

Two Year Post Graduate Programme (M.A. Education)
As per NEP 2020



Department of Education
H.N.B. Garhwal University (A Central University)
Srinagar (Garhwal)

(W.E.F. From Academic Session 2026)

H.N.B. Garhwal University (A Central University)
Srinagar Garhwal, Uttarakhand

M.A. - Master of Arts (Education)

INTRODUCTION

The M.A. (Education) Programme aims at producing a team of well-trained individuals knowledgeable in education and its various dimensions. More specifically, the M.A. (Education) Programme intends to a) provide learning experiences which will enable students to understand and appreciate knowledge structures and paradigms of education; b) develop professionals for effective participation in educational actions in different areas of education, and c) create a community of scholar adequately equipped for participation in educational discourse.

Mode	Regular (Full Time)
School	School of Education
Duration	2 Years (Four Semester)
Medium	English and Hindi
Specialization	Education
Description	The M.A. (Education) programme aims at producing a team of well-trained individuals knowledgeable in education & its various dimensions. More specifically, the M.A.(Education) programme intends to: a) provide learning-experience, which will enable students to understand and appreciate knowledge structures and paradigms of education; b) develop professional for effective participation in educational actions in different areas of education; and c) create a community of scholars adequately equipped for participation in educational discourse.
Eligibility	3-Year Bachelor's degree (minimum 120 credits) or 4-Year Bachelor's degree (In case of B.Tech. and B.E. – Minimum – 160 credits) candidates who have met the entrance requirements, including specified levels of attainment, in the admission regulations.
Fee Structure	Refer HNBGU Admission Brochure

First Semester for 2-year MA in Education

S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-1 Indian Philosophy	5	40	60	100
2		DSC-2 Administration and Decision Making	5	40	60	100
3		DSC-3 Fundamentals of Research	5	40	60	100
4		DSC-4 Tools of Data Collection and Analysis	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-1 Educational Assessment	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-1 Woman Education and Empowerment				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	*SEC (Non-CGPA Course)	Indian Knowledge System	1	50	-	50
Total		24 Credits				

Second Semester for 2-year MA in Education

S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-5 Basic Educational Psychology	5	40	60	100
2		DSC-6 Sociological Foundations of Education	5	40	60	100
3		DSC-7 Educational Technology	5	40	60	100
4	Skill Enhancement Course (SEC)	SEC-1 Academic Writing and Personality Development	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-2A Inclusive Education Or DSE-2B Education and Social Psychology	4	40	60	100
<i>A student may opt either one Discipline Specific Elective (DSE) as an elective course</i>						
6	*VAC (Non-CGPA Course)	Constitution, Ethical & Moral Values	1	50	-	50
Total		24 Credits				

Third Semester for 2-year MA in Education

S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-8 Advanced Educational Psychology	5	40	60	100
2		DSC-9 Advanced Educational Technology	5	40	60	100
3		DSC-10 Curriculum Development	5	40	60	100
4	Skill Enhancement Course (SEC)	SEC-2 Tool Development and Proposal Writing	5	40	60	100
5	Discipline Specific Elective	DSE-3 Value Education	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-2 Guidance and Counselling				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	*SEC (Non-CGPA Course)	Academic Library Systems and Services	1	50	-	50
		Or				
		Entrepreneurship & Startup Awareness				
Total		24 Credits				

Fourth Semester for 2-year MA in Education

S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-11 Research and Statistics	5	40	60	100
2		DSC-12 Teacher Education	5	40	60	100
3		DSC-13 History, Politics and Economics of Education	5	40	60	100
4	Skill Enhancement Course (SEC)#	SEC-3A Dissertation Or SEC-3B Psychological Testing and Digital Learning	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-4 Educational Studies	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-3 Environmental Education				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	*SEC (Non-CGPA Course)	Community outreach activities	1	50	-	50
Total		24 Credits				

***Syllabus, Assessment Criteria, Methods for Non-CGPA Courses**

In non-CGPA course *Departments may develop or* syllabus prescribed by the university shall be followed. A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

Only those students who have secured 75% or above marks in M.A. First Year shall be eligible to opt for SEC-3A: Dissertation. Students who do not fulfil this eligibility criterion shall opt for SEC-3B: Psychological Testing and Digital Learning.

NHEQF Level	Interpretation
NHEQF Level-6	Student on exit after successfully completing the first year of a 2-year PG programme (i.e., securing a minimum of 48 credits will be awarded a “Postgraduate Diploma” of one year, in the MA in Education.
NHEQF Level-6.5	Student, after successfully completing the second year of a 2-year PG (i.e., securing a minimum of 96 credits will be awarded a “Postgraduate Degree” of Two years, in MA in Education.

First Semester for 2-year MA in Education

S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-1 Indian Philosophy	5	40	60	100
2		DSC-2 Administration and Decision Making	5	40	60	100
3		DSC-3 Fundamentals of Research	5	40	60	100
4		DSC-4 Tools of Data Collection and Analysis	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-1 Educational Assessment	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-1 Woman Education and Empowerment				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	*SEC (Non-CGPA Course)	Indian Knowledge System	1	50	-	50
Total		24 Credits				

*Syllabus, Assessment Criteria, Methods for Non-CGPA Courses

* A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

Semester	I	Course	M.A. (Education)
Course Title	DSC-1 INDIAN PHILOSOPHY		
No. of Credits	5	No. of Contact Hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To enable the student to understand the Philosophical origins of educational theories and Practices.
- ❖ To understand nature and functions of education and philosophy and their relationship.
- ❖ To analyze the concept and process of getting knowledge and its related phenomena.
- ❖ To Interpret the contribution of various Indian schools of Philosophy in the field of Education.

COURSE CONTENTS

UNIT- I: CONCEPT OF PHILOSOPHY

- Concept and definition of Philosophy
- Relationship between Education and Philosophy
- Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

UNIT- II: EDUCATIONAL THINKERS & THEIR CONTRIBUTION IN EDUCATION

- Swami Vivekananda
- Swami Ram teerth
- Arvindo
- John Dewey
- Froebel

UNIT- III: INDIAN SCHOOLS OF PHILOSOPHY

- Samkhya
- Yog
- Vedanta
- Geeta Philosophy
- Upnishad Philosophy

UNIT-IV: MODERN CONCEPT OF PHILOSOPHY

- Analysis- Logical analysis
- Logical empiricism
- Positive relativism
- Indian Knowledge System

SUGGESTED ACTIVITIES

- Seminar presentations on branches of philosophy
- Comparative chart-making: Eastern vs. Western thinkers' contributions

- Group presentations on key principles of Samkhya, Yoga, Vedanta, Geeta, and Upanishads.
- Seminar on logical analysis, logical empiricism, and positive relativism.

COURSE OUTCOMES

- ❖ Analyze the relationship between education and major branches of philosophy.
- ❖ Describe the contributions of educational thinkers to the development of educational theory and practice.
- ❖ Compare different Indian schools of philosophy and interpret their influence on educational thought.
- ❖ Apply modern philosophical approaches to contemporary educational issues.

REFERENCES:

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House.
- Bhat M.S. (2013). *Educational Sociology*. New Delhi: APH Publications.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Gupta, R. (2011). *Philosophical, Sociological and Economic Bases of Education*. Ludhiyana: Tondon Publications.
- Mathur, S.S. (1966). *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Saxena, S. (2001). *Philosophical and Sociological Foundation of Education*. Meerut: Surya.
- Singh, B.N. (2005). *Education: Social Change and Economic Development*. Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, A. (1998). *Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publication.
- Taneja, V.R. (2002). *Foundation of Education*. Chandigarh: Mohindra Capital Publishers.

Semester	I	Course	M.A. (Education)
Course Title	DSC-2 ADMINISTRATION AND DECISION MAKING		
No. of Credits	5	No. of Contact Hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To describe the meaning and significance of Educational Administration.
- ❖ To learn the process of policy making in educational settings.
- ❖ To explain the process and importance of decision making.
- ❖ To explore the role of leadership and supervision in educational administration.

COURSE CONTENTS

Unit I: Educational Administration

- Concepts and definitions: Administration, Management, Leadership.
- Meaning and Definition, Aims, need and scope, Importance of Educational Administration
- School Administration
- Theories of administration: Classical, Human Relations, Modern approaches
- Factors Influencing Educational Administration

Unit II: Organizational Structure and Institutional Management

- Types of organizations: Formal and informal
- Structure and functioning of educational institutions school, college and university
- Institutional planning and resource management
- Accountability and transparency in educational institutions
- Importance of Policy Preparation in school, college and university

Unit III: Process of Decision Making

- Concept, Nature and types of decision making
- Needs of Decision Making
- Elements of Effective Decisions
- Methods and Sequence of Decision Making
- Application of Decision Making in Educational Administration

Unit IV: Educational Leadership and Supervision

- Concept and Meaning of Educational Leadership
- Leadership types: Autocratic, Democratic, Laissez-Faire
- Meaning and Functions of Educational Supervision
- Techniques of Supervision: Observation, Reporting, Feedback
- Theories of Leadership. Trait, Behavioural, Situational

COURSE OUTCOMES

- ❖ Clarify key concepts and definitions of educational administration, management, and leadership.
- ❖ Analyse the major theories of administration and their application in educational settings.
- ❖ Formulate effective institutional policies and implement resource management strategies.
- ❖ Evaluate the role of an educational leader and implement effective supervision techniques.

SUGGESTED ACTIVITIES

- Identifying and Analysing the Qualities of a Leader.
- Survey of a school on the basis of available resources.
- Practical Exposure to Leadership in School Administration.
- Any other as suggested by concerned subject teacher.

REFERENCES

- Agarwal, J. C. (1994). *Educational Administration, Management and Supervision*. New Delhi: Arya Book Depot.
- Bhatnagar, R.P. and Agrawal, V. (1978). *Educational Supervision*. Meerut: loyal book Deport.
- Bhatt, B. D., and Sharma, S. R. (1992). *Educational Administration*. New Delhi: Kanishka Publishing House.
- Gupta, L. D. (1990). *Uccha Shiksha Prashashan*. Chandigarh: Haryana Sahitya Academy.
- Jain, P.C. & Maheshwari, G. C. (1992). *Prabhandhan ke Sidhant*. New Delhi: Sultanchand & Sons.
- Kochar, S.K. (1981). *Successful Supervision and Inspection*. New Delhi: Sterling.
- Kudesia, U.C. (1981). *Shiksha Prashasan*. Agra: Vinod Pustak Mandir.
- Malaya, K.C. (1971) *Shiksha Prashasan Evam Purvekchan*. Bhopal: Hindi Granth Adademy.
- Mathur, S.S. and Kothi, V.K. (1973). *School Administration and Organisation*. Jallunder: Krishna Brothers.
- Ode, L. K. (1991). *Shekshik Prashashan*. Jaipur: Rajasthan Hindi Granth Academy.

