

Learning Outcome Based Curriculum of 2-Years Master of Arts (Education)

(M.A.-Education)

अधिगम प्रतिफल आधारित

2-वर्षीय कला परास्नातक (शिक्षाशास्त्र) पाठ्यक्रम



Prologue

About the Department:

The department of Education, University of Allahabad is one of the oldest institutions of Education discipline in country. The department was established in the year 1942 with M.Ed. Programme. In the year 1954, department was the third among the Indian Universities awarded first Ph.D. (Education) in India. Bachelor of Arts (Education) classes were started in 1949 and in 1981 classes in M.A. (Education) were started with the objectives of developing academic excellence. The Department consistently ensure constructive and conducive learning environment. Department completed 75 years of Excellence in 2017. The stalwarts like Prof. P.S. Naidu, Col.



Sohan Lal, Prof. S.B. Adaval, Prof. R.S. Pandey, Prof. S. K. Pal built academic culture of this department. Department of Education implemented DRS-I of the UGC SAP for a duration of Five years (2011 to 2016). Department is presently running UGC SAP DRS Phase- II (2018 to 2023). Department has also worked on e-PG Paathshala Project of UGC in Collaboration with CIET, NCERT, New

Delhi. Department is publishing National Journal “Research and Studies” Since 1950 annually ISSN number 0084-621. Department is also Publishing UGC-SAP Annual News Letter since 2013. The Department of Education boasts of fully equipped labs of Educational Psychology, Educational Technology and Science Education. All the classes of the department in ICT equipped. The major focus of research in the department has been Philosophy of Education, Sociology of Education, Educational Psychology, Measurement & Assessment and Educational Administration. Of late, the department has initiated studies in the emerging area of pursuit like ICT in education, Pedagogical Approaches, open and distance education, Artificial intelligence and school education. Regular house colloquiums, seminars, workshops and conferences, in-service education for professional development of teachers, are some of the prominent features of the department. The faculty members contributions are well acknowledged at national and international level through their representations in different bodies, research publication and conducting research projects. There have been collaborative efforts with different national and international institutions, corporate sectors and state level organization to strengthen the functioning of the department.

About the Programme:

The Master of Arts in Education (MA Education) is a vital post-graduate degree designed for individuals seeking to deepen their understanding of educational theories and practices. This program combines theoretical knowledge, providing a solid foundation in areas such as, educational philosophy, educational sociology, curriculum development, and educational psychology. Through a broad-based curriculum, the MA Education prepares graduates to meet the diverse needs of students and adapt to various educational settings.

A key emphasis of the program is on leadership and policy development, equipping educators with the skills to take on roles such as school administrators, policy analysts, or curriculum specialists. Courses on research methodologies enable graduates to influence educational practices and drive positive changes in the education system.

Additionally, the program fosters reflective practice and continuous growth, encouraging educators to critically assess their teaching methods and stay current with emerging trends and technologies. This reflective approach ensures that MA Education post graduates are well-prepared to innovate and improve their teaching techniques throughout their careers.

The MA Education also focuses on creating inclusive and equitable learning environments. Courses on inclusive education, multiculturalism, and differentiated instruction enable teachers to address the diverse needs of today's student populations. Overall, the MA Education equips future educators with the knowledge and skills to be effective, reflective, and forward-thinking professionals, prepared to contribute meaningfully to the field of education.

Learning Outcomes Descriptors and Programme Outcomes (POs) for Master's degree:

The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
P.O. 2.	advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
P.O. 3.	procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.
P.O. 5.	advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.
P.O. 6.	specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of

	cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning.
P.O. 8.	apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
P.O. 10.	communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,
P.O. 11.	present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.
P.O. 12.	evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
P.O. 13.	meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,
P.O. 14.	pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.
P.O. 15.	problematize, synthesize, and articulate issues and design research proposals,
P.O. 16.	define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
P.O. 17.	develop appropriate tools for data collection for research,
P.O. 18.	the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,
P.O. 19.	plan, execute, and report the results of an investigation,
P.O. 20.	follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
P.O. 21.	make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.
P.O. 22.	make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 23.	embrace and practice constitutional, humanistic, ethical, and moral values in one's life,

P.O. 24.	adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,
P.O. 25.	participate in actions to address environmental protection and sustainable development issues,
P.O. 26.	support relevant ethical and moral issues by formulating and presenting coherent arguments,
P.O. 27.	follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 28.	adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 29.	exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Programme Specific Outcomes (PSOs):

The M.A. (Education) programme equips students with a comprehensive understanding of the educational discipline, fostering a conducive learning environment for aspiring educators. Through this programme, students gain insights into educational aims, theoretical frameworks, curriculum development, policy analysis, evaluation methods, and innovations within the broader educational landscape. By the end of the M.A. (Education) programme, students will be able to:

- PSO₁ Knowledge-** The learner will demonstrate systematic and extensive content knowledge and understanding of the academic field of education. Along with the philosophical, sociological & psychological foundations.
- PSO₂ Attitude-** Learner will develop an inclusive attitude, demonstrating fairness and justice in their interactions within educational contexts.
- PSO₃ Communiqué-** the learners will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional as well as in digital context to establish meaningful relationships with stakeholders of society.
- PSO₄ Alliance-** the learners will showcase the ability to collaborate with diverse peer teams, fostering cooperative efforts toward common goals. Demonstrate effective teamwork skills as an efficient educator.
- PSO₅ Skill-** The learners will be able to exhibit Proficiency in analyzing content, understanding learning conditions, styles, crafting learning situations & materials and designing curriculum. They will also be able to develop competencies related to assessment, testing & research (action), and Proficiency in technology, coupled with the capacity to employ both traditional and contemporary techniques in educational settings.

Evaluation Pattern: The assessment and evaluation of students shall adhere to the Choice Based Credit System (CBCS) regulations of the University of Allahabad. Students' performance in all courses shall be evaluated through two components: continuous assessment and end-term examination. Continuous assessment, which constitutes 40% of the overall marks assign to a particular course, may include tests, assignments, projects, presentations, and fieldwork, depending on the course requirements. The end-term examination shall account for the remaining 60% of the marks, in line with university norms. This evaluation pattern also applies to internship, field work, and dissertation courses. However, for these courses (internship/ dissertation/ filed work) the end-term examination will involve seminar presentations, viva-voce, and other modalities as determined by the Board of Studies (BoS) of the department. This comprehensive assessment approach ensures a balanced evaluation of students' academic performance, integrating both theoretical understanding and practical application.

The evaluation of non-credit Value-added course shall be done in 100 marks based on internal continuous assessment decided by the respective course instructor. For satisfactory completion students have to secure at least 40% marks.

Continuous Assessment of 40% weightage: For the theory courses EDU 101, EDU 102, EDU 103, EDU 104, EDU 105, EDU 106, EDU 107, EDU 108, EDU 109, EDU 201, EDU 202, EDU 203, EDU 204, EDU 251, EDU 252, EDU 253, EDU 254, EDU 205, EDU 206, EDU 207, EDU 256, EDU 257, EDU 258, and EDU 259, the continuous assessment shall be done in 40 marks, which include:

(I) Unit Test (T1)- 20 Marks

(II) Mid-Term examination (T2)- 20 Marks

The continuous assessment of courses of practicum nature/ Field work / Dissertation EDU 131, EDU 231, EDU 255 and EDU 260 shall also be done in 40 marks as per the modalities described in the respective courses.

End-term Examination of 60% weightage: The end-term examination of all courses shall be done in 60 marks. The question paper of all the *theory courses shall be of 60 marks consisting 4 questions with internal choices as per university norms. The duration of the examination shall be of 3 hours.*

The End-term assessment of practicum / Field work / Dissertation courses (EDU 131, EDU 231, EDU 255 and EDU 260) shall also be done in 60 marks by the external/ internal board of examiners appointed by the Board of Studies (BoS) of the department.

Any changes in assessment pattern shall be subject to changes in Choice Based Credit System (CBCS) regulation of the university of Allahabad.

PROGRAMME STRUCTURE
2-YEARS MASTER OF ARTS (EDUCATION)

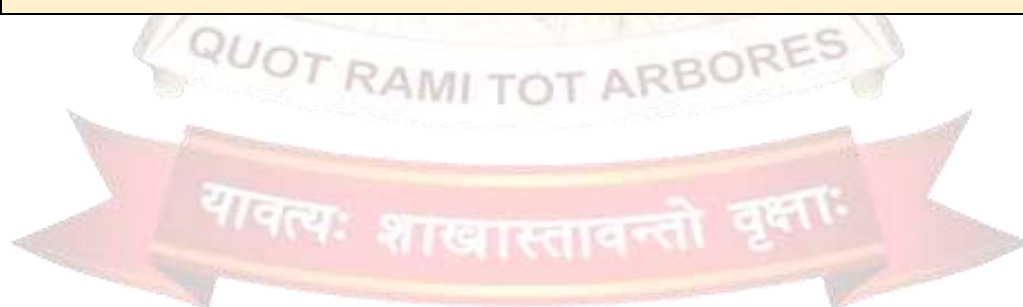
2-Years Master of Arts (Education)

The M.A. (Education) shall be of two-year duration divided into four semesters as per the details given below:

S. No	Course Code	Course Title	Credits
Semester-I			Total: 20 Credits
Discipline Based Core Courses			(20Credits)
1.	EDU 101	Philosophical Foundation of Education: Western Perspective	4
2.	EDU 102	Sociological Foundation of Education	4
3.	EDU 103	Development of Learner	4
4.	EDU 104	Basics of Educational Research and Statistics	4
5.	EDU 105	History, Economic and Political Perspectives in Education	4
Semester-II			Total: 20 Credits
Discipline Based Core Courses			(20 Credits)
1.	EDU 106	Philosophical Foundation of Education: Indian Perspective	4
2.	EDU 107	Advanced Research Methods and Statistical Analysis	4
3.	EDU 108	Psychology of Learning	4
4.	EDU 109	Curriculum Studies	4
5.	EDU 131	Field work and Practical	4
Semester-III			Total: 20 Credits
Discipline Based Core Courses			(16 + 4 Credits)
1.	EDU 201	Comparative Education	4
2.	EDU 202	Educational Measurement and Evaluation	4
3.	EDU 203	Contemporary Issues in Education	4
4.	EDU 204	Environmental Education	4
Discipline Based Core Elective Course-I			
(Any one of the following)			
5.	EDU 251	Policy Studies in Education	4
	EDU 252	Teacher Education	4
	EDU 253	Gender, School & Society	4
	EDU 254	Economics of Education	4
	EDU 255	Dissertation-I*	4
Dissertation-I *			
(*Student who will opt dissertation as elective they have to elect dissertation as elective in 4 th semester as well.)			
Semester-IV			Total: 20 Credits
Discipline Based Core Courses			(16 + 4Credits)
1.	EDU 205	Educational Technology and ICT	4
2.	EDU 206	Educational Management, Administration and Leadership	4

2-Years Master of Arts (Education)

3.	EDU 207	Inclusive Education	4
4.	EDU 231	Field work	4
5.	Discipline Based Core Elective Course-II <i>(Any one of the following)</i>		(4 Credits)
	EDU 256	Indian Knowledge System & Education	4
	EDU 257	Guidance and Counselling	4
	EDU 258	Multilingual Education in Indian Context	4
	EDU 259	Open and Distance Education	4
	EDU 260	Dissertation-II*	4
Dissertation-II* (Open for those who have opted Dissertation-I in 3 rd Semester)			
Value Added Courses			
Values added courses shall be <i>Non-Credit courses</i> offered by the department during the 2-year course from the following basket:			
S.N.	Course Code	Non-Credit Value-Added Cours	Equivalent Grade
1.	EDUV01	Statistical Analysis through SPSS	2
2.	EDUV02	Academic Writing Skill	2
3.	EDUV03	Soft Skills	2
4.	EDUV04	Psychometric Testing	2
5.	EDUV05	Community Service	2
6.	EDUV06	Digital Skill and Competencies	2
7.	Any equivalent courses from SWAYAM		



First Semester

Semester-I			Total: 20 Credits
Discipline Based Core Courses			(16+ 4 Credits)
1.	EDU 101	Philosophical Foundation of Education: Western Perspective	4
2.	EDU 102	Sociological Foundation of Education	4
3.	EDU 103	Development of Learner	4
4.	EDU 104	Basics of Educational Research and Educational Statistics	4
5.	EDU 105	History, Economic and Political Perspectives in Education	4

Philosophical Foundations of Education: Western Perspective

Course Code: 101	EDU 101	Credits	4
L + T + P	3 +1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System, Philosophical Understanding		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To introduce students to the philosophical foundations of education from western perspectives.
- To explore the nature, scope, and significance of educational philosophy and its role in shaping educational practices.
- Critically engage with philosophical concepts like metaphysics, epistemology, and axiology in the context of education.
- To evaluate the contributions of major Western philosophers and thinkers to contemporary educational theory and practice.
- To foster reflective thinking about the philosophical underpinnings of modern educational issues.

Course Learning Outcomes:

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

- CO1-** Demonstrate a clear understanding of the nature and function of philosophy of education and its significance in shaping educational theory and practice.
- CO2-** Apply philosophical frameworks from western traditions to analyze contemporary educational issues.
- CO3-** Critically evaluate the educational implications of major Western schools of thought, including Idealism, Naturalism, Realism Pragmatism and Marxism and Existentialism.
- CO4-** Discuss and apply the philosophical insights of key western thinkers like Paulo Freire, Ivan Illich, Bell Hooks, John Holt, and Nel Noddings to current educational contexts.
- CO5-** Reflect on the role of philosophy in addressing ethical, metaphysical, and epistemological questions within educational framework.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO 23	PO26
CO1	√				√	√			
CO2	√					√			

CO3	√	√				√		√	
CO4	√						√	√	√
CO5	√	√	√	√		√		√	√

Course Contents:

Unit-1: Philosophy of Education: Nature and Function

- Philosophy of Education: Its Nature- Directive Doctrine or Liberal discipline, Scope and Methods
- Significance and Value of Educational philosophy.
- Functions of Philosophy of Education: Speculative, Normative, Analytical
- Metaphysics and Education, Epistemology and Education, Axiology and Education

Unit-2: Western School of Thoughts: Educational Implications

A brief discussion of Western philosophical thoughts and their educational implications-

- Idealism
- Naturalism
- Realism
- Pragmatism

Unit-3: Philosophical Analysis

- Existentialism: Major characteristics and Educational Implications
- Marxism: Major characteristics and Educational Implications
- Modern concepts of Philosophical Analysis: - Methodological Skepticism, Logical Positivism
- Positive Relativism- Descriptive and Normative Relativism, Dialectic

Unit IV: Insights from Western Thinkers

Following Western thinkers would be studied in the light of their educational thought and contributions:

- Paulo Freire
- Ivan Illich
- John Holt
- Nel Noddings

Suggestive Activities (Practicum/ Assignment)

- Discussions may be organized on the influence of Philosophy on Education and prepare a report on the discussion.
- Educational policies may be evaluated by different philosophical lenses.
- Book review may be taken up to understand different philosophical discourses.

Suggested Readings:

- Aggarwal, J. C. (2013). Theory and principle of education. Vikash Publishing House Pvt Ltd.
- Anand, C. L., et al. (1983). Teacher and education in emerging in Indian society. NCERT.
- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2010). The SAGE handbook of philosophy of education. SAGE Publications.
- Brubacher, J. S. (1950). Modern philosophies of education. Tata McGraw-Hill Publishing Co. Pvt. Ltd.
- Brubacher, J. S. (1971). A history of the problems of education (2nd ed.). McGraw-Hill.
- Butler, J. D. (1968). Four philosophies and their practice in education and religion (3rd ed.). Harper and Row.
- Butler, J. D. (1974). The concept of education. McCutchan Publishing Corporation.
- Dewey, J. (1956). The child and the curriculum, school and society. University of Chicago Press.
- Hodgson, N., Vlieghe, J., & Zamojski, P. (Eds.). (2021). Manifesto for a post-critical pedagogy. Punctum Books.
- Kirilenko, G., & Korshunova, L. (1988). What is philosophy? (J. C. Pandey, Trans.). Rajasthan Pupils Publishing House.
- Noddings, N. (2012). Philosophy of education (3rd ed.). Westview Press.
- Ornstein, A. C., & Levine, D. U. (1989). Foundations of education (4th ed.). Houghton Mifflin Co.
- Park, J. (1998). Selected readings in the philosophy of education. Macmillan and Co. Ltd.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Pearson.
- Peters, R. S. (1967). The concept of education. Routledge Kegan & Paul.
- Ross, J. S. (1981). Ground work of educational theory. Oxford University Press.
- Ruitenberg, C. W. (Ed.). (2010). What do philosophers of education do? (And how do they do it?) Wiley-Blackwell.
- Rusk, R. R. (1928). The philosophical bases of education. University of London Press Ltd.
- Rusk, R. R., & Scotland, J. (1979). Doctrines of the great educators (5th ed.). The Macmillan Press Ltd.
- ओड, एल. के. (2017). शिक्षा की दार्शनिक पृष्ठभूमि. मानव संसाधन विकास मंत्रालय राजस्थान हिन्दी ग्रन्थ अकादमी.

