

NEP - 2020 and Learning Outcome-Based Curriculum Framework (LOCF)

FOR

Post Graduate Programme

MASTERS OF ARTS (EDUCATION)

(To be effective from the Academic Session 2026-28)



DEPARTMENT OF EDUCATION

GURUGRAM UNIVERSITY, GURUGRAM

(A State university Established by Govt. of Haryana Act no. 17 in 2017)

Scheme of Programme

(Scheme PG A2: MA EDUCATION (Course Work + Research))

Semester 1

Course Code	Course Title		Course ID	L	T	P	L	T	P	Total Credits	MARKS				
				(Hrs)			Credits				TI	TE	PI	PE	Total
			Core Course(s)												
CC-A01	Introduction to Educational Studies		261/MED U/CC101	3	1	0	3	1	0	4	30	70	-	-	100
CC-A02	Research Methodology in Education		261/MED U/CC102	3	1	0	3	1	0	4	30	70	-	-	100
CC-A03	Understanding the Learner		261/MED U/CC103	3	1	0	3	1	0	4	30	70	-	-	100
CC-A04	Curriculum Planning, Designing and Development		261/MED U/CC104	3	1	0	3	1	0	4	30	70	-	-	100
			Discipline Specific Elective Courses												
DSE-01	Diversity and Inclusion in Education		261/MED U/DS101	3	0	0	3	0	0	3	25	50	-	-	75
	Or Human Rights Education		261/MEDU/DS102												
			Multidisciplinary Course(s)												
MDC-01	One from Pool		261/MEDU/MD101	2	1	0	2	1	0	3	15	35	5	20	75
			Ability Enhancement Course(s)												
AEC-01	One from Pool		261/MEDU/AE101	2	0	0	2	0	0	2	15	35	-	-	50
			Value-added Course(s)												
VAC-01	One from Pool		261/MEDU/VA101	2	0	0	2	0	0	2	15	35	-	-	50
Total Credits										26					650

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
+														
Core Course(s)														
CC-A05	Advanced Sociology of Education	261/MEDU/CC201	3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	Educational Management and Leadership	261/MEDU/CC202	3	1	0	3	1	0	4	30	70	-	-	100
CC-A07	Statistics in Education	261/MEDU/CC2	3	1	0	3	1	0	4	30	70	-	-	100
		3												
CC-A08	Contemporary Issues in Indian Education	261/MEDU/CC204	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-02	Fundamentals of Educational Measurement Or	261/MEDU/DS201	3	0	0	3	0	0	3	25	50	-	-	75
		Or												
	Education for Sustainable Development Or	261/MEDU/DS202												
		Or												
	Indian Knowledge System	261/MEDU/DS203												
Multidisciplinary Course(s)														
MDC-02	One from Pool	261/MEDU/MD201	2	0	0	2	0	0	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-02	One from Pool	261/MEDU/AE201	2	0	0	2	0	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	One from Pool	261/MEDU/SE201	1	0	2	1	0	1	2	5	20	5	20	50
Total Credits			-	-	-	-	-		26	-	-	-	-	650

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A09	Digital Learning	261/MEDU/CC301	3	1	0	3	1	0	4	30	70	-	-	100
CC-A10	Reading Educational Policies (REP): Contexts and Practices	261/MEDU/CC302	3	1	0	3	1	0	4	30	70	-	-	100
CC-A11	Gender, Society and Education	261/MEDU/CC303	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-03	Basics of Pedagogy	261/MEDU/DS301												
	Teacher Education: Perspectives and Practices	Or 261/MEDU/DS302	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-03	One from Pool	261/MEDU/MD301	2	0	1	2	0	1	3	15	35	5	20	75
Skill Enhancement Course(s)														
SEC-02	One from Pool	261/MEDU/SE301	1	0	1	1	0	1	2	5	20	5	20	50
Value-added Course(s)														
VAC-02	One from Pool	261/MEDU/VA301	2	0	0	2	0	0	2	15	35	-	-	50
Seminar/ Presentation														
Seminar	Seminar		0	0	4	0	0	2	2	-	-	15	35	50
Internship/Field Activity														
Internship	Internship	261/MEDU/IN301	0	0	8	0	0	4	4	-	-	30	70	100
Total Credits									28	-	-	-	-	700

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Ability Enhancement Course(s)														
AEC-03	One from Pool	261/MEDU/AE401	2	0	0	2	0	0	2	15	35	-	-	50
Dissertation/Project Work														
DIE-04	Dissertation + Community Service Based Learning (CSBL)	261/MEDU/DI401	-	-	40	0	0	20	20	0	0	150	350	500
Total Credits									22					550

Multidisciplinary Course from the Department of Education from the pool of courses in the University

(These courses are to be offered to students of different disciplines/subjects)

Semester 1

Course Code	Course Name	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits					TI	TE	PI	PE
MDC-1	Teaching Proficiency	261/MEDU/MD101	2	0	2	2	0	1	3	15	35	5	20	75

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	P I	PE	Total

MDC-2	Andragogy and Education	261/MEDU/M D 201	2	0	2	2	0	1	3	15	35	5	20	75
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Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Assessment and Learning	261/MEDU/ MD 301	2	0	2	2	0	1	3	15	35	5	20	75

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Guidance and Counselling	261/MEDU/MD 401	2	0	2	2	0	1	3	15	35	5	20	75

Skill Enhancement Course from the department for the pool of courses in the University

(These courses are offered by each DEPARTMENT OF EDUCATION for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	E-Content Development-I	261/MEDU/SE 201	1	0	2	1	0	1	2	5	20	5	20	50

	Or													
	Guidance and Counselling-I	261/MEDU/SE 202												

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Disability Science and Inclusive Development: A Theoretical Framework	261/MEDU/SE301	1	0	2	1	0	1	2	5	20	5	20	50
	Or													
	E-Content Development-II	261/MEDU/SE302												
		Or												
	Educational Guidance and Counselling-II	261/MEDU/SE303												

Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-01	Foundations Of Academic Communication	261/MEDU/AE 101	2	0	0	2	0	0	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-02	Academic Reading and Professional Writing	261/ME DU/AE 201	2	0	0	2	0	0	2	15	35	-	-	50

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-03	Academic Communication and Critical Thinking in the Digital Age	261/ME DU/AE3 01	2	0	0	2	0	0	2	15	35	-	-	50

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Value Added Course from the department for pool of the Courses in the University
(All the departments will offer value added course for the students of same or different departments.)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total

VAC-1	Peace and Value Education	261/MEDU/V A 101	2	0	0	2	0	0	2	15	35	-	-	50
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Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Physical Health and Mental Well-being	261/MEDU/VA 301	2	0	0	2	0	0	2	15	35	-	-	50

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE=

Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

Paper Setting Instructions:

For 4 credits

1. Nine Questions will be set in all, and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short-answer type questions of 2 marks spread over the entire syllabus ($2 \times 7 = 14$ marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

For 3 credits

1. Seven Questions will be set in all, and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short-answer type questions of 2 marks spread over the entire syllabus ($2 \times 7 = 14$ marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the three units (12 marks each).

For 2 credits

1. Five Questions will be set in all, and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short-answer type questions of 3 marks spread over the entire syllabus ($3 \times 5 = 15$ marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Based on the scheme for the M.A. Education Program

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and knowledge base to excel in the field of education, aligning with the objectives of the M.A. Education program under the New Education Policy (NEP) 2020.

Program Outcomes (POs):

1. **Comprehensive Understanding:** Students will demonstrate a comprehensive understanding of foundational educational principles, theories, and methodologies across various domains of education, including educational psychology, curriculum development, pedagogy, and assessment.
2. **Application of Educational Concepts:** Students will be able to apply educational theories and concepts to practical settings, such as classroom environments, curriculum design, and policy-making, showcasing the practical application of educational knowledge.
3. **Research Proficiency:** Students will develop advanced research skills, including research design, data analysis, interpretation, and application, evidenced through coursework, dissertations, and practical research projects in the field of education.
4. **Critical Thinking and Problem-Solving:** Students will cultivate critical

thinking skills to analyze complex educational issues and propose effective solutions, particularly in areas like inclusive education, educational policy, and curriculum reform.

5. Ethical Practices in Education: Students will adhere to ethical guidelines in educational research and practice, ensuring integrity, responsibility, and fairness in conducting studies, assessments, and teaching practices.

Program Specific Outcomes (PSOs):

1. Educational Assessment and Evaluation: Students will demonstrate proficiency in educational assessment and evaluation techniques, utilising standardised and innovative tools to measure learning outcomes, curriculum effectiveness, and educational interventions accurately and ethically.

2. Curriculum Development and Instructional Design: Students will develop skills in creating and implementing curricula and instructional strategies that address the diverse needs of learners, fostering an inclusive and effective learning environment.

3. Technology Integration in Education: Students will be equipped to integrate technology into teaching and learning processes, using digital tools and resources to enhance educational practices and improve learning outcomes.

4. Policy Analysis and Educational Leadership: Students will gain the ability to critically analyze educational policies and take on leadership roles in the educational sector contributing to the development and implementation of policies that improve educational access, equity, and quality.

5. Entrepreneurship and Innovation in Education: Students will develop entrepreneurial skills and knowledge, enabling them to identify opportunities for innovation in the education sector and contribute to the development of educational enterprises and initiatives.

**M.A. Education
Semester- 1**

Course Code: CCA01

Course Title: INTRODUCTION TO EDUCATIONAL STUDIES

Course ID: 261/MEDU/CC101

Credit: 4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Exam Time: 3 hrs

COURSE OUTCOMES:

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

1. Describe the nature, meaning, methods, epistemological perspectives, and different theories of knowledge within an educational context.
2. Discuss the fundamental and theoretical development perspectives in education.
3. Critically evaluate the nature, modes, and functions of education and its relationship with various disciplines.
4. Analyze past and contemporary concerns and issues related to the education system, and formulate personal viewpoints.
5. Examine and differentiate between Indian and Western schools of thought in education, and appreciate the contributions of eminent philosophers in various contexts.
6. Identify and describe the institutions, systems, and structures of education, and evaluate the shortcomings in contemporary education policies and practices.
7. Assess philosophical and sociological approaches to education, and establish connections between these approaches and methods, pedagogy, educational practices, and professional teaching standards.
8. Recognize and appreciate emerging trends in education, and identify potential areas of interest for further educational research.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.

4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit 1: Nature and Knowledge in Education

- 1.1 Nature of knowledge in Education, Epistemological perspectives of knowledge in Education.
- 1.2 Different theories of knowledge and their relevance, Methods of acquiring knowledge.
- 1.3 Shifts in the process of knowledge and pedagogy.
- 1.4 Education as an evolving concept, Modes of Education, and expansion in the modes of Education.
- 1.5 Functions of Education, Education as a system, education as disciplinary, interdisciplinary, and multidisciplinary in nature.

Unit 2: Aims of Education and Educational Thinkers

- 2.1 Aims of Education, Sources of Aims of Education.
- 2.2 Educational aims as derived from the Constitution of India.
- 2.3 Changing aims of education in the context of Liberalization, Privatization, and Globalization.
- 2.4 Influence of aims of education on the curriculum and transactional strategies.
- 2.5 Aims of Education according to eminent Indian & Western educational thinkers: Gandhi, Vivekananda, Tagore, Aurobindo, Savitribai Phule, John Dewey, Krishnamurthy, Freire, Illich, Wollstone, Nel Noddings.

Unit 3: Philosophical Foundations and Schools of Thought

- 3.1 Indian and Western Schools of Thought: Contributions to Education from various Indian Schools (e.g., Vedanta, Buddhism, Jainism) and Western Schools (e.g., Idealism, Realism, Pragmatism) with reference to objectives, curriculum, methods of teaching, and the role of the teacher.
- 3.2 Recent Philosophical Approaches to Education.
- 3.3 Contribution of Indian & Western Schools of thought to education.
- 3.4 The Four Pillars of Education.
- 3.5 National values as enshrined in the Indian Constitution with special reference to education.

Unit 4: Education and Society: Educational Perspectives

- 4.1 Education as a social institution, shaping identities and influencing social cohesion.
- 4.2 The role of education in transmitting cultural values and knowledge across generations.
- 4.3 Education as a driver of social change, addressing issues like inequality and empowerment.
- 4.4 Challenges to educational development in India, including regional disparities and access to quality education.

4.5 Emerging concerns in education, such as globalization, technological advancements, and policy changes.

Suggested Assignments and Activities

1. Concept Analysis: Prepare a short note on the nature and sources of knowledge in education.
2. Theory Application: Analyze any one theory of knowledge or pedagogy and its relevance in present-day education.
3. Thinker-Based Assignment: Compare the educational ideas of any two thinkers (Indian or Western).
4. Constitutional Analysis: Review provisions of the Indian Constitution related to education and present key points.
5. Classroom Application Task: Design a lesson or activity based on a selected philosophical school (e.g., Pragmatism or Constructivism).
6. Group Discussion: Participate in discussions on themes like globalization, aims of education, or social change.
7. Case Study: Analyze the role of education in addressing a social issue (e.g., inequality, gender, inclusion).
8. Reflective Journal: Maintain reflections on philosophical perspectives and their relevance to teaching-learning.

Transaction Mode: Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings

1. Bhattacharya, S. (2008). Foundations of education. Atlantic Publishers & Distributors.
2. Ozmon, H. A., & Craver, S. M. (2011). Philosophical foundations of education (9th ed.). Pearson.
3. Noddings, N. (2012). Philosophy of education (3rd ed.). Westview Press.
4. Kumar, A. (2015). Philosophical perspectives of education. APH Publishing Corporation.
5. Taneja, V. R. (2000). Educational thought and practice. Sterling Publishers.
6. Biesta, G. (2015). Good education in an age of measurement: Ethics, politics, democracy. Routledge.

