

Department of Education

COOCH BEHAR PANCHANAN BARMA UNIVERSITY

COOCH BEHAR PANCHANAN BARMA UNIVERSITY

SYLLABUS FOR M.A. IN EDUCATION (Two-Year)

(NATIONAL CURRICULUM AND CREDIT FRAMEWORK)

(Under NEP 2020)

Effective from Academic Session
2026-2027

Total Credit: 80 & Credit Per Semester: 20
Total Marks: 1600

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About the University:

COOCH BEHAR PANCHANAN BARMA UNIVERSITY, has been named after the great social reformer Thakur Panchanan Barma. Panchanan Barma, also known as Thakur Panchanan and Roy Saheb, was a Rajbanshi leader and reformer from Cooch Behar. The Government of West Bengal has established this university under the Act passed on the floor of the State Legislative Assembly of West Bengal in the name "West Bengal Act XXI of 2012" & "The Cooch Behar Panchanan Barma University Act 2012" vide Kolkata Gazette No WB(Part-III)/2012/SAR-32 dated 16th August 2012.

About the Department of Education:

The Department of Education at Cooch Behar Panchanan Barma University started its Master's degree (M.A.) programme in Education in 2015. The programme aims not only to produce skilled educators but also to mold students into a well-rounded individual by fostering critical thinking, a scientific attitude, and an open-minded universal outlook. Through its academic environment, the department encourages the cultivation of humane values, empathy, and social responsibility, helping students look beyond narrow boundaries of thought and embrace a broader, more inclusive worldview.

After completing the programme, students can pursue careers in government organizations, research institutions, civil society organizations, and Corporate Social Responsibility (CSR) initiatives related to education. The department also offers a Ph.D. programme in Education.

Over the past few years, the department has successfully organized and completed various academic and educational activities. Students of the department have also been admitted to reputed institutions for higher studies and have qualified for state- and national-level examinations such as SET and NET.

Courses Offered by the Department

Sl. No.	Programme	Total Semesters
1	Two-Year Master of Arts (M.A.) in Education	4
2	One-Year Master of Arts (M.A.) in Education	2
3	Ph.D. in Education	-

Contact Address:

Department of Education,
Cooch Behar Panchana Barma University
Vivekananda Street, Cooch Behar, PIN: 736101, West Bengal, India.

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Programme Structure (NCCF)

Two-Year PG Programme

Two-Year PG		Papers				Total Marks
Semester – I		**CC-1**	**CC-2**	**CC-3**	**DCE**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**
Semester – II		**CC-4**	**CC-5**	**CC-6**	**GE**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**
Semester – III		**CWP-I**	**CWP-II**	**CWP-III**	**RP-I**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**
Semester – IV		**RP-II**	**RP-III**	**RP-IV**	**RP-V**	**400**
	Marks	100	100	100	100	
	Credit	5	5	5	5	**20**

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Course Structure & Content for M.A. in Education (under NCCF)

Semester-I

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
CC-1	Indian Philosophical Thoughts and Education	75	20	5	100	5
CC-2	Psychological Foundations of Education	75	20	5	100	5
CC-3	Sociological Foundations of Education	75	20	5	100	5
DCE (Any One)	Educational Technology	75	20	5	100	5
	Inclusive Education					
	Environmental Education					
Total		300	80	20	400	20

Semester-II

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
CC-4	Western Philosophical Thoughts and Education	75	20	5	100	5
CC-5	Learner and Learning Process	75	20	5	100	5
CC-6	Contemporary Issues in Indian Education	75	20	5	100	5
GE (Any One)	Curriculum Studies	75	20	5	100	5
	Teacher Education					
	SWAYAM/MOOC*					
Total		**300**	**80**	**20**	**400**	**20**

*A successful completion of SWAYAM/MOOCs with certification and fulfill the 5 credit points

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Semester-III

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
CWP-I	Methodology of Educational Research-I	75	20	5	100	5
CWP-II	Methodology of Educational Research-II	75	20	5	100	5
CWP-III	Data Analysis in Educational Research	75	20	5	100	5
RP-I	Development of Research Proposal (Project Work)	75	20	5	100	5
Total		**300**	**80**	**20**	**400**	**20**

Semester-IV

Course	Paper Name	Marks				Credit
		ESE	CE	A	Total	
RP-II	Indian Knowledge Systems	75	20	5	100	5
RP-III	Artificial Intelligence in Education	75	20	5	100	5
RP-IV	Research and Publication Ethics	75	20	5	100	5
RP-V (Final Submission of Research Work	Dissertation	75	20	5	100	5
Total		**300**	**80**	**20**	**400**	**20**

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Abbreviations and Description

Courses Type:

1. **CC (Core Course):** These courses are to be compulsorily studied by a student as a core requirement to complete the programme in a said discipline of study.
2. **DCE (Discipline Centric Elective):** These courses are focusing for obtaining specialised knowledge in the discipline.
3. **GE (Generic Elective):** These courses are focusing to add generic proficiency to the students.
4. **CWP (Course Work Paper):** These papers will be offered to the students of 3rd semester of Two-year PG course and 1st Semester students of One-year PG course.
5. **RP (Research Paper):** The papers will be mandatory for all students of M.A 3rd Semester and 4th Semester of Two-year and One-year PG course.

Evaluation:

The evaluation will be based on performances in the written examinations (End Semester Examination) and continuous evaluation.

6. **ESE (End Semester Examination):**

Group	Question Type	Questions to be attempted	Options to be provided	Each question Carry Marks	Total Marks
Group A	Long Essay Type	2	3	20	40
Group B	Short Answer	2	4	10	20
Group C	Objective Type	15	15	1	15
Total					75

7. **CE (Continuous Evaluation):**

The continuous evaluation should be completed before appearing the respective end semester examination of each semester and the marks obtained will be carried over in case the student fails to pass the course. The CE includes home assignments, seminar, class test, project work, field work or any engagements as instructed by the respective class instructor.

8. **A (Attendance):**

There will be 5 marks for evaluation of attendance. It will be based on following table:

Attendance	Marks
75%	1
>75% <85%	2
≥85% <90%	3
≥90% <95%	4
≥95%	5

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Grading System

Following grading system is to be followed for assessment of the performance of students. Under the absolute grading marks are converted to grades based on pre-determined class intervals as per the following table.

