BANKURA UNIVERSITY

P.G. SYLLABUS (NEP 2020)

for

M.A. in EDUCATION

(Two Year Semester System)

w.e.f.

Academic Session 2026-28

BANKURA UNIVERSITY

BANKURA

WEST BENGAL

PIN 722155

M.A. Education Syllabus (NEP 2020)

1. Preamble

The Master of Arts (M.A.) in Education under the National Education Policy (NEP) 2020 is designed to prepare competent educators, researchers, administrators, curriculum developers, and educational leaders. The programme promotes multidisciplinary learning, critical thinking, research orientation, ethical values, digital competence, inclusiveness, and lifelong learning. It emphasizes learner-centred pedagogy, experiential learning, academic flexibility, and skill development to meet the evolving needs of society and the education system. The curriculum integrates theory with practice through field engagement, research projects, internships, and technology-enabled learning, enabling graduates to contribute effectively to educational institutions, policy-making, and community development.

2. Background of the Curriculum

The M.A. in Education curriculum under the National Education Policy (NEP) 2020 has been developed in response to the changing needs of the Indian education system and the global knowledge economy. The curriculum reflects the vision of NEP 2020 to transform higher education into a multidisciplinary, flexible, learner-centred, and research-oriented system. It integrates contemporary educational theories, innovative pedagogical practices, educational technology, inclusive education, leadership, curriculum development, assessment, and research methodologies.

The curriculum is designed using an Outcome-Based Education (OBE) framework, ensuring that every course contributes to the achievement of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). It emphasizes experiential learning, field engagement, internships, action research, project work, and the effective use of Information and Communication Technology (ICT).

The curriculum also aligns with national initiatives such as the Academic Bank of Credits (ABC), National Higher Education Qualification Framework (NHEQF), Indian Knowledge Systems (IKS), Skill Development, Value Education, and Environmental Sustainability. It aims to produce professionally competent educators, educational researchers, administrators, curriculum specialists, counsellors, and policy professionals capable of addressing contemporary educational challenges at local, national, and global levels.

3. Introduction to NEP 2020

The National Education Policy (NEP) 2020 is the first comprehensive education policy of the 21st century in India. It seeks to transform the education system by ensuring Access, Equity, Quality, Affordability, and Accountability. The policy promotes multidisciplinary education, flexibility in curriculum, multiple entry and exit options, Academic Bank of Credits (ABC), research culture, digital learning, vocational

education, and holistic development of learners. In higher education, NEP 2020 encourages competency-based education, outcome-based curriculum, innovation, and research to produce globally competent graduates.

4. Graduate Attributes (GAs)

The M.A. in Education programme seeks to develop graduates who possess the following attributes:

- **Disciplinary Knowledge:** Demonstrate advanced knowledge of educational philosophy, psychology, sociology, history, curriculum studies, educational administration, research, and contemporary educational issues, etc.
- **Critical Thinking and Problem Solving:** Analyze educational problems using scientific inquiry, logical reasoning, and evidence-based decision-making to develop effective solutions.
- **Research Competence:** Design, conduct, interpret, and disseminate educational research using qualitative, quantitative, and mixed-method approaches while maintaining research ethics.
- **Effective Communication:** Communicate educational ideas effectively through oral presentations, academic writing, digital platforms, and professional interactions.
- **Digital and Technological Competence:** Apply Information and Communication Technology (ICT), educational software, digital learning platforms, artificial intelligence tools, and online assessment methods to enhance teaching, learning, research, and educational management.
- **Leadership and Teamwork:** Demonstrate leadership, collaboration, conflict resolution, and organizational skills while working effectively in educational institutions and multidisciplinary teams.
- **Ethical and Professional Values:** Practice integrity, accountability, inclusiveness, respect for diversity, social justice, and professional ethics in educational settings.
- **Inclusive and Equitable Education:** Promote inclusive education by addressing the diverse learning needs of students from different social, cultural, linguistic, economic, and ability backgrounds.
- **Lifelong Learning:** Engage in continuous professional development, self-directed learning, reflective practice, and adaptation to emerging educational trends and technologies.
- **Social Responsibility and Community Engagement:** Contribute to community development, national integration, sustainable development, environmental awareness, and educational equity through socially responsible educational practices.
- **Innovation and Entrepreneurship:** Develop innovative educational practices, instructional materials, educational enterprises, and entrepreneurial initiatives that improve the quality of education.

- **Global Citizenship:** Demonstrate awareness of national and international educational perspectives, intercultural understanding, global competencies, and commitment to sustainable development goals (SDGs).

5. Definition

Education: Education is a lifelong process of developing knowledge, skills, values, attitudes, and competencies that enable individuals to achieve personal growth and contribute to society.

Programme Outcome (PO): Programme Outcomes are broad statements describing the knowledge, skills, attitudes, and competencies that students are expected to possess after completing the M.A. Education programme.

Programme Specific Outcome (PSO): Programme Specific Outcomes describe the discipline-specific knowledge, professional competencies, and practical abilities that students will acquire through the M.A. Education programme.

Course Outcome (CO): Course Outcomes are measurable statements indicating what a student should know, understand, and be able to perform successfully after completing an individual course.

Academic Session: Means four consecutive (two odd + two even) Semesters.

Course: is a component of a programme. All courses need not carry the same weightage. Courses define learning outcomes. A course may be designed to comprise Academic / Skill / Experiential or a combination of some/all of these.

Credit Point: is calculated on the basis of grade points and number of credits for a course obtained by a student.

Cumulative Grade Point Average (CGPA): is a measure of overall cumulative performance of a student in all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is calculated up to two decimal places.

Discipline Specific Course (DSC): A core subject directly related to your major or chosen discipline. Designed to provide in-depth academic, experiential, and skills in your field of study. Usually mandatory for students pursuing that major.

Elective Course: means a course other than a core course. Elective course may be **'Discipline Specific Elective (DSE)'** or Major Elective which enables students to achieve proficiency in a specialized discipline or '**Open Elective Course (OEC)**' or Minor Elective which may be chosen from an unrelated discipline.

Skill Enhancement Course (SEC): A credit-bearing course designed to develop practical, vocational, professional, and employability skills. Focused on hands-on learning and application rather than only theoretical knowledge. Intended to improve students' job readiness and transferable skills.

Course Work (CW): Course Work refers to the taught part of a program, where students study prescribed courses and are evaluated through assignments, presentations, practicals, quizzes, and examinations.

Internal Assessment (IA): Internal Assessment (IA) is the continuous evaluation of a student's performance by the institution during the semester, rather than through only the end-semester examination. Under NEP 2020, internal assessment is intended to evaluate students on a variety of academic activities throughout the course.

Common components of Internal Assessment

- Class tests or quizzes
- Assignments
- Presentations or seminars
- Practicals/laboratory work
- Projects or case studies
- Fieldwork
- Class participation and attendance
- Viva voce

Academic (A): In each theory class, a new concept is taught, and the student is learning something new throughout the class., It also involves self- learning.

Experiential (E): Experiential learning including relevant experience and proficiency/ professional levels acquired. Experiential learning including relevant experience and professional levels acquired activities like field visits, industrial visits, etc carry lesser weightage because it is just an observation and/or application of concepts learned

Experiential learning as part of the curricular structure of academic or vocational program. e.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

Skill (S): The practical is dependent on theory and experiments performed are based on concepts learned in theory class., Repetition of an already learned concept. Observations are taken again and again

Grade Point: is the numerical weightage allotted to each 'letter grade' on a ten-point scale.

Letter Grade: is an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B+, B, C, P, F, and Absent will be stated as 'Ab'.

Programme: means the Masters programme conducted by the Bankura University.

Semester Grade Point Average (SGPA): is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses prescribed in a semester and the total course credits obtained during that semester. It shall be calculated up to two decimal places.

Semester: means 18 weeks of academic work following a five day week pattern. The odd semester commences in July and ends in December and the even semester commences in January and ends in June.

Grade Card: based on grades obtained shall be issued to all the registered students after every semester. The grade card will display the details of courses studied (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA.

6. Programme Outcomes (POs)

After successful completion of the M.A. in Education programme, students will be able to:

- Demonstrate comprehensive knowledge of educational theories, philosophy, psychology, sociology, contemporary issues. etc.
- Apply educational principles to solve problems in teaching-learning and educational administration.
- Develop critical thinking, analytical ability, and reflective practice.
- Conduct educational research using qualitative and quantitative methods.
- Integrate educational technology and digital tools in teaching and learning.
- Promote inclusive, equitable, and value-based education.
- Communicate effectively through academic writing, presentations, and professional interaction.
- Exhibit leadership, ethical responsibility, and lifelong learning skills.
- Design, evaluate, and improve curriculum and assessment practices.
- Contribute to educational policy, planning, and institutional development.

7. Programme Specific Outcomes (PSOs)

Upon completion of the M.A. Education programme, students will be able to:

- Explain philosophical, psychological, sociological, and historical foundations of education.
- Apply advanced educational research methods and statistical techniques.
- Design curriculum and evaluate educational programmes.
- Understand educational administration, leadership, and management.

- Promote inclusive education, guidance, counselling, and mental health.
- Utilize ICT and educational technology for effective teaching-learning.
- Analyze national and international educational policies and reforms.
- Undertake independent research and prepare dissertations/projects.
- Develop innovative teaching strategies and assessment techniques.
- Demonstrate professional ethics and social responsibility in educational practice.

8. Scope of Employment after M.A. in Education

M.A. in Education under NEP 2020 have opportunities in educational institutions, government organizations, NGOs, research organizations, EdTech companies, and international agencies.

Academic Careers:

- Assistant Professor (after NET/SET/Ph.D.)
- Academic Coordinator
- Curriculum Developer

Research Careers:

- Research Associate
- Project Fellow
- Educational Researcher
- Data Analyst in Education
- Research Consultant

Administrative Careers:

- School Principal
- Educational Administrator
- Academic Dean
- Education Officer
- Quality Assurance Officer

Guidance and Counselling:

- Career Counsellor
- School Counsellor
- Guidance Officer
- Student Welfare Officer

Educational Technology:

- E-learning Specialist
- Instructional Designer
- Content Developer
- Online Course Designer
- Learning Management System (LMS) Coordinator

Government and Public Sector:

- Education Department Officer
- SCERT/DIET Faculty
- NCERT/State Board Projects
- Educational Planner
- Policy Analyst

NGOs and International Organizations:

- Programme Coordinator
- Community Education Specialist
- Project Manager
- Educational Consultant

Competitive Examinations:

- UPSC
- State Public Service Commission
- Educational Administrative Services

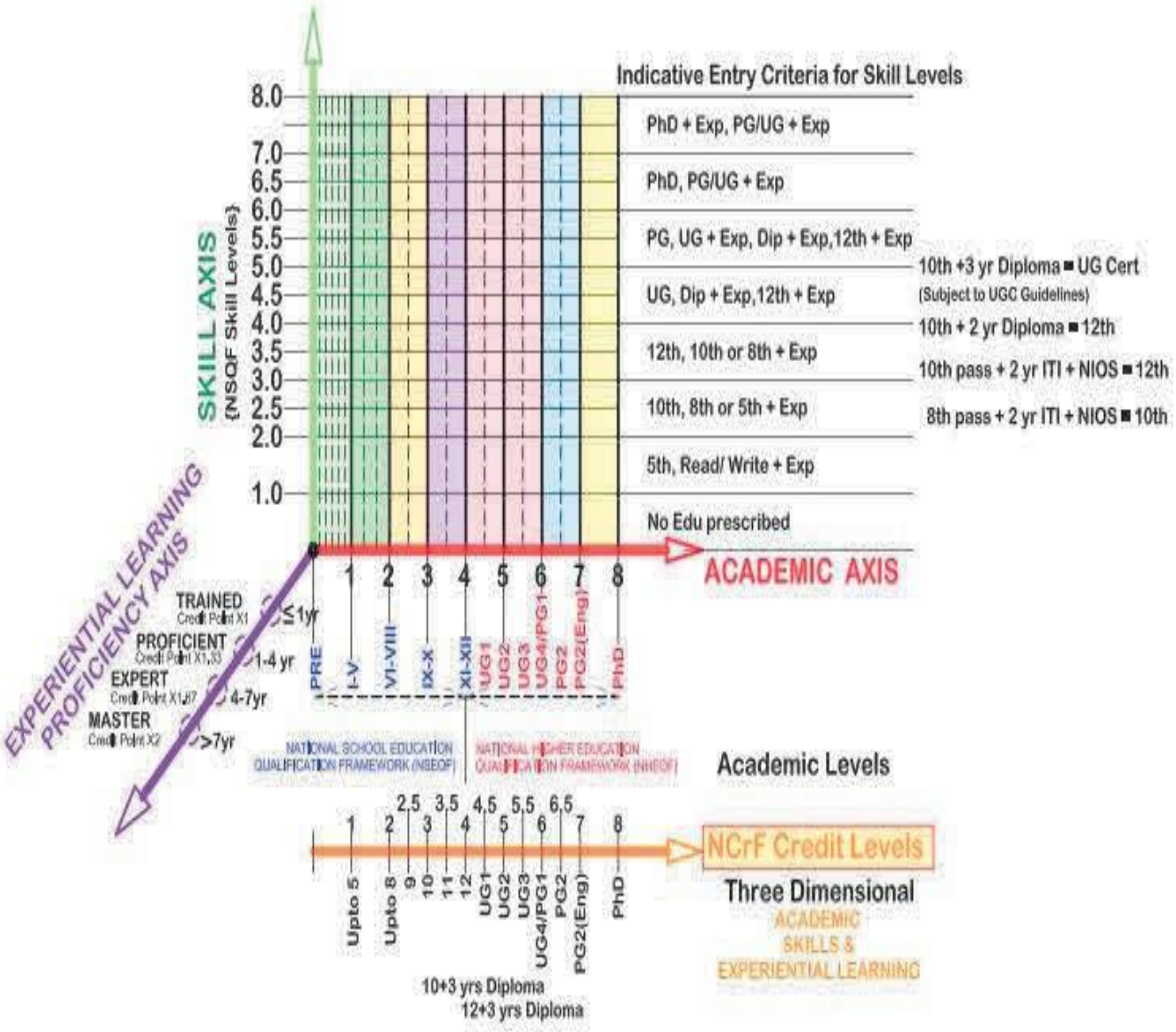
This sequence follows the outcome-based curriculum design adopted by many Indian universities implementing NEP 2020 and provides a coherent progression from the policy vision to graduate capabilities, learning outcomes, and career opportunities.