QUOT RAMI TOT ARBORES

यावत्पुत्रः शाखास्तावन्तो वृक्षाः

Sociological Foundations of Education

Course Code	EDU 102	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Society and education, Constitutional and Social Values		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To acquaint the students with the basic understanding of sociology of Education.
- To make the students aware about significance of culture, social system in education.
- To make the students aware about the importance of social structure in education.
- To make the students understand the relationship of education and social processes.
- To help the students acquaint with various issues and concerns of education in contemporary society.

Course Learning Outcomes:

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

- CO1:** Explain the concept of social perspective of education.
- CO2:** Analyze the role of culture and social system in educational context.
- CO3:** Identify various social factors responsible for educational access and success.
- CO4:** Explain about socio-cultural processes of education.
- CO5:** Examine various contemporary educational issues and concerns in education.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO7	PO8	PO 19	PO 21
CO1	√		√	√		√			√	
CO2		√	√	√			√	√		
CO3	√	√	√	√	√	√			√	√
CO4	√		√	√	√			√		√
CO5	√	√	√		√		√	√		

Course Contents:

Unit 1: Sociology of Education

- Origin and development of sociology of education
- Liberal Perspectives of Education (Althusser, Gramsci, Ivan Illich)
- Methods of Study in Sociology of Education

Unit 2: Education, Culture and Social system

- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism
- Culture: Functional characteristic, cross culture transmission
- Influence and challenges of Socio-Cultural Diversity on education

Unit 3: Education and Social Structure

- Conceptualizing Social Stratification: Social Differentiation and Social Inequality
- Education and Social Stratification (Concept, Theories and Types of Social Stratification, Education and Social Stratification)
- Education and Social Mobility Concepts, Theories and Types of Social Mobility, Education and Social Mobility, Discourse on Social Mobility and Education

Unit 4: Concerns and Issues in Education

- Dimensions of schooling - socio-spatial; rural-urban, caste, and ethnicity
- Schooling as Socio-Cultural Process (Different Theoretical Perspectives)
- Social equity and educational opportunities, Student Movements in Indian Education

Suggestive Activities (Assignment/Practicum/field work)

- Group presentations/ discussion on any relevant and emerging issues related to education and society in India.
- Sociological study of educational institution as social sub system
- Critically evaluate the role of social capital in your own educational journey.
- In Indian social context chances to complete elementary education successfully heavily depends on individual's class, caste, and gender. Critically evaluate this statement in terms of the status of elementary education.
- Write at least five hidden curricular practices of any educational institution you have attended with support hegemony.

Suggested Readings:

- Apple, M. (1979). *Ideology and curriculum*. Routledge & Kegan Paul.
- Apple, M. W. (1988). *Teachers and texts: A political economy of class and gender relations in education*. Routledge.
- Giddens, A. (1990). *Sociology*. Polity Press.
- Gupta, D. (1991). *Social stratification*. Oxford University Press.
- Kumar, K. (2014). *Politics of education in colonial India*. Routledge.
- Nambissan, G. B., & Rao, S. (2012). *Sociology of education in India: Changing contours and emerging concerns*. Oxford University Press.
- Pathak, A. (2002). *Social implications of schooling: Knowledge, pedagogy, and consciousness*. Rainbow Publishers.
- Sarangapani, M. P. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. Sage.
- Sharma, K. L. (1994). *Social stratification and mobility*. Rawat Publications.
- Shukla, S., & Kumar, K. (Eds.). (1985). *Sociological perspectives in education*. Chanakya Publication.
- मिश्र, उ. (2014). शिक्षा का समाजशास्त्र. अनुभव पब्लिशिंग हाउस.
- शुक्ल, एस. सी. और कुमार, के., (संपा.) २००८. शिक्षा का समाज शास्त्रीय सन्दर्भ. (अनु.) एम. सी. डोनिया. ग्रन्थ शिल्पी.
- कुमार, के. (1998). शैक्षिक ज्ञान और वर्चस्व. ग्रन्थ शिल्पी.
- कुमार, के. (2007). मेरा देश तुम्हारा देश – भारत और पाकिस्तान के स्कूली इतिहास में स्वतंत्रता संघर्ष. राजकमल प्रकाशन.

Development of Learner

Course Code	EDU 103	Credits	4
L + T + P	3 + 1+ 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Psychological well-being, Human Values, Indian Knowledge System, Psycho-metric Assessment		
Methods of Content Interaction	(Lecture, Group discussion, self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners to:

- explain the concept of growth and development.
- describe child's language development and its' educational implications.
- explain the process of cognitive and moral development of children.
- Foster the development the social and emotional competence among the learners.
- acquaint with the idea of mental health and adjustment in academic settings.
- develop the competencies to assess Intelligence Quotient and personality.

Course Learning Outcomes:

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

CO1: Describe the concept of growth and development.

CO2: Discuss the concept of personality and intelligence in context of educational settings.

CO3: Explain the nature of cognitive and moral development of the learners.

CO4: Interpret the social and emotional competence of the learners.

CO5: Examine the significance and role of mental health and adjustment in academic settings.

CO6: Assess Intelligence Quotient and personality.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO18	PO21
CO1	√	√	√			√		√	√
CO2	√	√		√		√	√	√	√
CO3	√	√		√		√	√		√
CO4	√	√		√		√	√		√
CO5	√	√		√		√	√	√	√
CO6	√				√	√		√	

Course Content:

Unit-1 Growth and Development

- Growth and Development- Concept, Principles, Stages, Nature- Nurture Debate
- Language Development- Theories (Chomsky, Piaget and Vygotsky)
- Moral Development- Concept, Factors influencing it, Theories (Freud, Piaget, Kohlberg)

Unit-2 Intelligence and Cognitive development

- Intelligence- Concept, Intelligence in Indian tradition
- Theories (Two-factor, Multi-factor, Group factor, Guilford, Sternberg, Cattell, Gardner), Assessment of intelligence.
- Cognitive Development- Stages, Theories (Piaget, Vygotsky and Bruner and their educational implications)

Unit-3 Personality and Stress

- Personality: Concept, Personality in Indian tradition
- Theories (Freud, Erickson, Eysenck, Rogers, Cattell, Allport, Wertheimer, Koffka), Assessment of personality.
- Stress- Concept, Factors influencing Stress among the learners

Unit-4 Social, Emotional competence and Mental Health

- Social competence: Concept of social cognition, social relationship and socialization goals, Social Competence- Concept, Factors influencing it, Social Intelligence
- Emotional competence- Concept, Factors influencing it, Emotional Intelligence
- Mental Health and Hygiene- Concept, Process of adjustment, Defence mechanism

Practicum/ Suggested activities:

- Assessment of Intelligence / Personality / Stress / Social intelligence / Emotional intelligence / Mental Health Administration, Scoring, Interpretation and reporting.
- Organise a discussion on different connotation of language development/intelligence/cognitive development, and prepare a report of that discussion.
- Present the recent research evidences of different area of psychology of education. Prepare a PPT on those research evidences and present in the classroom.

Suggested Readings:

- Aggarwal, J. C. (2012). *Educational psychology*. Shipra Publications.
- Allport, G. W. (1937). *Personality: A psychological interpretation*. Henry Holt.
- Anderson, J. R. (2020). *Cognitive psychology and its implications* (9th ed.). Worth Publishers.
- Berk, L. E. (2016). *Child Development*. (7th edition). Allyn & Bacon.
- Berk, L. E. (2019). *Exploring child and adolescent development*. Pearson

- Baron, R. A. (2005). *Psychology* (5th ed.). Prentice Hall of India Pvt. Ltd.
- Bhatia, H. R. (2005). *A textbook of educational psychology*. MacMillan.
- Bigge, M. L. (1964). *Learning theories for teachers*. Harper and Row.
- Bijou, S. W., & Dear, D. M. (1964). *Child development* (Both vols.). Appleton.
- Boring, E. G., Langfeld, H. S., & Weld, H. P. (1962). *Foundations of psychology*. Asia Publishing House.
- Cattell, R. B. (1957). *Personality and motivation*. Harcourt.
- Chauhan, S. S. (1988). *Advanced educational psychology*. Vikas Publications.
- Cole, L. E., & Bruce, W. F. (1950). *Educational psychology*. World Book Company.
- Cronbach, L. J. (1954). *Educational psychology*. Harcourt Brace.
- Crow, L. D., & Crow, A. (1948). *Educational psychology*. American Book Company.
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- Harlock, B. E. (1976). *Developmental psychology* (4th ed.). Tata McGraw Hill Publishing Corp. Ltd.
- Hartman, G. W. (1941). *Educational psychology*. American Book Company.
- Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (1979). *Introduction to psychology*. Harcourt Brace Jovanovich.
- Hurlock, E. B. (1972). *Child development*. McMillan Co.
- Jordan, A. M. (1942). *Educational psychology*. Henry Holt & Company.
- Judd, C. H. (1939). *Educational psychology*. Houghton Mifflin Company.
- Kakkar, S. B. (2001). *Educational psychology*. Prentice Hall of India Pvt. Ltd.
- Kundu, C. L., & Tutoo, D. N. (1988). *Educational psychology*. Sterling Publications.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice Hall of India.
- Maslow, A. H. (1954). *Motivation and personality*. Harper and Row.
- Mathur, S. S. (1994). *Educational psychology*. Loyal Book Depot.
- Misra, G., et al. (2002). *Introduction to psychology (Part I)*. NCERT.
- Morgan, C. T. (1990). *A brief introduction to psychology*. Tata McGraw Hill.
- Santrock, J. (2010). *Educational Psychology* (5th edition). McGraw Hill.
- Sinha, A. K. (1982). *The concept of mental health in India and Western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B., & Dutt, N. K. (1978). *Mental health through education*. Vision Books Publications.
- Woolfolk, A. E., & Perry, N. E. (2015). *Child and adolescent development* (2nd ed.). Pearson.
- Woolfolk, A. E., & Usher, E. L. (2024). *Educational Psychology*. (15th ed.). Pearson.
- गुप्त, एस. पी., & गुप्त, ए. (2022). *उच्चतर शिक्षा मनोविज्ञान*, शारदा पुस्तक भवन.
- सिंह ए. के. (2017). *शिक्षा मनोविज्ञान*, भारती भवन प्रकाशन.
- मंगल, एस. के. (2009). *शिक्षा मनोविज्ञान*, प्रेन्टिस हल इंडिया लर्निंग प्राइवेट लिमिटेड.

Basics of Educational Research and Statistics

Course Code	EDU 104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Analytical Skills, Research Ethics		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives-

The course will enable the learners to-

- Develop insight about the fundamental concepts of educational research.
- Identify and formulate a research problem.
- Acquire knowledge of different research designs and data collection methods.
- Distinguish between the basic concepts of descriptive and inferential statistics.
- Develop skills of data analysis and interpretation using statistical techniques.

Course Learning Outcomes:

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

- CO1:** Demonstrate understanding of the purpose and types of educational research.
CO2: Frame a clear and focused research problem.
CO3: Select appropriate research design and data collection methods.
CO4: Analyze and interpret data using descriptive statistics.
CO5: Use applications of normal distribution in educational research.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	√		√	√			√		
CO2	√		√	√			√		√
CO3	√	√	√	√	√	√		√	√
CO4	√	√				√		√	
CO5	√	√				√	√	√	

Course content:

Unit-1 Fundamentals of Educational Research

- Educational Research: Concept, and scope, Scientific approaches to gaining of Knowledge: Indian and Western view
- Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- Types of Research: Fundamental, Applied and Action Research.
- Review of Related Literature, Meta-analysis
- Research Problem: Criteria and sources for Identifying Research Problem
- Variables: Concepts and Type, Concept of Constructs
- Research ethics, writing research proposal

Unit-2 Hypothesis, Sampling and Tools

- Hypothesis: Meaning, Characteristics, Formulation and Classification (Research, Directional, Non-directional, Null).
- Population and Sample: Concepts of Population and Sample, Types of Sampling, Characteristics of good Sample.
- Brief review of types of measuring tools: Interview, Focused Group Discussions, Reflective Dialogue, Questionnaire, and Rating Scale.
- Preparation of Research Report: Style and Format of report writing
- References and Bibliography- Concept and APA style guide

Unit-3: Quantitative Research Methods in Education

- Quantitative Approaches
- Experimental & Quasi experiment and Ex-post facto research.
- Descriptive Survey research: Types, cross sectional and longitudinal, correlational studies

Unit-4: Fundamentals of Educational Statistics

- Descriptive Statistics: Concept
- Brief review of quantitative classification of data: Preparation of frequency distribution, graphical presentation of data.
- Brief review of measure of central tendency and variability: Mean, Median, Mode, Standard Deviation, Variance and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks & Measures of correlation (Pearson's Correlation Coefficient)
- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, its Application in Educational Research.

Suggestive activities/ Practicum/field work:

- Critical review of five research paper.
- Writing a research proposal on any topic identified by the student.
- Presentation of data in tabular form, its graphical representation and computation of

all measures of central tendencies, variability, and relationship.

- Different applications of NPC on given data.
- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Any other relevant activity.

Suggested Readings:

- Ary, D., Jacobs, L. C., & Sorenson, C. (2010). *Introduction to research in education*. Cengage Learning.
- Bailey, C. A. (2007). *A guide to qualitative field research*. Pine Forge Press.
- Best, J. W., Kahn, J. V., & Jha, A. K. (2016). *Research in education* (10th ed.). Prentice Hall Inc.
- Buch, M. B. (1978). *A survey of research in education*. CASE, M. S. University.
- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.), *Handbook of research on teaching* (pp. 171–246). Rand McNally.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Cohen, L., & Manion, L. (2017). *Research methods in education* (8th ed.). Holt Rinehart and Winston Inc.
- Cresswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Sage Publications.
- Fisher, R. A., & Bennett, J. H. (1990). *Statistical methods, experimental design, and scientific inference*. OUP Oxford.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2018). *Educational research: Competencies for analysis and applications*. Pearson.
- Garrett, H. E. (1982). *Statistics in psychology and education*. Greenwood Press.
- Guilford, J. P. (1965). *Fundamental statistics in psychology and education*. McGraw-Hill.
- Johnson, B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.
- Kaul, L. (1998). *Methodology of educational research*. Vikas Publications.
- Keeves, J. P. (Ed.). (1997). *Educational research, methodology, and measurement: An international handbook*. Pergamon.
- Kerlinger, F. N. (1978). *Foundations of behavioral research*. Surjeet Publications.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Koul, L. (2023). *Methodology of educational research*. Vikas Publishing House.
- Langenbach, M., Vaughn, C., & Aagaard, L. (1994). *An introduction to educational research*. Allyn and Bacon.
- McBurney, D. H., & White, T. L. (2007). *Research methods* (7th ed.). Akash Publication.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. Longman.
- Mangal, S. K., & Mangal, S. (2015). *Research in behavioral science*. PHI Learning Pvt.
- Mertens, D. M. (2024). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (6th ed.). Sage Publications.
- Patton, M. Q. (1982). *Qualitative evaluation methods*. Sage Publications.
- Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Academic.
- सिंह, ए. के. (2017). *मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ*. मोतीलाल बनारसीदास.

History, Economic and Political Perspectives in Education

Course Code	EDU 105	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, socio-political and historical perspectives of education		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners to:

- Familiarise students with the historical growth and development of education in India.
- Raise awareness about the significance of political forces and their impact on the education system.
- Emphasise the importance of the economics of education to the students.
- Encourage students to participate in debates and discussions about the education system in India.
- Enable students to understand the impact of various global agencies on contemporary education.

Course Learning Outcomes:

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

CO1: Explain different historical education reforms and expansions.

CO2: Examine the role of the state and political system in educational development.

CO3: Investigate the relationship between the market and the education system and identify various factors responsible for educational access and success.

CO4: Describe the relevance of human capital and educational skills in contemporary society.

CO5: Examine various contemporary global agencies affecting the country's educational development.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO11	PO 25	PO 26
CO1	√		√	√		√		√	√	
CO2		√	√	√			√	√		√
CO3	√	√	√	√	√	√	√		√	√
CO4	√		√	√	√	√		√		√
CO5	√	√	√		√		√	√		√

Course Content:

Unit-1: Historical Perspective of Indian Education-

- Brief overview of education in ancient, medieval, pre independence and post-independence period
- Debates concerning indigenous systems of education; Responses to colonial education
- Brief overview of government reports written after independence in their sociohistorical context: Education Commission 1964–1966; NPE, 1986; and NEP–2020
- The state discourse of reform and expansion of education in India.

Unit-2: Political Perspective of Indian Education

- Educational provisions in Indian constitution
- Political forces and reshaping of educational curriculum
- Education and human rights
- The state as regulator of market: private investment in education
- Role of State in education under Panchayati Raj

Unit-3: Economic Perspective of Indian Education

- Human capital theory its critique and relevance
- Education as investment: public and private investments in education
- Education as merit and public good
- Education and human development.

Unit-4: Global Perspective on Education

Role international bodies in educational development:

- (UNDP, UNICEF, UNESCO, World Bank, ILO) with reference to India
- Role of education in ensuring sustainable development, Aims of education for SD, Areas of SD
- Education and GATS (General Agreement on Trade in Services)

Suggested Activities:

The students undertake the following tasks (in groups/individually) - Submit the presentation on any recent books related to 'educational development of Indian state' (edited/single authored) within historical and contemporary perspectives, or submit critically reviews on recent educational policy documents of Indian State.

