॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड
'ज्ञानतीर्थ', विष्णुपुरी, नांदेड – ४३१ ६०६ (महाराष्ट्र राज्य) भारत
SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED
'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA
Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with'B++' grade

Fax : (02462) 215572	**Academic-1 (BOS) Section**	website: srtmun.ac
Phone: (02462)215542		E-mail: bos@srtmun.ac

आंतरविद्याशाखीय अभ्यास विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरण २०२० नुसार पद्व्युत्तर द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२४–२५ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा–या सर्व संलग्नित महाविद्यालयामध्ये शैक्षणिक वर्ष २०२४–२५ पासून पद्व्युत्तर द्वितीय वर्षाचा राष्ट्रीय शैक्षणिक धोरण –२०२० लागू करण्याच्या दृष्टीकोनातून आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत येणा–या अभ्यासमंडळांनी तयार केलेल्या पद्व्युत्तर द्वितीय वर्षाचा अभ्यासक्रमांना मा. विद्यापरिषदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील विषय क्रमांक १८/५९–२०२४ च्या ठरावान्वये मान्यता प्रदान केली आहे. त्यानुसार आंतर विद्याशाखीय अभ्यास विद्याशाखेतील खालील एम. ए. द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) लागू करण्यात येत आहेत.

Sr. No.	Name of the Course Subject
01	M. A. II year Fashion Desing. (Affiliataed College)
02	M. A. II year Animation. (Affiliataed College)
03	M. A. II year Education. (Affiliataed College)
04	M. A. II year Music. (University Campus)
05	M. A. II year Music. (Affiliataed College)
06	M. J.M.S. II year (Affiliataed College)
07	M.A./M.Sc. II year Electronic Media (University Campus)
08	M.A. II year (Mass Communication & Journalism. (University Campus)
09	M.A. II year Theart Arts (University Campus)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.

डॉ. सरिता लोसरवार
सहा.कुलसचिव
शैक्षणिक (१–अभ्यासमंडळ) विभाग

जा.क्र.:शै–१/एनइपी/आंविशाखापदवी/२०२४–२५/१५९
दिनांक २२.०७.२०२४

प्रत : १) मा. अधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
४) मा. संचालक, सर्व संबंधित संकुले व उपपरिसर, प्रस्तुत विद्यापीठ.
५) मा. प्राचार्य, न्यु मॉडेल डिग्री कॉलेज हिंगोली, प्रस्तुत विद्यापीठ.
६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, सदर परिपत्रक संकेतस्थळावर प्रसिध्द करण्यात यावे.

SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431 606

Structure and Syllabus of two Years Multidisciplinary Masters Degree Program with Multiple Entry and Exit Option

TWO YEAR MASTER DEGREE PROGRAMME
(Four Semesters)

MAJOR IN   EDUCATION

M. A. (EDUCATION)

Under the Faculty of Interdisciplinary Studies

Effect for First Year from Academic Year 2023-24
Effect for Second Year from Academic Year **2024-25**

(As per NEP-2020)

<u>Forward by the Dean, Faculty of Interdisciplinary Studies</u>

National Education Policy 2020 has been announced on 29.07.2020 by the Government of India. NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation. NEP 2020 foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

The syllabus of two year postgraduate degree program is a reformative and constructive step in the effective implementation of National Policy on Education 2020 by the Swami Ramanand Teerth Marathwada University. It is a product of rigorous exercise undertaken by the respective Board of Studies of the University which was prepared the guidelines provided by the steering committee set up by the Government of Maharashtra. This syllabus reflects the philosophical foundation through documents on National Education Policy 2020 which was provided by the Ministry of Education of Government of India and University Grants Commission, New Delhi.

This syllabus consists of content and activities that will empower the students for inculcating 21st century skills. The highlights of syllabus offers; holistic, inter- multi-trans disciplinary approach, research component, flexibility, technology embedded teaching-learning, value based and skill enhancement, which defines educational experience and opens up a whole new world of opportunities.

This syllabus structured on various predefined verticals that includes core courses, generic or open electives, vocational and skill enhancement courses, ability enhancement courses, value education courses, Indian knowledge system, co-curricular courses which will be leading towards graduation and perusing their career thereafter.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community, NEP believes effective learning requires a comprehensive approach that involves

an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the PGcenters of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

The design and development of syllabus is a continuous process, therefore all these syllabi are constantly under review. It is a request to teachers and students to suggest addition and changes in the present syllabus for supporting bright future of the learners.

Professor Dr. Chandrakant Ragho Baviskar
Dean (IC), Faculty of Interdisciplinary Studies
Swami Ramanand Teerth Marathwada University
Nanded- 431 606 (Maharashtra state)

Preamble:

In the realm of education, there has been a significant expansion in the field, bringing about various challenges. Ensuring the quality of education to stakeholders becomes crucial amidst this expansion. To tackle this challenge, it is essential to address and deliberate upon the issue of quality in a systematic manner. Accreditation serves as the primary means of quality assurance in higher education, indicating that institutions or programs are committed to external review and meeting specified standards.

In line with the philosophy of outcome-based education, the Faculty of Interdisciplinary Studies, specifically the Boards of Studies of Education, have taken a proactive approach in incorporating these principles into the curriculum development process. As the Chairman of the Board of Studies in Education, I am pleased to announce that the Program Educational Objectives (PEOs) have been finalized through a collaborative meeting attended by representatives from various institutes, including heads of Education departments.

The Program Educational Objectives for the undergraduate program in Education are as follows:

- To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
- To enable to understand, analyze, evaluate, and criticize changes in education, Philosophical- Social- Economic-Cultural-Psychological concern of Education.
- Advancement of specialized knowledge and understanding about the philosophical , sociological, Psychological, Historical, Political and Economic perspectives of education
- To develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
- To enhance knowledge of ICTs and their application for empowerment of educational practices and research.
- To enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
- To enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with

modern educational practices and issues related to education.

Furthermore, affiliated institutes have the flexibility to include additional Program Educational Objectives specific to their programs.

In addition to the Program Educational Objectives, the curriculum also incorporates specific objectives and expected outcomes from the learners' perspective for each course within the undergraduate program. This learner-centric approach supports the philosophy of outcome-based education, emphasizing the importance of individual student growth and achievement.

As the Chairman of the Board of Studies, We firmly believe that these concerted efforts in the right direction will contribute significantly to providing quality education to all stakeholders in the field of Education.

<table>
<tr><td>**Dr. Balaji Girgaonkar**
Chairman
Board of Studies
(Educational Methods),
Swami Ramanand Teerth
Marathwada University, Nanded</td><td>**Prof. Dr. Vaijayanata Patil**
Chairman
Board of Studies
(Education),
Swami Ramanand Teerth
Marathwada University, Nanded</td></tr>
</table>

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Interdisciplinary Studies, Major in Education

Credit Framework of Two-Year PG Program for the faculty of IDS

Year & Level	Sem.	Major Subject		RM	OJT / FP	Research Project	Practical	Credits	Total Credits
		(IDSC)	5(DSE)						
1	2	3	4	5	6	7	8	9	10
1	I	IEDNC 401 Philosophy of Education (Advance) (4 Cr) IEDNC 402 Psychology of Education (Advance) (4 Cr) IEDNC 403 Sociology of Education (Advance) (4 Cr)	IEDNE 401 A. Inclusive Education OR B. Non-Formal Education (3 Cr) IEDNE P 401 A OR B (1 Cr)	IVCRM 401: ResearchMethodology (3 Cr)	--	----	Practical based on IEDNP 401 (1 Cr) IEDNP 402 (1 Cr) IEDNP 403 (1Cr)	22	44
	II	IEDNC 451 Educational Studies (4 Cr) IEDNC 452 Historical Development in India (4 Cr) IEDNC 453 Elementary Level School Education (4Cr)	IEDNE 451: A. Educational Evaluation OR B. Language Education (3 Cr) IEDNE P 451 A OR B (1 Cr)	---	Field Project IEDNFP 451 (3 Cr)	--	Practical basedon IEDNP451 (1 Cr) IEDNP 452 (1 Cr) IEDNP 453 (1 Cr)	22	
	Exit option: PG Diploma (*after three-year Degree*)								

	Sem	Core	Elective			Research Project	Practical	Cr	Total
2	III	**IEDNC 501 Curriculum Studies (4 Cr)** **IEDNC 502 Advance Educational Technology (4 Cr)** **IDSCC 503 Secondary and Senior Secondary Level Education (4 Cr)**	**IEDNE 501: A. SocialScience Education B. Yoga and Health Education (3 Cr)** **IEDNE P 501 A OR B (1 Cr)**	--		Research Project(Field Survey) **IEDNRP 501 (3 Cr)**	**Practical based on IEDNP 501 (1 Cr) IEDNP 502 (1 Cr) IEDNP 503 (1Cr)**	22	44
	IV	**IEDNC 551 Teacher Education (4 Cr)** **IDSCC 552 History-Political -Economy of Education (4 Cr)**	**IEDNE 551 A. Women's Education B. Environmental Education (3 Cr)** **IEDNE P 551 A OR B (1 Cr)**	**IVCPE 551: Research & Publication Ethics (2 Cr)**		Research Project **IEDNRP 551 (6 Cr)**	**Practical basedon IEDNP551 (1 Cr) IEDNP 552 (1 Cr)**	22	
Total Credits		**44**	**16**	**05**	**03**	**09**	**11**		**88**

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS Major in Education

Post **Graduate -First Year Programme of Semester I** *(Level 6)***Teaching Scheme**

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week)		
			Theory	Practical	Total	Theory	Practical	Total
Major	IEDNC401	**Philosophy of Education(Advance)**	04	--	**04**	04	----	04
	IEDNC402	**Psychology of Education(Advance)**	04	---	**04**	04	----	04
	IEDNC403	**Sociology of Education(Advance)**	04	--	**04**	04	---	04
Major -Electives	IDSE401	**A. Inclusive Education OR B. Non-Formal Education**	03	--	**03**	03	---	03
Research Methodology	IVCRM 401:	**Research Methodology**	03	----	**03**	03	-----	03
Practical	IEDNP 401	Practical		01			02	08
	IEDNP 402	Practical		01			02	
	IEDNP 403	Practical		01			02	
	IEDNEP 401	Practical		01			02	
Total Credits			**18**	**04**	**22**	**20**	**08**	**26**

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS Major in Education

Post Graduate - First Year Programme, Semester II *(Level 6)*

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week)		
			Theory	Practical	Total	Theory	Practical	Total
Major	IEDNC451	Educational Studies	04	--	**04**	04	----	04
	IEDNC452	Historical Development in India	04	---	**04**	04	----	04
	IEDNC453	Elementary Level School Education	04	--	**04**	04	---	04
Major - Electives	IEDNE 451:	A. Educational Evaluation OR B. Language Education	03	--	**03**	03	---	03
Field Project	IEDNFP 451	Field Project		03	**03**		06	06
Practical	IEDNP 451	Practical		01	**01**		02	02
	IEDNP 452	Practical		01	**01**		02	02
	IEDNP 453	Practical		01	**01**		02	02
	IEDNEP 451	Practical		01	**01**		02	02
Total Credits			**18**	**04**	**22**	**15**	**08**	**29**

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS Major in Education

Post Graduate First Year Programme, Semester I *(Level 6)* Examination Scheme

[20% Continuous Assessment (*CA)* and 80% End Semester Examination (*ESE*)]

(For illustration we have considered a paper of 02 credits, 50 marks, need to be modified depending on credits of individual paper)

Subject (1)	Course Code (2)	Course Name(3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)				ESE	
			TestI (4)	Test II (5)	Assign. (6)	Avg of T1+T2+Assi. /3 (7)	Total (8)	
Major	IEDNC401	Philosophy of Education(Advance)	20	20	20	20	80	100
	IEDNC402	Psychology of Education (Advance)	20	20	20	20	80	100
	IEDNC403	Sociology of Education (Advance)	20	20	20	20	80	100
Major - Electives	IDSE401	A. Inclusive Education OR B. Non-Formal Education	15	15	15	15	60	75
Practical	IEDNP 401	Practical			05	05	20	25
	IEDNP 402	Practical			05	05	20	25
	IEDNP 403	Practical			05	05	20	25
	IEDNEP 401	Practical			05	05	20	25

10

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of IDS   Major in Education
<u>Post Graduate First Year Programme, Semester II *(Level 6)*</u>
Examination Scheme

[20% Continuous Assessment (*CA)* and 80% End Semester Examination (*ESE*)]

(For illustration we have considered a paper of 02 credits, 50 marks, need to be modified depending on credits of individual paper)

Subject(1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)				ESE	
			TestI (4)	Test II (5)	Assign. (6)	Avg of T1+T2+Assi. /3 (7)	Total(8)	
Major	**IEDNC451**	**Educational Studies**	20	20	20	20	80	100
	IEDNC452	**Historical Developmentin India**	20	20	20	20	80	100
	IEDNC453	**Elementary Level SchoolEducation**	20	20	20	20	80	100
Major - Electives	**IEDNE 451:**	**A. Educational Evaluation OR** **B. Language Education**	15	15	15	15	60	75

Field Project	IEDNFP 451	Field Project			05	05	20	25
Practical	IEDNP 451	Practical	-	-	05	05	20	25
	IEDNP 452	Practical			05	05	20	25
	IEDNP 453	Practical			05	05	20	25
	IEDNEP 451	Practical			05	05	20	25

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of IDS Major in Education
Post **Graduate -Second Year Programme of Semester III** *(Level6)Teaching Scheme*