Marks in %	Grade (G)	Grade Point (P)
85 and above	O (Outstanding)	8.5 – 10
70 – 84.99	A+ (Excellent)	7.0 – 8.49
60 – 69.99	A (Very Good)	6.0 – 6.99
55 – 59.99	B+ (Good)	5.5 – 5.99
50 – 54.99	B (Above Average)	5.0 – 5.49
45 – 49.99	C (Average)	4.5 – 4.99
40 – 44.99	P (Pass)	4.00 – 4.49
Below 40	F (Fail)	0

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Contents of the Syllabus

Semester –I

CC-1 Indian Philosophical Thoughts and Education

Learning Outcomes:	After successful completion of this course, the students will be able to: • Acquire knowledge about Indian Philosophy. • Know and understand the different schools of Indian Philosophy • Know and understand the educational philosophy of great Indian Thinkers. • Acquire knowledge about the National Values and their Educational Implications. • Distinguish between Orthodox and Heterodox Schools of Indian Philosophy. • Explain and evaluate the contributions of Indian Thinkers in the field of Education. • Follow and apply the different concepts of National Values in their daily life.
Unit-I	Fundamentals of Educational Philosophy: Meaning, Nature and Scope of Philosophy of Education, Branches of Philosophy, Relationship between Education and Philosophy
Unit-II	Sankhya, Vedanta & Yoga with special reference to their educational implications.
Unit-III	Buddhism, Jainism & Islamic philosophy with special reference to their educational implications.
Unit-IV	Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Savitribai Phule
Unit-V	National Values as enshrined in the Indian Constitution and their Educational implications.

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Suggested Readings:

Agarwal, J.C. & Gupta, S. (2017). *Great Philosophers and Thinkers on Education*.New Delhi: Shipra Publications.

Aggarwal, J.C. (2020). Philosophical Foundations of Education. Shri VinodPustakMandir.

Avinashalingam, J. S. (1947): *Educational Philosophy & Swami Vivekananda*.Coimbatore: Sri Ramkrishna Mission Vidyala.

Bartley, C. (2011). *An Introduction to Indian Philosophy*, Continuum International Publishing.

Brubacher, J.S., Modern Philosophies of Education. New York, USA: McGrew HillBook Company, Inc.

Burtler, J.D., Four Philosophies and their practices in Education and Religion.New York, USA: Harper & Row.

Chatterjee, S. &Datta, D. (2007). An Introduction to Indian Philosophy, Rupa Publications.

Chand, J. (2006). Philosophical Foundation of Education. Shipra Publication.

Dash, B.N. *Foundation of Education*. Kalyani Publishers.

Das, M. (1999). *Sri Aurobindo on Education*. New Delhi: NCTE

Dhiman, O.P. (2008). Understanding Education- An Overview of Education.Kalpaz Publication, New Delhi. Meerut: Surya Publication.

Taneja, V.R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.

Nayak, B.K. (2013). *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mahal.

Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education*. Pearson Publication, India

Purakait, B.R. (2000). *Principles and Practices of Education*, Kolkata: New Central Book Agency.

Ravi, S.S. (2016). *A Comprehensive Study of Education*, Delhi: PHI Learning Pvt. Ltd.

Rusk, R. R., Philosophical Bases of Education, London, U.K. Oxford University of London Press Ltd.

Saxena, S., Sharma, R.K., Gupta, M. & Kumar, S. (2016). *Philosophical and Sociological Foundations of Education*, R.Lall Publisher.

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CC-2 Psychological Foundations of Education

Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain the major schools of psychology and their distinctive perspectives. • Explain cognitive development and critically analyse Piaget's theory of cognitive development and Erikson's psychosocial development, and examine their implications for educational practices. • Explain the concept and dimensions of personality and compare major psychoanalytic, humanistic and Gestalt perspectives on personality. • Explain the purposes and approaches of personality measurement. • Explain the nature, principles and need for guidance and counselling in education and differentiate various types of guidance programmes. • Identify and demonstrate essential counselling skills and characteristics of an effective counsellor. • Compare various counselling approaches and analyse their applications in addressing learners' educational, developmental and adjustment needs. • Analyse major theories of motivation and evaluate their implications for learning, classroom engagement and educational achievement. • Analyse the nature and determinants of individual differences and examine the educational implications of heredity, environment, culture and transfer of learning.
Unit-I	Schools of Psychology, Cognitive Process and development, Cognitive theory by Piaget, Psychosocial Development and theory (Erikson).
Unit-II	Personality: Concept and Theories: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, KurtKoffka. Measurement of Personality.
Unit-III	Guidance and Counselling: Nature, Principles and Need, Types of guidance, Skills of counselling, Effective counsellor, Approaches to Counselling-Cognitive-Behavioural (Elbert Ellis-REBT), Humanistic and Person centred Counselling (Carl Rogers). Theories of Counselling- Behaviouristic, Rational and Emotive.
Unit-IV	Motivation – Theories and their educational implications – Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation & learning.
Unit-V	Individual Differences: Role of Heredity, Environment and Culture. Educational Implications of Individual Differences, Transfer of Learning-Concept and Theories.

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Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.&S.Urbina. *Psychological Testing* (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D. (1995) *Social Psychology*, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): *Learning Theories for Teachers*, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), *Theories of Learning*, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S. (1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. *Intelligence and Abilities*. Routledge. London and New York.(1999)
- Cotton, Julie. (1995): *The Theory of Learning: An Introduction*, Kogan Page Limited, London.
- Cropley, A.J. *Creativity in Education and learning*. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) *Personality Classic Theoriesand Modern Research*, Pearson Education. 2ndEd.
- Goodenough, F.L. (1949) *Mental Testing: its history, Principles andapplications*. N.Y.Rinehart.
- Gregory, R.J. *Psychological Testing- History, Principles, and Applications* (4thEdition). Pearson Education,(2005).
- Gulati, S.(Edited). *Education for Creativity*. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). *Theories of Personality*. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. *Introduction to Psychology* (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). *Explorations in personality*. N.Y.Science Editions.
- Phares, E.J.(1991) *Introduction to personality*. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. *Encouraging Creativity in the Classroom*. W.M.C. Brown Co. Publishers, IOWA, USA. (1972).
- Woolfolk, A. *Educational Psychology* (Ninth Edition). Pearson Education, (2004).

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CC-3	Sociological Foundations of Education
Learning Outcomes:	After successful completion of this course, the students will be able to: • Develop conceptual understanding about the nature of educational sociology, relation between education and sociology, and the role of education in the process of socialization. • Achieve the knowledge about the concept of culture, cultural determinants of education and the role of education for a multicultural society. • Understand about the process of social change, factors of social change, nature & functions of social groups and the folkways & mores of society. • Identify the process and components of social stratification and social mobility and also the role of education in this regard. • Gather a conceptual perceptions about the role of education in the process of economic growth, and also about the concept of Urbanisation, Sanskritisation, Globalisation, etc.
Unit-I	Educational Sociology: Meaning and nature, Relationship between Sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics.
Unit-II	Education and Culture – Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag, Education for multicultural society.
Unit-III	Social Change: Meaning & Concept, Factors affecting social change, Social group, Folkway and Mores.
Unit-IV	Social Stratification: Meaning & Concept, role of education in social stratification and social mobility, Equality of educational opportunity.
Unit-V	Education & Economic Growth: Concept of: Urbanization, Westernization, And Sanskritization, Modernization & Globalization.; with special reference to Indian Society.