Semester	I	Course	M.A. (Education)
Course Title	DSC-3 Fundamentals of Research		
No. of Credits	5	No. of Contact Hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To explain the nature of research and the concept and sources of knowledge.
- ❖ To explore theories of knowledge, truth, and the process of inquiry.
- ❖ To gain knowledge of the scientific method and approaches to educational research.
- ❖ To realize hypothesis formulation and various sampling techniques in research.

COURSE CONTENTS

Unit-I Fundamentals of Research- Nature of Research, Concept of knowledge- Meaning of knowledge, Meaning of knowledge according to Bhartiya Darshan. Sources of knowledge- Perception, Logical Thinking, Judgement and Mastery, Intuition and Insight.

Unit-II Theories related to the means of knowledge -Rationalism, Empiricism, Criticism. True knowledge- Coherence theory, Correspondence theory and Pragmatic theory. Problems Related to knowledge- Self-knowledge, knowledge of others, Concept of enquiry- Definition, Meaning, knowledge and Inquiry, Inquiry Process and Thinking - Critical Thinking and Inferential Thinking.

Unit-III Methods - Concept of scientific Enquiry, Scientific Research, Scientific Method, Elements of the scientific method, Characteristics of Scientific Method, Step of the Scientific Method Limitations of Scientific Method, Educational Research: Definition, Characteristics, Steps, Types: Basic, Applied and Action Research.

UNIT IV: Hypothesis and Sampling Techniques-Hypothesis- Definition, Characteristics and Types, Definition of Population and Sample, Importance of Sampling, Probability sampling techniques: Random, Stratified, Cluster and Multi-Stage. Non- probability sampling techniques: Purposive, Incidental, Snow ball, Convenience, Judgemental.

SUGGESTED ACTIVITIES

- Analyze any text book and identify the types of knowledge mentioned.
- Prepare a concept map on theories of truth.
- Design a flowchart explaining the steps of the scientific method and illustrate it with an example from educational research.
- Formulate hypothesis for a simple educational problem and suggest a suitable sampling technique with justification.

COURSE OUTCOMES

- ❖ Explain the nature of research and identify different sources of knowledge.
- ❖ Analyze theories of knowledge and apply critical thinking to inquiry.
- ❖ Apply the steps of the scientific method in educational research.
- ❖ Formulate hypotheses and select appropriate sampling techniques for research.

REFERENCES

- Ebel, R.L. (1965). *A Guide to Educational Research*. Boston: Allyn and Bacer Inc.
- Fox, D.J. (1969). *The Research Process in Education*. New York: Holt Rinehart and Winston Inc.
- Gay, L.R. (1996). *Educational Research – Competencies for Analysis and Application*. New Jersey: Prentice – Hall, Inc.
- Gage, N.L. (1963). *Handbook of Research on Teaching*. Chicago: Rand McNelly and Co.
- Kerlinger, Fred, N. (1978). *Foundations of Behavioural Research*. Delhi: Surjeet Publication.
- Kaul, L. (1997). *Methodology of Educational Research*. New Delhi: Vikas Publication House Pvt. Ltd.
- Pal, H. R. (1973). *Educational Research (Hindi)*. Bhopal: Madhya Pradesh Hindi Granth Academy.
- Travers, R.M.W. (1986). *An Introduction to Educational Research*. New York: The McMillan Publishing Company.

WEBLINK

- <https://ugcmoots.inflibnet.ac.in/index.php/courses/view ug/330>
- https://www.youtube.com/results?search_query=UGC+CEC+RESEARCH+METHODODOLOGY

Semester	I	Course	M.A. (Education)
Course Title	DSC-4 Tools of Data Collection and Analysis		
No. of Credits	5	No. of Contact Hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To identify the characteristics of good research tools and the process of development.
- ❖ To cognize scales of measurement, the normal probability curve, and the principles of hypothesis testing.
- ❖ To develop understanding of descriptive statistical techniques and their application in organizing, summarizing, and presenting data.
- ❖ To apply inferential statistics in analyzing and interpreting research data, fostering decision-making based on statistical evidence.

COURSE CONTENTS

UNIT I: TOOLS OF DATA COLLECTION

- Characteristics of a good research tool
- Types: Questionnaire, Interview, Rating Scale, Attitude Scale, and Observation, Characteristics
- Steps of tool Construction

UNIT II: HYPOTHESIS TESTING

- Levels\Scale of Measurement: Nominal, Ordinal, Interval and Ratio.
- Normal Probability Curve: Concept, Characteristics.
- Hypothesis testing: Levels of significance, Critical value and p-value approach, Type I and Type II errors in testing hypothesis, One- and Two-tailed Tests.

UNIT III: DESCRIPTIVE STATISTICS

- Meaning of Statistics, concept of descriptive statistics
- Graphical representation of data
- Measure of Central Tendency, Measure of Dispersion, Percentile
- Coefficient of correlation

UNIT IV: INFERENCE STATISTICS

- Inferential Statistics, Concept of Parametric Tests, Assumptions
- t-test- assumptions, types, computation and Interpretation
- Concept of non-parametric tests, Assumptions
- Chi test: computation and Interpretation

SUGGESTED ACTIVITIES

- Construct a research tool (questionnaire or scale) and test it.
- Formulate and test a hypothesis using sample data.

- Present data graphically and compute basic statistics.
- Apply t-test or chi-square and interpret results.

COURSE OUTCOMES

- ❖ Design a research tool by applying the characteristics of a good tool.
- ❖ Apply statistical procedures to test hypotheses using significance levels.
- ❖ Compute and interpret descriptive statistical measures such as central tendency, dispersion, correlation, and graphical representation of data.
- ❖ Compute and interpret results of parametric statistical techniques.

REFERENCES

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Aggrawal, Y. P. (1990). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishing Private Limited.
- Asthana, H.S. & Bhushan, B. (2007). *Statistics for Social Sciences*. New Jersey: Prentice Hall of India.
- Gay, L.R. (1996). *Educational Research – Competencies for Analysis and Application*. New Jersey: Prentice – Hall, Inc.
- Garrett, H. E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.
- Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH publishing Co.
- Travers, R.M.W. (1986). *An Introduction to Educational Research*. New York: The McMillan Publishing Company.

Semester	I	Course	M.A. (Education)
Course Title	DSE-1 EDUCATIONAL ASSESSMENT		
No. of Credits	4	No. of Contact Hours per Week	4
Category	Discipline Specific Elective (DSE)		

COURSE OBJECTIVES

- ❖ To clarify the concepts, characteristics, and types of assessment, measurement, and evaluation.
- ❖ To explore Bloom's taxonomy, and formulate educational objectives.
- ❖ To realize item analysis, reliability, validity, and their establishment in educational assessment.
- ❖ To apply modern evaluation practices, including peer assessment, grading, digital tools, and competency-based evaluation.

COURSE CONTENTS

Unit I: Concept of Assessment

- Meaning, nature, process and characteristics of Assessment, Measurement and Evaluation
- Types of Assessment: Formative, Summative, Informal, Formal, Internal, External, Assessment for/of/as Learning
- Continuous and Comprehensive Evaluation, Periodic Assessment

Unit II: Educational Objectives and Outcomes

- Bloom's old and new taxonomy of Educational Objectives, Assessment of Cognitive, Affective and Psychomotor Domain
- Educational Objective and Educational Outcome: Concept and formulation, Outcome Based Education, Course Outcome and Programme Outcome, Mapping of Outcomes

Unit III: Reliability and Validity of a Test

- Item Analysis
- Concept of Reliability, Types and Establishment of Reliability
- Concept of Validity, Types and Establishment of Validity

Unit IV: Evaluation Practices

- Peer and Self-Assessment, 360 Degree Assessment, Open Book Exam, Question Bank, Grading, Competency Based Evaluation
- Digital Assessment tools, E-Assessment, E-Rubrics, E-Portfolio

ACTIVITIES

- Development of a Portfolio
- Assessment of a Portfolio using Rubrics
- Creation of an online test using any digital assessment tool
- Any other as specified by concerned subject teacher

COURSE OUTCOMES

- ❖ Differentiate among assessment, measurement, and evaluation and apply appropriate types of assessment in educational contexts.
- ❖ Formulate educational objectives and outcomes using Bloom's taxonomy and apply outcome-based education principles.
- ❖ Analyze test items and establish the reliability and validity of an assessment tool.
- ❖ Implement innovative and digital evaluation practices for assessing learner performance.

REFERENCES:

- Anderson, L. W., and Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman
- Aggarwal, J.C. (1997) *Essentials of Examination System – Evaluation, Tests & Measurement*,
- Gronlund, N. E. (1965). *Measurement and Evaluation in Teaching*. N.Y.: The Macmillan and Co.
- Gupta, S.P. (1991). *Shiksha Tatha Manovigya Main Adhunik Mapan Tatha Mulyankan*. Allahabad: Sharda Pustak Bhawan.
- Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot
- Sharma, R.A. (1993). *Mapan Avam Mulyankan*, Meerut: Loyal Book Depot.
- Sansanwal, D. N. (2020) *Research Methodology and Applied Statistics*. New Delhi: Shipra Publications.
- Sharma, R.A. (1993). *Mapan Avam Mulyankan*. Meerut: Loyal Book Depot.
- Thorndike, R.L. and Nagen, H. (1977) *Measurement and Evaluation in Psychology and Education*. Delhi: Wiley Eastern.

Semester	I	Course	M.A. (Education)
Course Title	MDE-1 WOMAN EDUCATION AND EMPOWERMENT		
No. of Credits	4	No. of Contact Hours per Week	4
Category	Multidisciplinary Elective (MDE)		

COURSE OBJECTIVES

- ❖ To explain the historical development, importance, and challenges of women's education in India.
- ❖ To familiarize learners with committees, policies, and reformers who contributed to women's education and empowerment.
- ❖ To examine women's participation in higher education, health, family welfare, media representation, and their social challenges.
- ❖ To assess women's role in economic development and the impact of policies and globalization on their economic status.

COURSE CONTENTS

Unit-I: Concept of Woman Education in India- Nature, Importance and Need, Development in Vedic, Bodh, Medieval Period. Development in the British period and Independent India. Problems of Woman Education and Solution.

Unit-II: National Committees on Women Education- Durgabai Deshmukh Committee, Hansa Mehta Committee (Committee on Differentiation of Curricula for Boys & Girls), Bhaktavatsalam Committee, Kothari Commission, National Education Policy 1986, Acharya Ramamurti committee, NEP 2020 and Women empowerment, Efforts for Eradicating the Difference of Sex.

