

- *Internationalization Policy Review*: Draft a strategic internationalization plan for a hypothetical department.
- *Model United Nations (MUN)*: Organize a high-level simulation where students represent different nations to negotiate solutions for transnational

4. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Guidelines. Nairobi, UNEP. [http://www.unep.org/pdf/Here\\_and\\_Now\\_English.pdf](http://www.unep.org/pdf/Here_and_Now_English.pdf)
- UNESCO. Teaching and Learning for a Sustainable Future. A multimedia teacher education programme. <http://www.unesco.org/education/tlsf/>
- UNESCO. 2012. Education for Sustainable Development: Sourcebook. Paris, UNESCO. <http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>.
- Videos available in English:  
<http://www.unesco.org/archives/multimedia/?pg=34&pattern=Sourcebook&related=>
- UNESCO. 2014. How is Global Citizenship Taught? Wisdoms from the Classroom. [http://www.unescobkk.org/education/news/article/how-is-global-citizenship-taught-wisdoms-from the-classroom/](http://www.unescobkk.org/education/news/article/how-is-global-citizenship-taught-wisdoms-from-the-classroom/)
- <https://www.unesco.org/en/global-citizenship-peace-education/need-know>
- <https://www.un.org/en/academic-impact/page/global-citizenship-education>
- <https://sdgacademy.org/global-citizenship-education-for-all/>

## **Entrepreneurship in Education [EDN52C]**

### **Course Objectives**

*Students will be able to:*

- Develop conceptual foundation of entrepreneurship and its role in education
- Convey entrepreneurship principles to students in a classroom.
- Developing skills and entrepreneurial concepts
- Develop a creativity and leadership oriented among students

### **Course Outcomes**

*Students will be able to:*

- Develop core ideologies regarding entrepreneurship in education
- Identify several conceptual concepts relating to entrepreneurship in a classroom environment
- Develop the necessary skills, essential for having an entrepreneurial mindset.
- Understand the need and importance of leadership and creativity, it develops successful entrepreneurial capability from classrooms.

### **Unit 1: Foundation of Entrepreneurship in Education**

- 1.1. Concept of entrepreneurship, concept of entrepreneurship in education and types.
- 1.2. Evolution of Entrepreneurship in Education and its relevance
- 1.3. Concepts of employability, enterprise, efficiency, and equity
- 1.4. Theoretical basis of entrepreneurship education: Economic (eg. Joseph Schumpeter's Creative Destruction); Psychological (e.g., McClelland's Need Theory); Opportunity Recognition (Shane & Venkataraman's Individual opportunity nexus); Resource Based (Barnes' RBV); Sociological (e.g., Howard Aldrich's Social Network).

### **Unit 2: Integrating entrepreneurial ideas and principles into the classroom**

- 2.1. Start-up Methodology and understanding start-up ecosystem
- 2.2. Concepts: Group dynamics, cooperation, collaboration, coordination, supervision, planning, communication
- 2.3. Understanding legal processes for entrepreneurship
- 2.4. Understanding Human resource management and development.

### **Unit 3: Development of skills, entrepreneurial interest, and attitude**

- 3.1. Role of Universities in Imparting Entrepreneurship Education
- 3.2. Financial Literacy: Insurance, banking and investment, securing loans, stock exchange
- 3.3. Market: Micro, macro market, domestic and foreign trade

3.4. Role of technology: e-commerce and social media

3.5. Need for developing entrepreneurial capability. Importance in a developing economy

### **Practicum**

1. Team building activities to enhance communication
2. Develop a presentation for a business idea
3. Internship experience in a start-up (preferably edu-tech) and writing a report
4. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Sternberg, R., & Krauss, G. (Eds.). (2014). *Handbook of research on entrepreneurship and creativity*. Edward Elgar Publishing.
- Ratten, V. (2008). Handbook of Research in Entrepreneurship Education: Volume 2. *Journal of Enterprising Communities: People and Places in the Global Economy*, 2(1), 88-89.
- West, G. P., Gatewood, E. J., & Shaver, K. G. (Eds.). (2009). *Handbook of university-wide entrepreneurship education*. Edward Elgar Publishing.
- Fayolle, A., & Kickul, J. (2007). New and emerging perspectives for future research in entrepreneurship education. *Handbook of Research in Entrepreneurship Education, Vol 2*.
- Brännback, M., Carsrud, A., Hechavarria, D., & Kickul, J. (Eds.). (2025). *Handbook of research methods and applications in entrepreneurship and small business*. Edward Elgar Publishing.

**UNIVERSITY OF CALCUTTA NEW SYLLABUS 2026**  
**ONE YEAR POST GRADUATE (PG) IN EDUCATION**

The University of Calcutta CSR (Notification No. CSR/72/2026) guidelines will be followed for Post Graduate (PG) in Education.

**Course learning objectives:** The Postgraduate (PG) Course in Education has the following Learning Objectives:

**Research & Evidence-Based Practice**

- *Evaluate Educational Research:* Student will critically assess contemporary academic studies, quantitative and qualitative data, and educational trends to inform decision-making.
- *Conduct Independent Research:* Student will design, implement, and analyze applied or action research to solve systemic classroom or organizational problems.

**Curriculum & Pedagogical Mastery**

- *Curriculum Design:* Student will construct, adapt, and evaluate pedagogical frameworks and curricular materials suited for diverse student populations.
- *Integrate Educational Technology:* Student will identify, select, and utilize digital tools to enhance remote, hybrid, or in-person teaching and learning.

**Inclusive Education & Equity**

- *Foster Inclusive Environments:* Student will apply deep understandings of cultural diversity, cognitive abilities, and socioeconomic backgrounds to build respectful, accessible learning environments.
- *Address Systemic Barriers:* Student will identify and implement strategies to support special needs and marginalized learners within mainstream or specialized educational settings'

**Educational Leadership & Policy Analysis**

- *Analyze Educational Policy:* Student will understand how history, sociology, psychology, and public policy shape schooling, and critically evaluate regional or national educational reforms.
- *Develop Leadership Skills:* Student will cultivate organizational management and strategic leadership competencies to influence positive transformation within schools and educational bodies.

**Ethical & Reflective Practice**

- *Ethical Standards:* Student will demonstrate a strong commitment to professional ethics, integrity, and values in all instructional and administrative roles.
- *Lifelong Learning:* Student will engage in continuous reflective practice and adapt to emerging educational challenges and evolving societal needs

**Programme Outcomes (POs):** The Programme Outcomes (POS) of the PG in Education are broadly categorized into the below three core domains of learning:

- **Knowledge:** Students will be able to understand discipline-specific theories, concepts, and principles.
- **Skills:** Students will be able to apply knowledge, think critically, and perform practical tasks.
- **Attitudes/Values:** Students will acquire professional behaviors, ethics, and dispositions relevant to the field

**PG EDUCATION CREDITWISE STRUCTURE**

| UGC Structure                                                                                      |                                                |            |                                  |               |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|------------|----------------------------------|---------------|
| Curricular Components                                                                              | Two-Year PG Programme (Generic & Professional) |            |                                  |               |
|                                                                                                    | Minimum Credits                                |            |                                  |               |
|                                                                                                    | Course Level                                   | Coursework | Research Thesis/ project/ patent | Total Credits |
| <b>PG Diploma</b>                                                                                  | 400                                            | 40         | -                                | 40            |
| <b>1<sup>st</sup> Year (1<sup>st</sup> &amp; 2<sup>nd</sup> Semester)</b>                          | 400                                            | 20         | -                                | 40            |
|                                                                                                    | 500                                            | 20         | -                                |               |
| <b>Students who exit at the end of 1<sup>st</sup> year shall be awarded a Postgraduate Diploma</b> |                                                |            |                                  |               |
| <b>2<sup>nd</sup> Year *3<sup>rd</sup> &amp; 4<sup>th</sup> Semester)</b>                          | 500                                            | 20         | 20                               | 40            |
|                                                                                                    | 500                                            | 40         | -                                | 40            |
|                                                                                                    | -                                              | -          | 40                               | 40            |