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Suggested Readings:

- Chube, S. P.: Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S.& Kumar, K. Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John. The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram. Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. Social Stratification in India: Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. Sociological Foundations of Education: Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. Education & Society: Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.

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**** Students will choose any one DCE Paper from the following**

DCE (A)	Educational Technology
Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain the meaning, nature and scope of ET and its importance in Educational field. • Understanding the concept and processes of classroom communication and instruction. • Discuss about the different components and functions of teaching models. • Gathering practical experience towards application of various teaching models. • Developing the concept about the modalities of teaching, levels and phases of teaching, and maxims of teaching. • Developing and designing instructional system and strategies by applying different methods for the modification of teaching behaviour. • Planning and executing micro teaching, simulated teaching and team teaching for achieving hands on experience.
Unit-I	Educational Technology (ET): Meaning, Nature and Scope; ET as a system and its characteristics; ET as systems approach to education
Unit-II	Communication and Instruction: Concept, Nature, Process and Types of Communication; Components of Communication Process in Instructional Systems; Components of Classroom Communication. Factors affecting classroom communication.
Unit-III	Models of Teaching: Meaning, nature and functions; Families of Models of Teaching; Different Models of Teaching – Glaser, Bruner and Ausubel.
Unit-IV	Modalities of Teaching: Difference between teaching and instruction, conditioning and training; Levels of Teaching- Memory, Understanding and Reflective; Stages/phases of Teaching- Pre-active, Interactive and Postactive. Maxims of Teaching.
Unit-V	Modification of Teaching Behaviour: Simulation; Micro-Teaching; Flanders Interaction Analysis. Simulated teaching, Team Teaching.

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Suggested Books:

- Aggrawal, J.C. (2010). Essential of Educational Technology, New Delhi: Vikash Publication Pvt. Ltd.
- Bhat, B. D. and Sharma, S. R. (1992). Educational Technology Concept and Technique, Delhi: Kanishka Pub. House.
- Chand, T. (1990). Educational Technology. New Delhi: Anmol Pub.
- Dahiya, S.S. (2010). Educational Technology, New Delhi: SHIPRA Publication.
- Das, R. C. (1983). Educational Technology: A Basic Text, New Delhi: Sterling Pub. Private Ltd., 1983.
- Mall Reddy, M. & Ravishankar, S. (1984). Curriculum Development and Educational Technology, New Delhi: Sterling Pub. Private Ltd.
- Mangal, S.K& Mangal S. (2016): Essential of Educational Technology, New Delhi: PHI Learning Pvt Ltd.
- Mohanty , J. (1992). Educational Technology, New Delhi: Deep & Deep Pub.
- Mukhopadhyay, M. (1990). Educational Technology: Challenging Issues, New Delhi: Sterling Pub. Private Ltd.
- Pangotra, N. (1980). Fundamental of Educational Technology, Chandigarh: International Pub.
- Rao, U. (2005). Educational Technology, Mumbai: Himalaya Publication House.
- Sharma, R.N & Chandra, S.S. (2006). Advanced Educational Technology, New Delhi: Atlantic.
- Sharma, Y.K. (2012). Fundamental Aspects of Educational Technology, New Delhi: Kanishka Publication Distributor

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DCE (B) Inclusive Education

Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain the concept, principles, scope, and philosophical foundations of inclusive education, and identify diverse target groups including marginalized learners and learners with disabilities. • Differentiate between impairment, disability, and handicap, and classify disabilities using the ICF model to determine educational needs, early identification, assessment, and intervention strategies. • Critically examine national and international legal policies and provisions (NPE 1986, PWD Act 1995, RCI 1992, UNESCO-Salamanca Statement, etc.) shaping inclusive education in India. • Design curriculum adaptations and instructional strategies suited to diverse learners with disabilities. • Select and apply assistive and adaptive technologies, aids, and appliances to support inclusive teaching-learning environments. • Analyze attitudinal, social, and educational barriers to inclusive education, and evaluate its current status, ethical issues, and research trends in India.
Unit-I	Inclusive Education: Concept, Principles, Scope and Target groups (Diverse learners including marginalized groups and learners with disabilities). Philosophy of Inclusive Education.
Unit-II	Special Needs Education: Concept of Impairment, Disability and Handicap. Classification of Disabilities Based of ICF Model, Readiness of School and Models of Inclusion. Educational needs of Children with disabilities. Early identification, Assessment and Intervention Measures.
Unit-III	Legal Policies and Provisions: NPE 1986, POA-1992, PWD (1995), NPD (2006), NCF-2005, RCI-1992, UNESCO-Salamanca Statements.
Unit-IV	Curriculum Adaptation for Children with Disabilities: Curriculum and Curricular adaptation for diverse learners, Assistive and Adoptive Technology for diverse learners- Aids and Appliances, developing inclusive materials, physical environment and classroom management.
Unit-V	Barriers and Facilitation in Inclusive Education: Attitude, Social and Educational Current status and Ethical Issues of Inclusive Education in India, Research Trends of Inclusive Education in India.

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Suggested Books:

- Mete,Jayanta,. Biswas, Prarthita,. &Pandey,Pranay. Creating an Inclusive School, Rita Book Agency.
- Chowdhury, Piku. Creating Inclusive School, Rita Book Agency
- Uddin, Md Jamal. Creating Inclusive School, Aaheli Publishers
- Mangal, S. K. & Mandal, Shubhra. Creating Inclusive School, PHI
- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Corbett Jenny (2001). Supporting Inclusive Education, Routledge Falmer.
- Felicity Armstrong and Michele Moore (2004). Action Research for Inclusive Education, Routledge Falmer.
- Mike Adams and sally Brown (2006). Towards Inclusive Learning in Higher Education,Routledge.
- Peter Mittler (2000). Working towards Inclusive Education, David Fulton Publishers.
- Nind, Shechy and Simmns, Inclusive Education -Learners and Learning Context,David Fulton Pub.
- Premavathyand Mittal. (2006). Integrated and Inclusive Education, RC 1.
- Advani, Lal. AndChadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
- Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
- Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Children in Mainstream Schools and teacher education: Global Trends in Teacher Education.

