



स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड

॥ 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-accrredited with 'B++' grade

Fax : (02462) 215572

Academic-1 (BOS) Section

website: srtmun.ac.in

Phone: (02462)215542

E-mail: bos@srtmun.ac.in

आंतरविद्याशाखीय अभ्यास विद्याशाखे
अंतर्गत राष्ट्रीय शैक्षणिक धोरण २०२०च्या
अनुषंगाने शैक्षणिक वर्ष २०२३-२४
पासून संलग्न महाविद्यालयांमध्ये पदव्युत्तर
प्रथम वर्षाच्या अभ्यासक्रम लागू
करणेबाबत.

परिपत्रक

संदर्भ:-जा. क्र. शैक्षणिक -१/एनईपी/२०२०/आ.वि.प.अ./२०२३-२४/१४०, दि. १२/०७/२०२३.

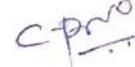
या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, उपरोक्त संदर्भीय परिपत्रकान्वये दिनांक १६ जून २०२३ रोजी संपन्न झालेल्या मा. विद्यापरिषद बैठकीतील ऐनवेळचा विषय क्र. ०८/५६-२०२३ अन्वये मान्यता दिल्यानुसार आंतरविद्याशाखीय अभ्यास विद्याशाखेअंतर्गत राष्ट्रीय शैक्षणिक धोरणानुसार पदव्युत्तर अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४ पासून लागू करण्यात आले आहेत. तथापि, वरील संदर्भीय परिपत्रका अन्वये प्रकाशित केलेल्या अभ्यासक्रमामध्ये अभ्यासमंडळाने किरकोळ दुरुस्ती करून अभ्यासक्रम सादर केला आहे. त्यानुषंगाने खालील अभ्यासक्रम लागू करण्यात येत आहे.

M. A. Education. I year (Affiliated College)

सदरील परिपत्रक व अभ्यासक्रम विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील परिपत्रक सर्व संबंधितांच्या निदर्शनास आणावे ही, विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.:शै-१/एनईपी २०२०/परिपत्रक/पीजी/आविशाअक्र.
२०२३-२४/३७०, दिनांक : २१/११/२०२३.




सहा.कुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहितीस्त्व:

- १) मा. अधिष्ठाता, आंतर विद्याशाखीय अभ्यास, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परिक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) मा. प्राचार्य, सर्व संबंधित महाविद्यालय, प्रस्तुत विद्यापीठ.
- ४) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431 606**



**Structure and Syllabus of two Years Multidisciplinary Masters
Degree Program with Multiple Entry and Exit Option
at
Affiliated Colleges**

**TWO YEAR MASTER DEGREE PROGRAMME
MAJOR IN EDUCATION**

M. A. (EDUCATION)

Under the Faculty of IDS

Effective from Academic year 2023 – 2024
(As per NEP-2020)

From Desk of Chairman, Board of Studies of the Subject Education

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.

Accreditation places a major emphasis on measuring the outcomes of the program under evaluation. These outcomes represent a range of skills and knowledge that students should possess upon completing their education. A program in education must ensure that its graduates possess a strong foundation in pedagogical principles, demonstrate effective instructional strategies, and exhibit the ability to foster student learning and development. Additionally, graduates should be equipped with the necessary skills for lifelong learning and the ability to contribute to the field of education.

To achieve these program outcomes, it is essential for an education program to have a mission statement that aligns with its objectives and desired outcomes. Regular assessment and feedback are vital to ensure that these outcomes are measurable and lead to continuous program improvement. A robust quality assurance process should be in place within the institute to utilize feedback effectively and enhance the program's quality. The curriculum must be constantly refined and updated to ensure that the defined objectives and outcomes are achieved.

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:

- Provide students with a strong foundation in educational theories, principles, and practices, enabling them to understand the complexities of the education system and its role in society.
- Equip students with effective instructional strategies, assessment techniques, and classroom management skills to facilitate meaningful learning experiences for diverse learners.
- Develop students' ability to critically analyze educational research, policy, and practice, enabling them to contribute to evidence-based decision-making and educational improvement.
- Foster students' understanding and appreciation of diversity, equity, and inclusivity in educational settings, preparing them to create inclusive learning environments and promote social justice.
- Cultivate students' skills for effective communication, collaboration, and leadership, empowering them to be proactive change agents in the field of education.
- Instill in students a commitment to professional ethics, reflective practice, and ongoing professional development, fostering a culture of lifelong learning.