### OVERALL STRUCTURE OF THE PG IN EDUCATION ONE YEAR (2 SEMESTERS)

| Semester | Cours<br>e<br>Level | Course<br>Code | Papers                                 | Marks                                          | Total<br>Credit                          | Hours of<br>Teaching    |
|----------|---------------------|----------------|----------------------------------------|------------------------------------------------|------------------------------------------|-------------------------|
| 3        | 500                 | EDN51CWR       | 3CC+2EC (at least 1R)= Total 5 Papers  | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500                 | EDN51CW        | 3CC+2EC= Total 5 Papers                | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500                 | EDN51R         | 2CC+3EC=Total 5 Papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
| 4        | 500                 | EDN52CWR       | 3CC+2EC (at least 1R) = Total 5 Papers | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500                 | EDN52CW        | 3CC+2EC=Total 5 Papers                 | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          | 500                 | EDN52R         | 2CC+3EC =Total 5 Papers                | 30TH+20PR=50x5=250 Marks (Total each semester) | 4 Credits (each paper 20 (each semester) | 45hrs (TH)+ 30 hrs (PR) |
|          |                     |                |                                        | Total Marks= 250X4=1000 (4 semester)           | Total 80 Credits (4 semester course)     |                         |

**Note:** CW = Course Work; R=Research Paper; TH=Theory; PR=Practical; CC= Core Course; DCEC=Discipline Centric Elective Course; EEC=Employability & Entrepreneurship Skills Course; SEC=Skill Enhancement Course; VOC=Vocational Course; 1 Credit TH=15 hours; 1 Credit PR=30 hours; Core Course paper indicated as 1/2/3.etc; Elective papers indicated as A/B/C... etc



**SEMESTER 3****COURSE CODE: EDN51CWR (COURSEWORK & RESEARCH)****Instruction:** Students should opt for 3CC+2EC (at least 1R) = Total 5 Papers (20 Credits)

| <b>Paper Code</b> | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
|-------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| EDN511            | Inclusive Education                                                     | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512            | Contemporary Curriculum Approaches                                      | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN513            | Ethics in Educational Research                                          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A            | Policy and Planning in Education                                        | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51B            | Peace Education                                                         | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51C            | Environment and Sustainability Education                                | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51D            | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51E            | Product/ App Development/ Tool development etc.                         | EC: EEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51F            | Publication                                                             | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN51G            | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC (R)             | 100          | 4                      | 120 hrs            |
| EDN51H            | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hours          |

| <b>SEMESTER 3</b><br><b>COURSE CODE: EDN51CW (COURSEWORK)</b><br><b>Instruction:</b> Students should opt for 3CC+2EC= Total 5 Papers (20 Credits) |                                                   |                        |              |                        |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                 | <b>Paper</b>                                      | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
| EDN511                                                                                                                                            | Inclusive Education                               | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512                                                                                                                                            | Contemporary Curriculum Approaches                | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN513                                                                                                                                            | Ethics in Educational Research                    | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A                                                                                                                                            | Policy and Planning in Education                  | EC: DCEC               | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51B                                                                                                                                            | Peace Education                                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51C                                                                                                                                            | Environment and Sustainability Education          | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51D                                                                                                                                            | Internship (on Education or allied subject/ area) | EC: SEC                | 100          | 4                      | 120 hours          |

| <b>SEMESTER 3</b><br><b>COURSE CODE: EDN51R (RESEARCH)</b><br><b>Instruction:</b> Students should opt for 2CC+3EC= Total 5 Papers (20 Credits) |                                                                         |                        |              |                        |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                              | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit=20 Total</b> | <b>Hours</b>       |
| EDN511                                                                                                                                         | Basics of Educational Research                                          | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN512                                                                                                                                         | Review of Research Literature                                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN51A                                                                                                                                         | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN51B                                                                                                                                         | Product/ App Development/ Tool development etc.                         | EC: EEC                | 100          | 4                      | 120 hrs            |
| EDN51C                                                                                                                                         | Publication                                                             | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN51D                                                                                                                                         | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                 | 100          | 4                      | 120 hrs            |
| EDN51E                                                                                                                                         | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hrs            |

| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52CWR (COURSEWORK &amp; RESEARCH)</b><br><b>Instruction: Students should opt for 3CC+2EC (at least 1R) = Total 5 Papers (20 Credits)</b> |                                                                         |                        |              |                        |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                                                | <b>Paper</b>                                                            | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                                                           | Social Dynamics & Education                                             | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                                                           | Application of Statistics in Education                                  | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN523                                                                                                                                                                           | Academic Writing                                                        | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                                                           | Indigenous Knowledge & Sustainability                                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52B                                                                                                                                                                           | Global Citizenship Education and Internationalization                   | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52C                                                                                                                                                                           | Entrepreneurship in Education                                           | EC: EEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52D                                                                                                                                                                           | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52E                                                                                                                                                                           | Product/ App Development/ Tool Development etc.                         | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52F                                                                                                                                                                           | Publication                                                             | EC: SEC (R)            | 100          | 4                      | 120 hrs            |
| EDN52G                                                                                                                                                                           | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC (R)             | 100          | 4                      | 120 hrs            |
| EDN52H                                                                                                                                                                           | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hours          |

| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52CW (COURSEWORK)</b><br><b>Instruction:</b> Students should opt for 3CC+2EC= Total 5 Papers (20 Credits) |                                                       |                        |              |                        |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                                 | <b>Paper</b>                                          | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                            | Social Dynamics & Education                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                            | Application of Statistics in Education                | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN523                                                                                                                                            | Academic Writing                                      | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                            | Indigenous Knowledge & Sustainability                 | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52B                                                                                                                                            | Global Citizenship Education and Internationalization | EC: SEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52C                                                                                                                                            | Entrepreneurship in Education                         | EC: EEC                | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52D                                                                                                                                            | Internship (on Education or allied subject/ area)     | EC: SEC                | 100          | 4                      | 120 hrs            |

| <b>SEMESTER 4</b><br><b>COURSE CODE: EDN52R (RESEARCH)</b><br><b>Instruction:</b> Students should opt for 2CC+3EC=Total 5 Papers (20 Credits) |                                                                         |                        |              |                        |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|--------------|------------------------|--------------------|
| <b>Paper Code</b>                                                                                                                             | <b>Name of the Paper</b>                                                | <b>Nature of Paper</b> | <b>Marks</b> | <b>Credit 20 Total</b> | <b>Hours</b>       |
| EDN521                                                                                                                                        | Application of Statistics in Education                                  | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN522                                                                                                                                        | Review of Research Literature                                           | CC                     | 30TH+20PR=50 | 3TH+1PR=4 Credits      | 45hrs TH+30 hrs PR |
| EDN52A                                                                                                                                        | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52B                                                                                                                                        | Product/ App Development/ Tool Development etc.                         | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52C                                                                                                                                        | Publication                                                             | EC: SEC                | 100          | 4                      | 120 hrs            |
| EDN52D                                                                                                                                        | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                 | 100          | 4                      | 120 hrs            |
| EDN52F                                                                                                                                        | Internship (on Education or allied subject/ area)                       | EC: SEC                | 100          | 4                      | 120 hrs            |