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DCE (C)	Environmental Education
Learning Outcomes:	After successful completion of this course, the students will be able to: • Define the term 'Environment' and 'Environmental Education'. • Describe the nature and scope of Environmental Education' and their role for creating Environmental Awareness. • Explain the various principles underlying Environmental Education and their importance in teaching learning. • To foster clear awareness of, and concern about ecological interdependence or sustainable development. • To give scientific idea for reducing the environmental stress by conserving the resources through education. • Understanding the concept of environmental management and its relation with education. • Acquiring the knowledge of environmental laws, policies, and ethics. • Evaluating the present status of environmental education in India and planning for future development.
Unit-I	Environmental Education and Awareness : Aims and Objectives of Environmental Education, Meaning, Nature, Scope, Need and Implementation Approach of Environmental Education, Concept of Environmental Awareness, Role of Education for creating Environmental Awareness.
Unit-II	Child and His Environment: Impact of Environment in Child Development, Social Development, Psychological Development.
Unit-III	Environmental Education for Sustainable Development: Natural & Man-made disasters, Conservation of Environmental Resources, Reducing environmental stress through education.
Unit-IV	Environment Management and Education : Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education & Training.
Unit-V	Environmental Education in India : Formal Environmental Education, Non-formal Environmental Education, Informal Environmental Education, Present Status, Initiatives for the development of environmental education.

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Suggested Books:

- Agarwal, S. P. & Agarwal, J.C. (1996). Environmental Protection, Education and Development, New Delhi, New Concepts.
- Beaumont, J. R., Padersen, M. & Whittaker, D. B. (1993). Managing environment. Butterworth-Heinemann Ltd. Oxford Press.
- Deshbhandu & Berbert, G. (1987). Environmental Education for Conservation and Development, Indian Environment Society, New Delhi.
- Dhyan, S.N. (1993). Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt. Ltd.
- Kelu, P. (2000). Environmental Education: A Conceptual Analyses, Calicut, Calicut University.
- Kumar, A. (2009). A Text book of Environmental Science, New Delhi, APH Publishing Corporation.
- NCERT. (2004). Environmental education in schools. (2004). New Delhi: NCERT.
- Odum, E. P. (1971). Fundamentals of ecology. Philadelphia: W. B. Saunders Company.
- Panda. V. C. (2005).Environmental education. New Delhi: Isha Books.
- Reddy, P.K. & Reddy, N.D. (2001). Environmental Education, Hyderabad, Neelkamal Publications.
- Sapru, R. K. (Ed.) (1987). Environment management in India. New Delhi: Ashis Publishing House.
- Saxena, A. B. et al. (). Environment studies teaching through environment. RIE, Bhopal: NCERT.
- Sharma, B.L. &Maheswari, B.K. (2008). Education for Environmental and Human Values, Meerut: R. Lal Books Depot.
- Sharma, Gautam, (Ed.) (1989). Environment, man and nature. New Delhi: Reliance Publishing House.
- Sharma, R.A. (2008). Environmental Education, Meerut: R.Lal Books Depot.
- Sharma, V.S. (2005). Environmental Education, New Delhi, Anmol Publications.
- Singh, Y.K. (2009). Teaching of Environmental Science, New Delhi, APH Publishing Corporation.
- Teachers' handbook on environmental education for the higher secondary stage.(2011). New Delhi: DESM, NCERT.

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SEMESTER - II

CC-4 Western Philosophical Thoughts and Education

Learning Outcomes:	After successful completion of this course, the students will be able to: • develop an understanding about the contributions of some relevant Western Schools of Philosophy in the development of educational aims, goals, etc. • acquaint themselves with the educational contributions of some great western thinkers on education and develop competency to apply their contributions, especially to contemporary Indian education scenario. • understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully. • develop insights to apply the above competencies in the practices of education. • distinguish between Orthodox and Heterodox Schools of Indian Philosophy • explain and evaluate the contributions of Western Thinkers in the field of Education. • explain and compare among the various Modern Concepts of Philosophy.
Unit-I	Western Schools Philosophy: Idealism, Naturalism, and Pragmatism
Unit-II	Contemporary Western Philosophy: Realism, Existentialism and Marxism.
Unit-III	Educational Philosophy of Rousseau, Froebel and Dewey
Unit-IV	Educational Significance of Paulo Freire, Wollstonecraft and Nel Noddings.
Unit-V	Modern Concept of Philosophy: Analysis–Logical analysis, Logical Empiricism and Positive Relativism.

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Suggested Readings:

- A.J Ayer (ed.), *Logical Positivism*, Free Press.
- Bigge, Morris, L., *Educational Philosophies for Teachers*, Charies E. Merril Publishing Co., Columbus.
- Brubacher, John S., *Modern Philosophies of Education*, McGraw Hill Book Company. Inc, New York.
- Chandra S. S., R. Sharma, Rejendra, K (2002). *Philosophy of Education*.New Delhi,Allantic publishers.
- Dhiman, O.P. (2008). Understanding Education- An Overview of Education. Kalpaz Publication, New Delhi.
- Freire, P. (1972) *Pedagogy of the Oppressed*, London: Penguin
- Hern, M. (1996) Deschooling Our Lives, Gabriola Island: New Society
- J.C. Agarwal,(2017).Theory & Principles of Education, Vikas Publishing House Pvt. Ltd.: New Delhi.
- Kilpatrick, (1963). Philosophy of Education, Macmillan & Co.: New York
- Kneller, George F. Introduction to Philosophy of Education, John Wiley and Sons, Inc., New York.
- London, S.P. Chaube,(2004). Foundation of Education, Vikas Publishing House Pvt. Ltd.: NewDelhi.
- Mukherjee, K.K. Some Great Educators of the World. Das Gupta & Co. Pvt.Ltd.
- Noddings, N. (2018). *Philosophy of Education (4th ed)*.Routledge
- Osman & Graver (1976). *Philosophical Foundations of Education*, Charles,Merill Pub.Co.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Allyn& Bacon. Boston
- Purkait, B.R. (2011). *Great Educators and their Philosophies*. New Central Book Agency.
- Rusk, Robert R,.(1963). *Philosophical Bases of Education*, University of London press:
- Seetharamu, A.S.(1999), *Philosophies of Education*, Ashish Publishing House: New Delhi
- Sharma, A.P. (2020). *Indian and Western Educational Philosophy*. Unicorn Books.
- Sharma, Y.K. (2002). *The Doctrines of the Great Western Education: From Plato toBertrand Russell*. KanishkaPublishers.
- Taneja, V.R. *Educational Thoughts and Practice*, Sterling Publishers Pvt. Ltd.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

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CC-5	Learner and Learning Process
Learning Outcomes:	After successful completion of this course, the students will be able to: • Understand the theories of intelligence with their practical implications in the process of teaching and learning. • Explain the nature, factors and measurement of creativity and the way of development. • Differentiate between intellectual abilities and creative problem-solving skills. • Design classroom environments that foster high-level creative thinking. • Evaluate various learning theories of behaviourist, cognitive, constructivist and social schools of psychology. • Understand the theories of intelligence with their practical implications in the process of teaching and learning. • Explain the nature, factors and measurement of creativity and the way of development. • Differentiate between intellectual abilities and creative problem-solving skills. • Evaluate various learning theories of behaviourist, cognitive, constructivist and social schools of psychology. • Describe the basic concept, principles and factors of mental health and hygiene
Unit-I	Intelligence - Concept and Theories: Guilford, Sternberg, Gardner. Assessment of Intelligence. Emotional Intelligence.
Unit-II	Creativity - Concept and nature. Factors of creativity. Creativity and Intelligence. Critical Thinking and Metacognition. Measurement of Creativity.
Unit-III	Learning Theories (Behaviourist & Cognitive): Skinner, Hull, Tolman, Gagne, Lewin.
Unit-IV	Learning Theories (Constructivist and Social): Bruner, Vygotsky, Bandura
Unit-V	Mental Health and Hygiene: Concept, meaning, nature and scope. Classification of Abnormal Behaviour: Psychosis, Neurosis, Conflict and Complex. Problem behaviour in Adolescence, Delinquency.