Advanced Readings

1. Dearden, R. F. (1984). Theory and practice in education. Routledge & Kegan Paul.
2. Dwivedi, K. (2014). Educational thoughts and thinkers. Shree Publishers & Distributors.
3. Kneller, G. F. (1964). Introduction to philosophy of education. John Wiley & Sons.

4. Nayak, B. K. (2003). Textbook of foundations of education. Kitab Mahal.
5. Carr, D. (2003). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
6. Barrow, R., & Woods, R. (2006). An introduction to philosophy of education (4th ed.). Routledge.
7. Winch, C., & Gingell, J. (2008). Philosophy of education: The key concepts (2nd ed.). Routledge.
8. Siegel, H. (2017). Education's epistemology: Rationality, diversity, and philosophical understanding. Oxford University Press.
9. Brighouse, H. (2006). On education. Routledge.

M.A. Education

Semester- 1

Course Code: CCA02

Course Title: RESEARCH METHODOLOGY IN EDUCATION

Course ID: 261/MEDU/CC102

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES

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

1. Explain the meaning, nature, and types of research, as well as the principles of the scientific method.
2. Develop and demonstrate skills in creating a research proposal, conducting a review of related literature, and formulating research hypotheses.
3. Critically evaluate the process of selecting a sample and prepare both quantitative and qualitative research tools.,
4. Compare and contrast different quantitative and qualitative research paradigms.
5. Apply ethical principles in conducting research.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit-1: Foundations of Educational Research

1.1 Educational Research: Meaning, nature and scope. Types of Research, Steps of Research

- 1.2 Identification of Problem: Variable: Definition and Types, Sources of Problem, Title Writing, as well as Objectives Writing
- 1.3 Review of Related Literature: Purpose and sources, conducting literature review- using Databases and the Internet
- 1.4 Hypotheses: Basis of Formulation of Hypothesis, Types, Forms and wording of Hypothesis, Testing of Hypothesis: Concept of Degree of Freedom and Level of Significance, One-Tailed Test and Two-Tailed Test; Type – I Error and Type – II Error

Unit-2: Sampling Techniques and Tools of Data Collection

- 2.1 Sources of data: Primary Source, Secondary Source and Field
- 2.2 Concept of Universe, population, Sample, Frame, and Sampling; Various sampling Methods- Probability Sampling Methods and Non-Probability Sampling Methods; Concept of sampling error, Determining Sample Size
- 2.3 Tools for collecting Data: Characteristics of Tools, Difference between Measurement and Assessment; Difference between Standardized and Unstandardized Tools; Procedure of Development and Standardization of Test, Scale and Inventory; Methods of establishing Reliability, Validity and Norms;
- 2.4 Development and use of Observation Schedule, Interview Schedule, and Questionnaire; and Focus group discussions

Unit-3: Research Designs: Historical and Experimental Research

- 3.1 Historical Method: Origin, Nature, Purpose, Characteristics, Advantages and Disadvantages; Sources of Information, Checking Credentials of Data; and Steps of Historical Research
- 3.2 Definition and Concept of Experimental Design; Principal and Characteristics of Experimental Design, Method of Controlling Intervening Variables; Concept of Internal Validity and External Validity; Differences among Different Pre-Experimental Design, Quasi-Experimental Design and True Experimental Design
- 3.3 Pre-Experimental Design: Pretest – Post-test Single Group Design; its internal validity as well as external validity
- 3.4 Quasi-Experimental Design: Time Series Design and Non-Equivalent Control Group Design; their internal validity as well as external validity

Unit-4: Research Designs: Qualitative and Mixed Methods Research

- 4.1 Qualitative Research Designs: Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research Designs: Characteristics and steps; Case Study: Characteristics, Components of a case study design, types of case study design
- 4.2 Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design.

Suggested Assignments and Activities

1. Write a short note on the meaning, nature, and scope of educational research.
2. Formulate a research problem with variables, objectives, and a suitable title.
3. Conduct a brief review of related literature using online databases.
4. Frame different types of hypotheses and identify errors (Type I & II).
5. Differentiate between sampling methods with examples.
6. Develop a simple research tool (questionnaire/interview schedule).
7. Prepare a small research design (experimental/qualitative/mixed method).
8. Analyze a case study or research paper and present findings.
9. Participate in group discussion on research designs and validity issues.
10. Conduct a mini field-based activity (data collection using any tool).

Transaction Mode Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Core Readings

1. Best, J. W., & Kahn, J. V. (2006). Research in Education (10th ed.). Pearson Education.
2. Bhandarkar, P. L., & Wilkinson, T. S. (2010). Methodology and Techniques of Social Research. Himalaya Publishing House.
3. Bogdan, R. C., & Biklen, S. K. (2014). Qualitative Research for Education: An Introduction to Theory and Methods. PHI Learning.
4. Creswell, J. W. (2015). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (5th ed.). Pearson.
5. Gay, L. R., Mills, G. E., & Airasian, P. (2012). Educational Research: Competencies for Analysis and Applications. Pearson.
6. Koul, L. (2019). Methodology of Educational Research (5th ed.). Vikas Publishing House.
7. Kerlinger, F. N. (1973). Foundations of Behavioral Research. Holt, Rinehart & Winston.
8. Pathak, R. P. (2015). Methodology of Educational Research. Atlantic Publications.

Advanced Readings

1. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
2. Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.

3. Flick, U. (2018). *An Introduction to Qualitative Research* (6th ed.). SAGE Publications.
4. American Educational Research Association (2018). *Standards for Educational and Psychological Testing*.
5. American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).
6. Johnson, R. B., & Christensen, L. (2020). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (7th ed.). SAGE.
7. Mertens, D. M. (2020). *Research and Evaluation in Education and Psychology* (5th ed.). SAGE Publications.
8. Punch, K. F. (2016). *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed.). SAGE.
9. Silverman, D. (2021). *Qualitative Research* (5th ed.). SAGE Publications.
10. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics*. Shree Publishers & Distributors.

M.A. Education

Semester- 1

Course Code: CCA03

Course Title: UNDERSTANDING THE LEARNER

Course ID: 261/MEDU/CC103

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

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

1. Explain major schools of psychology and their relevance to learning
2. Analyze the role of motivation in the teaching-learning process
3. Differentiate among IQ, EQ, SQ, creativity, interest, attitude, and aptitude
4. Identify cognitive processes and individual differences among learners
5. Apply developmental and personality theories in educational contexts
6. Analyze the role of Motivation in the teaching-learning process.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks).

Unit 1: Educational Psychology and Schools of Thought

- 1.1 Educational psychology: meaning, scope, and application in teaching-learning
- 1.2 Methods of studying learners: observation, experimental method, and case study
- 1.3 Major schools of psychology and their educational implications: Behaviorism, Cognitivism, Constructivism, Growth and development: concept, principles, and educational implications.

Unit 2: Learner Development and Motivation

2.1 Developmental theories and classroom implications: Piaget's cognitive development, Vygotsky's socio-cultural theory, Kohlberg's moral development, Erikson's psychosocial development.

2.2 Factors affecting development: physical, cognitive, language, emotional, and social development; gender role and moral development

2.3 Parenting styles and their influence on learner development

2.4 Motivation in learning: concept, types, and Abraham Maslow's hierarchy of needs and its educational implications

Unit 3: Learning Theories and Intelligence

3.1 Individual differences: concept, factors, and educational implications

3.2 Learner diversity: slow learners, learning disabilities (e.g., dyslexia), giftedness, and inclusive approaches

3.3 Learning theories and implications: Jerome Bruner's cognitive theory, Albert Bandura's social learning theory, and Robert Gagné's hierarchy of learning

3.4 Intelligence theories and classroom relevance: Daniel Goleman's emotional intelligence, Howard Gardner's multiple intelligences, J. P. Guilford's structure of intellect

Unit 4: Creativity, Personality, Adjustment, and Classroom Dynamics

4.1 Creativity: concept, characteristics, development, measurement, and fostering strategies

4.2 Personality: concept, nature, and theories of Sigmund Freud, Carl Rogers. Gordon Allport and their educational implications

4.3 Assessment of personality: projective and non-projective techniques

4.4 Adjustment: concept, types, factors, maladjustment, and defense mechanisms

4.5 Classroom Management: Creating a positive and inclusive learning environment, managing diverse behavioural patterns, understanding group dynamics (classroom as a social group), sociometry and group interaction, and applying strategies for collaborative learning.

Suggested Assignments and Activities

1. Case Study: Prepare a case study of a learner focusing on developmental, cognitive, or behavioural aspects.

2. Theory Application Task: Analyze classroom situations using major learning or developmental theories.

3. Motivation Analysis: Observe and report on factors influencing student motivation in a classroom setting.

4. Learner Profile: Develop a profile of a learner highlighting intelligence, interests, aptitude, and personality traits.
5. Book/Article Review: Review a text related to educational psychology or learner development.
6. Group Discussion: Participate in discussions on individual differences, inclusive learning, or classroom behaviour.
7. Reflective Journal: Maintain a journal on observations of learner behaviour and teaching-learning processes.

Transaction Mode Lecture-cum-Discussion, Brainstorming, Group Discussion, Presentations, Panel Discussion

Core Readings

1. Mangal, S. K. (2014). Advanced educational psychology. PHI Learning.
2. Ormrod, J. E. (2016). Educational psychology: Developing learners (9th ed.). Pearson.
3. Woolfolk, A. (2015). Educational psychology. Pearson.
4. Slavin, R. E. (2020). Educational psychology: Theory and practice (12th ed.). Pearson.
5. McInerney, D. M., & McInerney, V. (2010). Educational psychology: Constructing learning (5th ed.). Pearson.
6. Snowman, J., McCown, R., & Biehler, R. (2014). Psychology applied to teaching (14th ed.). Cengage Learning.

Advanced Readings

1. Chauhan, S. S. (2009). Advanced educational psychology (7th ed.). Vikas Publishing House.
2. Dash, M. (2009). Educational psychology. Deep & Deep Publications.
3. Jha, A. K. (2009). Constructivist epistemology and pedagogy: Insight into teaching, learning and knowing. Atlantic Publishers & Distributors.
4. Attri, A. K. (2015). Psychology of development and learning. APH Publishing Corporation.
5. Sharma, R. N., & Sharma, R. K. (2010). Advanced educational psychology. Atlantic Publishers & Distributors.
6. Sternberg, R. J. (2017). Cognitive psychology (7th ed.). Cengage Learning.
7. Verma, L. N. (2013). Educational psychology: Experimentation in problems and methods in teaching. Rawat Publications.
8. Woolfolk, A., Mishra, G., & Jha, A. K. (2012). Fundamentals of educational psychology. Pearson.

9. Robinson, S. K. (2009). Foundations of educational psychology. Ane Books.
10. Schunk, D. H. (2020). Learning theories: An educational perspective (8th ed.). Pearson.
11. Illeris, K. (2018). Contemporary theories of learning: Learning theorists... in their own words (2nd ed.). Routledge.
12. Santrock, J. W. (2019). Educational psychology (6th ed.). McGraw-Hill.
13. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.
14. Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.

SEMESTER- I

Course Code: CCA04

Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT

Course Code: 261/MEDU/CC104

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

After completion of the course, students shall be able to;

1. Explain the concept and bases of curriculum development.
2. Analyze the principles and different models of curriculum development.
3. Examine the processes involved in the curriculum development process.
4. Differentiate between different types of curricula design and their application.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks).

Unit-1: Foundations of Curriculum

- 1.1 Curriculum: Concept, meaning, and principles of curriculum development
- 1.2 Foundations of Curriculum Planning: Philosophical, Social, and Psychological
- 1.3 Curriculum design: Components, sources, conceptual framework, and dimensions
- 1.4 Types of curriculum design: Subject-centred, Learner-centred, Experience-centred, Problem-centred, and Core curriculum

Unit-2: Curriculum Development and Contemporary Perspectives

- 2.1 Process of curriculum development: Formulation of graduate attributes, Course Learning Outcomes (CLOs), Content selection and organization, Organization of learning experiences, Transaction process, Evaluation and follow-up
- 2.2 Curriculum mapping: Alignment with Course Learning Outcomes and outcome mapping

2.3 Role of national-level statutory bodies in curriculum development: University Grants Commission (UGC), National Council for Teacher Education (NCTE)

2.4 Designing curriculum at different levels: Local, Regional, National, and Global

2.5 Choice-Based Credit System (CBCS): Concept and Implementation

2.6 Approaches to curriculum: Interdisciplinary, Cross-disciplinary, Multidisciplinary, Transdisciplinary

Unit–3: Models of Curriculum Development

3.1 Scientific/Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive/Grassroots Model). Tyler Model

3.2 Humanistic / Non-Technical Models: Glatt Horn's Naturalistic Model, Weinstein and Fantini Model

Unit–4: Curriculum Evaluation, Change, and Research

4.1 Curriculum evaluation: Concept and purpose

4.2 Types of evaluation: Formative and Summative

4.3 CIPP Model of Curriculum Evaluation

4.4 Curriculum change: Meaning, types, and influencing factors

4.5 Curriculum feedback process: Sources: Students, Alumni, Parents, Employers, Analysis and integration of feedback in curriculum development, Role of stakeholders in curriculum change, Scope of research in curriculum

Suggested Assignments and Activities

1. Write a short note on the concept and foundations of curriculum development.
2. Compare types of curriculum design with examples.
3. Design a mini curriculum including CLOs and evaluation methods.
4. Analyze the role of University Grants Commission (UGC) and National Council for Teacher Education (NCTE).
5. Compare any two curriculum development models.
6. Conduct a curriculum mapping exercise and analyze a syllabus.
7. Participate in group discussion/presentation on curriculum approaches.