9. Major Dimensions of National Credit Framework

The National Credit Framework encompasses the following main components/ dimensions of learning:

- Credits earned by virtue of completed **academic** education (1 CREDIT=15 HOUR)
- Credits earned by virtue of undergoing vocational education, training/ **skill** program (1 CREDIT= 30 HOURS)
- Credit points earned by virtue of relevant **Experiential** learning including relevant experience and proficiency/ professional levels acquired (1 CREDIT=40- 45 HOURS)

National Credit Framework (NCrF) -The Dimensions of Learning



10. Credit Distribution

Curricular Components		**Two-Year PG Programme Minimum Credits**			
		Course Level	**Coursework**	**Research thesis/project/Patent**	**Total Credits**
1st Year (1st & 2nd Semester)		400-499	20+20	-	40
2nd Year (3rd & 4th Semester)	Coursework & Research	500-599	20	20	40

11. Programme Structure and Course Contents

COURSES	**SEM – I Marks (Credit)**	**SEM – II Marks (Credit)**	**SEM – III Marks (Credit)**	**SEM – IV Marks (Credit)**
DISCIPLINE SPECIFIC COURSE (DSC)	250 (20)	200 (16)	50 (4)	50 (4)
DISCIPLINE SPECIFIC ELECTIVE (DSE)	-	-	50 (4)	50 (4)
OPEN ELECTIVE COURSE (OEC)	-	50 (4)		-
IKS		-	50 (4)	-
FOUNDATION COURSE* (CF)	-	-	-	50*
RESEARCH (SKILL BASE)	-	-	100 (8)	-
DISSERTATION WORK	-	-	-	150 (12)
TOTAL	250 (20)	250 (20)	250 (20)	250 (20)
Total Marks – 1000 Total Credit - 80				

*Non-Credit course

* Represents the foundation course. The foundation courses are to be conducted by the Department. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain Satisfactory or Not Satisfactory to become eligible for the final semester examination/award of the P.G. Degree.

12. 2 YEAR PG (Education) PROGRAMME AS PER NEP 2020

Course level 400-499 SEMESTER –I NCrF Credit Level-6.5

Course Code	Coursework / Research	Course Title	Credit	Marks			No. of Hours (No of Credit)		
				I.A.	E.S.E.	Total	A.	E.	S.
EDN-DSC-CW 01	Coursework	Philosophical Foundations of Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 02	Coursework	Sociological Foundations of Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 03	Coursework	Psychological Foundations of Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 04	Coursework	Research in Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 05	Coursework	Information and Communication Technology (ICT)	4	10	40	50	2 (2)	3 (1)	2 (1)
Total in Semester - I			**20**	**50**	**200**	**250**	**10 (10)**	**15 (5)**	**10 (5)**

Course level 400-499 SEMESTER –II NCrF Credit Level-6.5

Course Code	Coursework / Research	Course Title	Credit	Marks			No. of Hours (No of Credit)		
				I.A.	E.S.E.	Total	A.	E.	S.
EDN-DSC-CW 06	Coursework	Historical, Political and Economic Perspectives of Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 07	Coursework	Advanced Educational Psychology	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 08	Coursework	Contemporary issues in Research	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 09	Coursework	Teacher Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-OEC-CW 10	Coursework	**For other Department (Any One)**	4	10	50	50	2 (2)	3 (1)	2 (1)
		Early Childhood Care and Education							
		Mental Health Issues in Education							
Total in Semester - II			**20**	**50**	**200**	**250**	**10 (10)**	**15 (5)**	**10 (5)**

Course level 500-599 SEMESTER –III NCrF Credit Level-6.5

Course Code	Coursework / Research	Course Title	Credit	Marks			No. of Hours (No of Credit)		
				I.A.	E.S.E.	Total	A.	E.	S.
EDN-DSC-CW 11	Coursework	Measurement, Evaluation, and Assessment in Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSC-CW 12	Coursework	Indian Knowledge Systems (IKS): Philosophy, Society, and Indigenous Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSE-CW 13	Coursework	**Special Papers:** **Any one of the following** A. Approaches and Strategies of Guidance and Counselling (Part-One)/ B. Environmental Education (Part One) / C. Women Education (Part-One)/ D. Distance Education (Part-One) E) Yoga and Health Education (Part – One)	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-SEC-RS 01 (PR)	Research	Problem Identification and Literature Review in Educational Research	4	10	40	50	1 (1)	3 (1)	4 (2)
EDN-SEC-RS 02 (PR)	Research	Tool Construction and Research Design in Educational Research	4	10	40	50	1 (1)	3 (1)	4 (2))
Total in Semester - III			**20**	**50**	**200**	**250**	**8 (8)**	**15 (5)**	**14 (7)**

OUTCOME EXPECTED FOR DISSERTATION

The following four outcomes must be achieved by the end of III Semester:

i. Review of literature

ii Research Problem identification

iii. Tool Development

iv. Research design formulation

Course level 500-599 SEMESTER –IV NCrF Credit Level-6.5

Course Code	Coursework / Research	Course Title	Credit	Marks			No. of Hours (No of Credit)		
				I.A.	E.S.E.	Total	A.	E.	S.
EDN-DSC-CW 14	Coursework	Inclusive Education	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DSE-CW 15	Coursework	**Special Papers:** **Any one of the following** A. Approaches and Strategies of Guidance and Counselling (Part-Two)/ B. Environmental Education (Part-Two)/ C. Women Education (Part-Two)/ D. Distance Education (Part-Two) E) Yoga and Health Education (Part – Two)	4	10	40	50	2 (2)	3 (1)	2 (1)
EDN-DN-RS 03 (PR)	Research	Dissertation	12		150	150	2 (2)	12 (4)	12(6)
Total in Semester - IV			**20**	**20**	**230**	**250**	**6 (6)**	**18 (6)**	**16 (8)**
EDN-FC- 01	Ethics and Values in Education (4 Credit)*		Evaluation for Satisfactory / Non-Satisfactory						

* Represents the foundation course. The foundation courses are to be conducted by the Department. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain Satisfactory or Not Satisfactory to become eligible for the final semester examination/award of the P.G. Degree.

OUTCOME EXPECTED FOR DISSERTATION

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation

iii. Research output in the form of any one of the following (**for Honours with Research Students only)-**

- At least one Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- At least one Book or Book Chapter in a publication by a reputed publisher

Dissertation (DN): A Dissertation is a substantial research-based academic work completed by a student under the guidance of a faculty supervisor. It demonstrates the student's ability to identify a research problem, review existing literature, collect and analyze data (where applicable), and present original findings or critical analysis in a systematic manner.

Structure:

1. Title Page
2. Introduction
3. Review of Literature
4. Research Methodology
5. Results/Analysis
6. Discussion
7. Conclusion and Recommendations
8. References
9. Appendices (if any)

SEMESTER I

M.A in EDUCATION

SEMESTER-I

Course Title: Philosophical Foundations of Education

Course Code: EDN-DSC-CW 01

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. Explain the meaning, nature, scope, and relationship of education and philosophy, and their relevance to educational thought and practice.
2. Analyze the major Indian and Western schools of philosophy and evaluate their educational implications.
3. Compare the educational ideas and contributions of eminent Indian and Western philosophers and apply their principles in contemporary educational contexts.
4. Apply principles of logical reasoning and theories of knowledge in analyzing educational issues, arguments, and decision-making.
5. Demonstrate critical thinking, reflective inquiry, and ethical reasoning while interpreting philosophical perspectives in education.

Content

Unit I: Education and Philosophy

Academic: 7 Hours,

Skill: 7 Hours and

Experiential: 11Hours

Academic

- Concept and definition of Education and Philosophy, Relationship between Education and Philosophy, Meaning, nature, and scope of Educational Philosophy
- Nature and characteristics of Indian Philosophy, Relevance of philosophy in contemporary education

Skill Activities

Concept mapping of Education and Philosophy **and or** Group discussion on the role of philosophy in education

Experiential Activities

Seminar presentation on educational philosophies **and or** Observation and analysis of philosophical practices in educational institutions

Unit II: Indian Schools of Philosophy and Education

Academic: 8 Hours,

Skill: 8 Hours, and

Experiential: 11 Hours

Academic

Heterodox Schools

- Cārvāka, Buddhist Philosophy, Jain Philosophy

Orthodox Schools

- Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Pūrva-Mīmāṃsā, Vedānta and Islamic Traditions

(With special reference to Knowledge, Reality and Values and their Educational implications)

Skill Activities

Preparation of comparative charts of Indian philosophical schools **and or** Case analysis based on philosophical principles **and or** Group presentations on educational implications

Experiential Activities

Seminar on Indian educational heritage **and or** Reflective report comparing Indian schools of philosophy

Unit III: Western Schools of Philosophy and Education

Academic: 7 Hours,

Skill: 7 Hours,

Experiential: 11 Hours

Academic

- Idealism, Naturalism, Realism, Pragmatism, Marxism and Existentialism

(With special reference to Knowledge, Reality and Values and their Educational implications)

Skill Activities

Comparative analysis of Western schools **and or** Debate on contemporary relevance of philosophical schools

Unit IV: Contribution of Philosophers in Education

Academic: 7 Hours,

Skill: 7 Hours, and

Experiential: 11 Hours

Academic

Indian Philosophers (Educational philosophy, Aims of education, Curriculum, Teaching methods, Teacher and learner, Contemporary relevance)

- Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo and Swami Vivekananda

Western Philosophers (Educational philosophy, Aims of education, Curriculum, Teaching methods, Teacher and learner, Contemporary relevance)

- Jean-Jacques Rousseau, Friedrich Froebel, Maria Montessori and John Dewey

Skill Activities

Biography-based presentations **and or** Preparation of digital presentations/posters

Experiential Activities

Role play portraying eminent philosophers **and or** Portfolio on educational thinkers

Unit V: Logical Reasoning and Understanding Knowledge

Academic: 7Hours,

Skill: 7 Hours, and

Experiential: 10 Hours

Academic

Logical Reasoning

- Definition of Logic, Argument, and Proposition; Understanding the structure of arguments; Argument forms; Structure of categorical propositions; Mood and Figure; Classical Square of Opposition; Formal and Informal Fallacies; Deductive and Inductive reasoning
- Categorical Syllogism & Venn Diagram

Skill Activities

Solving logical reasoning exercises **and or** Identifying fallacies in educational arguments **and or** Constructing syllogisms using Venn diagrams

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

- Reflective Journal **and or** Field Visit/Institutional Observation **and or** Assignment **and or** Seminar/Portfolio

Skill: 5 Marks

- Presentation **and or** Quiz **and or** Debate **and or** Concept Mapping **and or** Logical Reasoning Exercises

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M.A in EDUCATION

SEMESTER-I

Course Title: Sociological Foundations of Education

Course Code EDN-DSC-CW 02

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After successful completion of the course, learners will be able to:

1) Explain the concepts, scope, and significance of sociological foundations of education.
2) Critically analyse educational issues using sociological theories and approaches.
3) Evaluate the role of education in promoting social mobility, equity, equality, and inclusion.
4) Examine the educational contributions of major social thinkers and their relevance to contemporary education.
5) Demonstrate constitutional values and apply sociological perspectives through field-based learning and community engagement.

Course Content

UNIT-I: SOCIOLOGY AND EDUCATION

Academic (7 Hours)

- Concept, Nature and Scope of Sociology
- Concept, Nature and Functions of Education
- Educational Sociology: Concept, Scope and Nature
- Relationship between Sociology of Education and Educational Sociology
- Education as an Agency of Socialization

Skill (7 Hours)

- Prepare a comparative chart on **Sociology of Education** and **Educational Sociology**.
- Develop a concept map illustrating the relationship between society and education.
- Present a seminar on the role of education in social development.

