# THE UNIVERSITY OF BURDWAN

## SYLLABUS OF TWO YEAR POSTGRADUATE PROGRAMME

## IN

## EDUCATION

*Under*

**Curriculum and Credit Framework for Postgraduate Programme (CCFPP), as per N.E.P. 2020**

# w.e.f. 2026 – 2027

# 2- year PG Programme

**Semester wise and Course wise Distribution of Credit & Marks under CCFPP as per NEP, 2020**

| SEMESTER | Course Type | Code & Level | Name of the Course | Credit | L – T – P | Marks | Marks Dist. Th. – Pr. - IA |
|---|---|---|---|---|---|---|---|
| I | Major/Core Course | **PG2EDUC1011 (400-499)** | Research Methodology in Education | 6 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2 EDUC1012 (400-499)** | Statistics in Education | 6 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2EDUC1013 (400-499)** | Life Skill Education | 6 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2EDUC1014 (400-499)** | Teacher Education | 6 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | Minor Course | **PG2EDUC1021 (300-399)** | Inclusive Education | 4 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | **Total** | | | **28** | | **375** | |
| II | Major/Core Course | **PG2EDUC2011 (400-499)** | Understanding India: Indian Knowledge Systems and Ethics | 6 | 5– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2EDUC2012 (400-499)** | Curriculum Studies in Education | 4 | 3– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2EDUC2013 (400-499)** | Psychodynamics of Mental Adjustment | 4 | 3– 1– 0 | 75 | 60 – 00 – 15 |
| | Major/Core Course | **PG2EDUC2014 (400-499)** | Administration, Management and Leadership in Education | 4 | 3– 1– 0 | 75 | 60 – 00 – 15 |
| | Minor Course | **PG2EDUC2021 (300-399)** | Entrepreneurship in Education | 4 | 3– 1– 0 | 75 | 60 – 00 – 15 |
| | **Total** | | | **22** | | **375** | |

# 2- year PG Programme

**SEMESTER-I**
**Major/CC**
**Course Code: PG2EDUC1011**

**Course: Research Methodology in Education** **Credit: 6** **Full Marks: 75**

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**Course Objectives:**

1. To understand the conceptual framework of educational research.
2. To enable the students to understand the conceptual framework of research design.
3. To acquaint with the various types of variables and hypotheses in research.
4. To gain an understanding of the multiple tools and techniques in research.
5. To familiarize the students with the structure of writing a research proposal and research report.

**Course Contents**

**Theory: 60, LH: 90**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Basic Concepts of Educational Research** | • Nature and significance of Research in Education • Types of Research: Fundamental, Applied, Action, Qualitative and Quantitative Research in Education | **20H** |
| **UNIT-II: Review of Literature, Variables and Hypothesis** | • Review of Related Literature: Purpose, Need • Preparation of Research Proposal • Variables: Meaning and Types – Independent, Dependent, Extraneous, Intervening, Organismic • Controlling Extraneous and Intervening Variables • Hypothesis: Concept, Sources & Types, Characteristics of a Good Hypothesis • Testing of Hypothesis | **30H** |
| **UNIT-III: Population and Sampling** | • Concept of Population and Sample • Techniques of Sampling: Types of Probability & Non-Probability Sampling • Characteristics and Purpose of Sampling | **20H** |
| **UNIT-IV: Research Tools and research Report** | •Types of Research Tools: (Brief discussion) Rating Scale, Opinionnaire, Questionnaire, Checklist, Inventory, Observation, Interview • Preparing a Research Tool: Validity & Reliability – Concepts and Types; • Research Report: Format, Style of Writing. | **20H** |

**Suggested Readings:**


1. Anderson, G. (1990). *Fundamentals of educational research*. Falmer Press.
2. Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. (2018). *Introduction to research in education* (10th ed.). Cengage Learning.
3. Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
4. Best, J. W. (1999). *Research in education*. Prentice Hall of India.
5. Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. Longman.
6. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
7. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
8. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
9. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
10. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
11. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
12. Ghosh, & Singh. (n.d.). *Research methodology*. Mamtesh Rastogi Publications.
13. Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). SAGE Publications.
14. Kaul, L. (1984). *Methodology of educational research*. Vikas Publishing House.

15. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
16. McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.
17. Mertler, C. A. (2019). *Introduction to educational research* (2nd ed.). SAGE Publications.
18. Pan, T. N. (2023). *Galpokathay gobeshona* (Research through narrative) (in Bengali). Sikshadip.
19. Pan, T. N. (2023). *Research methodology* (in Bengali). Rita Publication.
20. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd ed.). SAGE Publications.
21. Shank, G. D. (2002). *Qualitative research: A personal skills approach*. Merrill Prentice Hall.
22. Sharma, B. (2004). *Methodology of educational research*. Vohra Publishers and Distributors.
23. Sharma, S. R. (2003). *Problems of educational research*. Anmol Publications.
24. Sidhu, K. S. (n.d.). *Methodology of research in education*. Sterling Publishers.

**Course Outcomes:**

On Successful Completion of this Course, Students will be able to:

1. Explain the concept of educational research.
2. Distinguish between the various types and methods of educational research.
3. Classify the types of qualitative and quantitative research in education.
4. Identify the research variables and formulate research hypotheses.
5. Discuss the tools/techniques, and steps of preparing the research tools.
6. Explain the structure of writing a research proposal and research report.

# 2- year PG Programme

**SEMESTER-I**
**Major/CC**
**Course Code: PG2EDUC1012**

**Course: Statistics in Education** **Credit: 6** **Full Marks: 75**

**Course Objectives:**

1. To enable the students to understand the basic concept of statistics.
2. To acquaint the students with different statistical procedures used in education.
3. To develop the ability to represent educational data through graphs.
4. To give detailed knowledge about descriptive statistics.
5. To enable the students to understand the basic concepts of inferential statistics.