Social Reformers and Thinkers- Jyotiba Phule and Savitri Phule, Ishwar Chander Vidyasagar, Mahatma Gandhi. Raja Ram Mohan Roy, Sarojini Naidu, Durga Bai Deshmukh.

Unit-III Social Empowerment- Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent Representation of Women in media; Women in Difficult circumstances.

Unit IV: Economic Empowerment- Introduction-organized sector, unorganized sector; Role of Women in Economic Development – Female, Poverty and Poverty alleviation programmes; Status of Women farmers and land rights; Women Entrepreneurs; Impact of Globalization on working women; National Policy for the empowerment of women 2001.

SUGGESTED ACTIVITIES

- Comparative note on the status of women's education during the Vedic, Medieval, and British periods.
- Prepare a report on the recommendations of any one national committee or education policy regarding women's education.
- Write a case study on challenges faced by women in higher education or in difficult circumstances.
- Prepare a project report on the role of women entrepreneurs.

COURSE OUTCOMES

- ❖ Explain the evolution of women's education in India and suggest solutions to its problems.
- ❖ Analyze the role of committees, policies, and reformers in advancing women's education and empowerment.
- ❖ Evaluate gender-related social issues and propose measures for women's empowerment.
- ❖ Assess women's contribution to economic development and evaluate policies for their economic empowerment.

Reference

Chanana, K. (1993). *Higher education and women: A study of women's colleges in India*. Indian Institute of Advanced Study.

Desai, N., & Krishnaraj, M. (2004). *Women and society in India*. Ajanta Publications.

Government of India. (1986). *National policy on education 1986*. Ministry of Human Resource Development.

Government of India. (2020). *National education policy 2020*. Ministry of Education. <https://www.education.gov.in>

MHRD. (2001). *National policy for the empowerment of women 2001*. Ministry of Human Resource Development, Government of India.

Second Semester for 2-year MA in Education						
S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-5 Basic Educational Psychology	5	40	60	100
2		DSC-6 Sociological Foundations of Education	5	40	60	100
3		DSC-7 Educational Technology	5	40	60	100
4	Skill Enhancement Course (SEC)	SEC-1 Academic Writing and Personality Development	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-2A Inclusive Education Or DSE-2B Education and Social Psychology	4	40	60	100
<i>A student may opt either one Discipline Specific Elective (DSE) as an elective course</i>						
6	VAC (Non-CGPA Course)*	Constitution, Ethical and Moral Values	1	50	-	50
Total		24 Credits				
NHEQF Level-6		Student on exit after successfully completing the first year of a 2-year PG programme (i.e., securing a minimum of 48 credits will be awarded a “Postgraduate Diploma” of one year, in the MA in Education.				

***Syllabus, Assessment Criteria, Methods for Non-CGPA Courses**

In non-CGPA course syllabus prescribed by the university shall be followed. A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

Semester	II	Course	M.A. (Education)
Course Title	DSC-5 BASIC EDUCATIONAL PSYCHOLOGY		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To develop an understanding of the concepts, scope, and significance of educational psychology.
- ❖ To familiarize students with principles and theories of growth, development, learning, and motivation.
- ❖ To enhance knowledge about intelligence, personality, creativity, and their assessment.
- ❖ To apply psychological principles in teaching-learning contexts for effective classroom practices.

CONTENT

UNIT 1: EDUCATIONAL PSYCHOLOGY

- Psychology: Definition, Concept, Scope of Psychology - Branches of Psychology
- Educational Psychology: Definition, Meaning, principles Relationship between educational and psychology
- Significance of Educational Psychology to the teacher.

UNIT II: GROWTH AND DEVELOPMENT

- Human Growth and Development: Concept, Principles, Characteristics, Distinction among Growth, Development and Maturation
- Theories of child development: Erickson Psycho Social Theory, Kohlberg's stages of Moral development, Piaget theory of Cognitive development, Vygotsky socio-cultural approach to cognitive development.

UNIT III: MOTIVATION AND LEARNING

- Motivation: Meaning, Definition, Types of Motivation, Factors influencing Motivation
- Theories of Motivation - Learning: Meaning, Definition, Types-Trial and Error learning, Classical Conditioning, Operant Conditioning, Gestalt Theory.

UNIT IV: INTELLIGENCE, PERSONALITY AND CREATIVITY

- Intelligence: Meaning, Concept, Nature,
- Theories of Intelligence, Assessment of Intelligence, Multiple Intelligences – Emotional Intelligence.
- Personality: Meaning, Definitions, Concept
- Theories of Personality: Assessment of Personality, Integrated Personality
- Creativity: Meaning, Definition, Process of Creativity, Factors foster creativity in children, Assessment of creativity.

SUGGESTED ACTIVITIES

- Interview a Teacher on Child Development Challenges
- Make a Collage on Types of Intelligence
- Create Flashcards Explaining Theories of Learning
- Conduct a Mini Survey on What Motivates Students to Learn Design a Classroom Activity That Encourages Creativity

COURSE OUTCOMES

- ❖ Describe the key concepts, scope, and branches of Educational Psychology.
- ❖ Analyze and compare major theories of child development, motivation, and learning.
- ❖ Evaluate different models of intelligence and creativity with reference to learner diversity.
- ❖ Design innovative classroom activities that foster motivation, creativity, and holistic development.

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Gupta, A., & Sharma, N. (2020). *Educational Psychology: Cognitive and Emotional Development*. Oxford University Press.

Kumar, S. (2019). *Digital learning and Educational Psychology*. Routledge.

Mangal, S. K., & Mangal, S. (2002). *Advanced Educational Psychology* (2nd ed.). PHI Learning.

Misra, G. (2021). *Psychology of Education: Theory and practice*. SAGE Publications.

Panda, K. C. (2022). *Inclusive education for exceptional children* (3rd ed.). Vikas Publishing.

WEBLINK

- <https://egyankosh.ac.in/>
- <https://www.youtube.com/@cecgurukul/playlists>
- <https://www.simplypsychology.org/>

Semester	II	Course	M.A (Education)
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Course Title	DSC-6 SOCIOLOGICAL FOUNDATIONS OF EDUCATION		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To define meaning and concept of Educational Sociology.
- ❖ To justify Social and economic relevance of Education.
- ❖ To develop the understanding towards the major concepts, and theories, in sociology and education.
- ❖ To appreciate certain current educational issues in social context.

COURSE CONTENT

UNIT- I: EDUCATION AND SOCIOLOGY

- Concept of sociology of Education.
- Relationship between sociology and education.
- Educational sociology: nature, scope, function, and its importance.
- Social Organization: Concept and factors of influence.

UNIT- II: EDUCATION & SOCIAL CHANGE, PROCESS OF SOCIALIZATION

- Meaning, nature & Process of social change.
- Relationship between Education and social change;
- Factors promoting social change (Agencies of social change): Family, religion, school and mass-media.
- Concept and nature of socialization.
- Role of education in the process of socialization.
- Agents of socialization: Family, School, Religion, Community, Politics, Culture, Economy.

UNIT- III: EDUCATION AND SOCIAL SYSTEM

- Education and Democracy; Concept of secularism and its educational implications.
- Globalization, Industrialization, Sanskritization, Modernization and privatization: Concept, Overview of its impact on education and society.
- Education as a potential equalizing social force: Equality of educational opportunities.

UNIT- IV: SOCIAL MOBILITY & STRATIFICATION

- Meaning, nature, types and factors in social stratification.
- Meaning, factors and types in social mobility.
- Role of education in social mobility.

SUGGESTED ACTIVITIES

- Conduct a survey on agents of socialization (family, school, media, religion) and analyze their impact.
- Study a community to examine the role of education in social change with examples.
- Organize a discussion on education, democracy, or equality and write a brief report.
- Collect examples showing how education influences social mobility and analyze key factors.

COURSE OUTCOMES

- ❖ Analyze the nature, scope, and functions of educational sociology.
- ❖ Study the role of education as a factor and agent in promoting social change.
- ❖ Assess the contribution of different socialization agents in shaping individual development.
- ❖ Interpret the relationship between social mobility, stratification, and education as a means of equalizing opportunities.

REFERENCES

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House.
- Bhat M.S. (2013). *Educational Sociology*. New Delhi: APH Publications.
- Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Krieger.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Dewey, J. (1966). *Democracy and Education*. New York: Mc Millan.
- Gupta, R. (2011). *Philosophical, Sociological and Economic Bases of Education*. Ludhiana: Tondon Publications.
- Mathur, S.S. (1966). *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Singh, B.N. (2005). *Education: Social Change and Economic Development*. Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, A. (1998). *Philosophical and sociological Foundation of Education*. Patiala: Bawa Publication.
- Taneja, V.R. (2002). *Foundation of Education*. Chandigarh: Mohindra Capital Publishers.

Semester	II	Course	M.A. (Education)
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Course Title	DSC-7 EDUCATIONAL TECHNOLOGY		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To empower the students to understand the concept, objective, scope and significance of Education technology.
- ❖ To enable the students to explain the various approaches of educational technology.
- ❖ To teach the students about various kinds of audio-visual aids.
- ❖ To discuss the concept and importance of teaching methods.

CONTENTS

UNIT I: INTRODUCTION OF EDUCATIONAL TECHNOLOGY

- Education technology: concept and objectives
- Scope of education technology
- Approaches of education technology: Hardware, Software and System approach
- Benefits and limitations of educational technology

UNIT II: COMMUNICATION TECHNOLOGY

- Communication technology: Concept, objectives and Process.
- Classroom communications: Verbal and Non-Verbal communication.
- Factors Affecting Communication
- Barriers in communication.
- Theories of communication: Berlo's SMCR Model, Schramm's Model of Communication

UNIT III: TEACHING TECHNOLOGY & TEACHING LEARNING RESOURCES

- Teaching: Concept, Characteristics, Variables, Phases and types of teaching
- Edger Dale's cone of experience.
- Audio-Visual aids: Concept, objectives, importance and types
- Edger Dale's cone of experience.
- Use of Newspaper, journals, Encyclopaedia, Books, and educational Magazines for Education.

UNIT IV: ICT IN EDUCATION

- ICT: Meaning, Objective, Importance and scope of ICT.
- Role of ICT for creation and preservation of Knowledge.
- Challenges in integrating ICT in School Education.
- E-Learning: Mobile learning, online learning, Virtual classroom, E- Library.
- Applications of educational technology for open and distance learning.

SUGGESTED ACTIVITIES

- Preparation and presentation of teaching learning material to teach students of secondary education.
- PowerPoint presentation (at least 10 slides on any one topic of educational technology)
- Compile a report on any ICT topic from Newspaper, journals, Encyclopaedia, and educational Magazines.

