

**CURRICULUM FRAMEWORK FOR
POST GRADUATE PROGRAMME IN EDUCATION
AS PER NATIONAL EDUCATION POLICY (NEP)-2020**

**P. G. DIPLOMA in EDUCATION
(Programme Code: EDU-1101)**

**ONE YEAR / TWO YEAR M.A. in EDUCATION with RESEARCH
(Programme Code: EDU-2101)**

**ONE YEAR / TWO YEAR M.A. in EDUCATION with COURSE WORK and RESEARCH
(Programme Code: EDU-3101)**

**ONE YEAR / TWO YEAR M.A. in EDUCATION with COURSE WORK
(Programme Code: EDU-4101)**

**WITH EFFECT FROM THE
ACADEMIC YEAR: 2024-25**



**RAJIV GANDHI UNIVERSITY- A CENTRAL UNIVERSITY
DEPARTMENT OF EDUCATION
RONO HILLS: DOIMUKH
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1.0 Introduction

India is among the fastest-growing economies in the world. Knowledge creation and research are critical in sustaining economic growth. A robust eCLOsystem of research, with a vast talent pool, is perhaps more important than ever if India is to become a leading knowledge society and one of the largest economies in the world in the coming years and decades. For that to happen, the nation needs a significant expansion of its research capabilities and output across disciplines.

The higher education sector is likely to expand significantly with the possible addition of more and more young Indians into higher education as India moves towards becoming a knowledge economy and society. A major thrust, therefore, is given in NEP 2020 with initiatives such as multidisciplinary education with multiple entry and exit options, research at the undergraduate level, learning outcomes-based curriculum approach, etc.

The postgraduate programmes help students to extend their knowledge of their chosen subject and prepare them for higher research studies. The advanced knowledge and specialized skills they gain in the PG programme are crucial to sustaining the journey of a student from the acquirer of knowledge to the creator of knowledge.

The re-structured degree programmes are promoted in both undergraduate and postgraduate education. The NEP 2020 states that “the undergraduate degree will be of either 3 or 4-year duration with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student”.

In conformity with the restructured undergraduate programmes mentioned above, the policy says HEIs will have the flexibility to offer different designs of Master’s programmes also.

1.1. Recommendations of NEP 2020 relevant to Postgraduate Education:

- There may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor’s programme.
- For students completing a 4-year Bachelor’s programme with Honours/Honours with Research, there could be a 1-year Master’s programme; and

- There may be an integrated 5-year Bachelor's/Master's programme.
- Universities will aim to offer Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like health care, agriculture, and law.
- There shall be a National Higher Education Qualifications Framework (NHEQF). Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. Accordingly, the levels prescribed for the master's programme are levels 6, 6.5, and 7.
- PG framework should be in sync with National Credit Framework (NCrF) for the creditization of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment

1.2 Department of Education, Rajiv Gandhi University

Department of Education, Rajiv Gandhi University offers only following Master of Arts in Education Programme.

1. 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme.
2. 1-year Master's programme For students completing a 4-year Bachelor's programme with Honours/Honours with Research.

Instructions for 1-year Master's programme

3. Students who have completed their 4 year UG without research may opt for 1-year Master's programme in Education and will study Courses of Semester III and IV of 2-year Master of Arts in Education Programme or eligibility as specified by the Rajiv Gandhi University from time to time.

1.3 Credit requirement and Eligibility for the Master of Arts in Education Programme:

- A 3-year/6-semester bachelor's degree with a minimum of 120 credits for a 2-year/4- semester Master's programme at level 6.5 on the NHEQF.

1.4 Statement of the generic outcomes of learning at a Postgraduate level

Under the National Higher Education Qualifications Framework (NHEQF), higher education qualifications are classified along a continuum of levels from level 4.5 to level 8. The NHEQF levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located. Learning outcomes, are statements of what the learner is expected to know, understand, and/or be able to do on the successful completion of an approved programme of study/learning at a specified level. Students on completion of the chosen programme(s) of study under the NHEQF must possess and demonstrate the graduate attributes defined in terms of the expected learning outcomes.

NHEQF level 4.5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 8 represents

learning outcomes appropriate to the doctoral-level programme of study. Detailed learning outcomes for the master's programme are given in the National Higher Education Qualifications Framework.

https://www.ugc.gov.in/pdfnews/2990035_Final-NHEQF.pdf

In accordance with the NHEQF, the levels for the **Master of Arts in Education** are given in the Table.1

Sl.No.	Qualifications	Level	Credits	Credit Points
1	P.G. Diploma	6	40	240
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40 + 40	260

1.5 Graduate Attributes of PG Programmes:

Qualifications that signify completion of the postgraduate degree are awarded to students who:

i) have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; ii) can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; iii) have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; iv) can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; v) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Accordingly, the NHEQF outlines the statement of learning achievements at a particular level on the basis of the following elements of descriptors:

- Knowledge and understanding
- General, technical, and professional skills required to perform and accomplish tasks
- Application of knowledge and skills
- Generic learning outcomes
- Constitutional, humanistic, ethical, and moral values
- Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset.

1.6 Curricular Components

For 2-year Master of Arts in Education : Students entering 2-year Master of Arts in Education after a 3-year UG programme can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

1-year Master of Arts in Education: Students entering 1-year Master of Arts in Education after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

Programmes is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component. Master of Arts in Education programme is different from other programmes.

1.6.1 Credit Distribution

For 2-year Master of Arts in Education

Curricular Components		Two -Year Master of Arts in Education Programme			
		Minimum Credits			
		Course Level	Course work	Research thesis/project/Patent	Total Credits
1 st Year					
(1 st &2 nd Semester) of Two year PG/PG Diploma (Level 6)		400	20	---	40
		500	20		
Students who exit at the end of 1 st year shall be awarded a Postgraduate Diploma in Education					
2 nd Year (3 rd and 4 th Semester) of Two Year PG and 1 st and 2 nd Semester of One –year PG (Level 6.5)	Research Only (Model 1)	-	-	40	40
	Course work and Research (Model 2)	500	20	20	40
	Course work (Model 3)	500	40	-	40

Department of Education, Rajiv Gandhi University offers 3 Models of Master of Arts in Education

Students as per their eligibility and interest can choose any model for Master of Arts in Education

A common Detail Course curriculum with course code and course name is given after Programme Specific Outcomes. Students can locate their detailed course curriculum as per their Programme of choice with course code and course name.

Model -I

Course Structure for one year PG Diploma in Education

(Programme Code: EDU-1101) /

One Year MA in Education with Research/ Two Year M.A. in Education with Research

(Programme Code : EDU-2101)

NCr F Credit Level	Semester	Core Papers (Core Course/Elective	Course Name	Course Level	Credits	Total Credits	Max. Marks			Credit Distribution			Contact Hours
							Internal	End Semester	Total	L	T	P	
6.0	Sem-I	EDU-101-CC-5110	Vocational Education	400	4	20	20	80	100	3	1	0	60
		EDU-101-CC-5120	Quantitative and Qualitative Research in Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5130	Value Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5140	Preparation of Research Synopsis and Presentation	400	4		20	80	100	3	1	0	60
		EDU-101--RC-5110	Research Methodology in Education/ MOOC	500	4		20	80	100	3	1	0	60
	Sem-II	EDU-101-CC-5210	Tool Construction and Standardization	400	4	20	20	80	100	3	1	0	60
		EDU-101-DE-5210	Higher Education in India	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5220	Economics of Education	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5230	Adult and Continuing Education	500	4		20	80	100	3	1	0	60
		EDU-101--RC-5210	Research and Publication Ethics/MOOC	400	4		20	80	100	3	1	0	60
Exit option with Post Graduate Diploma in Education on completion of courses equal to a minimum of 40 credits or entry into one year M.A. Education with Research													
6.5	Sem-III	EDU-101-RP-6110	Research Project	500	40	40	100	400	500	0	0	40	1200
	Sem-IV												
Total Credit (Aggregate) 80													
M.A. in Education with Research on completion of courses equal to a minimum of 80 credits													

Model -II
Course Structure for one year PG Diploma in Education
(Programme Code: EDU-1101) /
Two Year M.A. in Education with Course work and Research
(Programme Code : EDU-3101)