**Course Contents**

**Theory: 60, LH: 90**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Basics of Educational Statistics and descriptive statistics** | •Statistics: Meaning, use of statistics in Education • Branches of statistics: Descriptive and Inferential • Frequency distributions: Compilation, Classification and Tabulation of data • Graphical representation of data: Histogram, Frequency Polygon, Ogive • Measures of Central Tendency: Mean, Median, Mode – Calculation and Uses • Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation – Uses, Advantages and Disadvantages | **20H** |
| **UNIT-II: Correlation** | • Meaning and types of Correlation; Coefficient of Correlation • Coefficient of Correlation by Rank Difference and Product Moment Methods • Difference between Rank Difference Method and Product Moment Method • Concept of Scatter Diagram | **20H** |
| **UNIT-III: Normal Distribution and Derived Score** | • The Normal Distribution; Normal Probability Curve – Meaning, characteristics, properties and importance • Deviations from Normality: Skewness and Kurtosis • Application of Normal Probability Curve • Derived score: Z score, T score and Standard score | **20H** |
| **UNIT-IV: Analysis and Interpretation of Data** | • Students are expected to collect relevant data from their neighbourhood school or college (minimum sample size 50) with the objective of describing the nature and characteristics of the two distributions, comparing two distributions and finding association between two sets of data by applying the following:<br>- Tabulation of data<br>- Determination of Mean, Median and Mode, SD<br>- Determination the association between two sets of data by drawing scatter diagram | **30H** |

**Suggested Readings:**


1. Bag. K.K. (2023). Statistical Analysis. (in Bengali). J. Publication.
2. Chakraborty, P.K. (2020). Statistics in Education. (in Bengali). Rita Publication.
3. Corder, G. W., & Foreman, D. I. (2014). *Nonparametric statistics: A step-by-step approach* (2nd ed.). Wiley.
4. Dey, A. (2023). Statistics in Education. (in Bengali). Aaheli Publishers
5. Elhance, D. N., & Elhance, V. (2002). *Practical problems in statistics*. Kitab Mahal.
6. Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

7. Garrett, H. E. (2009). *Statistics in psychology and education* (6th ed.). Paragon International Publishers.
8. Garrett, H. E. (2014). *Statistics in psychology and education*. Vakils, Feffer & Simons.
9. Glass, G. V., & Hopkins, K. D. (1996). *Statistical methods in education and psychology* (3rd ed.). Allyn & Bacon.
10. Goon, A. M., Gupta, M. K., & Dasgupta, B. (1994). *An outline of statistical theory* (Vols. 1–2). World Press.
11. Goswami, M. (2012). *Measurement and evaluation in psychology and education*. Neel Kamal Publications.
12. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Cengage Learning.
13. Gupta, S. P. (2004). *Statistical methods* (3rd ed.). Sultan Chand & Sons.
14. Howell, D. C. (2013). *Statistical methods for psychology* (8th ed.). Cengage Learning.
15. Laerd Statistics. (2018). *Statistical tutorials and software guides for students*. Laerd Statistics.
16. Mangal, S. K. (2005). *Statistics in psychology and education*. Prentice Hall of India.
17. Morgan, G. A., Leech, N. L., Gloeckner, G. W., & Barrett, K. C. (2020). *IBM SPSS for introductory statistics: Use and interpretation* (6th ed.). Routledge.
18. Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
19. Pan, T. (2025). *Sankhyatattwa o Gobeshona* (in Bengali). Kolkata: Sikshadip
20. Popham, W. J., & Sirotnik, K. A. (1993). *Educational statistics: Use and interpretation*. Harper & Row.
21. Saha, K. (2012). *Statistics in education and psychology*. Asian Books.
22. Sahu, B. K. (1998). *Statistics in psychology and education*. Kalyani Publishers.
23. Sahu, S. (2024). Statistical Methods in Education. (in Bengali). Kitab Writing Publication.
24. Sharma, T. R., & Bhargava, V. (2005). *Elementary statistics in education and psychology*. Bhargava Book House.
25. Das, A. C., & Dr. Mondal, P (2024). Research methodology and techniques of education (in Bengali). Gungun publishing house.
26. Das, A. C. (2025). Fundamental of education research methodology. Cipher publisher.
27. Bannerjee, N. (2023). Research methodology in Education (in Bengali). Alpana Publisher.
28. Md Abdull. (2017). Research Methodology and Statistics (in Bengali). Ananda Prakashan.
29. Pal, D. (2019). Research Methodology and Statistical Techniques (in Bengali). Rita Publication.
30. Majumder, S. (2023). Research Methodology (in Bengali). Sandha Prakashani.

**Course Outcomes:**

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

1. Understand statistical principles and its uses.
2. Develop the level of performances for knowledge, comprehension, application, analysis, synthesis, and evaluation.
3. Acquire knowledge on the basics statistics by making valid generalizations from sample data
4. Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work for societal development
5. Greater appreciation for the importance of statistical literacy in today's rich data world

# 2- year PG Programme

**SEMESTER-I**
**Major/CC**
**Course Code: PG2EDUC1013**

**Course: Life Skill Education** **Credit: 6** **Full Marks: 75**

**Course Objectives:**

1. To understand the meaning of life skills.
2. To be acquainted with the different types of life skills.
3. To know in detail about life skills and their importance in life
4. To apply various life skills methods in coping with challenging situations in life
5. To understand various issues and conflicts that needs life skills to deal with.
6. To integrate with educational policies and contemporary issues

**Course Contents**

**Theory: 60, LH: 90**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Concept of Life Skill** | • Concept of Skill and its different Types • Defining Life Skill (WHO, UNICEF), Meaning, Nature & Scope • Concept of Life Skill and their Importance in Daily life • Origin and Development of Life Skill Education | **15H** |
| **UNIT-II: Types of life skill and policies related to life skill education** | • Type of Life Skills: Ten Core Life Skills (WHO) Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotions<br>• Delor's Commission Report • Dakar Framework for Action (2000) • National Education Policy -2020 | **30H** |
| **UNIT-III: Techniques & Training for Life Skill Education** | • Concept of Techniques for Life Skill Education: Class Discussion, Brain Storming, Role play and simulation, Games and Storytelling • Concept of Training for Life Skill Education: Social-Emotional Learning (SEL) Programs, Vocational Skills Training, Financial Literacy Education, Psychosocial Training | **30H** |
| **UNIT-IV: Contemporary perspectives of Life Skills Education** | • Life Skills in relation to employability, leadership, citizenship and lifelong learning • Human values and Life Skills in the Indian context • Contemporary relevance of Life Skills Education in universities and colleges | **15H** |

**Suggested Readings:**


1. Bhatt, R.I. (2017). Life Skills Education (1st Edition). Notion Press Media Pvt Ltd.
2. Bofinger, L.D. (2010). Life Skills for The Student.
3. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
4. Dudhade, B.A. (2016). Life Skills Education. Neelkamal.
5. Jaipur Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality.
6. Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
7. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
8. Mahajan, G. (2022). Life Skills Education (1st Edition). Shipra Publications.