Suggested Readings:

- Ayyar, R. V. Vaidyanathan. (1993). Educational planning and administration in India: Retrospect and prospect. *Journal of Educational Planning and Administration*, 7(2), April.
- Blaug, M. (1972). *An introduction to economics of education*. Allen Lane the Penguin.
- Chau, T.-N. (2003). *Demographic aspects of educational planning*. International Institute for Educational Planning.
- Griffiths, V. L. (1963). *Educational planning*. Oxford University Press.
- Hallack, J. (1977). *Planning the location of schools: An instrument of educational policy*. International Institute for Educational Planning.
- Hough, J. R. (1990). *Education policy: An international survey*. Croom Helm.

- Kaufman, H., & Watters, R. (Eds.). (1996). *Educational planning: Strategic, tactical, operational*. Tecomic.
- Institute for Health Sector Development. (2005). Sector-wide approach in education. *Comparative Education*, 31(1).
- Less Bell, & Stevenson, H. (2006). *Education policy: Process, themes and importance*. Routledge.
- Livack, J., Ahmed, J., & Bird, R. (1998). *Rethinking decentralization in developing countries*. World Bank.
- Nanjundappa, D. M. (1995). Concept, approaches and techniques of decentralized planning. In B. N. Yudgandhar & A. Mukherjee (Eds.), *Readings in decentralized planning*. Concept.
- Narayan, D. (2005). Local governance without capacity building: Ten years of Panchayat Raj. *Economic and Political Weekly*, June 25, 2822-2832.
- Scheerens, J. (2000). *Improving school effectiveness*. International Institute for Educational Planning.
- Tilak, J. B. G. (1988). Cost of education in India. *International Journal of Educational Development*.
- Tilak, J. B. G. (1992). *Educational planning at grassroots*. Ashish Publications.
- UNESCO Institute for Statistics. (2001). *Education indicators: Technical guidelines*. Montreal.
- NCTE. (2009). *National curriculum framework for teacher education*. NCTE.
- NCERT. (2005). *National curriculum framework*. NCERT.
- MHRD, Government of India. (1992). *National policy on education (revised)*. New Delhi.
- MHRD. (1992). *Programme of action*. Government of India.



Second Semester

Semester-II		Total: 20 Credits	
Discipline Based Core Courses		(20 Credits)	
1.	EDU 106	Philosophical Foundation of Education: Indian Perspective	4
2.	EDU 107	Advanced Research Methods and Statistical Analysis	4
3.	EDU 108	Psychology of Learning	4
4.	EDU 109	Curriculum Studies	4
5.	EDU 131	Field work and Practical	4



Philosophical Foundation of Education: Indian Perspective

Course Code	EDU 106	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System, Philosophical Understanding		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners to

- To provide a comprehensive understanding of the foundations of Indian philosophy and its implications for education.
- To analyse the role of knowledge, reality, and values in shaping Indian educational thought.
- To explore the contributions of ancient and modern Indian thinkers to the field of education.
- To critically examine the democratic ideas and national values enshrined in the Indian Constitution and their educational implications.
- To understand the relevance of Indian knowledge systems in contemporary educational practices.

Course Learning Outcomes:

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

- CO1:** Demonstrate a deep understanding of major Indian philosophical traditions and their educational significance.
- CO2:** Compare and contrast the orthodox and heterodox schools of Indian philosophy in relation to education.
- CO3:** Apply the philosophical ideas of Indian thinkers like Vivekananda, Gandhi, Aurobindo, and Tagore to modern educational practices.
- CO4:** Critically analyse the philosophical basis of democratic ideas and national values in the Indian educational context.
- CO5:** Reflect on the relevance of Indian knowledge systems in the global educational discourse.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO11	PO 25	PO 26

CO1	√		√	√		√		√	√	
CO2		√	√	√			√	√		√
CO3	√	√	√	√	√	√	√		√	√
CO4	√		√	√	√	√		√		√

Unit 1: Basics of Indian Philosophical Thought

- Introduction to Indian Philosophy
- Classification and Major Characteristics of Indian Philosophy and its development
- Indian Knowledge Systems and Education

Unit 2: Indian Schools of Philosophy – Orthodox Schools and their Educational Implications

- Concept of Knowledge, Reality, Values, and Educational Implications with reference to:
 - Samkhya, Yoga, Vedanta, Nyaya, Mimamsa, Vaisheshik
 - Shrimad Bhagwad Geeta

Unit 3: Indian Schools of Philosophy - Heterodox Schools and their Educational Implications

- Concept of Knowledge, Reality, Values, and Educational Implications with reference to:
 - Jainism, Buddhism
 - Charvaka Philosophy

Unit 4: Contributions of Indian Thinkers and Democratic Ideas and National Values

- Democratic Ideas and Their Educational Implications
 - Vivekananda, Mahatma Gandhi, Aurobindo, Tagore
- National Values Enshrined in the Indian Constitution

Suggestive Activities:

Any activities writing or discussion may be conducted on the following:

- Educational policies may be evaluated by different philosophical lenses.
- The students may write about the philosophical school's view on knowledge, reality, and values differs from other philosophical systems (Orthodox or Heterodox).
- The students may discuss about the ancient schools that resonate with contemporary issues in education?

Suggested Readings:

- Bajaj, K. M. (2010). *Indian values in education: A philosophical perspective*. New Delhi, India: Concept Publishing Company.

- Chakrabarti, K. (2011). *Indian epistemology and metaphysics*. New Delhi, India: Motilal Banarsidass.
- Chatterjee, S. C., & Datta, D. M. (1939). *An introduction to Indian philosophy*. Calcutta, India: University of Calcutta.
- Das, G. (2013). *The difficulty of being good: On the subtle art of dharma*. Oxford, England: Oxford University Press.
- Dasgupta, S. (1922). *A history of Indian philosophy* (Vol. 1–5). Cambridge, England: Cambridge University Press.
- Dharampal. (1983). *The beautiful tree: Indigenous Indian education in the eighteenth century*. Delhi, India: Biblia Impex Private Limited.
- Fakhry, M. (1993). *A history of Islamic philosophy*. New York, NY: Columbia University Press.
- Gandhi, M. K. (2009). *The story of my experiments with truth* (M. Desai, Trans.). New Delhi, India: Penguin Books India.
- Hiriyana, M. (1949). *The essentials of Indian philosophy*. London, England: George Allen & Unwin.
- Madan, G. R. (2007). *Indian social problems* (Vol. 1 & 2). New Delhi, India: Allied Publishers.
- Murthy, K. S. (1996). *Philosophy of education in Indian context*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Pavlov, V. A. (1975). *The concept of education in classical Indian thought*. Moscow, Russia: Progress Publishers.
- Radhakrishnan, S. (1929). *Indian philosophy* (Vol. 1 & 2). New Delhi, India: Oxford University Press.
- Radhakrishnan, S. (1968). *Gautama the Buddha: A study of his religion and philosophy*. New Delhi, India: Orient Paperbacks.
- Radhakrishnan, S. (2004). *Upanishads*. New Delhi, India: Hind Pocket Books.
- Sen, A. (2005). *The argumentative Indian: Writings on Indian history, culture, and identity*. London, England: Penguin Books.
- Sri Aurobindo. (1996). *The life divine*. Pondicherry, India: Sri Aurobindo Ashram Press.
- Tagore, R. (1917). *My school*. New York, NY: The Macmillan Company.
- Taimni, I. K. (1975). *The science of yoga: The yoga sutras of Patanjali*. Wheaton, IL: Theosophical Publishing House.
- Vivekananda, S. (1999). *The complete works of Swami Vivekananda* (Vol. 1–8). Calcutta, India: Advaita Ashrama.

Advanced Research Methods and Statistics in Education

Course Code	EDU 107	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/Category of the Course	Skill based (Analytical Skills), Research Ethics		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the learners to:

- Understand the Nature of Data.
- Apply Parametric Inferential Statistics for Data Analysis
- Use Non-Parametric Inferential Statistics for Data Analysis
- Apply Qualitative Data Analysis
- Use of Software for Data Analysis

Course Learning Outcomes:

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

- CO1:** Differentiate between the qualitative and quantitative nature of data.
- CO2:** Represent the data graphically.
- CO3:** Apply advanced correlation techniques in educational research.
- CO4:** Apply parametric and non-parametric statistics for analysing the data
- CO5:** Critically evaluate and interpret the result of the analysis of data.
- CO6:** Appreciate role of advanced research methodology in education

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√		√	
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		

Course Contents:

Unit-1: Qualitative Research Approach

- Qualitative Research Paradigm
- Approaches to Qualitative Research:
 - Narrative Research: Definition, Types and Procedure for conducting research
 - Phenomenological Research: Definition, Types and Procedure for conducting research
 - Grounded Theory Research: Definition, Types and Procedure for conducting research
 - Ethnographic Research: Definition, Types and Procedure for conducting research
 - Case Study: Definition, Types and Procedure for conducting research
- Mixed methods approach: Concept, Types, Steps, Strength & Weakness

Unit-2: Qualitative Data Analysis

- Field Work: Gaining access, participant/ observe continuum, researching in politically charged and conflict-ridden setting, Focused Group Discussion
- Field notes: Types, forms and process of writing, Sources of qualitative data, Documents, Manuscripts, archives
- Analysing and interpreting in/of the field, Developing coding categories: context code, situation code, perspectives, social structure codes, process code, event codes, strategy code, narrative code, method code. Mechanics of working with data.
- Discourse Analysis, Thematic Analysis, Content Analysis, Qualitative Meta-analysis.
- Criteria of Qualitative Research: Authenticity, Trustworthiness, credibility, transferability, Community Voice, Critical Subjectivity and Reflexivity, Sacredness.

Unit-3: Quantitative: Parametric Statistics

- Inferential Statistics- Meaning, Concept, and Application in Educational Research
- Parametric Test
- Sampling Distribution, Central limit Theorem, Sampling Error, Standard Error, Level of Significance, Confidence Intervals
- Testing of Hypothesis, Type-I and Type-II errors, Degree of Freedom, Power of the test, One-Tailed and Two-Tailed Test
- Significance of Mean and Correlation.
- Significance of Difference Between two Mean (t-test)
- Analysis of Variance (ANOVA)-F test.
- Analysis of Co Variance (ANCOVA)

Unit-4: Quantitative: Non-Parametric Tests, Correlation & Regression

- Chi-Square Test
- Mann Whitney U-Test, Kruskal-Wallis test
- Methods of Correlation: Biserial, Point Biserial, Tetrachoric and Phi-coefficient of Correlation
- Regression and Prediction

Practicum / Suggestive Activities:

- Presentation of data in tabular form, its graphical representation and computation of all measures of central tendencies, variability, and relationship.
- On a given data applying NPC for solving different kinds of research problems.
- Use of t-test, ANOVA, and ANCOVA for data analysis (manually and digitally).
- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Use of Chi-Square Test, Sign Test and Median Test, Mann-Whitney U-Test and Kruskal-Wallis H Test for data analysis (manually and digitally).
- Use of Factor Analysis (Manually and digitally).
- Analyze the data qualitatively by doing Content analysis, Trend analysis, using corroborative evidence, and using secondary data in historical and descriptive research (manually and digitally).
- Any other relevant activity

Suggested Readings:

- Best, J. W., & Kahn, J. V. (2008). *Research in education* (10th ed.). Prentice Hall.
- Garrett, H. E. (1988). *Statistics in psychology and education*. Vakils, Feiffer & Semen's Ltd.
- Gupta, S. P., & Gupta, A. (2013). *Statistical methods in behavioural sciences*. Sharda Pustak Bhawan.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Siegal, S. (1956). *Non-parametric statistics for behavioural science*. McGraw Hill.
- Asthana, H. S., & Bhushan, B. (2007). *Statistics for social sciences*. Prentice Hall of India.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Conover, W. J. (1971). *Practical non-parametric statistics*. John Wiley & Sons.
- Gibbons, J. D. (1971). *Non-parametric statistical inference*. McGraw Hill.
- Gokhar, S. C. (2009). *Statistics in education and psychology*. M.M. Publication.
- Guilford, J. P., & Fruchter, B. (1987). *Fundamental statistics in education and psychology* (6th ed.). McGraw Hill.
- Henry, G. T. (1995). *Graphing data: Techniques for display and analysis*. Sage.
- Keeves, J. P. (Ed.). (2006). *Educational research, methodology and measurement: An international handbook*. Elsevier.
- King, B. M., & Minium, E. W. (2008). *Statistical reasoning in the behavioral sciences*. Wiley India.
- Kothari, C. R. (2004). *Research methodology*. New Age Publications.
- Kurtz, A. K., & Mayo, S. T. (1980). *Statistical methods in education and psychology*. Narosa Publishing House.
- Popham, W. J., & Sirotic, G. (1993). *Educational statistics: Use and interpretation*. Harper and Row.
- Patton, M. Q. (1982). *Qualitative evaluation methods*. Sage Publications.
- Rajmanickam. (2001). *Statistical methods in education and psychology*. Concept Publishing Company.
- Van Leeuwen, T., & Jewitt, C. (Eds.). (2001). *Handbook of visual analysis*. Sage Publications.

Psychology of Learning

Course Code	EDU 108	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Psychological well-being, Human Values, Indian Knowledge System, Psycho-metric assessment		
Methods of Content Interaction	(Lecture, Group discussion, self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	Semester Examination 40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners to:

- explain the concept of learning.
- improve their transfer of learning and transfer of learning.
- explain the constructivist approach of learning.
- foster their creativity and problem-solving ability.
- acquaint with concept and principles.
- understand the concept of motivation.

Course Learning Outcomes:

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

CO1: Describe the nature of learning

CO2: Discuss the process of transfer of learning

CO3: Identify their learning style.

CO4: Implement constructivist approach of learning

CO5: Demonstrate creative and problem-solving ability

CO6: Explain the concepts and principles

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO18	PO21
CO1	√	√				√	√		
CO2	√	√	√			√	√		
CO3	√	√	√		√	√	√	√	√
CO4	√	√	√	√		√	√		
CO5	√	√		√	√	√	√	√	√
CO6	√	√				√	√		

Course Content:

Unit-1: Learning

- Learning – Concept and factors influencing it, Approaches (Behavioural, Cognitive, Socio-cultural)
- Learning Theories: Behaviouristic-Thorndike, Pavlov, Skinner, Hull; Cognitive- Insight, Tolman, Lewin; Social -Bandura)

Unit-2: Transfer of Learning, Constructivism and Learning Style

- Transfer of learning – Concept, Factors influencing it, Theories of transfer of learning (Mental Faculty Theory, Theory of Formal Discipline, Theory of Identical Component, Theory of Generalization, Transposition Theory, Theory of Ideals)
- Constructivist approach of learning; Learning Style

Unit-3: Motivation, Concept and Mastery Learning

- Motivation – Concept, Types of motives, Theories (Maslow, Atkinson, Weiner) Motivation and Learning, Strategies of motivation
- Concept and principles – Nature, Concept formation, Concept mapping, Factors influencing learning of concepts and principles, Mastery learning, Gagne's View on learning

Unit-4: Creativity and Problem Solving

- Creativity –Nature, Factors influencing it, Creativity and Intelligence, Theories / Approaches- The mystical Approach, The Psychometric Approach, Social psychological approach, Confluence Approach, Assessment of creativity
- Nature and Factors influencing problem solving, Concepts of Metacognition and Critical thinking.

Suggested Activities/Practicum/field work:

- Assessment of Learning style, Locus of control, Creativity, Problem Solving, Metacognition and Critical Thinking.
 - Administration, Scoring, Interpretation and Reporting of any two
- Organise a discussion on different connotation of learning, motivation, creativity and problem solving and prepare a report of that discussion.
- Present the recent research evidences of different area of psychology of education. Prepare a PPT on those research evidences and present in the classroom.

Suggested Readings:

- Aggarwal, J. C. (2012). *Educational psychology*. Shipra Publications.
- Allport, G. W. (1937). *Personality: A psychological interpretation*. Henry Holt.
- Bigge, M. L. (1964). *Learning theories for teachers*. Harper and Row.
- Bijou, S. W., & Dear, D. M. (1964). *Child development* (Both vols.). Appleton.