NCr F Creedit Level	Semester	Core Papers (Core Course/Elective	Course Name	Course Level	Credits	Total Credits	Max. Marks			Credit Distribution			Contact Hours
							Internal	End Semester	Total	L	T	P	
6.0	Sem-I	EDU-101-CC-5110	Vocational Education	400	4	20	20	80	100	3	1	0	60
		EDU-101-CC-5120	Quantitative and Qualitative Research in Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5130	Value Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5140	Preparation of Research Synopsis and Presentation	400	4		20	80	100	3	1	0	60
		EDU-101--RC-5110	Research Methodology in Education/ MOOC	500	4		20	80	100	3	1	0	60
	Sem-II	EDU-101-CC-5210	Tool Construction and Standardization	400	4	20	20	80	100	3	1	0	60
		EDU-101-DE-5210	Higher Education in India	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5220	Economics of Education	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5230	Adult and Continuing Education	500	4		20	80	100	3	1	0	60
		EDU-101--RC-5210	Research and Publication Ethics/MOOC	400	4		20	80	100	3	1	0	60
Exit option with Post Graduate Diploma in Education on completion of courses equal to a minimum of 40 credits or entry into one year M.A. Education with Course work and Research													
6.5	Sem-III	EDU-101-CW-6110	Philosophical and Sociological Perspectives in Education	500	4	20	20	80	100	3	1	0	60
		EDU-101-CW-6120	Psychological Perspectives in Education	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6130	Understanding India: Indian Ethos and Knowledge Systems	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6140	Technology of Teaching and Learning	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6150	Engaging with Community	500	4		20	80	100	3	1	0	60
	Sem-IV	EDU-101-RP-6210	Research Project	500	4	20	100	400	500	0	0	20	600
Total Credit (Aggregate) 80													
M.A. in Education with Course work and Research on completion of courses equal to a minimum of 80 credits													

Model – III

Course Structure for one year PG Diploma in Education

(Programme Code: EDU-1101) /

Two –year M.A. in Education with Course work (Programme Code:EDU-4101)

NCr F Creedit Level	Semester	Core Papers (Core Course/Elective)	Course Name	Course Level	Credits	Total Credits	Max. Marks			Credit Distribution			Contact Hours
							Internal	End Semester	Total	L	T	P	
6.0	Sem-I	EDU-101-CC-5110	Vocational Education	400	4	20	20	80	100	3	1	0	60
		EDU-101-CC-5120	Quantitative and Qualitative Research in Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5130	Value Education	400	4		20	80	100	3	1	0	60
		EDU-101-CC-5140	Preparation of Research Synopsis and Presentation	400	4		20	80	100	3	1	0	60
		EDU-101--RC-5110	Research Methodology in Education/ MOOC	500	4		20	80	100	3	1	0	60
	Sem-II	EDU-101-CC-5210	Tool Construction and Standardization	400	4	20	20	80	100	3	1	0	60
		EDU-101-DE-5210	Higher Education in India	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5220	Economics of Education	500	4		20	80	100	3	1	0	60
		EDU-101-DE-5230	Adult and Continuing Education	500	4		20	80	100	3	1	0	60
		EDU-101--RC-5210	Research and Publication Ethics/MOOC	400	4		20	80	100	3	1	0	60
Exit option with Post Graduate Diploma in Education on completion of courses equal to a minimum of 40 credits or entry into one year M.A. Education with Course work and Research													
6.5	Sem-III	EDU-101-CW-6110	Philosophical and Sociological Perspectives in Education	500	4	20	20	80	100	3	1	0	60
		EDU-101-CW-6120	Psychological Perspectives in Education	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6130	Understanding India: Indian Ethos and Knowledge Systems	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6140	Technology of Teaching and Learning	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6150	Engaging with Community	500	4		20	80	100	3	1	0	60
	Sem-IV	EDU-101-CW-6210	Education in India	500	4	20	20	80	100	3	1	0	60
		EDU-101-CW-6220	Curriculum Studies	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6230	Guidance and Counseling in Education/ Gender Studies and Education	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6240	Teacher Education	500	4		20	80	100	3	1	0	60
		EDU-101-CW-6250	Environmental Education	500	4		20	80	100	3	1	0	60
Total Credit (Aggregate) 80													
M.A. in Education with Course work on completion of courses equal to a minimum of 80 credits													

Note: Courses are mentioned with their course code and course name not with Programme Code

1.7 Exit Point:

For the Master of Arts in Education programme, there shall only be one exit point for those who join two year PG programme. Students who exit at the end of 1st year

shall be awarded a Postgraduate Diploma in Education and they shall have to complete their PG within duration of 4 years.

Course Levels

400-499: Advanced courses which would include lecture courses with practicum, seminar- based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

500-599: For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level

1.8 Flexibility:

Flexibility is the hallmark of NEP 2020. The benefit of Master of Arts in Education programme is that it offers great flexibility viz. enrolling in online programmes, pursuing two postgraduate programmes simultaneously, creditizing work experience, etc.

Postgraduate programmes which are entirely online, allow students to participate in the programme along with their current responsibilities. This makes earning a postgraduate degree while continuing to work easier and more accessible to individuals.

Another opportunity for students is the facility to pursue two academic programmes simultaneously 1) in two full-time academic programmes in the physical mode provided that there is no overlap of class timings between the two programmes. 2) A student can pursue two academic programmes, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.

Creditization of relevant work experience is another initiative to make education more holistic. The NCER enables the assignment of credits for the experience attained by a person after undergoing a particular educational programme. In case a learner through employment gains experience relevant to the PG programme he/she wants to pursue, the work experience can be creditized after assessment. Accordingly, the duration can be adjusted by the HEIs. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The

redemption of credits so earned, however, shall be based on the principle of assessment bands given in the NCrF. Link for NCrF is given :

(https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf)

The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility with various lateral entry options

The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill based program) gained by the learner/student in the industry is given in the Table below:

1.8.1 Credit Assignment for relevant experience / proficiency

Experience cum Proficiency Levels	Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage/ multiplication Factor	No. of years of experience (Only indicative)
Trained/ Qualification attained	Someone who has completed the coursework/ education/ training and has been taught the skills and knowledge needed for a particular job or activity	1	Less than or equal to 1 year
Proficient	Proficient would mean having the level of advancement in a particular profession, skillset, or knowledge	1.33	More than 1 less than or equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession	1.67	More than 4 less than or equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain	2	More than 7

1.9 Assessment Strategy

The NEP 2020 emphasizes upon formative and continuous assessment rather than summative assessment. Therefore, the scheme of assessment should have components of these two types of assessments. Assessment have to have correlations with the learning outcomes that are to be achieved by a student after completion of the course. Therefore, the mode and system of assessments have to be guided by the learning outcomes. For more details on assessment strategy, HEIs

may refer to UGC Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms.

1.9.1 Course Assessment : Course Assessment procedure is given at the end of the every course.

1.10 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study. The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1.11 Computation of SGPA and CGPA

UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24

1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
		20			139
SGPA					139/20=6.95

ii. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester. Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 20 SGPA 6.9	Credit 20 SGPA 7.8	Credit 20 SGPA 5.6	Credit 20 SGPA 6.0
CGPA= (20 x 6.9 + 20 x 7.8 + 20 x 5.6 + 20 x 6.0)/80 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

2.0 Nomenclature Used in the Syllabus as per NEP-2020

- Programme Educational Objective (PEO) PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.
- Programme Outcome (PO) POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.
- Programme Specific Outcome (PSO) PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.
- Course Outcome (CO) CLOs are statements that describe the specific learning objectives of individual courses within a programme.

2.1 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs) The Post Graduate programme in Education aims to fulfill the following goals and educational objectives:

- PEO 1: To enable students to understand the paradigms of education, provide learning experiences to students for effective participation in educational actions in different areas of education; and create a community of scholars adequately equipped for participation in educational discourse.
- PEO 2: To inculcate among students values of enquiry and research on contemporary issues in education; and thereby develop problem solving and decision making abilities in diverse educational settings and also address contemporary issues and concerns of education and human development;.
- PEO 3: To develop among learners a perspective on understanding curriculum planning and development at the local, state, national and international levels; and also thrust on national policies directed towards achieving quality education with social development and justice.
- PEO 4: To make learners sensitive towards technological advancement taking place in educational field and enable them to adapt to the changing demands of the learner, society and nation in the competitive 21st century.

2.2. Programme Outcomes (POs): The following outcomes are expected to take place among students after completing the programme.

- PLO 1: **Basic Foundational Knowledge** The post graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.
- PLO 2: **Critical Thinking and Problem Solving** The post graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.
- PLO 3: **Research Orientation and Application** The post graduates would augment the capability to demonstrate understanding in acquisition of primary sources of knowledge and utilize research tools to investigate, analyses, interpret data and synthesize information to arrive at sound conclusions and enhance the capacity to use practical knowledge of appropriate tools and techniques, including the use of latest technology, to address issues and solve problems.
- PLO 4: **Indigenous Context and Idea of Good Citizenship** The post graduate students would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society
- PLO 5: **Complex Problem Solving** The post graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
- PLO 6: **Creativity and Diligence** The post graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple

solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence

- PLO 7: **Language and Communication Skills** The post graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
- PLO 8: **Analytical Reasoning and Thinking** The post graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws 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 address opposing viewpoints.
- PLO 9: **Empathy** The post graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people’s emotions.
- PLO 10: **Leadership Qualities** The post graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

2.3 PROGRAMME SPECIFIC OUTCOMES (PSOs): The learning outcomes that a student should be able to demonstrate on completion of the post graduate degree programme may involve academic, behavioural and social competencies as described below: The M.A (Education) programme provides scope for comprehensive understanding of education as a field of knowledge.