9. Nair, V.R. (2010). Life skills, Personality and Leadership. Rajiv Gandhi National Institute of Youth.
10. Pandey, S.P. (2012). Life Skill Education for Adolescents. Serial.
11. Ralhan, R. (2022). Life Skill Education. Tondon Publication.
12. Rao, K.R., & Dinakar, P. (2016). Life Skills Education (First Edition). Neelkamal.
13. Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module,
14. Singh, B.D. and Menon R- Life Skills in India (2015). An Overview of Evidence and Current Practices in our Education System.
15. Singh, M. (2003). Understanding Life Skills.
16. Sinha M. P., & Ghoshal C. P. (2015). Kishore Kishorider Jibon Kushalata Siksha. Progressive Publishers, Kolkata.
17. Thomas, G. (2006). Life Skill Education and Curriculum (2nd Edition). Shipra Publications.
18. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
19. WHO (1997). Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
20. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.
21. জীবন দক্ষতা শিক্ষা (Life Skill Education)- সন্তোষ কুমার বেহেরা (রীতা বুক এজেন্সি)
22. কিশোর কিশোরীদের জীবন কুশলতা শিক্ষা- ডঃ মুক্তিপদ সিনহা, চন্ডিকা প্রসাদ ঘোষাল (প্রগতিশীল প্রকাশক)
23. জীবনের দক্ষতা শিক্ষা - প্রণব কুমার চক্রবর্তী, (রীতা পাবলিকেশন)

**Web Sites:**

- ***UNESCO – http://www.unesco.org/***
- ***UNFPA - http://www.unfpa.org/***
- ***UNICEF - http://www.unicef.org/***
- ***United Nations - http://www.un.org/***
- ***WHO - http://www.who.int/en/***

**Course Outcomes:**

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

1. Critically analyze the concepts and frameworks of life skill education.
2. Apply life skills to handle real-life challenges and situations effectively.
3. Develop self-confidence, self-awareness, and emotional regulation.
4. Implement life skill strategies in classroom or real-life settings
5. Integrate life skills with policy frameworks and contemporary educational practices.

# 2- year PG Programme

**SEMESTER-I**
**Major/CC**
**Course Code: PG2EDUC1014**

**Course: Teacher Education** **Credit: 6** **Full Marks: 75**

**Course Objectives:**

1. Understand the historical development, scope, and curriculum structure of Teacher Education in India.
2. Analyze the foundational knowledge bases, pedagogical models, and strategies for reflective teaching.
3. Evaluate the roles of various educational agencies and apply macro/micro practice teaching approaches.
4. Internalize professional ethics and integrate ICT to enhance the quality of the teaching profession.
5. Critically examine current issues, commercialization, and the gap between theory and practice in teacher education.

**Course Contents**

**Theory: 60, LH: 90**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Introduction to Teacher Education** | • Meaning, Nature and Scope of Teacher Education • Types of Teacher Education Programmes • Role of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels | **15H** |
| **UNIT-II: Models of Teacher Education** | • Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas • Models of Teacher Education: Reflective Teaching and Strategies for Promoting Reflective Teaching, Behaviouristic, Constructivist, Competency-based Model and Inquiry Oriented Teacher Education Models, AOM and CAM | **30H** |
| **UNIT-III: Pre service and In-service Teacher Education** | • Concept, Need, Purpose and Scope of Pre-service and In-service Teacher Education •Agencies and Institutions of Teacher Education (SSA, RMSA, SCERT, NCERT, NCTE and UGC) • Interaction analysis as a feedback system in teacher development • Professional Ethics of Teachers • Quality Enhancement for Professionalization of Teacher Education. | **30H** |
| **UNIT-IV: Issues Related to Teacher Education** | • Current Problems in Teacher Education • Quality Issues • Gap between Theory and Practice • Commercialization, Lack of Research Orientation • Teacher Education and community | **15H** |

**Suggested Readings:**


1. Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
2. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
3. Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
4. Loughran, John (2006): Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Rutledge: New York.
5. Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.

6. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
7. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
8. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
9. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
10. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
11. Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
12. NCERT (2006): Teacher Education for Curriculum renewal.
13. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
14. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
15. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
16. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
17. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication,New Delhi.
18. Sharma, N. (2026). *Foundations of teacher education: Theory, practice and professional development*. Agni Leaf.

**Course Outcomes:**

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

1. Explain the meaning, nature, scope, historical development, and curriculum structure of teacher education in India at different levels of schooling.
2. Analyse various knowledge bases, reflective teaching strategies, and models of teacher education, including behaviouristic, constructivist, and inquiry-oriented approaches.
3. Examine the concepts, objectives, and institutional mechanisms of pre-service and in-service teacher education, and apply macro and micro teaching approaches for professional development.
4. Demonstrate understanding of teaching as a profession by applying professional ethics, ICT integration, and quality enhancement practices in teacher education.
5. Critically evaluate contemporary issues and challenges in teacher education, including commercialization, quality concerns, research orientation, community engagement, and the gap between theory and practice.

# 2- year PG Programme

**SEMESTER-I**
**Minor Course**
**Course Code: PG2EDUC1021**

**Course: Inclusive Education** **Credit: 4** **Full Marks: 75**

**Course Objectives:**

1. To enable the students to understand the concept, principle, and scope of inclusive education.
2. To familiarize students with the national and international policies and programmes for inclusive education.
3. To develop knowledge about the types of special learners and design strategies for adapting curriculum to the special learners.
4. To identify the different assistive devices that can be useful for special needs students.
5. To gain an understanding of the development and management of inclusive classrooms.