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week)		
			Theory	Practical	Total	Theory	Practical	Total
Major	IEDNC 501	**Curriculum Studies**	04	--	**04**	04	----	04
	IEDNC 502	**Advance Educational Technology**	04	---	**04**	04	----	04
	IEDNC503	**Secondary and Senior Secondary Level Education**	04	--	**04**	04	---	04
Major -Electives	IEDNE 501	**A. Social Science Education OR** **B. Yoga and Health Education**	03	--	**03**	03	---	03
Project (Field urvey)	IEDNRP 501	**Project (Field Survey)**		03	03		06	06
Practical	IEDNP 501	**Practical**		01	01		02	08
	IEDNP 502	**Practical**		01	01		02	
	IEDNP 503	**Practical**		01	01		02	
	IEDNEP 501	**Practical**		01	01		02	
Total Credits			**15**	**07**	**22**	**15**	**14**	**29**

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS Major in Education

Post Graduate - Second Year Programme, Semester IV *(Level 6)Teaching Scheme*

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week)		
			Theory	Practical	Total	Theory	Practical	Total
Major	IEDNC551	TeacherEducation	04	--	**04**	04	----	04
	IEDNC552	History- Political – Economy ofEducation	04	---	**04**	04	----	04
Major - Electives	IEDNE 551:	A. Women's Education OR B. EnvironmentalEducation	03	--	**03**	03	---	03
Publication Ethics	IVCPE 551:	Research & Publication Ethics	02		**02**	02		02
Research Project	IEDNRP 551	Practical		06	**06**		12	12
Practical	IEDNP 551	Practical		01	**01**		02	02
	IEDNP 552	Practical		01	**01**		02	02
	IEDNEP 551	Practical		01	**01**		02	02
Total Credits			**13**	**09**	**22**	**13**	**18**	**31**

14

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS Major in Education

Post Graduate Second Year Programme, Semester III *(Level 6)* Examination Scheme

[20% Continuous Assessment (*CA)* and 80% End Semester Examination (*ESE*)]

(For illustration we have considered a paper of 02 credits, 50 marks, need to be modified depending on credits of individual paper)

Subject(1)	Course Code (2)	Course Name(3)	Theory				ESE	Total Col. (6+7) / (09)
			Continuous Assessment (CA)					
			Test I 4) (	Test II (5)	Assign. (6)	Avg of T1+T2+Assi. /3 (7)	Total(8)	
Major	IEDNC 501	**Curriculum Studies**	20	20	20	20	80	100
	IEDNC 502	**Advance Educational Technology**	20	20	20	20	80	100
	IDENC503	**Secondary & Senior Secondary Level Education**	20	20	20	20	80	100
Major - Electives	IEDNE 501	**A. Social Science Education OR** **B. Yoga and Health Education**	15	15	15	15	60	75
Research Project	IEDNRP 501	**Project (Field Survey)**				20	80	100

Practical	IEDNP 501	Practical			05	05	20	25
	IEDNP 502	Practical			05	05	20	25
	IEDNP 503	Practical			05	05	20	25
	IEDNEP 501	Practical			05	05	20	25

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of IDS   Major in Education

Post Graduate Second Year Programme, Semester IV *(Level 6)*
Examination Scheme

[20% Continuous Assessment (*CA)* and 80% End Semester Examination (*ESE*)]

(For illustration we have considered a paper of 02 credits, 50 marks, need to be modified depending on credits of individual paper)

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)				ESE	
			TestI (4)	Test II (5)	Assign. (6)	Avg of T1+T2+Assi. /3 (7)	Total(8)	
Major	**IEDNC551**	**Educational Studies**	20	20	20	20	80	100
	IEDNC552	**Historical Developmentin India**	20	20	20	20	80	100
Major - Electives	**IEDNE 551:**	**A. Women's Education** **OR** **B. Environmental Education**	15	15	15	15	60	75

Publication Ethics	IVCPE 551 :	Research & Publication Ethics	10	10	10	10	40	50
Research Project	IEDNRP 551	Practical			30	30	120	150
Practical	IEDNP 551	Practical	-	-	05	05	20	25
	IEDNP 552	Practical			05	05	20	25
	IEDNEP 551	Practical			05	05	20	25

Guidelines for Course Assessment:

A. Continuous Assessment (CA) (20% of the Maximum Marks):

This will form 20% of the Maximum Marks and will be carried out throughout the semester. It may be done by conducting **Two Tests and one Assignment.** Average of marks scored in these two tests and one assignment of a theory paper will make CA .

B. End Semester Assessment (80% of the Maximum Marks):

1. **ESE Question paper will consists of 6 questions (All have equal marks)**
2. **There will be 4- 5 sub questions in Question No. 1 (BOS may change scheme of marking.)**
3. **Question No.1 will be compulsory and shall be based on entire syllabus.**
2. **Students are required to solve a total of 4 Questions .**

4. Students need to solve ANY THREE of the remaining Five Question (Q.2 to Q.6/) and shall be based on entire syllabus.

C. Assessment of Term Work/ Tutorial/Field Works:

At least 08 test / assignments covering entire syllabus must be given during the 'class wise tutorial'. The assignments should be students' centric and attempts be made to make assignments more meaningful, interesting and innovative.

Term work assessment must be based on overall performance of the student with every assignments graded time to time. The grades be converted to marks as per 'credit and grading system' manual and should be added and averaged.

D. Assessment of Research Projects :

The research project is a mandatory component of the curriculum in both the III (third) and IV (fourth) semesters of the second year.

Semester III

In Semester III, students must choose a research topic under the guidance of a supervisor and develop a proposal along with the necessary research tools. This project work carries 3 credits, equivalent to 75 marks. The assessment is divided as follows:

- **Assignments**: Students must complete assignments worth 15 marks, as assigned by the supervisor.

- **Report and Viva-Voce**: The remaining 60 marks will be based on the evaluation of the research proposal and the viva-voce, with the following criteria:
  1. **Pre-study of the Problem**: Review of relevant literature, problem selection, and detailed proposal development (30 marks).
  2. **Proposal Presentation and Defense**: Presentation of the research proposal, demonstrating research understanding and defending the proposal (30 marks).

The University will provide an approved list of external experts for evaluating the research projects. The project supervisor will serve as the internal evaluator. The final marks (out of 60) will be the average of the scores given by the internal and external evaluators and will be submitted to the University by the respective college.

Semester IV

In Semester IV, students are required to complete the research project under the supervision of a teacher and submit the final report. This project work is worth 6 credits, equivalent to 150 marks. The assessment is divided as follows:

- **Assignments**: Students must complete assignments worth 30 marks, as assigned by the supervisor.
- **Report and Viva-Voce**: The remaining 120 marks will be based on the evaluation of the final report and viva-voce, with the following criteria:
  1. **Report Writing**: Quality and completeness of the research report (60 marks).
  2. **Report Presentation**: Clarity and effectiveness in presenting the research report (30 marks).
  3. **Research Understanding and Defense**: Demonstration of research understanding, communication skills, and defense of the research (30 marks).

As in Semester III, the University will provide an approved list of external experts for evaluating the research projects of IV semester, with the project supervisor acting as the internal evaluator. The final marks (out of 120) will be the average of the scores given by the internal and external evaluators and will be submitted to the University by the respective college.

Detailed Syllabus :

Post Graduate -First Year Programme, Semester - I
Paper Code: IDSCC 401
Paper Title: PHILOSOPHY OF EDUCATION (Advance)
(4 Cr) *(Major/ Minor) Curriculum Details*

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational thoughts contributed by various philosophies, and educational thinkers at graduate level.
Course objectives:	To enable the students to: 1. Understand the nature of Philosophy and Philosophy of Education 2. Critically analyze Eastern and Western Schools of Philosophy 3. Understand the implications of Eastern and Western Schools of Philosophy to Education 4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his 5. Development, Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher
Course Outcomes:	Students will be able **CO1:** Student will be able to demonstrate understanding of concept, scope and significance of Philosophy , nature & functions of Philosophy in educational context. **CO2:** Student will be able to demonstrate understanding of branches of Philosophy ii) explain relation amongst branches of Philosophy and education **CO3:** Student will be able understand the contributions of eastern schools of Philosophy to education **CO4:** Student will be able to understand the contributions of western schools of Philosophy to education **CO5:** Student will be able to demonstrate understanding of concept of Man and his development of educational thinkers and their implications to education.

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE ANDFUNCTIONS**	
	1.1	Philosophy- Meaning, Scope, Need and Importance	12
	1.2	Philosophy of Education – Meaning, Scope, Need and Importance	
	1.3	Nature of Philosophy of Education –A Directive Discipline, A Liberal Discipline and an activity	
	1.4	Functions of Philosophy – Speculative, Normative and Analytical	
	1.5	Recent development in the field of Philosophy of Education	
2.0		**BRANCHES OF PHILOSPHY AND EDUCATION**	
	2.1	Major Branches of Philosophy - Metaphysics, Epistemologyand Axiology	12
	2.2	Relationship of Metaphysics, Epistemology, Axiology and Education	
	2.3	Critical understanding of concept of discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc., and their relation with Philosophical perspectives.	
	2.4	Research in Philosophy of Education: Characteristics, Significance, areas and methodological issues	
3.0		**EASTERN SCHOOLS OF PHILOSPHY AND EDUCATION**	
	3.1	Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education.	12
	3.2	Upanishad	
	3.3	Jain	
	3.4	Buddhist	
	3.5	Islam	
	3.6	Vision derived from synthesis of different schools	
	3.7	Research in Philosophy of Education in the context of Eastern Schools of Philosophy	
4.0		**WESTERN SCHOOLS OF PHILOSPHY AND**	12

		EDUCATION	
	4.1	Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education Schools:	
	4.2	Idealism	
	4.3	Naturalism	
	4.4	Realism	
	4.5	Pragmatism	
	4.6	Reconstructionism	
	4.7	Existentialism	
	4.8	Essentialism	
	4.9	Vision derived from synthesis of different schools - Open, Flexible or Prescriptive nature	
	4.10	Research in Philosophy of Education in the context western Schools of Philosophy	
5.0		**CONCEPT OF MAN, DEVELOPMENT AND EDUCATION**	
	5.1	Critical Analysis and Appraisal of Thoughts of different Thinkers: a) Swami Vivekananda b) Rabindranath Tagore c) Sri Aurobindo d) Mahatma Gandhi e) Plato f) JohnDewey g) Dr. A.P.J. Abdul Kalam with reference to, i) Concept of Man and his Development ii) Aims of Education, Curriculum, Teaching and Learning, Role of the Teacher iii) Studies on Educational thinkers iv) Status of research in Educational Philosophy in Indian Context	12
		Total	60

PRACTICUM (Training & Creation):

1. Prepare scrap book on Educational Philosophies and their impact on Education.

2. Write a paper on one of the contemporary educational issues and how the educational philosophy may help to cope up the issue.

3.Conducting discussions and debates on different philosophical schools and their role for contemporary issues.

4. Preparing own statement of Philosophy of Education

5. Presentation on critical analysis of different educational thinkers (not included in above modules)

References :

Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: Satya Nilayam Publications.

Brubacher, J. (1962). *Modern Philosophies of Education.*McGraw-Hill Co.

Butler, J. D. (1968). *Four Philosophies and their Practice in Education*

and Religion (3rd Ed.) New York : Harper and Row Publishers. Chakravarthy, D. K. (2000). *Fundamental Questions of Epistemology andMetaphysics*. New Delhi: Omsons Publications.

Chaube, S. P., & Chaube, A. (2007). *Philosophical and SociologicalFoundations of Education*. Agra: Vinod Pustak Mandir.

Deota, N. P. (2012). *An Insight into Educational Philosophy--An Indian Perspective.* Germny: Lap Lambert Academic Publishing.

Deota, N. P. (2012). *Effective Leadership Qualities.* Germany: LapLambert Academic Publishing.

Deota, N. P. (2012). *Caleidoscopic Views On Education.* Germany: LapLambert Academic Publishing.

Deota Nilambar P,"*Essence Of Yoga Education*" *(Lap, LambertAcademic Publishing--2014)* ISBN No.978-3-659-59332-1

Dewey, J. (1963). *Democracy and Education*. New York: Mac Millan &Co.

Kabir, H. (1961). *Indian Philosophy of Education.* Bombay: AsiaPublishing House.

Park, J**. (Ed.)** (1968). *Selected Readings in the Philosophy of Education(3rd Ed.)*. London: The Macmillan Company.

Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western*

(**Vol. I and II)**. London: George Allen & Unwin Limited.

Sharma, R. N. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors.

Smith, P. G. (Ed.) (1970). *Theories of Value and Problems of Education*. London: University of Illinois Press.

Thakur, A. S. (1977). *The Philosophical Foundations of Education*.NewDelhi: National Publishing House.