Experiential Learning (11 Hours)

- Visit a school and observe its role as a social institution.
- Prepare a reflective report on the influence of social factors on school functioning.

UNIT-II: APPROACHES TO SOCIOLOGICAL FOUNDATIONS

Academic (7 Hours)

- Concept and Characteristics of Social Movements
- Symbolic Interactionism
- Structural Functionalism
- Conflict Theory
- Theories of Social Movements:
  - Relative Deprivation Theory
  - Resource Mobilization Theory
  - Political Process Theory
  - New Social Movement Theory
- Types of Social Institutions and their Functions:
  - Society
  - School

Skill (7 Hours)

- Prepare a comparative analysis of Structural Functionalism and Conflict Theory.
- Conduct a seminar on the educational implications of social movements.
- Develop a presentation on the role of school as a social institution.

Experiential Learning (11 Hours)

- Interview teachers or community members to understand the impact of social institutions on education.
- Prepare a field report on the relationship between school and society.

UNIT-III: SOCIAL STRATIFICATION AND EDUCATION

Academic (7 Hours)

- Social Stratification: Meaning and Forms
- Concept and Role of Social Mobility
- Education as an Instrument of Social Mobility
- Educational Approaches for Social Equity
- Equality of Educational Opportunity
- Education for Inclusive Society

Skill (7 Hours)

- Prepare a case study on educational inequality.
- Analyse policies and programmes promoting educational equity.
- Develop a policy brief on inclusive education practices.

Experiential Learning (11 Hours)

- Conduct a survey on educational opportunities among learners from different socio-economic backgrounds.
- Prepare a survey report highlighting issues of equity and social mobility.

UNIT-IV: SOCIAL AND EDUCATIONAL CONTRIBUTIONS

Academic (7 Hours)

- Concept and Dimensions of Social Change
- Education as an Agent of Social Change
- Social and Educational Contributions of:
    - Paulo Freire
    - Mary Wollstonecraft
    - Nel Noddings
    - Savitribai Phule

Skill (7Hours)

- Present a seminar on the educational philosophy of one selected thinker.
- Prepare a comparative review of the contributions of the four thinkers.

Experiential Learning (11Hours)

- Organize a group discussion or awareness programme on education as a tool for social transformation.
- Prepare a reflective report linking the selected thinker's philosophy with present-day educational practices.

UNIT-V: NATIONAL VALUES AS ENSHRINED IN THE INDIAN CONSTITUTION

Academic (8 Hours)

- Concept of National Values
- Indian Constitution and Education
- Constitutional Values:
  - Socialism
  - Secularism
  - Justice
  - Liberty
  - Democracy
- Education as a Tool for Promoting Constitutional Values

Skill (8 Hours)

- Design value-based classroom activities based on constitutional principles.
- Prepare teaching-learning materials for promoting constitutional values.

Experiential Learning (10 Hours)

- Participate in or organize a Constitution Awareness Programme/Community Outreach Activity.
- Maintain a reflective journal on the role of education in fostering constitutional values.

REFERENCES

1. Apple. (2019). *Ideology and Curriculum* (4th ed.). Routledge.
2. Ballantine., & Hammack. (2017). *The Sociology of Education: A Systematic Analysis* (8th ed.). Routledge.
3. Bourdieu., & Passeron. (1990). *Reproduction in Education, Society and Culture* (2nd ed.). Sage Publications.
4. Dewey. (1916). *Democracy and Education*. The Free Press.
5. Durkheim. (1956). *Education and Sociology*. Free Press.
6. Freire. (1970). *Pedagogy of the Oppressed*. Continuum.
7. Mannheim., & Stewart. (1962). *An Introduction to the Sociology of Education*. Routledge.
8. Noddings. (2013). *Caring: A Relational Approach to Ethics and Moral Education* (2nd ed.). University of California Press.
9. Wollstonecraft. (1792/2004). *A Vindication of the Rights of Woman*. Penguin Classics.
10. Young. (1971). *Knowledge and Control: New Directions for the Sociology of Education*. Collier-Macmillan.
11. Banks. (2019). *An Introduction to Multicultural Education* (6th ed.). Pearson.
12. Haralambos., & Holborn. (2013). *Sociology: Themes and Perspectives* (8th ed.). HarperCollins.
13. National Council of Educational Research and Training. (2005). *National Curriculum Framework (NCF 2005).* New Delhi.
14. University Grants Commission. (2024). *Curriculum and Credit Framework for Postgraduate Programmes.* New Delhi.
15. Ministry of Education. (2020). *National Education Policy 2020.* Official NEP 2020 Document
16. Ministry of Education. (2023). *National Credit Framework (NCrF).* Official National Credit Framework Document
17. University Grants Commission. (2022). *UGC Guidelines for Multiple Entry and Multiple Exit in Academic Programmes Offered in HEIs.* New Delhi.
18. Phule. *Selected Writings and Speeches.* (Various editions).

M.A in EDUCATION

SEMESTER-I

Course Title: Psychological Foundations of Education

Course Code: EDN-DSC-CW 03

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Objectives

After completing the course, students will be able to:

1. Explain the psychological foundations of education.
2. Apply psychological theories to educational practice.
3. Develop professional competencies in observation, assessment, counselling, and classroom management.
4. Connect theory with educational practice through field engagement.
5. Promote inclusive, learner-centred, and competency-based education.

Course Contents

Unit I: Foundations of Educational Psychology

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Meaning, nature, scope and significance of Educational Psychology
- Historical development
- Schools of Psychology
- Relationship between Psychology and Education

Skill Activities

- Preparing concept maps on schools of psychology
- Identifying psychological principles in classroom situations

- Literature review of recent research in Educational Psychology
- Presentation on psychological approaches to teaching

Experiential Activities

- Observation of classroom teaching to identify psychological principles
- Reflective journal on the relevance of Educational Psychology in teaching
- Group discussion with teachers regarding learner behaviour

Unit II: Human Growth and Development

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Principles of growth and development
- Physical, cognitive, emotional, social and moral development
- Theories of Piaget, Vygotsky, Erikson and Kohlberg

Skill Activities

- Observation of developmental characteristics
- Analysis of developmental case studies

Experiential Activities

- Preparation of Child Development Case Study
- Reflective report on developmental differences

Unit III: Learning and Motivation

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Behaviourism
- Cognitive learning
- Social Learning Theory

- Concept of Motivation

Skill Activities

- Designing learner-centred lesson plans
- Developing motivational classroom strategies
- Analysis of classroom learning problems

Experiential Activities

- Classroom observation focusing on learner motivation
- Teaching demonstration using constructivist methods
- Interview with experienced teachers on motivating learners
- Reflective diary on learning experiences

Unit IV: Intelligence, Personality and Individual Differences

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Intelligence- Concept, nature, types, importance & Tests.
- Multiple Intelligences & Emotional Intelligence
- Creativity
- Personality- Concept, Nature & theories
- Individual differences

Skill Activities

- Administration and interpretation of intelligence and personality tests
- Designing differentiated instructional plans
- Interpretation of psychological test reports

Experiential Activities

- Administration of standardized psychological tests
- Case study of gifted or slow learners

Unit V: Mental Health, Guidance and Counselling

Academic:8 Hours

Skill: 8 Hours

Experiential: 10 Hours

Academic

- Concept and Importance- Mental health, Guidance and counselling
- Adjustment and stress management
- Mental health in educational institutions

Skill Activities

- Counselling skills through role play
- Communication and interviewing skills
- Preparation of counselling reports

Experiential Activities

- Counselling simulation
- Reflective journal on psychological well-being

Suggested Readings

Essential

1. Woolfolk, A. *Educational Psychology*.
2. Santrock, J. W. *Educational Psychology*.
3. Slavin, R. E. *Educational Psychology: Theory and Practice*.
4. Ormrod, J. E. *Human Learning*.
5. Bigge, M. L., & Shermis, S. *Learning Theories for Teachers*.
6. Chauhan, S. S. *Advanced Educational Psychology*.
7. Mangal, S. K. *Advanced Educational Psychology*.
8. Panda, K. C. *Elements of Educational Psychology*.

Recommended

1. Schunk, D. H. *Learning Theories: An Educational Perspective*.
2. Gardner, H. *Frames of Mind*.
3. Sternberg, R. J. *Cognitive Psychology*.
4. Vygotsky, L. S. *Mind in Society*.
5. Piaget, J. *The Psychology of Intelligence*.
6. National Education Policy (NEP) 2020.

UNESCO. *Reimagining Our Futures Together: A New Social Contract for Education* (2021).

M.A in EDUCATION

SEMESTER-I

Course Title: Research in Education

Course Code: EDN-DSC-CW 04

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1.Explain the Meaning, nature, scope, objectives and Importance of Educational Research.

2.Integrate Basic, Applied and Action Research in Educational Research.

3.Identify and selection of research problems

4.Prepare a research proposal.

5. explain the meaning, purpose and procedures of Review of related literature:

6. explain the Meaning, characteristics and types of hypotheses

Course Contents

Unit I: Foundations of Educational Research

Academic:7 Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Educational Research: Meaning, nature, scope, objectives and Importance

Steps of educational research

Scientific Methods: Concept, Characteristics (Replicability, Precision, Falsifiability and Parsimony), Types (Exploratory, Explanatory and Descriptive) Aims of Research as a Scientific Activity: Problem Solving, Theory Building and Prediction.

Ethics in educational research

Skill Activities

- Understanding Educational research ethics, participants consent, and risk-benefit analysis.
- Creating a title on Educational Research.

Experiential Activities

- Field study based Educational Research
- Comparative understanding between Educational Research and others Research.
- Reflective report

Unit II: Population, Sample and Sampling Procedure

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Population and Sample: Definition and Characteristics

Sampling Techniques: Probability & Non-probability Sampling Techniques

Sample Size Determination

Skill Activities

- Understanding Population, Sample and Sampling Techniques.
- Draw a Picture and level Population and Sample and Sampling Techniques.

Experiential Activities

- Determine sample from a big Population.
- Comparative understanding between Population, sample and Sampling Techniques.
- Comparative understanding between Probability & Non-probability Sampling Techniques.

Unit III: Variables and Hypothesis

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Variable: Concept, types and Operational definition of variables.

Hypothesis: Meaning, characteristics and types of hypotheses

Formulation and testing of hypotheses

Skill Activities

- Understanding different types of Variables and Hypothesis.
- Creating a Null and Alternative Hypothesis with appropriate examples.

Experiential Activities

- Construct a Null Hypothesis and testing it with appropriate statistics.
- Comparative understanding between Independent, Dependent and Intervening Variables.

Unit IV: Types and Approaches of Educational Research

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

Academic

Basic, Applied and Action Research

Quantitative, Qualitative and Mixed Methods Research

Historical, Descriptive, Experimental and Survey Research

Skill

- Understanding PDSA Cycle.
- Creating a tool related to Applied Research .

Experiential

- Create a mock "local archive" using old letters, local newspapers, birth registries, and vintage photographs.
- Combine experimental and survey Research.
- Task participants with designing a 10-question survey about a burning campus issue.

Unit V- Scales of Measurement and Descriptive Statistics.

Academic:8Hours

Skill:8Hours

Experiential: 10 Hours

CONTENTS

Types of Measurement Scales: Nominal, Ordinal, Interval and Ratio scale,

Quantitative Data Analysis- Descriptive data analysis (Measures of central tendencies, Vvariability/dispersion, Fiduciary limits and Graphical representation of data)

Normal Probability Curve (NPC)

Relative Positions: Percentile Rank, z-scores.

Scatter Plots and their interpretation, Product Moment, Rank Difference, Biserial, Point-biserial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only), Partial and Multiple correlations (Concept and uses only)

Skill Activities

- Create a difference between Product Moment and Rank Difference.
- Draw a NPC curve and write different properties of the Curve.

Experiential Activities

- List different types of uses of Descriptive statistics.
- Comparative understanding between Interval and Ratio Scale.
- Reflective report

Assessment Pattern (NCrF)

Academic: **40 Marks** [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential: **5 Marks** (Library work/Field visit/Assignment/Community engagement

Skill: **5 Marks** (Presentation / Quiz / Debate)

Suggested Readings and 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: VistarPublications.

➢ 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

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➢ 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 Philosophic and 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

M.A in EDUCATION
SEMESTER-I

Course Title: Information and Communication Technology (ICT)

Course Code: EDN-DSC-CW 05

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Explain the theoretical foundations and educational significance of ICT.
2. Integrate ICT effectively into teaching, learning, assessment, and educational administration.
3. Use digital tools for educational research, communication, and collaboration.
4. Design and evaluate digital learning resources using appropriate instructional technologies.
5. Demonstrate ethical, secure, and responsible use of ICT while applying emerging technologies in educational settings.