**Course Contents**

**Theory: 60, LH: 60**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Basic Foundations of Inclusive Education** | • Inclusive Education: Concept, principles, scope and target groups (diverse learners, marginalized groups and learners with disabilities) • Evolution of the philosophy of Inclusive Education: Special, Integrated and Inclusive Education • Difference between Special, Integrated and Inclusive Education | **10H** |
| **UNIT-II: Understanding Disability and Exceptionality** | • Concept of impairment, disability and handicap • Exceptionality: Positive, negative and multiple deviation • Concept, characteristics, types, causes, identification and educational provisions for children with Intellectual, Orthopaedic, Visual, Hearing and Multiple Disabilities, developmental disorders: Cerebral Palsy, Autism and Learning Disabilities | **15H** |
| **UNIT-III: Policies and Legislative Framework for Inclusive Education** | • National Policy on Education (1986) and Programme of Action (1992) • Rehabilitation Council of India Act (1992) • Persons with Disabilities Act (1995) • Dakar Framework for Action: Education for All (2000) • National Policy for Persons with Disabilities (2006) • Rights of Persons with Disabilities Act (2016) • National Education Policy (NEP) 2020 • Inclusive Education under Samagra Shiksha Abhiyan (SSA) | **20H** |
| **UNIT-IV: Planning and Management of Inclusive Classrooms** | • Barriers and facilitators in Inclusive Education: Attitudinal, social and educational • Curriculum and curricular adaptations for diverse learners • Assistive and adaptive technology for diverse learners: Product (aids and appliances) and Process (IEP, remedial teaching) | **15H** |

**Suggested Readings:**


1. Adrian, A., & John, E. (1998). *Educating children with special needs*. Prentice Hall.
2. Banerjee, N. (2023). Inclusive Education. (in Bengali). Rita Publication.
3. Barman, P. (2025). Inclusive Education. (in Bengali). Alpana Enterprise.
4. Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. Prentice Hall.
5. Chakraborty, U. (2016). Creating an Inclusive School. (in Bengali). Aaheli Publishers.
6. Choate, J. S. (1991). *Successful mainstreaming*. Allyn & Bacon.
7. Choate, J. S. (1997). *Successful inclusive teaching*. Allyn & Bacon.
8. Daniels, H. (1999). *Inclusive education*. Kogan Page.

9. Dash, M. K. (2013). *Inclusive education: A new dimension*. Bhargava Publications.
10. Deiner, P. L. (1993). *Resources for teaching children with diverse abilities*. Harcourt Brace & Company.
11. Dessent, T. (1987). *Making ordinary schools special*. Jessica Kingsley Publishers.
12. Dey, A. (2023). Inclusive Education. (in Bengali). Aaheli Publishers.
13. Gargiulo, R. M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Wadsworth.
14. Gartner, A., & Lipsky, D. D. (1997). *Inclusion and school reform: Transforming America's classrooms*. Paul H. Brookes Publishing.
15. Giuliani, G. A., & Pierangelo, R. (2007). *Understanding, developing, and writing IEPs*. Corwin Press.
16. Hegarthy, S., & Alur, M. (2002). *Education of children with special needs: From segregation to inclusion*. Sage Publications.
17. Karant, P., & Rozario, J. (2003). *Learning disabilities in India*. Sage Publications.
18. Karten, T. J. (2007). *More inclusion strategies that work*. Corwin Press.
19. Kluth, P. (2003). *"You're going to love this kid!": Teaching students with autism in the inclusive classroom*. Paul H. Brookes Publishing.
20. Lewis, R. B., & Doorlag, D. H. (1995). *Teaching special students in the mainstream* (4th ed.). Pearson.
21. McCormick, S. (1999). *Instructing students who have literacy problems* (3rd ed.). Pearson.
22. Ministry of Education, Government of India. (2023). *Implementation guidelines for inclusive education under Samagra Shiksha*. Government of India.
23. National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education (NCF-SE) 2023*. NCERT.
24. Organisation for Economic Co-operation and Development (OECD). (2021). *Strength through diversity: Education for inclusive societies*. OECD Publishing.
25. Rayner, S. (2007). *Managing special and inclusive education*. Sage Publications.
26. Reddy, R., Ramar, R., & Kusuma. (2003). *Education and children with special needs*. Discovery Publishing House.
27. Rose, D. H., & Dalton, B. (2021). Universal Design for Learning and inclusive classroom practices. *Educational Leadership*, 78(4), 44–49.
28. Sharma, U., & Sokal, L. (2021). Inclusive education policies and practices: A global perspective. *International Journal of Inclusive Education*, 25(10), 1–15.
29. UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing.
30. UNICEF. (2021). *Seen, counted, included: Using data to shed light on the well-being of children with disabilities*. UNICEF.
31. United Nations. (2023). *Disability and development report 2023: Progress and challenges in inclusive education*. UN Publications.

**Course Outcomes:**

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

1. Understand the support needs of differently abled students.
2. Explain the principles of differentiated instructions and assessment.
3. Explain the concepts of inclusive, special, and integrated education.
4. Explain the different national and international policies and programmes for inclusive education.
5. Classify different types of special learners and design strategies for adapting curriculum to the needs of special learners.
6. Illustrate different assistive devices useful for various categories of learners.
7. Uses appropriate techniques to identify and nurture special learners in an inclusive classroom setting.

# 2- year PG Programme

**SEMESTER-II**

**Major/CC**
**Course Code: PG2EDUC2011**

**Course: Understanding India: Indian Knowledge System and Ethics Credit: 6 Full Marks: 75**

**Course Objectives:**

1. To provide an overview of India's heritage and knowledge traditions across major domains.
2. To develop appreciation and application of Indian knowledge traditions in contemporary contexts.
3. To foster transferable and 21st-century skills through engagement with Indian knowledge systems.
4. To help students understand the historical evolution of India's knowledge traditions.
5. To enable critical analysis of Indian knowledge traditions from a multidisciplinary perspective.
6. To promote ethics-based education rooted in Indian thought for classroom practice.