Paper Code: IDSCC 402
Paper Title: PSYCHOLOGY OF EDUCATION (Advance)
(4 Cr)*(Major/ Minor)*

Course pre-requisite:	Student has studied concepts involved in education, process of education and Educational Psychology at graduate level.
Course objectives:	On completion of this course the students will be able to: 1. Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications ofconstructivist learning 2. Visualize multiple dimensions and stages of learner's development and their implications on learning 3. Understand the group dynamics 4. Learn the factors affecting learner's environment and assessment 5. Conceptualize a framework for understanding and evaluating teaching-learning situationas well as the method of analyzing and reflecting upon learning episodes 6. Understand theories of Intelligence and Creativity. 7. Understand the concept of Individual Differences 8. Describe the relation amongst Teaching, Psychology and Education
Course Outcomes:	Students will be able **CO1.** Student will be able to i)understand the nature and scope of Psychology, ii) relates theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process **CO2.** Student will be able to i)understand concept of learning and levels of learning, ii) understand theories learning iii) use approaches of learning iv) implements constructivist approach in learning **CO3.** . Student will be able to i)understand the process of human development, ii) relates theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose **CO4.** Student will be able to i)understand the concept of mental health and hygiene , ii) understand the concept of adjustment, intelligence and creativity iii) use the methods of measurement of intelligence and creativity iv) Relates the Intelligence, creativity, adjustment to educational practices **CO5.** Student will be able to i)understand the concept of Group dynamics and Social Cognition , ii) understand group dynamics in classroom climate iii) Understand factors related to group dynamics and social cognition iv) implements knowledge of group dynamics educational process

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**RELATION OF EDUCATION AND PSYCHOLOGY.**	
	1.1	Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education.	
	1.2	School of Psychology.	
	1.3	Methods of Educational Psychology- observation , experimental , differential: longitudinal and cross sectional	12
	1.4	Scope and recent trends in Educational Psychology.	
	1.5	Education implication of Psychology to Education	
2.0		**FRAMEWORK FOR LEARNING PROCESS**	
	2.1	Learning- Concept, Levels of Learning	
	2.2	Factors influencing learning.	
	2.3	Relation between Learning and motivation.	
	2.4	Theories of Learning.	
	2.5	Implications of theories of learning in education.	
	2.6	Transfer of Learning and its implication for interdisciplinary approach	12
	2.7	Learning styles – concept, its implications to teaching.	
	2.8	Approaches to learning: Behavioural approaches, Cognitive approaches and Social learning approaches	
	2.9	Relation between Constructivism and learning	
	2.10	Learning in the classroom, individual differences in	
3.0		**LEARNERS'DEVELOPMENT, INDIVIDUAL DIFFERENCES &PERSONALITY**	
	3.1	Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems.	12

	3.2	Theories human of development and Factors influencing development Piaget's Cognitive development Bruner Theory, Erikson's Psycho-social development	
	3.3	Individual difference concept of intra and inter differences	
	3.4	Role of heredity and environment for individual differences.	
	3.5	Personality : Concept of personality & Factors influencing personality , Types of Personality, Type and Trait Theory of Personality., Measurement of personality.	
	3.6	Indian concept of development & Personality	
4.0		**LEARNING ASSESSMENT AND PSYCHOLOGICALMEASUREMENTS**	
	4.1	**A. Mental health and hygiene** 1. Concept of mental health and hygiene. 2. Difference between mental health and hygiene 3. Process of adjustment. 4. Principles of mental hygiene.	12
	4.2	**B. Intelligence & Creativity** 1. Theories of intelligence by – Guilford J.P. , Gardener,Sternberg. 2. Types and Measurement of intelligence-verbal,non-verbal, individual and group. 3. Nature of intelligence- emotional intelligence, socialintelligence and their measure 4. Creativity- concept, factors , process of creativity andits measurement	
5.0		**GROUP DYNAMICS AND SOCIAL COGNITION**	
	5.1	A. Group dynamics 1. Concept of group dynamics 2. Types of groups 3. Sociometric grouping 4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning	12

		B. Social Cognition	
	5.2	1. The nature of social cognition, Attachment and bonding as a process, temperament, development of security and its role in learning 2. Media, Social cognition and its relation to learning 3. Development of friendships and relationships, peer Participations and its role in learning 4. Implications of Social Psychology to Educational processes	
Total			60

PRACTICUM (Training & Creation):

1. Conducting case study on one student who has difficulties in learning in primary years.

2. Engaging learners in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.

3. Use of children's out of the school experience and local knowledge during

construction of knowledge in a subject area and presentation of a paper in a

seminar.

4. Identification of group learning and self-learning strategies following

constructivist approach and their field-testing.

5. Identification of learning difficulties of the students in any subject area through administration of

diagnostic test and development of

remedial instruction.

6. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a

report.

7. Analysis of a case of maladjusted adolescent learner.

References :

Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.

Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum Bandura.A (1977). Social LearningTheory. Cliff.N.J; Prentice Hall.

Bickhard, M.H., Chrisopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology.

Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.

Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.

Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.

Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3 rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.

Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.

Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.

Segal, J.W. Chipman, S.F., & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.

Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.

Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merill.

Post Graduate -First Year Programme, Semester - I
Paper Code: IEDNC 403
Paper Title: SOCIOLOGY OF EDUCATION
(4 Cr) *(Major/ Minor)*

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational thoughts contributed by various Sociologists, and educational thinkers at graduate level.
Course objectives:	On completion of this course, the students will be able to: 1. Understand relationship between society and education 2. Develop the understanding of Sociology of Education 3. Understand the role of new technologies in the changing social content 4. Understand the changing nature of society and Education in 21st Century 5. Enable the role of Education in sustainable development and creating a culture of peace
Course Outcomes:	Students will be able **CO1.** TO understand the relationship between society and education **CO2.** TO apply the principals of sociology of education in learning process. **CO3.** TO understand the role of new technology in the changing social content. **CO4.** TO understand and analyse the changing nature of society and education in 21stcentury. **CO5.** TO acquire the knowledge about the role of education in sustainable development

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**SOCIOLOGY AND SOCIOLOGY OF EDUCATION**	
	1.1	Educational Sociology : Meaning, Nature, Scope of Educational Sociology	12
	1.2	Relationship between Sociology and Education with special reference to aims of Education , method & curriculum	
	1.3	Education as a sub System of Society, as a social system. Social structure and social mobility: Impacton educational process.	
	1.4	Process of Socialization and Acculturation of the child-critical Appraisal of the role of school, parents, peer group and community.	
2.0		**EDUCATION AND SOCIETY**	
	2.1	Education as a process in the social system: structural functional school, symbolic interaction.	12
	2.2	Education as a process of Socialization concept and agencies of socialization	
	2.3	Social organization and social groups : concept,nature and characteristics	
	2.4	Liberalization, privatization and globalization	
	2.5	Social control : Concept and role of education in the process of social control	
3.0		**THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21STCENTURY**	
	3.1	Impact of Science & Technology on society and education	12
	3.2	Modernity post modernity : Concept of modernity andpost modernity	
	3.3	Role of Education under modernity and post modernity	
	3.4	Social change and development through social networking	

	3.5	Learning Society : Concept, Characteristics and role ofEducation	
	3.6	Education of Global Citizenship: Meaning and nature of global citizenship, Role of Education in global citizenship	
4.0		**CONTEMPERORY ISSUES AND EDUCATION**	
	4.1	**Education for sustainable development:** 1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach	12
	4.2	**Education for Gender Equity**: 1. Need and importance with special reference toIndia 2. Role of Education in women empowerment.	
	4.3	**Human Right Education**: 1. Concept, need, Role of Education with reference tohuman rights 2. Concept of right based schools.	
	4.4	**Education for peace:** 1. Concept and need of peace and peace education Role of Education, Role of Education in developinga culture of peace	
5.0		**CONCEPT OF MAN, DEVELOPMENT AND EDUCATION**	
	5.1	Critical Analysis and Appraisal of Thoughts of different Thinkers: Mahatma Phule, Maharaja Sayajirao Gaikwad, Chhatrapati Shahu Maharaj, Dr. B. R. Ambedkar, Karm veer Bhaurao Patil and Dr. J.P. Naik with reference to i) Concept of Social Development andSocial Justice ii) Aims of Education, Curriculum, Teachingand Learning , Role of the Teacher	12
	Total		60

PRACTICUM (Training & Creation):

1. Prepare scrap book on Perspectives of Educational Sociology and their impact on Education

2. Presentation on critical analysis of educational thoughts of different social thinkers (not included in above modules)

3. Conducting discussions and debates on education. Schooling of people from different socio-economic background and their role for contemporary issues

4. Preparing own statement of socio-cultural perspective of Education

References :

Berger, P. L. (1966). Invitation to Sociology. London: Penguin Books.

Berger, P. L., & Luckmann, T. (1967). The Social Construction of Reality. Allene Lane: The Penguin Press (Set Book).

Bhattacharya & Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.

Brookoner, W.B., & Gottlieb, D. (1964). A Sociology of Education (2 Ed.).

New York: American Book Company .

Carl H Gross, C. H., Wronski, S. P., & Hanson, J. W. (1962). School & Society. Boston: D.C. Health & Co.

Chitnis, S. (1974). Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II, p. 166-

232. Bombay: Popular Prakashan (ICSSR).

Cosia, B.R. (1971). School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society. London: The Open University Press.

Cox, W. L., & Mercer, B. E. (1961). Education in Democracy. New York: Mc Graw Hill.

Donald A. H., & Joel, E. G. (1967). On Education – Sociological Perspectives. New York: John Wiley and Sons Inc.

Dukhiem, E. (1956). Education & Sociology. New York: The Free Press. Freedman, B. (1967). The College Experience. San Fransisco: Jossey-Bass Inc.

Harris, E. S. (1965). Challenge and Change in American Education. California :Mc Cutchan Publishing Corporation.

Levitas, M. (1974). Marxist perpectives in the sociology of education. London: Routledge & Kangan Paul.

Morris, I. (1978). The Sociology of Education - An introduction. London: William Cloves Limited.

Moser, C.A., & Calton, G. (1979). Survey Methods in Social Investigation (2nd Ed.) California: The English Language Book Survey & Heinemann Edl. Books.

Musgrave, P. W. (1970). Sociology, History and Education-a reader. London: Methuen & Co. Ltd.

Nisbet, R. A. (1967). The Sociological Tradition. London: Heinemann. Ottaway, A. K. C. (1962). Education in Society: An introduction to sociology of education. London: Routeledge and Kegan Paul Ltd.

Parsons, P. (1951). The Social System. USA: Free Press. Premnath. (1957). The Bases of Education. Delhi: S. Chand & Co.

Ruhela, S. P. (1969). Social determinants of Educability in India. New Delhi: Jain Brothers Publishers.

Schlechty, P. C. (1976). Teaching and Social Behaviour. USA: Allyn and Bacon, Inc.

Shah, B. V. (1965). Sociology of Education - An attempt at definition and scope. Sociological Bulletin, XIV (2), p. 65.

Shukla, S. (1963). The Context of Education in Developing Societies. Delhi: CIE.

Sieber, S. D., & Wilder, D. E. (1973). The School of Society. New York: The Free Press.

Sprott, U. (1958). Human Groups. UK: Pelican Books.

Swift, D. F. (1970). Basic readings in sociology of education. London: Routledge & Kegan Paul.

Thirtha, T. (1974). Education and Society. Banglore: Centre for Educational Sociology.

Tyler, W. (1977). The Sociology of Educational Inequality. London: Methuen and Co. Ltd.

West, E. G. (1965). Education and the State. London: The Institute of Economic Affairs Ltd.

Major -Electives
Paper Code: IEDNE 401 -A
Paper Title: A) INCLUSIVE EDUCATION
(3Cr) *(Major/ Minor): Curriculum Details*

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational practices .
Course objectives:	To enable the students to 1. Understand the concept and nature of Inclusive Education. 2. Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children. 3. Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.
Course Outcomes:	**CO1.** Understand the concept and nature of Inclusive Education. **CO2.** Understand the modes and approaches of Inclusive Education and approaches ofIdentification for Special children. **CO3.** Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**CONCEPT AND NATURE OF INCLUSIVE EDUCATION**	
	1.1	Objectives, types, historical perspective, Inclusiveeducation	12
	1.2	Researches in Inclusive Education	
2.0		**EDUCATION OF MENTALLY RETARDED**	
	2.1	Characteristics of the retarded	12
	2.2	Educable mentally retarded	
	2.3	Teaching strategies	
	2.4	Enrichment & Remedial programmes	
	2.5	Etiology and prevention	
	2.6	Mental hygiene as remediation	
3.0		**EDUCATION OF THE IMPAIRED & HANDICAPPED**	
	3.1	Impairments: Visual and Hearing, characteristics,degree of impairment, etiology and prevention	12
	3.2	Orthopaedically Handicapped: types of handicap,characteristics	
	3.3	Educational programmes for impaired andorthopaedically handicapped	
4.0		**EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN**	
	4.1	Characteristics	12
	4.2	Identification process	
	4.3	Educational programmes	
5.0		**EDUCATION OF JUVENILE DELINQUENTS**	
	5.1	Characteristics	12
	5.2	Problems of alcoholion, drug addiction	
	5.3	Anti-social and character disorder	
	5.4	Educational programmes for Rehabilitation	
		Total	60

PRACTICUM (Training & Creation):

1. Observation of inclusive teaching strategies and discussion.

2. Planning and conducting multi-level teaching in the DMS (two classes).

3. Identify suitable research areas in inclusive education

4. Conduct a survey in the local area to ascertain the prevailing attitudes practices toward social, emotional and academic inclusion of children with diverse needs

5. Conduct a survey on the type of supportive service needed for inclusion of

6. children with any disability of your choice and share the findings in the class.

7. Visit to any local Special School and Report.

8. A Survey of Special Children included in Regular Schools - Local Primary Schools or Secondary Schools and Report.

9. Visit to any local Special School and report.

References :

Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.

Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.

Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educationalpublishers, Multivista Global Ltd, Chennai, 600042, India.

Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore Anlscow, M, (1994). Special Needs and the Classroom : UNESCO Publishing. Heward, W. L., (1998) . Exceptional Children. Chicago: Merril Publishing Co. Learner, J. (1985). Learning Disability. Haughton, Mifflin Co. Boston.

Panda, K. C., (2002) . Education of Exceptional Children. New Delhi : Vikas Publishing House Pvt. Ltd.