- Boring, E. G., Langfeld, H. S., & Weld, H. P. (1962). *Foundations of psychology*. Asia Publishing House.
- Cattell, R. B. (1957). *Personality and motivation*. Harcourt.
- Cole, L. E., & Bruce, W. F. (1950). *Educational psychology*. World Book Company.
- Cronback, L. J. (1954). *Educational psychology*. Harcourt Brace.
- Crow, L. D., & Crow, A. (1948). *Educational psychology*. American Book Company.
- Griffith, C. R. (1935). *An introduction to educational psychology*. The Rinehart & Company.
- Hartman, G. W. (1941). *Educational psychology*. American Book Company.
- Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (1979). *Introduction to psychology*. Harcourt Brace Jovanovich.
- Hurlock, E. B. (1972). *Child development*. McMillan Co.
- Jordan, A. M. (1942). *Educational psychology*. Henry Holt & Company.
- Judd, C. H. (1939). *Educational psychology*. Houghton Mifflin Company.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice Hall of India.
- Maslow, A. H. (1954). *Motivation and personality*. Harper and Row.
- Morgan, C. T. (1990). *A brief introduction to psychology*. Tata McGraw Hill.
- Santrock, J. (2010). *Educational psychology* (5th ed.). McGraw Hill.
- Woolfolk, A. E., & Perry, N. E. (2015). *Child and adolescent development* (2nd ed.). Pearson.
- Woolfolk, A. E., & Usher, E. L. (2024). *Educational psychology* (15th ed.). Pearson.
- गुप्त, एस. पी. एवं गुप्त, ए. (2022). उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद.
- सिंह ए. के. (2017). शिक्षा मनोविज्ञान, भारती भवन प्रकाशन.
- मंगल, एस. के. (2009). शिक्षा मनोविज्ञान, प्रेन्टिस हल इंडिया लर्निंग प्राइवेट लिमिटेड.

QUOT RAMI TOT ARBORES

यावत्तः शाखास्तावन्तो वृक्षाः

CURRICULUM STUDIES

Course Code	EDU 109	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Curriculum Knowledge, IKS		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

The course will enable the learners:

- To help the student build a theoretical foundation of curriculum development.
- To orient the learners about curriculum and processes curriculum development.
- To understand the role of philosophical, sociological and psychological bases of curriculum.
- To know different models of curriculum development and Assessment.

Course Learning Outcomes

After completion of this course the learners will be able to:

CO1: Explain the meaning and concept of curriculum

CO2: Appreciate the role of philosophical, sociological and psychological bases of curriculum

CO3: Evaluate different steps of curriculum development process

CO4: Analyse different models of curriculum development

CO 5: Differentiate between different modes of curriculum transaction

CO 6: Analyse different models of curriculum evaluation

CO 7: Analyse different types of curriculum research

CO8: Discuss various types of curriculum issues

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO11	PO 25	PO 26
CO1	√		√	√		√		√	√	
CO2			√	√			√	√		√
CO3	√	√	√	√	√	√	√		√	√
CO4	√		√	√	√	√		√		√
CO5		√	√			√	√		√	
CO6		√	√	√	√	√		√	√	
CO7		√	√	√	√		√		√	
CO8		√	√			√	√		√	

Course Content

Unit 1: Theoretical Foundations of Curriculum Development

- Curriculum: Meaning and concept of curriculum
- Changing concept of Curriculum and its Contextual trajectory
- Conceptual Structure of Discipline and Bases of curriculum: A critical view of -
 - Epistemological Orientation of Curriculum (**Schwab's** Ephemeral character of knowledge)
 - Sociological Orientation of Curriculum (**Paul Hirst's** Structure and Forms of knowledge)
 - Psychological Orientation of Curriculum (**Bruner** on Knowledge construction)
- Role of NCERT, NCTE, AICTE in Curriculum Development

Unit 2: Curriculum Development

- Principles of Curriculum Planning
- Curriculum Development Process (Designing, Developing, Implementing and Evaluating)
- Types of curriculum organization
 - Subject centered, Learner centered, Problem centered
- Models of curriculum development: A critical analysis
 - Taba's Scientific Model
 - Glathorn Naturalistic Model
 - Hunkin's decision making Model
 - Weinstein & Fantini Humanistic Model

Unit 3: Curriculum Transaction

- Meaning & concept of curriculum transaction
- Factors influencing curriculum transaction
- Modes of curriculum transaction: Face to face, blended, online, distance
- Instructional Planning (Method, Media, Material & Assessment)

Unit 4: Curriculum Evaluation

- Concept of curriculum evaluation and its Nature and purpose
- Approaches and models to curriculum evaluation (A critical analysis of the process model, Tyler's model, Wheeler's model, and Kerr's model.)
- Tools and techniques of curriculum evaluation
- Evaluating curriculum of Developing and Developed countries

Assignment/ Practicum/ Fieldwork/ Research Oriented Work

- Identify curriculum perspectives in the literature and develop an annotated bibliography
- Identify issues and methods in your own discipline by supporting with relevant literature review on a curriculum topic of your choice.
- Assignment on critically reflecting on the issues discussed on the theoretical foundations of curriculum construction and commenting on the future of curriculum theory

Suggested Readings:

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum development*. Shipra Publisher.
- Alexander, W. M., & Saylor, J. G. (1966). *Curriculum planning for modern schools*. Holt, Rinehart and Winston Inc.
- Balrara, M. (1999). *Principles of curriculum renewal*. Kanishka Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education*. Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Sadhana Press.
- Hassrin, M. (2004). *Curriculum planning for elementary education*. Anmol Publishers.
- Herbert, J. W., & Geneva, D. H. (1990). *International encyclopaedia of education evaluation*. Pergamon Press Oxford House.
- Jenkins, D., & Shifman, D. M. (1976). *Curriculum: An introduction*. Pitman Publishing House.
- Thompson, K., & White, J. C. (1975). *Curriculum development*. Pitman Publishing.
- Kumari, S., & Srivastava, D. S. (2005). *Curriculum and instruction*. Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the curriculum*. Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the curriculum*. Angus and Robertson Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in curriculum construction*. Kanishka Publishers.
- Rajput, J. S. (2004). *Encyclopaedia of Indian education*. NCERT.
- Satyanarayan, P. V. (2004). *Curriculum development and management*. DPH.
- Sharma, R. (2002). *Modern methods of curriculum organisation*. Book Enclave.
- Sharma, S. R. (1999). *Issues in curriculum administration*. Pearl Publishing House.
- Sockett, H. (1976). *Designing the curriculum*. Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. Shipra Publishers.
- Tata, H. (1962). *Curriculum development: Theory & practice*. Harcourt, Brace & World Inc.



FIELD WORK & PRACTICAL-I

Course Code	EDU 131	Credits	4
L + T + P	0+ 0 + 4	Course Duration	One Semester
Semester	II	Contact Hours	120 (P) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill based		
Methods of Content Interaction	(Workshop, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - External Examination (Viva-voce)		

Course Objectives:

The course will enable the learners:

- To acquaint the students with the basic concept of psychological tools.
- To interpret the results of the administered psychological tools.
- To analyse the content of the book and examine its' relevance for teaching - learning process
- To observe systemic and functional aspects of the educational institution.
- To analyse the quantitative data through MS-Excel

Course Learning Outcomes:

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

- CO1:** Identify and administer various psychological tools
- CO2:** Interpret the results of the administered psychological tools.
- CO3:** Analyse various educational book by examining its' purpose and relevance in the context of education
- CO4:** Observe the systemic and functional aspects of educational institutions.
- CO5:** Analyse the quantitative data through MS-Excel

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO3	PO7	PO10	PO18	PO24
CO1	√		√	√		√		√		
CO2	√				√		√	√	√	√
CO3	√				√	√				√
CO4	√	√	√	√	√	√	√	√		√
CO5	√				√	√			√	√

➤ **Review of book of an eminent educationist**

Students are required to write a review on book along with annotated bibliography written, by an eminent educationist including any philosopher, psychologist, sociologist, feminist etc which have educational implications for teaching-learning process.

The focus of the book review should be on the following parameters:

- Language of the book
- Physical aspects of the book: weight, size, number of pages, sturdiness
- About the biography of author
- Summarising the chapters
- Reflection on book review:
 - How did the book review enhance their learning about the topic of the book chosen?
 - How is the book relevant in the field of education?
 - What is the key take away from the book that can be used for effective teaching?

➤ **Quantitative analysis through MS-EXCEL**

- Data entry, sorting and grouping
- Calculation of central tendencies, standard deviation
- Calculation of correlation
- Calculation of t-test

Students are required to prepare a file showing the print-out of calculations done using MS-Excel

➤ **Psychological tools: Administration and Interpretation**

- Testing of Intelligence/Personality
- Emotional intelligence/Social intelligence
- Stress/Mental health
- Creativity/Learning Style
- Problem solving/Metacognition

Students are required to administer each tool on at least 5 subjects and interpret the result and prepare a file for the same.

➤ **Educational excursion any one educational institution**

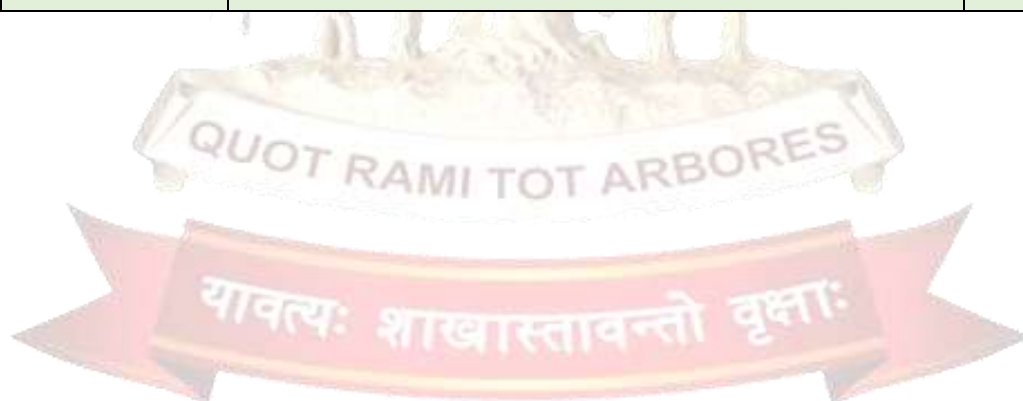
Students are expected to visit any one educational institution where they will:

- Observe the functional aspects of the institution in detail
- Document the infrastructural facilities in the educational institute
- Document the innovative practices followed by the educational institute

Assessment mechanism: Internal Assessment of 40 marks shall have equal weightage for each task. End-term external assessment of 60 marks will be done on the basis of report submitted for each task and performance on viva-voce/ practical demonstration as decided by external board of examiners.

Third Semester

Semester-III			Total: 20 Credits
Discipline Based Core Courses			(16 + 4 Credits)
1.	EDU 201	Comparative Education	4
2.	EDU 202	Educational Measurement and Evaluation	4
3.	EDU 203	Contemporary Issues in Education	4
4.	EDU 204	Environmental Education	4
Discipline Based Core Elective Course-I (Any one of the following)			
5.	EDU 251	Policy Study in Education	4
	EDU 252	Teacher Education	4
	EDU 253	Gender, School & Society	4
	EDU 254	Economics of Education	4
	EDU 255	Dissertation-I*	



Comparative Education

Course Code	EDU 201	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	National and International System, Globalization and Education,		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To acquaint the students with the development in the field of Comparative education.
- To make the students aware about the Education system of different countries.
- To help the students in developing global attitude.
- To make the students acquainted with the role of international organizations in Education.
- To make the students understand about different factors, approaches and methods of Comparative education
- To help the students in understanding the current trends and challenges in education system of different countries.

Course Learning Outcomes:

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

CO1: Differentiate among Education system of various countries.

CO2: Identify various factors affecting Comparative education.

CO3: Use global attitude in different fields of life.

CO4: Explain about the system and functioning of education in India

CO5: Interpret various challenges and current trends in education system of different countries

CO6: Identify the International perspective of Education.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO9	PO21
CO1	√				√				√
CO2			√			√	√		
CO3		√				√		√	√
CO4	√				√			√	
CO5		√		√				√	
CO6		√			√		√		√

Course Contents:

Unit I: Meaning, development and approaches of Comparative Education

- Meaning, nature and scope of comparative education, objectives of comparative education
- Genesis and Development of Comparative Education
- Approaches: Regional, national and international, intra and inter educational analysis
- Current trends and Practices in Comparative Education

Unit II: Methods and factors of Comparative Education

- Methods of Comparative Education- Descriptive, socio-cultural, scientific and statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism
- Utility and limitations in Comparative education

Unit III: Comparative Analysis of Educational system of Different Countries

- Primary Education: USA, Finland, Japan and India
- Secondary and Vocational Education: UK, Sweden and India
- Higher education, teacher education and professional education: Germany, Russia, India
- Distance education: China, UK, India

Unit IV: International perspective of education

- Educated unemployment in USA, UK and India
- Various official organizations of UNO and their role in educational development
- Recommendations of Dellar's commission report
- Educational reforms and Innovations

Suggestive Activities:

- Case study of two different educational systems of Developed and Developing Country
- Critical review of different educational policies

Suggestive Readings:

- Alexander, R. J. (2001). *Culture and pedagogy: International comparisons in primary education*. Malden, MA: Blackwell.
- Brill, L., & Sense, A. (Eds.). (2009). *Comparative and international education: A diverse of voices*. Springer.
- Chuabe, S. P., & Chuabe, A. (1999). *Comparative education*. New Delhi: Vikas Publishing House.
- Cramer, I. F., & Brown, G. S. (1965). *Contemporary education: A comparative study of national systems*. New York: Harcourt Brace & Company.
- Kandel, I. L. (1963). *Studies in comparative education*. New York: George Harrup.
- Kaur, K. (2010). *Comparative education and curriculum development*. Neha Publishers and Distributors.

- Mallayya, K. C. (1966). *Tulnatmak Shiksha* [Comparative education]. Lokbharti Prakashan.
- Bray, M., & Adamson, B. (Eds.). (2007). *Comparative education: Approaches and methods*. Springer.
- Hans, N. (1958). *Comparative education: A study of educational factors and traditions*. London: Routledge & Kegan Paul.
- Sharma, R. A. (2008). *Comparative education*. Meerut, India: R. Lall Book Depot.
- Sodhi, T. S. (1998). *Comparative education*. New Delhi: Vikas Publishing House.



Educational measurement and evaluation

Course Code	EDU 202	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of Course	Theory		
Special Nature/ Category of the Course	Skill based (Quantitative), Innovations		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion, Self-Study, Projects and Assignments, Panel Discussion followed by workshops and seminar presentation		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable learners to:

- develop the conceptual understanding of educational assessment and evaluation.
- realize the significance of educational assessment in the educational process.
- orient the students with tools and techniques of assessment and evaluation.
- develop the skills and competencies in constructing and standardizing a test.
- discuss the latest issues regarding educational assessment and evaluation.

Course Learning Outcomes:

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

- CO1: explain the relationship between educational assessment and evaluation.
- CO2: explain the characteristics of a good tool.
- CO3: explain the process of tool construction.
- CO4: establish reliability and validity, and check other requirements.
- CO5: develop a tool- achievement test, aptitude/attitude for research purposes.
- CO6: critically analyze the issues and trends of educational assessment and evaluation.

Mapping of Course outcomes:

C.O.	PSO1	PSO2	PSO3	PSO4	PSO5	PO6	PO13	PO19
CO1	✓	✓			✓		✓	
CO2	✓	✓			✓	✓	✓	
CO3	✓		✓		✓	✓	✓	
CO4	✓		✓	✓	✓	✓		✓
CO5	✓	✓		✓	✓	✓		✓
CO6	✓	✓		✓	✓	✓		✓

Course Content:

UNIT-I: Basics of Educational Assessment and Evaluation

- Educational assessment and evaluation- meaning, concept and need
- Relationship among educational measurement, assessment and evaluation
- Basic principles of assessment and evaluation, purpose of educational testing

- Norm-referenced and criterion-referenced evaluation, prognostic, ipsative, diagnostic, formative and summative assessment, assessment for/of/as/in learning
- Scale of measurements

UNIT-II: Characteristics of a Tool

- Quality of a Good tool
- Reliability: Meaning, concept and methods for estimating reliability
- Validity: Meaning, concept and methods for estimating reliability
- Norms: Meaning, concept and types of norms
- Practicability

UNIT-III: Procedure for Construction of Standardized Tool

- Variable: Concept and types
- Taxonomy of educational objectives, Anderson and Krathwohl's (Revised Bloom's) taxonomy
- Construction of achievement test and attitude scale (Likert and Thurstone)
- Item analysis procedures

UNIT-IV: Recent Trends in Assessment and Evaluation

- Assessment as, for, of, in learning, ICT based Assessment tools
- Choice-based credit system, Grading systems, internal vs external assessment, Open book examination, examination on demand
- Alternative assessment- Rubrics and portfolio, Performance-based assessment, Reflective Journal
- Assessment with reference to NEP-2020; ABC, PARAKH & Holistic report card

Suggestive Activities:

Any two of the following or any other activity decided by the course instructor:

- Develop a rubric for assessing the student's performance.
- Prepare the portfolio to assess students' performance.
- Critically review the policy document related to the examination reforms in India.
- Preparation and presentation of a research tool on any topic relating to education.
- Critically analyze the assessment system in educational institutions
- Construction and standardization of an achievement test of any subject at any level.
- Development of Open book examination question paper of Educational Assessment

Suggested Readings:

- Anastasi A. (1976). Psychological testing (4th ed.). New York: McMillan Pub Co.
- Cronbach, L. J. (1950). Essentials of psychological testing (3rd ed.). New York: Harper & Row publishers.
- Guilford, J. P. (1954). Psychometric methods. New York: McGraw Hill.
- Singh, A. K. (1986). Tests, measurement and research methods in behavioural sciences. New Delhi: McGraw Hill
- Bloom, B. S., Hastings, J. H., & Madaus, G. F. (1971). Handbook on formative and summative evaluation of student learning. New York: McGraw Hill.