Transaction Mode Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning.

Core Readings

1. Beane, J. A., Conrad, E. P., & Samuel, J. A. (1986). Curriculum Planning and Development. Boston: Allyn & Bacon.
2. National Council of Educational Research and Training (1988). National Curriculum for Elementary and Secondary Education. New Delhi: NCERT.

3. National Council of Educational Research and Training (2000). National Curriculum Framework for School Education. New Delhi: NCERT.
4. National Council of Educational Research and Training (2005). National Curriculum Framework (NCF-2005). New Delhi: NCERT.
5. Oliva, P. F. (2001). Developing the Curriculum (5th ed.). New York: Longman.
6. Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, Principles, and Issues (7th ed.). Pearson.
7. Rao, V. K. (2015). Principles of Curriculum. New Delhi: APH Publishing.

Advanced Readings

1. Ministry of Education, India (2020). National Education Policy (NEP 2020).
2. National Council of Educational Research and Training (2023). National Curriculum Framework (NCF 2023).
3. Kelly, A. V. (2009). The Curriculum: Theory and Practice (6th ed.). Sage Publications.
4. Pinar, W. F. (2012). What is Curriculum Theory? (2nd ed.). Routledge.
5. Wiles, J., & Bondi, J. (2014). Curriculum Development: A Guide to Practice (9th ed.). Pearson.
6. Schiro, M. S. (2013). Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.). Sage.
7. UNESCO (2015). Rethinking Education: Towards a Global Common Good

M.A. Education

Semester- 1

The student has to opt for one of the following two discipline-specific courses

Course Code: DSE-01

Course Title: DIVERSITY AND INCLUSION IN EDUCATION

Course ID: 261/MEDU/DS101

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

COURSE OUTCOMES:

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

1. Describe and illustrate current issues and trends with reference to inclusive education.
2. Understanding children with diverse needs about multiple discourses.
3. Analyze the various suggestions given by contemporary commissions on inclusive education
4. Understand different strategies for curriculum adaptation, accommodation and their significance.
5. Plan an inclusive classroom setting by using accessible, digital devices and material resources

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Foundations of Inclusive Education

1.1 Inclusive Education: Concept, definition, principles, and barriers to inclusion

1.2 Historical perspectives and key international frameworks promoting inclusion: Salamanca Statement (1994), UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006)

1.3 Constitutional provisions and legal frameworks supporting inclusive education in India

Unit 2: Understanding Diversity and Disability

2.1 Conceptual understanding and classification of disabilities based on:

2.2 International Classification of Functioning Disability and Health (ICF Model)

2.3 International Classification of Diseases 11th Revision

2.4 Diagnostic and Statistical Manual of Mental Disorders, DSM-5-TR

2.5 Understanding diversity, equity, and accessibility for inclusive development in India

2.6 Policy frameworks and provisions: National Education Policy 2020, National Policy for Persons with Disabilities 2006, Alignment with Sustainable Development Goal 4 (Inclusive and equitable quality education)

Unit 3: Policies, Practices, and Pedagogies for Inclusion

3.1 Acts and schemes related to inclusive education: Rights of Persons with Disabilities Act 2016 (RPwD Act), Inclusive Education of Disabled at Secondary Stage

3.2 Individualized Educational Programmes (IEPs): Concept, development, and implementation Therapeutic interventions and support services in inclusive settings

3.3 Use of Assistive Technology and Teaching-Learning Materials (TLM) for diverse learners

Suggested Assignments and Activities

1. Write a short note on the concept, principles, and barriers of inclusive education.
2. Analyze key international frameworks such as the Salamanca Statement and UN Convention on the Rights of Persons with Disabilities.
3. Explain different classifications of disabilities based on ICF, ICD-11, and DSM-5-TR.
4. Examine the provisions of National Education Policy 2020 and their role in promoting inclusion.
5. Prepare a case-based Individualized Educational Programme (IEP).
6. Develop a simple Teaching-Learning Material (TLM) or assistive strategy for diverse learners.
7. Conduct a case study or field observation in an inclusive classroom/school.
8. Participate in group discussion on inclusive practices and challenges.
9. Analyze schemes like RPwD Act (2016) and IEDSS (2009).
10. Present a seminar on the role of technology in inclusive education.

Transaction Mode: Lecture, Seminar, e-team teaching, blended learning, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning.

Core Readings

1. Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies on Inclusive Education.
2. Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. London: Paul Chapman Publishing.
3. Gargiulo, R. M. (2014). *Special Education in Contemporary Society: An Introduction to Exceptionality* (5th ed.). Sage Publications.
4. Govind Rao, L. (2007). *Perspectives on Special Education*. Hyderabad: Neelkamal Publications.
5. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Chennai: Heinemann.
6. Mittler, P. (2000). *Working Towards Inclusive Education: Social Contexts*. London: David Fulton Publishers.
7. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in the Early Years* (2nd ed.). Sage Publications.
8. Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School*. ASCD.
9. Werts, M. G., et al. (2007). *Fundamentals of Special Education*. PHI Learning.

Advanced Readings

1. Kauffman, J. M., Hallahan, D. P., Pullen, P. C., & Badar, J. (2018). *Special Education: What It Is and Why We Need It* (2nd ed.). Routledge.
2. Kauffman, J. M. (2019). *On Educational Inclusion: Meanings, History, Issues, and International Perspectives*. Routledge.
3. Dimitraidi, S. (Ed.). (2014). *Diversity, Special Needs and Inclusion in Early Years Education*. Sage Publications.
4. Jha, J., & Jhingran, D. (2002). *Elementary Education for the Poorest and Other Deprived Groups*. Centre for Policy Research.
5. UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*.
6. UNESCO (2015). *Education 2030: Incheon Declaration and Framework for Action*.
7. UNESCO (2024). *Celebrating Inclusion in Education: 30th Anniversary of the Salamanca Statement*.
8. United Nations Committee on the Rights of Persons with Disabilities (2016). *General Comment No. 4 on Article 24: Right to Inclusive Education*.
9. Julie, A. (2010). *The Sociology of Disability and the Struggle for Inclusive Education*. *British Journal of Sociology of Education*, 31(5), 603–619.
10. Ministry of Education, India (2020). *National Education Policy (NEP 2020)*.

OR
M.A. Education
Semester- 1

Course Code: DSE-01

Course Title: HUMAN RIGHTS EDUCATION

Course ID: 261/MEDU/DS102

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

Course Outcomes:

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

1. Explain the need and importance of value education and education for human rights.
2. Differentiate between the nature of values, religious education, and moral training.
3. Identify and describe the basics of morality and the stages of moral development in children.
4. Analyze and evaluate the available intervention strategies for moral education.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit–1: Foundations of Human Rights Education

- 1.1 Human Rights Education: Meaning, objectives, and scope
- 1.2 Human rights as enshrined in the Constitution of India
- 1.3 Agencies of human rights education: School, family, community, and teacher
- 1.4 Teaching–learning processes in human rights education through curricular and co-curricular activities

Unit–2: Human Rights Education: Levels, Pedagogy, and Global Perspectives

2.1 Human rights education at various levels of education (school, higher, and non-formal)

2.2 Pedagogical approaches for human rights education

2.3 Role of international and regional organizations: United Nations (UNO), South Asian Association for Regional Cooperation (SAARC)

2.4 National frameworks and initiatives: National Council of Educational Research and Training (NCF)

2.5 Human rights education for promoting: Peace, Global citizenship and consciousness, Environmental protection through educational programmes

Unit–3: Peace Education and Contemporary Perspectives

3.1 Peace Education: Meaning, nature, and importance

3.2 Genesis of peace education and challenges to peace: Stress, conflict, crime, terrorism, violence, and war

3.3 Philosophical perspectives on peace (highlights): Mahatma Gandhi, Jiddu Krishnamurti, Sri Aurobindo, Swami Vivekananda, Rabindranath Tagore, B. R. Ambedkar, Dalai Lama, Nelson Mandela

3.4 Role of teachers in promoting human rights and peace education

3.5 National and international initiatives for human rights education

Suggested Assignments and Activities

1. Write a short note on the meaning, objectives, and scope of Human Rights Education.
2. Explain human rights provisions in the Constitution of India with examples.
3. Analyze the role of agencies (school, family, community, teacher) in promoting human rights.
4. Discuss pedagogical approaches for human rights education at different levels.
5. Examine the role of the United Nations and the South Asian Association for Regional Cooperation in promoting human rights and peace.
6. Prepare a presentation on any one philosopher of peace (e.g., Mahatma Gandhi or Nelson Mandela).
7. Conduct a group discussion on challenges to peace in contemporary society.
8. Design a co-curricular activity (poster, campaign, or awareness programme) on human rights.
9. Analyze a case study related to human rights or peace education.
10. Participate in a role play on conflict resolution and peacebuilding.

Transaction Mode Group discussion, lecture-cum-discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies

Core Readings

1. Bagchi, J. P., & Teckchandani, V. (2005). Value Education: The Return of the Fourth 'R': Revival of Commitments. Jaipur: University Book House.
2. Biehler, R., & Snowman, J. (2003). Psychology Applied to Teaching. Houghton Mifflin.
3. Government of India (1999). Fundamental Duties of Citizens (Vol. I & II). Ministry of Human Resource Development.
4. Goldstein, T., & Selby, D. (2000). Weaving Connections: Educating for Peace, Social and Environmental Justice. Sumach Press.
5. Hicks, D. (1994). Education for Peace: Issues, Principles, and Practice. Routledge.
6. Motilal, S., & Nanda, B. (2010). Human Rights, Gender and Environment. Allied Publishers.
7. Nanda, R. T. (1997). Contemporary Approaches to Value Education in India. Regency Publications.
8. Chitakra, M. G. (2003). Education and Human Values. A.P.H. Publishing Corporation.
9. Singh, S. P., Kaul, A., & Chaudhary, S. (2013). Peace and Human Rights Education. APH Publishing.

Advanced Readings

1. United Nations (1948). Universal Declaration of Human Rights (UDHR).
2. United Nations (2015). Sustainable Development Goals (SDGs) – especially SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).
3. UNESCO (2015). Global Citizenship Education: Topics and Learning Objectives.
4. UNESCO (2021). Reimagining Our Futures Together: A New Social Contract for Education.
5. Ministry of Education, India (2020). National Education Policy (NEP 2020).
6. Bajaj, M. (2017). Human Rights Education: Theory, Research, Praxis. University of Pennsylvania Press.
7. Reardon, B. A. (2015). Learning Peace: The Promise of Ecological and Cooperative Education. SUNY Press.
8. Harris, I. M., & Morrison, M. L. (2013). Peace Education (3rd ed.). McFarland.
9. Osler, A., & Starkey, H. (2010). Teachers and Human Rights Education. Trentham Books.
10. Amnesty International (2012/updated). Human Rights Education Resource Guide.

M.A. Education

SEMESTER- 2

Course Title: ADVANCED SOCIOLOGY OF EDUCATION

Course ID: 261/MEDU/CC201

Course Credit-4

Course Code: CCA05

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES:

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

1. Understand education from a sociological perspective and explain its relationship with sociology.
2. Analyse major sociological theories—Conflict Theory, Structural Functionalism and Symbolic Interactionism—and their relevance to education.
3. Examine education in contemporary times in relation to modernity, market economy, media and social inequalities.
4. Engage with critical perspectives on education and society, with reference to ideology, power, knowledge and social reproduction.
5. Analyse educational institutions through sociological perspectives, with reference to knowledge, curriculum, teachers and the experiences of the marginalised.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit I: Foundations of Sociology of Education

- 1.1 Understanding education from a sociological perspective

1.2 Sociology of Education and Educational Sociology: Concept and Distinctions

1.3 Major sociological perspectives and their relevance to education:

- Structural Functionalism (e.g., Emile Durkheim, Talcott Parsons)
- Conflict Theory (e.g., Karl Marx)
- Symbolic Interactionism (e.g., George Herbert Mead, Herbert Blumer)

Unit II: Education in Contemporary Contexts

2.1 Education and modernity

2.2 Education and the market economy (globalization, privatization, commercialization)

2.3 Education in the age of media and digital culture

2.4 Education as a site of: Social reproduction, Social mobility, Critical debates and contemporary discussions

Unit III: Critical Perspectives on Education and Society

3.1 Cultural and social reproduction – Pierre Bourdieu

3.2 Ideology and Ideological State Apparatus – Louis Althusser

3.3 Knowledge, power, and discipline (Introduction) – Michel Foucault (Archaeology of Knowledge, Discipline and Punish)

3.4 Annihilation of Caste – B. R. Ambedkar

3.5 Social implications of schooling – Avijit Pathak (Knowledge, pedagogy, and consciousness)

Unit IV: Sociological Perspectives on Educational Institutions

4.1 Sociological perspectives on knowledge, curriculum, and teachers: Basil Bernstein, Michael Apple, Bernice Rosenthal

4.2 Sociological understanding of diversity in education: Gender, Caste, Region, Religion, Language

4.3 Educational institutions and the experiences of marginalized groups

Suggested Assignments and Activities

1. Critically examine the concept of merit and success in education with reference to social inequalities.
2. Analyze a text, film, or contemporary educational event using sociological perspectives.
3. Apply theories (e.g., Bourdieu, Foucault, Ambedkar) to understand education and society.
4. Participate in group discussions on merit, inequality, and social mobility.