Suggested Books:

- Aggarwal, J.C. (1995). Essentials of Educational Psychology, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A. & Urbina, S. (2004). Psychological Testing (4th Ed.). Pearson Education.
- Baron, R.A. and Byrne, D. (1995). Social Psychology, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge, L. Morris. (1982). Learning Theories for Teachers, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R. (1986), Theories of Learning, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S. (1996). Advanced Educational Psychology, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper, C. (1999). Intelligence and Abolities. Routledge. London and New York.
- Cotton, Julie. (1995): The Theory of Learning: An Introduction, Kogan Page Limited, London.
- Cropley, A.J. Creativity in Education and learning. Kogan Page, U.K. (2001).
- Friedman, H.S. and Schustack, M.W. (2003) Personality Classic Theories and Modern Research (2nd Ed.), Pearson Education.
- Goodenough, F.L. (1949) Mental Testing: its history, Principles and applications. N. Y. Rinehart.
- Gregory, R.J. (2005). Psychological Testing- History, Principles, and Applications (4thEdition). Pearson Education.
- Gulati, S. (1995). Education for Creativity (Edited). NCERT.
- Hall, C.S and Lindzey, G. (1985). Theories of Personality. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. (2000). Advanced Educational Psychology. Prentice-Hall of India Pvt. Ltd, New Delhi.
- Morgan .T.C. et al. (2003). Introduction to Psychology (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi.
- Murray, H.A. (1962). Explorations in personality. N.Y. Science Editions.
- Phares, E.J. (1991) Introduction to personality (3rd Ed.). Harper Cllins. N.Y.
- Santrock, J. (2010). Educational Psychology (5th Ed.). McGraw Hill Higher Education.
- Torrance, E.P. (1972). Encouraging Creativity in the Classroom. W.M.C. Brown Co. Publishers, IOWA, USA.
- Woolfolk, A. (2004). Educational Psychology (Ninth Edition). Pearson Education.

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Core-6 Contemporary Issues in Indian Education

Learning Outcomes:	After successful completion of this course, the students will be able to: • Develop a deep understanding about the significant landmarks in educational reforms in India in Post-colonial period. • Be acquaint with recent reforms in Indian school level education in the light of NEP-2020. • Achieve a clear insights about the NCFSE – 2023, changing paradigms of school subjects and about the reshaping process of school culture to create a supportive ecosystem. • Gather a practical & contemporary outlooks about various issues, challenges and the transforming ways of Indian higher education according to the directions of NEP – 2020. • Understand about the modern trends in education, as like IKS, Privatization, Digital skilling, global challenges, etc.
Unit-I	Reforms in Indian Education - Kothari Commission (1964-66), National Policy on Education (1986 & 1992). Operation Black Board, Sarva Shiksha Mission, RMSA.
Unit-II	Reforms in School Level Education in the light of NEP - 2020): ECCE, Foundational Literacy & Numeracy, Ensuring universal access, Curriculum & Pedagogy in schools.
Unit-III	National Curriculum Framework for School Education – 2023 : Aims and Curricular areas of School education, Present day Cross Cutting themes of school education, Changing Paradigm of School Subjects, Reshaping School Culture and Processes, Creating a Supportive Ecosystem.
Unit-IV	Reforms in Indian Higher Education in the light of NEP - 2020): Quality HEIs,Institutional Restructuring & Consolidation, Multidisplinary Education, Creating optimal learning environments, Equity & Inclusion in Higher education, Transforming the Regulatory system of Higher education, Role of Accreditation Bodies.
Unit-V	Modern Trends in Education: National Development & Indigenous Knowledge System, Future Orientation of School & Higher education, Establishing Equality & Equity in education, Privatization in Education and its impact, Global Perspectives of Education – Challenges, Strategies, Policies and Programmes. Digital Skilling & Employment.

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Suggested Books:

- Knishnan, D.K. & and Thamarasseri, I. (2012), Contemporary Issues in Indian Education, New Delhi, Kaniska publication.
- Basu, N. &Rahman, S. (2023), Trends and Issues of Modern Indian Education, New Delhi, Global Net publication.
- Mukharjee, S. (2007), Contemporary Issues in Modern Indian Education. Amazon
- Dash, B.N. (2013), Trends and Issues in Indian Education, New Delhi, Dominant Publishers & Distributors
- Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
- Banerjee, J.P. – Education in India, Past, Present and Future.
- Mukhopadhyay, M. ParharMadhu (Ed.) – Educaion in India, Dynamics and Development, Shipra.
- Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Government of India – five Year Plans.
- Govt. of India, Ninth Five Year Plan: 1997-2001, Planning Commission.
- Govt. of India., Tenth Five Year Plan : 2002-2007, Planning Commission.
- Agarwal, J.C. – Modern Indian Education, Shipra.
- Kochhar, S.K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Mukherjee, S.N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S.N. – Secondary Education in India, Orient Longman, New Delhi, 1972.

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**** Students will choose any one GE Paper from the following :**

GE (A)	Curriculum Studies
Learning Outcomes:	After successful completion of this course, the students will be able to: • Develop conceptual understanding about the concept, principles, strategies and components of curriculum development and also to achieve the knowledge about Philosophical, Sociological & Psychological bases of curriculum. • Be acquaint with the nature and functions of various statutory bodies and their roles in curriculum development in India. • Achieve the knowledge about the theoretical frameworks of various models of curriculum design and the way of their applications in classroom practices. • Gather a realistic vision on the overall process of Instructional system in education and also on different approaches & models of curriculum evaluation. • Understand the current dynamism, factors and approaches in curriculum change and the role of different stakeholders and also about the recent trends of research in curriculum studies.
Unit-I	Curriculum Development: Concept, Principles, Strategies and Components of Curriculum Development. Foundations of Curriculum Planning: Philosophical basis (National, Democratic), Sociological bases (Socio-cultural reconstruction) and Psychological bases (Learners' need and interests).
Unit-II	Statutory Bodies: Bench Marking and role of National Level Statutory Bodies-UGC, NCTE and University in Curriculum development.
Unit-III	Models of Curriculum Design: Traditional and Contemporary Models (Academic/Discipline Based Model, Competency Based Model, Social Functions/ Activities Model [Social reconstruction]) Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model.
Unit-IV	Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.
Unit-V	Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of Students, Teachers and Educational Administrators in Curriculum Change and improvement, Scope of Curriculum research and Types of Research in Curriculum Studies.