**Course Contents**

**Theory: 60, LH: 90**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Introduction to the Knowledge of India** | • Indian philosophical traditions (Basic concept only): Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa; Jain, Buddhist and Charvak traditions • Ethics, morality and social dilemmas (including self-leadership) and their relevance in contemporary society • Indian perspectives on spirituality; • Ethics in a technologically volatile world: Leading an ethical and modern life | **25H** |
| **UNIT-II: Culture, Art, Literature and Lifestyle** | • Fine arts: Traditional art forms, contemporary arts, art and globalization • Literature: Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam, Bengali • Food culture: Regional cuisines, Ayurvedic diet, food and festivals, Jainism in food practices, • Lifestyle of Yoga; Adapting ancient lifestyle as a path towards longevity | **25H** |
| **UNIT-III: Polity and Law** | • Kingship and types of government: Oligarchies, republics; Local administration with reference to village administration • Basis of law: Dharma and its sources; Criminal justice system—police, jails and punishments; Lessons from Chanakya niti | **20H** |
| **UNIT-IV: Mathematics, Science and Technology** | •Arithmetic and logic in ancient India • Natural sciences: Mathematics, physics, metallurgy and chemistry • Astronomy: India's contributions to the world • Indian notions of time and space • Technology in the economy: Agriculture, transportation and allied sectors | **20H** |

**Suggested Readings:**


1. Altekar, A. S. (2014). *State and government in ancient India*. Motilal Banarsidass.
2. Balasubramanian, R. (Ed.). (2014). *History of science, philosophy and culture in Indian civilization*. Centre for Studies in Civilizations.
3. Basham, A. L. (2013). *The wonder that was India*. Rupa Publications.
4. Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (2009). *A concise history of science in India*. Indian National Science Academy.
5. Chatterjee, S., & Datta, D. (2016). *An introduction to Indian philosophy*. University of Calcutta.
6. Chattopadhyay, P. (2025). Understanding India. (in bengali). Spellbound Publisher.
7. Chattopadhyaya, D. (2016 reprint). *Science and society in ancient India*. Research India Press.
8. Dasgupta, S. N. (2009). *A history of Indian philosophy* (Vols. 1–5). Motilal Banarsidass.

9. Dr. Madhu, S., & Dr. Mohapatra, R. L. (2026). ভারতীয় জ্ঞান পরম্পরা: এক সংক্ষিপ্ত পরিচিতি. আলপনা এন্টারপ্রাইজ।
10. Dr. Mandal, M. (2025). Understanding India. (in bengali). Aaheli Publishers.
11. Gupta, E. & et. al. (2025). Indian Knowledge System: The Educational Heritage of Ancient India. Aadi Publications.
12. Hiriyanna, M. (2005). *Outlines of Indian philosophy*. Motilal Banarsidass.
13. Indian Council of Historical Research. (2021). *Indian knowledge traditions: Perspectives and practices*. ICHR Publications.
14. Indian Knowledge Systems Division, AICTE. (2022). *Indian Knowledge Systems: A Handbook for Higher Education*. AICTE.
15. Jha, A. (2024). Traditional Knowledge System in India. Atlantic Publication.
16. Kapoor, K. (2019). *Text and interpretation: Indian tradition*. DK Printworld.
17. Kautilya. (2003). *Arthashastra* (R. Shamasastry, Trans.). Penguin Classics.
18. Kosambi, D. D. (2005). *An introduction to the study of Indian history*. Popular Prakashan.
19. Mahadevan, B. & et. at. (2022). Introduction to Indian Knowledge System. PHI Publishers.
20. Mahadevan, B. & et. at. (2022). Introduction to Indian Knowledge System. PHI Publishers.
21. Manusmriti &Yajnavalkya Smriti. (n.d.). *Dharmaśāstra texts* (Selected translations).
22. Matilal, B.K. (2015). *Logic, language and reality: Indian philosophy and contemporary issues*. Motilal Banarsidass.
23. Ministry of Education, Government of India. (2020). *National Education Policy 2020*. Government of India.
24. Plofker, K. (2009). *Mathematics in India*. Princeton University Press.
25. Pratim Roy, P. (2024). A Guide to Indian Knowledge Systems. Rajmangal Publishers.
26. Radhakrishnan, S. (1951). *Indian philosophy* (Vols. 1–2). George Allen & Unwin.
27. Sarma, S. R. (2013). *Indian astronomy: Concepts and procedures*. Indian National Science Academy.
28. Sen, Amartya. (2011). *The argumentative Indian: Writings on Indian history, culture and identity*. Penguin.
29. Subbarayappa, B. V. (2013). *Science in India: Past and present*. National Book Trust.
30. University Grants Commission. (2023). *Guidelines for Indian Knowledge System (IKS) in Higher Education Curricula*. UGC.
31. Vivekananda, S. (2015). *Practical Vedanta*. Advaita Ashrama.
32. Zimmer, H. (2017). *Myths and symbols in Indian art and civilization*. Princeton University Press.

**Course Outcomes:**

After the completion of the course, students will be able to:
1. Explain and interpret major Indian philosophical traditions, ethical frameworks, and spiritual perspectives, and examine their relevance to contemporary personal, social, and technological challenges.
2. Analyse and appreciate India's cultural heritage by examining its art forms, literary traditions, food practices, and yogic lifestyle in relation to identity, globalization, and well-being.
3. Evaluate ancient Indian concepts of polity, governance, law, and justice, and relate them to the development of a tradition-driven, equitable, and just modern society.
4. Describe and assess the evolution of the Indian economy and agricultural practices from early to classical periods, highlighting urbanization, institutions, and occupational development.
5. Examine and apply India's contributions to mathematics, science, astronomy, and technology, and analyse their significance in shaping indigenous knowledge systems and sustainable development.