## New Syllabus Papers 1 Year; 2 Semesters

| SL.No                          | Paper Names                                                                | Nature/<br>Type of<br>paper | Paper<br>Code |
|--------------------------------|----------------------------------------------------------------------------|-----------------------------|---------------|
| <b>CORE COURSE PAPERS (CC)</b> |                                                                            |                             |               |
| 1                              | Inclusive Education (IE)                                                   | CC                          | EDN511        |
| 2                              | Contemporary Curriculum Approaches (CCA)                                   | CC                          | EDN512        |
| 3                              | Ethics in Educational Research (EER)                                       | CC                          | EDN513        |
| 4                              | Social Dynamics & Education (SDE)                                          | CC                          | EDN521        |
| 5                              | Application of Statistics in Education (ASE)                               | CC                          | EDN522        |
| 6                              | Academic Writing (AW)                                                      | CC                          | EDN523        |
| <b>ELECTIVE PAPERS (EC)</b>    |                                                                            |                             |               |
| 7                              | Policy and Planning in Education (PPE)                                     | EC: DCEC                    | EDN51A        |
| 8                              | Peace Education (PE)                                                       | EC: SEC                     | EDN51B        |
| 9                              | Environment and Sustainability Education (ESE)                             | EC: SEC                     | EDN51C        |
| 10                             | Indigenous Knowledge & Sustainability (IKS)                                | EC: SEC                     | EDN52A        |
| 11                             | Global Citizenship Education and Internationalization (GCEI)               | EC: SEC                     | EDN52B        |
| 12                             | Entrepreneurship in Education (EE)                                         | EC: EEC                     | EDN52C        |
| <b>PRACTICAL PAPERS (PR)</b>   |                                                                            |                             |               |
| 13                             | Pilot Project /Data collection, Analysis & Report writing/<br>Dissertation | EC: SEC                     |               |
| 14                             | Product/ App Development/ Tool Development etc.                            | EC: SEC                     |               |
| 15                             | Publication                                                                | EC: SEC                     |               |
| 16                             | Online Swayam/ MOOC Courses (on Education or allied subject/<br>area)      | EC/OEC                      |               |
| 17                             | Internship (on Education or allied subject/ area)                          | EC: SEC                     |               |

## **Inclusive Education [EDN511]**

### **Course Objectives**

*Students will be able to*

- Understand the core concepts, principles, and historical evolution of inclusive education.
- Familiarize students with global and national policies, frameworks, and legislative mandates.
- Understand the diverse profiles, strengths, and challenges of learners, including those with sensory, physical, and intellectual disabilities, as well as gifted learners.
- Learn the theories which drive research and practice in inclusive education

### **Course Outcome**

*Students will be able to:*

- Summarize concept, nature, scope & historical trajectory of inclusive education.
- Critically consider the role of education in creating inclusive education systems.
- Develop sensitivity, empathy, and positive attitudes towards children with special needs (CWSN) and marginalized groups.
- Design and implement Individualized Education Plans (IEPs) to tailor learning experiences for students with varied abilities.
- Demonstrate & apply strategies to facilitate inclusion in classroom

### **Unit 1: Introduction to Inclusive Education**

- 1.1. Basic concept of Inclusive education: Global Overview; Basic premises and philosophy or foundations for Inclusive Education
- 1.2. Rationale of Inclusion: Educational, Social and Economic justification
- 1.3. Theories and Methodologies underpinning the study of diversity in education, including intersectionality, post-colonial and critical race theory, feminist theory, and disability theory

### **Unit 2: National and International Initiatives for Inclusion**

2.1. *International Policies, Laws, Legislations:* Universal Declaration of Human Rights, 1948; UN Convention on the Rights of the Child, 1989; UN Convention on the Rights of Person with Disabilities, 1990; The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities Rule 6, 1993; The World Conference on Special needs Education, Salamanca Statement, and its framework for action on Special Needs Education, World Education Forum Framework for Action, Dakar, (EFA goals) + Millennium Development goals, 2000; EFA Flagship on The Right to Education for Persons with Disabilities: Towards Inclusion; UN Disability Convention, 2005; UNCRPD 2006

*2.2. Indian Policies & Legislatives:* Current Laws and Policy perspectives supporting inclusive education for children with diverse needs in India; Persons with Disabilities Act 1995, National Policy of Disabilities 2006, National Curriculum Framework 2005, RPWD Act 2016, NEP,2020; Centrally sponsored schemes for education of SCs, STs, and Minorities; Special focus group and their education under SSA; Community participation and empowerment of socially disadvantaged section, Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya, Role of SSA, DPEP, NGOs for gender equality in education etc

*2.3. Current Status:* Current Status and Ethical Issues of inclusive education in India and abroad; Research Trends of Inclusive Education in India and abroad

### **Unit 3: Education for Diversity, Equity & Planning and Management of Inclusive Classrooms**

*3.1 Identification of Marginalised/Excluded/Vulnerable Groups:* (such as disabilities, abused children, child labourers, poverty-stricken children, religious minorities, nomadic children, ethnic minorities, language minorities, child domestic workers, children in conflict zones/child soldiers, migrants, HIV/AIDS orphans, excluded due to gender and sexuality, social class, caste, race and culture and indigenous identity); Role of Education and rehabilitation strategies for such children

*3.2. Identifying Barriers to inclusion:* Existing attitudes and values, Lack of understanding, Lack of necessary skills, Limited resources, Inappropriate organisation etc.

*3.3. Role of School, Community & Family:* Teachers, parents, communities, school authorities, curriculum planners, training institutes, and entrepreneurs in the business of education; Impact of attitudes and values on inclusion

*3.4. Collaborative Role to create Inclusive Environment/Educational Institutions:* Communication to build relationships, understanding participation restrictions, collaborate to overcome participation restrictions, building teams and coalitions for inclusion etc, enabling environments for Personalised Learning, analysing learning situation of children and youth, developing effective goals, adapting situations to learner requirements, develop practice to support all learners etc.

### **Practicum**

1. Sensitization & Awareness drives in local community or educational institution for inclusion.
2. Observation report on inclusive practices in any of the chosen educational institution.
3. Development and or delivery of lesson plans for diverse categories of children

4. Identifying the challenges & strengths of people with diverse needs and prepare a report and or presentation
5. Identify any barriers of inclusion from community or institution and propose an intervention plan
6. Presentation/ report writing; Working in small groups, students may interview a person with diverse needs & critical present and write a report from the perspectives of inclusion.
7. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Ainscow, M. (2002). *Understanding the development of inclusive schools*. Routledge.
- Ainscow, M. Booth, T & Dyson, A (2006). *Improving Schools, Developing Inclusion*. London: Routledge.
- Armstrong, A. C., Spandagou, I., & Armstrong, D. (2009). Inclusive education: International policy & practice.
- Corbett, J. (2001). Teaching approaches which support inclusive education: A connective pedagogy. *British journal of special education*, 28(2), 55-59.
- Hart, S. Dixon, A. Drummond M.J. and McIntyre, D. (2004). *Learning without Limits*. Buckingham: OUP.
- <https://unesdoc.unesco.org/ark:/48223/pf0000140224>
- [https://www.unicef.org/eca/sites/unicef.org.eca/files/00\\_ToT%20Introductory%20Booklet\\_March\\_2015.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/00_ToT%20Introductory%20Booklet_March_2015.pdf)



## **Contemporary Curriculum Approaches [EDN512]**

### **Course Objectives**

*Learners will be able to:*

- Understand modern shifts in curriculum theory and practice
- Analyses contemporary curriculum approaches in global and national contexts
- Design competency-based and outcome-based curriculum frameworks
- Integrate technology, inclusion into curriculum

### **Learning Outcomes**

*By the end of this course, learners will:*

- Explain the changing concepts, theories, and philosophies of contemporary curriculum, including curriculum as process and product.
- Analyze contemporary curriculum approaches from national and international perspectives, including postmodern curriculum, experience-centered curriculum, and critical pedagogy.
- Evaluate the impact of globalization, the knowledge economy, and international benchmarks such as PISA on curriculum development.
- Apply the principles of competency-based education (CBE) and outcome-based education (OBE) in curriculum planning and implementation.