5. Present a brief case study linking education with social structures.

Transaction mode Lecture, Seminar, team teaching, dialogue, peer group discussion, mobile teaching, and self-learning

Core Readings

1. Ambedkar, B. R. (2021). Annihilation of caste. Navayana. (Original work published 1936)
2. Apple, M. W. (1986). Teachers and texts: A political economy of class and gender relations in education. Routledge.
3. Apple, M. W. (2019). Ideology and curriculum (4th ed.). Routledge.
4. Ball, S. J. (2012). Global education inc.: New policy networks and the neo-liberal imaginary. Routledge.
5. Berger, P. L. (1963). Invitation to sociology: A humanistic perspective. Anchor Books.
6. Bernstein, B. (2000). Pedagogy, symbolic control and identity (Rev. ed.). Rowman & Littlefield.
7. Bourdieu, P., & Passeron, J. C. (1990). Reproduction in education, society and culture (2nd ed.). Sage.
8. Brown, P., Lauder, H., & Ashton, D. (2011). The global auction: The broken promises of education, jobs, and incomes. Oxford University Press.
9. Dube, L. (1996). Caste and women. Oxford University Press.
10. Durkheim, E. (1956). Education and sociology. Free Press.
11. Foucault, M. (1972). The archaeology of knowledge. Pantheon Books.
12. Foucault, M. (1977). Discipline and punish: The birth of the prison. Vintage Books.
13. Giroux, H. A. (2011). On critical pedagogy. Continuum.
14. Gupta, D. (2002). Mistaken modernity: India between worlds. HarperCollins.
15. Kumar, K. (Ed.). (2018). Routledge handbook of education in India: Debates, practices, and policies. Routledge.
16. LaDousa, C. (2014). Hindi is our ground, English is our sky: Education, language, and social class in contemporary India. Berghahn Books.
17. Mannheim, K. (1962). An introduction to the sociology of education. Routledge.
18. Nambissan, G. B., & Rao, S. (Eds.). (2013). Sociology of education in India. Oxford University Press.
19. Parsons, T. (1951). The social system. Routledge.

20. Pathak, A. (2002). Social implications of schooling: Knowledge, pedagogy and consciousness. Rainbow Publishers.
21. Postman, N. (1985). Amusing Ourselves to Death: Public discourse in the age of show business. Penguin Books.
22. Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. Holt, Rinehart & Winston.
23. Sen, A. (1999). Development as freedom. Oxford University Press.
24. Shukla, S., & Kumar, K. (1985). Sociological perspectives in education. Chanakya Publications.
25. Velaskar, P. (2012). Educational inequalities in India. Contemporary Education Dialogue, 9(2), 245–267.

Advanced Readings

1. Apple, M. W. (Ed.). (2010). The Routledge international handbook of the sociology of education. Routledge.
2. Ball, S. J. (2016). Education, justice and democracy: The struggle over ignorance and opportunity. Routledge.
3. Ballantine, J. H., & Hammack, F. M. (2017). The sociology of education: A systematic analysis (8th ed.). Routledge.
4. Bénéï, V. (2008). Schooling passions: Nation, history, and language in contemporary Western India. Stanford University Press.
5. Froerer, P. (2011). Disciplining the savages, saving the children: Education and the colonial state in India. Berghahn Books.
6. Jeffery, P., Jeffery, R., & Jeffery, C. (2005). Degrees without freedom? Education, masculinities, and unemployment in North India. Stanford University Press.
7. Muller, J. Z. (2017). The tyranny of metrics. Princeton University Press.
8. Sandel, M. J. (2020). The tyranny of merit: What's become of the common good? Allen Lane.
9. Stroud, S. R. (2017). What did Ambedkar learn from Dewey's Democracy and Education? The Pluralist, 12(2), 78–103.
10. UNESCO. (2015). Rethinking education: Towards a global common good? UNESCO Publishing.

M.A. Education

SEMESTER- 2

Course Code: CCA06

Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Code: 261/MEDU/CC202

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES:

After the completion of the course, the students shall be able to;

1. Explain the concept and significance of administration, management, and leadership at various levels of education.
2. Describe and outline the managerial functions of an educational administrator.
3. Design and formulate effective personnel management strategies for recruiting and retaining staff.
4. Critically analyze and evaluate recent trends and challenges in human resource management.
5. Develop and implement institutional policies and practices consistent with emerging trends in higher education.
6. Apply change management principles to lead and manage change in educational settings, and examine and assess deficiencies in the current leadership system.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

UNIT-1: Foundations of Educational Management

- 1.1 Educational management: meaning, nature, scope and principles
- 1.2 Functions of Educational management: Planning, organizing, staffing, controlling and directing, the role and skills of teachers in educational management.

- 1.3 Concept of Quality and Quantity in Education: Indian and International perspectives, Evolution of Quality: Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.

UNIT-2: Emerging Trends and Theoretical Frameworks of Educational Management

- 2.1 Recent Trends in Educational Management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.
- 2.2 Means of Ensuring Accountability in Educational Management. Qualities of an Effective Educational Manager
- 2.3 Educational Management and Administration: Scientific management Theory (F.W. Taylor), Classical Theory, Bureaucratic Theory (Max Weber) and their implications for Education.

UNIT-3: Human Relations and Modern Approaches to Educational Administration

- 3.1 Human Relations Approach to Educational Administration
- 3.2 Meeting the Psychological Needs of Employees
- 3.3 Systems Approach to Educational Administration
- 3.4 Emerging Trends and Approaches in Educational Administration: (a) Decision Making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends

UNIT-4: Educational Leadership: Approaches, Theories and Styles

- 4.1 Leadership: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value-based and Charismatic
- 4.2 Theories of Leadership: McGregor X and Y theory, Trait Theory, Leader Member Exchange Theory, Reddin's 3D model, Fiedler's Contingency Model.
- 4.3 Leadership Styles: Democratic, Authoritative and Laissez- Faire

Suggested Assignments and Activities

1. Analyze the management practices of a school/college and relate them to the functions of educational management.
2. Prepare a SWOT analysis of an educational institution.
3. Develop a short plan demonstrating planning, organizing, and controlling in a school context.
4. Compare management theories (Taylor, Weber, Human Relations) with educational applications.
5. Conduct a case study on leadership styles in an institution.
6. Design a strategy for improving quality in education using TQM principles.
7. Participate in a group discussion on decentralization and institutional autonomy.

8. Present a case on leadership approaches (transformational/transactional) in education.

Transaction Mode: Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Core Readings

1. Bush, T., & Bell, L. (2002). The principles and practice of educational management. Paul Chapman Publishing.
2. Bush, T. (2010). Theories of educational leadership and management (4th ed.). Sage Publications.
3. Craig, M. W. (1995). Dynamics of leadership. Jaico Publishing House.
4. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2017). Human resource management (11th ed.). Pearson.
5. Fullan, M. (2001). Leading in a culture of change. Jossey-Bass.
6. Hersey, P., & Blanchard, K. (1986). Management of organizational behaviour: Utilizing human resources. Prentice Hall of India.
7. Kochhar, S. K. (2011). School administration and management. Sterling Publishers.
8. Luthans, F. (1981). Organizational behaviour. McGraw-Hill.
9. Mohanty, J. (2007). Educational administration, supervision and school management. Deep & Deep Publications.
10. Mukhopadhyay, M. (2005). Total quality management in education (2nd ed.). Sage Publications.
11. Mukhopadhyay, M. (2012). Leadership for institution building. Shipra Publications.
12. Preedy, M., Bennett, N., & Wise, C. (2012). Educational leadership: Context, strategy and collaboration. Sage Publications.
13. Robbins, S. P., Judge, T. A., & Vohra, N. (2012). Organizational behaviour. Pearson.
14. Sahu, R. K. (2010). Group dynamics and team building. Excel Books.
15. Sandhu, I. S. (2012). Educational administration and management. Dorling Kindersley India.
16. Sharma, S. L. (2009). Educational management: A unified approach. Global India Publications.

Advanced Readings

1. Fullan, M. (2020). Leading in a culture of change (Updated ed.). Jossey-Bass.

2. Bush, T. (2020). Theories of educational leadership and management (5th ed.). Sage Publications.
3. Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. Teachers College Press.
4. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management.
5. Day, C., & Sammons, P. (2016). Successful school leadership. Education Development Trust.
6. Ministry of Education India. (2020). National Education Policy (NEP 2020).
7. National Council of Educational Research and Training. (2023). National Curriculum Framework (NCF 2023).
8. UNESCO. (2019). Educational leadership for improved learning outcomes.
9. OECD. (2016). School leadership for learning: Insights from TALIS.
10. Drucker, P. F. (2007). Management challenges for the 21st century. Harper Business.

M.A. Education

Semester- II

Course Code: CCA07

Course Title: STATISTICS IN EDUCATION

Course ID: 261/MEDU/CC203

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

After completion of the course students will be able to;

1. Define and explain the meaning of statistics and its applications in an educational context.
2. Calculate and solve problems related to measures of central tendency (mean, median, mode) and variability (range, variance, standard deviation).
3. Analyze and interpret the significance of differences between two sets of independent and correlated samples.
4. Formulate and test hypotheses using sample statistics.
5. Apply and solve problems based on non-parametric statistical methods, and interpret the results.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit – I: Introduction to Statistics

- 1.1 Concept of Statistics: Meaning, definition, scope, importance, and applications in education and research.

- 1.2 Data: Quantitative and qualitative; attributes and variables; discrete and continuous variables.
- 1.3 Scales of Measurement: Nominal, ordinal, interval, and ratio.
- 1.4 Types of Statistics: Difference between parametric and non-parametric statistics.
- 1.5 Presentation of Data: Tabular and graphical methods.
- 1.6 Graphical Representation of Data: Histogram, frequency polygon, ogive (cumulative frequency curves), and pie diagram.

Unit-II: Measures of Central Tendency and Variability

- 2.1 Measures of Central Tendency: concept, computation, and interpretation.
- 2.2 Measures of Variability: concept, computation, and interpretation.
- 2.3 Concept of Normal Distribution and Normal Probability Curve (NPC); Skewness and Kurtosis; types of distribution
- 2.4 Comparison of Means: t-test (correlated and uncorrelated) and t-test for small samples (small N); assumptions, calculation, and interpretation of results.

Unit-III: Relation and Prediction

- 3.1 Correlation: Product-Moment Correlation and Spearman's Rank Correlation; concept, assumptions, calculation, interpretation, and significance of correlation.
- 3.2 Types of Correlation: Biserial, Point Biserial, Tetrachoric, and Phi-coefficient; concept, assumptions, calculation, and interpretation.
- 3.3 Partial and Multiple Correlation: Concept, interpretation, and multivariate relationships.
- 3.4 Regression Analysis: Concept of regression and prediction; linear and multiple regression; assumptions, calculation, and interpretation.

Unit- IV: Analysis of Variance, Non-Parametric Tests, and Data Analysis Tools

- 4.1 One-Way Analysis of Variance (ANOVA): Assumptions, calculation and interpretation of results.
- 4.2 Non-Parametric Statistics: Chi-square test, Sign test, Wilcoxon Signed Rank Test, Median test, and Mann–Whitney U test; assumptions, calculation, and interpretation of results.
- 4.3 Psychological Scaling: Percentile score, percentile rank, Z-score, and T-score.
- 4.4 Use of Software: Application of Microsoft Excel and SPSS for analysis of quantitative data.

Suggested Assignments and Activities

- 1. Analyze a real educational dataset and present findings using tables and graphs.
- 2. Compute and interpret mean, median, standard deviation, and explain their significance.
- 3. Conduct a t-test or correlation study on sample data and interpret results.

4. Use Excel/SPSS to analyze data and prepare a brief report.
5. Compare parametric and non-parametric tests with suitable examples.
6. Present a short case showing the use of statistics in educational research.

Transaction Mode: problem-based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brainstorming

Core Readings

1. Adams, K. A., & Lawrence, E. K. (2015). Research methods, statistics, and applications. Sage Publications.
2. Agarwal, B. L. (2013). Basic statistics. New Age International.
3. Ferguson, G. A. (1981). Statistical analysis in psychology and education (5th ed.). McGraw-Hill.
4. Garrett, H. E. (1966). Statistics in psychology and education. David McKay.
5. Gupta, S. (2010). Research methodology and statistical techniques. Deep & Deep Publications.
6. Guilford, J. P., & Fruchter, B. (2000). Fundamental statistics in psychology and education (8th ed.). McGraw-Hill.
7. Gupta, S. P. (2005). Statistical methods (34th ed.). Sultan Chand & Sons.
8. Koul, L. (2009). Methodology of educational research. Vikas Publishing House.
9. Majumdar, P. K. (2010). Applied statistics. Rawat Publications.
10. Medhi, J. (2014). Statistical methods: An introductory text. New Age International.
11. Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). Measurement and assessment in education. PHI Learning.
12. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

Advanced Readings

1. Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage Publications.
2. Pallant, J. (2020). SPSS survival manual (7th ed.). McGraw-Hill Education.
3. Gravetter, F. J., & Wallnau, L. B. (2021). Statistics for the behavioral sciences (11th ed.). Cengage Learning.
4. Howell, D. C. (2013). Statistical methods for psychology (8th ed.). Cengage Learning.

5. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
6. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
7. Mertens, D. M. (2020). *Research and evaluation in education and psychology* (5th ed.). Sage Publications.
8. Larson-Hall, J. (2016). *A guide to doing statistics in second language research using SPSS* (2nd ed.). Routledge.
9. Rumsey, D. J. (2016). *Statistics for dummies* (2nd ed.). Wiley.
10. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

M.A. Education

SEMESTER- 2

Course Code: CCA08

Course Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION

Course Code: 261/MEDU/CC204

Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES:

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

1. Acquaint with the concept of universalization of elementary, secondary education and higher education in India.
2. Analyze the impact of liberalization, privatization and globalization (LPG) on education,
3. Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
4. Evaluate the status of primary, secondary and higher education in India
5. Reflect upon the role and functions of different regulatory agencies in higher education.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit-1: Elementary Education in India: Current Trends, Challenges and Government Initiatives

- 1.1 Elementary Education: Its status and problems
- 1.2 Related issues of universalization of elementary education: Provision, enrolment and retention/ completion rates in elementary education

- 1.3 Programs for achieving the objectives of universalization of elementary education: National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals, National Program of Education of Girls at Elementary Level (NPEGEL), Right to Education Act (2009), Right to Persons with Disabilities Act (2016)

Unit-2: Secondary Education in India: Current Trends, Challenges and Government Initiatives

- 2.1 Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Haryana.
- 2.2 Programs for achieving universalization of secondary education: Policies and Status.
- 2.3 Samagra Shiksha Abhiyan
- 2.4 Mid-Day Meal Scheme (extended impact)
- 2.5 Digital initiatives (DIKSHA, PM e Vidya) to achieve universalization of Secondary Education)

Unit-3: Issues, Quality and Governance in Higher Education

- 3.1 Higher Education: Status and problems with special reference to Punjab
- 3.2 Issues of access, equity and excellence in higher education
- 3.3 Efforts for upgrading the quality of Higher Education through RUSA
- 3.4 Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE

Unit-4: Emerging Trends, Inclusion and Policy Reforms in Indian Education

- 4.1 Liberalization, Privatization and Globalization in Education
- 4.2 Language and medium of instructions: Multilingualism and Multiculturalism
- 4.3 Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs
- 4.4 Continuous Professional Development (CPD) and PMMMNMTT: Scheme and implementation
- 4.5 National Educational Policy (NEP 2020) in the context of Secondary Education

Suggested Assignments and Activities

1. Analyze the implementation of any one scheme (Mid-Day Meal / Samagra Shiksha / RTE) with local examples.
2. Conduct a brief field-based inquiry on enrolment, retention, or access in elementary/secondary education.
3. Prepare a short report on digital initiatives such as DIKSHA or PM eVIDYA and their impact on learning.
4. Compare issues of access, equity, and quality in secondary or higher education.

5. Analyze the role of regulatory bodies such as University Grants Commission and All India Council for Technical Education in improving education.
6. Prepare a case study on inclusion (gender, SC/ST, differently abled) in educational institutions.
7. Discuss the impact of Liberalization, Privatization, and Globalization (LPG) on education.
8. Review key provisions of National Education Policy 2020 with reference to secondary education.

Transaction Mode e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and library reading.

Core Readings

1. Delors, J., et al. (1996). Learning: The treasure within (Report of the International Commission on Education for the 21st Century). UNESCO.
2. Illich, I. (1996). Deschooling society. Marion Boyars.
3. Kumar, R. (2012). Education, peace and development. Kalpaz Publications.
4. Kumar, R. (2014). Elementary education in India. Atlantic Publishers.
5. Ministry of Human Resource Development, India. (2012). Vision of teacher education in India: Quality and regulatory perspective (Vol. 1 & 3).
6. Nayak, A. K., & Rao, V. K. (2010). Secondary education. A.P.H. Publishing Corporation.
7. National Council of Educational Research and Training. (2005). National curriculum framework.
8. Nehru, R. S. S., & Rao, N. V. (2014). Elementary education. A.P.H. Publishing Corporation.
9. Srivastava, D. S., & Tomar, M. (2011). Elementary education. Isha Books.
10. Tyagi, K. (2013). Elementary education. A.P.H. Publishing Corporation.

Advanced Readings

1. Ministry of Education, India. (2020). National Education Policy (NEP 2020).
2. UNESCO. (2015). Education 2030: Incheon Declaration and Framework for Action.
3. UNESCO. (2021). Reimagining our futures together: A new social contract for education.
4. Ministry of Education, India. (2013/updated). Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
5. Ministry of Education, India. (2013/updated). Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

6. Kingdon, G. G. (2007). The progress of school education in India. *Oxford Review of Economic Policy*, 23(2), 168–195.
7. Tilak, J. B. G. (2018). *Education and development in India: Critical issues in public policy*. Springer.
8. Mehrotra, S. (2006). Reforming elementary education in India: A menu of options. *International Journal of Educational Development*.
9. Govinda, R., & Bandyopadhyay, M. (2010). *Access to elementary education in India*. CREATE Pathways to Access Research Monograph.
10. World Bank. (2018). *World development report: Learning to realize education's promise*.

M.A. Education

SEMESTER- 2

The student has to opt for one of the following three discipline-specific courses

Course Code: DSE-02

Course Title: FUNDAMENTALS OF EDUCATIONAL MEASUREMENT

Course Credit: 3

Course Id: 261/MEDU/DS201

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

COURSE OUTCOMES

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

1. Examine various quantitative and qualitative tools used in assessment.
2. Analyze the relationship between measurement, assessment, and evaluation.
3. Examine different paradigms in assessment.
4. Identify the characteristics of a good assessment tool.
5. Explore the use of online, on-demand, and open-book examinations.
6. Examine emerging trends and issues in evaluation, such as rubrics, portfolios, and alternative assessments.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Foundations of Educational Measurement, Assessment, and Evaluation

- 1.1 Educational Measurement, Assessment, and Evaluation: Concept, nature, needs, and uses in behavioral sciences.
- 1.2 Types of Assessment: Assessment of Learning (AoL) vs. Assessment for Learning (AfL).
- 1.3 Types of Measurement & Assessment: Norm-referenced and criterion-referenced measurement, formative and summative assessment, diagnostic testing, and their applications.

- 1.4 Validity: Concept, nature, and major considerations (content, criterion, construct), factors influencing validity.
- 1.5 Reliability: Concept, nature, and methods of estimating reliability (test-retest, equivalent forms, split-half, Kuder-Richardson, inter-rater), standard error of measurement, and factors influencing reliability.
- 1.6 Objectivity, Usability, and Norms in Assessment.

Unit 2: Tools, Techniques, and Reporting of Assessment

- 2.1 Tests: Types, principles of construction, preparation of questions based on instructional objectives.
- 2.2 Tools of Evaluation: Rating scale, attitude scale, questionnaire, aptitude test, achievement test, and inventory.
- 2.3 Techniques of Evaluation: Observation, interview, and projective techniques.
- 2.4 Achievement Tests: Standardised vs informal classroom tests, principles of achievement test construction.
- 2.5 Concept & Types of Question Banks.
- 2.6 Reporting of Assessment Results and Remediation.
- 2.7 Marks vs. Grades: Comparative analysis.
- 2.8 Semester System vs. Annual System: Strengths and limitations.

Unit 3: Modern Approaches in Evaluation and Alternative Assessment Methods

- 3.1 Systemic Reforms in Examination: Online, on-demand, open-book examinations.
- 3.2 Continuous and Comprehensive Evaluation (CCE).
- 3.3 Classroom Evaluation Techniques.
- 3.4 Feedback Devices: Meaning, types, and criteria.
- 3.5 Guidance as a Feedback Device: Assessment of portfolios, reflective journals, field engagement using rubrics, competency-based evaluation, and assessment of teacher-prepared ICT resources.
- 3.6 Reflection on the Importance of Alternative Assessment Tools.

Suggested Assignments and Activities

- 1. Critically analyze the concepts of measurement, assessment, and evaluation with examples from classroom practice.
- 2. Design a small achievement test (with blueprint and items) based on specific learning outcomes.
- 3. Examine the validity and reliability of a tool with practical illustrations.

4. Develop an assessment tool (rating scale/questionnaire) for a selected learning domain.
5. Prepare and analyze a question bank aligned with course outcomes.
6. Compare marks vs grades and semester vs annual system through a brief report.
7. Conduct a classroom-based assessment activity and reflect on its effectiveness.
8. Develop a rubric for evaluating portfolios or project work.
9. Use feedback techniques (peer/self-assessment) and document learning outcomes.
10. Analyze the effectiveness of alternative assessment methods (CCE, open book, online exams).

Transaction Mode Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Core Readings

1. Anastasi, A., & Urbina, S. (2005). Psychological testing. Pearson Education.
2. Gronlund, N. E., & Linn, R. L. (2003). Measurement and assessment in teaching. Pearson Education.
3. Gupta, S. (2014). Educational evaluation. A.P.H. Publishing Corporation.
4. Hopkins, K. D. (1998). Educational and psychological measurement and evaluation. Allyn & Bacon.
5. Kaplan, R. M., & Saccuzzo, D. P. (2000). Psychological testing: Principles, applications, and issues. Wadsworth.
6. Linn, R. L., & Gronlund, N. E. (2000). Measurement and assessment in teaching. Merrill Prentice Hall.
7. McMillan, J. H. (1997). Classroom assessment: Principles and practice for effective instruction. Allyn & Bacon.
8. Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). Measurement and assessment in teaching (10th ed.). Pearson.
9. National Council of Educational Research and Training. (2015). Learning indicators. NCERT.
10. Newman, F. M. (1996). Authentic achievement: Restructuring schools for intellectual quality. Jossey-Bass.
11. Osterlind, S. J. (2006). Modern measurement: Theory, principles, and applications of mental appraisal. Prentice Hall.
12. Panigrahi, S. C., & Patel, R. C. (2013). Continuous and comprehensive evaluation. APH Publishing.

13. Popham, W. J. (2000). Modern educational measurement: Practical guidelines for educational leaders (3rd ed.). Allyn & Bacon.
14. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). Measurement and assessment in education. PHI Learning.
15. Salkind, N. J. (2006). Tests and measurement for people who (think they) hate tests and measurement. Sage Publications.
16. Singh, B. (2004). Modern educational measurement and evaluation system. Anmol Publications.

Advanced Readings

1. Brookhart, S. M. (2017). How to use grading to improve learning. ASCD.
2. Brown, G. T. L., & Harris, L. R. (2016). Handbook of human and social conditions in assessment. Routledge.
3. Earl, L. (2013). Assessment as learning: Using classroom assessment to maximize student learning (2nd ed.). Corwin.
4. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.
5. Heritage, M. (2010). Formative assessment: Making it happen in the classroom. Corwin.
6. Pellegrino, J. W. (Ed.). (2014). The learning sciences and educational assessment. National Academies Press.
7. Shepard, L. A. (2019). Classroom assessment to support teaching and learning. The ANNALS of the American Academy of Political and Social Science, 683(1), 183–200.
8. Ministry of Education India. (2020). National Education Policy (NEP 2020).
9. National Council of Educational Research and Training. (2023). National Curriculum Framework (NCF 2023).
10. Andrade, H., & Brookhart, S. (2020). Classroom assessment as the co-regulation of learning. Routledge.

OR

M.A. Education

SEMESTER- 2

Course Code: DSE-02

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Credit: 3

Course Id: 261/MEDU/DS202

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

COURSE OUTCOMES:

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

1. Analyze the relevance of education for sustainable development.
2. Identify concepts of sustainable development that can be integrated into the school curriculum and its transaction.
3. Evaluate different methods for transacting concepts related to sustainable development.
4. Develop responsible behavior to lead a healthy and happy life.

Note

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Foundations of Sustainable Development and Education for Sustainability

- 1.1 Concept of Sustainable Development and Education for Sustainable Development (ESD)
- 1.2 17 Sustainable Development Goals (SDGs) by UNESCO / UN framework
- 1.3 ESD and Global Citizenship Education (GCED)
- 1.4 Promoting mental health and well-being in sustainable societies
- 1.5 Inclusive education and social transformation

Unit 2: Integrating Sustainability into Education and Employment

- 2.1 Integration of ESD into school and higher education curricula

2.2 Pedagogical approaches for sustainability: Discussion, seminar, workshop, problem-solving, field survey, projects, exhibitions, experiential learning

2.3 21st-century competencies for sustainable development, employability, and entrepreneurship

2.4 Technical and vocational skills for sustainable livelihoods

2.5 Leveraging cultural diversity for achieving SDGs

2.6 Responsible consumption and production (SDG 12)

Unit 3: Sustainable Lifestyles, Social Well-being, and Global Responsibility

3.1 Sustainable lifestyles and ecological consciousness

3.2 Sustainable health practices and social well-being

3.3 Sustainable cities and communities (SDG 11)

3.4 Human rights, gender equality, and social justice

3.5 Promotion of peace, non-violence, and global responsibility

Suggested Assignments and Activities

1. Analyze any one SDG and its relevance to education and society.
2. Prepare a brief report based on a field visit (pollution/biodiversity study).
3. Design a lesson plan integrating ESD concepts into a subject area.
4. Develop a small project on sustainable lifestyle practices in the local context.
5. Conduct a group discussion on responsible consumption and sustainability.
6. Create an awareness activity (poster/campaign) on sustainability issues.
7. Reflect on the role of education in promoting global citizenship and peace.