Major -Electives
Paper Code: IEDNE 401-B
Paper Title: B. NON-FORMAL EDUCATION
(4 Cr) *(Major/ Minor): Curriculum Details*

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational practices at UG level.
Course objectives:	1. To know the expected roles (political, social and economic) of Non – formal Education in India. 2. To acquaint with the types and modes of preparation needed for them in playing such role 3. Effectively and efficiently in tune with the Constitutional directives. 4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.
Course Outcomes:	Students will be able **CO1.** To understand the expected roles (political, social and economic) of Non – formal Education in India. **CO2.** To acquaint with the types and modes of preparation needed for them in playing such role. **CO3.** To Effectively and efficiently in tune with the Constitutional directives. **CO4.** To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**BACKGROUND AND STATUS**	
	1.1	Non-Formal Education: Background, concept, Characteristics, Importance	12
	1.2	Historical Development and forms of non-formal education like Life Long Learning, Continuing Education, Adult Education, Home schooling, / alternative Schooling: Concept, Characteristics and Importance	
	1.3	Philosophical Perspectives of Non-Formal Education	
2.0		**NON- FORMAL EDUCATION IN INDIA**	
	2.1	Status of Education and Literacy in India (pre-schooling to higher education)	
	2.2	Status of Non-formal Education in India	
	2.3	Socio-Economic-Political Issues involved in education and non-formal education	12
	2.4	Role and significance of non-formal education in India	
	2.5	Experiments and practices of non-formal education	
	2.6	Role of Government and Non-Government organization	
3.0		**PIONEERS OF NON-FORMAL EDUCATION**	
	3.1	Rabindranath Tagore	
	3.2	Mahatma Gandhi	
	3.3	Swami Vivekananda	
	3.4	J. Krishnamoorthi	12
	3.5	Paulo Freire	
	3.6	Evan Eliche	
	3.7	J. P. Naik	
4.0		**PEDAGOGICAL AND ANDRAGOGICAL PERSPECTIVES**	
	4.1	Understanding Learner & Teacher involved in non-formal education	12
	4.2	Methods and Techniques of Teaching-learning,	

		Evaluation and its Psychological –Sociological significance	
5.0		**EXPERIMENTS & RESEARCH IN NON-FORMAL EDUCATION**	12
	5.1	Experiments in non-formal education in developing and developed countries	
	5.2	Major research areas of non –formal education: Innovation and emerging ICTs, Socio-Economic Contribution, Philosophical-Political & Psychological Perspectives, Types of Literacy	
Total			60

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.

2. A study of the functioning contribution of a various agency

3. Panel discussion on non-formal education related topics.

4. Prepare a plan for the mobilization of different types of resources for a social empowerment

5. Analysis of reports of government agencies.

References :

Agrawal J.C. (1994), Learning Without Burden : An analysis, Delhi : Shipra,

Agarwal, S. (2011). Women in India. Jaipur: Aadi Publications.

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh: Ethic Community Development Organization (ECDO).

Arunachalam, Jaya, Kalapagam, U. (2006). Development and Empowerment-Rural Women in India. New Delhi: Rawat Publications.

Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The Minerva Associates.

Bhola H.S.- Campaigning for literacy, UNESCO, Paris, 1984

Byres T.J. (1999) The State and Development Planning in India, Oxford• University Press, Delhi

Delors (1996). Learning: The Treasure Within , UNESCO

Gandhi, M. K., 1909: Hind Swaaraj, Navaneet Prakashan

Freire Paulo (1972)- Pedagogy of the oppressed (original in Portuguese, translated to English later in 1972, Penguin Books Ltd.)

Paper Code: IVCRM 401
Paper Title: RESEARCH METHODOLOGY
(3 Cr)
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational research at graduate level.
Course objectives:	On completion of this course, the students will be able to: 1. Describe the nature, purpose, scope, areas, and types of research in education. 2. Explain the characteristics of quantitative, qualitative and mixed research. 3. Select andexplain the method appropriate for a research study 4. Conduct a literature search and develop a research proposal 5. Explain a sampling design appropriate for a researchstudy 6. Explain tool, design and procedure for collection of data 7. Explain the importance of documentation and dissemination of researches in education
Course Outcomes:	Students will be able **CO1.** To understand basic concepts involved in educational research **CO2.** To apply the various methods to research problems in the field of education **CO3.** To use different methods of sampling and methods of data collection **CO4.** To analyse the different data involved in the research anfd interpret it. **CO5.** To prepare different forms of research reports

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=45 M.
1. 0		**RESEARCH IN EDUCATION: CONCEPTUAL ISSUES**	
	1.1	Meaning, purpose and areas of educational research	9
	1.2	Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics	
	1.3	Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals	
2.0		**METHODS OF RESEARCH**	
	2.1	Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation	9
	2.2	Nature of experimental research and designs, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control ofconfounding variables	
	2.3	Experimental research designs	
	2.4	Historical research-meaning, significance, steps, external and internal criticism of the source	
3.0		**SAMPLING AND TOOLS OF DATA COLLECTION**	
	3.1	Concept of population and its type, and sample, sampling unit, sampling frame, sample size,	9
	3.2	Random sampling techniques and Non- Random Sampling Techniques	
	3.3	Observations, Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information	
	3.4	Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires	
	3.5	Interview: types, characteristics and applicability,	

		guidelines for conducting interviews	
4.0		**METHODS OF DATA ANALYSIS AND PRESENTATION**	
	4.1	Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data	9
	4.2	Description and comparison of groups: measures of central tendencies and dispersion,	
	4.3	Testing of hypotheses-null and alternative hypotheses using different parametric and non-parametric tests like chi-square, t test, ANOVA, ANCOVA etc.	
	4.4	Types of software for statistical analysis, use for preparingresearch report, EXCEL	
5.0		**RESEARCH REPORT WRITING**	
	5.1	Research report, concept, purpose , significance and types	9
	5.2	Structures and nature of research reports: Research Paper, Thesis, Research Project, Conference papers, books etc.	
	5.3	Guidelines for research report writing, research ethics and plagiarism in publication,	
	5.4	Evaluation of research report	
		Total	45

PRACTICUM (Training & Creation)

1. Development of a research proposal on an identified research problem

2. Preparation, try out and finalization of a tool

3. Identification of variables of a research study and their classification in terms of functions and level of measurement

4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study

5. Visit to other Research centers to study the previous researches

6. Preparation of questionnaire for micro-level educational survey.

7. Preparation of interview schedule for micro- level educational survey.

References :

Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction,* New York: Longman, Inc.

Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.

Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi:Vistar Publications.

Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.

Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

Flick, Uwe (1996): An Introduction to Qualitative Research . London sage publication Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.Keeves, John. P (ed)(1990) Educational Research Methodology and Measurement : An International Handbook. New York : Pergamo Press

Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.

Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophicand Practical Guide*. The Falmer Press London. Washington D.C.

Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.

Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Rout ledge.

Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.

Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: AnIntroduction*. New York: McGraw Hill.

Paper Code: IEDNC 451
Paper Title: EDUCATIONAL STUDIES
(4 Cr) *(Major/ Minor)*
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational practices at graduate level.
Course objectives:	On completion of this course, the students will be able to: 1. Understand and appreciates the theoretical development in Education in their proper perspectives 2. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions 3. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established. 4. Analyze the social and the cultural dimensions of education and the issues related. 5. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

Course Outcomes:	1. CO1. Read critically for argument and Demonstrate their understanding of scholarlyliterature, particularly within their Area of Emphasis
	2. CO2. Demonstrate understanding of the assumptions and principles underlying common education research methods
	3. CO3. Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another
	4. CO4. Demonstrate coherent understanding of the salient contemporary issues and challenges in education
	5. CO5. Connect theory to real world and Approach education issues from multiple perspectives

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE**	
	1.1	Education as a socially contrived system influencedby social, cultural, political, economic, and technological factors.	
	1.2	Critical analysis of concepts, principles, theories, assumptionsand contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage topedagogy and practices.	12
	1.3	School education: Contemporary challenges	
	1.4	Prioritizing the aims of Indian Education in the context of ademocratic, secular, egalitarian and a humane society.	
	1.5	Procedure of bridging gap in the process of knowledge	
2.0		**EPISTEMOLOGICAL BASIS OF EDUCATIONAL STUDIES**	
	2.1	Epistemological perspectives, categories of Knowledge and Education	
	2.2	Procedure of bridging gap in the process of knowledgeconstruction between: a) Content knowledge and Pedagogy knowledge b) School knowledge and out of the school knowledge c) Experiential knowledge and empirical knowledge d) Theoretical knowledge and practical knowledge Role of different subjects in the faculty of education in bridging the above-mentioned gaps	12
3.0		**EDUCATION AS INTERDISCIPLINARY KNOWLEDGE**	
	3.1	Interdisciplinary Nature of Education; Relationships with disciplines/subjects such as Philosophy, Psychology, Sociology, Management, Economics, Anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of	12

		knowledge.	
	3.2	Contribution of Science and Technology to Education and Challenges ahead.	
	3.3	Axiological issues in education: Role of Peace and other values, Aesthetics in Education.	
	3.4	Dynamic relationship of Education with the Political process.	
	3.5	Interrelation between Education and Development.	
4.0		**SOCIAL AND CULTURAL CONTEXT OF EDUCATION**	
	4.1	Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict	12
	4.2	Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms	
	4.3	Role of Education in addressing the technological culture , privatization and globalization.	
	4.4	Interrelationship between education and sustainable development	
	4.5	Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education	
5.0		**NEED FOR A VISION OF SCHOOL EDUCATION AND TEACHEREDUCATION**	
	5.1	Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education	12
	5.2	Philosophical schoolsof thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthy, John Dewey, Paulo Freire, etc.;	
	5.3	Linkage between education and other developmentsectors.	
	5.4	The complex process related to the role of educational transformation in national development in the rights of the child.	
Total			60

PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc. and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

References :

Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,s

Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.

Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)

Dewey, J. (1956) The school and Society, University of Chicago Press.

Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.

Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.

Hiriyanna: Concept of values

Hospers, John: An introduction to Philosophical analysis

Illich, Ivan : Deschooling society

International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.

Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London. Education, Routledge & Kegan Paul Ltd

Post Graduate -First Year Programme, Semester - II
Paper Code: IEDNC 452
Paper Title: HISTORICAL DEVELOPMENT IN INDIA
(4 Cr) *(Major/ Minor)*
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in education, process of education and educational history at graduate level.
Course objectives:	1. To enable the students to develop knowledge and understanding of the history of education 2. To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees 3. To acquaint the students with the different aspects of growth of the national system of education 4. To acquaint the students with the educational development at different levels as well as some special aspects of it 5. To acquaint the students with role of politics in education 6. To acquaint students with role of education in economic development
Course Outcomes:	**CO1.** Classify & compare the characteristics of education system in the various era of Indian education. CO2. Understand the history of Education. CO3. Analyses & compare the different aspects of growth of the national system of education. CO4. Analyses & compare the different aspects of growth of the national system of education. CO5. Analyses the role of politics in education and the role of education in economic development

Module No.	Unit No.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**HISTORICAL DEVELOPMENT OF INDIANEDUCATION**	
	1.1	Need and importance of History of Education.	12
	1.2	Education in Ancient India.	
	1.3	Education in Medieval India.	
	1.4	Discontentment against western system of education.	
	1.5	National Educational Movement	
	1.6	Basic Education Movement	
2.0		**ELEMENTARY AND SECONDARY EDUCATION**	

	2.1	**A. Elementary Education**
		  a. Development of elementary education
		  b. Recommendation of different committees and commissions.
		  c. Efforts to introduce compulsion : Gokhale's attempt; introduction of compulsory primary education in the State of Baroda,
		  d. Issues in Elementary education.
			12

	2.2	**B. Secondary Education**
		  a) Recommendations of different committees and commissions on Secondary education
		  b) Issues in Secondary education.	

3.0		**HIGHER EDUCATION**	
	3.1	Origin of modern universities in India.	12
	3.2	Types of University in India: State University, CentralUniversity, Unitary University, Affiliated University, Deemed University	

	3.3	Expansion and progress of higher education: University Grants Commission; Recommendations of different Committees and Commissions; Distance education; Highereducation under the current plan.	
	3.4	Problems of Higher Education: Language; Students' unrest; job-oriented curricula; linkage of university with environment, privatization, fee structure, shortage of teachers	
4.0		**POLITICS IN EDUCATION**	12
	4.1	Education policy-making and the politics of educational reforms	
	4.2	Politicization of Education: Curriculum, transaction ofcurriculum, teachers' union, Recruitment	
	4.3	Globalization and politics of Education	
5.0		**EDUCATION AND ECONOMIC DEVELOPMENT**	12
	5.1	Role of Education in Economic Development	
	5.2	Education as an Investment	
	5.3	Returns/Benefits from Educational Investment	
	5.4	Manpower approach for educational planning	
		Total	60

PRACTICUM (Training & Creation)

1. Prepare scrap book on education in ancient period and medieval period

2. Presentation on critical analysis of education system in ancient period and medievalperiod

3. Collect information regarding the education institutions in medieval period.

4. Collect information and make presentation on different types of universities.

References :

Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.

Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.

Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.

Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

Indian Year Book on Education (Elementary Education). (1964) New Delhi: NCERT.

Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.

Report of the University Education Commission (1948-49) Ministry of Education .Government of India.

Banerjee, J.P. (1979) Education in India : Past, Present, Future. Calcutta: Gupta and Co (Pvt.) Ltd.

Basu, A.N.(1947) Education in Modern India. Calcutta: Orient Book Co.

Blaug M (1970) Economics of Education. England: Penguin Books Limited

Shrivastava, B.D. (1963) The Development of Modern Indian Education. Calcutta:Orient Longmans.

Desai, D.M.(1957) A Critical Study of Primary Education in India. Baroda: The M.S. University.

Dongerkery S.R.(1955) Thoughts in University Education. Bombay: Popular Book Depot.

Kabir, H. (1959)Education in New India. London: Allen & Unwin Ltd.

Keay, F.F. (1973) A History of Education in India and Pakistan.Calcutta:Oxford University   Press.

Mukherjee, L. (1975) Comparative Education. Bombay: Allied Publishers.

Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.

Mukherjee, S.N. (1966)History of Education in India (Modern Period) Baroda: Acharya Book Depot.

Naik, J.P.(1965) Educational Planning in India. Bombay :Allied Publishers .

Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.

Nurullah, S. and Naik, J.P.(1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay:MacMillan and Co. Ltd.

Panikkar, K.M.(1963) The Foundations of New India. London: Allen and Unwin.

Rao, V.K.R.V (1966) Education and Human Resource Development. New Delhi:Allied publishers private limited

Saiyuddin, K.G.(1962) Problems of Educational Reconstruction. Bombay:Asia Publishing House.

Sharma,S.(2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.