### **Unit 1: Changing Nature of Curriculum**

- 1.1. Curriculum as process vs product
- 1.2. Postmodern perspectives in curriculum
- 1.3. Experience – centred curriculum (John Dewey) and Critical Pedagogy (Paulo Freire)
- 1.4. Knowledge Economy and International Benchmark (PISA)

### **Unit 2: Competency-based and Outcome-based Curriculum**

- 2.1. Core competencies (21<sup>st</sup> century skills)
- 2.2. Curriculum mapping and standards
- 2.3. OBE model – William Spady
- 2.4. Curriculum accountability

### **Unit 3: Innovative and Emerging Curriculum Approaches**

- 3.1. Integrated and Interdisciplinary curriculum
- 3.2. Inquiry based curriculum
- 3.3. Problem based Curriculum
- 3.4. AI and adaptive learning systems

### **Practicum**

1. Select a school topic and identify the learning outcomes, teaching strategies, and assessment methods. (Skill Based)
2. Compare two curriculum contents and prepare a report (Concept Based)
3. Prepare a lesson plan using outcome-based education principle (Pedagogy Based)
4. Prepare a poster on AI based learning system (Innovation Based)

5. Review a school textbook and identify elements reflecting curriculum principles (Outcome based)
6. Any other allied areas based on the above units

### **Suggested Readings**

- Pedagogy of the Oppressed – Paulo Freire
- Democracy and Education – John Dewey
- Outcome-Based Education: Critical Issues and Answers – William Spady
- Ornstein & Hunkins – Curriculum: Foundations, Principles and Issues
- Marsh, C.J. – Key Concepts for Understanding Curriculum

## **Ethics in Educational Research [EDN513]**

### **Course Objectives**

*Students will learn the:*

- Basics and justification to understand and adhere Ethics in Education Research.
- Foundational knowledge and origin of Research Ethics
- Ethical Principles and code of Conduct
- Protocol of adhering to research ethics

### **Course Learning Outcome**

*Students will be able to:*

- Assess the purpose of research ethics, evaluating its critical importance in educational settings for preventing harm, maintaining integrity, and protecting vulnerable participants.
- Examine the historical origins and foundational frameworks of research ethics, understanding how past regulatory milestones shape modern institutional research practices.
- Analyze core ethical principles such as informed consent, confidentiality, and equity—and apply recognized academic codes of conduct to contemporary education research scenarios.
- Implement ethical protocols practically, demonstrating the steps required to secure institutional approvals, manage sensitive data, and report findings responsibly.

### **Unit 1: Research Ethics Background**

- 1.1. Historical Trajectory of Research Ethics
- 1.2. Defining Research with Human Subjects
- 1.3. Why Research Ethics or Ethics in Research/ Education Research

### **Unit 2: Ethical Principles and Code of Conduct**

- 2.1. Informed Consent
- 2.2. Rules & Regulations
- 2.3. Privacy & Confidentiality

### **Unit 3: Protocol of following Ethics in Education Research**

- 3.1. Populations in Research Requiring Additional Considerations and/or Protections
- 3.2. Conflict of Interest (COI)
- 3.3. Internet based Research & Artificial Intelligence (AI) in Education Research and the Ethics
- 3.4. Common Ethical Principles used in Research/ Important areas of Educational Research
- 3.5. Plagiarism

### **Practicum**

1. Case studies on ethics and discussion
2. Discussion on Ethical issues and critical discussion

3. Critical analytic report on hypothetical case
4. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Brooks, R., te Riele, K., & Maguire, M. (2014). *Ethics and education research*. SAGE Publications.
- Brooks, R., te Riele, K., & Maguire, M. (2015). *Ethics and education research*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). The ethics of educational and social research. In L. Cohen, L. Manion, & K. Morrison, *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539-7>
- Eaton, S.E. (Series Eds.). (2023). *Ethics and integrity in educational context*. Springer Nature.
- Glendinning, I., Eaton, S. E., Figueroa, B. A. M., & Sivasubramaniam, S. D. (2025). *Ethics And Integrity in Education. Derived from the 9<sup>th</sup> European Conference on Ethics and Integrity In Academia*. Springer Nature.

## **Policy and Planning in Education [EDN51A]**

### **Course Learning Objectives**

*Learners will be able to:*

- Develop the idea about policy, educational policy, and its factors and familiar with the policy making bodies.
- Explore the National Level Educational Policy taken by the Government of India since Independence.
- Explore the educational planning, its various types and approaches

### **Course Learning Outcome**

*Students will be able to:*

- Know the Concept of Education Policy and Educational Planning
- Analyze various Educational Policies in India
- Understand the Different Approaches to Educational Planning

### **Unit 1: Concept of Education Policy**

- 1.1 Definition of Policy
- 1.2 Education Policy
  - 1.2.1 Definition of Education Policy
  - 1.2.2 Determinants of Education Policy
  - 1.2.3 Criteria of good Education Policy
- 1.3 Policy Formulation Agency at State and National Level in India

### **Unit 2: National Level Educational Policy in India**

- 2.1 National Education Policy -1968
- 2.2 National Policy on Education 1986
- 2.3 Ramamurthi Committee (1990-92)
- 2.4 Janardhana Reddy Committee (1991-92)
- 2.5 National Education Policy 2020

### **Unit 3: Concept of Educational Planning**

- 3.1 Definition, Need and Scope of Educational Planning
- 3.2 Types of Planning: Micro, Macro Planning, Perspective and Long-Term Planning, District Plan, Grassroot and Block Level Planning, Institutional Planning
- 3.3 Different Approaches to Educational Planning: Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Social Justice Approach, Demographic Projection, Intra Educational Extrapolation Approach
- 3.4. Different steps of Education Planning

### **Practicum**

1. Population and Enrolment Projection
2. Recurring and Nonrecurring Grants in School
3. Analyze Higher Education Policy in India
4. Institutional Planning
5. Compare the education policy of India with any one developed country.
6. Any other allied areas relevant to above units

### **Suggested Readings**

- Chares E. Lindblom, Edward J Woodhouse, Policy Making Process, Prentice Hall.
- Paul A. (1999). Theories of the Policy Process
- National Education Policy -1968
- Challenge of Education: A Policy Perspectives, Government of India
- MHRD.(1998).National PolicyonEducation1986[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE86-mod92.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf)
- MHRD. (2020). National Education Policy 2020. MHRD, Government of India. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT.(1970).EducationandNationalDevelopment(ReportoftheEducation Commission 1964-66), New Delhi: NCERT.

## Peace Education [EDN51B]

### Course Objectives

*Students will:*

- Develop practical skills to mediate and resolve interpersonal and structural conflicts non-violently. (*Conflict Resolution*)
- Foster a deep understanding and respect for universal human rights, as well as gender and racial equality. (*Human Rights Awareness*)
- Enhance intellectual flexibility and the ability to critically analyze the root causes of violence, inequality, and prejudice. (*Critical Thinking*)
- Cultivate emotional intelligence, active listening, and an appreciation for cultural diversity. (*Empathy and Tolerance*)
- Promote holistic personal development and inner peace to better contribute to peaceful external societies. (*Inner and Outer Peace*)

### Course Outcome

*Students will be able to:*

- Identify the root causes, types, and consequences of structural, cultural, and direct violence & connect local conflicts to global systems regarding human rights, social justice, and international security. (*Analyze Conflict*)
- Internalize core values such as fairness, equality, and a commitment to protecting fundamental human rights. (*Promote Human Dignity & cultivate empathy*)
- Develop a deep appreciation for peace and dismantle fear-based, war-mongering narratives. (*Transformative Agency*)
- Apply practical skills in negotiation, active listening, and nonviolent mediation to de-escalate personal and community disputes. (*Conflict Resolution*)
- Effectively articulate one's own needs without aggression and help others resolve interpersonal disagreements. (*Facilitation and Communication*)
- Translate theoretical knowledge into tangible community action plans or civic participation (*Active Citizenship*)

### Unit 1: Introduction to Peace Education: Foundations, Theories, and Concepts

- 1.1. *Philosophical Dimensions of Peace*: Negative Peace (absence of direct violence) vs. Positive Peace (presence of social justice and structural equity), drawing on Johan Galtung's approach, Theories of Peace: Active Peace Theory, Democratic Peace Theory, and Critical Peace Studies; The Integrative Theory of Peace
- 1.2. *History of Peace Movements*: Analysis of historical and ecological peace movements (e.g., anti-nuclear movements, eco-justice movements) and their educational implications.
- 1.3. *Challenges to Global Peace and Harmony*: Climate Change, Human Rights Violations, Economic Inequality, Lack of Justice, Rule of Law, and Governance Issues, Forced Displacement, Migration, and Cultural Dislocation, Terrorism and Cross-Border Organised Crime, Geopolitical Rivalries and Resource Conflicts, Gender-based violence, xenophobia, and digital polarization, Gender-based violence, xenophobia, and the rise of digital

polarization, structural violence, socio-religious divides, political conflict, and modern warfare.