- PSO 1: To Apply knowledge of basic educational concepts, theories of teaching and learning, methods of teaching and learning and develop research skills to solve educational problems.
- PSO 2: To exhibit interdisciplinary approach of learning and develop as a reflective thinker with an ability to integrate theory and practice.
- PSO 3: To demonstrate professional ability to contribute to society in a range of various roles such as: teacher, text book writer, policy planner and educational leader.
- PSO 4: To exercise a strong sense of ethical moral aptness in the context of learning and its assessment, and a sense of responsibility to preserve and protect indigenous and cultural knowledge and resources for the generation to come.

.MA (EDUCATION) FIRST SEMESTER

VOCATIONAL EDUCATION COURSE CODE: EDU-101-CC-5110

Course Objectives

1. To acquaint students about Vocational Education and Vocationalisation of Education in India.
2. To enable the students, know about various Programs and Policies on Vocational Education.
3. To familiarize the students about Innovations in Teaching-Learning in VET in India.
4. To enable the students, know Craft Centred Education and Wood Work

Course contents

Unit- I: Vocationalisation of Education

- Vocationalisation of Education: Concept, Needs and Importance
- Vocational Education: Concept and types
- Problems of Vocationalisation of Education
- Essentials for a successful Vocational Programme

Unit-II: Vocational Education: Program and Policies

- National Policies on Vocational Education
- NEP 2020 and Vocational Education in School and Colleges
- Skill India (Kaushal Vikash Yojana): Objectives, needs & Scope
- Innovations in Teaching-Learning in VET: Role of Vocational Teachers in Innovations

Unit – III: Issues and Challenges in Vocational Education in India

- Challenges in Vocational Education and Training (VET).
- Social Stigma: Traditional & Modern System of VET
- Training of teachers/trainers: Issues in training of teachers/trainer – lack of qualified teachers/trainers, lack of institutions for training, lack of involvement of industry in training, lack of employability skills

Unit - IV: Craft Centered Education: Wood Work

- **Craft Centered Education:** Meaning, Nature, Types and Scopes
- M.K. Gandhi and his recommendations on Craft Centered Education
- **Craft Education:** Meaning, Nature and Types
- **Woodwork:** Need, importance and scope of woodwork
- **Workshop Activities:** Workshop discipline, safety, precaution, safe handling of tools, first aid, definition of push and pull saw, fret saw and saw sharpening.

Course Learning outcomes:

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

1. Describe Vocational Education and Vocationalisation of Education.
2. Analyze the Programs and Policies on Vocational Education.
3. Explain different schemes and programs of VET in India.
4. Describe Craft Centered Education and Wood Work

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	1	-	-	-	-	-	-	2	-	-	-
CLO2	2	1	-	3	2	2	-	-	-	-	2	1	-	-
CLO3	2	1	-	2	-	-	-	1	-	-	2	1	-	-
CLO4	2	-	-	3	2	3	-	1	3	1	1	1	2	2
Avg.	2.15	.5	-	2	1	1.25	-	.5	.75	.25	1.5	.75	.5	.5

Mode of Transaction: Lecture-Cum-Discussion, Seminars, workshops, group activities, assignments, Self-study and library work

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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MA (EDUCATION) FIRST SEMESTER
QUANTITATIVE AND QUALITATIVE RESEARCH IN EDUCATION
COURSE CODE: EDU-101-CC-5120

Course objectives

1. To enable students know about methods of quantitative research..
2. To enable the students apply and analyze parametric and non-parametric statistics in quantitative research
3. To familiarize students about the methods of qualitative research.
4. To familiarise students about qualitative data analysis techniques and reporting.

Course Contents

Unit-I: Methods of Quantitative Research

- Concept of Quantitative research
- Characteristics of Quantitative research
- Importance of Quantitative research
- Descriptive survey
- Correlational study
- Causal Comparative/Ex-post Facto Research
- Developmental Research
- Experimental Research: , Characteristics, Pre-Experimental Design, True Experimental Design and Quasi-Experimental Design, Factorial Design

Unit- II: Parametric Analysis of Quantitative Data Analysis

a) Parametric Analysis:

- t-test for independent samples and correlated samples, One Way and Two Way ANOVA
- Correlations (Biserial, Point Biserial, Partial, Multiple), Regression and prediction, Chi Square (Test of Equality, Normality and Independence)

b) Non-Parametric Analysis:

- Sign Test, Run test, Median Test,
- Mann Whitney U-Test
- H-test, KS-test
- Friedman test

Unit- III: Introduction to Qualitative Research

- Meaning and characteristics of Qualitative Research
- Advantages and Disadvantages of Qualitative Research
- Qualitative Research Designs; Phenomenological, Ethnographic, Historical Research, and Case Study Design
- Ethical Issues in Qualitative Research

Unit-IV: Data Analysis Techniques and Reporting in Qualitative Research

- Content analysis
- Thematic analysis
- Narrative analysis.
- Standards for Reporting Qualitative Research

Course Learning outcomes

After completion of the course, the students are expected to:

1. Enumerate various methods of quantitative and qualitative research.
2. Interpret quantitative data using parametric and non-parametric test.
3. Enumerate various methods qualitative research.
4. Write research report systematically.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	2	-	1	-	-	-	-	-	2	1	-	-
CLO2	3	1	2	-	-	-	-	1	-	-	2	1	-	-
CLO3	3	2	2	-	2	1	-	1	-	-	2	3	-	-
CLO4	3	2	2	-	2	2	1	1	-	-	2	3	-	1
Avg.	3	1.5	2	-	1.25	.75	.25	.75	-	-	2	2	-	.25

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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MA (EDUCATION) FIRST SEMESTER
VALUE EDUCATION
COURSE CODE : EDU-101-CC-5130

Course objectives

1. Familiarize the students with the concept, of value.
2. Make students understand the concept and scope of value education.
3. Acquaint the students about the nature types, and sources of value.
4. Aware the students with the process, methods and approaches of value education
5. Make the students analyze the concept of values for life long process through education

Course contents

Unit- I: Introduction to Value and Value Education

- Concept of Value, Meaning, Nature and Scope of Value Education
- Components and Characteristics of Value Education
- Objectives and Importance of Value Education in present world
- Contents and Hierarchy of Education

Unit-II: Nature Types, and sources of Value

- Nature and Types of Value

Sources of Value:

- Biological
- Psychological
- Sociological
- Spiritual

Unit-III: Process, Methods and Approaches of Value Education

- Process of Value Education
- Methods of Value Education
- Approaches of Value Education- Integrated and Value Clarification approach
- Role of Culture and Traditions in Value Education

Unit- IV: Values for Life Long Process through Education

- Role of Teacher in Value Education
- Synthesis between traditional and modern values
- Role of co-curricular activities in inculcating values among students
- Resolving conflict among values and Evaluation of values

Course Learning outcomes:

The students will be able to

1. Familiar with the concept, of value.
2. Understand the concept, scope of value education.
3. Acquaint about the nature types, and sources of value.
4. Aware of the process, methods and approaches of value education

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	2	-	-	-	-	3	-	1			3
CLO2	3	1	-	2	-	-	-	-	3	-	2			3
CLO3	3	2	1	1	1	1	-	1	3	-	2			3
CLO4	3	2	-	2	1	1	-	1	3	-				3
Avg.														

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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MA (EDUCATION) FIRST SEMESTER
PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION
COURSE CODE : EDU-101-CC-5140

Course Objectives

1. To enable students to learn the skill of writing a research synopsis.
2. To enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopses.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted faculty members, in a common class, the format should be delivered to the students.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. The board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a **cognate department having research experience**.
6. The students will have to submit two copies of their synopsis to the department. They have to submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course Learning outcomes

The students will be able to:

1. Write a research synopsis.
2. Prepare a PowerPoint presentation.
3. Present the research synopsis.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	3	-	-	-	1	3	-	-	3	3	-	3
CLO2	3	-	3	-	1	2	1	-	-	-	2	3	-	3
CLO3	3	-	3	-	1	1	1	-	-	-	2	3	1	3
Avg.	3	-	3	-	.6	1	1	1	-	-	2.3	3	.33	3

Evaluation Scheme:

Internal	External
Preparation of synopsis : 20 Marks. N.B. To be given by the concerned supervisor	Writing of Synopsis = 30 Marks Presentation of Synopsis = 25 Marks Viva-Voce =25 Marks
Total Marks = 20 + 80 = 100 Marks	

Note:

The same synopsis may be carried forward for writing their dissertation in the VIII semester.

MA (EDUCATION) FIRST SEMESTER
RESEARCH METHODOLOGY IN EDUCATION
COURSE CODE: EDU-101-RC-5110
(Equivalent to MOOC COURSE)

Course objectives

1. To enable students know about nature of educational research, literature reviews and formulation of hypothesis.
2. To enable the students understand concept of sample, sampling technique and research tool.
3. To enable the students understand various methods in educational research.
4. To make the students familiar with writing of research report.