Shrimali, K.L.(1961) Problems of Education in India. New Delhi: Publications Division Govt. of India.

Shrimali, K.L. (1965) Education in Changing India. Bombay:Asia Publishing House.

Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.

Paper Code: IEDNC 453
Paper Title: ELEMENTARY LEVEL SCHOOL EDUCATION
(4 Cr) *(Major/ Minor)*
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in elementary level education, process of education at graduate level.
Course objectives:	On completion of this course, the students will be able to: 1. understand the context of elementary education 2. understand the concept, objectives, rationale, challenges and extent of success ofUniversal Elementary Education (UEE) 3. discuss the development of elementary education in India since independence 4. Reflect on the relevance of strategies and programmes of UEE.
Course Outcomes:	**CO1.** Compare the Indian Elementary education system in Pre & Post Independentperiod and Constitutional provisions for elementary education **CO2.** Analyses the development process of Elementary Education and assess theoutcomes of elementary education. **CO3.** Understand the role of various programs for enhancing elementary education **CO4.** Analyses & compare various programs for enhancing elementary education **CO5.** Understand the management structure of elementary education on various levels.

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION**	
	1.1	Elementary Education in Pre - Independent India	
	1.2	Elementary Education in Post-Independent India	
	1.3	Constitutional Provisions for Elementary Education	
	1.4	Programmes UEE (Universalization of ElementaryEducation) OBB (Operation Black Board) MDM (Mid-day Meal Programme) DPEP (District Primary Education Programme) SSA-Sarva Shiksha Abhiyan	12
2.0		**CURRICULUM, PEDAGOGY AND ASSESSMENT**	
	2.1	Developing of Curriculum at Elementary Education (NCF-2009)	12
	2.2	Pedagogies on Elementary Education	
	2.3	Assessment of Learning Outcomes at Elementary Education	
3.0		**PROGRAMS FOR ENHANCING ELEMENTRY EDUCATION**	
	3.1	Perspective Planning and Annual Planning	
	3.2	Civil Work	
	3.3	Teacher's Training/Capacity Building	12
	3.4	Programmes for Out of School Children	
	3.5	Integrated Education for Disabled (IED)	
	3.6	Programmes for Girls' Education	

		KGBV (Kasturba Gandhi BalikaVidyalaya) NPEGEL (National Programme for Education of Girls at Elementary Level)	
	3.7	MIS (Management Information System)	
	3.8	Teacher Support System	
	3.9	Community Participation	
4.0		**MANAGEMENT STRUCTURES AT DIFFERENT LEVEL**	12
	4.1	National	
	4.2	State	
	4.3	District (including Municipal Corporation)	
	4.4	Block	
	4.5	Cluster	
	4.6	School	
5.0		**ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION**	12
	5.1	Major Issues and Challenges in UEE	
	5.2	Drop out of students	
	5.3	Migration of parents	
	5.4	Making education assessable to remote areas	
	5.5	Availability of Subject Specialized teachers	
	5.6	Recent Researches in Elementary Education	
		Total	**60**

PRACTICUM (Training & Creation)
The students may undertake any one of the following activities:
- Each student is required to prepare and present in a seminar a status report on

  elementary education in a chosen state or district with reference to classroom process,

access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

- Survey of status of teachers of elementary level.

References :

Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD.

Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.

Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA

Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.

Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.

Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi

National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.

Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.

Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance

Post Graduate -First Year Programme, Semester – II

Major -Electives
Paper Code: IEDNE 451 -A
Paper Title: A- EDUCATIONAL EVALUATION
(3 Cr) *(Major/ Minor)*
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in education, process of educational evaluation at graduate level.
Course objectives:	To enable the student to: 1. Get acquainted with the basic concepts and practices adopted in educationalmeasurement and educational evaluation 2. Understand the relationship between measurement and evaluation 3. To understand various taxonomies of educational objective 4. Get acquaint with various reforms in examination system
Course Outcomes:	**CO1.** Student will be able to understand concept and process of educational measurement and evaluation **CO2.** Student will be able to understand taxonomies of educational evaluation **CO3.** Student will be able to design tools of educational measurement and evaluation **CO4.** Student will be able to apply the principles and methods of evaluation to learning and education. **CO5.** Student will be able to understand and evaluate reforms in examination .

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION**	
	1.1	Meaning and concept of Educational Measurement	12
	1.2	Historical background of measurement	
	1.3	Educational Evaluation - Concept, process,principles and types	
	1.4	Relationship among measurement, assessment and evaluation	
2.0		**TAXONOMIES OF EDUCAITONAL OBJECTIVES**	
	2.1	Domains of Evaluation: Cognitive, Affective andPsychomotor	12
	2.2	Taxonomies of educational objectives in different domains	
3.0		**CHARACTERISTICS OF A GOOD MEASURINGINSTRUMENT**	
	3.1	Validity, Reliability, Objectivity, Adequacy, Usability, discriminatingpower, Norms	
	3.2	Reliability - methods of establishing reliability, factors affecting, interpretationand improving reliability	12
	3.3	Validity - Types, Factors affecting,interpretation and improving validity	
4.0		**EVALUATION OF LEARNING**	
	4.1	Diagnosis and Remediation of Learning Difficulties	
	4.2	Nature and Characteristics of good diagnosis	12
	4.3	Diagnostic Test – meaning, purpose planning, administration and interpretation	

	4.4	Techniques in Evaluating : Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion, etc.	
	4.5	Remedial Instruction – meaning, principles, andorganization	
5.0		**EXAMINATION REFORMS**	
	5.1	Concept, need and importance	
	5.2	Grading, Marking and Credit System	
	5.3	Semester System	12
	5.4	Question Bank	
	5.5	Continuous Internal Assessment	
	5.6	Moderation and revaluation	
	5.7	Online Examination	
		Total	60

PRACTICUM (Training & Creation)

1. Prepare a question bank of 25 questions at different levels and types for anyone paper of B.Ed. or M.Ed. Course.50

2. Study of online examination system through visit to computer Institute.

3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.) with the readymade test or inventory and interpret theresults.

4. Prepare administer and assess an achievement test for one Unit at B.Ed. or M.Ed. level andequivalence the results (within the group and against a standard)

References :

Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York :Harper and Row Publishers.

Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi :Common wealthPublishers.

Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education An International ReviewSeries. New Delhi : Pergamon Press.

Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics.Bombay : Sheth Publishers.

Ebel, Robert and Frisible, David (2003). Essentials of Educational

Measurements. New Delhi :Prentice Hall of India.

Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition.

New York : MachmillanPublishing Company.

Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations : A Handbook forTeachers, Students, and Examiners, New Delhi : Prentice Hall of India.

Martuza, Victor (1977). Applying Norm - Referenced and criterion – Referenced Measurement inEducation. Boston : Ptllyn and Bacon Tnc.

Mehrens, William and Lehmann,Irvin (1972). Measurement and Evaluation in Education andPsychology. New York : Holt, Rinehart.

Major -Electives
Paper Code: IEDNE 451-B
Paper Title: B- LANGUAGE EDUCATION
(3 Cr) *(Major/ Minor)*
Curriculum Details

Course pre-requisite:	Student has studied concepts involved in language education, its process of education at graduate level.
Course objectives:	Objectives of the Course: To enable the students to: 1. To understand of the nature and functions language education. 2. To acquaint the students to the traditions of Language education. 3. To acquaint the students with pedagogies of language learning. 4. To understand various problems such as contextual, curriculum, teacher preparation etc. of language education in India.
Course Outcomes:	CO1: Student will be able to understand of the nature, sanctions and the implications of planning for teaching language/languages. CO2: Student will be able to understand the psychology of language learning. CO3: Student will be able to understand in the pedagogy of language learning. CO4: Student will be able to understand problems in language education in India.

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1. 0		**LANGUAGE LEARNING -CONCEPTUAL FRAMEWORK**	
	1.1	Language acquisition and language learning: factors affecting language learning.	
	1.2	Language Learning and Mother Tongue, Language Learning as a Process of Socialization	12
	1.3	Linguistic, psychological and social processes involved in learning of languages.	
2.0		**CURRICULUM OF LANGUAGE EDUCATION**	
	2.1	Bases of Curriculum Development: Philosophical and sociological.	12
	2.2	Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.	
3.0		**POLICY PERSPECTIVE IN LANGUAGE EDUCATION**	
	3.1	Bi - lingualism and multi- lingualism:- multi lingualism as a resource.	
	3.2	Language Education policies: Historical Perspectives, Three Language Formula and related problems.	12
	3.3	Issues and challenges of Language Education in contemporary India.	
4.0		**PEDAGOGY OF LANGUAGE TEACHING**	
	4.1	Developing the language curriculum and the syllabus, Need & Methods of teaching languages (L1, L2, L3) in school curriculum.	
	4.2	Innovative techniques for teaching grammar, reading comprehension, written expression, note-making, differential assignments, and online learning.	12
	4.3	Teaching language for creativity	
5.0		**LANGUAGE EDUCATION-MAJOR**	12

		CONCERNS	
	5.1	Pre-service and In-service Language Education programmes in India.	
	5.2	Research in Language Education-trends and gaps.	
	5.3	Use of Technology in Language Education	
Total			60

PRACTICUM (Training & Creation)

1. Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level

2. Survey the language Competency of school children and writings its report.

3. Visit to Language Laboratory and writing its report

4. Preparation of two content enriched lesson –Plan by using various sources.

References :

Braden, K (2006). Task Based Language Education: From Theory to Practice. Cambridge University Press.

Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.

Martinovic, Tic (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.

Osherson, N Daniel & Howard Lasnik (1990). Language an Introduction to Cognitive Science: - Vol.1, Massachusets Institute of Technology, USA.

Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Walter de' Gruyter Gmbh & Co. KG, Berlin.

Schiffrin, Deborah. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.

Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.

Wilkinson, Andrew. (1971). The Foundations of Language. Oxford University Press: London.

Perez Milan's, M (2013) urban schools and English language Education in late modern china: Agritical sociolinguistic ethnography. New York &London: Rutledge.

Gao, yuesong (andy), (2010). Strategic language learning Multilingual matters Canada.2010.

Post Graduate -Second Year Programme, Semester - III
Paper Code: IEDNE501
Paper Title:
CURRICULUM STUDIES
(4Cr)(Major/Minor)Curriculum Details

Course objectives:	Objectives of the Course: To enable the students to: - Understand the concept, nature, components and factors affecting on the curriculum. - Augment with the approached and models of curriculum - Analyze any curriculum with respect to context, issues and factors. - Evaluate any curriculum. - Understand the process of curriculum development.
Course Outcomes:	CO1:Describe the curriculum related compels CO2 : Understand component, leads and relationship of curriculum. CO3:Identify and explain factors considered in curriculum. CO4:Discover the critical issues in curriculum construction. CO5:Discover the relationship of curriculum engagement with real life. CO6:Describe curriculum and curriculum mapping

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		CURRICULUM-CONCEPT, NATURE AND COMPONENTS	12
	1.1	• Curriculum - meaning, concept, nature	
	1.2	• Components of curriculum.	
	1.3	• Levels of curriculum-Global, National, State, regional	
	1.4	• Relation among Curriculum, Syllabus, Text-book & Learning Environment.	
2.0		CURRICULUM CONSTRICTION	12
	2.1	• Factors to be Considered in Curriculum - Social, • Political, Economic	
	2.2	• Sociocultural, multicultural contexts and • curriculum constriction	
	2.3	• Critical issues in curriculum constriction environment, gender, inclusive, value	
	2.4	• Principles of curriculum construction. • Hidden curriculum.	
3.0		DEVELOPMENT OF CURRICULUM	12
	3.1	• Setting of goals, Aims and objectives.	
	3.2	• Selection of knowledge and organization of learning experiences , content & Learning Resources	
	3.3	• Approaches of curriculum constriction	
	3.4	• Models of curriculum development. • Curricular engagement and integration with real life	
4.0		EVALUATION OF CURRICULUM AND CURRICULUM	12
	4.1	• Transaction of curriculum	
	4.2	• Continual evaluation of curriculum	
	4.3	• Feedback from Learner, Teacher, Administrate for & society.	

	4.4	• Review & Revision of curriculum, Curriculum mapping	
5.0		RESEARCH AREAS IN CURRICULUM	12
	5.1	• **Critical Studies in Curriculum and Pedagogy:** Educational phenomena in and out of schools related to socio-economic-cultural-political philosophical-historical perspectives	
	5.2	• **Learning Schools and Innovations:** 1. Instruction in different setting, 2. Development of learning resources, 3. Evaluation and assessment 4. Learning of different subject areas.	
	5.3	• **Teaching and Teacher Education:** Study of teaching and teacher learning across the curriculum.	
	5.4	• Teachers' beliefs, attitude and perspectives	
	Total		60

PRACTICUM (Training&Creation)

    1.Analyze how curriculum is culturally, politically, and economically situated.

    2. Compare global and international dimensions of curriculum studies involving multicultural education

    3. An essay on your reflections on curriculum studies involving critical theory or post structuralism

    4. Critical analysis of a curriculum with respect to any one--gender sensitivity, language across the curriculum, integration of formal and hidden curricula

    5. Meta analysis of existing researches on curriculum at different level.

REFERENCES:

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.

Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.

Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.

Candra, A. (1977). *Curriculum Development and Evaluation in education.*New Delhi: Sterling Publishers.

Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda: Sadhana Press.

Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol Publishers.

Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.

Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.

Jhompson, K., and White, J. C. (1975). *Curriculum development.* London:Pitman Publishing

Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.

Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.

Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.

Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.

Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.

Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.

Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.

Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.

Sockett, H. (1976). *Designing the Curriculum.* Britain: Pitman Press.

Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi:Shipra Publishers.