*1.4. Indian & Western Perspectives on Peace Education:* Ancient wisdom (Vasudhava Kutumbakam-Maha Upanishad), Gautam Buddha, Parasnath Jain, Mahatma Gandhi (Satyagraha, Ahimsa, Austerity and Trusteeship), Rabindranath Tagore, Krishnamurti, Nehru (Panchasheel), His Holiness the XIV Dalai Lama (viz., Article 51 A of the Indian Constitution, Indian National Educational Policies – 1968, 1986 and 2020, NCF 2005. Western Perspectives - Maria Montessori and John Dewey, Betty Reardon, Bertha von Suttner, Elise Boulding, Galtung. Article 9 of The Constitution of Japan)

*1.5. Global Policy Architecture and Human Rights:* International frameworks supporting peace: UN General Assembly Resolution 53/243 (Declaration and Programme of Action on a Culture of Peace). Contemporary research trends in global peace initiatives (UNESCO, UNICEF, UNHCR). The intersection of Sustainable Development Goal 4 (SDG 4.7) (Education for sustainable development and global citizenship) and human rights conventions.

## **Unit 2: Curriculum, Pedagogy and Assessment of Peace Education**

*2.1. Human Rights & Global Citizenship Education: Conflict:* Transformation, Disarmament and Non-Violence, Transformative Peace Education, Strategies for infusing peace perspectives across standard school content (e.g., re-reading history, literature, mathematics, and science through a peace-building lens).

*2.2. Pedagogy of Peace Education:* Dialogic and critical pedagogy, cooperative learning, experiential learning, contemplative practices and reflective pedagogy, Project Methodology.

*2.3. Assessment:* Formative & Authentic Assessments, Specialised tools and models to evaluate students' peace-building knowledge, critical thinking, values, and socio-emotional skills; democratic, participatory, and critically reflective learning.

*2.4. Teacher's Role:* Professional standards and reflective practices required of a teacher as a peace educator.

## **Unit 3: Peace Education for Peace Building**

*3.1. Strategic Frameworks for Transitional & Post-Conflict Justice:* reconstruction, memory, collective healing, reparations, and reconciliation; Structural Peacebuilding & Educational Policy. Conflict Mapping: Understanding the root causes, dynamics, and types (interpersonal, intra-group, structural) of conflicts, and their escalation; Models of Resolution: Negotiation, Community-Led Interventions & Grassroots Peacebuilding, and restorative justice models within educational ecosystems.



3.2. *Global Citizenship Education: Philosophical underpinnings* – Kenneth Kaunda, from 'ubuntu' to 'sumak kawsay', Nelson Mandela, Maha Upanishad, truth-nonviolence-peaceful resistance, concept and fundamental duties, GCED Policies, UNESCO's Role in GCED, Global Citizenship Education Framework, GCED Practices -Regional Scenario, GCED and SDG,

3.3. *Humanising Education: Generations Of Education, Humanising Education* – All-round Development, Talent Optimisation and Self-Actualisation.

3.4. *Digital Peacebuilding, Media Literacy, & Future Horizons*

### **Practicum**

1. Case Study Analysis: Investigating an ongoing geopolitical, economic, or ecological conflict and analysing its specific impact on children and schooling.
2. Curriculum Audit: Reviewing a current school textbook (e.g., History or Civics) to evaluate how conflicts are represented and designing a revised lesson plan from a peace-oriented perspective.
3. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Alluri, R. M. (2026). Decolonizing peace and conflict studies: intersectional perspectives from racialized women in academia. *Teaching in Higher Education*, 31(3), 591–613. <https://doi.org/10.1080/13562517.2025.2598752>
- Bajaj, M., & local collaborators. (2023). *Critical peace education and global citizenship: Narratives from the Global South*.
- Millican, J., Zembylas, M., & Connolly, P. (Eds.). (2021). *Education, peace and international development in conflict-affected societies*. Springer.
- Odejobi, C. O., & Adesina, A. D. O. (2009). Peace education and the school curriculum. *JEP: eJournal of Education Policy*. <https://in.nau.edu/wp-content/uploads/sites/135/2018/08/Peace-Education-and-the-School-Curriculum-ek.pdf>
- UNESCO. (2025). *Recommendation on Education for Peace, Human Rights and Sustainable Development: An Implementation Guide*. UNESCO.
- Webel, C. (2007). Introduction: toward a philosophy and metapsychology of peace. In *Handbook of peace and conflict studies* (pp. 3-13). Routledge

## **Environment and Sustainability Education [EDN51C]**

### **Course Learning Objectives**

*Students will be able to:*

- Discuss the concepts in Environment and Sustainability
- Relate human population and pollution
- Compare Sustainable Development Goal with Sustainability indicators
- Explain Ecofeminism and Ecopsychology
- Apply different approaches and pedagogical tools in teaching Environment and Sustainability.

### **Course Outcome**

*After the completion of the course*

- When given the names of components of environment, students will be able to recall the definitions.
- When asked the causes of pollutions, students will be able to give the list of determinants and names of pollutants.
- When asked to compare the Sustainability indicators, students will be able to explain the definitions and uses of different indicators.
- When asked to explain ecofeminism, students will be able to give examples of women-led ecological movements.
- When asked to teach Environment and Sustainability in school, students will be able to apply appropriate teaching approach and pedagogical tools.

### **Unit 1: Introduction to Environment and Sustainability Education**

- 1.1 Meaning, objectives and guiding principles of environmental education.
- 1.2 Concept, objectives, and need of Sustainable Development
- 1.3 Environmental Education for sustainability- Relationship with Population; Poverty and pollution
- 1.4 Introduction to Environmental Issues: Man-made and natural disaster
- 1.5 Environmental pollution and its consequences

### **Unit 2: Concepts from Environment and Sustainability**

- 2.1 Sustainability indicators- Definition and Types
- 2.2 Sustainable Development Goals and Environment
- 2.3 Ecopsychology: Environmental Attitude, ethics and Responsible Behaviour
- 2.4 Eco-feminism
- 2.5 Sustainable Management of natural resources

### **Unit 3: Approaches and Methods of Environmental Education**

- 3.1. Approaches to Environmental Education: Interdisciplinary and Multidisciplinary
- 3.2. Methods: Discussion, Seminar, Workshop, Problem solving and Field survey.
- 3.3. Environmental education at various levels of education
- 3.4. Social media and Technology as pedagogical tool
- 3.5. Environmental movements in India

### **Practicum**

1. Case study on sustainable practices in Workshop/Factory/industry
2. Transaction of 05 lessons related to environment in a school with reflective journal/lesson Plan
3. Publication of a Research Article in a National/International Journal on Environment

4. An Action Research on Environmental issue and its report
5. Any other allied areas relevant to above units

**Suggested Readings**

- Filho, W. (2011). Leal World trends in Education for Sustainable Development. Peter Lang.
- CEE (1994). Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication
- Garg, B. & Tiwana. (1995). Environmental Pollution and Protection, Deep & Deep publication, New Delhi.
- NCERT (1981) Environmental Education of the school level. A lead paper. New Delhi
- Sterling, S. 2001. Sustainable Education: Revisioning Learning and Change. Schumacher Briefings.
- Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, N.B.T., New Delhi
- Sharma, P.D. (2001). Ecology and Environment, Rajson Printers, New Delhi