- Ebel, R. L., & Frisbei, D. A. (1986). Essentials of educational measurement. New Delhi: Prentice Hall.
- Freeman, F. S. (1976). Theory and practice of psychological testing, (3rd ed.). New Delhi: Oxford & IBH Pub. Co.
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). Measurement and assessment in teaching (10th ed.). New Jersey: Pearson Education Inc.
- गुप्ता, एस. पी. व गुप्ता, ए. (2022). आधुनिक मापन व मूल्यांकन. शारदा पुस्तक भवन.
- भार्गव, एम. व गुप्ता, आर. (2014). शिक्षा में मापन व मूल्यांकन. शारदा पुस्तक भवन



Contemporary Issues in Education

Course Code	EDU 203	Credits	4
L + T + P	3 + 1+0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	National and International debates, Global perspective of Education, ICT skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, case studies, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To understand the current challenges and trends in elementary, secondary, and higher education in India.
- To critically analyze policies and reforms in the Indian education system.
- To explore the impact of globalization, technology, and socio-economic factors on education.
- To assess the role of various stakeholders in shaping education in India.
- To propose innovative solutions to contemporary issues in education.

Course Learning Outcomes:

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

CO1: Identify and describe major contemporary issues in Indian education at different levels.

CO2: Evaluate the effectiveness of current educational policies and reforms.

CO3: Analyze the influence of global trends and technological advancements on Indian education.

CO4: Discuss the roles and perspectives of various stakeholders in the education sector.

CO5: Develop practical strategies to address challenges in the education system.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO7	PO10	PO22
CO1	✓					✓			
CO2	✓		✓		✓		✓	✓	✓
CO3	✓				✓				
CO4	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓			✓	✓	✓		✓

Course Contents:

Unit 1: Contemporary Issues in Elementary Education

- Early childhood care education (ECCE), Universalization of elementary education (UEE) and Recommendations of NEP 2020 regarding ECCE and elementary education
- Government initiatives: Sarva Shiksha Abhiyan (SSA), Right to Education (RTE) Act. with reference to Access, equity, quality, and infrastructure.
- Role of non-governmental organizations and community participation.
- Teacher training and professional development, Role of DIET etc.

Unit 2: Contemporary Issues in Secondary Education

- Quality parameters of secondary education and key challenges: Dropout rates, curriculum relevance, vocational education, assessment reforms
- Government policies: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), National Education Policy (NEP) 2020.
- Education to develop critical thinking and 21st century skills.
- Teacher empowerment by SCERT, NCERT, IASE, CET

UNIT 3: Contemporary Issues in Higher Education

- Quality parameters in higher education and key issues: access, financing, and governance.
- Higher education policies and reforms: RUSA, NEP 2020.
- Roles of national bodies in higher education – UGC, NCTE, AICTE, NAAC, NBA.
- Teacher empowerment through MMTTC and Innovation and research in higher education.

UNIT 4: Impact of Technology and Globalization on Education

- Digital transformation in education (challenges and opportunities: E-learning, MOOCs, and digital classrooms).
- Global educational trends and their influence on Indian education, and Global partnerships and collaborations in education.
- Role of public-private partnerships in education and Scope of private universities and foreign universities in India and scope of Indian universities abroad
- Ethical issues in the digital and AI age, Edtech education

Suggested Activities

- Survey of any higher education institution and prepare a report on the basis of quality parameters.
- Case study of a school on Community Engagement, Conduct & Outcome of SMC meetings.
- Survey on literacy levels and out of school children in any locality.
- Prepare a report on problems of secondary education.
- Review educational policies for vocational education.
- Review of Policies related to universalization of school education

Suggestive Readings:

- Aggarwal, Y. P., & Kumar, S. (Eds.). (2020). Higher education in India: Challenges and reforms. Sage Publications.
- Basu, A. M., & Basu, P. (Eds.). (2019). Education in India: A comprehensive overview of educational institutions and practices. Oxford University Press.
- Govinda, R., & Bandyopadhyay, M. (Eds.). (2021). Secondary education in India: Universalising opportunities. Routledge.
- Jha, J., & Chudgar, A. (Eds.). (2018). Improving elementary education in India: Insights from experimental research. Oxford University Press.
- Kumar, M., & Prakash, A. (Eds.). (2019). Quality concerns in elementary education in India. Sage Publications.
- Kumar, R. (Ed.). (2019). Challenges of secondary education in India. Springer.
- Ministry of Education, Government of India. (2020). *National education policy 2020*. https://www.mhrd.gov.in/sites/upload_files/npe/files/NEP_2020_English_0.pdf
- Ministry of Education, Government of India. (2021). *National curriculum framework for school education: Pre-draft*. https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- Mohanty, J., & Mohanty, C. R. (Eds.). (2020). Elementary education in India: Progress and challenges. Routledge.
- National Council of Educational Research and Training. (2022). *National curriculum framework for foundational stage*. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
- Pandey, R. S. & Mishra, K. S. (2001). *Bhartiya Shiksha Ki Samsamyik Samasyayen*. Vinod Pustak Mandir.
- Panigrahi, R. C., & Acharya, S. S. (Eds.). (2016). Quality concerns in higher education in India. Routledge.
- Rao, M. V. (Ed.). (2015). Education and society in India: Cross-cultural perspectives. Routledge.
- Sharma, R. (Ed.). (2017). Education policy in India: Critical issues and challenges. Pearson.
- Singh, M. P., & Baskaran, K. (Eds.). (2018). Governance and leadership in Indian higher education. Springer.
- Srivastava, P., & Patel, S. (Eds.). (2017). Quality concerns in Indian secondary education. Cambridge University Press.

ENVIRONMENTAL EDUCATION

Course Code	EDU 204	Credits	4
L + T + P	3 +1+0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indigenous System, Environmental ethics, Sustainable development, Human Values		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To acquaint the students with the basic concepts of environment and its' components
- To make the students aware about impact of human activities on environment.
- To help the students in developing sensitivity towards conservation of environmental resources.
- To make the students acquainted with various teaching strategies of environmental education.
- To make the students understand the relationship of environmental education with other disciplines.
- To help the students acquaint with various national and international efforts related to environmental protection and conservation.

Course Learning Outcomes:

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

CO1: Explain the concept of environment and environmental education.

CO2: Identify various factors responsible for environmental degradation.

CO3: Examine various laws and movements for environmental protection.

CO4: Explain about curricular and co-curricular strategies for teaching environmental education.

CO5: Apply sustainable development practices in day-to-day life activities.

CO6: Explain the role of NGOs and media in teaching environmental issues.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO8	PO13	PO21	PO25
CO1	√	√			√		√		√	√	√
CO2	√	√	√					√			√
CO3			√			√	√			√	√
CO4				√	√			√			√
CO5		√	√			√				√	√
CO6				√	√			√	√		√

Course Contents:

Unit-1: Understanding Environment and its Issues

- Concept of environment, Abiotic and biotic components of environment
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests.
- Pollution: Air, Water, Soil, Noise, Radioactive- Causes, effect and solutions
- Ozone layer depletion, global warming, natural and human caused disasters
- Solid, liquid, bio-medical hazardous electronic waste management

Unit-2: Environment and Development

- Environment Education: Meaning, aims, needs and scope
- Relationship between Human and environment: Determinism, Possibilism, Neo-determinism
- Population explosion: Concept, factors, effects and prevention
- Development and Environment: Millennium Development and Sustainable Development Goals
- Environmental Impact Assessment: Concept, Process and relevance

Unit-3: Environment and education

- Approaches of environmental education- interdisciplinary model and multidisciplinary model
- Need for teachers training in environmental education
- Teaching strategies of environmental education
- Integrating Environmental Education through co-curricular activities- Field trip, Project, environmental survey, Eco-magazines, eco-clubs
- Role of NGOs and media in environmental education

Unit-4: Environmental movements and laws

- Projects and movements for environmental protection: Chipko Movement, Narmada Bachao Andolan and Silent Valley movement, Tiger Project, Gang action Plan (Namami Gange).
- Environment and laws: Environmental Protection Act (1986), National Action Plan on Climate Change, The Water (Prevention and Control of Pollution) Act, 1974, The Air (Prevention and Control of Pollution) act, 1981, The Biological Diversity Act, 2002.
- International agreements/efforts -Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

Assignment/Practicum/field work (Seminar /Presentation/G.D.)

- Make a survey of your area and document environmental problem along with report.

- Visit to any near National Park/Botanical and Zoological Museum along with report.
- Organizing an Eco-Club Events
- Plantation of Tree

Suggested Readings:

- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi, Pp.112.
- Maisnam, P. & Lenka, K. S. (2020). Environmental Education, R. Lall Book Depot, Meerut.
- Bharucha, E. (2004). Text Book for Environmental Studies for Undergraduate Students, University Grant Commission, New Delhi.
- Odum, E.P (1971). Fundamentals of Ecology. WB Saunders Co. USA.
- Mishra U. (2017). Paryawaran Shiksha, Anubhav Publishing House, Allahabad.
- Sharma, R.A. (2004). Paryavarana Shiksha, R. Lall Book Depot Meerut.

Discipline Based Core Elective Course-I
(Any one of the following

EDU 251	Policy Studies in Education	4
EDU 252	Teacher Education	4
EDU 253	Gender, School & Society	4
EDU 254	Economics of Education	4
EDU 255	Dissertation-I*	4

Policy Studies in Education

Course Code	251	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System, Policy analysis		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To understand how policies are formed, implemented, and evaluated.
- To analyze and discuss the effects of existing educational policies (central and state) on important outcomes of interest (e.g., student achievement, GER, learning gain, program/school quality).
- To analyze secondary data concerning different educational policies
- To explore the role of stakeholders in Policy research and analysis
- To Conceptualise and understand the procedures and constraints of policy making at the local, the national and the global level.
- Understand how policy received, perceived and used by different social actors

Course Learning Outcomes:

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

CO1: Acquaint how policy formed and formulated

CO2: Explain the processes for the systematic analysis of complex local, state and national education

CO3: Articulate and interpret contrasting viewpoints on key education policies and the evidence and debates that surround them;

CO4: Write and present the challenges, alternatives and proposed solutions to a policy problem, including using empirical evidence to back up claims regarding the merit or likely outcome of policies; and

CO5: Reflect on and appreciate the multiple viewpoints, contextualized nuances and limits of the policy-making process.

CO6: Comprehend education policy and the politics of equity (How is equity conceptualised in different contexts)

Mapping of Course outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO11	PO 25	PO 26
CO1	√		√	√		√		√	√	
CO2		√	√	√			√	√		√

CO3	√	√	√	√	√	√	√		√	√
CO4	√		√	√	√	√		√		√
CO5	√		√	√	√	√	√		√	√
CO6	√				√		√	√		√

Course Content:

Unit 1: Foundations of Educational Policies

- **Understanding Educational Policy:** Needs, Implications, and Frameworks
- **Perspectives on Educational Policy:** Philosophical and Historical Perspectives, Sociological Perspectives, Political and Global Perspectives
- **Cultural Pluralism and Educational Policy:** Theories of cultural pluralism in education, Relationship to liberal-experimentalist traditions, Policies promoting equal educational opportunities, Multicultural education legislation at central and state levels
- **Economics of Educational Policy:** Economic principles applied to education, Relationship between education and income, Efficiency in educational production, Teacher labor markets and school financing
- **Policy Analysis Models:** Overview of different models and frameworks for analyzing educational policies, Application of models in evaluating and formulating policies

Unit 2: Contemporary Issues in Policy Making

- **Politics of Gender, Sexuality, and Education:** Cross-disciplinary examination of gender and sexuality in education, Critical analysis of policies affecting gender and sexual orientation, Inclusion and equity in educational practices
- **Caste, Class, Community, Language, and Regional Issues in Educational Policy:** Impact of social stratification on educational experiences: Inclusion within academic structures for marginalized groups, Effects on educational, economic, and social opportunities
- **Inclusive Education: Perspectives, Policies, and History:** Foundations and history of inclusive education, Policies promoting inclusion and accessibility, Effects of economic, political, legal, and social views on human development
- **Other Issues in Educational Policy:** Academic freedom and free speech, Educational affordability and funding challenges, Legal and ethical considerations in education,
- **Technology and Educational Policy:** Impact of technology on education systems, Policies governing e-learning and digital resources, Addressing the digital divide and data privacy concerns

Unit 3: Theories and Processes in Educational Policies

- **The Educational Policy Process:** Stakeholders in policy-making, adoption, and implementation, Relationship between policy and national development goals, Case studies of policy formulation and execution, Globalization and Education
- **Effects of global economic and cultural processes on education:** Adaptation of educational policies in a global context, international collaborations and agreements in education

- **Organizational Theory in Education:** Theories of organizational effectiveness and improvement, Historical and multidisciplinary perspectives, Application in understanding educational organizations
- **Education Finance and Budgeting:** Role of government bodies and communities in funding education, Principles of financial planning, management, and analysis, Equity and resource allocation in education finance
- **Policy Implementation and Evaluation:** Strategies for effective policy implementation, Methods for evaluating policy outcomes and impact, Overcoming challenges in policy execution, Quantitative and Qualitative research Methods in Policy analysis and policy preparation

Unit 4: Educational Policies and Alternatives

- **Education and Social Movements:** Education as a tool for public awareness and change, Case studies from India and international contexts
- **Administration and Governance of Education:** Structures of governance in education systems, Theories of leadership, advocacy, and change, Challenges in urban and rural educational settings
- **Improving Educational Organizations:** Theories and processes of organizational change, Alternative approaches like "turnaround" change and continuous improvement, Leadership roles in organizational development
- **Alternative Voices in Educational Policies:** Roles of various organizations and groups: Legislature, judiciary, political parties, voluntary organizations, NGOs, pressure groups, and the public, Influence of these groups on policy-making and reform
- **Future Trends in Educational Policy:** Emerging issues and trends in education, predicting future directions in policy development, Preparing for technological, social, and economic changes

Suggestive Activities (Practicum/ Assignment/ Filed work)

- **Contrast two different policy strategies:** Aimed at improving teaching and learning (e.g., policies emphasizing teacher in-service professional development vs. policies that focus on teacher evaluation and accountability) in terms of their demonstrated—or likely—impacts on classroom instruction.
- **Methodological critique:** Select one article that presents empirical evidence about the effects of a policy on classroom instruction, and offer a methodological critique, with a primary focus on the quality of the research design, conceptualization, and analysis. Students are expected to assess the measures, the conceptual model connecting policy, intervention with teaching and learning, the capacity of the research design to support causal claims, and the degree to which the evidence supports the claimed findings and conclusions.
- Preparing a list of challenges to implement the National Education Policy 2020 in our state.

Suggested Readings:

- Abbott, I., Rathbone, M., & Whitehead, P. (2014). *Education Policy*. SAGE Publications Pvt. Ltd. <https://doi.org/10.4135/9781473914841>
- Borooah, V. K., & Knox, C. G. (2015). *The Economics of Schooling in a Divided Society*. Palgrave Macmillan.
- Carlson, M., Halldórsdóttir, B. E., Baranović, B., Holm, A., Lappalainen, S., & Spehar, A. (Eds.). (2021). *Gender and Education in Politics, Policy and Practice: Transdisciplinary Perspectives*. Springer. <https://doi.org/10.1007/978-3-030-80902-7>
- Chapman, C., Muijs, D., Reynolds, D., Sammons, P., & Teddlie, C. (Eds.). (2016). *The Routledge International Handbook of Educational Effectiveness and Improvement Research, policy, and practice*. Routledge.
- Dreze, J. and Sen, A. (2003). 'Basic Education as a Political Issue'. In Tilak, J.B.G , *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA & APH Publishing Corporation.
- Dubey, M. (2010). The Right of Children to Free and Compulsory Education Act, 2009: The Story of a Missed Opportunity. *Social Change*, 40(1), 1-13.
- Fan, G., & Popkewitz, T. S. (Eds.). (2020). *Handbook of Education Policy Studies*. Springer. <https://doi.org/10.1007/978-981-13-8343-4>
- Mathur, K. (2015). *Public Policy and Politics in India: How Institutions Matter*. Oxford University Press.
- Ministry of Human Resource Development. (2016). National Policy on Education 2016: Report of the Committee for Evolution of the New Education Policy. Government of India. <https://niepa.ac.in/download/NEP2016/ReportNEP.pdf>
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- NCERT. (2005). *National Curriculum Framework, 2005*. NCERT.
- Postiglione, G. A., Johnstone, C. J., & Teter, W. R. (Eds.). (2023). *Handbook of Education Policy*. Edward Elgar Publishing Ltd.
- Rao, N. V. (2020). *Policy Studies in Education*. Uday Publishing House.
- Stacey, & Mockler, N. (Eds.). (2024). *Analysing Education Policy: Theory and Method*. Routledge.
- Sykes, G., Schneider, B., & Plank, D. N. (Eds.). (2009). *Handbook of Education Policy Research*. Routledge.
- Sykes, G., Schneider, B., & Plank, D. N. (Eds.). (2009). *Handbook of Education Policy Research*. Routledge.
- Thorat, S. (2004). On Reservation Policy for Private Sector. *Economic and Political Weekly*, 39, 2560-2563.
- Tilak, J. B. (2007). The Kothari Commission and Financing of Education. *Economic and Political Weekly*, 42(10), 874-882.
- Tilak, J. B. G. (1993). *Education in India: Policy and Practice*. SAGE Publications Pvt. Ltd. <https://doi.org/10.4135/9789354793011>
- Tilak, J. B. G. (1993). *Financing Higher Education in India: Principles, Practice, and Policy Issues*. *Higher Education*, 26(1), 43-67.