Course Content

Unit I: Foundations of ICT in Education

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Concept, nature, scope, and evolution of ICT
- ICT and educational transformation
- Digital literacy, information literacy, and media literacy
- ICT initiatives in Indian education (NEP 2020, DIKSHA, SWAYAM, e-Pathshala, NDL)
- ICT competencies for teachers

Skill Activities

- Exploring educational portals
- Creating digital academic profiles
- Using cloud storage and collaborative tools

Experiential Activities

- Field study of ICT facilities in a school/college
- Comparative review of national ICT initiatives
- Reflective report

Unit II: ICT for Teaching, Learning and Assessment

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- ICT integration models (TPACK, SAMR)
- Blended learning and flipped classroom
- Learning Management Systems
- Digital assessment tools
- Assistive technologies for inclusive education

Skill Activities

- Developing online quizzes
- Creating multimedia presentations
- Designing lesson plans using ICT

Experiential Activities

- Conduct ICT-enabled micro-teaching
- Prepare digital learning resources
- Peer evaluation

Unit III: ICT in Educational Research and Administration

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- ICT tools for educational research
- Digital libraries and online databases
- Reference management software
- Data analysis software
- Educational Management Information System (EMIS)

Skill Activities

- Literature search using databases
- Managing references using Mendeley/Zotero
- Basic data analysis using Excel/SPSS

Experiential Activities

- Conduct a small research project using ICT tools

- Prepare research report and presentation

Unit IV: Digital Content Development and Emerging Technologies

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Principles of e-content development
- Multimedia learning resources
- Open Educational Resources (OER)
- Artificial Intelligence in Education
- Virtual Reality, Augmented Reality, Learning Analytic

Skill Activities

- Develop educational videos
- Create interactive e-content
- Design digital learning materials

Experiential Activities

- Create a complete digital learning module
- Publish an OER resource
- Portfolio preparation

Unit V: Cyber Ethics, Policy and Future Trends

Academic:8 Hours

Skill: 8 Hours

Experiential: 10 Hours

Contents

- Cyber safety and cybersecurity
- Digital citizenship and cyber ethics
- Copyright, plagiarism, and Intellectual Property Rights
- ICT policies in higher education
- Future trends in educational technology

Skill Activities

- Plagiarism checking
- Cybersecurity awareness exercises
- Ethical use of AI tools

Experiential Activities

- Awareness campaign on cyber safety
- Case study analysis
- Capstone project integrating ICT in education

Assessment Pattern (NCrF)

Academic: **40 Marks** [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential: **5 Marks** (Library work/Field visit/Assignemnt/Communitiy engagement

Skill: **5 Marks** (Presentation / Quizz / Debate /

Suggested Readings and References

Core Textbooks

1. Sanjaya Mishra (2017). *E-Learning and Education*. Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi.
2. A. W. (Tony) Bates (2022). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning* (3rd ed.). Tony Bates Associates.
3. R. M. Gagné, W. W. Wager, K. C. Golas, & J. M. Keller (2005). *Principles of Instructional Design* (5th ed.). Wadsworth.
4. Sharan B. Merriam & Laura L. Bierema (2014). *Adult Learning: Linking Theory and Practice*. Jossey-Bass.
5. Linda Harasim (2017). *Learning Theory and Online Technologies* (2nd ed.). Routledge.
6. Curtis J. Bonk & Elaine Graham (Eds.). (2006). *The Handbook of Blended Learning*. Pfeiffer.

Educational Technology and ICT

1. M. D. Roblyer & Aaron H. Doering (2014). *Integrating Educational Technology into Teaching* (6th ed.). Pearson.
2. Sharon E. Smaldino, Deborah L. Lowther, & James D. Russell (2019). *Instructional Technology and Media for Learning* (12th ed.). Pearson.
3. Vijay Kumar (Ed.). (2018). *Open and Distance Learning: Issues and Challenges*. Commonwealth Educational Media Centre for Asia.

Research and Digital Tools

1. John W. Creswell & J. David Creswell (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). Sage.
2. Louis Cohen, Lawrence Manion, & Keith Morrison (2018). *Research Methods in Education* (8th ed.). Routledge.

Policy Documents and Open Resources

1. National Education Policy (NEP) 2020
2. University Grants Commission (UGC)
3. National Council for Teacher Education (NCTE)
4. SWAYAM
5. DIKSHA
6. e-Pathshala
7. National Digital Library of India (NDLI)
8. Commonwealth of Learning (COL)
9. UNESCO – ICT in Education

SEMESTER II

M.A in EDUCATION

SEMESTER-II

Course Title: Historical, Political and Economic Perspectives of Education

Course Code: EDN-DSC-CW 06

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Understand the historical development of educational systems in India.
2. Examine major educational commissions, committees, and policy reforms.
3. Analyze political theories and governance in education.
4. Understand economic principles related to educational planning and finance.
5. Critically evaluate contemporary educational policies in national and global contexts.

COURSE CONTENTS

UNIT I

Historical Development of Education and School Education Reforms

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Historical Foundations

- Development of Education in Ancient, Medieval and Colonial India
- Educational reforms during the British period
- Development of School Education after Independence

Committees and Commissions

- Kothari Commission (1964–66)
- District Primary Education Programme (DPEP)
- Early Childhood Care and Education (ECCE)
- Ramamurti Committee (1990)

- National Education Policy (2020): School Education

Skill Activities

- Understanding Development of Education in Ancient, Medieval and Colonial India.
- Understanding different types of recommendations of different commissions.
- Creating a list of recommendations of NEP 2020 on Higher Education .

Experiential Activities

- Field study based different types of recommendations.
- Comparative understanding between Education in Ancient, Medieval and Colonial India

UNIT II

Higher Education Reforms and Policy Perspectives

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Higher Education Development

- University Education Commission (Radhakrishnan Commission)
- National Knowledge Commission
- Yash Pal Committee (2009)
- National Curriculum Framework (2005 & 2023)

Policy Reforms

- National Education Policy (2020): Higher Education
- Higher Education Governance
- Academic Bank of Credits (ABC)
- Multidisciplinary Education

Skill Activities

- Understanding the recommendations of University Education Commission (Radhakrishnan Commission) from 21st century perspectives.
- Creating a evaluative study about ABC.

Experiential Activities

- Comparative understanding between the recommendations of University Education Commission (Radhakrishnan Commission) .
- Reflective report

UNIT III

Technical, Vocational and Professional Education

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Technical and Skill Education

- U. R. Rao Committee
- Dr. Anil Kakodkar Committee
- National Skill Qualification Framework (NSQF)
- Skill India Mission
- Vocational Education under NEP 2020

Contemporary Issues

- Employability
- Industry–Institution Partnership
- Digital and Online Technical Education

Skill Activities

- Understanding the recommendations of U. R. Rao Committee and Dr. Anil Kakodkar Committee
- Creating a study about the status of Employability in india.

Experiential Activities

- Field study based Educational Research
- Comparative understanding between the recommendations of U. R. Rao Committee and Dr. Anil Kakodkar Committee .
- Reflective report

UNIT IV

Political Perspectives of Education

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Politics and Education

- Meaning and Nature of Politics of Education
- Behavioural Approach

- Systems Theory
- Rational Choice Theory

Education and Democracy

- Political Socialization
- Political Development through Education
- Liberal, Marxist and Critical Perspectives of Education
- Constitutional Provisions relating to Education
- Educational Governance and Decentralization

Skill Activities

- Understanding the Meaning and Nature of Politics of Education.
- Creating an example Liberal, Marxist and Critical Perspectives of Education.

Experiential Activities

- Comparative understanding between Systems Theory and Rational Choice Theory.
- Reflective report

UNIT V

Economic Perspectives of Education

Academic:8Hours

Skill:8Hours

Experiential: 10 Hours

CONTENTS

Economics of Education

- Meaning, Nature and Scope
- Human Capital Theory
- Signalling Theory
- Cost-Benefit Analysis
- Cost-Effectiveness Analysis

Educational Finance

- Financing Education in India
- Educational Budgeting
- Micro and Macro Finance
- Public and Private Investment
- Economics of Higher Education
- Sustainable Financing under SDG-4

Skill Activities

Understanding Meaning, Nature and Scope of **Educational Finance**

Creating an **Educational Finance**.

Experiential Activities

- Prepare a ideal Educational Budgeting.
- Comparative understanding between Micro and Macro Finance.
- Comparative understanding between Public and Private nvestment.

Assessment Pattern (NCrF)

Academic: **40 Marks** [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential: **5 Marks** (Library work/Field visit/Assignment/Community engagement

Skill: **5 Marks** (Presentation / Quiz / Debate)

Suggested Readings

Aggarwal, J. C. Development of Education System in India.

Tilak, J. B. G. Economics of Education.

Jayapalan, N. History of Education in India.

Government of India. National Education Policy 2020.

UNESCO. Education 2030 Framework for Action.

NCF (2005) and NCF for School Education (2023).

Carnoy, M. Education and Economics.

Apple, M. W. Ideology and Curriculum.

Freire, P. Pedagogy of the Oppressed.

OECD. Education at a Glance (latest edition).

M.A in EDUCATION

SEMESTER-II

Course Title: Advance Psychological Foundations of Education

Course Code EDN-DSC-CW 07

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After completing the course, students will be able to:

- Critically evaluate advanced theories of educational psychology.
- Apply cognitive and developmental principles to curriculum and pedagogy.
- Design learner-centred and inclusive instructional practices.
- Assess learner characteristics using psychological tools.
- Promote mental health and socio-emotional competencies.
- Integrate educational technology and AI-supported learning strategies.
- Conduct educational psychological research for improving classroom practices.

Unit I: Contemporary Perspectives in Educational Psychology

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Nature and Scope of Advanced Educational Psychology
- Emerging Trends in Educational Psychology
- Positive Psychology in Education
- Educational Neuroscience (Brain-based Learning)
- Metacognition and Self-Regulated Learning

Skill Activities

- Develop concept maps on emerging perspectives in Educational Psychology
- Analyse educational case studies using principles of positive psychology.
- Design metacognitive learning strategies for different age groups.
- Prepare brain-based lesson plans using neuroscience principles.
- Practice reflective thinking and self-regulated learning techniques.

Experiential Activities

- Maintain a reflective learning journal documenting metacognitive practices.
- Observe classroom teaching and identify brain-based learning practices.
- Interview teachers regarding learner motivation and self-regulation.
- Prepare a portfolio on contemporary trends in educational psychology.

Unit II: Human Development, Diversity and Inclusion

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Contemporary Perspectives on Human Development
- Information Processing Theory
- Bronfenbrenner's Ecological Theory
- Inclusive Education and Universal Design for Learning (UDL)
- Gifted, Talented and Neurodiverse Learners

Skill Activities

- Design inclusive lesson plans using Universal Design for Learning (UDL).
- Develop learning activities for neurodiverse and gifted learners.
- Analyse developmental cases using Bronfenbrenner's ecological framework.

Experiential Activities

- Conduct case studies of learners with diverse educational needs.
- Observe classroom inclusion practices and prepare reflective reports.

Unit III: Psychology of Learning, Motivation and Creativity (10 Hours)

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Contemporary Learning Theories
- Transformative Learning (Mezirow)

- Self-Regulated Learning
- Motivation
    - Self-Determination Theory
    - Expectancy-Value Theory
    - Goal Orientation Theory
- Creativity, Innovation and Design Thinking

Skill Activities

- Design learner-centred instructional modules using constructivist principles.
- Develop motivational strategies based on Self-Determination and Goal Orientation theories.
- Design innovation tasks using Design Thinking.

Experiential Activities

- Organise collaborative problem-solving sessions.
- Facilitate peer-learning and cooperative learning activities.
- Implement creativity workshops using brainstorming and design thinking.

Unit IV: Assessment, Mental Health and Learner Well-being

Academic:8 Hours

Skill: 8 Hours

Experiential: 10 Hours

Academic

- Psychological and Dynamic Assessment
- Learning Analytics
- Mental Health in Educational Institutions
- Social and Emotional Learning (SEL)
- Resilience, Stress and Burnout

Skill Activities

- Develop Social and Emotional Learning (SEL) activities.
- Analyse learner data using learning analytics.

Experiential Activities

- Conduct mental health awareness campaigns in educational institutions.
- Design resilience-building programmes for students.
- Prepare case studies on stress and burnout among teachers or students.

Unit V: Educational Technology, AI and Applied Educational Psychology

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Psychology of Digital Learning
- Online and Blended Learning
- Artificial Intelligence in Education
- Gamification
- Action Research in Educational Psychology

Skill Activities

- Design AI-supported lesson plans.
- Develop digital learning resources using educational technologies.
- Evaluate online learning platforms using psychological principles.
- Apply classroom behaviour management strategies through simulations.
- Conduct small-scale action research on classroom psychological issues.

Experiential Activities

- Create e-learning modules or digital portfolios.
- Use AI tools to personalise learning resources and critically evaluate their effectiveness.
- Observe blended or online classes and analyse learner engagement.
- Prepare an action research report addressing a classroom learning problem.
- Present findings through seminars, posters or digital presentations.