## **Social Dynamics and Education [EDN521]**

### **Course Learning Objectives**

*Students will be able to:*

- Understand the general concept of social change, its various theories and role of education
- Open the idea about sanskritization, westernization, modernization and globalization
- Explore the idea of social stratification and mobility
- Present about social problems in India and role of education to minimize them

### **Course Learning Outcome**

*Students will be able to:*

- Know the importance of education to Change of Society
- Understand the various social problems in India and role of education to minimize them
- Understand the Process of Social Change and Social Mobility

#### **Unit 1: Education and social change**

- 1.1. Definition of social change
- 1.2. Types of social change: Evolutionary, Revolutionary and Telic change
- 1.3. Determinants of social change
- 1.4. Theories of social change Karl Marx, Max Weber, Michel Foucault

#### **Unit 2: Process of Social Change and Social Mobility**

- 2.1. Sanskritization, Westernization and Modernization
- 2.2. Globalization and its effect on Education
- 2.3. Social stratification and mobility
- 2.4. Role of education in social mobility

#### **Unit 3: Social problems in India and role of education to minimize them**

- 3.1. Poverty
- 3.2. Child abuse and child labour
- 3.3. Drug abuse and drug addiction
- 3.4. Terrorism
- 3.5. Regional tension
- 3.6. Population explosion and unequal distribution of wealth
- 3.7. Illiteracy
- 3.8. Role social media to minimize the above-mentioned problems.

### **Practicum/Project**

1. Make a list of social media and mention their educational role in combating the social problems
2. Identify a social problem from your immediate locality and propose a solution
3. Plot an Indian Model of Social Change
4. Any other allied areas relevant to above units

**Suggested Readings**

- Ram Ahuza, Social problems in India
- M N Srinibas, Sanskritization, Westernization and Modernization
- Parimal Bhusan Kar, Sociology
- Alex Inkeles, (1982). What is Sociology? An Introduction to the discipline and profession, Prentice Hall of India Private Limited, New Delhi.
- Pascual Gisbert, S. J., Fundamental of Sociology, Orient Blackswan

## **Application of Statistics in Education [EDN522]**

### **Course Objective**

*Students will be able to:*

- Discuss the concepts of Nature of data.
- Organise the quantitative and qualitative data.
- Compare Univariate, bivariate and multivariate analysis.
- Comprehend the different software for statistical analysis.
- Enter data in software package to analyse it.

### **Course Outcome**

*After the completion of the course*

- When provided the data, students will be able to define the quantitative and qualitative data.
- When provided the quantitative data, students will be able to recognise the level of measurement.
- When provided the quantitative data, students will be able to apply suitable statistics.
- When provided data, students will be able to analyse using the software package.

### **Unit 1: Understanding Statistics in Research and Normal Probability Curve**

- 1.1 Nature of data: Quantitative and Qualitative.
- 1.2 Organization and analysis of qualitative data.
- 1.3 Organization and presentation of quantitative data.
- 1.4 Concept of Normal Probability Curve and its Applications

### **Unit 2: Hypothesis testing**

- 2.1 Hypothesis testing- type I and type II errors.
- 2.2 Test of significance: two tailed and one tailed test.
- 2.3 Types of Tests: Parametric and Non-Parametric Test
- 2.4 Univariate (t- test and ANOVA) and Bivariate Analysis (ANCOVA): Concepts and uses with Examples

### **Unit 3: Multivariate Analysis and Use of Software for Analysis**

- 3.1 Concept, need and importance of Factor Reduction and Factor Analysis
- 3.2 Correlational Analysis and Regression Analysis
- 3.3 Overview of computer software for data analysis
- 3.4 Coding of data and Data entry in various computer software (Microsoft Excel, SPSS)

### **Practicum**

1. A Report on data analysis using Statistical Software administering Parametric/Non-parametric test.
2. Publication of a Research Article in a National/International Journal employing statistical analysis as main or Co-author.
3. Construction of a multi-dimensional Scale using Factor Analysis
4. Analysis of furnished data and its interpretation
5. Any other allied areas relevant to above units

### **Suggested Readings**

- Aggarwal, Y. P. (1986). Statistical Methods: Concepts, Application and Computation. Sterling Publisher.

- Best, John W., Kahn, James V., & Jha, A.K. (2023). Research in Education (10<sup>th</sup> ed). Pearson Publication.
- Garrett, Henry E. (1926). Statistics in Psychology and Education (1<sup>st</sup> ed). New York: Longmans, Green and Co.
- Kaul, L. (2019). Methodology of Educational Research (5<sup>th</sup> ed). New Delhi: Vikas
- Mangal, S. K. (2010). Statistics in Psychology and Education (2<sup>nd</sup> ed). New Delhi: PHI Learning Private Limited.
- Pallant, J. (2003). SPSS Survival Manual (Windows version 10 and 11). Open University Press.
- পাল, দেবাশিস. (২০১৯). গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল (তৃতীয় সংস্করণ). কলকাতা: রীতা পাবলিকেশন।
- রায়, সুশীল. (২০১৪). মূল্যায়ন: নীতি ও কৌশল (ষষ্ঠ সংস্করণ). কলকাতা: সোমা বুক এজেন্সী।

## **Academic Writing [EDN523]**

### **Course Objective**

*Students will be able to*

- Acquire basic idea of Literature Review
- Get an idea of the sources for Literature Review
- Know about the Importance of Literature Review
- Know about the ethical issues Literature Review
- Know about the Referencing and writing a Literature Review
- Learn the skill of writing a research proposal.
- Enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation

### **Course Outcomes**

*Students will be able to*

- Draft a literature Review
- Write a research synopsis.
- Prepare a PowerPoint presentation.
- Present the research synopsis

### **Literature Review**

Unit 1: Importance and Source of literature Review; Ethical Issues

Unit 2: Critical Analysis/ classification of an article; Trends & Gaps

Unit 3: Structuring of Dissertation /Thesis

Unit 4: Referencing & Writing

### **Practicum**

1. Make a presentation on critical analysis of at least one journal article
2. Present an article based on review of Literature on a specific topic/area
3. Any other allied areas relevant to above units



## **Indigenous Knowledge and Sustainability [EDN52A]**

### **Course Objectives**

*Students will be able to:*

- Understand the foundational concepts, definitions, and distinct epistemological backgrounds of IK, distinguishing it from conventional, Western scientific frameworks.
- Know how IK systems are applied in ecosystem management, biodiversity conservation, food security, and climate resilience.
- Explore the direct interconnections between traditional ecological knowledge and global sustainability targets, such as climate action and life on land.
- Know about the traditional ecological practices and cultural heritage across different indigenous communities, both internationally and locally.
- Understand the policies, legal frameworks, intellectual property rights, and ethical protocols required to safeguard IK against exploitation and loss.

### **Course Outcomes**

*Students will be able to*

- Define the philosophical and historical background of Indigenous Knowledge (IK), distinguishing it from traditional Western scientific paradigms and recognizing its systemic nature.
- Critically evaluate & assess the role of IK in contemporary resource management, biodiversity conservation, sustainable agriculture, and ecological resilience.
- Map traditional practices to specific United Nations Sustainable Development Goals (SDGs), demonstrating how indigenous worldviews contribute to solving modern socio-environmental crises.
- Investigate & analyse the distinct lifeways, belief systems, and localized knowledge of indigenous communities globally and within their specific national/regional context (such as the Indian Knowledge System).
- Identify the threats facing indigenous knowledge (e.g., globalization, climate change, biopiracy) and evaluate the mechanisms, policies, and ethical frameworks required to protect and preserve IK for future generations.

### **Unit 1. Background and concept of Indigenous Knowledge**

*1.1 Indigenous Knowledge: Concept-Definition, Features, Scope, Types, Importance.*

*1.2 Introduction to Global Indigenous Knowledge: America, Africa, Oceania, Asia (Nature, History, diversity, complexity, and adaptability)*

*1.3. Diversity of Indigenous community and culture in India*

*1.4. Local heritage sites and their relevance.*

1.5 Culture and Education; Sociocultural identities and educational relevance

## **Unit 2: Indigenous Knowledge and Sustainable Development**

2.1. Principles of Indigenous Sustainability

*2.2 Indigenous way of Biodiversity conservation:* international and national policy on biodiversity and local communities.