- Varghese, N. V., & Panigrahi, J. (2023). *Financing of Higher Education: Traditional Approaches and Innovative Strategies*. Springer. <https://doi.org/10.1007/978-981-19-7391-8>
- Varghese, N. V., & Panigrahi, J. (2023). *India Higher Education Report 2021: Private Higher Education*. Routledge.
- Ward, S., & Eden, C. (2009). *Key Issues in Education Policy*. SAGE Publications Ltd.



Teacher Education

Course Code	EDU 252	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Professional Skills, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To acquaint with the basic concepts of Teacher Education Programme.
- To orient towards historical development of Teacher Education.
- To orient towards current issues, trends and researches in area of teacher Education.
- Be aware the challenges and opportunities emerging in Preservice and in-service Teacher Education Programme.
- To help learners to acquire teaching skills and professional competencies.

Course Learning Outcomes:

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

CO1: Explain the historical development of Teacher Education.

CO2: Explain the concepts of Teacher Education Programme.

CO3: Describe the curriculum framework of teacher Education Programme.

CO4: Aware of common problems and purpose of Pre service and in-service teacher education Programme.

CO5: Manifest teaching skills and professional skills in their teaching and learning.

CO6: Critically examine the effectiveness of Teacher Education Programme.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4	√	√			√			√	
CO5		√	√			√			√
CO6			√					√	

Course Contents:

Unit 1: Historical Development of Teacher Education

- Teacher education as professional education: needs and scope
- Historical perspective of Teacher education
- National Curriculum Framework for Teacher Education (2009) and onwards
- Recommendations of various commissions, committees and National Policy on teacher education

Unit 2: Vision and Curriculum of Teacher Education

- Meaning, Nature, and Scope of Teacher Education
- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas.
- Vision of Teacher Education Curriculum as envisaged in NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- Curriculum areas of Initial Teacher Preparation: Foundation Courses, Curriculum and Pedagogy, School Internship

Unit 3: Pre-Service Teacher Education

- Pre-Service Teacher Education: Meaning, Needs, Objectives and Scope
- Mode of pre-service teacher education- Face-to-Face and Open Distance Learning: Needs and Significance
- Concept and scope of school-based practicum: Microteaching, Lesson Plan, Practice Teaching and Internship
- Recent trends in teacher education

Unit 4: In-Service Teacher Education

- In-Service Teacher Education: Concept, Need, types, objectives and Scope.
- Designing an in-service teacher education programme: Assessment of training Needs, Formulation of Training Curriculum, Preparation of course Material
- Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC)
- Modes in-service teacher education: face-to-face, distance mode, online and mixed mode: Needs and Significance

Assignment/Practicum/field work (Seminar /Presentation/G.D.)

- Review of researches in Teacher Education & Specification of policy implications.
- Review of research articles in Teacher Education with specification of implication for Teacher Educators.
- Study of the Annual Reports of SCERT/RIE/NCERT/NIEPA to identify the various programmes for professional development of teacher educators.

- Interview of at least 5 administrators and analyse the data to suggest improvement in quality of training and the need for in-service training
- Visit to any Teacher Training Institutions and submission of Report
- Any other relevant task

Suggested Readings:

- Bruce R. Juice et al (2014). *Models of Teaching* (9th edition), London; Pearson.
- Singh L.C. (Ed.1990). *Teacher Education in India*, New Delhi NCERT.
- Smith, B.D (1980). *A Design for a school of Pedagogy*, U S Govt. Washington, D.C.
- Furlong, J. (2013). *Education an Anatomy of the Discipline*, Routledge London.
- Sahoo P.K. et al (eds) (2010). *Professionalism in Teacher Education*, New Delhi Concept.
- Sahoo P.K. et al (eds) (2014). *Quality Education in India* Vol I & Vol II New Delhi Concept.
- Passi B.K. (eds) (1976). *Becoming Better Teacher*, Ahmedabad, Sahityamudranalaya.
- Allen. D. & Ryan, K. (1969). *Microteaching Reading Mass*, Addison-Wesley.
- NCERT, New Delhi, (2006). 6th survey of Research in Education.
- Flanders, N.A. (1970). *Analyzing Teaching Behaviour*, Reading, Mass., Addison-Wesley Pub. Co
- NCFTE (2009). *National Curriculum Frame Work of Teacher Education*, NCTE, New Delhi.
- NCTE (2014). *Norms and Guidelines of Teacher Education Programmes*.
- NCTE (1979). *Organisation of Core Teaching Programme Package*, NCERT, New Delhi.
- NEP (2020). National Education Policy. Ministry of Education, Govt. of India.
- Bhattacharya, G.C (2003), *Adhyapak Shiksha*, Vinod Pustak Mandir, Agra (Hindi)



Gender, School and Society

Course Code	EDU 253	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Constitutional Value, Gender Inclusion		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To acquaint the students with the basic concepts related to gender
- To make the students understand the process of construction of gender
- To help the students understand gender and its relationship with different kinds of works
- To acquaint the students with different laws and policies framed to support women and transgender people
- To make the students understand the intersectionality of gender with other constructs.
- To help the students in understanding the gendered nature of education.
- To help the students develop a Gender Perspective

Course Learning Outcomes:

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

CO1: Explain and differentiate among different types of feminist theories

CO2: Explain the process of the social construction of gender

CO3: Analyse the intersectionality of gender with poverty, caste, class, religion, disability, and region

CO4: Identify the invisible systemic barrier that prevents women from rising to senior-level positions within an organization.

CO5: Examine the status of enrolment, dropout, and pushout factors of girls and transgender students at every level of schooling

CO6: Critically analyse the textbooks, media, and other resource materials with the gender lens

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√		√		√
CO2			√						√
CO3	√		√			√		√	
CO4		√				√		√	
CO5		√		√	√			√	√
CO6		√		√		√	√		

Course Content

Unit-1: Understanding Gender

- Gender: Concepts and Lived Experience
- Patriarchy, power, resources and opportunities, gender and sex
- A brief introduction to feminist theories: Radical, liberal, psychoanalyst, socialist and Marxist. Dalit, Black, Eco-feminism, Postmodernism.

Unit-2: Social Construct of Gender

- Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature
- Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBTQIA2S+

Unit-3: Gender and School

- Girls and transgender as the learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and in higher education and its relation with gender
- Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.
- Feminist Pedagogy and Research Framework

Unit-4: Gender, Politics and Education

- Conceptualizing knowledge, education and schooling
- Exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge
- Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation

Suggested Projects/Assignment etc.

- Analysis of films including songs, advertisements in print and electronic media.
- Analysis of folk songs, literature in different languages and myths
- An analytical study of textbooks published by different states, private publishers and NCERT.
- A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrolment in school and university at different levels, results of Grade X and Grade XII examinations and enrolment in different programmes in higher education. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.
- A comparative study of the daily routine of a girl and boy of the same family.

Suggested Reading List

- Chanana, K. (1988). *Socialization, education and women*. Nehru Memorial Museum and Library.
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Economics of Education

Course Code	EDU 254	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lectures, Tutorials, Group discussion; Self-study, Seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To acquaint with the basic concepts of the Economics of Education
- To orient towards the Economic Thoughts on Education
- To understand the Contribution of Education in Human Resource Development (HRD)
- To comprehend the relationship between Education and Economic Growth & Development
- To familiarize with the concepts of Educational Financing and Manpower Planning

Course Learning Outcomes:

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

CO1: Interpret Education as an Economic Good

CO2: Explain the role of education in developing human capital

CO3: Comprehend the economic impact of brain drain

CO4: Critically examine educational finance at Micro and Macro Levels

CO5: Analyze the factors affecting the supply and demand of teacher

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4		√			√			√	
CO5		√	√			√			√
CO6			√					√	

Unit I: Economics of Education - Basic Concepts

- Concept, Need, Functions, and Scope of Economics of Education
- Relationship Between Education and Economics

- Education as an Economic Good- Education as both consumption and investment
- Economic Thoughts on Education- Overview of classical, neo-classical, and modern economic theories related to education

Unit II: Human Capital and Education

- Human Capital: Concept, Need, and Importance; Economic Returns to Higher Education Signaling Theory Vs Human Capital Theory
- Concept and importance of Human Resource Development (HRD)
- Education and Population Quality
- Contribution of Education in HRD, Role of education in developing human capital and HRD

Unit III: Education and Economic Development

- Factors Affecting Economic Growth and Development, Distinctions between economic growth and development
- Contribution of Education to Economic Growth & Development
- Education and the Labour Market: Interaction between educational attainment and labour market outcomes
- Economics of Brain Drain- Causes, consequences, and economic impact of brain drain

Unit IV: Educational Financing and Manpower Planning

- Concept and Functions of Educational Financing, Agencies Financing Education
- Cost and Cost Effectiveness- Current and Capital Costs of Education, Direct and Indirect Costs, Private and Social Costs of Education, Unit Cost of Education
- Concept and Functions of Manpower Planning, Shortages on Manpower Planning- Analysis of labour market imbalances; Economics of Teacher Supply - Factors affecting the supply and demand of teachers
- Cost Benefit Analysis Vs Cost Effective Analysis in Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

Assignment/Practicum/fieldwork:

- Review of research in Economics of Education & Specification of policy implications.
- Review of research articles in economics of education with specifications on the impact on the economy.
- Study of the Annual Budget and Economic Survey of India to identify the various aspects of educational finance.
- Any other relevant task

Suggested Readings

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- Adnett, N., & Davies, P. (2002). *Markets for Schooling*. Routledge.

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- Becker, G. (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy*, 101, 385-409.
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- Prakash, V., & Biswal, K. (2008). *Perspectives on Education and Development*. NUEPA: Delhi.
- Psacharopoulos, G. (1996). The Profitability of Investment in Education: Concepts and Methods. Human Development and Operations Policy Working Paper No. 15280, The World Bank, Washington, DC.
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- Tilak, J. B. G. (2006). Economics of Human Capital in India. *Indian Economic Journal* (89th IEA Annual Conference Volume): 3-20.
- Tilak, J. B. G. (2002). Education and Poverty. *Journal of Human Development*, 3(2), 191-207. UNDP.
- Tilak, J. B. G. (2008). Education, Growth and Development, Keynote Address. *Indian Economic Journal* (91st IEA Annual Conference Volume): 705-19.
- Toutkoushian, R.K., & Paulsen, M. B. (2016). *Economics of Higher Education*. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-7506-9_1
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DISSERTATION-I

Course Code	EDU 255	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	III	Contact Hours	120 hours
Course Type	Discipline Based Elective		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Analytical Skills, Survey Skills, Hands on Experiences, Ethics and Values in research		
Methods of Content Interaction	Fieldwork, presentation, discussions and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Expected Learning Outcomes:

To enable the learner to:

CO1: Develop skills for writing the introductory and conceptual framework for the research report.

CO2: Develop and validate the research tool.

CO3: Develop the skills to collect the data for research.

CO4: Analyze the data and compute the result.

CO5: Develop skills of writing the data analysis and result for the research report.

CO6: Present the report of research work and its findings.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√		√	
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		

The M.A. dissertation work will be conducted as per the following modalities

A. Conduction of Dissertation Work

Dissertation is offered as an elective course in M.A. (Education) programme. The dissertation carries total 8 credits divided into semester 3 and 4. The student who will opt this elective in 3rd semester, she/ he is bound to opt EDU 660: Dissertation-II in 4th semester. Dissertation work shall be spread in three semesters of the M.A. (Education) programme as given below:

Sl. No.	Semester	Tasks
1.	II Semester	Orientation towards dissertation work, Allotment of Supervisor Finalization of topic
2.	III Semester	Submission & Presentation of Research Proposal, Submission of Chapter 1(Introduction), Chapter 2 (Review of Related Literature) and Chapter 3 (Research Methodology) and Viva- Voce
3.	IV Semester	Final submission of Dissertation and Viva – Voce

In the 4th Semester, a student shall submit the dissertation and make a seminar presentation of his/her work.

- In the 2nd semester, the department shall organize a special orientation programme for the students regarding the dissertation and the supervisors of the students shall be allotted randomly. Student will do extensive review in their research area under the guidance of concerned supervisor.
- In the 3rd semester, student shall submit Three (03) topics of dissertation and the final topic for the dissertation shall be finalized in the beginning of second semester. The student shall prepare a synopsis of allotted dissertation topic and submit it to the concerned supervisor. The student shall also present the research proposal in an open seminar at the end of the semester. Student shall submit Chapter one, Two and Three of the dissertations duly signed by the concerned supervisor to the office and have to appear in viva voce in front of board of examiners.

B. Evaluation of Dissertation

- The total marks for the dissertation work shall be 100. The break-up of the marks shall be as follows:

Sl. No.	Semester	Task	Marks	Assessment
1	III Semester	Synopsis / Proposal of the dissertation and Report of Chapter one, Two and Three	40	Continuous internal assessment to be done by concerned supervisor
2	III Semester	Synopsis / Proposal of the dissertation and Report of Chapter one, Two and Three and Viva Voce	60	External Board of Examiner

Fourth Semester

Semester-IV			Total: 20 Credits
Discipline Based Core Courses			(16 + 4 Credits)
1.	EDU 205	Educational Technology and ICT	4
2.	EDU 206	Educational Management, Administration and Leadership	4
3.	EDU 207	Inclusive Education	4
4.	EDU 631	Field work	4
5.	Discipline Based Core Elective Course-II <i>(Any one of the following)</i>		
	(4 Credits)		
	EDU 256	Indian Knowledge System & Education	4
	EDU 257	Guidance and Counselling	4
	EDU 258	Multilingual Education in Indian Context	4
	EDU 259	Open and Distance Education	
	EDU 260	Dissertation-II*	
Dissertation-II* (Open for those who have opted Dissertation-I in 3 rd Semester)			

Educational Technology and ICT

Course Code	EDU 205	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Knowledge and skill of technology, Classroom teaching learning		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To acquaint the students with the development in the field of Technology.
- To make the students aware about the recent development in ICT.
- To help the students in developing technical aptitude.
- To make the students acquainted with the role of international organizations in Education.
- To make the students understand about different factors, approaches and methods of Comparative education
- To help the students in understanding the current trends and challenges in education system of different countries.
- To Explain the different types of open educational resources (OER).

Course Learning Outcomes:

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

- CO1:** Define the concepts of educational technology and teaching.
CO2: Explain the models of development of instructional design.
CO3: Elaborate learning technologies.
CO4: Explain the basic features of different models of teaching.
CO5: Describe the different approaches of ICT integration in education.
CO6: Elucidate the open and distance education system.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO9	PO21
CO1	√				√				√
CO2			√			√	√		
CO3		√				√		√	√
CO4		√						√	
CO5		√		√				√	
CO6		√			√		√		

Course Contents:

Unit I- Fundamentals of Educational Technology

- Meaning, Nature and forms of Educational Technology (ET)
- Approaches to ET – Hardware, Software & System analysis
- Concept of E-Inclusion, Application of Assistive technology in E-learning
- Social learning through ICT: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, Podcast.
- Virtual Reality, Augmented Reality, Artificial Intelligence
- Digital initiatives in higher education.
- Online digital behaviour: Ethical Issues for E-Learner and E-Teacher

Unit II – Learning Technology

- Programmed Learning: concept & development of Programmed Learning Material, Styles of Programming: Linear, Branching and Mathematics,
- Instructional Design: Meaning & Type; Models of Development of Instructional Design- ADDIE, Dick and Carey Model, Gagne's Nine Events of Instruction.
- Instructional Design in E-Learning: Phases of Designing e-Learning Courses
- Approaches to e-learning: Synchronous, Asynchronous, Blended learning, Flipped classroom, and Mobile learning.
- Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003),
- Online Assessment Tools, Virtual classrooms

Unit III – Teaching Technology

- Teaching: meaning & characteristics, Difference between Teaching & Instruction
- Stages of Teaching: Pre-active, Interactive and Post-active;
- Teaching at different Levels: Memory, Understanding and Reflective.
- Modifications of Teaching Behaviour: Micro teaching, Simulation, Lesson study
- Models of Teaching: Concept, Components and Families (Advance organizer, Jurisprudential, Concept Attainment)

Unit IV – Information and Communication Technology in Education

- Information and Communication Technology: concept, nature, and scope
- Application of ICT in Education: Concept: CAI, CAL, CBT, and CML
- Teleconferencing: Concept & its type
- Open Education Resources and Creative Commons License: concept and application
- Communication: Meaning, types, process, characteristics and Barriers to effective communication.
- ODLS – Concept, definitions and characteristics, criterion of openness, different stages/ models of distance education, learning resource in ODL, student support services, evaluation strategies in ODLS.