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.

Dr. Balaji Girgaonkar
Chairman
Board of Studies
(Educational Methods),
Swami Ramanand Teerth
Marathwada University, Nanded

Prof. Dr. Vaijayanata Patil
Chairman
Board of Studies
(Education),
Swami Ramanand Teerth
Marathwada University, Nanded

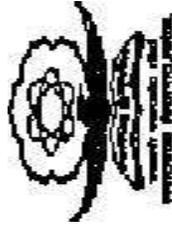


Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies, Major in Education

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)	IEDNE 401 A. Inclusive Education OR B. Non-Formal Education (3 Cr)	IVCRM 401: Research Methodology (3Cr)	--	----	IEDNP 401 (1 Cr)	22	44
		IEDNC 402 Psychology of Education (Advance) (4 Cr)	IEDNEP 401 A. Practical OR B. Practical (1 Cr)				IEDNP 402 (1 Cr)		
1	II	IEDNC 403 Sociology of Education (Advance) (4 Cr)	IEDNE451: A. Educational Evaluation OR B. Language Education (3 Cr)	---	IEDNFP 451 (3 Cr)	--	IEDNP 451 (1 Cr)	22	44
		IEDNC 451 Educational Studies (4 Cr)	IEDNEP 451 A. Practical OR B. Practical (1 Cr)				IEDNP 452 (1 Cr)		
		IEDNC 452 Historical Development of Education in India (4 Cr)					IEDNP 453 (1 Cr)		
		IEDNC 453 Elementary Level School Education (4Cr)							
Exit option: PG Diploma (after three-year Degree)									

2	III	IEDNC 501 Curriculum Studies (4 Cr)	IEDNE 501: A. Social Science Education OR B. Yoga and Health Education (4 Cr)	--		IEDNRP 551 (4 Cr)	IEDNP 501 (1 Cr) IEDNP 502 (1 Cr) IEDNP 503 (1 Cr)	22	44
		IEDNC 502 Advanced Educational Technology (4 Cr) IEDNC 503 Secondary and Senior Secondary Level Education (4 Cr)	IEDNEP 501 A. Practical OR B. Practical (1 Cr)						
	IV	IEDNC 551 Teacher Education (4 Cr)	IDSE 551 A. Women's Education OR B. Environmental Education (4 Cr)	IVCPE551 : Publication Ethics (2 Cr)		IEDNRP 552 (6 Cr)	IEDNP 551 (1 Cr) IEDNP 552 (1 Cr)	22	88
		IEDNC 552 History-Political-Economy of Education (4 Cr)	IEDNEP 551 A. Practical OR B. Practical (1 Cr)						
Total Credits		44	16	05	03	10	10	22	88

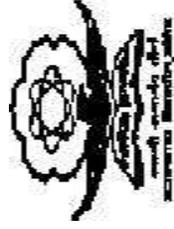


Swami Ramanand Teerth Marathwada University, Nanded
Faculty of IDS Major in Education

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

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./week)		Total
			Theory	Practical	Total	Theory	Practical	
Major	IEDNC 401	Philosophy of Education (Advance)	04	--	04	04	----	04
	IEDNC 402	Psychology of Education (Advance)	04	---	04	04	----	04
	IEDNC 403	Sociology of Education (Advance)	04	--	04	04	---	04
Major -Electives	IEDNE 401	A. Inclusive Education OR B. Non-Formal Education	03	--	03	03	---	03
	IVCRM 401	Research Methodology	03	----	03	03	----	03
	IEDNP 401	Practical		01	01		02	02
	IEDNP 402	Practical		01	01		02	02
	IEDNP 403	Practical		01	01		02	02
	IEDNEP 401	Practical		01	01		02	02
Total Credits			18	04	22	18	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)		Total
			Theory	Practical	Total	Theory	Practical	
Major	IEDNC451	Educational Studies	04	--	04	04	----	04
	IEDNC 452	Historical Development of Education in India	04	---	04	04	----	04
	IEDNC 453	Elementary Level School Education	04	--	04	04	---	04
Major - Electives	IEDNE 451:	A. Educational Evaluation	03	--	03	03	---	03
		B. Language Education	03	----	03	03	-----	03
Field Project	IEDNFP 451	Field Project	03	----	03	03	-----	03
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	18	08	26