Suggested Readings

Core Texts

1. Woolfolk, A. *Educational Psychology*.
2. Santrock, J. W. *Educational Psychology*.
3. Slavin, R. E. *Educational Psychology: Theory and Practice*.
4. Schunk, D. H. *Learning Theories: An Educational Perspective*.
5. Ormrod, J. E. *Human Learning*.
6. Mangal, S. K. *Advanced Educational Psychology*.

7. Chauhan, S. S. *Advanced Educational Psychology*.
8. Sternberg, R. J. *Cognitive Psychology*.

Contemporary References

1. Gardner, H. *Frames of Mind*.
2. Immordino-Yang, M. H. *Emotions, Learning and the Brain*.
3. OECD. *The Nature of Learning*.
4. UNESCO. *Reimagining Our Futures Together: A New Social Contract for Education* (2021).
5. Government of India. *National Education Policy 2020*.
6. UGC. *Curriculum and Credit Framework (CCF) for Higher Education*.

M.A in EDUCATION

SEMESTER-II

Course Title: Contemporary issues in Research

Course Code: EDN-DSC-CW 08

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1.Explain the Concept & Core Principles of Positivism, Interpretivism, Critical Theory and Pragmatism and Transformative Paradigm.

2.Integrate Basic, Applied and Action Research in Educational Research.

3.Identify and selection of research problems

4.Prepare a research proposal.

5. explain the meaning, purpose and procedures of Review of related literature:

6. explain the Meaning, characteristics and types of hypotheses

COURSE CONTENTS

Unit I: Contemporary Research Paradigms

Academic:8Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Positivism: Concept & Core Principles

Interpretivism: Concept, Core Principles, Characteristics and Methods

Critical Theory: Concept, Core Principles, Characteristics and Methods

Pragmatism and Transformative Paradigm: Concept, Core Principles, Characteristics and Methods

Skill Activities

- Understanding the Principles of Critical Theory..
- Understanding the Principles of Positivism.

Experiential Activities

- Evaluate the Merits and Demerits of Pragmatism from Research Point of view.
- Comparative understanding between Interpretivism and Positivism.

Unit II: Contemporary Quantitative Research

Academic:7Hours

Skill:8Hours

Experiential: 11 Hours

CONTENTS

True Experimental and Quasi-experimental Research designs

Correlational and Causal Comparative Research design

Longitudinal and Cross-sectional Research design

Ex-post facto Research design, Action Research

Skill Activities

Understanding True Experimental and Quasi-experimental Research designs

Creating a title on Experimental or Quasi-experimental designs.

Experiential Activities

Field study based Ex-post facto Research design

Comparative understanding between Longitudinal and Cross-sectional Research design.

Reflective report

Unit III: Data Analysis

Academic:7Hours

Skill:7Hours

Experiential: 10 Hours

Parameter and Statistics-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean

Testing of hypotheses-Types of error, levels of significance,

Testing of significance: t-test and ANOVA

Non-parametric statistics: Meaning and uses in Educational Research, Chi-square

Qualitative data analysis: Data reduction and classification, analytical induction and constant Comparison

Introduction to SPSS/R Software

Skill Activities

- Understanding Parametric Statistics and Non Parametric Statistics.
- .Understanding Qualitative Data and Quantitative Data.

Experiential Activities

- Compute t-test using SPSS software or R.
- Comparative understanding between Parameter and Statistics.

- Reflective report

Unit IV–Research Report Writing

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

Nature, importance and steps of preparing Qualitative and Quantitative research report.

Steps of writing a Research Proposal

Referencing style: APA, MLA and others.

Research Ethics. Evaluating a research report

Skill Activities

- Understanding Qualitative and Quantitative Research.
- Creating a method for Research Data Management.

Experiential Activities

- Select a topic and write the report using Quantitative method
- Comparative understanding between APA and MLA writing style.
- Reflective report

Unit V: Emerging Trends in Educational Research

Academic:7Hours

Skill:7Hours

Experiential: 11 Hours

CONTENTS

Artificial Intelligence in Educational Research

Learning Analytics

Big Data in Education

Systematic Review and Meta-analysis

Open Science and Research Data Management

Skill Activities

- Understanding Educational research from Artificial Intelligence point of view.
- Creating a method for Research Data Management.

Experiential Activities

- Select a topic and explain the learning Analytics.
- Comparative understanding between Educational Research and others Research.
- Reflective report

Assessment Pattern (NCrF)

Academic: **40 Marks** [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential: **5 Marks** (Library work/Field visit/Assignment/Community engagement

Skill: **5 Marks** (Presentation / Quiz / Debate)

Suggested Readings and 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: VistarPublications.

➢ 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 Philosophic and 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.

M.A in EDUCATION

SEMESTER-II

Course Title: Teacher Education

Course Code: EDN-DSC-CW 09

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After successful completion of the course, learners will be able to:

1) Explain the philosophical, historical, and contemporary perspectives of teacher education.
2) Analyse teacher education policies, commissions, and regulatory frameworks in India.
3) Demonstrate professional competencies, ethical practices, and innovative pedagogical approaches.
4) Apply pedagogical and anagogical principles in teacher education and professional development.
5) Design reflective, ICT-enabled, and competency-based teaching-learning experiences.

UNIT-I: CONCEPTS AND DEVELOPMENT OF TEACHER EDUCATION

Academic (7 Hours)

- Concept of Teachers' Training and Teacher Education
- Meaning, Nature and Scope of Teacher Education
- Historical Development of Teacher Education in India
- Importance of Teacher Education in Society
- Teacher Education in the Context of NEP 2020

Skill (7 Hours)

- Prepare a comparative chart on Teacher Training and Teacher Education.
- Develop a concept map illustrating the evolution of teacher education.
- Seminar on the role of teacher education in nation-building.

Experiential Learning (11 Hours)

- Visit a teacher education institution (B.Ed./D.El.Ed. College).
- Prepare a reflective report on its programmes and practices.

UNIT-II: COMMISSIONS AND POLICIES ON TEACHER EDUCATION

Academic (8 Hours)

Recommendations on Teacher Education with special reference to:

- Kothari Commission
- National Policy on Education 1986
- National Curriculum Framework for Teacher Education 2009
- National Education Policy 2020

Skill (7 Hours)

- Comparative analysis of recommendations of major commissions.
- Prepare a policy brief on teacher education reforms under NEP 2020.
- Group discussion on competency-based teacher education.

Experiential Learning (11 Hours)

- Review the curriculum of a teacher education programme in light of NEP 2020.
- Present findings through a seminar.

UNIT-III: ORGANIZATIONAL BODIES AND PROGRAMME TYPES OF TEACHER EDUCATION

Academic (7 Hours)

Types of Teacher Education Programmes:

- Pre-Service Teacher Education - Elementary, Secondary, Higher Secondary and Tertiary Levels
- In-Service Teacher Education - Elementary, Secondary, Higher Secondary and Tertiary Levels

Organizational Bodies

- State Council of Educational Research and Training (SCERT)
- National Council of Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)
- District Institute of Education and Training (DIET)
- Regional Institute of Education (RIE)
- Institute of Advanced Study in Education (IASE)
- University Education Department

Skill (7 Hours)

- Prepare an organizational chart of teacher education agencies.
- Analyse the functions of one regulatory body.
- Prepare an infographic on teacher education programmes.

Experiential Learning (10Hours)

- Visit or virtually explore one teacher education institution or regulatory body.
- Prepare an institutional profile and reflective report.

UNIT-IV: TEACHING PROFESSION

Academic (7 Hours)

- Concept of Profession and Professionalism
- Teaching as a Profession
- Professional Ethics of Teachers
- Personal and Contextual Factors Affecting Teacher Development
- ICT Integration in Teacher Education

- Quality Enhancement of Teachers
- Innovative Practices in Teacher Education Programmes

Skill (7 Hours)

- Develop a professional ethics charter for teachers.
- Design an ICT-integrated lesson.
- Prepare a reflective professional development plan.

Experiential Learning (11 Hours)

- Observe teaching in a school/college and evaluate professional competencies.
- Interview experienced teachers on professional ethics and continuous professional development.

UNIT-V: PEDAGOGY AND ANDRAGOGY

Academic (7 Hours)

- Concept of Pedagogy and Andragogy
- Principles of Self-Directed Learning
- Memory Level Teaching (Herbartian Model)
- Understanding Level Teaching (Morrison Teaching Model)
- Reflective Level Teaching (Bigge and Hunt Model)
- Techniques of Teacher Training:
  - Macro Teaching
  - Micro Teaching
  - Interaction Analysis
- Knowledge Base of Teacher Education:
  - Lee Shulman
  - Zongyi Deng
  - Allan Luke
  - Jürgen Habermas
- Models of Teacher Education:
  - Behaviouristic Model
  - Competency-Based Model
  - Inquiry-Oriented Model

Skill (7 Hours)

- Conduct micro-teaching sessions.
- Prepare lesson plans based on different teaching models.
- Practice classroom interaction analysis.

Experiential Learning (11 Hours)

- Participate in peer teaching and reflective feedback sessions.
- Develop a teaching portfolio incorporating pedagogical and andragogical strategies.

REFERENCES (APA 7th Edition)

1. Aggarwal. (2010). *Teacher and Education in a Developing Society*. Vikas Publishing House.
2. Kochhar. (2012). *Methods and Techniques of Teaching*. Sterling Publishers.
3. Shulman. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
4. Bigge., & Hunt. (1980). *Psychological Foundations of Education*. Harper & Row.
5. National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi.
6. Ministry of Education. (2020). National Education Policy 2020
7. National Council of Educational Research and Training. (2005). *National Curriculum Framework 2005*. New Delhi.
8. University Grants Commission. (2024). *Curriculum and Credit Framework for Postgraduate Programmes*. New Delhi.
9. National Council for Teacher Education. *Regulations and Teacher Education Guidelines*. NCTE Official Website

National Council of Educational Research and Training. NCERT Official Website

M.A in EDUCATION

SEMESTER- II

Course Title: Early Childhood Care and Education

Course Code: EDN-OEC-CW 10

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. **Explain** the concept, significance, objectives, and historical development of Early Childhood Care and Education (ECCE).
2. **Analyze** the educational philosophies and contributions of major thinkers to early childhood education and their relevance in contemporary preschool practices.
3. **Interpret** child rights, national policies, and legislative provisions related to child welfare and protection in India.
4. **Design and evaluate** developmentally appropriate preschool curriculum, learning activities, and institutional support systems for holistic child development.
5. **Demonstrate** professional competencies, ethical responsibilities, and effective teaching practices required for early childhood educators in collaboration with families and communities.

Course Content

Unit I: Introduction to Early Childhood Education

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept, nature, need, importance, and objectives of Early Childhood Care and Education (ECCE)
- Significance of child rearing practices and early learning experiences
- Historical development of preschool education in India

Skill Activities

Observation of children's developmental characteristics **and or** Preparation of developmental milestone charts **and or** Identification of age-appropriate learning materials **and or** Preparation of concept maps on ECCE

Experiential Activities

Visit to an Anganwadi/Pre-school/Kindergarten **and or** Observation of classroom environment and child interaction **and or** Reflective report on early childhood learning environment

Unit II: Contributions of Philosophers

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Jean Jacques Rousseau and naturalistic education

- Maria Montessori and the Montessori Method
- Friedrich Froebel and the Kindergarten system
- Mahatma Gandhi and Basic Education (Nai Talim)
- Relevance of classical educational philosophies in modern ECCE

Skill Activities

Comparative analysis of educational philosophies **and or** Preparation of philosopher profiles **and or** Demonstration of Montessori and Froebel teaching materials **and or** Group discussion on child-centered education

Experiential Activities

Demonstration of Montessori/Froebel classroom activities **and or** Seminar presentation on educational philosophies

Unit III: Policies and Programmes for Children

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Needs and rights of children in relation to contemporary social issues; UN Convention on the Rights of the Child (1989); National Policy on Children (1974); Juvenile Justice legislation (The juvenile Act 1986); The Child Labour (Prohibition and Regulation) Act 1986.