Post Graduate-Second Year Programme, Semester–III

PaperCode: IEDNC 502

Paper Title:

ADVANCE EDUCATIONAL TECHNOLOGY

(4Cr)(Major/Minor)Curriculum Details

Course objectives:	**Course Objectives** To enable the student to: 1. Understand the Technology and its relevance with education. 2. Understand the concepts associated with e-learning. 3. Understand the technical aspects of e-content design. 4. Understand the scientific application Multimedia in Education. 5. Introduce government initiatives for technology enhances education 6. Understand the applications of Technology in Educational Research.
Course Outcomes:	**CO1.**Understand the key components of Technology & ICT with respect to education **CO2.**Understandthechangeinthenature of learner and Identify student centered technology tools **CO3.**DescribethekeyconceptsofLMS,e-contentand e-learning platforms **CO4.**Understand and uses of multimedia and its components **CO5.** Development of an understanding of cyber security issues even for students from non-technical streams. **CO6.**Understandandusesapplicationsof technology for purpose of educational research

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		TECHNOLOGY IN EDUCATION	12
	1.1	• Technology & ICT: Meaning, Concept, Need and importance, advantages, disadvantages and uses w.r.t. Education	
	1.2	• Role of Technology in bringing paradigm shift in Education	
	1.3	• Challenges in integrating Technology at various levels of Education	
	1.4	• Affordable Technology equipped Classroom ,Basics of internet	
2.0		TECHNOLOGYAND STUDENTSCENTERLEARNING	12
	2.1	• Student centric technological concepts: Techno-pedagogy skills, e-pedagogy, e-Content and e-Books, Virtual Classroom, Virtual University, Open learning and Open curriculum and Open University	
	2.2	• E-learning: Meaning, elements of e-learning and Characteristics of thee-Learner	
	2.3	• Technology enabled student centric learning: role based learning, situation based learning, scenario based learning.	
	2.4	• Blended learning & its models	
3.0		LEARNINGMANAGEMENT SYSTEM&INITIATIVESBYINDIANGOVERNMENT	12
	3.1	• Open Educational Recourses	
	3.2	• CC License & Search engines	
	3.3	• MOOC: Concept, Need and importance, MOOC Platforms	
	3.4	• ICT initiative by government of India: competencies defined in the national policy on ICT in school educationLearning strands,	
4.0		EDUCATIONALMULTIMEDIA & LMS	

	4.1	• Multimedia: Meaning, Concept & Nature • Components of Multimedia	12
	4.2	• Multimedia Development Team • Theories of Multimedia	
	4.3	• Principles of Multimedia	
	4.4	• Introduction to Learning Management System	
5.0		TECHNOLOGY AND EDUCATIONALRESEARCH	12
	5.1	• Application of Technology for Research problem identification, Review of literature, Tool designing and Data collection, Data analysis and presentation, Report writing and publication	
	5.2	• Plagiarism policy& its software's	
	5.3	• Research Softwares: Scopus, Mendeley, Scientific writing software, Microsoft office, Scilab etc.	
	5.4	• Research database: Shodhaganga, Shodhsindhu, ERIC etc.	

PRACTICUM(Training& Creation)

1. Creating and licensing any one OER
2. Lecturecumdemonstrationandhands-on-experiencesonthepreparationofe-content.
3. Visit to local institute where thee-learning is in practice.
4. Successfully complete any one online course during the semester.
5. Data analysis with the help of any one application software.

REFERENCES:

Babola, D. T. (1998). Microsoft World. Prentice Hall of India Pvt. Ltd.

Beaudin, L., & Hadden, C. (2004). Developing technopedagogical skills in pre-service teachers. In Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2004, 492-498. Norfolk, VA: Association for the Advancement of Computing in Education. Retrieved from http://www.innovateonline.info/index.php?view=article&id=36

Bharihoke, D. (2000). Fundamentals of Information Technology. Pentagon Press.

Chauhan, S. S. (1983). Innovations in teaching leaving process. Vikas Publishing House Pvt. Ltd.

Jain, M., Jain, S., & Jain, S. (2000). Information Technology concepts. BPB Publications.

Jonathan Bergmann & Aaron Sams (2015). Flipped learning: Gateway to Student Engagement. International Society for Technology in Education.

Kovalchick, Anna, and Dawson, Kara (Eds) (2005). Encyclopedia of Education and Technology, Vol. 1 & 2. Pentagon Press.

Kumar, K. L. (1996). Educational Technology. New Age International (P) Ltd.

Kumar, K. J. (2006). Mass Communication in India. Jaico Publishing House.

Leon, A. & Leon, M. (1999). Fundamentals of Information Technology. Vikas Publishing House Pvt. Ltd.

Mohanti, J. (1992). Educational Technology. Deep and Deep Publication Co.

Open Educational Resources (2019). Retrieved from https://en.unesco.org/themes/building-knowledge-societies/oer/resources.

Pande, Jitendra (2017). Introduction to Cyber Security. Haldwani: Uttarakhand Open University.

Phillips, R. (1997). Interactive Multimedia. Konan Page.

Rosenberg, M. J. (2001). e-learning. McGraw Hill.

T. M. Shrinivasan (2002). Use of Computers and Multimedia in Education. Avishkar Publishers.

University Grants Commission (Promotion of academic integrity and prevention of plagiarism in higher education institutions) Regulation 2017 (2017). Retrieved from https://www.ugc.ac.in/pdfnews/8864815_UGC-Public-Notice-on-Draft-UGC-Regulations,-2017.pdf

University Grants Commission (2022). Syllabus of Cyber Security Course at Undergraduate and Post Graduate level. Retrieved from https://www.ugc.ac.in/pdfnews/5457035_Cyber-Security-Final.pdf

Vaughan, T. (199). Multimedia making it work. Tata McGraw Hill.

Wassila Naamani Mehanna (2004). e-Pedagogy: the pedagogies of e-learning. Research in Learning Technology, Vol. 12, No. 3, DOI:10.1080/0968776042000259582.

Welcome to MOOC.org (2019). Retrieved from https://www.mooc.org/

Post Graduate-Second Year Programme, Semester–III

Paper Code: IEDNC503

Paper Title:

SECONDARY AND SENIOR SECONDARY LEVEL EDUCATION

(4Cr)(Major/Minor)Curriculum Details

Course objectives:	**CourseObjectives**
	On completion of this course, the students will be able to:
	1. ToenablestudentstounderstandtheOrganizationofCurriculuminSecondaryandSeniorSecondaryEducation
	2. ToenablestudentstounderstandtheimportanceofCo-curricularactivitiesinSecondaryandSeniorSecondaryEducation
	3. ToenablestudentstogainanunderstandingofEvaluationatSecondaryandSeniorSecondaryEducation
	4. ToenablestudentstoknowtheNewTrendsandInnovationinSecondaryandSeniorSecondaryEducation
	5. To enable students to know the status and role of teachers in Secondary and Senior Secondary Education
Course Outcomes:	
	CO1. Understand the aims and objectives , status, recruitment, qualifications and role of Teacher in Secondary and Senior Secondary Education
	CO2. Understand the Indian Secondary education system in Pre & Post Independent period,
	CO3. Sort out the Problems and Issues in Curriculum Development at secondary and Senior Secondary education.
	CO4. Understand the importance of Co-Curricular Activities in Secondary and Senior Secondary Education , Organize and manage Co-Curricular Activities.
	CO5. Understand the Purposes,Nature,Types&IssuesintheEvaluationatSecondaryandSeniorSecondaryEducation

Module No.	Unit No.	NameofTopic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		ORGANIZATION OF CURRICULUM IN SECONDARY AND SENIOR SECONDARY EDUCATION	12
	1.1	• Aims and objectives of Education at Secondary and Senior Secondary level	
	1.2	• Secondary and Secondary level education in India Pre-independent period and Post Independent period	
	1.3	• Main features and components of secondary and senior secondary school curriculum	
	1.4	• Curriculum and Text Book development and Problems and Issues in Curriculum Development at secondary and Senior Secondary education.	
2.0		CO-CURRICULAR ACTIVITIES IN SECONDARY AND SENIOR SECONDARY EDUCATION	12
	2.1	• PlaceofCo-CurricularActivitiesinSecondaryand SeniorSecondaryEducation • Objectives of Co-Curricular Activities	
	2.2	• Principles underlying the Organization of Co-Curricular Activities	
	2.3	• Type of Co-Curricular Activities and Management of Co-Curricular Activities	
	2.4	• Place of Co-curricular activities in CCE	
3.0		EVALUATION AT SECONDARY AND SENIOR SECONDARY EDUCATION	12
	3.1	• Purposes of Evaluation at Secondary and Senior Secondary Education	
	3.2	• Nature of Evaluation at Secondary and Senior Secondary Education	

	3.3	• Types of Evaluation at Secondary and Senior Secondary Education	
	3.4	• Issues and Problems in the Evaluation at Secondary and Senior Secondary Education	
4.0		NEW TRENDS AND INNOVATION IN SECONDARY AND SENIOR SECONDARY EDUCATION	12
	4.1	• Universalization of Secondary and Senior Secondary Education: Need, Challenges and Actions.	
	4.2	• Rashtriya Madhamik Shiksha Abhiyan (RMSA)-Objectives and Functioning	
	4.3	• Innovations in Teaching learning at Secondary and Senior Secondary Education- Blend of ICT, Competency Based teaching, Project based learning	
	4.4	• Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, SemesterSystem,Grading,OpenBookExamination,On-lineExamination,NoExamination • Research in Secondary and Senior Secondary Education	
5.0		TEACHERS IN SECONDARY AND SENIOR SECONDARY EDUCATION	12
	5.1	• Status of Teachers in Secondary and SeniorSecondaryEducation:Recruitment,Qualificationsandpresentposition.	
	5.2	• Role of Teacher in Secondary and Senior Secondary Education • Teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability.	
	5.3	• Education of Teachers: Pre-service	

		Education and in-service education of teachers.	
	5.4	• Issues and problems with the Teachers in Secondary and Senior Secondary Education	

PRACTICUM(Training& Creation)

5.	Presentation on critical analysis of education system of secondary and senior secondary education

6.	Collect information regarding the new trends and innovation in secondary and senior secondary education.

7.	Collect information and make presentation on Curriculum and Text Book development.

REFERENCES:

Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD.

Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.

Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA

Kabra, K. M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.

Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.

Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi

National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

Rao, V. K. (2007): Universalisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.

Singhal, R. P. (1983) Revitalizing School complex in India, New Delhi.

Sharma, Ram Nath (2002): Indian Education at the crossroad. Shubhi Publications. Tilak, J. B. (1992) Educational Planning at grassroots, New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Post Graduate-Second Year Programme, Semester–III

Major -Electives

Paper Code: IEDNE 501: A

Paper Title:

IEDNE 501: A.) Social Science Education

(4Cr)(Major/Minor) Curriculum Details

Course objectives:	**Course Objectives** On completion of this course ,the students will be able to: 1. ToenablestudentstounderstandtheOrganizationofCurriculuminSecondaryandSeniorSecondaryEducation 2. ToenablestudentstounderstandtheimportanceofCo-curricularactivitiesinSecondaryandSeniorSecondaryEducation 3. ToenablestudentstogainanunderstandingofEvaluationatSecondaryandSeniorSecondaryEducation 4. ToenablestudentstoknowtheNewTrendsandInnovationinSecondaryandSeniorSecondaryEducation 5. To enable students to know the status and role of teachers in Secondary and Senior Secondary Education
Course Outcomes:	CO1: Enhancing learners' understanding of new perspectives in Social Sciences education by fostering a global view of practices in the field. CO2: Introducing learners to the latest educational theories and concepts relevant to Social Sciences education. CO3: Developing learners' skills in designing Social Sciences curriculum for schools and creating supplementary materials and resources for effective curriculum implementation. CO4: Cultivating the ability and expertise to evaluate various outcomes in Social Sciences education, including student learning and program effectiveness. CO5: Utilizing research findings in Social Sciences education to enhance and refine teaching practices, curriculum development, and educational outcomes in the field.

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		NATURE OF SOCIAL SCIENCES AND SOCIAL SCIENCES EDUCATION	12
	1.1	• Meaning, Nature, Characteristics and Limitations of Social Sciences • Philosophy of Social Sciences	
	1.2	• Social Sciences Education: Concept, Need and Scope and aims	
	1.3	• Subjects studied under social sciences like Economics, Geography, • Civics and History: their significance, nature and interrelations	
	1.4	• Interdisciplinary Nature of Social Sciences	
2.0		TEACHING OF SOCIAL SCIENCES	12
	2.1	• Aims & Objectives of Social Sciences Education at Primary, Secondary and Higher Education level	
	2.2	• Pedagogical principles of Social Sciences teaching, Methods, models and strategies for teaching of General and Specific Social Sciences.	
	2.3	• Innovative Teaching Social Sciences: Brain Storming, Group Discussion & Panel Discussion, Project	
	2.4	• Models of Teaching, online learning, multimedia approach.	
3.0		SOCIAL SCIENCES: STRUCTURE, CURRICULUM AND EVALUATION	12
	3.1	• Structure of General Social Sciences as a Subject of Study	
	3.2	• Curriculum & Text books of Social Sciences at School Level with reference to Content Cum Methodology • Content Analysis and Content Enrichment of Social Sciences at School level	
	3.3	• Co curricular activities for value addition of Social Sciences Education	
	3.4	• Evaluation of Social Sciences learning related to cognitive, affective and psychomotor domain: tools and techniques	
4.0		TEACHER EDUCATION FOR SOCIAL	

		SCIENCES TEACHER	
	4.1	• Curriculum of Social Sciences Methodology in teacher education program at various level	12
	4.2	• Practice teaching, lesson guidance and super vision of Social Sciences teaching	
	4.3	• Behaviour modification of student teacher as a Social Sciences teacher: Inculcation of skills, methods and attitude	
	4.4	• Qualities of Social Sciences teacher- cognitive, affective and Psychomotor	
5.0		RESEARCHES IN SOCIAL SCIENCES EDUCATION	12
	5.1	• Research in Social Sciences Education: Need & Importance.	
	5.2	• Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Social Sciences at School Level	
	5.3	• Present status of evaluation of Social Sciences teaching	
	5.4	• Institutions/Organisations Involved in Social Sciences Education & Research: NCERT, Tata Institute of Fundamental Research, University departments and NGOs	

PRACTICUM(Training& Creation)

1. Planning a lesson using any one model of teaching.
2. Preparation of 20 higher order questions on any one unit of Social Sciences at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Social Sciences Education.
4. Visits to Institutes related to Social Sciences Education..