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. (7+8) / (09)	
			Continuous Assessment (CA)		ESE	Total (8)		
			Test I (4)	Test II (5)				Assignment (6)
Major	IEDNC 401	Philosophy of Education(Advance)	20	20	20	20	80	100
	IEDNC 402	Psychology of Education(Advance)	20	20	20	20	80	100
	IEDNC 403	Sociology of Education(Advance)	20	20	20	20	80	100
Major -Electives	IEDNE 401	A. Inclusive Education OR B. Non-Formal Education	20	20	20	20	80	100

Research Methodology	IVCRM 401	Research Methodology	15	15	15	15	15	15	60	75
	IEDNP 401	Practical			5		5		20	25
	IEDNP 402	Practical			5		5		20	25
	IEDNP 403	Practical			5		5		20	25
	IEDNEP 401	Practical			5		5		20	25



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of IDS Major in Education

Post Graduate First Year Programme, Semester II (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)		Avg of T1+T2+Assi. /3 (7)	ESE Total (8)		
			Test I (4)	Test II (5)				Assignment (6)
Major	IEDNC451	Educational Studies	20	20	20	20	80	100
	IEDNC 452	Historical Development in India	20	20	20	20	80	100
	IEDNC 453	Elementary Level School Education	20	20	20	20	80	100
Major -Electives	IEDNE 451:	A. Educational Evaluation B. Language Education	20	20	20	20	80	100
Field Project	IEDNFP 451	Field Project			15	15	60	75
Practical	IEDNP 451	Practical			5	5	20	25
	IEDNP 452	Practical			5	5	20	25

	IEDNP 453	Practical			5	5	20	25
	IEDNEP 451	Practical			5	5	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 (each of 20 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.

=====

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Detailed Syllabus :

Post Graduate -First Year Programme, Semester - I

Paper Code: IEDNC 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: <ol style="list-style-type: none">1. Understand the nature of Philosophy and Philosophy of Education2. Critically analyze Eastern and Western Schools of Philosophy3. Understand the implications of Eastern and Western Schools of Philosophy to Education4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his5. Development, Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher
Course Outcomes:	Students will be able <p>CO1: Student will be able to demonstrate understanding of concept, scope and significance of Philosophy , nature & functions of Philosophy in educational context.</p> <p>CO2: Student will be able to demonstrate understanding of branches of Philosophy ii) explain relation amongst branches of Philosophy and education</p> <p>CO3: Student will be able understand the contributions of eastern schools of Philosophy to education</p> <p>CO4: Student will be able to understand the contributions of western schools of Philosophy to education</p> <p>CO5: Student will be able to demonstrate understanding of concept of Man and his development of educational thinkers and their implications to education.</p>

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE AND FUNCTIONS	
	1.1	Philosophy- Meaning, Scope, Need and Importance	
	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	12
	1.4	Functions of Philosophy – Speculative, Normative and Analytical	
	1.5	Recent development in the field of Philosophy of Education	
2.0		BRANCHES OF PHILOSOPHY AND EDUCATION	
	2.1	Major Branches of Philosophy - Metaphysics, Epistemology and Axiology	
	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.	12
	2.4	Research in Philosophy of Education: Characteristics, Significance, areas and methodological issues	
3.0		EASTERN SCHOOLS OF PHILOSOPHY AND EDUCATION	
	3.1	Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education.	
	3.2	Upanishad	
	3.3	Jain	
	3.4	Buddhist	
	3.5	Islam	
	3.6	Vision derived from synthesis of different schools	12
	3.7	Research in Philosophy of Education in the context of Eastern Schools of Philosophy	
4.0		WESTERN SCHOOLS OF PHILOSOPHY 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	<p>Critical Analysis and Appraisal of Thoughts of different Thinkers:</p> <p>a) Swami Vivekananda b) Rabindranath Tagore c) Sri Aurobindo d) Mahatma Gandhi e) Plato f) John Dewey g) Dr. A.P.J. Abdul Kalam</p> <p>with reference to,</p> <p>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</p>	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 :

1. Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: Satya Nilayam Publications.
2. Brubacher, J. (1962). *Modern Philosophies of Education*. McGraw-Hill Co.
3. Butler, J. D. (1968). *Four Philosophies and their Practice in Education and Religion* (3rd Ed.) New York : Harper and Row Publishers.
4. Chakravathy, D. K. (2000). *Fundamental Questions of Epistemology and Metaphysics*. New Delhi: Omsons Publications.
5. Chaube, S. P., & Chaube, A. (2007). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
6. Deota, N. P. (2012). *An Insight into Educational Philosophy--An Indian Perspective*. Germany: Lap Lambert Academic Publishing.
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10. Dewey, J. (1963). *Democracy and Education*. New York: Mac Millan & Co.

11. Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: AsiaPublishing House.
12. Park, J. (Ed.) (1968). *Selected Readings in the Philosophy of Education*(3rd Ed.). London: The Macmillan Company.
13. Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western*
14. (Vol. I and II). London: George Allen & Unwin Limited.
15. Sharma, R. N. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors.
16. Smith, P. G. (Ed.) (1970). *Theories of Value and Problems of Education*. London: University of Illinois Press.
17. Thakur, A. S. (1977). *The Philosophical Foundations of Education*. NewDelhi: National Publishing House.

Post Graduate -First Year Programme, Semester - I

Paper Code: IEDNC 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:	<p>On completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 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 of constructivist learning 2. Visualize multiple dimensions and stages of learner's development and their implications on learning 3. Understand the group dynamics, Learn the factors affecting learner's environment and assessment 4. Conceptualize a framework for understanding and evaluating teaching-learning situations as well as the method of analyzing and reflecting upon learning episodes 5. Understand theories of Intelligence and Creativity, Individual Differences 6. Describe the relation amongst Teaching, Psychology and Education
Course Outcomes:	<p>Students will be able</p> <p>CO1. Student will be able to i) understand the nature and scope of Psychology, ii) relate theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process</p> <p>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</p> <p>CO3. Student will be able to i) understand the process of human development, ii) relate theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose</p> <p>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</p> <p>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</p>

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.	12
	1.2	School of Psychology.	
	1.3	Methods of Educational Psychology- observation , experimental , differential: longitudinal and cross sectional	
	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	12
	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	
	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	12

	3.1	Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems.	
	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 PSYCHOLOGICAL MEASUREMENTS	
	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.	
	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, social intelligence and their measure 4. Creativity- concept, factors , process of creativity and its measurement	12
5.0		GROUP DYNAMICS AND SOCIAL	12

		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	
	5.2	B. Social Cognition 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.

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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: <ol style="list-style-type: none">1. Understand relationship between society and education2. Develop the understanding of Sociology of Education3. Understand the role of new technologies in the changing social content4. Understand the changing nature of society and Education in 21st Century5. 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 21st century. 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: Impact on 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 21ST CENTURY	
	3.1	Impact of Science & Technology on society and education	12
	3.2	Modernity post modernity : Concept of modernity and post 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 of	

		Education	
	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	
	4.2	Education for Gender Equity: 1. Need and importance with special reference to India 2. Role of Education in women empowerment.	12
	4.3	Human Right Education: 1. Concept, need, Role of Education with reference to human 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 developing a 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 and Social Justice ii) Aims of Education, Curriculum, Teaching and Learning, Role of the Teacher	12
Total			60

PRACTICUM (Training & Creation):

1. Prepare scrap book on Perspectives of Educational Sociologies 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

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Post Graduate -First Year Programme, Semester – I

Major -Electives

Paper Code: IEDNE 401

Paper Title: A - INCLUSIVE EDUCATION

(4 Cr) (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 <ul style="list-style-type: none">▪ Understand the concept and nature of Inclusive Education.▪ Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.▪ 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 of Identification for Special children. CO3. Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Module No.	UnitNo.	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, Inclusive education	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 programmes	
	2.5	Remedical programmes	
	2.6	Etiology and prevention	
	2.7	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 and orthopaedically 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
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 children with any disability of your choice and share the findings in the class.
6. Visit to any local Special School and Report.
7. A Survey of Special Children included in Regular Schools - Local Primary Schools or Secondary Schools and Report.
8. Visit to any local Special School and report.
- 9, Conduct of Two case studies (from Special Schools or Remand home) and report

References :

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Post Graduate -First Year Programme, Semester – I

Major -Electives

Paper Code: IEDNE 401

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:	<ol style="list-style-type: none">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 role3. 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	
	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	12
	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	
	3.5	Paulo Freire	
	3.6	Evan Eliche	
	3.7	J. P. Naik	12
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	
	5.1	Experiments in non-formal education in developing and developed countries	12
	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 form the community.
5. Analysis of reports of government agencies.