Skill Activities

Preparation of awareness materials on child rights **and or** Case analysis of child welfare issues **and or** Poster and brochure preparation on child protection **and or** Group discussion on child rights

Experiential Activities

Survey on awareness of child rights **and or** Visit to child welfare institution/NGO **and or** Preparation of field report and presentation

Unit IV: Preschool Education and its Agencies

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Activities and programmes for preschool education
- Anganwadi services and Day Care programmes
- Characteristics of a balanced preschool curriculum
- Evaluation of preschool curriculum and learning activities
- Role of agencies in management of preschool education:
    - Central Social Welfare Board
    - State Social Welfare Board
    - Indian Council for Child Welfare

Skill Activities

Preparation of weekly and monthly pre-school activity plans **and or** Curriculum evaluation exercises **and or** Preparation of play-based learning activities

Experiential Activities

Observation of curriculum implementation in pre-schools **and or** Development of age-appropriate activity kits **and or** Portfolio preparation based on field observations

Unit V: Roles and Responsibilities of Educators in Early Childhood Care Education

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Interpersonal relationships and communication with parents and community
- Observation, documentation, cooperation, organization, supervision, and leadership
- Scope and nature of pre-service teacher education in ECCE
- Active teaching for active learning
- Classroom management and positive guidance of children's behaviour
- Professional ethics and competencies of ECCE educators

Skill Activities

Observation and documentation of child behaviour **and or** Preparation of anecdotal and cumulative records **and or** Classroom management simulations

Experiential Activities

Prepare child observation records **and or** Community interaction programme

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

- Field Visit Report **and or** Observation Record **and or** Assignment **and or** Community Engagement **and or** Portfolio

Skill: 5 Marks

- Presentation **and or** Demonstration **and or** Activity Planning **and or** Teaching Learning Material (TLM) Preparation **and or** Viva/Quiz

References

1. Aggarwal, J.C. (1990). Methods and materials of Nursery Education, Delhi, Doaba House.
2. Berk, L. E. *Child Development*. Pearson.
3. Bredekamp, S., & Copple, C. *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC.
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14. Riley J.(2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication.
15. Rousseau, Jean Jacques. *Emile, or On Education*. Everyman's Library.
16. Sue. C. Wort (2002) Early Childhood Curriculum, Guwahati, Nivedita Book Distributors.
17. Travers, J.E. (1971).The Growing Child. Introduction to Child Development, New York, John Kluey.

Government Reports and Policy Documents

1. Government of India. **National Education Policy (NEP) 2020**.
2. Ministry of Women and Child Development. **National Early Childhood Care and Education (ECCE) Policy, 2013**.
3. National Curriculum Framework for Foundational Stage (NCF-FS), 2022.
4. National Curriculum Framework (NCF), 2023.
5. Integrated Child Development Services (ICDS) Guidelines.
6. Poshan Abhiyaan Guidelines.
7. National Policy for Children (2013).
8. National Commission for Protection of Child Rights (NCPCR) Guidelines.

M.A in EDUCATION

SEMESTER- II

Course Title: Mental Health Issues in Education

Course Code: EDN-OEC-CW 10

Credit: 4 (Academic-2, Experiential-1, Skill-1) Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10 (Experiential + Skill) ESE: 40 (Academic)

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. Explain the concepts, principles, scope, and significance of mental hygiene and mental health in promoting individual well-being and educational development.
2. Analyze the relationship between mental health, adjustment, and education, and identify factors influencing psychological well-being.
3. Identify various forms of maladjustment, defense mechanisms, and common behavioural and psychological disorders among children and adolescents.
4. Examine the causes, symptoms, prevention, and management of major mental disorders, including psychoses, neuroses, delinquency, and substance addiction.
5. Demonstrate an understanding of different therapeutic approaches and apply appropriate strategies for promoting mental health in educational and community settings.

Course Content

Unit I: Foundations of Mental Hygiene

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept, meaning, aims, nature, and scope of Mental Hygiene; Origin and development of the Mental Hygiene Movement
- Aspects of Mental Hygiene: Conservative, Preventive, and Curative; Relationship between Mental Hygiene and Education
- Role of teachers in promoting mental hygiene in educational settings

Skill Activities

Preparation of concept maps on mental hygiene **and or** Development of awareness posters on mental well-being **and or** Case analysis of school mental health issues

Experiential Activities

Observation of school practices promoting mental hygiene **and or** Reflective report on mental hygiene initiatives in educational institutions

Unit II: Foundations of Mental Health

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Concept and importance of Mental Health, Characteristics of a mentally healthy individual, Factors affecting Mental Health (biological, psychological, social, and environmental) and Educational implications of Mental Health

Skill Activities

Preparation of mental health awareness materials **and or** Self-assessment of mental wellness practices **and or** Group discussion on stress management

Experiential Activities

Conduct a mental health awareness campaign **and or** Survey on mental health awareness among students

Unit III: Adjustment and Mental Well-being

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Meaning, definition, and concept of Adjustment; Criteria of good adjustment; Relationship between Mental Health and Adjustment; Meaning and causes of maladjustment among students;
- Defense Mechanisms: concept, meaning, and different methods of Defense Mechanism

Skill Activities

Identification of adjustment problems through case studies **and or** Role-play on coping with adjustment challenges

Experiential Activities

Conduct case analysis of adjustment problems **and or** Interview teachers regarding student adjustment issues

Unit IV: Mental Disorders and Behavioural Problems

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Problem behaviours: Stealing, lying, temper tantrums, negativism, overdependence, stammering, dominance and aggressiveness, truancy, bedwetting (enuresis), sleep disorders, eating disorders, ADHD, Autism, and phobia: symptoms, causes, and treatment
- Juvenile delinquency: characteristics, types, causes, prevention, and remedial measures: Drug addiction: nature, characteristics, causes, prevention, and common addictive substances
- Psychotic disorders: Schizophrenia, bipolar (manic-depressive) disorder and paranoia
- Neurotic disorders: Anxiety disorders, hysteria, psychasthenia, and neurasthenia

Skill Activities

Behaviour observation exercises **and or** Preparation of awareness materials on mental disorders

Experiential Activities

Visit to a counselling centre/mental health clinic (where feasible) **and or** Interaction with mental health professionals **and or** Awareness programme on mental health and substance abuse

Unit V: Therapeutic Approaches and Mental Health Promotion

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Concept and objectives of psychotherapy, Types of psychotherapy: Psychodrama, Play Therapy, Behaviour Modification Therapy, Cognitive Therapy and Occupational Therapy, Narco-therapy: concept and applications, Psychoanalytic methods: Free Association, Transference, and Dream Analysis
- Role of counselling and psychotherapy in educational settings

Skill Activities

Demonstration of play therapy techniques **and or** Behaviour modification planning **and or** Role-play on counselling situations

Experiential Activities

Observation of counselling sessions (where permissible) **and or** Capstone project on promoting mental health in educational settings

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

- Field Visit Report **and or** Observation Report **and or** Case Study **and or** Community Awareness Programme **and or** Reflective Journal

Skill: 5 Marks

- Presentation **and or** Role Play **and or** Behaviour Observation **and or** Quiz **and or** Seminar

References

1. Bhatia, H. R. *Abnormal Psychology*. Oxford University Press.
2. Brown, J.F. :The Psychodynamics of Abnormal Behaviour, Tata McGraw Hill,New Delhi.
3. Carrol, H.A. :Mental Hygiene : The Dynamics of Adjustment, Prentice Hall, NewJersey.
4. Carson, R. C., Butcher, J. N., & Mineka, S. *Abnormal Psychology*. Pearson.
5. Chakrabarty, A. ShikshayNirdeshona O Mullayan. Classics Books, Kolkata
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7. Coleman, J. C. *Abnormal Psychology and Modern Life*. Scott, Foresman & Co.
8. Coleman, J.C. :Abnormal Psychology and Modern Life, D.B. TaraporevalaSonsand Co., Bombay.
9. Corey, G. *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
10. Crow, L. D., & Crow, A. *Mental Hygiene*. Eurasia Publishing House.
11. Davison, G. C., & Neale, J. M. *Abnormal Psychology*. Wiley.
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26. Roychowdhury, A. (2001), Manuser Mon. West Bengal State Book Council.
27. Ryan, W.C., Mental Health through Education, Appleton, New York.
28. Symonds, P., The Dynamics of Human Adjustment, Appleton, New York. Page,

SEMESTER III

M.A in EDUCATION
SEMESTER-III

Course Title: : Measurement, Evaluation, and Assessment in Education
Course Code: EDN-DSC-CW 11

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**
Maximum Marks: 50
Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

On successful completion of the course, learners will be able to:

1. Explain the theoretical foundations and principles of educational measurement, evaluation, and assessment.
2. Design valid, reliable, and competency-based assessment tools for educational settings.
3. Apply statistical techniques for analyzing educational data and interpreting assessment results.
4. Use digital technologies and innovative approaches for effective assessment and evaluation.
5. Apply appropriate quantitative and qualitative techniques to analyze educational data and Use statistical and qualitative data analysis software to interpret and present research findings.

Unit I: Foundations of Measurement, Evaluation, and Assessment

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Concepts and relationship among measurement, assessment, evaluation, testing, and examination
- Principles and purposes of educational assessment
- Types of assessment: Diagnostic, formative, summative, placement, and competency-based assessment
- Continuous and Comprehensive Evaluation (CCE) and Outcome-Based Education (OBE)

Skill Activities

- Writing measurable learning outcomes
- Identifying assessment methods for different learning objectives
- Developing assessment blueprints

Experiential Activities

- Observation of assessment practices in schools/HEIs
- Analysis of institutional assessment policies
- Reflective journal

Unit II: Construction and Standardization of Assessment Tools

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Teacher-made and standardized tests
- Steps in test construction
- Writing objective and subjective test items
- Table of Specifications (Blueprint)
- Rubrics, rating scales, checklists, inventories, observation schedules, and portfolios

Skill Activities

- Constructing achievement tests
- Reliability estimation
- Conducting item analysis

Experiential Activities

- Develop and pilot-test an achievement test
- Peer review and revision of assessment tools
- Prepare an assessment portfolio

Unit III: Statistical Foundations of Educational Measurement

Academic:8 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Measurement scales
- Descriptive statistics for educational data
- Normal Probability Curve
- Grading, scaling, and interpretation of scores

Skill Activities

- Computing descriptive statistics using Excel/SPSS

Experiential Activities

- Analyze students' achievement data
- Interpret test results and prepare reports
- Present findings using graphs and tables

Unit IV: Contemporary Trends in Educational Assessment

Academic:7 Hours
Skill: 8Hours
Experiential: 11 Hours

Contents

- Competency-based assessment
- Self and peer assessment
- ICT-enabled assessment
- AI-supported assessment and learning analytics

Skill Activities

- Creating digital quizzes using online platforms
- Developing competency-based assessment tasks

Experiential Activities

- Implement digital assessment in a classroom
- Evaluate assessment practices through case studies

Unit V: Qualitative and Quantitative Data Analysis

Academic:7 Hours
Skill: 7 Hours
Experiential: 10 Hours

Contents

- Nature and significance of educational data analysis
- Types of data: Quantitative and Qualitative
- Quantitative data analysis:
    - Descriptive statistics: Frequency distribution, measures of central tendency (Mean, Median, Mode) and measures of dispersion (Range, Quartile Deviation, Standard Deviation)
    - Graphical presentation of data: Bar diagrams, histograms, frequency polygons, ogives, pie charts, and box plots

  - Introduction to inferential statistics: Correlation, *t*-test, Chi-square test, and interpretation of statistical results
- Qualitative data analysis: Coding, categorization, thematic analysis, content analysis, and narrative analysis
- Use of digital tools/software (Excel, SPSS, R, NVivo/ATLAS.ti) for educational data analysis
- Interpretation, reporting, and presentation of quantitative and qualitative findings

Skill Activities

- Data entry, coding, and cleaning using Excel/SPSS
- Computation of descriptive statistics and graphical representation
- Conducting basic statistical analyses (correlation and *t*-test)
- Coding interview or observation data and identifying themes
- Preparing tables, graphs, and qualitative summaries for research reports

Experiential Learning Activities

- Analyze a dataset collected from a school or higher education institution using statistical software
- Conduct thematic analysis of interview or focus group data
- Compare qualitative and quantitative findings from an educational problem
- Prepare and present an integrated data analysis report

Assessment Pattern (NCrF)

Academic: 40 Marks [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential:5 Marks (Library work/Field visit/Assignemnt/Communitiy engagement

Skill: 5 Marks (Presentation / Quizz / Debate /

Suggested Readings and References

Core Textbooks

1. Norman E. Gronlund & Robert L. Linn (1990). *Measurement and Evaluation in Teaching* (6th ed.). Macmillan.
2. Robert L. Ebel & David A. Frisbie (1991). *Essentials of Educational Measurement* (5th ed.). Prentice Hall.
3. Anastasi Anne & Susana Urbina (1997). *Psychological Testing* (7th ed.). Prentice Hall.
4. Linn Robert L. & Miller M. David (2005). *Measurement and Assessment in Teaching* (9th ed.). Pearson.
5. James H. McMillan (2018). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction* (7th ed.). Pearson.
6. C. V. Good (Ed.). *Dictionary of Education*. McGraw-Hill.

Educational Assessment and Evaluation

1. Arends Richard I. (2014). *Learning to Teach* (10th ed.). McGraw-Hill.
2. W. James Popham (2017). *Classroom Assessment: What Teachers Need to Know* (8th ed.). Pearson.
3. Daniel L. Stufflebeam & Anthony J. Shinkfield (2007). *Evaluation Theory, Models, and Applications*. Jossey-Bass.

Research and Statistics

1. John W. Creswell & J. David Creswell (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). Sage.
2. Louis Cohen, Lawrence Manion, & Keith Morrison (2018). *Research Methods in Education* (8th ed.). Routledge.