Course Contents

Unit-I: Introduction to Educational Research

- Educational Research: Concept ,Characteristics&types
- Areas of Educational Research
- Research Problem: Selection of Problem and Defining the Problem,
- Review of related literature: Purpose of the Review
- Identification of the Related Literature and Organizing the Related Literature
- Hypothesis: Concept, Characteristics and Sources
- Types and testing of hypothesis

Unit-II: Sampling Techniques and Research Tools

- Concept of population
- Concept of sample
- Characteristics of a good sample
- Probability based Sampling techniques
- Non-Probability based sampling techniques
- Sampling errors and how to reduce them
- Tools and Techniques of Data Collection: Observation and Interview,
- Questionnaire, Rating Scales and Attitude Scale

Unit-III: Methods of Educational Research

- Qualitative Research: Concept and Nature
- Quantitative Research: Concept and Nature
- Differentiate between Qualitative Research and Quantitative Research
- Descriptive survey
- Experimental research
- Historical research
- Case study
- Ethnography
- Writing of Research Proposal/synopsis

Unit-IV: Research Report

- Significance of research report
- General format of research report
- Style of writing research report
- Typing of research report
- Editing of research report
- APA style of Reference

Course Learning outcomes

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

1. Explain the nature of educational research.
2. Identify research problem and state it properly.
3. Formulate hypothesis for testing and Select sample based on research problem.
4. Apply suitable method in educational research and Write research report systematically.

The mapping average depends upon the course chosen by the learner Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	-	-	1	-	-	-	-	1	1	-	-
CLO2	2	-	1	-	-	1	-	2	-	-	1	-	-	-
CLO3	2	1	1	-	1	-	-	2	-	-	1	1	-	-
CLO4	2	1	1	-	-	-	-	-	-	-	1	-	1	1
Avg.	2	.75	1	-	.25	.5	-	1	-	-	1	.5	.25	.25

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar

Evaluation Scheme: / As per MOOC Course

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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**MA (EDUCATION) SECOND SEMESTER
TOOL CONSTRUCTION AND STANDARDIZATION
COURSE CODE : EDU-101-CC-5210**

Course objectives:

1. To enable students know about research tools in educational research.
2. To enable the students understand construction and development of questionnaire and rating scale in educational research.
3. To enable the students understand construction and standardization of achievement test and attitude scale in educational research.
4. To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept of research tool
- Importance of research tool in educational research
- Qualities of good research tool
- Types of research tools in educational research
- Testing tools in educational research
- Non-testing techniques in educational research
- Advantages of research tools
- Limitations of research tools

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance
- Types of Rating Scale: Descriptive Rating Numerical Scale, Graphical Scale, Standard Scale, Cumulative Rating Scale and Forced Choice Rating
- Construction of Rating Scale: Procedure
- Advantages and Limitations of Rating Scale
- Achievement Test: Concept and Importance
- Types of Achievement Test: Essay and Objective Type
- Construction and Standardization of Achievement test: Procedure
- Advantages and Limitations of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

- Concept and importance of Questionnaire
- Classification of questionnaires
- Construction of questionnaire
- Advantages and limitations of questionnaire
- Concept and Importance of Attitude Scale
- Assumptions of Attitude Scale
- Construction of attitude scale as per Thurstone and Chave method
- Construction of attitude scale as per Likert Method
- Advantages and limitations of Attitude Scale

Unit-IV: Observation and Interview

- Concept and types of observation
- Planning and Execution of observation
- Recoding and interpreting of observation
- Reliability and validity of observational measurement

- Advantages and limitations of observation
- Concept and types of interview
- Process of interviewing
- Reliability and Validity of interview
- Advantages and limitations of interview

Course Learning outcomes:

After completion of the course, the students are expected to:

1. Explain various tools and techniques in educational research.
2. Identify suitable research tool in research.
3. Analyze construction and development of research tools
4. Reason out advantages and limitations of various research tools.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	2	-	1	1	-	1	-	-	2	1	-	-
CLO2	3	2	2	-	1	1	-	1	-	-	2	2	-	-
CLO3	3	2	2	-	1	1	-	1	-	-	3	1	-	-
CLO4	3	2	2	-	-	1	1	-	-	-	-	1	1	-
Avg.	3	2	2	-	.75	1	.25	.75	-	-	1.75	1.25	.25	-

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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**MA (EDUCATION) SECOND SEMESTER
HIGHER EDUCATION IN INDIA
COURSE CODE : EDU-101-DE-5210**

Course objectives

1. Analyze various policies and recommendation on education for Higher education in India
2. Evaluate the functions and importance of different Higher education institutions.
3. Examine the problems in implementation of the policies on higher education
4. Explore the problems and reforms in higher education in India.
5. Analyse role of various agencies of higher education in India.
6. Examine the changing role and functions of Indian higher education through its historical background
7. Realise the importance of privatization and internationalization of higher education in the emerging market economy.

Course Contents

Unit-I: Development of Indian Higher Education

- Aims of Higher Education
- Higher Education and Society
- Development of Higher Education in India during the Pre- Independence period
- Development of Higher Education in India during the Post-Independence period with special reference to recommendation of UEC (1948), IEC (1964-66), NPE-1986 and NEP-2020.

Unit-II: Higher Education Institutions

- Central Universities- Establishment, management and functions.
- State Universities- Establishment, management and functions.
- Deemed to be universities- Establishment, management and functions.
- Private Universities- Establishment, management and functions.
- Institute of National Importance- IIT, IIM, IISc. AND AIIMS

Unit-III: Management of Indian Higher Education

- Autonomy, Accountability, Financing and Management of Indian Higher Education Institutions.
- Ministry of Education- Role and its functions
- State Department of Higher Education- Role and its functions
- University Grant Commission(UGC) and All India Council for Technical Education(AICTE)-- Role, management and functions

Unit-IV: Problems and Reforms in Indian Higher Education

- Vocationalization of Higher Education in India - Problems and reforms.
- Role and functions- Human Resources Development Centre
- Role and functions- Student Government
- Opportunities and Anomalies in Liberalization, Privatization, Internationalization of Higher Education.
-

Course Learning outcomes:

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

1. Describe various policies and recommendation on education for Higher education in India
2. Analyze the recommendations of the various committees and commissions on Indian Higher Education.
3. Explain the functions and importance of different Higher education institutions.
4. Reflect on importance of privatization and internationalization of higher education in the emerging market economy.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	-	-	-	-	-	-	-	2	1	-	-
CLO2	3	-	-	-	-	-	-	-	-	-	2	1	-	-
CLO3	3	-	-	1	-	1	-	-	-	3	2	1	3	-
CLO4	3	2	-	1	2	1	-	2	1	1	1	1	3	2
Avg.	3	.5	-	.5	.5	.5	-	.5	.25	1	1.75	1	1.5	.5

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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**MA (EDUCATION) SECOND SEMESTER
ECONOMICS OF EDUCATION
COURSE CODE:EDU-101-DE-5220**

Course objectives

1. To make students know the conceptual framework of economics of education, its importance and historical context.
2. To enable students to understand the meaning of CLOst of education, its types, and determinants. .
3. To enable students to know meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.
4. To enable students to understand the relationship between education and economic development.

Course contents

Unit-I: Introduction to Economics of Education

- Meaning and Nature of Economics of Education
- Scope of Economics of Education
- Importance of Economics of Education
- History of Economics of Education

Unit-II: CLOst of Education

- Meaning of CLOst of Education
- Types of Educational CLOst; Direct CLOst, Indirect CLOst, Private CLOst, Private CLOst, Social CLOst, Opportunity CLOst
- Determinants of Educational CLOst; Students, Teachers, Buildings and Equipments.
- Difference between CLOst of Education and Expenditure on Education

Unit-III: Budgeting and Financing of Education in India

- Meaning of Budget and Need of Education Budget
- Preparation of Education Budget
- Mechanisms of Financing of Education in India
- Sources of Financing of Education in India

Unit-IV: Education and Economic Development

- Concept of Economic Development and Economic Growth
- Role of Education in Economic Development
- Education as an Investment
- Education as an Consumption

Course Learning outcomes

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

1. Explain the meaning of economics of education, its importance and historical context.
2. Describe the meaning of CLOst of education, its types, and determinants. .
3. Discuss the meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.
4. Examine the relationship between education and economic development.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	1	1	-	-	-	-	-	1	-	-	-
CLO2	2	1	-	1	1	2	-	-	-	-	2	-	2	-
CLO3	2	2	2	-	-	-	-	1	1	-	1	1	2	-
CLO4	2	1	-	-	-	-	1	1	-	1	1	1	-	-
Avg.	2	1.25	.5	.5	.5	.5	.25	.5	.25	.25	1.25	.5	1	-

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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**MA (EDUCATION) SECOND SEMESTER
ADULT AND CONTINUING EDUCATION
COURS CODE: EDU-101-DE-5230**

Course objectives

1. To enable the students to know the meaning & scope of adult education.
2. To understand the importance of adult and continuing education for personal empowerment and national development.
3. To acquaint the students with recent trends of adult education programmes.
4. To sensitize about the local problems and resources available for the programme of Adult Education.