# 2- year PG Programme

**SEMESTER-II**

**Major/CC**
**Course Code: PG2EDUC2012**

**Course: Curriculum Studies in Education** **Credit: 4** **Full Marks: 75**

## Course Objectives:

1.To acquaint the students with the concept, nature, scope, bases, principles, process, foundations, types and historical development of curriculum as a field of study in India and abroad.
2.To enable the students to understand the dimension-criteria, theories, principles, models, and types of curriculum design and development.
3.To allow the students to know the principles of Outcome-Based Education (OBE), outcome-based curriculum, learning outcomes, and the process of curriculum transaction including instructional materials and learning activities.
4. To familiarize the students with the processes of curriculum planning, design, development, and evaluation using appropriate models, sources, and techniques.
5. To develop among the students an understanding of curriculum change, the role of stakeholders as curriculum practitioners, the national curriculum frame works and the importance of research in curriculum development.

## Course Contents

## Theory: 60, LH: 60

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Introduction to Curriculum Studies** | • Meaning (in narrow and broader sense), nature, and scope of curriculum; • Types of curriculum • Foundations of curriculum: Historical, Philosophical, Sociological, Psychological, Technological | **10H** |
| **UNIT-II: Curriculum Design and Development** | • Criteria of curriculum design: Scope, Integration, Sequence, Continuity, Articulation, and Balance • Approaches of curriculum design: Subject centered, Learner centered and Problem centered • Models of curriculum design: Competency-based and Concept-based • Theories of Curriculum Development: Taba, Wheeler, Tyler and Olivia's theories | **20H** |
| **UNIT-III: Outcome-based Curriculum, Curriculum evaluation** | • Concept of Outcome-Based Education (OBE): Meaning, definition, origin, and evolution • Outcome-Based Curriculum: Concept, characteristics, and principles • Types of learning outcomes: Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs) • Bloom's Revised Taxonomy and its role in framing learning outcomes • Models of Curriculum Evaluation: CIPP Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model | **20H** |
| **UNIT-IV: Latest Concerns** | • Curriculum Change: concept, nature, types of curriculum change • Factors affecting curriculum change • Role of students, teachers and educational administrators in curriculum change and improvement • National Curriculum Framework for Teacher Education-2009 • National Curriculum Framework for School Education-2023 | **10H** |

**Suggested Readings:**


1. Aggarwal, J. C. (1990). *Curriculum reform in India*. Doaba House.
2. Brent, A. (1978). *Philosophical foundations for the curriculum*. Allen &Unwin.

3. Das, R. C. (1987). *Curriculum and evaluation*. National Council of Educational Research and Training.
4. Doll, R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Allyn& Bacon.
5. Diamond, R. M. (1989). *Designing and improving courses and curricula in higher education: A systematic approach*. Jossey-Bass.
6. English, F. W. (2000). *Deciding what to teach and test*. Corwin Press.
7. Erickson, H. L. (2000). *Concept-based curriculum and instruction*. Corwin Press.
8. Flinders, D. J. (Ed.). (1977). *Curriculum studies*. Atlantic Publishers.
9. Mamidi, M. R., &Ravishankar. (Eds.). (1984). *Curriculum development and educational technology*. Sterling Publishers.
10. National Council of Educational Research and Training. (1984). *Curriculum and evaluation*. Author.
11. National Council of Educational Research and Training. (1988). *National curriculum framework for elementary and secondary education*. Author.
12. Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1980). *Curriculum planning for better teaching and learning* (4th ed.). Holt, Rinehart & Winston.
13. Taba, H. (1967). *Secondary school curriculum improvement*. Prentice Hall.
*(Corrected author name)*
14. Tyler, R. W. (1962). *Curriculum development: Theory and practice*. Harcourt Brace Jovanovich.
15. Tyler, R. W. (1974). *Basic principles of curriculum and instruction*. University of Chicago Press.
16. UNESCO. (1981). *Curricula and lifelong education*. Author.
17. Wheeler, D. K. (1967). *Curriculum process*. University of London Press.
18. Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (2016). *Contemporary issues in curriculum* (6th ed.). Pearson.
19. Marsh, C. J., & Willis, G. (2014). *Curriculum: Alternative approaches, ongoing issues* (5th ed.). Pearson.
20. Null, J. W. (2016). *Curriculum: From theory to practice* (2nd ed.). Rowman& Littlefield.
21. Wiles, J., &Bondi, J. (2014). *Curriculum development: A guide to practice* (9th ed.). Pearson.
22. Pinar, W. F. (2019). *What is curriculum theory?* (3rd ed.). Routledge.
23. Print, M. (2013). *Curriculum development and design* (3rd ed.). Routledge.
24. Kennedy, K. J., Lee, J. C. K., & Grossman, D. L. (2010). *Citizenship pedagogies in Asia and the Pacific*. Springer.
25. Harden, R. M. (2013). Outcome-based education: The future is today. *Medical Teacher*, 35(8), 625–629.
26. Chattopadhyay, M. (2022). Curriculum Studies. (in Bengali). Rita Publication.
27. Bag, K.K. (2019). Curriculum Studies. (in Bengali). J. Publication.
28. Nag Chowdhary, D. (2021). Knowledge and Curriculum. (in Bengali). Des Publication.

## Course Outcomes:

On successful completion of the course, the learners will be able to:

1. Explain the meaning, nature, scope, bases, principles, process, foundations, and historical development of curriculum in India and abroad.
2. Analyze different theories, models, types, and designs of curriculum and apply appropriate principles and processes in curriculum planning and development.
3. Formulate outcome-based curricula by framing Programme Outcomes, Programme Specific Outcomes, and Course Outcomes using Bloom's Revised Taxonomy and suitable instructional strategies.
4. Design and evaluate curricular content, textbooks, instructional materials, learning activities, and modes of curriculum transaction with effective integration of technology.
5. Assess and interpret curriculum evaluation models, curriculum change processes, latest concerns, and the role of research and stakeholders in curriculum development and implementation.