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Suggested Readings:

- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006): Teachers and Educational Quality: UNESCO Institute for Statistics Montreal.
- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Eribaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-service Education, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education: The Instructional Role. India, NCTE.

- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston: Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup& Sons Publication, New Delhi

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GE (B)	Teacher Education
Learning Outcomes:	After successful completion of this course, the students will be able to: • Develop conceptual understanding about the nature, scope, types and structures of Teacher education programs in Post-Independent India. • Be acquaint with the nature and functions of various statutory bodies and their roles in developing Teacher education in India. • Achieve the knowledge about the theoretical frameworks for understanding knowledge base of Teacher education and the way of their applications in classroom Teaching Learning. • Gather a realistic vision about the concept on Professionalism and Ethics in the context of students, parents and society. • Understand the current dynamism, innovations and recent trends of research in Teacher education and also the ICT oriented practices in Teaching.
Unit-I	Meaning, Nature and Scope of Teacher Education, Types of Teacher Education Programmes, Structure of Teacher Education Programme-Elementary, Secondary and Higher Secondary Levels ad Envisioned by NCERT and NCTE.
Unit-II	Agencies and Institutions of Pre- Service and In-service Teacher Education at Districts, State and National Levels (SSA, RMSA, DIET, SCERT, NCERT, NCTE and UGC).
Unit-III	Understanding knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &Habermas. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education-Behaviouristic, Competency-based and inquiry Oriented Teacher Education Models.
Unit-IV	Professionalism and Ethics: Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual Factors affecting Teacher Development.
Unit-V	Innovation in Teacher Education: Teacher as a Reflective Practitioner, Cooperative and Collaborative Teacher Education, ICT integration in Teaching-e-Pathshala, e-PGpathshala, SWAYAM and MOOCs, HRDCs.

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Suggested Books:

- Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikash Publishing House Pvt. Ltd.
- Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.
- Teacher Education Pre- Independence Period. Arnab Chowdhury & Jayanta Mete,
- Teacher Education Post- Independence Period. Arnab Chowdhury & Jayanta Mete.
- Teacher Education Modern Period. Arnab Chowdhury & Jayanta Mete. University of Kalyani— FYUGP IN EDUCATION 71
- Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikash Publications.
- Mohan, R. (2016). Teacher Education. New Delhi: PHI

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GE (C): SWAYAM/MOOC*

***A successful completion (with certification) of MOOC course from SWAYAM platform and fulfill the 5 credit points**

Marks	Credit	Platform
100	5	SWAYAM

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SEMESTER – III

CWP-I:	Methodology of Educational Research-I
Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain and differentiate the concept, nature, scope, and major types of educational research and their relevance to educational inquiry. • Identify and formulate research problems by critically reviewing related literature and establishing the rationale and context of a proposed study. • Select and apply appropriate research tools and techniques for collecting quantitative and qualitative data in educational research. • Evaluate and establish the quality of research tools in terms of validity, reliability, and objectivity, and understand the basic process of tool standardization. • Explain, compare, and apply appropriate quantitative research designs, including experimental, correlational, and survey research designs.
Unit-I	Foundations of Research: Concept, Nature, Scope and Types of Educational Research
Unit-II	Review of Related Literature and Research Problem: Steps and Process, Nature and Identification of Research Problem.
Unit-III	Tools and Techniques of Research: Questionnaire, Rating Scale, Attitude Scale, Aptitude Tests, and Achievement Tests, Observation, Interview and Projective Techniques, FGD
Unit-IV	Tools standardization and Characteristics of a Good research Tool: Validity, Reliability, Objectivity.
Unit-V	Quantitative Research Design: Experimental Research, Correlational Research, Survey Research

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Suggested Books:

- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2027). Research Methods in Education (9th ed.). Routledge
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. Educational Research: Competencies for Analysis and Applications. Pearson.
- Kaul, L. Methodology of Educational Research. Vikas Publishing House.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Mangal, S. K., & Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.

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CWP-II	Methodology of Educational Research-II
Learning Outcomes:	After successful completion of this course, the students will be able to: • Explain the concepts of population, sampling, sampling frame, and, select appropriate sampling procedures for educational research. • Differentiate probability and non-probability sampling techniques. • Formulate clear and researchable objectives, research questions, and hypotheses. • Analyse and develop appropriate qualitative research designs • Explain the concept, rationale and characteristics of mixed-method research. • Distinguish major types of mixed-method designs. • Determine when and why mixed methods may be appropriate for an educational research problem. • explain and apply the concept of triangulation to strengthen the credibility. • Identify different types and purposes of research reports, and organize the major components of a research report logically and coherently. • Prepare bibliography and references using an accepted referencing style.
Unit-I	Population and Sampling: Concept, Meaning, Characteristics, Types (Probability and Non-Probability), Sampling Frame
Unit-II	Hypotheses, Research Questions and Objectives: Concept, Types and Sources of Hypothesis, Formulation of Research Questions and Objectives
Unit-III	Qualitative Research Design: Historical Research, Ethnographic Research, Case Study
Unit-IV	Mixed Method Research: Concept, Characteristics and Types, Triangulation
Unit-V	Research Report Writing: Types of Research Report, Organizing and Presenting Research Report, Bibliography and Referencing.

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Suggested Books:

- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning,
- Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2025/2027). Research Methods in Education (9th ed.). Routledge.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate
- Research in Education (10th ed.). McGraw-Hill Education.
- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Koul, L. Methodology of Educational Research. Vikas Publishing House.
- Mangal, S. K., & Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Patton, M. Q. (2015). Qualitative Research & Evaluation Methods (4th ed.). SAGE Publications.
- Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). SAGE Publications.
- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