Course Contents

Unit- I: Introduction to Adult Education and Continuing Education

- Concept, nature and scope of adult education.
- Role of Adult Education in economic development of an individual and of a nation in social mobility and social change
- Meaning, Scope and types of continuing Education
- Role of Local Bodies, Community and Individuals in implementing Adult and Continuing Education

Unit- II: Forms of Adult and Continuing Education

- Non-formal and informal: Purposes and distinguishing features.
- Extension education and distance education: concept and scope
- Open learning: Characteristics and distinguishing features.
- Non-formal education: concept, objectives, and strategies

Unit- III: Recent Trends in Adult and Continuing Education

- New India Literacy Programme: Objectives, Implementation and Importance
- Role of Youth Club and Mahila Mandals for Adult Education
- Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes
- Scheme of Jana Sikshana Sansthan: Concept, objectives, functions, target group, management, staffing and finance, monitoring, evaluation and follow-up.

Unit- IV: Adult learning, Use of Mass-Media in Adult Learning and Methods

- Adult learners' psychology in teaching.
- Functional literacy.
- Use of mass - media (TV, Radio, Newspaper, Magazine) and locally available resources
- Methods of teaching adults: Individual, group and mass Methods.

Course Learning outcomes

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

1. Write the meaning & scope of adult education.
2. Explain the importance of adult and continuing education for personal empowerment and national development.
3. Discuss the recent trends in adult education programmes.
4. Discuss the local problems and resources available for the programme of Adult Education.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	-	-	-	-	-	-	1	-	-	-
CLO2	2	-	-	2	-	-	-	1	-	-	1	1	-	-
CLO3	1	1	-	1	1	1	2	1	1	2	1	1	1	1
CLO4	2	1	-	-	-	1	2	1	-	-	1	-	1	1
Avg.	1.5	.5	-	1	.25	.5	1	.75	.25	.5	1	.5	.5	.5

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment : 20 marks
 External Examination : 80 marks
 Duration : 03 hours
 Full Marks : 100 Marks
 Pass Marks : 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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42. Usha Sharma & Sharma B.M., Women's Education in Ancient and Medeival India, Common Wealth Publishers, New Delhi, 1995.

**MA (EDUCATION) SECOND SEMESTER
RESEARCH AND PUBLICATION ETHICS
COURSE CODE : EDU-101-RC-5210
(MOOC COURSE)**

Course Objectives

1. To enable students know the conceptual framework of Philosophy and Ethics.
2. To make students understand research ethics, research misconduct, good research conduct and ethical issues of research in education.
3. To make students aware of publication ethics, publication misconduct and its causes, and good publication practice guidelines.
4. To make students learn academic journals, predatory journal, open access publication sources, creation of account and access to UGC-CARE listed journal, and practice on plagiarism detection software.

Part – I: Theory

Unit – I: Philosophy and Ethics

- Meaning, Nature, and Scope of Philosophy
- Branches of Philosophy
- Meaning, Nature, and Scope of Ethics
- Historical Background of Ethics: Indian Context

Unit – II: Research Ethics

- Research Ethics; Meaning and Importance
- Research Misconduct; Meaning and Types (Fabrication, Falsification, and Plagiarism)
- Good Research Conduct; Intellectual Honesty and Research Integrity
- Ethical Issues of Research in Education

Unit-III: Publication Ethics

- Meaning and Importance of Publication Ethics
- Publication Misconduct; Multiple Submission, Redundant Publications or Salami Slicing, and Improper authorship
- Causes of Publication Misconduct
- Good Publication Practice Guidelines

Part – II: Practicum

Unit-IV: Academic Journals and Creation and Practice on Account Relating to UGC-CARE Journal and Plagiarism Detection Software

- Academic Journals; Peer-reviewed, Open Access, UGC-CARE listed
- Predatory Journal: Meaning and Software for Identification of Predatory Journals and its Practice
- Accessing Open Access Publication Sources
- Creation of Account to Access UGC-CARE Journal and Creation of Account and Practice on Plagiarism Detection Software (PDS) like URKUND and Turnitin.

Course Learning outcomes

The students will be able to:

1. Explain the conceptual framework of Philosophy and Ethics.
2. Discuss research ethics, research misconduct, good research conduct and ethical issues of research in education.
3. Examine and describe publication ethics, publication misconduct and its causes, and good publication practice guidelines.
4. Identify academic journals, predatory journal, open access publication sources, create account to access UGC-CARE listed journal, and practice plagiarism detection software.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	1	-	-	1	1	1	1	-	2	-	-	3
CLO2	1	1	1	-	-	-	1	-	1	-	1	1	1	3
CLO3	1	-	1	-	-	1	1	-1	1	-	2	1	1	3
CLO4	1	-	1	-	-	-	-	-	1	-	1	1	-	3
Avg.	1	.25	1	-	-	.5	.75	.5	1	-	1.5	.75	.5	3

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B

consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02

questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

References:

1. American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.

2. American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
3. British Educational Research Association (2018). Ethical guidelines for educational research, London BERA.
4. Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
5. Comstock, Gary (2013). Research Ethics: A Philosophical Guide to the Responsible Conduct of Research: Cambridge University Press.
6. Elliott, Deni (1997) .Research Ethics – A Reader: University Press of New England.
7. Jones, Julie Scott (2011).Research Ethics in Practice (Fundamentals of Applied Research): SAGE Publications Ltd.
8. Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
9. Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches: SAGE Publications Ltd.
10. Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in education research. <http://www.rouledgehandsodes.com/doi/10.4324/978020387469> . ch.3.
11. Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
12. Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book
13. Welfel, Elizabeth Reynolds (2019). Ethics in Counselling and Psychotherapy: Standards, Research and Emerging Issues :Cengage India.
14. Wiles, Rose (2012).What Are Qualitative Research Ethics?:Bloomsbury Publishing India.

**MA (EDUCATION) THIRD & FOURTH SEMESTER
RESEARCH PROJECT**

Model-I

EDU-101-RP-6110 (Credit =40)

Model –II

EDU-101-RP-6210 (Credit =20)

Course Objectives

1. To develop capacity of identifying of an educational problem.
2. To enable students to carry out a research project.
3. To familiarize students with the art of writing a research project report.
4. To develop the skill of presentation of a research project report through PowerPoint presentation.

Instructions:

1. The Research Problem selection for model-I (EDU-101-RP-6110) should be such that the outcomes preferably could be published in a peer reviewed/ reputed journal
2. Each student is required to select one problem for research project from any one out of their concerned papers under the guidance of a faculty member.
3. The research project shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.
4. A common format must be developed based on APA 7th Edition Style for writing of research project report.
5. Candidate shall not be permitted to submit a research project on which a degree/diploma/certificate has already been conferred on him/her on any one else by the College or university or institution.
6. The research project shall be examined and marked by supervisor and the board for external exam. The board of external examination will be comprised of two members (one internal and one external member). The board will be appointed by the concerned authority of the concerned college/university. **External examiner should be preferably from a university having research experience.**
7. Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.
8. The student shall submit the research project report on or before 30th, April for final Viva – Voce.
9. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

Course Learning outcomes

After completion of the research project report students shall be able to:

1. Identify the important sources of research problems.
2. Execute a research project.
3. Write a research project report.
4. Present the research project report through PowerPoint presentation.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	-	3	1	1	2	1	1	1	-	-	2	-	-	1
CLO2	-	3	1	2	2	1	1	1	-	-	1	1	1	1
CLO3	-	3	1	2	2	1	1	1	-	-	2	1	1	1
CLO4	-	3	1	2	2	1	1	1	-	-	1	1	-	1
Avg.	-	3	1	1.75	2	1	1	1	-	-	1.5	.75	.5	1

Evaluation Scheme

Marks	Activities
Internal 100 Marks	To be given by the concerned supervisor on Research Project Report/Dissertation of the student (100 Marks)
External 400 Marks	Research Project Report Writing (200 Marks) Research Project Report Presentation (100 Marks) Viva-Voce (100 Marks) Note: To be given by the board
Total = 500 Marks	

M.A. (EDUCATION) THIRD SEMESTER
PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION
COURSE CODE :EDU-101-CW-6110

Learning Objectives:

1. To acquaint the students with the importance and Methods of philosophy of education.
2. To familiarize the students with the different areas of philosophy and its educational implications.
3. To familiarize the students with various Indian philosophical perspectives and their relations with education.
4. To acquaint the students with different western philosophical perspectives and their relationship with education.
5. To acquaint the students with conceptual framework of sociology, educational sociology and sociology of education.
6. To familiarize the students with the relationship between education and society.
7. To make the students understand role of education in social processes.
8. To acquaint the students with the role of education in improvement of social structure.