REFERENCES:

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh: Ethic Community Development Organization (ECDO).

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The Minerva Associates.

Jagdale, S.B. (2013). Issues of governance in social work education in India, University News, 51(31), 14-17.

Singh, R.P. (2006). Teaching of History, surya publication.

Saxena, N.R.. Mishra, B.K., Mohanis, R.K. (2006) Teaching of social science, surya publication.

Postgraduate-Second Year Programme, Semester–III

Paper Code: IEDNE 501: B)

Paper Title:

IEDNE 501: B) Yoga and Health Education

(4Cr)(Major/Minor) Curriculum Details

Course objectives:	**Course Objectives**
	On completion of this course, the students will be able to:
	1. To introduce students to the principles and practices of yoga for promoting physical, mental, and emotional well-being.
	2. To explore the scientific evidence supporting the health benefits of yoga and its potential applications in healthcare.
	3. To develop students' understanding of holistic health concepts and their integration into personal and professional life.
	4. To equip students with practical skills in yoga techniques, relaxation, and mindfulness practices.
	5. To cultivate awareness of the ethical and cultural dimensions of yoga practice and its impact on individual and community health.
Course Outcomes:	**CO1.** Students will demonstrate knowledge of fundamental yoga principles, including asanas (postures), pranayama (breath control), and meditation techniques.
	CO2. Students will analyze scientific research on the health benefits of yoga, including its effects on stress reduction, flexibility, strength, and mental well-being.
	CO3. Students will develop personal yoga practices tailored to their individual health needs and goals.
	CO4. Students will apply yoga-based interventions in promoting health and wellness in diverse populations and settings.
	CO5. Students will reflect on the ethical considerations and cultural sensitivity in teaching and practicing yoga for health promotion.

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		INTRODUCTION TO YOGA AND HOLISTIC HEALTH	12
	1.1	• History and Philosophy of Yoga.	
	1.2	• Key texts, schools, and traditions of yoga	
	1.3	• Holistic Health Concepts:(physical, mental, emotional, and spiritual dimensions of health)	
	1.4	• Principles of holistic health promotion and disease prevention	
2.0		**YOGA ASANAS AND PRANAYAMA**	12
	2.1	• Basic Yoga Asanas	
	2.2	• Advanced Asanas and Modifications	
	2.3	• Basic Pranayama Techniques	
	2.4	• Benefits of pranayama for calming the mind, improving respiratory function, and enhancing vitality.	
3.0		**MEDITATION AND MINDFULNESS PRACTICES**	12
	3.1	• Introduction to Meditation	
	3.2	• Benefits of meditation	
	3.3	• Integration of mindfulness practices into daily routines and activities	
	3.4	• Creating supportive environments for cultivating mindfulness and inner awareness.	
4.0		**YOGA FOR SPECIAL POPULATIONS**	12
	4.1	• Yoga for Stress Management	
	4.2	• Yoga for Personality Development	
	4.3	• Yoga for Professional and Social Development	

	4.4	• Yoga in Healthcare Settings:	
5.0		**YOGA AND LIFE SKILLS**	12
	5.1	• Introduction to Life Skills given by WHO	
	5.2	• Yogic Lifestyle and Life Skills	
	5.3	• Food cultures, life styles and Yoga	
	5.4	• Professional Development and Yoga	

PRACTICUM(Training& Creation)

1. Development of a personalized yoga practice plan based on individual health goals and preferences.
2. Self-reflection and journaling on the experiences and benefits of yoga practice.
3. Design and delivery of yoga sessions for peers or community members under supervision.
4. Feedback and reflection on teaching effectiveness and student learning outcomes.
5. Exploration of career opportunities and pathways in yoga teaching, yoga therapy, and holistic health promotion.
6. Ethical guidelines and professional standards for yoga instructors and healthcare providers.
7. Collaboration with local organizations or healthcare facilities to offer yoga-based wellness programs or outreach activities.
8. Evaluation of the impact of yoga interventions on community health and well-being.

REFERENCES:

Aruna Goel, (2007). Yoga education: Philosophy and practice, New Delhi: Deep & Deep Publications.

Ashwani Kumar (2015). Yoga: A way of life. New Delhi: Khel Sahitya Kendra.

Aggarwal J. C. (1996), teacher and education in a developing society. New Delhi: Vikas Publishing House.

Dash, B.N. (2004) Trends and issues in Indian education. New Delhi: Dominant Publishers

Getchell Bud (1992), Physical fitness a way of life, New York: Macmillan publishing company.

Goel S. L. (2008), School health education, New Delhi: Deep & Deep Publications.

Saket Raman Tiwari et. al. (2007). Health education, New Delhi: APH Publishing House.

Yadav, A.K. (2007), HIV/AIDS Problems, causes and control. Cyber tech. publications, New delhi-110002

Post Graduate-Second Year Programme, Semester–IV

Paper Code: IEDNC551

Paper Title:

TEACHER E DUCATION

(4Cr)(Major/Minor) Curriculum Details

Course objectives:	**Course Objectives**
	On completion of this course, the students will be able to: 1. Gain insight into the concept, objectives, and status of pre-service and in-service teacher education. 2. Acquaint student-teachers with the historical background of teacher education in India. 3. Familiarize student-teachers with the organization of pre-service teacher education programs, including curriculum, infrastructure, and required resources. 4. Analyze the current pre-service and in-service teacher education programs in terms of various policy documents. 5. Critically assess the role of various regulating agencies in teacher education. 6. ☐ Understand the value and process of in-service education.
Course Outcomes:	**CO1:** The student will understand the perspectives and practices of teacher education. **CO2**: The student will understand the different organizations and agencies of teacher education and describe their role and functions. **CO3**: The student will understand the general structure of teacher education in India. **CO4:** The student will be able to analyze the factors affecting the quality of in-service and pre-service teacher education programs in India. **CO5:** The student will understand the paradigms and practices for research in teacher education.

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1 Hrs.=60M.
1.0		STRUCTURE,CURRICULUMANDMODES OFPRE-SERVICETEACHER EDUCATION	12
	1.1	Pre-service teacher education: Understanding the concept, nature, objectives, and scope.	
	1.2	Components of pre-service teacher education: Exploring foundation courses, subject specialization and pedagogy, special fields, school-based practicum, and internship. Examining their weightages in coursework and evaluation.	
	1.3	The structure of teacher education curriculum: Analyzing its vision in curriculum documents of NCERT and NCTE.	
	1.4	Modes of pre-service teacher education: Comparing face-to-face (linear and integrated), distance, and online methods. Discussing their relative merits and limitations.	
2.0		ORGANISATIONOFTEACHEREDUCATION CURRICULUM	12
	2.1	• The student teacher as an adult learner –characteristics.	
	2.2	• The concept of andragogy and its principles organization, transaction and evaluation of different components of teacher education curriculum– existing practices.	
	2.3	• Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation	
	2.4	• Concept and scope of school-based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship ,internship and	

		post-internship	
3.0		IN-SERVICETEACHEREDUCATIONIN INDIA	12
	3.1	• Concept, Structure and Modes • Concept, need for continuing professional development of a teacher – areas of professional development.Purposeofanin-serviceteachereducationprogramme– orientation,refresher,workshop,seminara ndconference –their meaning and objectives	
	3.2	• The structure for in-service teacher education–sub-district, district, state, regional and national level agencies and institutions.	
	3.3	• Modes and Models of in-service teacher education: • Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.	
	3.4	• Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them	
4.0		PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION	12
	4.1	• Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget	
	4.2	• Designing an in-service teacher education programme – steps and guidelines – assessment oftrainingneeds,formulationoftrainingc urriculum,preparationofcourse material	
	4.3	• Organising an in-service teacher education programme–common problems faced by a	

		teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.	
	4.4	• Qualities and characteristics of an effective in-service teacher educator	
5.0		ORGANIZATIONANDROLEOFVARIOU SAGENCIES INTHEFIELDOFTEACHER EDUCATION	12
	5.1	• Objectives, functions and role of UGC as agency in Teacher Education	
	5.2	• Objectives, functions and role of NCERT and NCTE in Teacher Education	
	5.3	• Objectives, functions and role of SCERT and CTE in Teacher Education	
	5.4	• Objectives, functions and role of DIET in Teacher Education	

PRACTICUM

1. write report on the structure of teacher education in India

2. Prepare presentation on contribution of various agencies in the field of teacher education

3. Write difference between Inservice and pre service education in India

REFERENCES:

Raput, J. S. & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.

Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications.

Bose, K., & Srivastava, R. C. (1973). Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.

Byrne, H. R. (1961). Primary Teacher Training. London: Oxford University Press.

Chaurasia, G. (1967). New Era in Teacher Education. New Delhi: Sterling Publishers.

Chaurasia, G. (1977). Challenges and Innovations in Education. New Delhi: Sterling Publications (Pvt.) Ltd.

Dave, R. H., & Crofley, A. J. (1978). Lifelong Education and the Training of Teachers. Oxford: Hamburg and Pergamon Press.

Jangira, N. K. (1978). An Experiment in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.

John, M. N. (1971). Towards Accountable Teachers, their Appraisal and Improvement. New York: Holt, Rine Hart and Winston.

Kinney, L. B. (1964). Certification in Education. London: Englewood Cliffs.

Kothari, R. G., & Patel, J. B. (2011). In-service Teacher Education: Training Programme for Primary Teachers. Germany: VDM Verlag Publisher.

Lomax, D. E. (1973). The Education of Teachers in Britain. London: John Wiley and Sons.

Mangla, S. (2002). Teacher Education - Trends and Strategies. New Delhi: Sage Publishers.

Mukerji, S. N. (1968). Education of Teachers in India (Vol. 1 and 2). New Delhi: Sultan Chand and Co.

National Council For Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. New Delhi: Member Secretary, National Council for Teacher Education.

National Curriculum Framework for School Education (2000). NCERT: J.J. Offset Printers.

National Curriculum Framework for School Education (2005). NCERT: J.J. Offset Printers.

National Curriculum Framework for Teacher Education (2006). NCTE.

NCERT (1991). Secondary Teacher Education Curriculum: Guidelines and Syllabus. New Delhi: NCERT.

NCERT (1991a). Elementary Teacher Education Curriculum – Guidelines and Syllabus. New Delhi: NCERT.

NCERT. (1979). Teacher Education Curriculum – A Framework. New Delhi: NCERT.

NCTE (1988). National Curriculum for Teacher Education – A Framework. New Delhi: NCTE.

NCTE. (1978). Teacher Education Curriculum. A Framework. New Delhi: NCERT.

Panigrahi, S. C., & Biswal, A. (2012). Teacher Education. New Delhi: APA Publishing Corporation.

Pires, E. A. (1959). Better Teacher Education. New Delhi: University Press.

Rao, D. (2002). Teacher Education in India. New Delhi: Discovery Publishing House.

Rao, D. (2003). Teachers in a Changing World. New Delhi: Discovery Publishing House.

Rao, R. (2004). Methods of Teacher Training. New Delhi: Discovery Publishing House. Report of the Secondary Education Commission (1954).

Report of the University Education Commission (1947-48).

Sharma, R. A. (1999). Teacher Education. Meerut: Loyal Book Depot.

Sharma, S. P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd.

Smith, E. R. (1962). Teacher Education. A Reappraisal. New York: Harper Row Publishers.

Post Graduate-Second Year Programme, Semester–IV
Paper Code: IEDNC552
Paper Title:
IEDNC552 HISTORY –POLITICAL -ECONOMYOF EDUCATION
(4Cr)(Major/Minor) Curriculum Details

Course objectives:	Course Objectives
	On completion of this course, the students will be able to: • To enable the students to develop knowledge and understanding of the history of education • To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees • To acquaint the students with the different aspects of growth of the national system of education • To acquaint the students with the educational development at different levels as well as some special aspects of it • To acquaint the students with role of politics in education • To acquaint students with role of education in economic development
Course Outcomes:	**CO1.**Classify & Compare the characteristics of education system in the various era of Indian education.. **CO2.** Understand the history of Education. **CO3.**Analyses & compare the different aspects of growth of the national **CO4.**Describe / analyses the role of politics in education. **CO5.**Amylases the role of education in economic development

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		HISTORICAL DEVELOPMENT OF INDIAN EDUCATION	12
	1.1	• Need and importance of History of Education.	
	1.2	• Education in Ancient India • Education in Medieval India	
	1.3	• Discontentment against western system of education.	
	1.4	• National Educational Movement • Basic Education Movement	
2.0		ELEMENTARY AND SECONDARY EDUCATION	12
	2.1	**Elementary Education** • Development of elementary education • Recommendation of different committees and commissions.	
	2.2	• Efforts to introduce compulsion : Gokhale's attempt; introduction of compulsory primary education in the State of Baroda, • Issues in Elementary education	
	2.3	**Secondary Education** • Recommendations of different committees and commissions on Secondary education •	
	2.4	• Issues in Secondary education.	
3.0		HIGHER EDUCATION	12
	3.1	• Origin of modern universities in India.	
	3.2	• Types of University in India: State University, Central University, Unitary University, Affiliated University, Deemed University	
	3.3	• Expansion and progress of higher education: University Grants Commission; Recommendations of different Committees and Commissions; Distance education; Higher education under the current plan.	