Transaction Mode: Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, and birds of the local area.

Core Readings

1. Bell, S., & Morse, S. (2012). Sustainability indicators: Measuring the immeasurable. Routledge.
2. Dent, D., Dubois, O., & Dalal-Clayton, B. (2013). Rural planning in developing countries: Supporting natural resource management and sustainable livelihoods. Routledge.
3. Elliott, J. (2012). An introduction to sustainable development (4th ed.). Routledge.
4. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). An introduction to sustainable development. Earthscan.
5. Soubbotina, T. P. (2004). Beyond economic growth: An introduction to sustainable development. World Bank.

6. Soubotina, T. P. (2004). Our common journey: A transition toward sustainability. National Academy Press.
7. Padmanabhan, J. (2016). Education for sustainable development: How to integrate in school education. Atlantic Publishers.
8. Sachs, J. D. (2015). The age of sustainable development. Columbia University Press.

Advanced Readings

1. United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development.
2. UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives.
3. UNESCO. (2020). Education for Sustainable Development: A roadmap.
4. Nhamo, G., & Mjimba, V. (2020). Sustainable development goals and institutions of higher education. Springer.
5. Kerr, J. (2017). Introduction to energy and climate: Developing a sustainable environment. CRC Press.
6. Sala, S., Ciuffo, B., & Nijkamp, P. (2015). A systemic framework for sustainability assessment. *Ecological Economics*, 119, 314–325.
7. Gasparatos, A., & Scolobig, A. (2012). Choosing the most appropriate sustainability assessment tool. *Ecological Economics*, 80, 1–7.
8. Streimikis, J., & Balezentis, T. (2020). Agricultural sustainability assessment framework integrating SDGs. *Sustainable Development*, 28(6), 1702–1712.
9. World Bank. (2020). World development report: Trading for development in the age of global value chains.
10. Ministry of Education India. (2020). National Education Policy (NEP 2020).

OR

M.A. Education

SEMESTER- 2

Course Code: DSE-02

Course Title: INDIAN KNOWLEDGE SYSTEM

Course Credit-3

Course ID: 261/MEDU/DS203

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

COURSE OUTCOMES:

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

1. Analyze the concept and sources of the Indian Knowledge System.
2. Examine the contributions of Purushartha in one's life.
3. Critically evaluate the purpose of knowledge and ancient Indian pedagogies.
4. Reflect on the concept, types, and sources of values and their application in daily life.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Foundations of the Indian Knowledge System and Educational Implications

- 1.1 Indian Knowledge System (IKS): Concept, origin, sources, and its relevance to education
- 1.2 Sources of IKS: Vedas, Upanishads, Itihasa (Ramayana, Mahabharata), Puranas, classical texts, oral traditions, and indigenous knowledge systems
- 1.3 Preservation of culture, tradition, and Dharma through education
- 1.4 The purpose of knowledge in Indian tradition: Para Vidya (spiritual knowledge) and Apra Vidya (worldly knowledge)
- 1.5 Ancient Indian pedagogical processes: Shravana, Manana, Nididhyasana and dialogic methods (Guru–Shishya tradition)

Unit 2: Holistic Development and Integration of IKS in Education

2.1 Integration of the Indian Knowledge System at different levels of education (school, higher, and lifelong learning)

2.2 Panchakosha model for holistic development: Annamaya Kosha (physical dimension), Pranamaya Kosha (vital/energy dimension), Manomaya Kosha (mental/emotional dimension), Vijnanamaya Kosha (intellectual/wisdom dimension), Anandamaya Kosha (spiritual/bliss dimension)

2.3 Purusharthas (Dharma, Artha, Kama, Moksha) and their educational and societal implications

2.4 Contributions of ancient Indian thinkers and gurus in educational and social transformation (e.g., Chanakya, Swami Vivekananda, Rabindranath Tagore)

Unit 3: Values, Ethics, and IKS in Practice

3.1 Core universal values: Truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Love (Prema), Non-violence (Ahimsa)

3.2 Sources of values: Culture, religion, philosophy, and the Constitution of India

3.3 Indian Knowledge System in practice: Yoga, meditation, and mindfulness for well-being

3.4 Application of IKS in contemporary education: Value education, environmental ethics, and sustainable living

Suggested Assignments and Activities

1. Explain key concepts of IKS (Para–Apara Vidya, Panchakosha, Purushartha) with educational implications.
2. Analyze the relevance of ancient pedagogical methods (Shravana–Manana–Nididhyasana) in modern classrooms.
3. Prepare a short report on any one IKS source (Vedas/Upanishads/epics) and its contribution to education.
4. Design a lesson/activity integrating IKS values or concepts into a subject area.
5. Reflect on the role of Yoga and meditation in promoting holistic development.
6. Conduct a group discussion on IKS and sustainable living practices.
7. Present a brief case on contributions of an Indian thinker (e.g., Swami Vivekananda or Rabindranath Tagore).
8. Develop a value-based activity (poster/reflective journal) based on universal values (truth, peace, non-violence).

Transaction Mode: Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings

1. Chand, J. (2009). Value education. Anshah Publishing House.
2. Chitkara, M. G. (2015). Education and human values. A.P.H. Publishing Corporation.
3. Dwivedi, K. (2014). Educational thoughts and thinkers. Shree Publishers & Distributors.
4. Kumar, A. (2015). Philosophical perspectives of education. A.P.H. Publishing Corporation.
5. Nayak, B. K. (2003). Foundations of education. Kitab Mahal.
6. Pant, D., & Gulati, S. (2010). Ways to peace. National Council of Educational Research and Training.
7. Patteti, A. P., & Thamaraasseri, I. (2015). Education and human values. A.P.H. Publishing Corporation.
8. Taneja, V. R. (2000). Educational thought and practice. Sterling Publishers.
9. Wardak, S. (2014). Peace education: A resource book for teacher education students.

Advanced Readings

1. Ministry of Education India. (2020). National Education Policy (NEP 2020).
2. Indian Knowledge Systems Division AICTE. (2021). Indian Knowledge Systems (IKS): Concept note.
3. National Council of Educational Research and Training. (2023). National Curriculum Framework (NCF 2023).
4. Radhakrishnan, S. (2008). The Hindu view of life. Oxford University Press.
5. Bhagavad Gita (any standard translation).
6. Upanishads (selected translations).
7. Yoga Sutras of Patanjali (any standard translation).
8. Rao, N. (2017). Indian philosophy and education. Routledge India.
9. Sharma, R. N. (2019). Indian philosophy, values and education. Surjeet Publications.
10. UNESCO. (2021). Reimagining our futures together: A new social contract for education.

M.A. Education

SEMESTER-3

Course Code: CCA09

Course Title: Digital Learning

Course ID:261/MEDU/CC301

Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES:

After completing this course, the students will be able to:

1. Describe the concept, scope, and significance of educational technology and ICT in teaching-learning processes.
2. Apply appropriate learning theories and instructional design models for planning technology-integrated lessons.
3. Design and develop digital instructional content using e-learning tools and platforms.
4. Use Web 2.0 tools, MOOCs, OERs, and emerging technologies to facilitate collaborative, blended, and flipped learning.
5. Evaluate digital learning resources and practices, addressing issues of ethics, legal use, and digital assessment.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit 1: Foundations of Digital Learning and Communication

- 1.1 Meaning, concept, and scope of digital learning; internet and digital environments
- 1.2 Green ICTs: importance and impact; web-based tools

- 1.3 Social-media for learning: email, blogs, chats, forums, and Web 2.0 tools
- 1.4 Web 3.0 and Web 4.0; Virtual Learning Environments (VLEs); learning platforms (CMS and LMS)
- 1.5 Digital communication in education: principles and models (Berlo's SMCR Model, Shannon and Weaver Model)

Unit 2: Instructional Design, Digital Pedagogies, and Models

- 2.1 Educational technology and ICT in education
- 2.2 Connectivism: A learning theory for the digital age
- 2.3 Flipped learning and blended learning: concepts, benefits, and classroom applications
- 2.4 Instructional design models: ADDIE, ASSURE, Dick & Carey
- 2.5 Technology integration models: TPACK, SAMR, RAT, PICRAT

Unit 3: E-Resources, E-Learning Applications and Plagiarism

- 3.1 Meaning, types, and uses of e-resources in teaching and research
- 3.2 E-content design: steps, tools and pedagogical use
- 3.3 Open Educational Resources (OERs): Creative Commons, MOOCs (SWAYAM, NPTEL, Coursera, etc.)
- 3.4 Tools for online teaching: virtual field trips, e-tutoring, e-activities
- 3.5 Understanding plagiarism: meaning, consequences, and prevention and Tools for plagiarism detection

Unit 4: Digital Evaluation, Research, Administration, and Emerging Trends

- 4.1 Digital assessment methods: Computer-Assisted Assessment (CAA), Computer-Adaptive Testing (CAT), rubrics, e-portfolios
- 4.2 Tools for creating digital surveys and tests
- 4.3 ICT tools in research: data repositories, referencing tools, academic writing tools
- 4.4 ICT in educational administration: student tracking, e-records, e-governance
- 4.5 Emerging trends: collaborative learning, AI in education, e-inclusion
- 4.6 Government initiatives at the national level in digital learning and higher education.

Suggested Assignments and Activities

- 1. Digital Content Creation: Design an educational video, interactive storybook, or animated resource on a digital learning concept (e.g., flipped classroom, MOOCs, OERs) using tools such as Canva, Book Creator, H5P, Powtoon, or Plotagon.

2. Comparative Analysis of Web Tools: Compare any two digital tools (e.g., Google Classroom vs. Edmodo; Kahoot vs. Quizizz) and prepare a brief report on their features, strengths, limitations, and classroom applications.
3. Technology-Integrated Lesson Plan: Develop a lesson plan using flipped or blended learning, integrating ICT tools or LMS platforms, with justification of pedagogical choices.
4. MOOC/OER Review: Review a course from SWAYAM or Coursera, focusing on content quality, interactivity, accessibility, and scope for improvement.
5. Digital Ethics Task: Prepare a short essay or presentation on issues like plagiarism, AI bias, privacy, or copyright, with examples and suggested ethical practices.

Transaction Mode Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Core Readings

1. MHRD (2012). National Policy on ICT in School Education. Government of India <https://ictpolicy.in>(Outlines India's vision and strategy for integrating ICT in education.)
2. UGC (2021). Guidelines for Developing E-Content for Higher Education. <https://ugc.ac.in>
3. (Provides official standards for e-content structure, design, and delivery.)
4. Anderson, T., & Elloumi, F. (2004). Theory and Practice of Online Learning. Athabasca University. <https://www.aupress.ca/books/120146-theory-and-practice-of-online-learning/>
5. Selwyn, N. (2016). Education and Technology: Key Issues and Debates (2nd ed.). London: Bloomsbury Academic.
6. Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017–1054.
7. Zhadko, O., & Ko, S. (2020). Best Practices in Designing Courses with Open Educational Resources. New York: Routledge.
8. Roberts, T. S. (2008). Student Plagiarism in an Online World: Problems and Solutions. IGI Global.
9. Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.

Advanced Readings

1. Downes, S. (2012). Connectivism and Connective Knowledge. National Research Council Canada.
2. Zimmerman, M. R. (2018). Teaching AI: Exploring New Frontiers for Learning. ISTE.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Center for Curriculum Redesign.
4. OECD (2019). Artificial Intelligence in Society. OECD Publishing. <https://www.oecd.org/publications/artificial-intelligence-in-society>

5. Roll, I., & Wylie, R. (2016). AI in Education: Evolution and Revolution. *International Journal of AI in Education*, 26(2), 582–599.
6. JISC (2020). Digital Experience Insights Survey: Higher Education Report. <https://digitalinsights.jisc.ac.uk>

Important Government and National Initiatives

1. NDEAR (2021). National Digital Education Architecture, Ministry of Education. <https://www.ndear.gov.in>
2. DIKSHA Platform. MoE, Govt. of India. <https://diksha.gov.in>
3. UMANG App – Unified Mobile App for New-Age Governance <https://web.umang.gov.in>
4. e-Kranti & National e-Governance Plan (NeGP), MeitY <https://meity.gov.in>

M.A. Education

SEMESTER-3

Course Code: CC-A10

Course Title: READING EDUCATIONAL POLICIES (REP): CONTEXTS AND PRACTICES

Course Id: 261/MEDU/CC302

Credits: 4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

COURSE OUTCOMES:

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

1. Explain different theoretical perspectives on education policy.
2. Build understanding of key policies, issues and debates in education around privatization, quality, efficiency and accountability in contemporary India.
3. Examine education policies and discourses.
4. Identify different stakeholders and their roles in the formation and implementation of education policies.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit 1: Understanding Educational Policy: Concepts and Frameworks

- 1.1 Concept, definition, and significance of educational policy
- 1.2 Frameworks of policy development: Rationalist, Developmentalist, Policy-As-Text, Policy-as-Process, Policy-as-Action, and Policy Cycle
- 1.3 Introduction to policy analysis frameworks
- 1.4 Building perspectives in policy analysis

Unit 2: Stakeholders and Contextual Influences in Policy Development

2.1 Key stakeholders in policy formulation and implementation: State, civil society, market/private sector, and international agencies

2.2 Role of national interventions in shaping educational policies

2.3 Role of international interventions in shaping educational policies

Unit 3: Policy Formulation and Implementation Processes

3.1 Social and Political dimensions that shape policy formulation

3.2 Role of advocacy, evidence, and power in policy making

3.3 Competing ideologies: State vs. market vs. community

3.4 Top-down vs. bottom-up approaches to policy implementation

3.5 Mediation of policy by local stakeholders

Unit 4: Policy Analysis and Educational Reform

4.1 Linkages between national development and educational policies

4.2 Educational planning and financing as a determinant of the policy framework

4.3 New policy directions in the 21st century: Digital citizenship, neoliberal discourses and political economy of education.