Course Content:

UNIT-I: Educational and Fundamental Philosophy

- Meaning, Concept and Nature of Educational Philosophy
- Aims of Educational Philosophy and relationship between Philosophy and Education
- Metaphysics- Concept, Nature of reality and related domains as Religion, Ethics, Aesthetics
- Epistemology- Concept, Types, and Theories of knowledge with reference to Methods of Teaching
- Axiology- Concept, Types of values, Value Theories and their implications in relation to Aims of Education and Curriculum

UNIT-II: Indian and Western Philosophical Tradition and Thoughts in Education

- (a)Purusartha- Artha, Kama, Dharma, Moksha: Concept and Educational Importance
- Vedanta or Upanishad Philosophy and Education
- (b) Educational Contribution of- M.K.Gandhi, Vivekananda, R.N. Tagore, Aurobindo and integral Education
- Idealism, Naturalism and Pragmatism with respect to Theory and Practice of Education
- Progressivism, Existentialism with respect to theory and practices of Education
-

UNIT- III: Sociological Concepts and Sociology of Education

- Meaning, Nature, Scope and importance of Sociology
- Characteristics of Society
- Meaning of Social Institution and Social Organization
- Meaning, Nature and Scope of Educational Sociology
- Difference between sociology of education and educational sociology

UNIT – IV: Social Change, Cultural Change and Education

- Meaning, dimensions and characteristics of culture, cultural integration, acculturation, and cultural diffusion
- Education and cultural change
- Meaning and constraints of social change

- Role of Education in social change
- Meaning and aspects of social mobility; urbanization, modernization, and
- Sanskritization and its educational implications

Course Learning Outcomes:

1. Explain the importance and methods of philosophy of education.
2. Describe Indian and western schools of philosophy and their educational implications.
3. Describe the conceptual framework of sociology, educational sociology and sociology of education and justify the relationship between education and society.
4. Explain the role of education in social processes and the role of education in improving social structure.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	2	-	-	-	-	1	-	1	2	1	1
CLO2	3	1	-	2	-	-	-	--	1	-	-	2	1	2
CLO3	3	1	-	-	-	-	-	-	1	-	-	1	1	1
CLO4	3	-	--	1	-	-	1	-	1	-	1	1	1	1
Avg.	3	.5	-	1.25	-	-	.25	-	1	-	.5	1.5	1	1.25

Mode of Transaction:

- Lecture, Lecture cum Discussion
 - CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc.
 - Group discussion strategy
- Seminar and presentation

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
2. Braneld, T. *Towards a reconstructed philosophy of education*, Dryden Press, New York. 1956.
3. Brammel, D. T. *Patterns of educational philosophy*, New York. Rinehart and Winston, 1971.
4. Broudy, H.S. *Building a philosophy of Education*. Hall of India Pub. New Delhi, 1965.
5. Brown, L.M. *Aims of Education*, Teachers College Press. New York, 1970.
6. Brubacher, J.S. *Modern Philosophies of education*, University of Chicago Press. 1955.
7. Chaube, S.D. *History of Indian Education*. Vinod Pustak Mandir, Agra. 1986.
8. Curtis, S.J. and Boul Wood, *A short history of educational ideas*, London, 1953.
9. Dupius, A.M. *Philosophy of education in Historical perspective*, Thomson Press, New Delhi, 1972.
10. Elvin, L. *The place of common sense in Educational thought*, London, 1977.
11. Ferire, P. *Education for cultural consciousness*. Seabury Press, New York, 1974.
12. Kneller, G.F. *Introducing to the philosophy of Education*, New York, 1971.
13. Mayee, J.B. *Philosophical Analysis in Education*, Happer & Row. New York. 1971.
14. Mukherjee, R.K. *Ancient Indian Education*, Motilal Banargi Das.
15. Nurullah, S & Naik, J.P. *A Student history of Education*. Mcmillan. New Delhi. 1951.
16. Pratte, R. *Ideology and Education*. New York. 1977.
17. Wingo, M.G. *Philosophies of education. An introduction*. Sterling Pub. New Delhi 1975.
18. Srivastav, K.K. *Philosophy of Education*.
19. Current Randall (Edited). *A Comparison to philosophy of Education*, New York: Blackwell Publishing, 2003.
20. Luther, M.N.: *Values and ethics in School Education*, New Delhi Tata McGraw Hill, 2001.
21. Moon, Bob (Edited): *International Companion to Education*, London, Routledge, 2000.
22. Agarwal, J.C.: *Education in developing Societies*, Starling Pub. New Delhi

**M.A. (EDUCATION) THIRD SEMESTER
PSYCHOLOGICAL PERSPECTIVES IN EDUCATION
COURSE CODE : EDU-101-CW-6120**

Learning Objectives:

1. To acquaint the students with the basic concept of educational psychology, methods and schools of psychology.
2. To introduce the students to the concept of growth and development.
3. To explain the concept of learning and motivation in education.
4. To make the students understand the concept of Intelligence and Personality.

Course Content:

UNIT- I: Psychology and Education

- Concept, nature and scope of Educational Psychology
- Methods of Educational Psychology; Experimental, Case Study and Observation
- Schools of Psychology and their contributions to Education; Structuralism, Functionalism, Gestalt psychology and Constructivism

UNIT- II: Growth and Development

- Concept of Growth and development
- Dimensions of growth and development; Physical, Social, Emotional, Language Development with special reference to Adolescence period
- Factors of Growth and Development: Heredity and Environment and their educational implications
- Developmental tasks during Adolescence period

UNIT-III: Learning and Motivation

a) Learning: Concept and principles of Learning

- Theories of learning, Kurt Lewin's Field Theory, Tolman's Sign Theory, Hulls Reinforcement Theory and Gagne's Hierarchy of learning
- Transfer of learning, its types and theories of Mental Discipline

b) Motivation:

- Meaning, kinds and importance of motivation in Learning
- Theories of motivation (Maslow's self actualization)

UNIT- IV: Intelligence and Personality

- Concept, Nature and Types of intelligence
- Theories of intelligence (Thurstone, Guilford and Piaget)
- Meaning, Nature and determinants of Personality
- Theories of personality (Psychoanalytical, Type and Trait Approaches)
- Mental Health: Concept and its importance.

Mode of Transaction:

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

Practicum:

Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Case study of a problem child.
2. Administration of a psychological test and its interpretation.

Course Learning Outcomes:

1. To explain the concept of educational psychology and schools of psychology.
2. To analyze the contributions of the different schools of psychology.
3. To apply the knowledge of learning theories in their learning process and understand the importance of motivation in learning.
4. To differentiate the different types of intelligence and carry out assessment of intelligence and personality.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	-	-	-	-	-	2	1	-	-
CLO2	2	1	-	-	-	1	-	-	-	-	2	2	-	-
CLO3	1	1	-	-	-	-	1	1	1	-	2	2	1	-
CLO4	2	1	1	-	-	1	1	-	1	-	2	1	-	-
Avg.	1.75	1	.25	-	-	.5	.5	.25	.5	-	2	1.5	.25	-

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
3. Crow and Crow. *Educational psychology*, Eurasia Pub. House, N.Delhi.
4. De Cecco, J.P. & William Crawford. *The psychology of learning and instruction; Educational psychology*, Prentice hall, N. Delhi. 1970.
5. Eysenck, H.J. *The structure of personality*, Methuen, 1960.
6. Guilford, J.P. *Fields of psychology*, Van-Nostrand, 1967.
7. Grierder, R.E. *Adolescence*, John wiley, 1973.
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11. Maslow, A.H. *Motivation of personality*, Harper, 1954
12. McMillan. *Assessment of personality*
13. Skinner, C.E. *Educational Psychology*, Prentice Hall, India, 1970.
14. Torrance, E.P. *Gifted Children and the classroom* McMillan, Co. 1963.

15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002
17. Kulshrestha, S.P. *Educational psychology*, Vikas Pub. N. Delhi.

M.A. (EDUCATION) THIRD SEMESTER
UNDERSTANDING INDIA : INDIAN ETHOS AND KNOWLEDGE SYSTEMS
COURSE CODE : EDU-101-CW-6130

Learning Objectives:

1. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy.
2. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions.
3. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills.
4. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years.
5. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

UNIT - I

Introduction to the Knowledge of India

- Vaisheshika, Nyaya, Samkhya, Yoga, and Purva Mimamsa– and Jain, Buddhist, and Charvak traditions.
- Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.
- Using ethics in a technologically volatile world: leading an ethical and modern life.
- Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - II

Culture - Art and Literature and Life Style

- Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.
- Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT – III Polity, Law and Economy

- Kingship & types of government (oligarchies, republics); Local administration (village administration);
- Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.
- Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);

UNIT - IV

Science & Technology

- Arithmetic and logic.
- Natural sciences: math, physics, metallurgy, and chemistry.
- Astronomy: India's contributions to the world.
- Indian notions of time and space.
- Technology in the economy: agriculture, transportation, etc.

Course Learning Outcomes

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

1. Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
2. Apply their acquired research and critical thinking skills in multidisciplinary themes,
3. Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.
4. Apply their acquired research and critical thinking skills in multidisciplinary themes,

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	--	3	-	-	-	-	-	1	2	1	1	1
CLO2	2	2	-	3	-	-	-	-	-	1	2	1	1	1
CLO3	2	2	-	3	1	-	2	-	-	1	2	2	1	1
CLO4	2	2	1	3	-	1	2	1	-	1	2	1	1	-
Avg.	1.75	1.5	.25	3	.25	.25	1	.25	-	1	2	1.25	1	.75

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

**M.A. (EDUCATION) THIRD SEMESTER
TECHNOLOGY OF TEACHING AND LEARNING
COUSE CODE: EDU-101-CW-6140**

Learning Objectives:

1. To enable the students to know about the nature of Educational Technology.
2. To familiarize the students with the effective teaching learning process.
3. To enable the students to make use of instructional media.
4. To familiarize the students with some innovations.