COURSE OUTCOMES

- ❖ Explain concepts, scope, approaches, and applications of educational technology.
- ❖ Analyze communication technologies and models to overcome barriers.
- ❖ Use teaching-learning resources and AV aids effectively.
- ❖ Integrate ICT and e-learning tools for knowledge and inclusion.

REFERENCES

- Babu Ram, A. and Dandapani. S. (2016). *Essential of Microteaching*. New Delhi: Neelkamal.
- Das, R.C. (1993). *Educational Technology – A Basic Text*. New Delhi: Sterling.
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- Rao, D. B. & Kumari, C. J. (2004). *Methods of Teaching Educational Technology*. New Delhi: Discovery publishing.
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- Sharma, R. A. (2001). *Technological Foundations of Education*. Meerut: R. Lal Book Depot.
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- Vanaja, M. (2010). *Educational Technology*. New Delhi: Neelkamal.
- Verma, R. & Sharma, S. (1998). *Modern trend in Teaching Technology*. New Delhi: Anmol Publication.
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- मंगल. एस.के. और मंगल.उमा, (2011) शिक्षा तकनीकी, पी.एच.आई. लर्निंग प्राइवेट लिमिटेड, दिल्ली।
- शर्मा. बी.डी. (2009) शिक्षा तथा सूचना तकनीकी, ओमेगा पब्लिकेशन नई दिल्ली।
- शर्मा. आर.ए. (2011) शिक्षा तकनीकी के आधार, आर० लाल बुक डिपो मेरठ।
- शर्मा. आर.ए. (2009) शिक्षा तकनीकी के तत्व निर्देशन एवं प्रबन्धन, आर० लाल बुक डिपो मेरठ।

Semester	II	Course	M.A. (Education)
Course Title	SEC-1 ACADEMIC WRITING AND PERSONALITY DEVELOPMENT		
No. of Credits	5	No. of contact hours per Week	10
Category	Skill Enhancement Course-SEC (Practical)		

COURSE OBJECTIVES

- ❖ To develop an understanding of the fundamentals of academic and research writing.
- ❖ To familiarize learners with manuscript preparation, plagiarism issues, and referencing techniques.
- ❖ To enhance personality traits with focus on confidence, leadership, and positive thinking.
- ❖ To strengthen communication, soft skills, and functional English for academic and professional growth.

COURSE CONTENT: Department can conduct a workshop on Academic Writing and Personality Development which includes the topics Styles of Academic Writing, Precautions during academic writing, review of research papers, plagiarism and referencing, personality development, positive thinking, leadership, communication skills, and group discussion

PRACTICAL ACTIVITIES:

- Paraphrase a short academic passage and write a brief summary.
- Identify and correct errors in a given passage.
- Prepare a short (3–4 page) academic paper with references.
- Prepare references for 5 different sources in various styles.
- Weekly entries on strengths, weaknesses, confidence, and leadership in file.
- Write a case study of a great leader.
- Simulate academic/professional conversations and make a write-up with key dialogues in Practical File along with reflection.
- Participation in GD or mock interview write the experience in the file.

Note: Students have to prepare the file to record the above practical activities to meet the practical examination

COURSE OUTCOMES

- ❖ Apply the basic principles of academic writing in research and scholarly tasks.
- ❖ Prepare manuscripts and use correct referencing while avoiding plagiarism.
- ❖ Demonstrate improved self-confidence, leadership qualities, and positive personality traits.
- ❖ Communicate effectively in academic and professional contexts with enhanced soft skills.

REFERENCES

Heller, R. (2002). *Effective leadership*. DK Publishing.

Hindle, T. (2003). *Reducing stress*. DK Publishing.

Hurlock, E. B. (2006). *Personality development* (28th reprint). Tata McGraw-Hill.

Monippally, M. M., & Pawar, B. S. (2010). *Academic writing: A guide for management students and researchers*. SAGE Publications India.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). Pearson/Longman.

Samantray, K. (2017). *Academic and research writing: A course for undergraduates*. Orient BlackSwan.

Semalaty, A. (2020). *Academic writing* [MOOC].

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<https://egyankosh.ac.in/>

https://www.youtube.com/results?search_query=UGC+CEC+Personality+Development

<https://www.youtube.com/@NCERTOFFICIAL>

Semester	II	Course	M.A. (Education)
Course Title	DSE-2A Inclusive Education		
No. of Credits	4	No. of Contact Hours per Week	4
Category	Discipline Specific Elective (DSE)		

COURSE OBJECTIVES

- ❖ To develop understanding of the concept, need, and importance of inclusive education and its policies.
- ❖ To enable students to design inclusive classrooms and apply inclusive teaching strategies.
- ❖ To familiarize students with different types of disabilities and the role of teachers in inclusive education.
- ❖ To create awareness about human rights and legal provisions for persons with disabilities such as the Persons with Disabilities Act.

CONTENTS

UNIT I: FOUNDATIONS OF INCLUSIVE EDUCATION

- Concept and meaning of Inclusive Education, Needs, Importance, Difference between special education, integrated education and inclusive education.
- National and international initiatives for inclusive education
- Current laws and policy perspectives supporting Inclusive Education for children with diverse needs

UNIT II: CREATING INCLUSIVE LEARNING ENVIRONMENTS

- Building inclusive learning friendly classrooms, overcoming barriers for inclusion Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with divers' needs.
- Inclusive instruction design peer tutoring, co-operative learning, buddy system team teaching

UNIT III: UNDERSTANDING DIVERSE LEARNERS AND THE ROLE OF TEACHERS

- Definition and characteristics of children with sensory (hearing, visually challenged) and physically challenged (multiple handicapped, Crippled/orthopedically handicapped, speech disorder), intellectual (gifted, creative and children mentally challenged children), mentally challenged children (backward child, mentally retorted) developmental disabilities (learning disabilities), social and emotional problems- (problematic, delinquent and deprived child), socially scholastic backwardness, (language disorder, slow learners).
- Importance of early detection and Identifying the required resources for children with varied special needs.
- Role of teachers, qualities and characteristics of inclusive teacher. Functions and Duties of inclusive teacher.

UNIT IV: HUMAN RIGHTS AND DISABILITY LEGISLATION

- Human rights-concept history, economic, social, civilian, political, castism, women, minority, (education and human rights).
- Rehabilitation legislation for handicapped, Person with Disability act1995
- Different national institutes for special person.

SUGGESTED ACTIVITIES

- Prepare a comparative chart showing the difference between Special Education, Integrated Education, and Inclusive Education.
- Design a model inclusive classroom plan or lesson plan using strategies like peer tutoring, cooperative learning, or buddy system.
- Conduct a case study or interview with a teacher/special educator to understand the needs of children with disabilities.
- Prepare a short report on human rights and disability laws in India, including the Persons with Disabilities Act.

COURSE OUTCOMES

- ❖ Explain the concept, need, and importance of inclusive education and understand the policies supporting it.
- ❖ Develop and apply inclusive teaching strategies to create learning-friendly classrooms for diverse learners.
- ❖ Identify different types of disabilities and special learning needs and understand the role and responsibilities of an inclusive teacher.
- ❖ Analyze human rights principles and disability laws, including the Persons with Disabilities Act, for protecting the rights of persons with disabilities.

REFERENCES

Advani, L & Chadha, A. (2003): You and your special Child, New Delhi: UBS Publishers and Distributors.

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Curickshank W. and Jonson O. (1965): Education of Exceptional Children, Prentice Hall.

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Semester	II	Course	M.A (Education)
Course Title	DSE-2B EDUCATION AND SOCIAL PSYCHOLOGY		
No. of Credits	4	No. of contact hours per Week	4
Category	Discipline Specific Elective		

COURSE OBJECTIVES

- ❖ To explain the concept, scope, nature, importance, and research methods of Social Psychology in education.
- ❖ To examine the relationship of Social Psychology with other social sciences and recognize attitudes, socialization, personality, and culture.
- ❖ To analyze the role of Social Psychology in community life, social progress, social groups, and issues of race and racism.
- ❖ To study social institutions, social interaction, collective behaviour, social tension, aggression, and violence in society.

CONTENTS

Unit-I: Social Psychology and Education

Introduction, meaning, Scope, Nature, Importance, Modern Trends and Functions of Education and Methods of Social Psychology-Introspection, Observation, Experimental, Case Study, Interview, Historical, Statistical, Projective and Psycho-Analytical.

Unit II: Social Psychology and Other Social Sciences.

Relationship with other sciences. Attitudes and their measurement. Individual and Society, Socialization, Personality and Culture.

Unit III: Social Psychology in Community and Society

Social Psychology in Community, Social Progress, Social Group and Race and Racism.

Unit-IV: Social Behaviour and Social Processes

Different Social Psychology of- Association and Institutions, Fashion, Style, Fad and Craze. Social Tension, Collective Behaviour, Social Interaction, Attributes and, Aggression and Violence

SUGGESTED ACTIVITIES

- Prepare a presentation on the concept, scope, and research methods of Social Psychology in education.
- Design a simple attitude scale or questionnaire to measure attitudes, socialization, personality, or culture.

- Conduct a case study or observation on social groups, community life, or issues of race and racism.
- Analyze a real-life example of social interaction, collective behaviour, social tension, aggression, or violence and present findings.

COURSE OUTCOMES

- ❖ Explain the concept, scope, nature, importance, and research methods of Social Psychology in education.
- ❖ Analyze the relationship between Social Psychology and other social sciences, including attitudes, socialization, personality, and culture.
- ❖ Examine the role of Social Psychology in community life, social progress, social groups, and issues of race and racism.
- ❖ Evaluate social institutions, social interaction, collective behaviour, social tension, aggression, and violence in society.

REFERENCES

- Agarwal, B., & Mukherjee, R. N. (2021). *Social Psychology*. SBPD Publications.
- Agarwal, V. (2022). *Psychology of Social Behaviour*. SBPD Publications.
- Deb, S., Gireesan, A., & Prabhavalkar, P. (2019). *Social Psychology in Everyday Life*. SAGE.
- Mangal, S., & Mangal, S. K. (2023). *Essentials of Social Psychology: An Indian Perspective*. Routledge.
- Shetgovekar, S. (2017). *An Introduction to Social Psychology*. SAGE.

Third Semester for 2-year MA in Education						
S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-8 Advanced Educational Psychology	5	40	60	100
2		DSC-9 Advanced Educational Technology	5	40	60	100
3		DSC-10 Curriculum Development	5	40	60	100
4	Skill Enhancement Course (SEC)	SEC-2 Tool Development and Proposal Writing	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-3 Value Education	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-2 Guidance and Counselling				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	SEC (Non-CGPA Course) *	Academic Library Systems and Services	1	50	-	50
		Or				
		Entrepreneurship & Startup Awareness				
Total		24 Credits				

***Syllabus, Assessment Criteria, Methods for Non-CGPA Courses**

In non-CGPA course syllabus prescribed by the university shall be followed. A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

Semester	III	Course	M.A (Education)
Course Title	DSC-8 ADVANCED EDUCATIONAL PSYCHOLOGY		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To introduce the fundamentals of psychology and its educational applications.
- ❖ To analyze major theories of learning from behavioural, cognitive, and social perspectives.
- ❖ To understand personality, learning styles, thinking styles, and learner dynamics.
- ❖ To identify and address the educational needs of differently abled and exceptional children.