Practicum/ Suggested Activities

- Comparative study of ICT syllabus of school education and teacher education of various organizations

- Developing a e-content on any selected topic for using open sources and proprietary software
- Develop a webquest on any selected topic
- Identify a virtual field trip in your area of specialization and organize a virtual field trip
- Field visit to the EDUSAT center and take part in teleconferencing
- Visit to local ICT laboratories of educational institutions
- Review of ICT labs (plans and equipments/resources) in school from internet
- Developing an electronic assessment portfolio
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- Critical analysis of learning resource which is existing on webs
- Critical analysis of National Mission on Education through Information and Communication Technology
- Critical analysis of National Policy on Information and Communication Technology (ICT) in School Education (2012).
- On Indian Govt. ICT initiative - SWAYAM, DIKSHA, NISTHA, SWAYAM-Prabha, ePathashala, ePM Vidhya etc.
- Any other relevant activity

Suggested Readings

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- Chauhan, S. S. (2011). A text book of programmed instruction (2nd ed.). Sterling Publishers Pvt Ltd.
- Dahma, O. P., & Bhatnagar. (2002). Education and communication for development. Oxford & IBH Publishing Company.
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- Rana, S. (1994). Open learning in India. Commonwealth Publishers.
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- Shelly, G., Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2002). Integrating technology in the classroom. Thomson Course Technology.
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- Sharma, K. D., & Sharma, D. V. (1993). Open learning system in India. Allied Publishers Ltd.
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- UNESCO. (2002). Information and communication technologies in teacher education: A planning guide.
- Venkataiah, N. (1996). Educational technology. A.P.H Publishing Corporation.
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- Zaidi, S. F. (2013). ICT in education. A.P.H Publication.
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Educational Management, Administration and Leadership

Course Code	EDU 206	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Administrative and Managerial skill, Indian Knowledge System		
Methods of Content Interaction	(Lectures, Tutorials, Group discussion; Self-study, Seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To acquaint with the functions and principles of educational administration and management.
- To orient towards the approaches to educational planning.
- To understand the change management.
- To comprehend the Indian and International Perspectives of Quality in Education.
- To familiarize with the leadership models and styles.

Course Learning Outcomes:

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

CO1: Explain the cost of quality.

CO2: Interpret the need for planned change.

CO3: Comprehend the process of decision-making.

CO4: Critically examine the different types of leadership styles.

CO5: Evaluate the problems of educational finance.

CO6: Analyze the various models of change management.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO6	PO9	PO10
CO1	√					√			
CO2	√								
CO3				√			√		√
CO4		√			√			√	
CO5		√	√			√			√
CO6			√					√	

Course Contents:

Unit-1: Educational Administration and Management:

- Meaning, Principles, Functions and Importance
- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, administration as a bureaucracy
- Human relations approach to Administration, Organizational compliance, Organizational Development, Organizational climate

Unit-2: Educational Planning and Change Management

- Approaches to Educational Planning
- Problems of Educational Finance, Sources of Income and Items of Expenditure at Secondary level
- Change Management: Meaning, Need for Planned change
- Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka-yoke
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost-Effective Analysis

Unit-3: Educational Leadership and Decision Making:

- Meaning, nature and approaches to Educational Leadership
- Leadership Styles
- Models of Leadership- Trait, Behaviour, Contingency, Transactional and Transformational
- Decision Making at Secondary level- Concept, types and process of Decision Making

Unit-4: Concept of Quality and Quality Management in Education:

- Indian and International Perspective
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six Sigma
- Quality Gurus: Walter Stewart, Edward Deming, C. K. Prahlad

Assignment/Practicum/fieldwork (Seminar /Presentation/G.D.)

- Review of research in Educational Administration and Management of policy implications.
- Review of research articles in secondary education with specifications on the impact on secondary school students.
- Conduct Focus Group Discussions with the School Management Committee.
- Visit any Teacher training institute/ Secondary School and submit a Report on administration, management and leadership style.
- Any other relevant task

Suggested Readings:

- Adams, D. (2023). *Educational Leadership*. Springer. <https://doi.org/10.1007/978-981-99-8494-7>
- Ali, L. (2022). *Educational Administration and Management*. Global Net Publication.
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- Blokdyk, G. (2020). *Cost of Quality: A Complete Guide*. 5STARCook.
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- Mukhopadhyay, M. (2013). *Total quality management in education*. Sage Publications.
- Oakland, J. S. (1993). *Total Quality Management*. Butterworth- Heinemann.
- Patyal, V. S., & Maddulety, K. (2015). Interrelationship between Total Quality Management and Six Sigma: A Review. *Global Business Review*, 16, (6). <https://doi.org/10.1177/0972150915597607>
- Saxena, S. (2006). *Educational planning in India*. Orient Black Swan.
- Sharma, G. D. (2020). *Educational reforms in India: Issues and challenges*. Sage Publications.
- Smith, D., & Blakeslee, J. (2002). *Strategic Six Sigma*. John Wiley & Sons.
- Stringer, R. (2001). *Leadership and Organizational Climate*. Pearson.
- Yukl, G. (2010). *Leadership and management in organizations: A comprehensive review*. Pearson.

FIELD WORK & PRACTICAL-II

Course Code	EDU 631	Credits	4
L + T + P	0+0+4	Course Duration	One Semester
Semester	IV	Contact Hours	120 (P) Hours
Course Type	Practical Based Core		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill based		
Methods of Content Interaction	workshop, construction, self-study, self-presentation by students)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - External Examination (Viva-voce)		

Course Objectives:

The students will be able to:

- gain valuable insights into the latest research theme in education
- acquaint with the basic concept of achievement test.
- develop analytical skills & interpretation in item analysis.
- engage with available online learning platforms.
- develop an understanding on program learning material/module formulation.

Course Learning Outcomes:

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

- CO1:** critically analyse the recent gaps in educational research.
CO2: construct the achievement test for particular subject.
CO3: interpret the results of the administered standardize achievement test.
CO4: evaluate the content and pedagogy of MOOC courses.
CO5: produce a multimedia content related to education (educational video).
CO6: create a program learning material/module

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO8	PO13	PO21	PO26
CO1	√			√	√	√	√		√	√	√
CO2	√	√									√
CO3					√	√	√		√		
CO4				√				√			√
CO5		√					√			√	√
CO6								√	√		√

➤ **Review of Research Papers**

In order to get valuable insights into the teaching-learning process, students are expected to provide comprehensive reviews for five selected research papers from the latest issue of well reputed journal.

The review report should address the following criteria:

- Core issues addressed through the paper
- Methodological concerns
- Presentation of the content
- Self-reflections and comments on the selected theme/papers

➤ **Construction of Achievement Test**

- Students need to construct an achievement test for a specific subject. (at least 30 items)
- Achievement test construction should follow all the steps and it should be administered on minimum 20 students for the purpose of item analysis
- Achievement test should also be standardized
- Students have to submit the detailed report of the Achievement Test

➤ **Critical Review of any two-video presentation of MOOCs**

Each student will have to analyse two videos from the course modules and follow these steps:

- Review two videos from the MOOC courses and submit a report specifying content, coherence, relevance, language, presentation style.
- Create a brief video on any educational topic, a maximum of 10 to 15 minutes long, and upload it to the specified platform.

➤ **Development of Programme Learning Material/Module on any two topics at school stage**

Students are required to develop a program learning material/module for any two lessons at the school stage. They will have to submit and present the prepared module.

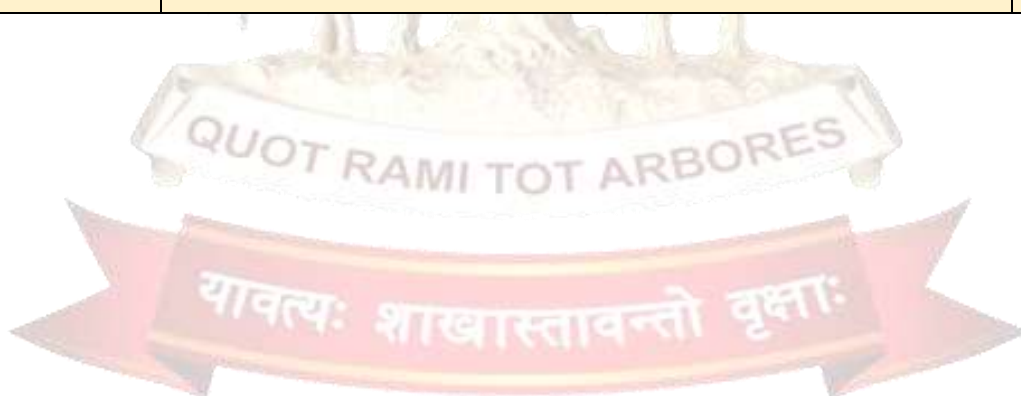
The students will be assessed by the instructor based on:

- innovative ideas,
- presentation style, and
- language used in the presentations.

Assessment mechanism: Internal Assessment of 40 marks shall have equal weightage for each task. End-term external assessment of 60 marks will be done on the basis of report submitted for each task and performance on viva-voce/ practical demonstration as decided by external board of examiners.

Elective Courses

Discipline Based Core Elective Course-II <i>(Any one of the following)</i>		
EDU 256	Indian Knowledge System & Education	4
EDU 257	Guidance and Counselling	4
EDU 258	Multilingual Education in Indian Context	4
EDU 259	Open and Distance Education	4
EDU 260	Dissertation-II*	4



Indian Knowledge System and Education

Course Code	EDU 256	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge System, Human Values		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To acquaint the students with the basic concepts of Indian Knowledge system and Education.
- To make the students aware about fundamentals of Astika and Nastika Philosophy.
- To help the students in developing understanding about Indian Pramana Siddhant.
- To make the students acquainted with Ancient Indian Gurukul System.
- To make the students understand about Ancient Indian centres for learning.

Course Learning Outcomes:

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

CO1: Explain basic concepts of Indian Knowledge system and Education.

CO2: Describe the fundamentals of Astika and Nastika Philosophy.

CO3: Discuss the importance of Indian Pramana Siddhant.

CO4: Analyse the Ancient Indian Education System.

CO5: Discuss the importance of Ancient Indian centres for learning.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO23
CO1	√								√
CO2	√		√			√			√
CO3	√	√				√			
CO4	√	√		√				√	
CO5	√					√	√	√	

Course content:

Unit-1: Vidya and Shiksha

- Connotation of Vidya and Shiksha
- Difference between Vidya and Shiksha on the basis of different texts.
- Vidya Tatwa in HitoPadesh, Panchatantra, Upnishadas
- Curriculum, Methods of teaching, aims of Education, Pupil- Teacher Relationship, Society and Education in ancient education system.
- Colonial impact on Indian Education System

Unit-2: Indian Philosophy: Educational Implications

- Nāstika darśana : cārvāka, jaina and bauddha darśana
- Astika darśana: nyāya-vaiśeṣika, sāmkhya and yōga, pūrvamīmāṃsā and uttaramīmāṃsā (vēdānta).
- Powers of words: abhidhā, lakṣaṇā, vyañjanā

Unit-3: Chaturdaśa vidyāsthāna-s and Ancient Indian Gurukula System

- Branches of learning in ancient India- purāṇa, dharmasāstra, six vedāṅga-s: (śikṣā, vyākaraṇa, nirukta, chanda, jyotiṣa, kalpa) and four Vedas- rigveda, yajurveda, sāmaveda and atharvaveda; : introductory information on them.
- Ancient Indian centres for learning: nālandā, takṣaśilā, vikramaśilā, valabhī, ōdantapurī, mithilā, kāncī, nādiyā, puṣpagiri, nāgārjunakōṇḍā, śāradāpīṭha (kāśmīra), ujjain, jagaddala aura sōmapura.

Unit-4: Indian Pramāṇas Siddhanta

- Pratyakṣa, Anumana, Upamāna, Sabda, Arthāpatti and Anupalabdhi, Pramātā, Pramāṇa, Prameya and Pramānavad (Svātāḥpramāṇya and Paratāḥ Pramāṇya)

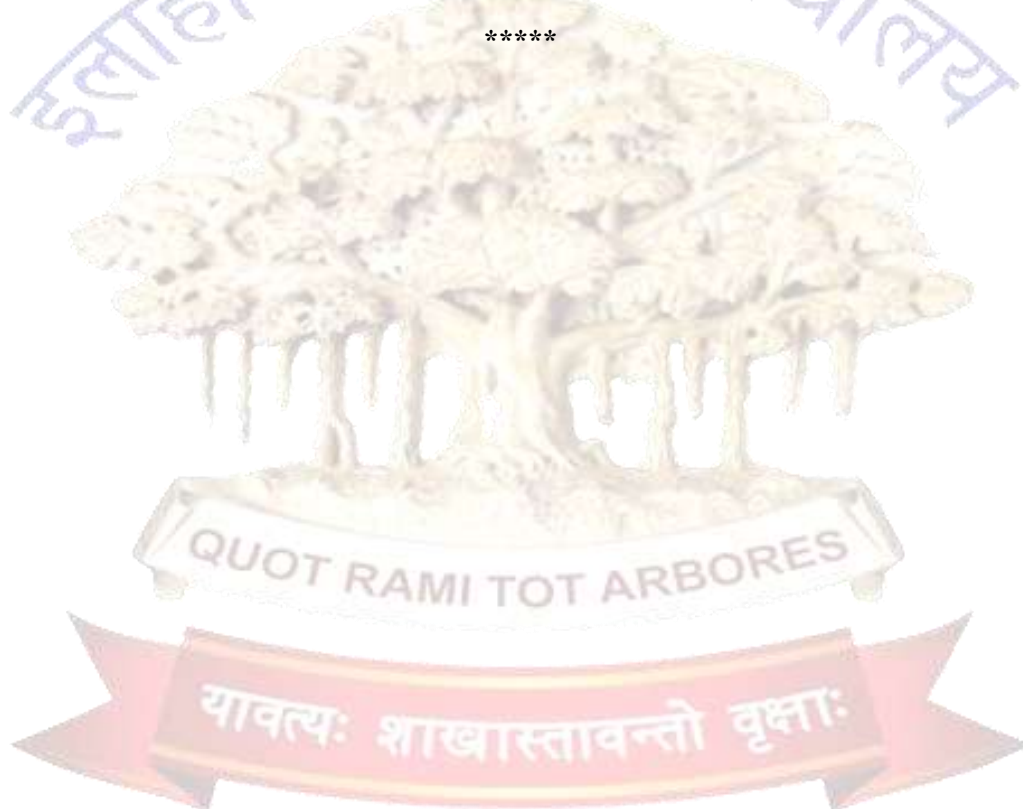
Practicum/Suggestive Activities:

- Identify and reflect upon the two centres of higher learning in ancient India.
- Organise a discussion on Indian Knowledge System and Education. Write a report of that discussion reflecting upon major takeaways for the modern education system.
- What difference do you see amongst the educational implications of Astika and Nastika philosophy? Discuss and prepare a report.

Suggested Readings:

- Brubacher, J. S. (1950). *Modern philosophies of education*. Tata McGraw-Hill Publishing Co. Pvt. Ltd.
- Chatterjee, M. (1999). *Education in ancient India*. DK Print World.
- Chattopadhyaya, D. (1978). *Science and society in ancient India* (Philosophical Currents, 22). John Benjamins Publishing Co.
- Danino, M. (2016). *Educational modules: Science in ancient India*.
- Danino, M. *Educational modules: Technology in ancient India*.

- Hiriyana, M. (1949). *The essentials of Indian philosophy*.
- Keay, F. E. (2017). *Ancient Indian education: An inquiry into its origin, development, and ideals*. Andesite Press.
- Radhakrishnan, S. (2004). *Bhartiya sanskriti kuchh vichar*. Hind Pocket Books.
- Radhakrishnan, S. (2004). *Uddeshyapurna jeevan*. Hind Pocket Books.
- Singh, B. (2019). *Ancient Indian knowledge: Implications to education system*. Lambert Academic Publishing.
- Singh, S. (2017). *The educational heritage of ancient India: How an ecosystem of learning was laid to waste*. Notion Press.
- Tripathi, R. (2021). *Vāda in theory and practice: Studies in debates, dialogues and discussions in Indian intellectual discourses*. D.K. Printworld.



GUIDANCE AND COUNSELLING

Course Code	EDU 257	Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skill based, Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Group discussion; self-study, seminar, presentations by students, individual and Group Drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To understand the meaning, need and types of guidance.
- To get acquainted with the tools and techniques of appraisal of an individual.
- To understand the meaning, characteristics and types of counselling.
- To get acquainted with process and techniques of counselling.
- To recognize the new research trends in guidance and counselling

Course Learning Outcomes:

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

- CO1:** Explain the meaning, need and types of guidance.
CO2: Identify and describe various tools and techniques used for appraising individuals in an educational setting.
CO3: Explain the meaning, characteristics and types of counselling.
CO4: Identify and describe various counselling techniques and their appropriate applications.
CO5: Identify and describe new research trends used in guidance and counselling.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO4	PO7	PO13	PO18	PO19	PO28
CO1	√		√			√			√			
CO2		√	√	√	√		√	√		√	√	
CO3	√		√			√			√			
CO4	√		√	√	√		√	√		√	√	
CO5	√	√	√		√	√		√		√	√	√

Course Content

Unit-1: Meaning and Nature of Guidance

- Development of Guidance and Counselling in India
- Concept of guidance- Meaning, Nature and Need of guidance
- Types of guidance (Educational, Vocational, Personal).
- Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral.
- Individual guidance and group guidance; advantages of group guidance.