Course Content:

UNIT – I: Education and Technology

- Meaning, Nature and Scope of Educational Technology
- Technology in Education and Technology of Education
- Instructional Technology: Meaning, nature and objectives
- Behavioral Technology: Meaning and Assumptions
- Application of Educational Technology in formal and non-formal education

UNIT - II: Teaching-learning Process

- Teaching variables-Phases of Teaching-Pre-active, Inter-active and Post-active
- Levels of teaching learning process, Maxims of Teachings
- Models of teaching: Nature and elements of teaching models, Information

Processing models: Concept attainment and Advance Organizer, 5-E Model

- Theories of Teachings (Gagne’s Hierarchical, Bruner’s Concept Development)

UNIT- III: Communication and Instruction

- Communication process; concept, principles and Modes & Barriers of communication
- Edger Dale’s Cone of Experience
- Programmed learning steps, principles of programmed instruction
- Types of Programming: Linear, Branching and Mathetics
- Individualized Instruction/Learning: Computer Assisted Instruction (CAI), Personalized System of Instruction (PSI), FLIP Approach

UNIT- IV: Behavioral Technology

- Modification of Teaching Behaviour: Micro Teaching
- Flander’s Interaction Analysis (FIACS)
- Simulated Teaching
- Concept and process of preparing ODLM
- Ethical Issues for E-learner and E-teacher – Teaching learning and research

Mode of Transaction:

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

Course Learning Outcomes:

1. To explain the nature of Educational Technology.
2. To describe the effective teaching learning process.
3. To make use of instructional media.
4. To list out some innovations in educational technology.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	2	1	-	-
CLO2	2	-	-	-	-	1	-	-	-	-	2	1	-	-
CLO3	2	-	-	-	-	-	3	-	-	1	2	1	1	-
CLO4	2	-	1	-	3	1	-	1	-	1	2	1	1	-
Avg.	2	-	.25	-	.75	.5	.75	.25	-	.5	2	1	.5	-

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Organizing the class teaching and teaching at the understanding level
2. Development of a programme by having any one unit of the subject
3. Development of instruction material as per the prescription of PSI
4. Preparation of lesson plan for micro teaching and using it in classroom situation
5. Analysis of classroom interaction as per FIACS.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison Wesley Publishing Co. London. 1969.*
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**M.A. (EDUCATION) THIRD SEMESTER
ENGAGING WITH COMMUNITY
COURSE CODE:EDU-101-CW-6150**

During Semester I of the course, the department of education would organize field visit for 2days duration in rural and tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of field trip would acquaint the students with status of school in rural scenario, living conditions, problems and issues of rural society. This will provide opportunities for harmonious blend of learning and work. Students will acquire skills in planning, organizing, implementing field trip. This will provide exposure to realities of life in rural and tribal areas.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Learning objectives	Learning outcomes	Course evaluation
I. a) To critically understand and analyze academic time and its implementation in rural schools. b) Develop insights and field realities in the management of school in rural and tribal area.	a) Able to understand the role of parents, teachers, headmaster and SMC for the effective implementation of Academic time. b) Address the challenges with suitable responses for the identified school problem(s)	20 marks+ Report writing 20 Marks=40 marks
II. a) To understand the rural livelihood patterns. b) To observe living conditions, housing, water supply and other amenities in rural areas and tribal areas. c) To understand the level of environmental awareness	a) Able to be acquainted with rural livelihood pattern. a) Familiar with the socio-economic aspects of rural and tribal area. b) Experience in organizing environmental awareness	20 marks+ Report writing 20 Marks=40 marks
Field work Tasks/Activities & Evaluation Scheme <ol style="list-style-type: none"> 1. Observation visit to the government or non-government school in a tribal village and report writing: 40 Marks. (Internal) 2. Observation visit and organize environmental awareness programme for students/community members and report writing: 40 marks. (Internal) 3. Viva – Voce: 20 Marks (External) <p>Total Marks = 40 + 40 +20 = 100 Marks.</p>		

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	2	-	-	-	-	-	1	-	-	2	1	-	2
CLO2	2	2	-	-	-	1	-	1	-	-	2	1	-	2
CLO3	2	2	1	-	-	-	1	1	-	1	2	1	-	2
CLO4	2	2	1	-	3	1	-	1	-	1	2	1	-	-
Avg.	2	2	.5	-	.75	.5	.25	1	-	.5	2	1	.5	1.5

MA (EDUCATION) FOURTH SEMESTER
EDUCATION IN INDIA
COURSE CODE: EDU-101-CW-6210

Learning Objectives:

1. To acquaint students the historical development of education in India during ancient, medieval and British period.
2. To make the students learn history of education in India after independence.
3. To create awareness about educational backwardness in India and government initiatives regarding improvement of educational backwardness.
4. To develop understanding of current trends in Education in India.

Course Content:

UNIT-I: Education System in India

- Education in Ancient and Medieval period
- Education in British India:
 - (a) Education in East India Company Period: Charter Act, 1813, Oriental-Accidental Controversy, Macaulay Minute, Wood Despatch, 1854.
 - (b) Education in British India: Indian Education Commission (Hunter Commission), 1882, University Education Commission, 1902, Calcutta University Education Commission (Saddler Commission), 1917, Hartog Committee Report, 1929, Sargent Plan, 1944.

UNIT-II: Education in Post-Independence period

- University Education Commission, 1948-49, Secondary Education Commission, 1952-53, and Indian Education Commission (Kothari Commission), 1964-66,
- NPE- 1986, and Revised National Policy - 1992
- Universalisation of primary education; Gokhale's Bill, Operation Black Board, DPEP, SSA (NPEGL, MDM and KGVB) and RTE Act 2009
- Historical development of vocationalisation of secondary education

UNIT-III: Educational Backwardness in India and Govt. initiatives in Education

- Constitutional provisions in Education and its implications.
- Recent development of education in India; Samagra Shiksha Aabhiyan (SSA, RMSA, TE), Beti Bachao Beti Padhao, RUSA

UNIT-IV: Current Trends in Education

- Vocational Education: Meaning, nature and scope.
- Open and Distance Learning and Continuing Education: Concept and Objectives.
- Inclusive Education: Meaning and problems
- Continuous and Comprehensive evaluation: Concept and objectives

Mode of Transaction:

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

Course Learning Outcomes:

1. To describe the historical development of education in India during ancient, medieval and British period.
2. To discuss history of education in India after independence.

3. To analyze educational backwardness in India and explain government initiatives regarding improvement of educational backwardness.
4. To discuss the current trends in Education in India.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	2	-	-	-	-	-	-	2	-	-	-
CLO2	2	-	-	2	-	-	-	-	-	-	2	1	-	-
CLO3	3	-	-	2	-	-	-	1	-	-	2	-	1	1
CLO4	2	1	1	2	-	-	-	-	-	1	2	1	-	-
Avg.	2.25	.25	.25	2	-	-	-	.25	-	.25	2	.5	.25	.25

Evaluation Scheme:

Maximum Marks	: 80 marks
Internal Assessment	: 20 marks
Time	: 03 hours
Pass Marks	: 45% in internal and external separately.

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Altekar. *Ancient Indian Education*, Nanda Kishore Bros. Varansi. 1957.
2. Vedmitra. *Education in Aancient India*. Arya Book Depot, Kerolbag, N. Delhi. 1967.
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MA (EDUCATION) FOURTH SEMESTER
CURRICULUM STUDIES
COURSE CODE : EDU-101-CW-6220

Learning Objectives:

1. To familiarize the students with the concept of curriculum development.
2. To enable the students to develop a conceptual framework of the process of curriculum development.
3. To develop an understanding for designing curriculum.
4. To develop the awareness among the students about the issues of curriculum.