CONTENT

UNIT – I: EDUCATIONAL PSYCHOLOGY

- Schools of Psychology and their Contribution to Education: Behaviorism, Gestalt Psychology and Psychoanalysis
- Contributions of Educational Psychologists: David Ausubel (Meaningful Learning) and Robert Gagné (Conditions of Learning)

UNIT II CRITICAL UNDERSTANDING OF THEORIES OF LEARNING

- Cognitive views: Learning by discovery (Jerome Bruner) Information Processing (David Ausubel)
- Social Learning (Albert Bandura) and Social Constructivism (L. Vygotsky)

UNIT III PERSONALITY AND ADJUSTMENT

- Meaning and Nature of Personality, Type Theories of Personality, Trait Theories of Personality, Measurement of Personality
- Adjustment: Meaning, Definition and Types

UNIT IV EDUCATIONAL NEEDS OF DIFFERENTLY ABLED CHILDREN

- Catering to Individual Differences- Cognitive exceptional children, physically exceptional children, socio-cultural exceptional children
- Emotional and Behavioural disorders - Attention Deficit Disorder Attention Deficit Hyperactive Disorder, Disruptive Behaviour Disorder

SUGGESTED ACTIVITIES

- Role plays on a theory of learning
- Learning style self-assessment using Kolb's model

- Poster on theories of personality
- Chart on mental health and Défense mechanisms

COURSE OUTCOMES

- ❖ Explain schools of psychology and contributions of key educational psychologists.
- ❖ Analyze major theories of learning and their classroom applications.
- ❖ Apply personality theories and tools for understanding learners.
- ❖ Identify educational needs of differently-abled children and suggest strategies.

REFERENCES

- Aggarwal, J. C. (2009). *Essentials of educational psychology*. Vikas Publishing House.
- Chauhan, S. S. (2020). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
- Dandapani, S. (2016). *A textbook of advanced educational psychology* (4th rev. & enlarged ed.). Anmol Publications.
- DDE, Utkal University. (n.d.). *MA Education: Paper 6 – Advanced educational psychology* [PDF]. https://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_6.pdf
- Mangal, S. K. (2019). *Advanced educational psychology* (2nd ed.). PHI Learning.

WEBLINK

- <https://egyankosh.ac.in/>
- <https://www.youtube.com/@cecgurukul/playlists>
- <https://swayam.gov.in/>

Semester	III	Course	M.A (Education)
Course Title	DSC-9 ADVANCED EDUCATIONAL TECHNOLOGY		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To enable the students to understand various forms of educational technology.
- ❖ To enable the students to understand the Planning of teaching and learning process.
- ❖ To enable the students to understand the concept of micro and macro teaching and its importance for the teaching and learning process.
- ❖ To enable the students to understand the concept of programmed instruction.

CONTENTS

UNIT I: FORMS OF EDUCATIONAL TECHNOLOGY

- Forms of Educational technology: Teaching technology, Instructional technology, Behavioural technology and instructional design.
- Technology for classroom instruction: Projector, Interactive smart board.
- Educational applications of Audio-video recording instrument.
- Language laboratory, teleconferencing.

UNIT II: PLANNING OF TEACHING LEARNING

- Task analysis.
- Teaching objectives: Types of teaching objectives.
- Bloom's taxonomy of educational objectives.
- Difference between teaching, objectives and aims.
- Method of writing behavioural objectives: R.C.E.M method and Robert Mager method.
- Levels of teaching: Memory, Understanding and Reflective

UNIT III: TEACHING TECHNOLOGY

- Concept and process of micro teaching.
- Teaching Skill: Explanation, stimulus variation, Reinforcement, Probing Question, Blackboard.
- Simulated teaching, Team teaching.
- Behavior modification of teacher: Flander's interaction analysis system.
- Principles of teaching.
- Concept and importance of teaching techniques.
- Differentiations between teaching methods and techniques

UNIT IV: PLM AND RESOURCE CENTERS OF EDUCATION TECHNOLOGY

- Programmed instructions: its concept, characteristics and importance.
- Principles of Programmed instructions.

- Types of Programs: Linear, Branching, Mathetics and Computer Assisted instruction (CAI)
- Resource centre of educational technology: CIET, UGC, IGNOU, EMRC, SIET Their work for the improving teaching and learning.

SUGGESTED ACTIVITIES

- Micro-Teaching: Deliver 5–10 minutes Micro-lesson. Focus on one teaching skill. Peer feedback.
- Digital Lesson: Create lesson using PowerPoint, smart board, or multimedia.
- Programmed Instruction: Prepare linear/branching modules or CAI exercises.
- Online Platforms: Explore SWAYAM, DIKSHA, e-PG Pathshala. Make a usage report.
- Flipped/Blended Learning: Record lecture for homework. Plan interactive class activities.

COURSE OUTCOMES

- ❖ Identify forms and applications of educational technology in classroom instruction.
- ❖ Develop teaching objectives and apply Bloom’s taxonomy in lesson planning.
- ❖ Demonstrate teaching skills, techniques, and methods through micro and simulated teaching.
- ❖ Apply programmed instruction and recognize the role of educational technology resource centres.

REFERENCES

- Babu Ram, A. and Dandapani. S. (2016). *Essential of Microteaching*. New Delhi: Neelkamal.
- Das, R.C. (1993). *Educational Technology – A Basic Text*. New Delhi: Sterling.
- Kamlesh, P. & Sharma, V. P. (2013). *Advance Educational Technology*. New Delhi: Pacific books.
- Mangal, S.K & Mangal, U. (2014). *Essentials of Educational Technology*. New Delhi: PHI Learning.
- Rao, D. B. & Kumari, C. J. (2004). *Methods of Teaching Educational Technology*. New Delhi: Discovery publishing.
- Rekha, R. (2013). *Role of ICT in Education*. New Delhi: Swastik publications.
- Sharma, R. A. (2001). *Technological Foundations of Education*. Meerut: R. Lal Book Depot.
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- Vanaja, M. (2010). *Educational Technology*. New Delhi: Neelkamal.

Verma, R. & Sharma, S. (1998). *Modern trend in Teaching Technology*. New Delhi: Anmol Publication.

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Semester	III	Course	M.A (Education)
Course Title	DSC-10 CURRICULUM DEVELOPMENT		
No. of Credits	5	No. of contact hours per Week	5

Category	Discipline Specific Core
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OBJECTIVES

- ❖ Understand the fundamental concepts and scope of curriculum in education.
- ❖ Analyze the philosophical, sociological, and psychological foundations of curriculum.
- ❖ Evaluate various curriculum designs and models in traditional and modern contexts.
- ❖ Apply principles of curriculum implementation and evaluation using established models.

COURSE CONTENTS

Unit I INTRODUCTION TO CURRICULUM

- Meaning, definition, nature and scope of curriculum; need and importance of curriculum in education;
- Basic principles and structure of curriculum; characteristics of a good curriculum; curriculum and syllabus – differences and relationship; curriculum development;
- Concept, steps involved, and the role of the teacher.

UNIT II FOUNDATIONS OF CURRICULUM

- Philosophical, Sociological and Psychological foundations of curriculum development;
- Selection of content: Criteria for selection of content or subject matter of curriculum;
- Reasons of inclusion and exclusion of a subject in school curriculum.

UNIT III CURRICULUM DESIGN

- Traditional and Modern Approaches: Subject centered curriculum – Learner centered curriculum - Activity centered Curriculum;
- Specialized Curriculum Models: Core curriculum – Spiral curriculum - Problem centered curriculum;
- Emerging and Alternative Perspectives: Hidden curriculum – Null curriculum – Social oriented curriculum – Humanistic curriculum – The Undifferentiated curriculum.

UNIT IV CURRICULUM IMPLEMENTATION AND EVALUATION

- Concept of Curriculum Implementation - Models of Curriculum Implementation
- Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model, Hilda Taba's, Saran model and Mukhopadhyay's Model.

SUGGESTED ACTIVITIES

- Analyze the structure and elements of an existing school curriculum.
- Design a mini-curriculum for a specific subject and grade.
- Conduct a case study on how a curriculum is implemented in a real school.
- Compare two curriculum evaluation models (e.g., Tyler and CIPP).

COURSE OUTCOMES

- ❖ Explain the meaning, nature, scope, and importance of curriculum in education.

- ❖ Analyze how philosophical, sociological, and psychological factors influence curriculum.
- ❖ Evaluate traditional and modern curriculum models like subject-centered, learner-centered, and problem-centered.
- ❖ Use models like Tyler's, Taba's, and Stufflebeam's to explain how curriculum is applied and assessed in schools.

REFERENCES

Arulsamy (2014), *Curriculum Development*, Neelkamal Publications, Hyderabad.

NCERT (1984), Curriculum evaluation, NCERT, New Delhi.

NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi

Taba, H. (1999). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.

Tyler, R.W. (1998). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

UNESCO (1981), Curriculum and Life Long Education, UNESCO, Paris.

Semester	III	Course	M.A (Education)
Course Title	SEC-2 TOOL DEVELOPMENT AND PROPOSAL WRITING		
No. of Credits	5	No. of contact hours per Week	10

COURSE OBJECTIVES

- ❖ To develop skills in constructing educational and psychological research tools.
- ❖ To enable students to analyze test items using statistical techniques.
- ❖ To equip students with skills to establish reliability, validity, and norms of tools.
- ❖ To develop competence in writing a research synopsis in a prescribed format.

COURSE CONTENTS**Unit I: Tool Development**

Construction of tools: Questionnaire, Rating Scale, Attitude Scale, Achievement Test. Steps of tool construction: Planning, item writing, formatting. Administration and data collection.

Unit II: Item Analysis

Item analysis of test/scale including Difficulty Value (P-value) and Discrimination Index (D-value). Selection and rejection of items.

Unit III: Establishing Quality of Tool

Reliability: Test-retest, Split-half method, Cronbach's Alpha, Equivalent/Parallel Form. Validity: Content and Construct validity. Development of norms.

Unit IV: Proposal Writing

Preparation of proposal including Title, Introduction, Review of Literature, Rationale, Objectives, Hypotheses, Delimitations, Methodology, Sample, Tools, Statistical Techniques, and APA References.