References :

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Post Graduate -First Year Programme, Semester - I

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:	<p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none">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 and explain the method appropriate for a research study4. Conduct a literature search and develop a research proposal5. Explain a sampling design appropriate for a research study6. Explain tool, design and procedure for collection of data7. Explain the importance of documentation and dissemination of researches in education
Course Outcomes:	<p>Students will be able</p> <p>CO1. To understand basic concepts involved in educational research</p> <p>CO2. To apply the various methods to research problems in the field of education</p> <p>CO3. To use different methods of sampling and methods of data collection</p> <p>CO4. To analyse the different data involved in the research and interpret it.</p> <p>CO5. To prepare different forms of research reports</p>

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, correlational 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 of confounding 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 preparing research report, EXCEL	
5.0		RESEARCH REPORT WRITING	9

	5.1	Research report, concept, purpose , significance and types	
	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. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report
8. Visit to various libraries for reviews
9. Visit to other Research centers to study the previous researches
10. Preparation of questionnaire for micro-level educational survey.
11. Preparation of interview schedule for micro- level educational survey.

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Post Graduate -First Year Programme, Semester - II

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:	<p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Understand and appreciate the theoretical development in Education in their proper perspectives2. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions3. 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:	<p>CO1. Read critically for argument and Demonstrate their understanding of scholarly literature, particularly within their Area of Emphasis</p> <p>CO2. Demonstrate understanding of the assumptions and principles underlying common education research methods</p> <p>CO3. Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another</p> <p>CO4. Demonstrate coherent understanding of the salient contemporary issues and challenges in education</p> <p>CO5. Connect theory to real world and Approach education issues from multiple perspectives</p>
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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 influenced by social, cultural, political, economic, and technological factors.	
	1.2	Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.	12
	1.3	School education: Contemporary challenges	
	1.4	Prioritizing the aims of Indian Education in the context of a democratic, 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 knowledge construction between: <ul style="list-style-type: none"> 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	12
	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 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	
	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.	12
	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 TEACHER EDUCATION	
	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 schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthy, John Dewey, Paulo Freire, etc.;	

	5.3	Linkage between education and other development sectors.	
	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 :

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- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt.Ltd., London.
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Post Graduate -First Year Programme, Semester - II

Paper Code: IEDNC 452

Paper Title: HISTORICAL DEVELOPMENT OF EDUCATION 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:	<ol style="list-style-type: none">1. To enable the students to develop knowledge and understanding of the history of education2. 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 committees3. To acquaint the students with the different aspects of growth of the national system of education4. To acquaint the students with the educational development at different levels as well as some special aspects of it5. To acquaint the students with role of politics in education6. To acquaint students with role of education in economic development
Course Outcomes:	<p>CO1. Classify & compare the characteristics of education system in the various era of Indian education.</p> <p>CO2. Understand the history of Education.</p> <p>CO3. Analyses & compare the different aspects of growth of the national system of education.</p> <p>CO4. Analyses & compare the different aspects of growth of the national system of education.</p> <p>CO5. Analyses the role of politics in education and the role of education in economic development</p>

Module No.	UnitNo.	Name of Topic	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		HISTORICAL DEVELOPMENT OF INDIAN EDUCATION	
	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, 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	
	4.1	Education policy-making and the politics of educational reforms	12
	4.2	Politicization of Education: Curriculum, transaction of curriculum, teachers' union, Recruitment	
	4.3	Globalization and politics of Education	
5.0		EDUCATION AND ECONOMIC DEVELOPMENT	
	5.1	Role of Education in Economic Development	12
	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 medieval period
3. Collect information regarding the education institutions in medieval period.
4. Collect information and make presentation on different types of universities.