*2.3 Indigenous knowledge for development:* opportunities and challenges, traditional knowledge and its role in the global economy and poverty reduction

*2.4 Indigenous Knowledge in Climate change resilience and disaster risk reduction.*

*2.5 Indigenous health and wellbeing:* Ethno botany and Medicinal Plants, Zootherapeutic medicine, ethno nutrition

*2.6 Sustainable Indigenous Practices in India:* Shifting Cultivation, Traditional Crop Varieties, Natural Pest Management, Pastoralism, Water Harvesting and Management, Forest Conservation and Sacred Groves.

## **Unit 3. Indigenous Knowledge, Education & its Protection and Preservation: Future Pathways**

*3.1. Indigeneity and Education & Power:* Within Indigenous Education/ Indigenous Resurgence in Education

*3.2 Women & Indigenous Knowledge:* Building Bridges Between the Traditional and the Modern

*3.3 Challenges and Threats of IK:* National and International level

*3.4 Indigenous Knowledge and Intellectual Property Rights (IPR) & Ethics of research on IK*

*3.5 International and National Initiatives to protect IK*

*3.6 Future Directions:* Unlocking a pathway for a resilient and harmonious future

## **Practicum**

1. Project work focused on Indigenous knowledge: based on local indigenous practices
2. Experienced/ experts/ grand-parents demonstration class: Demonstration class by experienced and valued older persons from indigenous community.

3. Poster and seminar presentation: Visual Representation based on indigenous knowledge and local heritage site.
4. Storytelling, folk song class: by experienced locals
5. Field work based report based on traditional Occupation/ indigenous knowledge etc
6. Any other allied activity/action/ execution oriented relevant to above units

### **Suggested Readings**

- Bolhassan, R., Cranefield, J., & Dorner, D. (2014). Indigenous knowledge sharing in Sarawak: A system-level view and its implications for the cultural heritage sector. *Proceedings of the Hawaii International Conference on System Sciences*. <https://doi.org/10.1109/HICSS.2014.419>
- Gorjestani, N. (2000). *Indigenous knowledge for development: Opportunities and challenges*. United Nations Conference on Trade and Development.
- Grenier, L. (1998). *Working with indigenous knowledge: A guide for researchers*. International Development Research Centre.
- Hoppers, C. A. O. (2007). *Indigenous knowledge and the integration of knowledge systems*. New Africa Books.
- IFAD. (2003). *Indigenous peoples and sustainable development: Roundtable discussion paper*. International Fund for Agricultural Development.

## **Global Citizenship Education & Internationalization [EDN52B]**

### **Course Objectives**

*Students will:*

- Acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- Develop a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Acquire insights for a peaceful and sustainable world

### **Course Outcome**

*Students will be able to:*

- Develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- Develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- Participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

### **Unit 1: Introduction to Global Citizenship Education**

- 1.1. What is Global Citizenship Education; Background, Needs
- 1.2. Learning Contents of Global Citizenship Education; Domains, Outcomes, Attributes, Topics, Objectives
- 1.3. Role of International organization and GCE such as UNESCO

### **Unit 2: Implementation of Global Citizenship Education**

- 2.1. Implementation at Policy level
- 2.2. Classroom implementation; Integrating in Education System, delivering in the classroom, Assessing learning outcomes
- 2.3. Implementation at Community or out of school
- 2.4. Sustainable Development Goal & GCE

## Unit 3: Internationalization

3.1. What is Internationalization?

3.2. Relation of Internationalization to Globalization

3.3. Internationalization and Diversity, Equity & Inclusion

3.4 Internationalization Target Areas

### Practicum

Students can bridge theory with practice in Global Citizenship Education (GCED) and Internationalization, through the following practical or experiential activities.

**1. Community-Based Learning & Local Action:** from the classroom into the real world to develop contextual understanding.

- *Local-Global Mapping:* Map local community challenges (e.g., environmental issues, inequality) and link them to specific Sustainable Development Goals (SDGs).
- *Social Entrepreneurship Projects:* Identify local problems and design social enterprise solutions for local problems, fostering critical thinking and values-based action.
- *Service-Learning:* Partner with local NGOs to allow students to apply their analytical skills to real-world obstacles, building empathy and negotiation abilities.

**2. Digital & Virtual Internationalization:** Leverage technology to create international experiences without physical travel, often called "Internationalization at Home".

- *Collaborative Online International Learning (COIL):* Pair with a peer group from a university in another country to co-create a joint project or research paper via video conferencing.
- *Virtual Exchange & Advocacy:* Create a social media campaign or a YouTube channel to build global awareness on topics like climate justice or human rights.
- *Digital Pedagogy Workshops:* Use platforms like Padlet for reflective "writeshops" where students integrate GCED wisdom into their own professional lesson plans or action plans.

**3. Policy & Curricular Practicalities:** Focus on the structural side of how institutions internationalize their programs.

- *Curriculum Audit:* Analyze an existing course curriculum to identify "hidden biases" or missed opportunities for incorporating global perspectives.

- *Internationalization Policy Review*: Draft a strategic internationalization plan for a hypothetical department.
- *Model United Nations (MUN)*: Organize a high-level simulation where students represent different nations to negotiate solutions for transnational

4. Any other allied activity/action/ execution relevant to above units

### Suggested Readings

- Guidelines. Nairobi, UNEP. [http://www.unep.org/pdf/Here\\_and\\_Now\\_English.pdf](http://www.unep.org/pdf/Here_and_Now_English.pdf)
- UNESCO. Teaching and Learning for a Sustainable Future. A multimedia teacher education programme. <http://www.unesco.org/education/tlsf/>
- UNESCO. 2012. Education for Sustainable Development: Sourcebook. Paris, UNESCO. <http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>.
- Videos available in English:  
<http://www.unesco.org/archives/multimedia/?pg=34&pattern=Sourcebook&related=>
- UNESCO. 2014. How is Global Citizenship Taught? Wisdoms from the Classroom.  
[http://www.unescobkk.org/education/news/article/how-is-global-citizenship-taught-wisdoms-from the-classroom/](http://www.unescobkk.org/education/news/article/how-is-global-citizenship-taught-wisdoms-from-the-classroom/)
- <https://www.unesco.org/en/global-citizenship-peace-education/need-know>
- <https://www.un.org/en/academic-impact/page/global-citizenship-education>
- <https://sdgacademy.org/global-citizenship-education-for-all/>

## **Entrepreneurship in Education [EDN52C]**

### **Course Objectives**

*Students will be able to:*

- Develop conceptual foundation of entrepreneurship and its role in education
- Convey entrepreneurship principles to students in a classroom.
- Developing skills and entrepreneurial concepts
- Develop a creativity and leadership oriented among students

### **Course Outcomes**

*Students will be able to:*

- Develop core ideologies regarding entrepreneurship in education
- Identify several conceptual concepts relating to entrepreneurship in a classroom environment
- Develop the necessary skills, essential for having an entrepreneurial mindset.
- Understand the need and importance of leadership and creativity, it develops successful entrepreneurial capability from classrooms.

### **Unit 1: Foundation of Entrepreneurship in Education**

- 1.1. Concept of entrepreneurship, concept of entrepreneurship in education and types.
- 1.2. Evolution of Entrepreneurship in Education and its relevance
- 1.3. Concepts of employability, enterprise, efficiency, and equity
- 1.4. Theoretical basis of entrepreneurship education: Economic (eg. Joseph Schumpeter's Creative Destruction); Psychological (e.g., McClelland's Need Theory); Opportunity Recognition (Shane & Venkataraman's Individual opportunity nexus); Resource Based (Barnes' RBV); Sociological (e.g., Howard Aldrich's Social Network).