PRACTICAL WORK / ACTIVITIES

All these activities shall be carried out by the student under the continuous guidance and supervision of a research guide.

- Construction of one research tool (Questionnaire/Scale/Achievement Test/ any other as suggested by the guide as per requirement of the synopsis).
- Conduct item analysis using difficulty value and discrimination index.
- Establish reliability and validity of the tool.
- Develop norms for the tool.
- Preparation and presentation of a research synopsis.

COURSE OUTCOMES

- ❖ Design and construct research tools.
- ❖ Analyze test items using statistical techniques.
- ❖ Establish reliability, validity, and norms.
- ❖ Develop and present a structured research proposal.

REFERENCE

- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.
- Garrett, H. E. (2008). *Statistics in psychology and education*. Paragon International Publishers.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.
- Koul, L. (2009). *Methodology of educational research* (4th ed.). Vikas Publishing House.
- Singh, A. K. (2017). *Tests, measurements and research methods in behavioural sciences*. Bharati Bhawan.

Semester	III	Course	M.A (Education)
Course Title	MDE-2 GUIDANCE AND COUNSELLING		
No. of Credits	4	No. of contact hours per Week	4
Category	Multidisciplinary Elective (MDE)		

Course Objectives

- ❖ To understand the fundamental meaning, nature, and scope of guidance and its underlying assumptions.
- ❖ To analyse the necessity and specific objectives of guidance at secondary and higher education levels.
- ❖ To apply career development theories to help students navigate vocational choices.
- ❖ To design specialised guidance programs for gifted children and slow learners.

COURSE CONTENTS

Unit 1: Fundamentals of Guidance

- Meaning, nature, Scope and assumptions of guidance, Issues in guidance.
- Needs and Objectives of guidance at different levels of education (secondary and higher).
- Types of Guidance: Detailed study of Educational, Vocational and Personal guidance.
- Functions of Guidance
- Role of the teacher in Guidance.

Unit 2: The Counselling Process

- Meaning, Nature and Objectives of Counselling and the relationship between guidance and counselling.
- Types of Counselling: Directive, Non-Directive and Eclectic Counselling.
- The Counsellor: Qualities, professional ethics, and roles of a counsellor in a school.
- Process of Counselling,
- Group counselling and Individual counselling.

Unit 3: Tools and Techniques in Guidance

- Testing Techniques: Intelligence tests, Aptitude tests, Interest inventories, and Personality scales.
- Non-Testing Techniques: Observation, Interview, Case Study, Cumulative Record.
- Gathering and interpreting data for a holistic understanding of the student.

Unit 4: Career Development and Special Groups

- Career Development, factors influencing Career Development.
- Career Theories: Super's Theory of Vocational Development, Holland's theory of vocational choice, and Roe's Theory.
- Relationship between career development and the curriculum.
- Guidance and Counselling for Special Groups: Addressing the needs of the Gifted, Slow Learners.

SUGGESTED ACTIVITIES

- Design a specialised guidance program outline for a school, specifically targeting gifted children or slow learners.
- Practice the administration and interpretation of at least one standardised test, such as an Intelligence test or Interest inventory.
- Create a career development plan for a secondary school student based on Holland's or Super's theory.
- Prepare a report on the use of non-testing techniques like Observation, Interview, and Cumulative Records for guidance.

COURSE OUTCOMES

- ❖ Analyse Fundamental Concepts: Explain the nature, scope, and principles of guidance and its necessity at various educational levels.
- ❖ Differentiate Guidance Types: Distinguish between Educational, Vocational, and Personal guidance and their specific functions in a student's life.
- ❖ Evaluate Counselling Processes: Compare Directive, Non-Directive, and Eclectic counselling approaches and understand the ethical roles of a school counsellor.
- ❖ Apply Assessment Tools: Demonstrate proficiency in using both testing (Intelligence, Aptitude) and non-testing (Case Study, Interview) tools for holistic student assessment.

REFERENCES

Aggarwal, J. C. (2004). Educational Vocational Guidance and Counselling. New Delhi: Doaba House.

Bengalee, M. D. (1984). Guidance and Counselling. Bombay: Sheth Publishers.

Charles Diruba & Kupyjdms N.G. (2017) Guidance and counselling, Neelkamal publication, New Delhi.

Gibson, R. L., & Mitchell, M. H. (2008). Introduction to Counselling and Guidance. New Delhi: Pearson Education.

Kochhar, S. K. (2000). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publishers.

NCERT. (2005). National Curriculum Framework (NCF). New Delhi: National Council of Educational Research and Training.

Rao, S. N. (2001). Counselling and Guidance. New Delhi: Tata McGraw Hill.

Sharma, R. A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.

Semester	III	Course	M.A (Education)
Course Title	DSE-3 VALUE EDUCATION		
No. of Credits	4	No. of contact hours per Week	4
Category	Discipline Specific Elective		

COURSE OBJECTIVES

- ❖ To develop understanding of the meaning, types, and significance of values in addressing contemporary societal challenges and constitutional ideals.
- ❖ To examine core values from Indian Knowledge Systems, Purusharthas, and contributions of thinkers like Deendayal Upadhyaya and Rabindranath Tagore.
- ❖ To analyze theories of moral development and understand social influences shaping values among adolescents.
- ❖ To explore pedagogical approaches and the role of teachers in effectively integrating value education into classroom practices.

COURSE CONTENTS

Unit 1: Meaning, nature, and classification of values (Personal, Social, Spiritual). The Need for Value Education: Addressing modern social crises, technological disruption, and globalization. Values in the Indian Constitution: Justice, Liberty, Equality, Fraternity, and Secularism, and their educational implications. Human Rights and Peace Education: Global perspectives on shared human values.

Unit 2: Core values derived from Indian Knowledge Systems (Vedas, Upanishads, Darshanas). The Concept of Purusharthas: Educational implications of Dharma, Artha, Kama, and Moksha. Lived Cultural Values: Analyzing how mass cultural and spiritual gatherings (such as the Mahakumbh) function as informal sites for value transmission, social cohesion, and the preservation of heritage. Thinkers: The moral philosophies of Deen Dayal Upadhyay and Rabindranath Tagore.

Unit 3: Jean Piaget's theory of moral development. Kohlberg's Framework: Pre-conventional, conventional, and post-conventional stages of moral development. Ethics of Care: Carol Gilligan's critique and perspective on moral development. Social Influences: The role of the family, peer groups, and community in shaping adolescent values and resolving value conflicts.

Unit 4: Direct (explicit instruction), Indirect (hidden curriculum), and Incidental teaching of values. The Teacher as a Moral Compass: Exploring the defining qualities of a good teacher—empathy, integrity, active listening, and unbiased facilitation—as the ultimate tool for value education. Active Learning Methods: Using storytelling, role-playing, dramatization, and value-clarification discussions in the classroom. Cross-Curricular Integration: Embedding value education seamlessly into science, humanities, and arts subjects.

SUGGESTED ACTIVITIES

- Case study analysis of a large cultural event like the Kumbh Mela to understand value transmission and social cohesion.
- Group presentation comparing moral development theories of Jean Piaget and Lawrence Kohlberg with practical classroom examples.
- Role play or dramatization of classroom ethical dilemmas to explore value conflicts and decision-making.
- Lesson plan design integrating Indian Knowledge Systems concepts (e.g., Purusharthas or Panchamahabhuta) into modern subjects like science or social studies.

COURSE OUTCOMES

- ❖ Classify values and relate them to constitutional principles and global human rights.
- ❖ Interpret Indian philosophical concepts and apply them to contemporary educational and cultural contexts.
- ❖ Evaluate moral development theories and identify factors influencing value formation in society.
- ❖ Design and implement strategies for value education using active learning and cross-curricular integration.

REFERENCES

- Chakrabarti, M. (1997). Value Education: Changing Perspectives. Kanishka Publishers.
- Fraenkel, J. R. (1977). How to Teach about Values: An Analytic Approach. Prentice-Hall.
- Kapoor, K., & Danino, M. (2012). Knowledge Traditions and Practices of India. CBSE.
- Kohlberg, L. (1981). The Philosophy of Moral Development: Moral Stages and the Idea of Justice. Harper & Row.
- NCERT (2012). Education for Values in Schools - A Framework. National Council of Educational Research and Training, New Delhi.
- Passi, B. K., & Singh, P. (1999). Value Education. National Psychological Corporation.
- Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom. Charles E. Merrill Publishing.

Fourth Semester for 2-year MA in Education						
S.No	Course Category	Title of the Course	Credits	Assessment		
				Internal	External	Total
1	Discipline Specific Core (DSC)	DSC-11 Research and Statistics	5	40	60	100
2		DSC-12 Teacher Education	5	40	60	100
3		DSC-13 History, Politics and Economics of Education	5	40	60	100
4	Skill Enhancement Course (SEC)#	SEC-3A Dissertation Or SEC-3B Psychological Testing and Digital Learning	5	40	60	100
5	Discipline Specific Elective (DSE)	DSE-4 Educational Studies	4	40	60	100
	Or					
	Multidisciplinary Elective (MDE)	MDE-3 Environmental Education				
A student may opt for either one Discipline Specific Elective (DSE) or one Multidisciplinary Elective (MDE) as an elective course.						
6	SEC (Non-CGPA Course) *	Community outreach activities	1	50	-	50
Total		24 Credits				
NHEQF Level-6.5		Student, after successfully completing the second year of a 2-year PG (i.e., securing a minimum of 96 credits will be awarded a “Postgraduate Degree” of Two years, in MA in Education.				

***Syllabus, Assessment Criteria, Methods for Non-CGPA Courses**

In non-CGPA course syllabus prescribed by the university shall be followed. A non-CGPA course refers to a course whose marks and associated credits are not counted towards the calculation of the student's overall CGPA. A non-CGPA course is one in which the marks and credits earned by a student shall not be included in the computation of the student's overall CGPA; however, successful completion (pass) of such courses is mandatory for the award of the degree.

Only those students who have secured 75% or above marks in M.A. First Year shall be eligible to opt for SEC-3A: Dissertation. Students who do not fulfil this eligibility criterion shall opt for SEC-3B: Psychological Testing and Digital Learning.

Semester	IV	Course	M.A (Education)
Course Title	DSC-11 RESEARCH AND STATISTICS		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To develop an understanding of quantitative research, its characteristics, and types.
- ❖ To gain knowledge of various qualitative research approaches, including historical, philosophical, ethnographic, and phenomenological research.
- ❖ To acquire and apply the assumptions, computations, and interpretations of parametric and non-parametric tests in solving real research problems.
- ❖ To learn the process of writing a research report, comprehend ethical issues and apply APA citation.

CONTENTS

UNIT I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research
- Survey Research
- Ex-post facto research
- Experimental Research: Concept, Design- Pre, Quasi and True.