Policy Documents

1. National Education Policy (NEP) 2020
2. University Grants Commission (UGC)
3. National Council for Teacher Education (NCTE)
4. National Assessment and Accreditation Council (NAAC)

M.A in EDUCATION

SEMESTER- III

Course Title: Indian Knowledge Systems(IKS): Philosophy, Society, and Indigenous Education

Course Code: EDN-DSC-CW 12

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. **Explain** the philosophical, cultural, and educational foundations of Indian Knowledge Systems (IKS) and appreciate their relevance in understanding Indian civilization and heritage.
2. **Analyze** the major schools of Indian philosophy, classical texts, and knowledge traditions, and evaluate their contributions to human development, ethics, and social harmony.
3. **Interpret** ancient Indian concepts of life, society, health, well-being, and human values, and relate them to contemporary educational and societal contexts.
4. **Critically examine** the structure, philosophy, institutions, curriculum, and pedagogical practices of the indigenous Indian education system and assess its contribution to global knowledge traditions.
5. **Evaluate** the historical decline of indigenous education during the colonial period and develop research-based perspectives on the revival and integration of Indian Knowledge Systems in contemporary education.

Course Content

Unit I: Foundations of Indian Knowledge Systems

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept, nature, scope, and significance of Indian Knowledge Systems (IKS)
- Introduction to the Four Vedas & Vedāṅgas and their educational significance
- Introduction to:
    - Vedic Schools of Philosophy: (Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Pūrva-Mīmāṃsā, Vedānta) and Non-Vedic Schools: (Cārvāka, Buddhist Philosophy, Jain Philosophy
    - Purāṇas (Mahāpurāṇas, Upapurāṇas, Sthalapurāṇas), Itihāsa (Rāmāyaṇa and Mahābhārata), Nīti Śāstras

Skill Activities

Preparation of comparative charts of Indian philosophical schools **and or** Seminar presentation on Indian knowledge traditions

Experiential Activities

Visit to museums, heritage centres, or manuscript libraries **and or** Group discussion on the educational significance of Indian scriptures **and or** Reflective report on Indian cultural heritage

Unit II: Indian Philosophy, Life, and Society

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Ancient Indian philosophical perspectives:
  - Orthodox (Āstika) and Heterodox (Nāstika) traditions; Materialism and spiritualism
- Concepts of:

  Vidyā and Avidyā, Para Vidyā and Apara Vidyā, Human bondage and liberation, Triguṇa theory: Sattva, Rajas, and Tamas; Ṛta, Ṛṇa, and Yajña
- Types of Karma:
  - Nitya Karma, Naimittika Karma, Kāmya Karma, Prāyaścitta Karma, Niṣiddha Karma
- Meditation and spiritual practices:
  - Jñāna Yoga, Karma Yoga, Sannyāsa Yoga, Aṣṭāṅga Yoga, Noble Eightfold Path (Aṣṭāṅgika Mārga), Pañcaśīla and Triratna

Skill Activities

Comparative analysis of Indian philosophical concepts **and or** Classroom discussion on yoga and meditation in education

Unit III: The world view & Vision of Ancient Indian Society

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- The world view & Vision of Human Society, Theories on the formation of the external world, Human existence as the integration of *Jada* (matter) and *Chetana* (consciousness), Pañca Mahābhūtas and holistic understanding of nature
- Philosophical explanations of suffering, liberation, freedom, and ultimate truth:
  - Pūrva-Mīmāṃsā, Vedānta, Sāṃkhya, Jain, Buddhist perspectives
- Puruṣārthas: Dharma, Artha, Kāma, and Mokṣa
- Āśrama System: Brahmacharya, Gṛhastha, Vānaprastha, and Sannyāsa
- Ayurveda and holistic health:
  - Daily regimen (Dinacharya), Importance of sleep, Food habits and nutrition, Traditional systems of medicine, Yoga for health and well-being

Skill Activities

Preparation of wellness plans based on Ayurveda and Yoga **and or** Concept mapping of Puruṣārthas and Āśrama system

Experiential Activities

Documentation of indigenous health practices **and or** Community interaction with traditional practitioners

Unit IV: Indigenous Indian Education System

Academic: 8 Hours, **Skill:** 7 Hours, **Experiential:** 10 Hours

Academic

- Historical development of indigenous Indian education: Aims, curriculum, pedagogy, discipline, teacher–student relationship, and women's education
    - Vedic/Brahmanical period, Buddhist period, and Islamic period
- Related Educational institutions:
    - Gurukulas, Viharas, Maktab and Madrasas

Detail description of academic and non-academic activities of Ancient Indian Universities:

- Takṣaśilā, Nālandā, Vikramaśīlā, Vallabhī, Jagaddala, Nāgārjuna Vidyāpīṭha, Kanthalloor Śālā (Kanthalloor University)

Skill Activities

Comparative analysis of ancient and modern educational systems, **and or** Digital presentation on ancient universities

Experiential Activities

Heritage study of ancient educational institutions (virtual or field-based), **and or** Seminar on indigenous educational practices

Unit V: Decline of the Indigenous Education System

Academic: 7 Hours, **Skill:** 8 Hours, **Experiential:** 11 Hours

Academic

- Educational activities of the British East India Company, Serampore Mission and missionary education, Charter Act, 1813, General Committee of Public Instruction (GCPI), Orientalist–Anglicist Controversy, Macaulay's Minute (1835), Adam's Reports on Indigenous Education, Lord William Bentinck's educational policy, Impact of colonial education on indigenous knowledge systems

Skill Activities

Historical document analysis **and or** Debate on colonial versus indigenous education

Experiential Activities

Mini research project on indigenous education

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

(Heritage Visit / Reflective Journal / Field Study / Mini Research Project / Archival Study)

Skill: 5 Marks

(Seminar / Presentation / Debate / Document Analysis / Portfolio)

References

1. Aggarwal, J. C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J.C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi.

3. Altekar, A. S. (2009 reprint). *Education in Ancient India*. Nand Kishore & Bros.
4. Banerjee, J.P. (2010); Bharatiya Sikshar Itihas, Central Library, Kolkata.
5. Bhakta, B.B. (1996), Bharatiya Sikshar Ruprekha, Rita Book Agency, Kolkata
6. Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A Historical survey of Educational Documents before & after Independence. New Delhi: Concept Publication.
7. Chatterjee, C. (1957). Vedantic Education. Lucknow: Gauranga Cultural Research Institute.
8. Chatterjee, S., & Datta, D. M. (2016). *An Introduction to Indian Philosophy*. University of Calcutta.
9. Chaube, S. (2010); History and Problems of Indian Education, Agrawal Publication, Agra.
10. Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
11. Delors, J. (1996). Learning: The Treasure Within. Paris: UNESCO Publishing.
12. Dutta, D. M. (1958). Six Ways of Knowing. Calcutta: University Press.
13. Frawley, D. (2018). *Vedic Wisdom*. Lotus Press.
14. Gandhi, M. K. (1953/2019 reprint). *Basic Education (Nai Talim)*. Navajivan Publishing House.
15. Ghosh, R. (2012); Adhunik Bharater Sikshar Vikash, Soma Book Agency, Kolkata.
16. Gupta, A. (2013); Education in the 21st Century, Shipra Publications, New Delhi.
17. Halder, G.D. & Sharma, P. (2010); Adhunik Bharatiya Sikshar Vikash, Banerjee Publishers, Kolkata.
18. Hiriyanna, M. (2015). *Outlines of Indian Philosophy*. Motilal Banarsidass.
19. J. P. Banerjee (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.
20. Khan, Md. Shasif (1990). Education, religion & the modern age. New Delhi: Asia Publications House.
21. Krishna, D. (2019). *Indian Philosophy: A Counter Perspective*. Oxford University Press.
22. Mukherjee, R. K. (2018 reprint). *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass.
23. Nurullah S. S. and Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.
24. Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, New Central Book Agency, Kol-9.
25. Radhakrishnan, S. (2009). *Indian Philosophy* (Vols. I & II). Oxford University Press.
26. Sharma, R. S. (2014). *India's Ancient Past*. Oxford University Press.
27. Tagore, R. (2019). *Towards Universal Man*. Asia Publishing House.

M.A in EDUCATION
SEMESTER- III
Course Title: Approaches and Strategies of Guidance and Counselling (Part-One)
Course Code: EDN-DSE-CW 13

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**
Maximum Marks: 50
Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Explain the concepts, principles, and significance of adjustment, mental health, and mental hygiene in education.
2. Identify behavioural problems, mental illnesses, and their educational implications, and suggest appropriate preventive and remedial measures.
3. Apply the principles, functions, and techniques of guidance and counselling in educational settings.
4. Analyze major theories and approaches of counselling and psychotherapy for addressing students' personal, educational, and vocational needs.
5. Demonstrate ethical, empathetic, and professional practices in guidance and counselling through case analysis, counselling simulations, and community engagement.

Course Content

Unit I: Adjustment and Mental Health

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Meaning, definition, and need of adjustment; Meaning and causes of maladjustment among students; Defence mechanisms: concept, meaning and different methods of Defense Mechanism
- Mental health and mental hygiene: meaning, principles, and dimensions (conservative, preventive, and curative), Characteristics of a mentally healthy individual, Factors affecting mental health, Importance of mental health in education

Skill Activities

Identifying defence mechanisms through case examples **and or** Preparing mental health awareness posters **and or** Developing self-assessment tools for adjustment and wellbeing

Experiential Activities

Observation of adjustment issues among learners **and or** Mental health awareness campaign/report

Unit II: Behaviour Problems and Mental Illness

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Problem Behaviour: overdependence, aggressiveness, truancy, enuresis (bedwetting), sleep disorders, eating disorders, ADHD
- Juvenile delinquency: characteristics, types, causes, prevention, and remedial measures: Drug addiction: nature, characteristics, causes, prevention, and treatment
- Psychoses: schizophrenia, manic-depressive psychosis (bipolar disorder),and paranoia
- Neuroses: anxiety neurosis, phobia, hysteria, psychasthenia, and neurasthenia
- Autism Spectrum Disorder (ASD), Cerebral Palsy, Obsessive Compulsive Disorder (OCD), Antisocial Personality Disorder (ASPD)

Skill Activities

Behavioural case analysis **and or** Screening using behavioural observation checklists

Experiential Activities

Case study of behavioural or emotional problems **and or** Visit to a counselling centre/special school/mental health clinic **and or** Seminar presentation on mental health disorders

Unit III: Fundamentals of Guidance

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Meaning, definition, need, scope, and functions of guidance; Relationship of guidance with education, counselling, advice, suggestion, order, and psychotherapy; Principles and foundations of guidance; Types of guidance: educational, vocational, personal, health, and Individual & Group Guidance and Limitations of guidance services

Skill Activities

Preparing guidance plans for schools, **and or** Developing educational and vocational information resources

Experiential Activities

Interview with a school counsellor **and or** Preparation of a guidance programme report

Unit IV: Fundamentals of Counselling

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Meaning, definition, elements, objectives, and purposes of counselling; Characteristics of effective counselling; Relationship between counselling, education, and guidance; Types of counselling: individual, group, educational, vocational, personal; Counselling approaches and techniques: Directive, Non-directive and eclectic counselling, and Professional ethics in counselling

Skill Activities

Conducting mock counselling sessions **and or** Developing counselling communication skills

Experiential Activities

Counselling role play **and or** Peer counselling exercises

Unit V: Theories of Counselling and Psychotherapy

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Classification of counselling theories: Dynamic, Humanistic, Behavioural, and Cognitive approaches
- Psychoanalytic therapy: Free Association, Dream Analysis, and Transference; Behaviour Modification Therapy, Cognitive Therapy (A. T. Beck), Rational Emotive Behaviour Therapy (Albert Ellis), Reality Therapy (William Glasser), Social Learning Theory (Albert Bandura), Play Therapy, Psychodrama, Occupational Therapy, Narco-analysis/Narco Therapy

Skill Activities

Comparative analysis of counselling theories **and or** Case formulation using different therapeutic approaches **and or** Designing counselling interventions for school situations

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

(Library work Field visit **and or** Case study **and or** Assignment **and or** Community engagement **and or** Reflective journal)

Skill: 5 Marks

(Presentation **and or** Role play **and or** Counselling simulation **and or** Case analysis **and or** Group discussion)

References

1. A.K. Kinra. Guidance and Counselling: Pearson India Education Services Pvt. Ltd.
2. Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.
3. Arther J. J., (1971). Principles of Guidance Delhi : Tata McGraw Hill.
4. Bhatnagar, A., & Gupta N. (1999). Guidance &Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
5. Carson, R. C., Butcher, J. N., & Mineka, S. *Abnormal Psychology*. Pearson.