### **Unit 2: Integrating entrepreneurial ideas and principles into the classroom**

- 2.1. Start-up Methodology and understanding start-up ecosystem
- 2.2. Concepts: Group dynamics, cooperation, collaboration, coordination, supervision, planning, communication
- 2.3. Understanding legal processes for entrepreneurship
- 2.4. Understanding Human resource management and development.

### **Unit 3: Development of skills, entrepreneurial interest, and attitude**

- 3.1. Role of Universities in Imparting Entrepreneurship Education
- 3.2. Financial Literacy: Insurance, banking and investment, securing loans, stock exchange
- 3.3. Market: Micro, macro market, domestic and foreign trade

3.4. Role of technology: e-commerce and social media

3.5. Need for developing entrepreneurial capability. Importance in a developing economy

### **Practicum**

1. Team building activities to enhance communication
2. Develop a presentation for a business idea
3. Internship experience in a start-up (preferably edu-tech) and writing a report
4. Any other allied activity/action/ execution relevant to above units

### **Suggested Readings**

- Sternberg, R., & Krauss, G. (Eds.). (2014). *Handbook of research on entrepreneurship and creativity*. Edward Elgar Publishing.
- Ratten, V. (2008). Handbook of Research in Entrepreneurship Education: Volume 2. *Journal of Enterprising Communities: People and Places in the Global Economy*, 2(1), 88-89.
- West, G. P., Gatewood, E. J., & Shaver, K. G. (Eds.). (2009). *Handbook of university-wide entrepreneurship education*. Edward Elgar Publishing.
- Fayolle, A., & Kickul, J. (2007). New and emerging perspectives for future research in entrepreneurship education. *Handbook of Research in Entrepreneurship Education, Vol 2*.
- Brännback, M., Carsrud, A., Hechavarria, D., & Kickul, J. (Eds.). (2025). *Handbook of research methods and applications in entrepreneurship and small business*. Edward Elgar Publishing.



## New Syllabus Papers 2 Year; 4 Semester

| SL.No                         | Paper Names                                                                | Nature/<br>Type of<br>paper | Paper Code |
|-------------------------------|----------------------------------------------------------------------------|-----------------------------|------------|
| <b>CORE COURSE PAPERS</b>     |                                                                            |                             |            |
| 1                             | Critical Perspectives on Educational Philosophy (CPEP)                     | CC                          | EDN411     |
| 2                             | Psychological Perspectives of Education (PPE)                              | CC                          | EDN412     |
| 3                             | Sociological Perspectives of Education (SE)                                | CC                          | EDN413     |
| 4                             | Educational Management (EM)                                                | CC                          | EDN414     |
| 5                             | Contemporary Educational Psychology (CEP)                                  | CC                          | EDN421     |
| 6                             | Indian Knowledge System (IKS)                                              | CC                          | EDN422     |
| 7                             | Basics of Educational Research (BER)                                       | CC                          | EDN423     |
| 8                             | Advanced Educational Technology (AET)                                      | CC                          | EDN424     |
| 9                             | Inclusive Education (IE)                                                   | CC                          | EDN511     |
| 10                            | Contemporary Curriculum Approaches (CCA)                                   | CC                          | EDN512     |
| 11                            | Ethics in Educational Research (EER)                                       | CC                          | EDN513     |
| 12                            | Social Dynamics & Education (SDE)                                          | CC                          | EDN521     |
| 13                            | Application of Statistics in Education (ASE)                               | CC                          | EDN522     |
| 14                            | Academic Writing (AW)                                                      | CC                          | EDN523     |
| <b>ELECTIVE PAPERS</b>        |                                                                            |                             |            |
| 15                            | Mental Health & Psycho-Social Wellbeing (MHPW)                             | EC: DCEC                    | EDN41A     |
| 16                            | Teacher Education (TE)                                                     | EC: DCEC                    | EDN41B     |
| 17                            | History of Education (HE)                                                  | EC: DCEC                    | EDN41C     |
| 18                            | Educational Needs of Diverse Learners (ENDL)                               | EC: DCEC                    | EDN42A     |
| 19                            | Guidance and Counselling (GC)                                              | EC: DCEC                    | EDN42B     |
| 20                            | Economic Perspectives of Education (EPE)                                   | EC: EEC                     | EDN42C     |
| 21                            | Policy and Planning in Education (PPE)                                     | EC: DCEC                    | EDN51A     |
| 22                            | Peace Education (PE)                                                       | EC: SEC                     | EDN51B     |
| 23                            | Environment and Sustainability Education (ESE)                             | EC: SEC                     | EDN51C     |
| 24                            | Indigenous Knowledge & Sustainability (IKS)                                | EC: SEC                     | EDN52A     |
| 25                            | Global Citizenship Education and Internationalization (GCEI)               | EC: SEC                     | EDN52B     |
| 26                            | Entrepreneurship in Education (EE)                                         | EC: EEC                     | EDN52C     |
| <b>PRACTICAL BASED PAPERS</b> |                                                                            |                             |            |
| 27                            | Pilot Project /Data collection, Analysis & Report writing/<br>Dissertation | EC: SEC                     |            |
| 28                            | Product/ App Development/ Tool Development etc.                            | EC: SEC                     |            |
| 29                            | Publication                                                                | EC: SEC                     |            |
| 30                            | Online Swayam/ MOOC Courses (on Education or allied<br>subject/ area)      | EC/OEC                      |            |
| 31                            | Internship (on Education or allied subject/ area)                          | EC: SEC                     |            |

**Note:** *CW*= Course work; *R*=Research; *CC*= Core Course; *DCEC*=Discipline Centric Elective Course  
*EEC*=Employability & Entrepreneurship Skills Course; *SEC*=Skill Enhancement Course; *VOC*=Vocational  
 Course

## Education New Syllabus Papers 1 Year; 2 Semester

| SL.No                         | Paper Names                                                             | Nature/ Type of paper | Paper Code |
|-------------------------------|-------------------------------------------------------------------------|-----------------------|------------|
| <b>CORE COURSE PAPERS</b>     |                                                                         |                       |            |
| 1                             | Inclusive Education                                                     | CC                    | EDN511     |
| 2                             | Contemporary Curriculum Approaches                                      | CC                    | EDN512     |
| 3                             | Ethics in Educational Research                                          | CC                    | EDN513     |
| 4                             | Social Dynamics & Education                                             | CC                    | EDN521     |
| 5                             | Application of Statistics in Education                                  | CC                    | EDN522     |
| 6                             | Academic Writing                                                        | CC                    | EDN523     |
| <b>ELECTIVE PAPERS</b>        |                                                                         |                       |            |
| 7                             | Policy and Planning in Education                                        | EC: DCEC              | EDN51A     |
| 8                             | Peace Education                                                         | EC: SEC               | EDN51B     |
| 9                             | Environment and Sustainability Education                                | EC: SEC               | EDN51C     |
| 10                            | Indigenous Knowledge & Sustainability                                   | EC: SEC               | EDN52A     |
| 11                            | Global Citizenship Education and Internationalization                   | EC: SEC               | EDN52B     |
| 12                            | Entrepreneurship in Education                                           | EC: EEC               | EDN52C     |
| <b>PRACTICAL BASED PAPERS</b> |                                                                         |                       |            |
| 13                            | Pilot Project /Data collection, Analysis & Report writing/ Dissertation | EC: SEC               |            |
| 14                            | Product/ App Development/ Tool Development etc.                         | EC: SEC               |            |
| 15                            | Publication                                                             | EC: SEC               |            |
| 16                            | Online Swayam/ MOOC Courses (on Education or allied subject/ area)      | EC/OEC                |            |
| 17                            | Internship (on Education or allied subject/ area)                       | EC: SEC               |            |
|                               |                                                                         |                       |            |

**Note:** *CW*= Course work; *R*=Research; *CC*= Core Course; *DCEC*=Discipline Centric Elective Course  
*EEC*=Employability & Entrepreneurship Skills Course; *SEC*=Skill Enhancement Course; *VOC*=Vocational Course