UNIT II: QUALITATIVE RESEARCH

- Historical research, Philosophical Research, Case study, Ethnographic study, Phenomenological research, Naturalistic Inquiry
- Qualitative research design: Grounded theory, Narrative, Mixed

UNIT III: PARAMETRIC TEST & NON-PARAMETRIC TEST

- ANOVA: Assumption, Computation and Interpretation
- ANCOVA: Assumption, Computation and Interpretation
- Wilcoxon T test: Assumption, Computation and Interpretation
- Kruskal-Wallis Test: Assumption, Computation and Interpretation

UNIT IV: RESEARCH REPORT WRITING

- Writing research report: Format, language, importance and precautions.
- Ethical Issues, plagiarism
- Citation and Reference in APA Style

SUGGESTED ACTIVITY

- Development of a research proposal for Qualitative/Experimental Research
- Writing References of Book, Journal, Encyclopaedia, Thesis, Online Content
- Data analysis and interpretation using SPSS

COURSE OUTCOMES

- ❖ Differentiate between quantitative research methods.
- ❖ Analyze qualitative research approaches and designs.
- ❖ Compute and interpret results using appropriate statistical test.
- ❖ Write a research report with correct format, ethical considerations, and APA-style referencing.

REFERENCES

Aggrawal, Y. P. (1990). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishing Private Limited.

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Asthana, H.S. & Bhushan, B. (2007). *Statistics for Social Sciences*. New Jersey: Prentice Hall of India.

Craswell, G. (2004). *Writing for Academic Success*. Sage Publications.

Ebel, R.L. (1965). *A Guide to Educational Research*. Boston: Allyn and Bacon Inc.

Gage, N.L. (1963). *Handbook of Research on Teaching*. Chicago: Rand McNelly and Co.

Garrett, H. E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.

Gay, L.R. (1996). *Educational Research – Competencies for Analysis and Application*. New Jersey: Prentice – Hall, Inc.

Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH publishing Co.

Pal, H. R. (1973). *Educational Research (Hindi)*. Bhopal: Madhya Pradesh Hindi Granth Academy.

Sidhu, K.S. (1985). *Methodology of Research in Education*. New Delhi: Sterling Publishers Pvt. Ltd.

Siegel, S. (1988). *Non-Parametric Statistics for the Behavioral Science*. New York: McGraw Hill Book Company.

Semester	IV	Course	M.A (Education)
Course Title	DSC-12 TEACHER EDUCATION		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- To identify the concept, evolution, and policy recommendations related to teacher education.
- To analyze the role of national, state-level agencies and NGOs in the professional development of teacher educators.
- To explore emerging trends, the integration of ICT, and innovations in teacher education.
- To evaluate the criteria and mechanisms for quality assurance and assessment in teacher education.

CONTENTS

UNIT I: CONCEPT AND GENESIS OF TEACHER EDUCATION

- Concept of Teacher Education,
- Recommendations of major commissions, committees and policy documents on Teacher Education.
- Pre-Service and In-Service Teacher Education: Concept and Objectives

UNIT II: AGENCIES FOR PROFESSIONAL DEVELOPMENT

- Agencies of Teacher Education and their roles in professional development of Teacher Educators.
- National level agencies: NCTE, NCERT, MMTTC, NIEPA, ICSSR. State level agencies: SCERT, DIET, IASEs, UTD.
- Roll of different NGOs in Teacher Education.

UNIT III: NEW PARADIGMS IN TEACHER EDUCATION

- New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction),
- Use of ICT in Teacher Education
- Innovations in Teacher Education, Competency based teacher education, Accountability in teacher education

UNIT IV: QUALITY OF TEACHER EDUCATION

- Concept of Quality
- NAAC & their criteria for quality assessment of HEIs
- Criteria of quality assurance in context of IQAC
- Performance Based Appraisal System- Academic Performance Indicator (PBAS-API)

SUGGESTED ACTIVITIES

- Developing a check list of competency-based teacher-education.
- Preparing appraisal Performa for teachers' accountability.
- Evaluation of curriculum of teachers' training program at a particular level.
- Analysis of NCFTE
- Review of NEP 2020 in the context of Teacher Education

COURSE OUTCOMES

- ❖ Explain the concept, evolution, and key policy recommendations of teacher education, including pre-service and in-service education frameworks.
- ❖ Analyze the roles and functions of national and state-level agencies (such as NCTE, NCERT, SCERT, DIET, etc.) and NGOs in the professional development of teacher educators.
- ❖ Evaluate emerging trends, paradigm shifts in teaching-learning processes, and the integration of ICT and innovative practices in teacher education.
- ❖ Assess the quality assurance mechanisms in teacher education, including NAAC criteria, IQAC processes, and performance appraisal systems like PBAS-API.

REFERENCES

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Gupta, A.K. (1984). *Teacher Education: Curriculum and Prospects*. New Delhi: Sterling Publishing Private Ltd.
- Mc Nergney, R. F. and Carrier, C. A. (1981). *Teacher Development*. New York: McMillan Publishing Co.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited.
- Shukla, R. S. (1984). *Emerging Trends in Teacher Education*. New Delhi: Sterling.
- Panda, B. N. and Tiwari, A. D. (1997). *Teacher Education*. New Delhi: APH Publishing Corporation.

Semester	IV	Course	M.A (Education)
Course Title	DSC-13 HISTORY, POLITICS AND ECONOMICS OF EDUCATION		
No. of Credits	5	No. of contact hours per Week	5
Category	Discipline Specific Core		

COURSE OBJECTIVES

- ❖ To examine the contributions of major commissions and committees to the development of educational policies and practices in India.
- ❖ To analyze the relationship between educational policies and national development, including the processes of policy formulation, implementation, and impact assessment.
- ❖ To explore the fundamental concepts of the economics of education, including cost analyses, economic returns, and educational financing at various levels.
- ❖ To evaluate the interconnections between politics and education, and the role of education in political development and socialization.

CONTENTS

UNIT I: COMMITTEES AND COMMISSIONS' CONTRIBUTION TO EDUCATION

- University Education Commission (1948), Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986, 1992), NCF (2005), Justice Verma Committee Report (2012), NEP (2020)

UNIT II: EDUCATION AND POLICY

- Relationship between Policies and Education, Linkage between Educational Policy and National Development
- Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation
- Policy impact assessment, Impact of NEP (2020) on stake holders

UNIT III: EDUCATION AND ECONOMICS

- Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education
- Economic returns to Higher Education, Signaling Theory Vs Human Capital Theory
- Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

UNIT IV: EDUCATION AND POLITICS

- Relationship Between Politics and Education, Perspectives of Politics of Education: Liberal, Conservative and Critical
- Approaches to understanding Politics (Behaviorism, Theory of Systems Analysis and Theory of Rational Choice)
- Education for Political Development and Political Socialization

SUGGESTED ACTIVITIES

- Prepare a written analysis of a selected educational policy or commission report, focusing on its objectives, implementation, and impact.
- Analyze recent national or state-level educational budgets, highlighting trends, priorities, and financial challenges.
- Conduct a small-scale survey or interview study to examine the political or economic factors affecting educational practices in a local context.

COURSE OUTCOMES

- ❖ Explain the contributions of major educational commissions, committees, and policies in shaping the Indian education system.
- ❖ Analyze the relationship between education, policy formulation, and national development, including the impact of NEP 2020 on stakeholders.
- ❖ Apply concepts of economics of education such as cost-benefit analysis, educational finance, and human capital theory in educational contexts.
- ❖ Evaluate the interrelationship between education and politics, including political ideologies, approaches, and their role in political development and socialization.

REFERENCES

Aggarwal, J. C. (2011). *Development and planning of modern education* (9th ed.). Vikas Publishing House.

Naik, J. P. (1965). *Educational planning in India*. Allied Publishers.

Tilak, J. B. G. (1989). *Education and its relation to economic growth, poverty, and income distribution: Past evidence and further analysis*. World Bank.

Govinda, R. (Ed.). (2002). *India education report: A profile of basic education*. Oxford University Press.

Ministry of Education, Government of India. (2020). *National Education Policy 2020*. <https://www.education.gov.in>

MHRD, Government of India. (1986). *National Policy on Education 1986*. Ministry of Human Resource Development.

NCERT. (2005). *National Curriculum Framework 2005*. National Council of Educational Research and Training.

Verma, J. S. (2012). *Report of the High-Powered Commission on Teacher Education*. Ministry of Human Resource Development, Government of India.

Semester	IV	Course	M.A. (Education)
Course Title	SEC-3B PSYCHOLOGICAL TESTING AND DIGITAL LEARNING		
No. of Credits	5	No. of Contact Hours per Week	10
Category	Skill Enhancement Course: SEC (Practical)		

COURSE OBJECTIVES

- ❖ To realize basic concepts and applications of psychological testing.
- ❖ To develop skills in conducting psychological experiments and paper-pencil tests.
- ❖ To create and organize digital learning content and modules.
- ❖ To use online learning platforms, multimedia, and LMS tools effectively.

COURSE CONTENT

A) Psychological Testing and Practical:

1. Concept Formation, 2. Transfer of Training, 3. Habit Interference, 4. Illusion, and 5. Problem Solving

B) Paper-Pencil Psychological Tests

1. Self-Concept, 2. Intelligence, 3. Personality, 4. Mental Health and 5. Adjustment

C) Digital Learning Skills

- Development of E-Content (SLOs / Modules)
- Exploring E-Learning Portals
- Educational Multimedia Development
- Creation of Blogs for Educational Purposes
- Participation in Webinars and Online Academic Events
- Enrolment in Online Courses (SWAYAM, NPTEL, etc.)
- Practicing Video Conferencing Software (MS Teams, Google Meet, Zoom, Cisco Webex, TeamViewer, Jitsi)
- Training in e-Learning Management Systems (e-LMS) for teaching
- Creation of Interactive Quizzes and Online Assessments

INSTRUCTIONS

- From each part students will complete three activities. Total nine activities will be completed by the students. All activities should be properly documented in a practical record file.
- The record should include the title of the activity, objectives, procedure, observations/results, and conclusion. For digital activities, relevant screenshots or links should be attached.

- The practical record must be neatly prepared and submitted during the practical examination.

COURSE OUTCOMES

- ❖ Apply basic psychological testing methods.
- ❖ Conduct simple psychological experiments and assessments.
- ❖ Develop E-content and learning modules for digital platforms.
- ❖ Use multimedia, video conferencing tools, and LMS for teaching and learning.
- ❖ Design interactive quizzes and digital assessments.

REFERENCES

Goel, D. R., & Goel, C. (2015). *Educational Technology and Management*. New Delhi: Vikas Publishing House.