Suggested Activities and Assignments

Students are expected to undertake two of the following assessment tasks. These can be completed individually or in small groups.

1. Select a short excerpt (500–700 words) from any Indian education policy (e.g., NEP 2020, RTE Act) and critically examine it using the Policy-as-Text framework.
2. Examine the influence of the formulation and implementation of a selected educational policy in India (e.g., NEP 2020, Right to Education Act 2009, Samagra Shiksha, Digital India e-Learning initiatives) on different stakeholders. Map the roles of at least four stakeholders (e.g., central/state government, civil society, private sector, international agencies, teacher unions, community).

Transaction Mode: Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings:

1. Bell, L., & Stevenson, H. (2006). What is education policy? In Education policy: Process, themes and impact (pp. 7–24). Routledge.
2. Dale, R. (1999). Specifying globalization effects on national policy: A focus on the mechanisms. *Journal of Education Policy*, 14(1), 1–17.

3. Jain, P. S., & Dholakia, R. H. (2009). Feasibility of implementation of Right to Education Act. *Economic & Political Weekly*, 44(25), 38–43.
4. Kumar, K. (2005). *Political agenda of education*. Sage.
5. Priyam, M. (2011). *Aligning opportunities and interests: The politics of educational reform in the Indian states of Andhra Pradesh and Bihar* [PhD thesis]. London School of Economics and Political Science.
6. Subramanian, V. K. (2018). From government to governance: Teach for India and new networks of reform in school education. *Contemporary Education Dialogue*, 15(1), 21–50.
7. Tilak, J. B. (2008). *Higher education in India: In search of equality, quality and quantity*. Sage.
8. Tilak, J. B. (2018). *Education and development in India*. Aakar Books.

Advanced Readings:

1. Naik, J. P. (1982). *The Education Commission and after*. NUEPA.
2. Sharma, S. (2011). “Empowerment was never conceptualized as entitlement”: Problems in operationalizing a “feminist” program. In “Neoliberalism” as betrayal: State, feminism, and a women’s education program in India (pp. 147–181). Palgrave Macmillan.
3. Srivastava, P. (2008). School choice in India: Disadvantaged groups and low-fee private schools. In M. Forsey, S. Davies, & G. Walford (Eds.), *The globalisation of school choice?* (pp. 185–208). Symposium Books.
4. Tooley, J. (2007). Could for-profit private education benefit the poor? Some a priori considerations arising from case study research in India. *Journal of Education Policy*, 22(3), 321–342.

M.A. Education

SEMESTER-3

Course Code: CCA11

Course Title: Gender, Society and Education

Course ID: 261/MEDU/CC303

Credit: 4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Exam Duration: 3 Hrs

COURSE OUTCOMES:

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

1. Explain key concepts related to gender and different feminist perspectives on education.
2. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India.
3. Examine the gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversations.

Note:

1. A total of Nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($4 \times 14 = 56$ marks)

Unit 1: Socio-Political Dynamics of Education

- 1.1 Gender as a social and lived reality
- 1.2 Knowledge, power and gendered learning
- 1.3 Education as socialisation, control and change
- 1.4 Education for gender justice and democratic change

Unit 2: Gender Inequalities in India

- 2.1 Ideas of the ‘ideal educated woman’ in colonial, reformist and nationalist contexts
- 2.2 Education, citizenship and gendered nation-building
- 2.3 Gender inequalities across social and regional contexts
- 2.4 Role of NGOs and the state in girls’ education in a global context

Unit 3: Gender in School Spaces, Curriculum and Pedagogy

- 3.1 Gendered school spaces and everyday practices
- 3.2 Experiences of gender: Shaping masculinities and femininities
- 3.3 Power in pedagogy: Teachers, learners and institutions
- 3.4 Gender representation in curriculum and textbooks

Unit 4: Education, Work and Empowerment

- 4.1 Gender patterns in education-related employment
- 4.2 Feminisation of teaching and care-based roles
- 4.3 Women in non-formal education and social initiatives
- 4.4 Women’s role in school and community participation

Suggested Activities and Assignments

Students are expected to undertake one of the following assessment tasks. These can be completed individually or in small groups. The objective is to foster critical reflection and contextual understanding by linking everyday gendered experiences with theoretical perspectives covered in the course.

1. Select 2–3 examples from popular media—Bollywood films, television advertisements, cartoons, or social media posts. Analyse how gender roles, stereotypes, and power relations are portrayed. Establish connections with theories of gender socialization and feminist pedagogy discussed in Units 1 and 3.
2. Textbook Review: Choose 1–2 school textbooks or children’s storybooks. Identify how gender is represented in roles, occupations, emotions, or personal traits. Connect your observations with concepts such as the gendered curriculum and hidden curriculum, drawing from Units 3 and 4.

Transaction Mode: Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings

1. Geetha, V. (2002). Gender. Calcutta: Stree. Selected Chapters.

2. Acker, S. (1987). Feminist Theory and the Study of Gender and Education. *International Review of Education*, 33(4), 419-435.
3. Menon, N. (2012). *Seeing Like a Feminist*. New Delhi: Zubaan. Chapters on Family & Body.
4. Martin, J. R. (1986). Redefining the Educated Person. *Educational Researcher*, 15(6), 6-10.
5. Manjrekar, N. (2003). Contemporary Challenges to Women's Education. *EPW*, 38(43), 4577-4582.
6. Kumar, K. (2010). Culture, State and Girls: An Educational Perspective. *EPW*, 45(17), 75-84.
7. Paik, S. (2009). Dalit Women's Struggle for Education. *Indian Journal of Gender Studies*, 16(2), 175-204.
8. Hasan, Z. & Menon, R. (2005). *Educating Muslim Girls: A Comparison of Five Indian Cities*. Women Unlimited.
9. Bhog, D. et al. (2009). Textbook Regimes. *Nirantar*. Selected excerpts.
10. Connolly, P. (2003). Gendered Spaces in Early Years. In Skelton & Francis (Eds.), *Boys and Girls in the Primary Classroom*. OU Press.
11. Menon, N. (2012). *Seeing Like a Feminist*. Zubaan. Chapters on Body.
12. Kalia, N. N. (1986). Women and Sexism in Indian School Textbooks. *EPW*, 21(18), 794-797.
13. Apple, M. (2011). Teaching and Women's Work. In Arun et al. *The Structure of Schooling*. Pine Forge.
14. Manjrekar, N. (2013). Women School Teachers in New Times. *Indian Journal of Gender Studies*, 20(2), 335-356.
15. Kumar, K. & Gupta, L. (2008). What is Missing in Girls' Empowerment? *EPW*, 43(26/27), 19-24.
16. Balagopalan, S. (2010). Residential Schooling Scheme for Poor Girls. *Feminist Theory*, 11(3), 295-308.

Advanced Readings

1. St. Pierre, E. A. (2000). Post-structural Feminism in Education. *IJQSE*, 13(5), 477-515.
2. Vincent, C. (2010). The Sociology of Mothering. In Apple & Ball (Eds.), *Routledge Handbook of Sociology of Education*.
3. Mohan, N. & Vaughan, R. (2008). Nationhood and Female Citizenship. In Fennell & Arnot (Eds.), *Gender Education and Equality*. Routledge.
4. Geetha, V. (2012). Dalit Feminism. In Panjabi & Chakravarti (Eds.), *Women Contesting Culture*. Stree.
5. Thorne, B. & Luria, Z. (1986). Sexuality and Gender in Children's Worlds. *Social Problems*, 33(3), 176-190.
6. Browne, N. & France, P. (1985). Sexist Talk in Nursery. In Weiner (Ed.), *Just a Bunch of Girls*. OU Press.
7. Martino, W. & Pallotta-Chiarolli, M. (2003). *So, What's a Boy?* OU Press. Selected Chapters.
8. Stree Shakti Report (1995). *A Study on the Status of Women Teachers in India*. MHRD.
- 9.

M.A. Education

SEMESTER-3

The student must opt for one of the following two discipline-specific courses

Course Code: DSE-03

Course Title: BASICS OF PEDAGOGY

Course code: 261/MEDU/DS301

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 2 hrs

COURSE OUTCOMES:

1. After successful completion of this course, students should be able to:
2. Discuss the theoretical underpinnings of pedagogy.
3. Explain the nature and scope of pedagogy.
4. Describe the intersectionality of epistemological and sociological premises of pedagogy.
5. Critically examine the various perspectives on pedagogy.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Conceptualizing Pedagogy

- 1.1 Epistemology of Pedagogy: Overview of Empiricist, Rationalist and Constructivist epistemologies
- 1.2 Language of Diversity for Pedagogy: Process of Meaning Making
- 1.3 Epistemic dispositions of Dialogue and Trilogue as pedagogy

Unit 2: Learning, Knowledge and Perspectives on Pedagogy

- 2.1 Self and Others: Psychosocial Perspective of Pedagogy
- 2.2 Social Pedagogy: Towards an Equity-Minded Practice

2.3 Critical Pedagogy: Towards a Pedagogy of Democratization

2.4 Care Pedagogy: Reinventing Perspectives

Unit 3: Research, Innovation and Pedagogy

3.1 Research as a Pedagogical Tool

3.2 Teachers' Intuitive Theories of Pedagogy

3.3 Pedagogy in the Digital Era (Student-Centred Learning, Blended and Hybrid Learning Models, Active and Collaborative Learning, Digital Literacy & Critical Thinking, AI and Data-Driven Instruction, Lifelong and Self-Directed Learning)

3.4 Theatre, Cinema and Media

Suggested Assignments and Activities

Students may undertake any one of the following:

1. Observe two teaching sessions (school/college/online) and prepare a brief report linking classroom practices with pedagogical theories (e.g., constructivism, diversity, interaction).
2. Pedagogy through Media: Analyze selected scenes from a film/web series (e.g., Taare Zameen Par, Dead Poets Society) and write a short commentary on pedagogical approaches and representations.

Transaction Mode Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings

1. Apple, M. W. (2019). Ideology and curriculum (4th ed.). Routledge.
2. Batra, P. (Ed.). (2020). Social science learning in schools: Perspectives and challenges. Sage.
3. Boal, A. (1979). Theatre of the oppressed. Pluto Press.
4. Bhattacharya, R. (2017). Thinking on thresholds: The poetics of transitive spaces. Orient BlackSwan.
5. Erikson, E. H. (1968). Identity: Youth and crisis. W. W. Norton.
6. Freire, P. (1970). Pedagogy of the oppressed. Continuum.
7. Giroux, H. A. (2011). On critical pedagogy. Continuum.
8. Kapur, R., & Singh, V. (2021). Digital pedagogy in India: EdTech for inclusive learning. Routledge.
9. Kumar, K. (2013). What is worth teaching? Orient BlackSwan.
10. Manjrekar, N. (2013). Gender and education in India: A reader. Routledge.

11. Mohanty, A. K. (2019). *The multilingual reality: Living with languages*. Multilingual Matters.
12. Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. University of California Press.
13. Pathak, A. (2002). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
14. Piaget, J. (1950). *The psychology of intelligence*. Routledge.
15. Sarangapani, P. M. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. Sage.
16. Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Polity Press.
17. Sharma, R. S. (2015). *Rethinking teacher education*. Shipra Publications.
18. Vasudevan, R. S. (2011). *The melodramatic public: Film form and spectatorship in Indian cinema*. Palgrave Macmillan.
19. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Advanced Readings

1. Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture* (2nd ed.). Sage.
2. Kumar, A. (Ed.). (2020). *Curriculum in international contexts: Understanding colonial, ideological, and neoliberal influences*. Palgrave Macmillan.
3. Spivak, G. C. (2012). *An aesthetic education in the era of globalization*. Harvard University Press.
4. Thapan, M. (Ed.). (2015). *Education and society: Themes, perspectives, practices*. Oxford University Press.
5. Biesta, G. (2015). *Good education in an age of measurement: Ethics, politics, democracy*. Routledge.
6. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*.
7. Ministry of Education, India. (2020). *National Education Policy (NEP 2020)*.
8. Williamson, B. (2020). *Big data in education: The digital future of learning, policy and practice*. Sage.
9. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.
10. Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. Routledge.