	3.4	• Problems of Higher Education: Language; Students' unrest; job-oriented curricula; linkage of university with environment, privatization, fee structure, shortage of teachers	
4.0		POLITICS IN EDUCATION	12
	4.1	• Education policy-making and the politics of educational reforms	
	4.2	• Politicisation of Education: Curriculum, , transaction of curriculum, teachers union, Recruitment	
	4.3	• Globalisation and politics of Education	
	4.4	• Impact of Politics on Education	
5.0		EDUCATION AND ECONOMIC DEVELOPMENT	12
	5.1	• Role of Education in Economic Development	
	5.2	• Education as an Investment	
	5.3	• Returns/Benefits from Educational Investment	
	5.4	• Manpower approach for Educational planning	

PRACTICUM (Training & Creation)

1. Prepare scrap book on education in ancient period and medieval period

2. Presentation on critical analysis of education system in ancient period and medieval

period

3. Collect information regarding the education institutions in medieval period.

4. Collect information and make presentation on different types of universities.

REFERENCES

Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.

Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.

Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.

Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

Indian Year Book on Education (Elementary Education). (1964) New Delhi: NCERT.

Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.

Report of the University Education Commission (1948-49) Ministry of Education Government of India.

Banerjee, J.P. (1979) Education in India : Past, Present, Future. Calcutta: Gupta and Co (Pvt.) Ltd.

Basu, A.N.(1947) Education in Modern India. Calcutta: Orient Book Co.

Blaug M (1970) Economics of Education. England: Penguin Books Limited

Shrivastava, B.D. (1963) The Development of Modern Indian Education. Calcutta: Orient

Longmans.

Desai, D.M.(1957) A Critical Study of Primary Education in India. Baroda: The M.S. University.

Dongerkery S.R.(1955) Thoughts in University Education. Bombay: Popular Book Depot.

Kabir, H. (1959)Education in New India. London: Allen & Unwin Ltd.

Keay, F.F. (1973) A History of Education in India and Pakistan. Calcutta:Oxford University Press.

Mukherjee, L. (1975) Comparative Education. Bombay: Allied Publishers.

Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book
Depot.

Mukherjee, S.N. (1966)History of Education in India (Modern Period) Baroda: Acharya Book Depot.

Naik, J.P.(1965) Educational Planning in India. Bombay :Allied Publishers .

Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.

Nurullah, S. and Naik, J.P.(1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay:MacMillan and Co. Ltd.

Panikkar, K.M.(1963) The Foundations of New India. London: Allen and Unwin.

Rao, V.K.R.V (1966) Education and Human Resource Development. New Delhi:Allied publishers private limited

Post Graduate-Second Year Programme, Semester–IV
Major -Electives
Paper Code: IEDNC551 (A)
Paper Title:
IEDNE A) 551WOMEN'S EDUCATION
(4Cr)(Major/Minor) Curriculum Details

Course objectives:	Course Objectives
	On completion of this course, the students will be able to:
	• To know the expected roles (political, social and economic) of Indian Women in developing countries including India.
	• To acquaint with the types and modes of preparation needed for them in playing such roles
	• Effectively and efficiently in tune with the Constitutional directives.
	• To be aware of the concept of women as change agents for the transformation of Third World
	• Countries as studied by World Bank and other World Organizations like ILO
Course Outcomes:	CO1: Understanding the expected roles (political, social, and economic) of Indian women in developing countries, including India.
	CO2: Familiarizing with the types and modes of preparation necessary for Indian women to fulfill their roles effectively and efficiently in accordance with Constitutional directives.
	CO3: Increasing awareness of the concept of women as change agents for the transformation of Third World countries, as studied by organizations like the World Bank and the International Labour Organization (ILO).
	CO4: Analyzing the implications of women's roles in the development of developing countries, particularly India, within the framework of Constitutional directives.
	CO5: Exploring strategies and initiatives to empower Indian women to become effective change agents and catalysts for socio-economic transformation in their communities and countries.

Module No.	Unit No.	NameofTopic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		BACKGROUND AND STATUS	12
	1.1	• Background of women's Education in India	
	1.2	• Problems of women face in developing countries including India.	
	1.3	• Literacy percentage of women inadequate nutrition and technology existing against women etc.	
	1.4	•	
2.0		HISTORICAL DEVELOPMENT OF WOMEN'S EDUCATION	12
	2.1	• Historical perspective of Women's Education in India Early Periods	
	2.2	• Historical perspective of Women's Education in India Colonial Periods	
	2.3	• Historical perspective of Women's Education in India Modern Periods	
	2.4	• Government initiatives and schemes , objective significance and evaluation	
3.0		PIONEERS OF WOMEN'S EDUCATION IN INDIA	12
	3.1	• Raja Ram Mohun Roy	
	3.2	• Mahatma Jyotirao Phule and Savitribai Phule.	
	3.3	• Maharaja Sayajirao Gaikwad • Periyar EV Ramaswamy.	
	3.4	• Dr. Bhimrao Ramji Ambedkar • Maharshi Dhondo Keshav Karve	

4.0		NATIONAL PERSPECTIVE PLAN FOR WOMEN'S EDUCATION	12
	4.1	• Role of UGC, MHRD	
	4.2	• National policy of education- 1968, 1986, 2020	
	4.3	• Constitutional Provision	
	4.4	• Committees and Commissions on Women's Education	
5.0		RESEARCH IN WOMEN'S EDUCATION	12
	5.1	• Needed direction in educational research: access to education, and retention, apathy at home, child labor, early child marriage continuance of out-dated laws	
	5.2	• educational research and positive attitude towards girl's education.	
	5.3	• Areas of research : Women empowerment through education , issues of working women	
	5.4	• Status of women(urban & rural) contributors of women empowerment and education	

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a various agencies
3. Panel discussion on women education related topics.
4. Prepare a plan for the mobilization of different types of resources for a women empowerment form the community.
5. Analysis of reports of government agencies.

REFERENCES:

Agarwal, S. (2011). Women in India. Jaipur: Aadi Publications.

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh:

Ethic Community Development Organization (ECDO).

Arunachalam, Jaya, Kalapagam, U. (2006). Development and EmpowermentRural

Women in India. New Delhi: Rawat Publications.

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The MinervaAssociates.

Jagdale, S.B. (2013). Issues of governance in social work education in India,

University News, 51(31), 14-17.

Kapoor, M. (1986) Women and Family Life Education in India. Jaipur:
PrintwellPublications.

Sinha, Rajani (2004). Status of Women and Economic Development - Some

Econometric Evidence. Jaipur: RBSA Publishers.

Sperling G and Winthrop R. (2015). What Works in Girls' Education, Evidencefor the
World's Best Investment. Brookings Institution Press

Post Graduate -Second Year Programme, Semester –IV
Paper Code: IEDNC551 (B)
Paper Title:
ENVIRONMENTAL EDUCATION.
(3Cr) (Major/Minor) Curriculum Details

Course objectives:	**Course Objectives**
	On completion of this course, the students will be able to:
	- Develop a comprehensive understanding of environmental education concepts, theories, and practices. - Cultivate skills in designing effective environmental education curricula and instructional strategies. - Enhance environmental literacy and awareness among educators to promote sustainable behavior change. - Foster a sense of environmental responsibility and stewardship among learners and communities. - Equip educators with the tools and knowledge to address contemporary environmental challenges through education.
Course Outcomes:	**CO1.** Demonstrate a deep understanding of the historical development and theoretical foundations of environmental education. **CO2.** Design and implement standards-based environmental education curricula aligned with educational standards. **CO3.** Apply diverse instructional strategies and methodologies to engage learners in environmental education. **CO4.** Analyze and address current environmental issues from scientific, ethical, and socio-political perspectives. **CO5.** Evaluate the effectiveness of environmental education programs and interventions in fostering environmental literacy and behavior change.

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		**INTRODUCTION TO ENVIRONMENTAL EDUCATION**	12
	1.1	• Historical Development and Theoretical Foundations	
	1.2	• Concepts and Principles of Environmental Education	
	1.3	• Global Environmental Issues	
	1.4	• Role of Environmental Education in Sustainable Development	
2.0		**ENVIRONMENTAL LITERACY AND AWARENESS**	12
	2.1	• Environmental Concepts and Terminology	
	2.2	• Media Literacy and Environmental Communication	
	2.3	• Psychological Aspects of Environmental Behavior	
	2.4	• Environmental Ethics and Values	
3.0		**CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STRATEGIES**	12
	3.1	Curriculum Design Principles	
	3.2	Instructional Strategies for Environmental Education	
	3.3	Community Engagement and Partnerships	
	3.4	Assessment and Evaluation in Environmental Education	
4.0		**ENVIRONMENTAL SCIENCE AND ECOLOGY**	12
	4.1	Principles of Ecology	

	4.2	Human-Environment Interactions	
	4.3	Climate Change and Global Environmental Issues	
	4.4	Conservation Biology and Environmental Management	
5.0		**ASSESSMENT AND EVALUATION IN ENVIRONMENTAL EDUCATION**	12
	5.1	• Purpose and Principles of Assessment	
	5.2	• Designing Assessment Tools	
	5.3	• Data Analysis and Interpretation	
	5.4	• Analyzing assessment data to inform instructional decision-making. • Evaluation of Environmental Education Programs	

PRACTICUM (Training & Creation)

1. Students will collaborate to design a comprehensive environmental education program targeting a specific audience or community.

2. Students will conduct field observations in local natural environments and analyze ecological patterns and processes.

3. Students will plan and implement a hands-on environmental action project, such as a community clean-up, habitat restoration, or advocacy campaign.

4. Students will participate in a workshop to develop lesson plans and instructional materials for teaching environmental education concepts in K-12 or informal education settings.

5. Students will analyze a real-world environmental education program and develop an evaluation plan to assess its effectiveness and impact.

REFERENCES

AGARWAL S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.

C.E.E (1994) Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication

Garg, B. & Tiwana. (1995) Environmental Pollution and Protection, Deep & Deep publication, New Delhi.

Karpagam M. (1991) Environmental Economics – A text book. New Delhi. Sterling Publishers.

Kelu.P (2000) Environmental Education – A conceptual Analysis Calicut: Calicut University Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.

N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT publication.

Post Graduate -Second Year Programme, Semester –IV

Paper Code: IVCPE551

Paper Title:

Research Publication and Ethics

(2Cr) (Major/Minor) Curriculum Details

Course objectives:	**Course Objectives** On completion of this course, the students will be able to: 1. To understand different concepts, approaches and theories involved in research publication and ethics 2. To understand different software – their functions and applications for educational research and publication 3. To apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results 4. To enable for decision making in educational data analysis and hypotheses testing using different software 5. To understand the process of report writing and presentation
Course Outcomes:	1. CO1 Student will be able to understand different concepts, approaches and techniques involved in data analysis process by using different software 2. CO2 Student will be able to understand different software – their functions and applications for educational research 3. CO3 Student will be able to apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results 4. CO4 Student will be able to decision making in educational data analysis and hypotheses testing using different software 5. CO5 Student will be able to understand the process of report writing and presentation

Module No.	Unit No.	Name of Topic	Hrs. Requiredtocoverthecontents 1Hrs.=60M.
1.0		PHILOSOPHY AND ETHICS	12
	1.1	Introduction to philosophy: definition, concept nature and scope	
	1.2	Branches of Philosphy	
	1.3	Ethics: Definition, Characteristics, scope and significance	
	1.4	Moral philosophy, nature of moral judgments and reactions	
2.0		SCIENTIFIC CONDUCT	12
	2.1	Ethics with respect to science and research, Intellectual honesty and research integrity	
	2.2	Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)	
	2.3	Redundant publications, Duplicate and overlapping publications, salami slicing	
	2.4	Selective reporting and misrepresentation of data	
3.0		PUBLICATION ETHICS	12
	3.1	Publication ethics: definition, introduction and importance	
	3.2	2. Best practices/ Standards setting initiatives and guidelines: COPE, WAME, etc.	
	3.3	Publication misconduct and Violation of publication ethics, authorship and	

		contributorship, complaints and appeals	
	3.4	Predatory publishers and Journals	
4.0		OPEN ACCESS PUBLISHING	12
	4.1	1. Open access publications and initiatives	
	4.2	SHERPA/RoMEO online resource to check publisher copyright & self- archiving policies	
	4.3	Software tool to identify predatory publications developed by SPPU	
	4.4	Journal finder/ Journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.	
5.0		**DATABASES, SOFTWARE TOOLS AND RESEARCH METRICS**	12
	5.1	Indexing databases , Citation databases: Web of Science, Scopus, etc.	
	5.2	Use of Plagiarism software like Turnitin, Urkund and other open source software tools	
	5.3	Impact Factor of journal as per Journal citation Report, SNIP, SJR, IPP, Cite Score	
	5.4	Metrics: h-index, G indexs, i10 index, altmetrics	

PRACTICUM (Training & Creation)

1. A critical assessment of a research report.

2. Comparative study of author guidelines of widely recognized journals

3. Writing report on research metrics of different journals related to educational research

4. Prepare an anti-plagiarism checking report using free tools .

5. A critical assessment of research papers in terms of scientific conduct.

REFERENCES

Bird, A. (2006). Philosophy of Science. Routledge.

Chaddah, P. (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarised.

Deakin, L. (2014). Best practice guidelines on publishing ethics: A publisher's perspective. Wiley.

Indian National Science Academy. (2019). Ethics in Science Education, Research and Governance.

Israel, M. (2015). Research ethics and integrity for social scientists: Beyond regulatory compliance. SAGE Publications.

Israel, M., & Hay, I. (2009). Research ethics for social scientists: Between ethical conduct and regulatory compliance. Sage.

Kimmel, A. J. (1988). Ethics and values in applied social research. Sage Publications.

MacIntyre, A. (198). A short history of ethics. Routledge.

Mertens, D. M., & Ginsberg, P. E. (2009). The handbook of social research ethics. Sage Publications.

Resnik, D.B. (2011). What is Ethics in Research and why it is important? National Institute of Environmental Health Sciences.

Yadav, Santosh Kumkar. (2000). Research and Publications Ethics. Ishwar Books.