Mangal, S. K. (2019). *Statistics in Psychology and Education*. New Delhi: PHI Learning Pvt. Ltd.

Mangal, S. K., & Mangal, U. (2014). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press India. URL: <https://www.cambridge.org/9788175966024>

Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan Publishers.

Semester	IV	Course	M.A. (Education)
Course Title	SEC-3A DISSERTATION		
No. of Credits	5	No. of Contact Hours per Week	10
Category	Skill Enhancement Course: SEC (Practical)		

Note: Only those students who have secured 75% or above marks in M.A. First Year shall be eligible to opt for SEC-3A: Dissertation. Students who do not fulfil this eligibility criterion shall opt for SEC-3B: Psychological Testing and Digital Learning.

COURSE OBJECTIVES

- ❖ Develop an understanding of educational research and identify relevant research problems in the field of Education.
- ❖ Formulate research questions, objectives, and hypotheses and define the scope of the study systematically.
- ❖ Design and use appropriate research tools and methods for collecting reliable and valid data.
- ❖ Analyze, interpret, and present research findings effectively in the form of a structured dissertation.

COURSE CONTENT

Under the supervision of their research guide, each student will undertake a complete research study. The dissertation will involve all stages of educational research, including problem identification, tool preparation, data collection, analysis, interpretation, and report writing.

Students are required to submit the final dissertation on the date specified by the Department and appear for the final assessment / viva-voce examination.

The dissertation should be prepared in the following structured manner:

1. Background of the Problem

- Introduce the research problem clearly.
- Explain its context, need, and significance in the field of Education.
- Justify the selection of the problem.

2. Review of Related Literature

- Present a critical review of previous studies related to the topic.
- Identify research gaps and establish the need for the present study.

3. Research Questions / Objectives, Hypotheses and Delimitations

- Clearly state the research questions or objectives of the study.
- Formulate testable hypotheses (where applicable) based on the objectives.

- Define the delimitations of the study, specifying its scope and boundaries (such as sample, area, variables, or methodology).

4. Selection and Development of Tools

- Select or construct suitable research tools (questionnaire, tests, interview schedules, etc.).
- Ensure tools are valid and reliable.
- Describe the process of tool development or selection.

5. Data Collection

- Collect data systematically using appropriate methods.
- Describe sampling technique, sample size, and procedure.
- Maintain accuracy and ethical standards.

6. Analysis and Tabulation of Data

- Organize and present data using tables, charts, or graphs.
- Apply appropriate statistical or qualitative methods.

7. Interpretation of Data

- Interpret findings logically in relation to objectives and hypotheses.
- Provide meaningful explanations.

8. Preparation of Dissertation Report

The final dissertation should include:

- Introduction
- Review of Literature
- Operational Definitions of key terms
- Research Questions/Objectives and Hypotheses
- Methodology
- Data Analysis and Interpretation
- Findings and Discussion
- Conclusions and Educational Implications
- Suggestions for Further Research
- References (In APA Style) and Appendices

Note for Students

- The dissertation must be written in a clear, logical, and convincing manner.
- Each step of research should reflect critical thinking and originality.
- Proper academic format and referencing style must be followed.

- At the time of dissertation submission, students must submit a certificate/report of plagiarism and AI detection generated through a reliable plagiarism detection software such as iThenticate,
- The similarity index (plagiarism) should not exceed 10% (excluding references and appendices), and AI-generated content should be within permissible limits (if possible minimal), ensuring that the work is primarily the student's innovative contribution.

COURSE OUTCOMES

- ❖ Conduct independent educational research under supervision, following all scientific steps of research.
- ❖ Apply appropriate research methodologies and tools for data collection and analysis in real educational settings.
- ❖ Critically interpret research findings and draw meaningful conclusions with educational implications.
- ❖ Prepare and present a comprehensive dissertation report demonstrating clarity, logical organization, and academic writing skills.

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Semester	IV	Course	M.A. (Education)
Course Title	DSE-4 EDUCATIONAL STUDIES		
No. of Credits	4	No. of Contact Hours per Week	4
Category	Discipline Specific Elective (DSE)		

COURSE OBJECTIVES

- ❖ Appreciate the nature of education, its interdisciplinary basis, and epistemological foundations.
- ❖ Analyze key Western and Indian educational philosophies and thinkers.
- ❖ Examine the role of the state, political ideologies, and NEP 2020 in education.
- ❖ Evaluate contemporary trends like globalization, technology, and sustainable development in education.

CONTENTS

Unit 1: Foundations of Education and Knowledge Systems

Nature and Scope: Understanding education as a process, product, and discipline. Difference between schooling, training, teaching, and indoctrination. Interdisciplinary Linkages: How education draws from and contributes to philosophy, sociology, history, and political science. Epistemology and Education: The nature of knowledge, belief, and truth. Different ways of knowing, influence on curriculum design and pedagogy. Aims of Education: The dynamic nature of educational aims across different contexts (individual development vs. social efficiency).

Unit 2: Philosophical Foundations of Education

Western Schools of Thought: Educational implications of Idealism, Realism, Pragmatism, Naturalism, and Existentialism (focusing on aims, curriculum, and discipline). Indian Philosophical Traditions: Core educational principles derived from Vedanta, Buddhism, and Jainism. Prominent Western Thinkers: Critical analysis of the educational philosophies of Jean-Jacques Rousseau and Paulo Freire (Critical Pedagogy). Prominent Indian Thinkers: The educational visions of Rabindranath Tagore, M.K. Gandhi (Nai Talim), and Jiddu Krishnamurti.

Unit 3: Education, State, and Policy Perspectives

Education and the State: The role of the state in providing, regulating, and funding education. The relationship between education, democracy, and citizenship. Political Ideologies: How different political systems shape educational aims, curriculum content, and administrative

structures. Policy Analysis: Critical review of contemporary national policies, with a specific focus on the vision and systemic shifts proposed in the National Education Policy (NEP) 2020.

Unit 4: Emerging Issues in Education

The impact of Liberalization, Privatization, and Globalization (LPG) on the quality, accessibility, and commodification of education. Technology and Pedagogy: The integration of Information and Communication Technology (ICT), artificial intelligence, and blended learning models in modern classrooms. Education for Sustainable Development (ESD): Integrating environmental awareness, peace education, and human rights into the core curriculum.

SUGGESTED ACTIVITIES

- Prepare a concept map illustrating key ideas such as nature of education, aims of education, and different forms of knowledge.
- Conduct a group discussion or debate on a relevant topic (e.g., role of education in society or impact of technology on learning) and submit a brief report of the outcomes.
- Develop and deliver a presentation on any educational philosophy, thinker, or policy (such as NEP 2020), highlighting its practical implications.
- Design a lesson plan integrating modern teaching methods such as ICT, activity-based learning, or value-based education.

COURSE OUTCOMES

- ❖ Explain the nature of education, its interdisciplinary linkages, and epistemological foundations.
- ❖ Analyze major Western and Indian educational philosophies and their implications for teaching-learning processes.
- ❖ Evaluate the role of the state, political ideologies, and key features of NEP 2020 in shaping education.
- ❖ Apply knowledge of contemporary trends such as globalization, technology, and sustainable development in educational practices.

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Sykes, M. (1987). *The Story of Nai Talim: Fifty Years of Education at Sevagram*. Nai Talim Samiti.



Semester	IV	Course	M.A. (Education)
Course Title	MDE-3 ENVIRONMENTAL EDUCATION		
No. of Credits	4	No. of Contact Hours per Week	4
Category	Multidisciplinary Elective (MDE)		

Course Objectives

- ❖ To develop a comprehensive understanding of the meaning, nature, and multi-disciplinary scope of Environmental Education.
- ❖ To foster environmental awareness, ethics, and values among learners in alignment with UNESCO guidelines.
- ❖ To analyse the scientific causes and biological implications of environmental hazards such as pollution, global warming, and climate change.
- ❖ To examine the legal framework and role of national bodies, such as the National Biodiversity Authority and National Green Tribunal, in environmental protection.

Unit I: Foundations and Conceptual Framework of Environmental Education

- Meaning, definition, and nature of Environmental Education; multi-disciplinary nature of environmental studies.
- Aims and Objectives of environmental education, developing environmental awareness, knowledge, attitudes, skills, and participation as per UNESCO guidelines
- Natural and social environment: concept, its components, relationship between Man & Environment.
- The role of education in fostering Environmental ethics and values.

Unit II: Environmental Hazards, Protection, and Biodiversity

- Air, Water, Soil, and Noise pollution; E-waste and Plastic pollution as emerging threats.
- Scientific basis of Global Warming and Climate Change; Ozone layer depletion and its biological implications; Acid rain and its impact on heritage.
- Concept, objective, and need of Biodiversity Conservation, In-situ conservation, Role of the National Biodiversity Authority of India.
- Types of natural and man-made disasters, the role of educational institutions in disaster preparedness and mitigation.

Unit III: Environmental Management, Policy, and Social Movements

- Strategies for sustainable Development, Green Technology and Renewable Energy sources (Solar, Wind, Bio-energy).
- Environment Protection Act (1986), The role of the National Green Tribunal (NGT).
- Environmental Movements: Chipko, Appiko and Narmada Bachao Andolan.
- Environmental Impact Assessment (EIA) Basic concept and importance in sustainable planning and urban development.

Unit IV: Curriculum, Pedagogy, and Evaluation in Environmental Education

- Curriculum of environmental education at school and higher education.
- Innovative Pedagogy of environmental education: - Project-based learning; Case Studies and use of Digital Media in environmental campaigning.
- Learning Beyond Classrooms: Eco-clubs and the use of school gardens.
- Tools for measuring environmental literacy; assessing changes in environmental attitudes and behaviours; Continuous and Comprehensive Evaluation (CCE) in Environmental education.

SUGGESTED ACTIVITIES

- Write a report on "Green Audit" of any institution of higher education (covering water usage, electricity consumption, and waste generation) and suggest improvement plans.
- Visit a local ecosystem (forest, pond, or wetland) or an industrial site to document human-environment interactions and prepare a reflective report.
- Organise a community-based workshop or street play (Nukkad Natak) on a local environmental issue like waste segregation or water conservation.
- Develop a documentary film or a PowerPoint presentation on any one global environmental challenge.

COURSE OUTCOMES

- ❖ Explain the conceptual framework of environmental education and the complex relationship between man and the environment.
- ❖ Identify various forms of pollution (including E-waste) and assess the impact of global phenomena like ozone depletion and acid rain on heritage.
- ❖ Interpret the significance of the Environment Protection Act (1986) and the functions of the National Biodiversity Authority in conservation.
- ❖ Design and execute innovative environmental teaching strategies, including project-based learning and the use of school gardens or eco-clubs.

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