# 2- year PG Programme

**SEMESTER-II**

**Major/CC**
**Course Code: PG2EDUC2013**

**Course: Psychodynamics of Mental Adjustment** **Credit: 4** **Full Marks: 75**

**Course Objectives:**

1. To develop an understanding of psychodynamic concepts in relation to mental adjustment and maladjustment.
2. To integrate psychodynamic theories with DSM-5 diagnostic categories.
3. To analyze intra-psychic conflicts, defence mechanisms, and personality structures.
4. To understand mental disorders and adjustment processes using a clinical and theoretical framework.
5. To apply psychodynamic perspectives in case formulation and therapeutic contexts.

## Course Contents

## Theory: 60, LH: 60

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Foundations of Psychodynamics and Mental Adjustment** | • Meaning and scope of psychodynamics • Historical development: Sigmund Freud and psychoanalysis; Neo-Freudians (Carl Jung and Adler) • Concept of psychic energy and conflict • Mental adjustment | **10H** |
| **UNIT-II: DSM – 5 and Psychodynamic understanding of Mental Disorders** | • Structure and organization of DSM – 5 • Concept of diagnosis: symptoms, etiology, prognosis • Major DSM – 5 categories (overview only): Anxiety disorders, Mood disorders, Personality disorders, Psychotic disorders • Case formulation integrating DSM -5 + psychodynamic approach | **10H** |
| **UNIT-III: Clinical Process** | • Therapeutic processes: Psychoanalysis, psychodynamic psychotherapy, Transference and countertransference, Therapeutic alliance • Healthy personality functioning, Adaptive vs maladaptive coping • Contemporary approaches: Integration with biopsychosocial model • Application in counselling, clinical and social setting | **20H** |
| **UNIT-IV: Scoring and Interpretation of Psychological Scales** | Administration, scoring and interpretation of any one of the following scales:<br>• Raven's Progressive Matrices<br>• KIEI (Kundu Introversion Extroversion Inventory)<br>• Adjustment Inventory for College Students (AICS) — A. K. Sinha and R. P. Singh | **20H** |

**Suggested Readings:**


1. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
   American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
2. Kaplan and Sadock's Synopsis of Psychiatry
   Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Wolters Kluwer.
3. Theory and Practice of Counseling and Psychotherapy
   Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

4. Psychoanalytic Diagnosis
   McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (2nd ed.). Guilford Press.
5. The Ego and the Id
   Freud, S. (1961). *The ego and the id* (J. Riviere, Trans.). W. W. Norton & Company. (Original work published 1923)

**Course Outcomes:**

On successful completion of the course, the learners will be able to:

1. Understand psychodynamic principles
   Explain key concepts of Psychodynamic Theory, including unconscious processes, defense mechanisms, and personality structure.
2. Analyze mental adjustment processes
   Examine how individuals adjust to stress, conflict, and environmental demands using psychological coping strategies.
3. Identify defense mechanisms
   Recognize and interpret common defense mechanisms (e.g., repression, projection, rationalization) in everyday behavior.
4. Evaluate personality dynamics
   Understand how early experiences and unconscious motivations shape personality and adjustment patterns.
5. Apply theories to real-life situations
   Use psychodynamic concepts to analyze case studies, personal experiences, or social situations.
6. Understand maladjustment and mental health issues
   Identify causes of maladjustment and relate them to psychological disorders and emotional difficulties.
7. Develop self-awareness
   Reflect on one's own coping styles, emotional responses, and adjustment patterns.
8. Explore therapeutic approaches
   Gain basic knowledge of psychodynamic therapy and its role in improving mental adjustment.

# 2- year PG Programme

**SEMESTER-II**

**Major/CC**
**Course Code: PG2EDUC2014**

**Course: Administration, Management and Leadership in Education Credit: 4 Full Marks: 75**

**Course Objectives:**

1. To comprehend the fundamental concepts of educational management, administration and organizational dynamics, including the application of various strategic management tools.
2. To critically examine the nature of leadership in educational administration, exploring diverse theoretical approaches and established behavioural models.
3. To explore the concept of quality in education from both Indian and international perspectives, tracing its evolution up to Total Quality Management (TQM) and Six Sigma.
4. To realise the foundational philosophies of prominent quality gurus.
5. To understand the frameworks for institutional change management.
6. To evaluate the economics of quality, standards of Quality Assurance Agencies
7. Develop understanding of educational planning, its approaches, types, and significance.

**Course Contents**

**Theory: 60, LH: 60**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Education Administration, Management** | • **Educational Administration:** Concept, Approaches to Administration, Educational agencies: UGC, NCERT, NCTE, DIET • **Educational Management:** Meaning, Principles, Difference between Educational Administration and Educational Management, Institutional building, CPM, PERT, SWOT analysis, Taylorism | **10H** |
| **UNIT-II: Leadership in Education** | • **Leadership:** Meaning and Nature •**Approaches to Leadership:** Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic and Charismatic<br>•**Models of Leadership (Basic Concepts only):** Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory | **20H** |
| **UNIT-III: Quality Management in Education** | • **Concept of Quality:** Concept of Quality in Education (Indian and International perspective) • **Evolution of Quality:** Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma • **Quality Gurus:** Walter Shewart, Edward Deming, C.K Pralhad • **Quality Assurance Agencies:** Objectives, NAAC, Quality Council of India (QCI), INQAAHE • **Cost of Quality:** Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis | **20H** |
| **UNIT-IV: Change Management** | •**Change Management:** Concept, Three-Step-Model of Change (Unfreezing, Moving, and Refreezing), The Japanese Models of Change (Just-in-Time, Poka yoke). | **10H** |

**Suggested Readings:**


1. Agboola, B. M., & Thompson, C. S. (Eds.). (2024). *Planning tools for policy, leadership and management of education systems. Information Science Reference.*
2. Beare, H., Caldwell, B. J., & Millikan, R. H. (2019). *Creating an Excellent School: Some New Management Techniques*. London/New York: Routledge.
3. Bush, T. (2011). *Theories of Educational Leadership and Management*. London: Sage Publications.
4. Bush, T., & Coleman, M. (2000). Leadership and Strategic Management in Education. London: Sage Publications.
5. Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2018). *Handbook of leadership and administration for special education.* Routledge.
6. Kayyali, M. (2024). *Quality Assurance and Accreditation in Higher Education: Issues, Models, and Best Practices*.
7. Kulwinder Pal. *Educational Management, Administration and Leadership*. New Delhi.
8. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational Administration: Concepts and Practices*. Belmont, CA: Wadsworth/Cengage Learning.
9. NAAC. (Latest edition). *Manual for Institutional Accreditation / Quality Assurance in Higher Education*. Bengaluru: National Assessment and Accreditation Council.
10. Sergiovanni, T. J. (2001). *The Principalship: A Reflective Practice Perspective*. Boston: Allyn and Bacon.
11. Vasishth, N., & Vasishth, V. (2022). *Principles of management.* Taxmann Publications Pvt. Ltd.