Unit-2: Appraisal for Guidance

- Testing devices- Intelligence Tests, Achievement Tests, Aptitude Tests, Personality Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative Record Card, Sociometric Techniques, Projective Techniques Rating Scale, Case Study.
- Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices
- Techniques of guidance- Home visits, Interview, Observation.

Unit-3: Concept, Principles and Theories of Counselling

- Meaning, Nature and Principles of counselling
- Difference between guidance and counselling
- Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers).
- Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit-4: Types and Approaches of Counselling

- Types -Individual and Group counselling
- Approaches to Counselling-Directive, Non-directive, Eclectic counselling
- Steps of counselling
- Qualities of effective counsellor and counselling skills
- New research trends in Guidance and Counselling

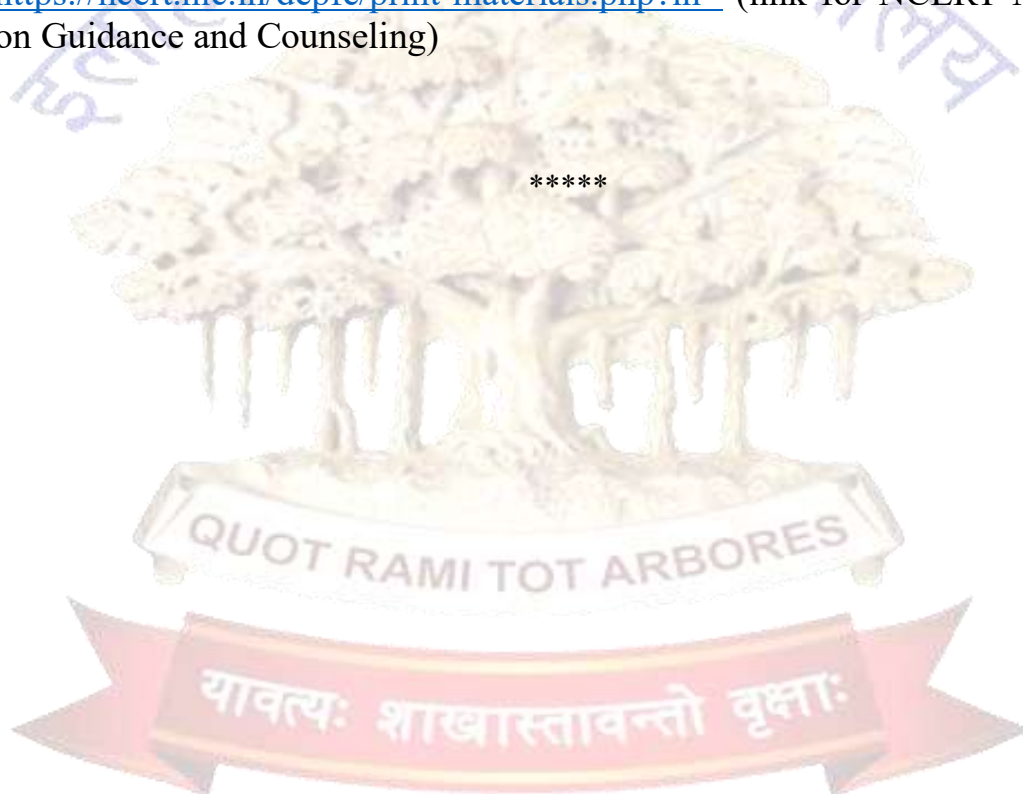
Practicum/ Suggested activities:

- Undertake a case study of a student at secondary level and assess his/her counselling needs.
- Write a detailed report on counselling services offered in a school in a local area.
- Preparation of report on importance of Guidance services
- Any other relevant activity

Suggested Readings:

- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling* (Vol. I: A theoretical perspective). Vikas.
- Cormier, L., & Hackney, H. (1987). *The professional counsellor*. Prentice Hall.
- Corey, G. (1986). *Theory and practice of counselling and psychotherapy* (3rd ed.). Brooks/Cole.
- Dave, I. (1984). *The basic essentials of counselling*. Sterling Pvt. Ltd.
- Egan, G. (1994). *The skilled helper* (5th ed.). Brooks/Cole Publishing Co.
- Gazda, G. R. M. (1989). *Group counselling: A development approach*. Allyn and Bacon.
- Gibson, R. L., & Mitchell, M. H. (1986). *Introduction to guidance*. McMillan.
- Gladding, S. T. (1996). *Counselling: A comprehensive profession*. Prentice Hall Inc. of India Pvt. Ltd.

- Mallon, B. (1987). *An introduction to counseling skills for special educational needs: Participants manual*. Manchester University Press.
- Nugent, F. A. (1990). *An introduction to the profession of counselling*. Merrill Publishing Co.
- Pietrofesa, J. J., Bernstein, B., & Stanford, S. (1980). *Guidance: An introduction*. Rand McNally.
- Rao, S. N. (1981). *Counselling psychology*. Tata McGraw-Hill.
- Saraswat, R. K., & Gaur, J. S. (1994). *Manual for guidance counselors*. NCERT.
- सक्सेना राधारानी & इंदिरा रानी (2014). शिक्षा में निर्देशन और परामर्श, राजस्थान हिन्दी ग्रन्थ अकादमी.
- दवे इंदु (1983). निर्देशन के मूल आधार, राजस्थान हिन्दी ग्रन्थ अकादमी.
- भटनागर आर.पी. & सीमा रानी (2003). शिक्षा में निर्देशन और परामर्श और मनोविज्ञान, आर. लाल बुक डिपो.
- जायसवाल सीताराम (1970). शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मंदिर.
- जायसवाल सीताराम (2008). शिक्षा में निर्देशन और परामर्श (पन्द्रहवां संस्करण), अग्रवाल प्रकाशन.
- <https://ncert.nic.in/depfe/print-materials.php?ln=> (link for NCERT Modules on Guidance and Counseling)



Multilingual Education in Indian Context

Course Code	EDU 258	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Linguistic skills, communication		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the learners:

- To recognize the varied aspects of multilingualism in Indian classrooms, different processes of learning languages within and outside classroom spaces and the context specific use of languages.
- To understand the relationship between language, culture and thought.
- To understand the different multilingual education models in India
- To critically review the aims and practices of existing multilingual education models in light of their ability of democratize classrooms and use multilingualism as a pedagogic resource.

Course Learning Outcomes:

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

CO1: Elucidate and recognize multilingualism in a classroom in terms of:

- number of languages brought to classroom by all students together,
- number of languages each student brings to class with different levels of comfort in each-
- comprehension, speaking, reading, writing, thinking context-based preference for languages.
- distinguish btw different processes of language learning in formal classroom spaces & informal spaces outside informed by differing modes of exposure to languages (academic texts, participation in social activities, via media, other cultural artefacts)

CO2: Explain the relationship between language, culture and learning as proposed by the socio-cultural learning theorists and recognize the role language not only as means of communication but an active cultural tool of mediation located in socio-cultural historical context.

- CO3:** Distinguish between multilingual education (MLE) approach as different from 3 language formula and Mother Tongue as Medium of Instruction.
- CO4:** Explain different MLE models in terms of- number of languages that the model accommodates; stages and processes whereby different languages are introduced; pedagogic practices; emphasis on transition or maintenance; early exit vs. Late exit; transitional or two-way.
- CO5:** Analyse distinguishes between the assimilative vs. transformative potentials of MLE practices and conceptualize MLE practices exploring transformative potentials of multilingualism.
- CO6:** Articulate questions around power relations between and within languages, examining whose language gets accepted as MoI and also whose language (gender, caste, region) gets identified as the standardised languages.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√	√			√				√
CO2			√	√		√			√
CO3		√				√	√	√	
CO4	√							√	
CO5		√		√		√	√	√	
CO6		√			√		√		

Course Content:

Unit-1: Multilingual Education: Concept, Aims & Models

- Multilingual Education (MLE): Meaning, aims and context (concerns regarding mismatch between home and school language; human rights perspective; threats to linguistic diversity; cognitive benefits of multilingualism)
- Models of MLE- (Transitional, Immersion and Maintenance)
- MLE models/initiatives in India- (Odisha, Andhra Pradesh, Assam, Chhattisgarh, Jharkhand and/or any other)

Unit-2: Multilingualism in India and Role of Language in Learning

- Linguistic diversity in India and the nature of Indian multilingualism
- The implications of multilingualism for Indian classrooms
- Socio-cultural perspectives on learning-concepts of tools, mediation, participation & Language as active cultural tool of mediation

Unit-3: Multilingualism in Indian Policies

- Multilingual Education – (MLE) in Indian Policy including three language formula and Constitutional Provisions for Languages.
- National Curriculum framework-2005, National Curriculum framework for School Education-2023.
- Multilingual Education – (MLE) in Indian Policy: NEP-2020.

Unit-4: MLE as Transformative Pedagogy

- The scope and implication of 'bridge/transition' models of MLE
- Multilingualism as a culturally sensitive pedagogic resource and its potentials for creating democratic classrooms
- Relation between language and power- why should MLE be for few? Critical pedagogy perspective.

Suggestive Activities/ Practicum:

- Presentation and short write up based on language mapping (educational spaces, community contexts, etc.)
- Class participation + Reflective Journal (based on engagement with and sharing of literary texts, folk stories/songs, & ethnographic accounts, reflection of own schooling and other language related experiences).

Suggested Readings:

- Jhingran, D. (2009). Hundreds of home languages in the country and many in most classrooms: Coping with diversity in primary education in India. In A. K. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice* (pp. 250-267). Orient BlackSwan.
- Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010(205), 131-154.
- Pattanayak, D. P. (2007). *Multilingualism in India*. Orient Longman.
- Skutnabb-Kangas, T. (1999). Linguistic diversity, human rights & the free market. In K. Miklos, R. Philipson, T. Skutnabb-Kangas, & T. Varady (Eds.), *Language: A right & a resource - Approaching linguistic human rights* (pp. 187-222). Central European University.
- Premchand. (1938). *Idgah*. Retrieved from http://premchand.kahaani.org/2006/03/blog-post_114186257841658058.html (Hindi) & English translation of Idgah: https://archive.org/stream/Idgah-English-Premchand/Idgah_djvu.txt (Translation by Kushwant Singh)
- Cole, M., & Scribner, S. (1978). Introduction. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Lev Vygotsky: Mind and society* (pp. 1-14). Harvard University Press.
- Mohanty, A. K., Panda, M., & Skutnabb-Kangas, T. (2009). *Why mother tongue based MLE?* National Multilingual Education Resource Consortium.
- Mohanty, A. K., Panda, M., Phillipson, R., & Skutnabb-Kangas, T. (2009). *Multilingual education for social justice*. Orient BlackSwan.
- John, S. V. (2017). Unleashing potential in multilingual classrooms: The case of Bastar in Chhattisgarh State, India. In H. Coleman (Ed.), *Multilingualisms and development: Selected proceedings of the 11th language & development conference* (pp. 181-188). BC.
- Dange, V. (2010). News from MLE, Chhattisgarh. *Swara*, 1(3), 7.
- Panda, M. (2012). 'Bridging' and 'exit' as metaphors of multilingual education: A constructionist analysis. *Psychological Studies*, 57(2), 240-250.
- Rege, S. (2016). Education as Trutiya Ratna: Towards Phule-Ambedkarite feminist pedagogic practice. In U. Chakravarti (Ed.), *Thinking gender, doing gender* (pp. 3-31). Orient BlackSwan.

- Agnihotri, R. (2009). Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local* (pp. 268-277). Orient BlackSwan.
- Agnihotri, R. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual education for South Africa* (pp. 3-7). Heinemann.
- Hooks, B. (2017). Language: Teaching new worlds/new words. In *Teaching to transgress: Education as the practice of freedom* (pp. 167-177). Routledge.
- Agnihotri, R., Gupta, A. S., & Khanna, A. L. (Eds.). (2017). *Trends in language teaching*. Orient BlackSwan.
- *Multilingual Classroom* by Ramakant Agnihotri. (n.d.). Retrieved from <https://www.youtube.com/watch?v=l74ULxuBM3E>
- *Scenary* by Biswa Kalyan Rath. (n.d.). Retrieved from <https://www.youtube.com/watch?v=wJ65W7zeOBU&t=27s>
- *Khamakha* (A short film by Aarti Badgi). (n.d.). Retrieved from <https://www.youtube.com/watch?v=41MAgswIUeo>



Open and Distance Education

Course Code	EDU 259	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the learners:

- To understand the foundational principles and evolution of open and distance education.
- To analyse the role of technology in facilitating open and distance learning environments.
- To develop skills in designing and implementing effective open and distance education programs.
- To evaluate current trends, challenges, and future directions in open and distance education.

Course Learning Outcome:

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

CO1: Explain the key concepts, models, and historical development of open and distance education.

CO2: Assess the impact of various technologies on the delivery and effectiveness of open and distance learning.

CO3: Design instructional materials and strategies suitable for distance education settings.

CO4: Critically analyze management practices, quality assurance measures, and policy implications in open and distance education.

Mapping of Course Outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√		√		√
CO2		√	√			√		√	
CO3				√				√	√
CO4		√					√		

Course Content:

Unit 1: Introduction to Open and Distance Education

- Definitions and key concepts of open and distance education.
- Historical evolution and milestones in distance education.
- Theoretical frameworks and philosophies underpinning distance learning.
- Models and modalities (e.g., correspondence courses, online learning, blended learning).

- Advantages, limitations, and challenges of open and distance education.

Unit 2: Technologies in Open and Distance Education

- Role of Information and Communication Technologies (ICTs) in education.
- Learning Management Systems (LMS) and Virtual Learning Environments (VLE).
- Open Educational Resources (OER) and Massive Open Online Courses (MOOCs).
- Utilization of social media and mobile technologies in distance learning.
- Accessibility, inclusivity, and the digital divide.

Unit 3: Instructional Design and Development

- Principles of instructional design specific to distance education.
- Online pedagogy and effective teaching strategies.
- Development of engaging and interactive digital content.
- Assessment methods and providing feedback in open and distance learning.
- Student support services and strategies to enhance learner engagement and retention.

Unit 4: Management and Quality Assurance in Open and Distance Education

- Strategic planning and policy development for distance education programs.
- Administrative and managerial challenges in open and distance learning institutions.
- Quality assurance frameworks, accreditation, and evaluation processes.
- Ethical considerations, data privacy, and intellectual property rights.
- Emerging trends, innovations, and the future landscape of open and distance education.

Suggestive Activity:

- The students may visit to any open and distance learning institution and submit the report of the same.
- The students may prepare a format of a single unit of Self Learning Material (SLM).

Suggested Readings

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DISSERTATION-II

Course Code	EDU 260	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester	IV	Contact Hours	120 hours
Course Type	Discipline Based Elective		
Nature of the Course	Practical		
Methods of Content Interaction	Fieldwork, presentation, discussions and seminar presentation.		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination		

Expected Learning Outcome:

To enable the learners to:

CO1: Develop skills for writing the introductory and conceptual framework for the research report.

CO2: Develop and validate the research tool.

CO3: Develop the skills to collect the data for research.

CO4: Analyze the data and compute the result.

CO5: Develop skills of writing the data analysis and result for the research report.

CO6: Present the report of research work and its findings.

Mapping of Course outcomes:

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO9	PO10	PO22
CO1	√				√				√
CO2			√			√			√
CO3	√	√				√	√	√	
CO4	√	√	√				√	√	
CO5	√	√	√	√				√	
CO6		√			√		√		

The M.A. dissertation work will be conducted as per the following modalities

A. Conduction of Dissertation Work

Dissertation is offer as an elective in the M.A. (Education) programme. Only those students can opt dissertation in this semester who had chosen EDU 655: Dissertation-I in third semester. Dissertation work shall be spread in three semesters of the M.A. (Education) programme as given below:

Sl. No.	Semester	Tasks
1.	II Semester	Orientation towards dissertation work, Allotment of Supervisor Finalization of topic
2.	III Semester	Submission & Presentation of Research Proposal, Submission of Chapter 1(Introduction), Chapter 2 (Review of Related Literature) and Chapter 3 (Research Methodology) and Viva-Voce
3.	IV Semester	Final submission of Dissertation and Viva – Voce

In the 4th Semester, a student shall submit the dissertation and make a seminar presentation of his/her work.

B. Evaluation of Dissertation:

Sl. No.	Semester	Task	Marks	Assessment
1	IV semester	Final dissertation report submission	40	Continuous internal assessment done by concerned supervisor
2	IV Semester	Dissertation Evaluation and Viva-Voce	60	External Board of Examiners

If student has published or get acceptance of his/her research paper for UGC-Care listed/ Scopus/ Peer-reviewed journals based on dissertation topic, shall be rewarded at different forums of the department.

Academic integrity shall be insured as per University of Allahabad, Prayagraj practices.

In the 4th semester, the candidate shall submit a hard copy & digital copy (word and pdf) of dissertation along with the abstract of research work (one pages). The candidate has to prepare 03 copies of dissertation (submit 02 hard copies - one for evaluation & library, one supervisor copy and one candidate copy) duly signed by the concerned supervisor.