References :

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Post Graduate -First Year Programme, Semester - II

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: <ol style="list-style-type: none">1. understand the context of elementary education2. understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)3. discuss the development of elementary education in India since independence4. Reflect on the relevance of strategies and programmes of UEE.
Course Outcomes:	<p>CO1. Compare the Indian Elementary education system in Pre & Post Independent period and Constitutional provisions for elementary education</p> <p>CO2. Analyses the development process of Elementary Education and assess the outcomes of elementary education.</p> <p>CO3. Understand the role of various programs for enhancing elementary education</p> <p>CO4. Analyses & compare various programs for enhancing elementary education</p> <p>CO5. Understand the management structure of elementary education on various levels.</p>

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 Elementary Education) 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)	
	2.2	Pedagogies on Elementary Education	
	2.3	Assessment of Learning Outcomes at Elementary Education	12
3.0		PROGRAMS FOR ENHANCING ELEMENTARY EDUCATION	
	3.1	Perspective Planning and Annual Planning	
	3.2	Civil Work	
	3.3	Teacher's Training/Capacity Building	
	3.4	Programmes for Out of School Children	
	3.5	Integrated Education for Disabled (IED)	
	3.6	Programmes for Girls' Education KGBV (Kasturba Gandhi Balika Vidyalaya) NPEGEL (National Programme for Education of Girls at Elementary Level)	12

	3.7	MIS (Management Information System)	
	3.8	Teacher Support System	
	3.9	Community Participation	
4.0		MANAGEMENT STRUCTURES AT DIFFERENT LEVEL	
	4.1	National	12
	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	
	5.1	Major Issues and Challenges in UEE	12
	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			

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 :

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Post Graduate -First Year Programme, Semester – II

Major -Electives

Paper Code: IEDNE 451

Paper Title: A- EDUCATIONAL EVALUATION

(4 Cr) (Major/ Minor)

Curriculum Details

Course pre-requisite:	Student has studied concepts involved in education, process of educational evaluation at graduate level.
Course objectives:	<p>To enable the student to:</p> <ol style="list-style-type: none">1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation2. Understand the relationship between measurement and evaluation3. To understand various taxonomies of educational objective4. Get acquaint with various reforms in examination system
Course Outcomes:	<p>CO1. Student will be able to understand concept and process of educational measurement and evaluation</p> <p>CO2. Student will be able to understand taxonomies of educational evaluation</p> <p>CO3. Student will be able to design tools of educational measurement and evaluation</p> <p>CO4. Student will be able to apply the principles and methods of evaluation to learning and education.</p> <p>CO5. Student will be able to understand and evaluate reforms in examination .</p>

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 EDUCATIONAL OBJECTIVES	
	2.1	Domains of Evaluation: Cognitive, Affective and Psychomotor	12
	2.2	Taxonomies of educational objectives in different domains	
3.0		CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT	
	3.1	Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms	12
	3.2	Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability	
	3.3	Validity - Types, Factors affecting, interpretation and improving validity	
4.0		EVALUATION OF LEARNING	
	4.1	Diagnosis and Remediation of Learning Difficulties	12
	4.2	Nature and Characteristics of good diagnosis	
	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, and organization	

5.0	EXAMINATION REFORMS		
	5.1	Concept, need and importance	12
	5.2	Grading, Marking and Credit System	
	5.3	Semester System	
	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 the results.
4. Prepare administer and assess an achievement test for one Unit at B.Ed. or M.Ed. level and equivalence the results (within the group and against a standard)

References :

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Post Graduate -First Year Programme, Semester – II

Major -Electives

Paper Code: IEDNE 451

Paper Title: B- LANGUAGE EDUCATION

(4 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: <ol style="list-style-type: none">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.	12
	1.2	Language Learning and Mother Tongue, Language Learning as a Process of Socialization	
	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.	12
	3.2	Language Education policies: Historical Perspectives, Three Language Formula and related problems.	
	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.	12
	4.2	Innovative techniques for teaching grammar, reading comprehension, written expression, note-making, differential assignments, and online learning.	
	4.3	Teaching language for creativity	
5.0		LANGUAGE EDUCATION-MAJOR CONCERNS	
	5.1	Pre-service and In-service Language Education programmes in India.	12

	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 :

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