OR
M.A. Education
SEMESTER-3

Course Code: DSE-03

Course Title: Teacher Education: Perspectives and Practices

Course ID: 261/MEDU/DS302

Course Credit: 3

Maximum Marks: 75

Theory: 50

Internal Assessment: 25

Exam Duration: 2hrs

Course Objectives:

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

1. Explain and critically analyse the concept of the 'teacher' across historical, philosophical, and critical perspectives.
2. Examine and interpret cultural and institutional representations of teachers in diverse contexts.
3. Analyse the formation of teacher identity in relation to socio-cultural, epistemological, and institutional factors.
4. Critically evaluate policy debates on teacher professionalism, performance, accountability, and autonomy.
5. Apply theoretical and policy perspectives to understand contemporary issues and practices in teacher education.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short-answer-type questions, each carrying 2 marks, covering the entire syllabus. ($7 \times 2 = 14$ marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. ($3 \times 12 = 36$ marks)

Unit 1: Foundations of Teacher Education

- 1.1 Meaning, significance, and historical development of teacher education
- 1.2 Aims and objectives of teacher education at different levels (school and higher education)

- 1.3 Types of teacher education programmes: pre-service, in-service, orientation and refresher courses
- 1.4 Agencies of teacher education: National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), SCERT, DIET, Academic Staff Colleges (ASC)

Unit 2: Theoretical and Socio-Cultural Perspectives on the Teacher

- 2.1 Philosophical and critical perspectives shaping teacher identity
- 2.2 Teacher as: Reflective practitioner, Transformative intellectual, Moral-political agent
- 2.3 Teacher identity formation: Epistemological beliefs, Institutional structures, Socio-cultural contexts
- 2.4 Representation of teachers in media, literature, and popular discourse
- 2.5 Intersectional dimensions: Gender, caste, class, status, and their impact on teacher identity and practice
- 2.6 Reflective narratives and lived experiences of teachers

Unit 3: Contemporary Trends, Policy, and Research in Teacher Education

- 3.1 Professional development of teachers: Knowledge, skills, values, attitudes, and ethics of teaching
- 3.2 Issues and challenges in teacher education: changing perspectives, practices, and innovations
- 3.3 Policy perspectives in teacher education: Professionalism, performativity, and accountability, Autonomy vs. regulation. Financing and governance
- 3.4 Comparative analysis of: NCFTE 2009, National Education Policy 2020
- 3.5 Teacher education as a field of inquiry: Philosophical, sociological, and historical perspectives, Research areas: Curriculum, inclusive education, gender, ICT, arts and crafts

Suggested Activities and Assignments

Interview-Based Field Inquiry: Teachers' Dilemmas and Professional Realities: Students will work in pairs to interview two school teachers and two college/university teachers to understand their professional identity, challenges, and support systems. This will include-

- 1. Planning the Interview: Identify participants from diverse contexts (e.g., government/private, rural/urban). Prepare an interview guide focusing on: Career journey; Professional dilemmas and ethical challenges; Institutional/policy pressures (accountability, performativity); Autonomy in teaching; Identity-based issues (gender, caste, class) and Support systems.
- 2. Conducting Interviews: Record responses (notes/audio) with consent.

3. Report Writing (1000–1200 words: Introduction and participant profile, Thematic analysis (challenges, identity, support systems), Reflection on teacher identity and policy context and Key conclusions for teacher education.

4. Presentation (Optional): Share key insights in a brief class presentation.

Transaction Mode: Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Core Readings

1. Giroux, H. A. (1988). Teachers as intellectuals: Towards a critical pedagogy of learning. Bergin & Garvey.

2. Freire, P. (2009). Teachers as cultural workers: Letters to those who dare to teach. Westview Press.

3. Palmer, P. J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life. Jossey-Bass.

4. Calderhead, J. (2006). Reflective teaching and teacher education. In J. Whitehead & A. Hartley (Eds.), Teacher education (Vol. IV, pp. 35–47). Routledge.

5. Hoyle, E. (2006). Teaching: Prestige, status and esteem. In J. Whitehead & A. Hartley (Eds.), Teacher education (Vol. IV, pp. 164–180). Routledge.

6. Mahony, P. (2006). Teacher education and feminism. In J. Whitehead & A. Hartley (Eds.), Teacher education (Vol. IV, pp. 476–496). Routledge.

7. Bhatt, H. (2011). The diary of a school teacher (Trans.). Azim Premji University.

8. National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education (NCFTE 2009).

9. Ministry of Human Resource Development, India. (2012). Justice Verma Commission Report on Teacher Education.

10. Winters, M. A. (2012). How important are teachers? In Teachers matter (pp. 13–25). Rowman & Littlefield.

11. Barrow, R. (2006). Teacher education: Theory and practice. In J. Whitehead & A. Hartley (Eds.), Teacher education (Vol. III, pp. 47–56). Routledge.

12. Darling-Hammond, L. (2017). Empowered educators: How high-performing systems shape teaching quality around the world. Jossey-Bass.

13. Ministry of Education, India. (2020). National Education Policy (NEP 2020).

Advanced Readings

1. Apple, M. W. (1998). Teachers and texts: A political economy of class and gender relations in education. Routledge.

2. Sutherland, M. B. (2006). The place of theory in teacher education. In J. Whitehead & A. Hartley (Eds.), *Teacher education* (Vol. III, pp. 35–46). Routledge.
3. Entwistle, H. (2008). The place of theory in the professional training of teachers. In R. Johnson & R. Maclean (Eds.), *Teaching: Professionalisation, development and leadership* (pp. 255–262). Springer.
4. Schwartz, H. (1996). The changing nature of teacher education. In E. Guyton et al. (Eds.), *Handbook of research on teacher education* (2nd ed.). Prentice Hall.
5. Cochran-Smith, M., & Zeichner, K. (Eds.). (2015). *Studying teacher education*. Routledge.
6. Zeichner, K. (2012). The turn toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376–382.
7. Biesta, G. (2015). *Good education in an age of measurement*. Routledge.
8. Hargreaves, A., & Fullan, M. (2012). *Professional capital*. Teachers College Press.
9. National Council of Educational Research and Training. (2023). *National Curriculum Framework (NCF 2023)*.
10. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.

M.A. Education

SEMESTER-3

Course Code: INTERNSHIP

Course Title: INTERNSHIP

Course Code:261/MEDU/IN301

Credits: 4

Maximum Marks: 100

Practical External: 70

Practical Internal: 30

COURSE OUTCOMES

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

1. Understand and engage with the functioning of educational institutions and organisations in real field contexts.
2. Critically examine issues of gender, justice, marginalisation and social realities within educational settings.
3. Participate in academic and administrative processes including teaching, documentation, and programme implementation.
4. Apply innovative pedagogies, reflective practices, and basic digital tools in teaching-learning situations.
5. Develop professional skills such as communication, collaboration, ethical engagement, and reflective thinking.

COURSE DESCRIPTION

This internship course provides postgraduate students with structured exposure to educational institutions, schools, NGOs, and related organisations. It aims to bridge theoretical understanding with field realities by enabling students to engage directly with diverse educational contexts.

The internship is designed to help students understand the social, cultural and institutional dimensions of education. It introduces them to real-world issues such as gender, inequality, marginalisation and community engagement. Students participate in teaching-learning processes, institutional activities, and field-based programmes.

The course also emphasises reflective learning. Students are expected to document their experiences, analyse field situations, and connect them with concepts studied in the programme. The overall focus is on developing a critical, sensitive and professionally grounded understanding of education.

THRUST AREAS OF THE INTERNSHIP

The internship will focus on the following key areas:

1. Understanding the field: educational institutions, communities and organisational contexts
2. Gender, justice and education
3. Issues of marginalisation in contemporary society
4. School-community relationships and field engagement
5. Teaching-learning processes and classroom practices
6. Institutional functioning, documentation and programme implementation
7. Reflective engagement with field experiences

INTERNSHIP STRUCTURE

1. Orientation and Induction (Week 1)

- 1.1 Introduction to internship: rationale, objectives and expectations
- 1.2 Sessions on gender, justice and education
- 1.3 Understanding marginalisation and social realities in education
- 1.4 Orientation to field engagement: understanding and approaching the field
- 1.5 Preparation for observation, interaction and documentation

2. Field Engagement and Practice (Week 2–4)

- 2.1 Placement in schools, teacher education institutions, NGOs or educational organisations
- 2.2 Observation of classrooms, institutional practices and community contexts
- 2.3 Participation in teaching-learning activities (lesson delivery, support teaching)
- 2.4 Involvement in institutional work such as documentation, outreach, workshops or training programmes
- 2.5 Engagement with issues of access, inclusion, gender and inequality in real settings
- 2.6 Interaction with teachers, students and community members

3. Reflective Documentation and Presentation

- 3.1 Maintenance of a reflective journal/portfolio documenting: field observations, classroom experiences, institutional processes, personal reflections
- 3.2 Preparation of an internship report, including: description of the institution, nature of work undertaken, key learnings and challenges, critical reflections and insights
- 3.3 Presentation of internship experience before faculty and peers

MODE OF EVALUATION (Total Marks: 100)

Component	Marks
Attendance and Professional Engagement	5
Field Performance and Participation	25
Internship Report/ Reflective Portfolio	30
Presentation of Internship Work	20
Viva-Voce	20

INSTITUTIONAL COLLABORATION AND MENTORSHIP

1. Internship placements will be facilitated through collaboration with schools, teacher education institutions, NGOs and educational organisations.
2. Each student will be guided by an Institutional Mentor (at the field site) and a University Supervisor
3. Regular interaction with mentors will support: guidance and feedback, reflection on experiences, addressing field challenges, and Periodic review meetings (online/offline) will be conducted to monitor progress and learning.

M.A. Education

Semester - 4

Course Code: DISSERTATION

Course Title: DISSERTATION + COMMUNITY-SERVICE BASED LEARNING

Course Code:261/MEDU/DI 401

Credits: 20

Maximum Marks: 500

Practical External: 350

Practical Internal: 150

Part 1: DISSERTATION

Course Outcomes:

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

1. Conduct independent research on educational problems and issues relevant to their field of study.
2. Develop analytical and logical thinking skills throughout the research process, from problem formulation to data analysis and interpretation.
3. Understand and appreciate the role and implications of educational research in generating new knowledge and informing educational practice and policy.

Description:

This dissertation course requires each student, at the beginning of the fourth semester, to select a research topic of their interest in consultation with their assigned faculty supervisor. The research topic should pertain to a significant educational problem or issue worthy of investigation.

Students are expected to undertake a systematic research project that includes:

1. Formulating research questions or hypotheses.
2. Designing the study and selecting appropriate research methods.
3. Collecting relevant data from appropriate subjects or sources.
4. Analysing the data using suitable statistical or qualitative techniques.
5. Drawing conclusions and providing recommendations based on the research findings.

After completing the research work and data analysis, students will prepare a comprehensive and well-organised dissertation report. This report must be submitted in three typed and signed copies to the concerned supervisor.

Submission Guidelines:

1. Students must submit three typed and signed copies of the supervised project report.
2. The dissertation report should follow academic standards for structure, clarity, and referencing.
3. The submission deadline will be notified by the department and must be strictly adhered to.
4. Late submissions will be subject to departmental policies on extensions and penalties.

Evaluation Process:

The dissertation will be evaluated through a two-part process:

1. External Evaluation: The main assessment of the dissertation report (including the research quality, originality, methodology, data analysis, and presentation) will be conducted by an external examiner appointed by the university.
2. Viva-Voice (Oral Defense): Students will be required to defend their dissertation research in a viva-voce examination conducted by the external examiner and the supervisor or a panel of faculty members. This will assess their understanding, research process, and ability to discuss and justify their work.

Distribution of Marks:

Evaluation Component	Marks
Dissertation Report	200
Viva-Voice	100
Total	300

Part II: COMMUNITY-SERVICE BASED LEARNING

Course Outcomes:

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

1. Critically engage with the socio-educational realities of rural and marginalized communities.

2. Apply educational theories and concepts in real-world community settings.
3. Design and implement context-sensitive teaching and learning activities.
4. Reflect on ethical, cultural, and dialogic aspects of community engagement.
5. Document and analyze field experiences using reflective and academic frameworks.

Course Description:

Community-Based Service Learning is an experiential and community-engaged course designed for postgraduate students of Education. It bridges theoretical knowledge with grounded social practice by immersing students in real-life community contexts, typically in rural or semi-urban areas. This course aims to foster a critical understanding of educational challenges faced by marginalized or underserved communities and develop students' pedagogical sensitivity, civic responsibility, and ethical engagement.

Students will collaborate with communities to design and implement educational or developmental initiatives, reflect critically on their learning and interactions, and strengthen community relationships through dialogue and teaching.

Core Components of Field Engagement:

Students will undertake the following activities during their off-campus service learning:

1. Community Service Project:

Plan and implement a collaborative project addressing a local educational or developmental need (e.g., literacy, early childhood care, school-community workshops). The project should culminate in a detailed report describing objectives, process, challenges, and outcomes.

2. Community-Engaged Teaching:

Facilitate formal or informal learning sessions with children, youth, or adults in the community, employing culturally responsive and local language pedagogies.

3. Educational Dialogue:

Engage in sustained conversations with community stakeholders (parents, teachers, elders, youth) to understand their educational perspectives and document these analytically.

Assessment Structure:

Component	Marks
Internal Assessment	50
Diary of Reflections on Field Activities	20
Performance in Community-Engaged Teaching	15
Field Note on Educational Dialogue	15

External Assessment	150 Marks
Viva-Voce Examination (based on fieldwork)	50
Final Report on Service-Learning Project	100

Submission Guidelines:

1. Students are required to submit three typed and signed copies of their final project report.
2. Reports should comprehensively document the project, teaching sessions, educational dialogues, reflections, and learning outcomes.

Suggested Readings:

1. Anand, S. (2019). Education and Inequality in India: A Classroom View. Routledge.
2. Batra, P. (Ed.). (2013). Locating the Teacher. Orient BlackSwan.
3. Butin, D. W. (2010). Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education. Palgrave Macmillan.
4. Gandhi, M. K. (1997). Nai Talim: Basic Education. Navjivan Publishing House.
5. Freire, P. (1996). Pedagogy of the Oppressed. Penguin.
6. Furco, A., & Billig, S. H. (Eds.). (2002). Service Learning: The Essence of the Pedagogy—Information Age Publishing.
7. Sadgopal, A. (2000). Education: Denied and Deprived. Seminar, Issue 491.