## Course Outcomes:

On successful completion of the course, the learners will be able to:

1. Explain the concepts, principles, and functions of educational administration, management, and organization, along with the role of major educational agencies.
2. Analyze different leadership approaches and models and apply them to educational administration and institutional development.
3. Evaluate quality management practices, quality assurance systems, and the role of quality agencies in enhancing educational standards.
4. Examine the process and models of change management and assess their relevance in educational institutions.
5. Analyze various approaches and types of educational planning and apply planning principles for educational development and quality improvement.

# 2- year PG Programme

**SEMESTER-II**

**Minor Course**
**Course Code: PG2EDUC2021**

**Course: Entrepreneurship in Education** **Credit: 4** **Full Marks: 75**

**Course Objectives:**

1.To develop an understanding of the concept, nature and significance of entrepreneurship and entrepreneurs.
2.To familiarize learners with entrepreneurial opportunities, competencies and success factors.
3.To explain the multidisciplinary approach to entrepreneurship and its relevance to education.
4.To understand the need and scope of entrepreneurship education in the Indian context.
5.To acquaint learners with NEP-2020 guidelines for entrepreneurship education, emphasizing skill-based, experiential and innovation-driven learning.
6.To analyse the relationship between education and entrepreneurship in socio-economic development.
7.To promote ethical practices, value creation and social responsibility in entrepreneurship.
8.To encourage innovative thinking for educational, social, rural and women entrepreneurship.

**Course Contents**

**Theory: 60, LH: 60**

| UNIT | Contents | Hours |
|---|---|---|
| **UNIT-I: Foundations of Entrepreneurship and educational entrepreneurship** | • Concept of entrepreneur and entrepreneurship • Classification and characteristics of entrepreneurs • Functions and contributions of entrepreneurs to economic and social development • Educational entrepreneurship and educational entrepreneurs: Meaning, nature and scope of entrepreneurship in education, Relationship between entrepreneurship and education • Barriers to entrepreneurship and success factors | **15H** |
| **UNIT-II: Entrepreneurship Education in India, Policy Perspectives, Emerging dimensions** | • Entrepreneurship education in India • NEP–2020 guidelines for entrepreneurship education: Skill-based, experiential and multidisciplinary learning; innovation, incubation and start-up culture • Institutions and agencies promoting entrepreneurial development • Challenges and future perspectives of entrepreneurship education | **20H** |
| **UNIT-III: Trends, Innovation and Ethics in Entrepreneurship** | • Models, theories and tools supporting entrepreneurship education • Ethics in entrepreneurship; value creation and social responsibility • Social entrepreneurship and innovation in the education sector • Role of technology and innovation in entrepreneurship development | **15H** |
| **UNIT-IV: Educational Entrepreneurs in India** | • Rabindranath Tagore • Mahatma Gandhi • Jamshedji Nusser Anji Tata • Azim Hashim Premji | **10H** |

**Suggested Readings:**


1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship*. McGraw-Hill Education.
2. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice*. Cengage Learning.
3. Timmons, J. A., & Spinelli, S. (2018). *New venture creation: Entrepreneurship for the 21st century*. McGraw-Hill Education.
4. Vesper, K. H. (1990). *New venture strategies*. Prentice Hall.
5. Desai, V. (2013). *Dynamics of entrepreneurial development and management*. Himalaya Publishing House.
6. Khanka, S. S. (2017). *Entrepreneurial development*. S. Chand & Company.
7. Charantimath, P. M. (2018). *Entrepreneurship development and small business enterprises*. Pearson Education.
8. Government of India, Ministry of Education. (2020). *National education policy 2020*. Author.
9. Nayyar, D. (Ed.). (2013). *Entrepreneurship and economic development*. Oxford University Press.
10. UNESCO. (2018). *Entrepreneurship education: A global perspective*. UNESCO Publishing.
11. Ministry of Skill Development and Entrepreneurship, Government of India. (2022). *National entrepreneurship policy: Draft document*. Author.
12. OECD. (2019). *Entrepreneurship education in higher education*. OECD Publishing.
13. World Economic Forum. (2023). *Future of jobs report 2023*. WEF.
14. NITI Aayog. (2022). *India innovation index report*. Government of India.
15. Startup India. (2021). *Startup India: Action plan and progress report*. Government of India.
16. Neck, H. M., Greene, P. G., & Brush, C. G. (2021). *Entrepreneurship: The practice and mindset* (2nd ed.). SAGE Publications.
17. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75–93.
18. Global Entrepreneurship Monitor. (2022). *Global entrepreneurship monitor global report 2021/2022*. GEM.


**Course Outcomes:**

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

1.Explain the concept, characteristics, functions, and multidisciplinary nature of entrepreneurship, including entrepreneurial competencies, leadership skills, opportunity identification, and national policies related to skill development and entrepreneurship.

2.Analyse the relationship between entrepreneurship and education, with special reference to NEP-2020 guidelines, and evaluate the role of entrepreneurship education in promoting employability, innovation, and inclusive development.

3.Examine and apply major models, theories, tools, and ethical principles supporting entrepreneurship education, including the role of technology, innovation, and social responsibility.

4.Assess emerging trends and research issues in educational entrepreneurship, focusing on employment generation, social entrepreneurship, and balanced socio-economic development.

5.Critically evaluate the contributions and educational philosophies of eminent Indian educational entrepreneurs and leaders and draw lessons for contemporary educational entrepreneurship practice.