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CWP-III	Data Analysis in Educational Research
Learning Outcomes:	After successful completion of this course, the students will be able to: • Differentiate among the scales of measurement. • Describe the concepts, assumptions, significance and applications of descriptive and inferential statistical techniques. • Compute the measures of central tendency and variability and apply in real situation. • Analyse relationships among variables using correlational and predictive statistical methods and interpret the results in research contexts • Differentiate between parametric and non-parametric methods by explaining the assumptions and applications in research contexts • Explain and analyse categorisation and coding techniques of qualitative data analysis. • Apply various software in quantitative and qualitative data analysis.
Unit-I	Basics of Statistics: Scales of Measurement, Frequency and Graphical methods, Measures of Central Tendency (Mean, Median, Mode, Measures of Variability (AD, SD, QD).
Unit-II	Measures of Relationships: Linear correlation (Rank order, Product moment), Biserial and Point-biserial, Tetra choric, Phi Correlation, Partial and Multiple correlations (concepts and uses only).
Unit-III	Inferential Statistics: Application of NPC, Standard errors of measurement (Type-I and II errors), Testing Hypotheses (One-tailed and Two-Tailed Tests), Parametric tests (t-Test and its significance, Concept of ANOVA and ANCOVA), Non-parametric tests (Mann-Whitney, Chi-square).
Unit-IV	Foundations, Coding and Categorization: Nature of Qualitative Data, Transcription and Coding Techniques, Data rigor and trustworthiness.
Unit-V	Data Analysis and Software integration: Thematic, content and narrative analysis, Software integration: MS Excel, SPSS, NVivo, ATLAS.ti

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Suggested Books:

- Agarwal, Y.P. (1986). Statistical Methods- Concepts, Applications, and Computation. Sterling Publishers Pvt. Ltd.
- Aggarwal, R.N & Asthana, V. (1983): Educational Measurement and Evaluation, Agra: Vinod Publishing House.
- Das, N.G. (2011): Statistical Methods (Vol. II). New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (2005). Statistics in Education and Psychology. New Delhi: Paragon International.
- Guilford, J. P. & B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-6th edition).
- Mangal, S.K. (2009). Statistics in Psychology and Education. PHI Learning Pvt. Ltd.
- Saha, K (2012): Statistics in Education and Psychology, New Delhi: Asian Books Pvt. Ltd.
- Seigal, S. Y. (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
- Singh, A.K. (2019), Test, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan.
- Braun, V., & Clarke, V. – Thematic Analysis: A Practical Guide (SAGE) — foundational text for thematic analysis.
- Miles, M. B., Huberman, A. M., & Saldaña, J. – Qualitative Data Analysis: A Methods Sourcebook (SAGE) — coding techniques, categorization, Matrix displays.
- Saldaña, J. – The Coding Manual for Qualitative Researchers (SAGE) — comprehensive coverage of coding methods.
- Bazeley, P., & Jackson, K. – Qualitative Data Analysis with NVivo (SAGE) — dedicated NVivo guide.
- Friese, S. – Qualitative Data Analysis with ATLAS.ti (SAGE) — dedicated ATLAS.ti guide.
- Field, A. – Discovering Statistics Using IBM SPSS Statistics (SAGE) — for SPSS integration/ mixed-methods component.

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RP – I: Development of Research Proposal (Project Work)

Learning Outcomes:

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

- To enable students to identify a relevant research problem and formulate clear, researchable questions within their area of interest.
- To develop the ability to conduct a systematic review of literature and situate their proposed study within existing research.
- To familiarize students with appropriate research designs, methodologies, and tools for data collection and analysis suited to their research problem.
- To equip students with skills to write a well-structured, coherent, and academically sound research proposal.

Assessment Method:

Indicators	Marks
Research Proposal*	75
Seminar Presentation and Viva Examination	20

*Students are instructed to prepare a research proposal from the core areas of education.

General Instructions:

1. The research proposal should be developed with the consultation of assigned supervisor.
2. Seminar presentation and viva examination should be conducted through power point presentation (PPT).
3. Keep your supervisor updated on your progress of work at regular interval.

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Semester – IV

RP-II	Indian Knowledge Systems
Learning Outcomes:	After successful completion of this course, the students will be able to: • Familiar with the core concepts of Indian Knowledge System and gain knowledge about its historical context. • Differentiate between Para Vidya (spiritual knowledge) and Apara Vidya (secular knowledge) • Develop insights into ancient educational institutions and compare the institutional frameworks and instructional methods of world-class ancient universities with modern higher education systems frameworks • Acquainted with the Indian traditional teaching methods and understand how values enshrined in Indian scriptures can be integrated into character building • Analyze mind from Pancha kosha perspectives and assimilate the concept of Triguna in student behaviour and learning styles • Develop a holistic understanding of human health and apply Ayurveda in diagnosing and combating diseases • Develop insights into contribution of Ancient India in Science, Society, and Governance • Conceptualize traditional sustainable practices and explore Local Traditional Knowledge and practices.
Unit-I	Foundations of IKS: Definition, core concepts, scope, and historical evolution of IKS from ancient times to the 18th Century, Classification into Para Vidya and Apara Vidya, Local Heritage sites and Archaeological landmarks of Cooch Behar
Unit-II	Ancient Indian Education Systems: The Gurukula system, Pathashalas, and ancient world-class universities (Takshashila, Nalanda, Vikramashila), Shravana (hearing), Manana (reflection), Nididhyasana (meditation), and Vada (Discussion), Integration of Purusharthas (Dharma, Artha, Kama, Moksha) and Ashrama systems into character building.
Unit-III	Indian Psychology, Health and Medicine: Pancha kosha (Five layers of Human Mind); The Triguna framework (Sattva, Rajas, Tamas) and its applications in managing student behavior and learning styles, Yoga for Physical, mental and spiritual well-being, Principles, diagnostic methods and therapeutic practices
Unit-IV	Science, Society, and Governance Heritage: An overview of Ancient numeral systems, mathematics and Astronomy, The concept of Dharma (righteousness) and Vasudhaiva Kutumbakam (world as one family), Polity and Administrations of Chanakya's Arthashastra and Bhishma's Shanti Parva
Unit-V	Ancient Environmental Sustainability: Traditional sustainable practices in ancient texts, Eco-sustainability and Local Traditions related to agriculture, water management, and ecological balance, Integration of IKS in contemporary environmental conservation.

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Suggested Books:

- Introduction to Indian Knowledge System: Concepts and Applications by B. Mahadevan, Vinayak R. Bhat and Nagendra P.R.N., PHI Learning Private limited, 2022.
- Indian Knowledge System, Vol 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of Sankaracharya, Central Chinmay Mission Trust, Bombay, 1995.
- All India Council for Technical Education (AICTE): Introduction to Indian Knowledge System: Concepts and Applications. New Delhi: PHI Learning.
- Altekar, A. S.: Education in Ancient India. Varanasi: Nand Kishore & Bros.
- Sri Aurobindo: A System of National Education. Pondicherry: Sri Aurobindo Ashram.
- Venkatesan, S.: Indigenous Indian Psychology. New Delhi: Pearson Education.
- Saraswati, Swami Niranjanananda: Yoga Darshan: Vision of the Yoga Upanishads. Munger: Yoga Publications Trust.