Course Content:

UNIT- I: Introduction to Curriculum Development

- Concept, Nature and Scope of Curriculum
- Principles of Curriculum Construction
- Approaches to Curriculum Development: Behavioral Approach, System Approach, Academic Approach and Humanitarian Approach
- Core Curriculum

UNIT – II: Foundations of Curriculum Development

- Philosophical Foundations
- Psychological Foundations
- Sociological Foundations
- Historical Foundations

UNIT- III: Curriculum Development and Design

- Steps of Curriculum Development.
- Models of Curriculum Development: The Tayler Model, Hilda Taba's Model
- Curriculum Design: Its types (Subject -Centered Design, Learner -Centered

Design, Activity -Centered Design

- Curriculum at National, State and Local Level

UNIT- IV: Curriculum Evaluation

- Meaning, Nature and Need of Curriculum Evaluation
- Types of Curriculum Evaluation
- Tools and Techniques of Curriculum Evaluation
- Models of Curriculum Evaluation: Scientific Models of Curriculum Evaluation - (Provu's Discrepancy Evaluation Model,) Humanistic Models of Curriculum Evaluation- (Stake's Responsive Evaluation Model)
- Preparation and Evaluation of a Text – Book

Mode of Transaction:

- Lecture, Lecture cum Discussion
- Observational studies

- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

Course Learning Outcomes:

1. To explain the conceptual framework of curriculum development and its principles.
2. To apply practical orientation knowledge on the different bases of curriculum during curriculum design.
3. To illustrate the steps and different design of curriculum development.
4. To apply critical understanding on analytical thinking with respect to the evaluation of different components of curriculum.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	1	2	-	-
CLO2	2	-	-	1	-	-	-	1	-	-	1	2	-	1
CLO3	2	1	1	1	-	-	-	1	-	-	2	2	1	1
CLO4	2	1	-	-	-	-	-	1	-	-	1	2	1	-
Avg.	2	.5	.25	.5	-	-	-	.75	-	-	1.25	2	.25	.5

Evaluation Scheme:

Maximum Marks	: 80
Internal Assessment	: 20
Time	: 3 hours
Pass marks	: 45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Oristein, allan, C & Hunkins, Francis P. Curriculum Foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.
2. Hollis, L. Caswell and Doak, S. Compbel, Curriculum Development (New York American Books) 1935.
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MA (EDUCATION) FOURTH SEMESTER
GUIDANCE AND COUNSELLING
COURSE CODE: EDU-101-CW-6230

Learning Objectives:

1. To familiarize the students with the significance of guidance and counseling.
2. To make them aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.

Course Content:

UNIT- I: Introduction to Guidance

- Meaning, Need and Scope of guidance
- Principles of guidance
- Bases of guidance: Philosophical, Sociological, Psychological and Educational
- Types of Guidance :Educational, Vocational, Personal and Group Guidance
- Role of Educational institutions in Guidance
- Role of career master, counselor, Headmaster/principal, Teacher and parents

UNIT- II: Counseling

- Meaning, Nature& Principles of counseling
- Types of counseling: Directive, Non-directive &Eclectic
- Steps of Counseling process
- Qualification and Attributes of Counselors

UNIT- III: Tools and Techniques of Guidance

- Need and importance of Tools and Techniques in Guidance and Counseling
- Testing Techniques: Measuring intelligence, interest, aptitude and personality
- Non-testing techniques : observation, interview. Questionnaire, rating scale, cumulative records
- Clinical method in Guidance and Counseling

UNIT – IV : Guidance and Counseling services

- Organisation of Different services – Individual, Student information service, Occupational and Vocational Information service, Placement and follow-up service, counseling services at different levels
- Research trends in Guidance and Counseling
- Need of Evaluation in Guidance and Counseling

Mode of Transaction:

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

Course Learning Outcomes:

1. To explain the significance of guidance and counseling.
2. To understand the various concepts of guidance and counseling.
3. To use techniques of guidance and the guidance programmes.
4. To put into practice whatever and whenever the chance come into life situations.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	2	1	-	-
CLO2	2	-	-	1	-	-	-	-	-	-	1	1	1	-
CLO3	2	-	1	1	1	-	-	-	-	-	1	1	1	1
CLO4	2	-	-	-	1	-	-	-	-	-	2	1	-	1
Avg.	2	-	.25	.5	.5	-	-	-	-	-	1.5	1	.5	.5

Evaluation Scheme:

Maximum Marks : 80 marks
 Internal Assessment : 20 marks
 Time : 03 hours
 Pass Marks : 45% in internal and external separately.

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Anastasi, A. *Psychological testing*. London. McMillan Co. 1982.
2. Bernard, H.W. and Fullmer, D.W. *Principles of guidance*. A basic text (Indian Edn). N. Delhi. Allied Pubs.
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**MA (EDUCATION) FOURTH SEMESTER
TEACHER EDUCATION
COURSE CODE: EDU-101-CW-6240**

Learning Objectives:

1. To enable students to understand the development of teacher education in India.
2. To acquaint the students with the teacher education programmes in India.
3. To familiarize the students with the professional development of teachers.
4. To make students understand trends and research in Teacher Education.

Course Content:

UNIT – I: Development of Teacher Education in India

- Historical Development of Teacher Education in India.
- Recommendations of Various Commissions and Committees on Teacher Education in India.
- Meaning, Importance and Aims of Teacher Education Programme.
- Structure of Teacher Education at different Levels.

UNIT – II: Pre-service Teacher Education Programmes

- Concepts and Importance of Pre-Service Teacher Education
- Curriculum and Evaluation of Pre-Service Teacher Education at different Levels
- New Trends of Teacher Education suggested by NCTE, and NPE-1986
- Problems of Pre-Service Teacher Education and their Remedies

UNIT – III: In-service Teacher Education Programmes

- In- Service Teacher Education- Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes
- Short comings and Suggestions for In-Service Teacher Education Programmes

UNIT – IV: Teaching Profession and Trends of Teacher Education

- Professional Ethics and Professional Development of Teachers
- Innovations in Teacher Education
- Role of NCTE in Teacher Education
- Privatization of Teacher Education and Quality Concerns
- Areas of Research in Teacher Education
- ICT and Teacher Education

Mode of Transaction:

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

Practicum:

1. Study of Pre-service or In-service Teacher Education Programme.
2. Role of DIET/NCTE/SCERT/SIE in Teacher Education.
3. Visit of private Teacher Training College and Collect Data on infrastructures and faculty strength.

Course Learning Outcomes:

1. Explore the development of teacher education in India.
2. Understand the teacher education programmes in India.
3. Examine professional development of teacher, trends and research in Teacher Education.
4. Familiarise the new trends in teacher duration

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	-	-	-	-	-	1	-	2	1	3	1
CLO2	2	-	-	-	-	-	-	-	1	-	2	1	2	1
CLO3	2	-	-	-	-	-	-	-	1	-	1	1	3	2
CLO4	1	-	-	-	-	-	-	-	1	-	2	-	2	1
Avg.	1.5	-	-	-	-	-	-	-	1	-	1.75	.75	2.5	1.75

Evaluation Scheme:

Maximum Marks : 80 marks
 Internal Assessment : 20 marks
 Time : 03 hours
 Pass Marks : 45% in internal and external separately.

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Govt. of India. *Report of the Education Commission*. 1964-66.
2. Govt. of India. *National Policy on Education*, 1986, Programme of Action, 1986.
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**MA (EDUCATION) FOURTH SEMESTER
ENVIRONMENTAL EDUCATION
COURSE CODE : EDU-101-CW-6250**

Learning Objectives:

1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop in students a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop among students an 'Eco-friendly Attitude' and environmental values.

Course Content:

Unit-I: Environmental Education & Quality of life:

- Environmental Education - Meaning, Nature and Scope
- Environment: Concept, Components and Types
- Man-Environment relationship: Determinism, Possibilism and Neo-Determinism
- Modern life style and its impact on environment
- Population growth, Poverty, Nutrition, Health and Sanitation

Unit-II: Environmental Resources and Management:

- Natural resources - Land, Air, Water, Flora and Fauna
- Resource depletion, natural disasters/hazards and their management
- Cultural Resources and its protection and promotion- Monuments, buildings, Specimen of art/architecture
- Earth summit 1992, Chipko Movement & Wild life Conservation strategy (WCS)

Unit-III: Curriculum of Environmental Education

- Environmental Education Curriculum: Stage Specific; Primary, Upper Primary, Secondary
- Approaches of curriculum Development: Interdisciplinary and Multidisciplinary
- Transaction: Approaches to teach Environmental Education: Mass Media Inquiry Approaches, Value Clarification Approaches
- Evaluation in Environmental Education: Meaning, types, Tools and Techniques

Unit-IV: Environmental issues and Research

- Pollution: Cause, effect, and control measures of Air, Water and Soil Pollution

- Eco-politics, Sustainable Development, Bio-Diversity
- UNESCO-UNEP Environmental Education Programmes
- Emerging Areas of Research in Environmental Education and Role of UGC, NCERT/SCERT and NGO in promoting Environmental Education

Mode of Transaction:

- Lecture, Lecture cum Discussion
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

Course Learning Outcomes:

1. Define the environment and its related problems.
2. Understand the concept and importance of Environmental Education.
3. Apply the skills of organizing learning experiences and evaluation devices for environmental education.
4. Exercise the sense of appreciation, protection and proper utilization of environmental resources.

Mapping of PLOs/PSOs with CLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	1	-	1	-	1	1
CLO2	2	-	-	-	-	-	-	1	1	-	1	2	-	1
CLO3	2	-	-	-	-	-	-	1	1	-	1	2	1	1
CLO4	2	-	-	-	-	-	-	1	1	-	1	-	-	1
Avg.	2	-	-	-	-	-	-	.75	1	-	1	1	.5	1

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Preparation of an activity based curriculum on Environmental Education for primary/elementary classes.
2. Development of kitchen garden and reporting.
3. Development of Nursery and reporting.
4. Identification and reporting of the most immediate environmental problems faced by the locality.
5. Celebrating the environmental days.
6. Organization of seminar/debate/workshops

Evaluation Scheme:

Maximum Marks : 80
 Internal Assessment : 20
 Time : 03 hours
 Pass marks : 45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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