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RP-III	Artificial Intelligence in Education
Learning Outcomes:	After successful completion of this course, students will be able to: • Explain the concept, role, scope, and significance of Artificial Intelligence in education. • Differentiate between Artificial Intelligence and human intelligence. • Identify and describe AI-powered tools for academic writing, instructional design, content creation, video production, and educational research. • Create educational resources such as lesson plans, worksheets, videos, images, audio, and other learning materials using AI tools. • Explore the applications of AI-powered chatbots in student support, guidance, and counselling. • Apply AI-powered tools for designing effective and interactive assessment and evaluation. • Conduct literature reviews and organize academic references using AI-powered research tools. • Improve academic writing and use appropriate AI-powered tools for plagiarism detection and prevention. • Demonstrate an understanding of the ethical, responsible, and responsible use of AI in education and research. • Discuss emerging trends, opportunities, and challenges in the adoption of AI in education.
Unit-I	Introduction to Artificial Intelligence: Meaning, Definition of AI, Role and Scope of AI in Education, Types of AI and AI tools, Differentiating Artificial Intelligence from Human Intelligence.
Unit-II	AI in Teaching and Learning: AI for Content Creation (lesson plan, worksheet, presentations, videos), Generative AI for educational content (images, audio, video creation), Chatbots for student support and counselling.
Unit-III	AI in Assessment and Evaluation: Creating AI generated Quiz, rubric, or automated feedback tool (Google forms with AI, Quizizz, Kahoot AI), Reflect on the effectiveness of AI in student evaluation.
Unit-IV	AI in Research: AI in Literature Review (Use of AI-Powered tools ChatGPT, Elicit, Consensus), Organizing References (Mendeley, Zotero), AI-assisted Academic writing and Plagiarism Check
Unit-V	AI Ethics and Future Prospects: Ethical and Responsible Use of AI in Education and Research, Authenticity, Originality and Data Privacy, Challenges to the Adoption of AI tools in Education, The Future of AI Tools in Education.

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Suggested Books:

- Basu, A. (2025). AI Tools for Everyone: Your Guide to Artificial Intelligence.
- Cross, S. (2025). AI-Powered Research Methods: Innovative Tools and Methodologies for the Modern Scholar.
- Dillenbourg, P. (2013). Design for classroom orchestration. *Computers and Education*, 69(1), 485–492. https://doi.org/10.1016/j.compedu.2013.04.013
- Feenberg, A. (2002). Transforming technology: *Critical theory revisited*. Oxford University Press.
- Iyer, A. (2026). AI for Academic Research: Discover Literature, Organize Sources and Develop Research Workflows, *GaneshaSai Books*, India.
- Kumari, M. (2026). The Role of AI in Academic Research, LAP Lambert Academic Publishing, India
- Mukhopadhyay, M. (2026). Educational Technology with AI Integration, *Educational Technology and Management Academy (ETMA)*, Gurugram, Haryana
- Narula, S.R., Narula, V., Srinivasan, S., & Sharma, M. (2024). AI Tools for Teaching and Learning, *Redshine Publication*, India.
- Pandey, S. & Gupta, A.K. (2025). AI Tools and Techniques: Machine Learning and Deep Learning Approach, SHIVANK PRAKASHAN, India.
- Prasad, A.T. (2025). The Power of AI in Education : A New Era of Learning, Teaching, and Assessment. *Astitva Prakashan*, India
- Raj, H. (2025). ChatGPT and other Generative AI Tools - An insight and application guide for latest Generative AI Tools, Shashwat Publication, India.
- Singh, P., Gupta, S., Gupta, R. (). Handbook on AI in Higher Education: Personalized Learning, Tutoring system and Educational Technology, Geh Press, India.
- Sonawane, S. (2025). AI-Enabled Research Tools and Workflow Integration in Doctoral Research, JSR PUBLICATIONS, India.
- Sułkowski, L., Lis, M., Ratajczak, S. & Dacko-Pikiewicz, Z. (2026). AI in Social Sciences Research (New Methodologies of Research for PhD and Beyond). Routledge.
- Zhou, X., & AI-Samarraie, H. (2026). Institutional Guide to Using AI for Research: 2 (Advances in Artificial Intelligence in Education), Springer, India

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RP-IV	Research and Publication Ethics
Learning Outcomes:	After successful completion of this course, the students will be able to – • Define the concept of Philosophy and ethics, understand the nature of moral judgments and reactions and be familiar with the ethical principles in educational research. • Understand about various kinds of scientific conduct and scientific misconduct used in research. • Develop a detail conceptual knowledge with regard to publication ethics and publication misconduct. • Know about the arena of open access publication, publisher copyright and self-archiving policies and to identify the predatory publishers & journals. • Gather some practical knowledge about the indexing databases & citation databases, impact factor of journals and research metrics.
Unit-I	Philosophy and Ethics: Introduction to Philosophy (Definition, Nature & Scope, Concept & Branches), Ethics: Definition, Moral Philosophy, Nature of Moral Judgments & Reactions, Ethical Principles in educational research.
Unit-II	Scientific Conduct: Ethics with respect to Science and Research, Intellectual Honesty & Research Integrity, Scientific Misconducts: Falsification, Fabrication & Plagiarism, Redundant Publications: Duplicate & Overlapping Publication, Salami Slicing, Selective Reporting & Misrepresentation of Data.
Unit-III	Publication Ethics: Publication Ethics - Definition, Introduction and Importance, Best Practices / Standard Setting Initiatives and Guidelines - COPE, WAVE etc. Conflicts of Interest, Publication Misconduct Definition, Concept, Problems that lead to unethical behaviour and vice-versa, types, Violation of Publication ethics, Authorship and Contributorship, Identification of Publication Misconduct, Complaints and Appeals, Predatory Publishers and Journals.
Unit-IV	Open Access Publishing: Open access publications and initiatives, SHERPA / RoMEO online resource to check publisher copyright & self-archiving policies, Software tools to identify predatory publications developed by SPPU, Journal finder / Journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal suggester, etc.
Unit-V	Databases and Research Metrics: Indexing Databases, Citation Databases – Web of Science, Scopus, etc. Impact Factor of journal as per Journal Citation report, SNIP, SJR, IPP, Cite Score,Metrics – h- index, g- index, i10 index, altmetrics.

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Suggested Books:

- Best, J. W., & Kahn, J. V. Research in Education. Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2027). Research Methods in Education (9th ed.). Routledge
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). SAGE Publications.
- Creswell, J. W., & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education (10th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. Educational Research: Competencies for Analysis and Applications. Pearson.
- Kaul, L. Methodology of Educational Research. Vikas Publishing House.
- Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Cengage Learning.
- Mangal, S. K.,& Mangal, S. Research Methodology in Behavioural Sciences. PHI Learning.

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RP-V (Final Submission of Research Work):

Dissertation

*Students are instructed to prepare a dissertation from the core areas of education according to the direction of the supervisor and should submit the dissertation at the end of the semester for evaluation.

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