6. Chakrabarty, A. ShikshayNirdeshona O Mullayan, Classics Books, Kolkata.
7. Chauhan, S. S. (2001). Principles and Techniques of Guidance (2nd Revised Edition). Vikash Publishing House Pvt. Ltd., New Delhi-110014
8. Coleman, J. C. *Abnormal Psychology and Modern Life*. Scott Foresman.
9. Corey, G. (2005). Theory and practice of counseling and psychotherapy. (7th ed.). Belmont,CA: Cengage Brooks/Cole.
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14. Ivey, A. E., D'Andrea, M., Ivey, M. B. and Morgan, L. S. (2002). Theories of counseling and psychotherapy: A multicultural perspective, 5th ed. Boston, MA.: Allyn & Bacon.
15. James, R. K. & Gilliland, B. E. (2003). Theories and strategies in counseling and psychotherapy, 5th ed. Boston, MA: Allyn & Bacon.
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18. Kottler, J. A. (2002). Theories in counseling and therapy: An experiential approach. Boston, MA: Allyn & Bacon.
19. Norton,K and Mcgauley, G (1998). Counselling Difficult clients. Sage Publications, New Delhi.
20. Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, Nw Delhi.
21. Pal, D. (2010); Nirdeshana O Paramarsha, Central Library, Kolkata.
22. Palmer, S. (Ed.). (2000). Introduction to Counselling and psychotherapy: the essential guide. London, UK: Sage.
23. Patterson, C.H. & Watkins, C.E. (1996). Theories of psychotherapy (5th ed.). New York: HarperCollins.
24. Roychowdhury, A. (2001), Manuser Mon, West Bengal State Book Council.

M.A in EDUCATION

SEMESTER-III

Course Title: Environmental Education (Part-I)

Course Code: EDN-DSE-CW 13

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Outcomes (COs)

After successful completion of the course, learners will be able to:

- Explain the philosophical, ecological, and educational foundations of Environmental Education.
- Evaluate environmental issues using interdisciplinary approaches.
- Apply environmental laws, policies, and governance mechanisms.
- Develop competency-based environmental education programmes.
- Conduct environmental audits, field investigations, and sustainability assessments.
- Integrate indigenous knowledge and Indian ecological traditions into environmental education.
- Design and implement community-based environmental action programmes.
- Demonstrate leadership, entrepreneurship, and innovation for sustainable development.

Unit I: Foundations of Environmental Education

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Meaning, scope, and objectives
- Ecology and ecosystem
- Environmental ethics & literacy
- Environmental Education under NEP 2020
- Education for Sustainable Development (ESD)

Skill

- Critical thinking
- Environmental observation
- Academic communication

Experience

- Concept mapping

- Debate on environmental issues
- Reflective journal on local environmental problems

Unit II: Biodiversity and Natural Resource Management

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Biodiversity
- Natural, Mineral and energy resources
- Conservation strategies
- Traditional ecological knowledge

Skill

- Species identification
- Biodiversity mapping
- Resource assessment

Experience

- Biodiversity documentation
- Preparation of digital herbarium
- Nature trail

Unit III: Environmental Pollution and Waste Management

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Air, water, soil, and noise pollution
- Waste management
- Environmental health
- Pollution control technologies

Skill

- Environmental monitoring
- Waste auditing
- Data recording

Experience

- Campus environmental audit

- Waste segregation campaign
- Plastic-free campus initiative

Unit IV: Climate Change and Sustainable Development

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Academic

- Climate change & Global warming
- Climate adaptation
- Disaster risk management
- Sustainable Development Goals

Skill

- Climate risk assessment
- Sustainability planning
- Problem-solving

Experience

- Climate action planning
- Carbon footprint calculation

Unit V: Environmental Governance and Policies

Academic:8 Hours

Skill: 8 Hours

Experiential: 10 Hours

Academic

- Constitutional provisions
- Environmental Protection Act
- Wildlife Protection Act
- Forest Conservation Act
- National & International Environmental conventions

Skill

- Legal interpretation
- Policy analysis
- Advocacy

Experience

- Mock environmental court

Suggested Readings

1. Palmer, J. *Environmental Education in the 21st Century*.
2. Tilbury, D. *Education for Sustainable Development*.
3. Joy A. Palmer. *Environmental Education*.
4. UNESCO. *Education for Sustainable Development Goals: Learning Objectives*.
5. Bharucha, E. *Textbook of Environmental Studies for Undergraduate Courses*.
6. Cunningham, W. P., & Cunningham, M. A. *Environmental Science*.
7. Odum, E. P. *Fundamentals of Ecology*.
8. Miller, G. T., & Spoolman, S. *Living in the Environment*.

Policy Documents

- National Education Policy 2020
- UGC Guidelines and Curriculum Framework for Environment Education
- UNESCO. *Education for Sustainable Development: Learning Objectives*.
- United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*.

M.A in EDUCATION

SEMESTER-III

Course Title: Women Education (Part-I)

Course Code: EDN-DSE-CW 13

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After successful completion of the course, learners will be able to:

1) Explain the concepts, scope, objectives, and significance of women's education.
2) Analyse the historical development and constitutional framework of women's education in India.
3) Critically evaluate committee recommendations and educational reforms related to women's education.
4) Assess the educational contributions of major Indian social reformers toward women's empowerment.
5) Apply contemporary perspectives on women's education, empowerment, leadership, and national development through field-based learning.

UNIT-I: INTRODUCTION TO WOMEN EDUCATION

Academic (7 Hours)

- Meaning, Concept, and Scope of Women Education
- Objectives of Women Education
- Need and Importance of Women Education
- Major Obstacles to Women Education:
  - Social Barriers
  - Political Barriers
  - Psychological Barriers
  - Economic Barriers
  - Cultural Barriers
  - Religious Barriers
- Women Education in the Context of Sustainable Development Goals (SDGs) and NEP 2020

Skill (7 Hours)

- Prepare a concept map on women's education.
- Analyse barriers to women's education through case studies.
- Develop awareness materials promoting girls' education.

Experiential Learning (11 Hours)

- Conduct interviews with women learners, teachers, or parents regarding challenges in accessing education.
- Prepare a reflective report based on field observations.

UNIT-II: POSITION OF WOMEN EDUCATION AND CONSTITUTIONAL PROVISIONS

Academic (7 Hours)

- Position and Status of Women Education in Ancient India
- Women Education during the Medieval Period
- Status of Women Education in Modern India
- Constitutional Provisions Related to Women Education:
  - Equality before Law
  - Right to Education
  - Fundamental Rights
  - Directive Principles of State Policy
  - Constitutional Safeguards for Women

Skill (7 Hours)

- Prepare a comparative chart on women's education across historical periods.
- Analyse constitutional provisions promoting gender equality in education.
- Seminar presentation on women's education in modern India.

Experiential Learning (11 Hours)

- Visit an educational institution or NGO working for girls' education.
- Prepare a field report on initiatives promoting women's education.

UNIT-III: COMMITTEE RECOMMENDATIONS ON WOMEN EDUCATION

Academic (7 Hours)

- National Committee on Women’s Education (1958)
- Hansa Mehta Committee (1962)
- Bhakta Vatsala Committee (1963)
- Justice Verma Committee Report (2012)
- Contemporary Policy Initiatives under NEP 2020 for Gender Inclusion

Skill (7 Hours)

- Prepare policy briefs on committee recommendations.
- Compare recommendations and their educational implications.
- Conduct a panel discussion on gender-inclusive education.

Experiential Learning (11Hours)

- Review the implementation of women-focused educational schemes in the local community.
- Prepare a report with suggestions for improvement.

UNIT-IV: INDIAN THINKERS ON WOMEN EDUCATION

Academic (7 Hours)

Educational Contributions of:

- Raja Ram Mohan Roy
- Ishwar Chandra Vidyasagar
- Swami Vivekananda
- Rabindranath Tagore
- Begum Rokeya

Skill (7 Hours)

- Prepare presentations on the educational philosophy of each thinker.
- Develop comparative analyses of their contributions to women's education.
- Organize group discussions on their relevance to present-day educational reforms.

Experiential Learning (11 Hours)

- Organize a community awareness programme on the importance of women's education inspired by the ideas of Indian reformers.
- Maintain a reflective journal linking the thinkers' philosophies with current educational practices.

UNIT-V: RECENT TRENDS IN WOMEN EDUCATION

Academic (8 Hours)

- Women Education and National Development
- Women Education and Women Empowerment
- Political Participation of Women
- Impact of Globalization on Women Education
- Gender Inclusion Fund and Women Education under NEP 2020
- Digital Literacy, Entrepreneurship, and Leadership among Women

Skill (8 Hours)

- Conduct SWOT analysis of women empowerment through education.
- Design awareness campaigns on girls' education and gender equity.
- Develop digital educational resources promoting women's empowerment.

Experiential Learning (10 Hours)

- Conduct a community survey on women's educational participation.
- Participate in outreach programmes related to gender equality, literacy, or women empowerment.

- Prepare a project report with recommendations for promoting women's education.

Teaching–Learning Strategies

- Interactive lectures
- Case study method
- Seminar and group discussion
- Project-based learning
- Field visits
- Community engagement
- ICT-enabled learning
- Reflective journal writing
- Collaborative learning
- Policy analysis
- Problem-based learning

REFERENCES (APA 7th Edition)

1. Agrawal. (2014). *Women Education in India*. Shipra Publications.
2. Chanana. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. Orient Longman.
3. Forbes. (1996). *Women in Modern India*. Cambridge University Press.
4. Nayar. (2012). *Education of Girls in India*. Oxford University Press.
5. Sen. (1999). *Development as Freedom*. Oxford University Press.
6. Nussbaum. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge University Press.
7. Ministry of Education. (2020). National Education Policy 2020
8. National Council of Educational Research and Training. *National Curriculum Frameworks and Gender Position Papers*. NCERT Official Website
9. University Grants Commission. (2024). *Curriculum and Credit Framework for Postgraduate Programmes*. New Delhi.
10. Ministry of Women and Child Development. Official Website
11. United Nations Educational, Scientific and Cultural Organization. (2023). *Global Education Monitoring Report*. UNESCO Education Reports

Course Title: : Distance Education (Part-I)

Course Code: EDN- DSE- CW 13

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After successful completion of the course, learners will be able to:

1. Explain the concepts, philosophy, and evolution of Distance and Open Learning.
2. Apply instructional strategies and technologies for designing and delivering distance education programmes.
3. Analyze the development, policies, and institutional framework of Distance Education in India.
4. Evaluate learner support systems and quality assurance practices in Open and Distance Learning.
5. Critically examine challenges and emerging trends in Distance Education and propose innovative solutions for improving access, equity, and quality.

Unit I: Foundations of Distance and Open Learning

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Meaning, concept, nature, and evolution of Distance and Open Learning
- Philosophy, characteristics, principles, and objectives of Distance Education
- Types and models of Distance Education
- Merits, limitations, and contemporary relevance of Distance Education

Skill Activities

- Review of major definitions of Distance Education
- Comparative analysis of conventional and distance education

Experiential Learning Activities

- Visit to a Study Centre/Open University Learner Support Centre (physical or virtual)
- Reflection on learner experiences through interviews
- Preparation of a reflective report

Unit II: Strategies and Modes of Distance Education

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Modes and strategies of Distance Education
- Relationship among Formal, Non-formal, Correspondence, Distance, Open and Online Education
- Self-Learning Materials (SLMs): Characteristics and development
- Technology-enabled learning: MOOCs, LMS, blended and online learning

Skill Activities

- Analysis of Self-Learning Materials (SLMs)
- Using Learning Management Systems (LMS)

Experiential Learning Activities

- Develop a sample self-learning module
- Participate in an online learning course (e.g., SWAYAM/MOOC)

Unit III: Distance Education in India

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Historical development and present status of Distance Education in India
- Role of multimedia and ICT in Distance Education
- National policies and initiatives for Open and Distance Learning
- Need, significance, and scope of Distance Education in India

Skill Activities

- Exploring digital learning platforms
- Comparative study of ICT tools used in distance education
- Analysis of multimedia learning resources

Experiential Learning Activities

- Case study of a distance learner
- Evaluation of multimedia resources used in ODL
- Seminar presentation on digital initiatives in India

Unit IV: Quality Assurance, Challenges, and Future Trends in Distance Education

Academic:7 Hours

Skill: 7 Hours

Experiential: 11 Hours

Contents

- Challenges and problems of Distance Education in India

- Quality assurance in Open and Distance Learning
- Measures for strengthening Distance Education
- Emerging trends: Artificial Intelligence, Learning Analytics, Mobile Learning, Virtual Learning Environments, and Open Educational Resources (OER)

Skill Activities

- Quality evaluation of ODL programmes
- Developing strategies to improve learner engagement
- Designing digital learner support plans

Experiential Learning Activities

- Case analysis of successful ODL programmes
- Group project on quality enhancement strategies
- Preparation of policy recommendations for strengthening ODL

Unit V: Institutions and Learner Support Systems in Distance Education

Academic:8 Hours

Skill: 8 Hours

Experiential: 10 Hours

Contents

- Concept and significance of learner support systems
- Institutional framework of Distance Education in India
- Aims, objectives, functions, administration, and academic programmes of:
    - Indira Gandhi National Open University
    - National Institute of Open Schooling
    - Netaji Subhas Open University
- Student Support Services: Academic, administrative, technical, library, counselling, grievance redressal, and online support

Skill Activities

- Exploring learner support portals of open universities
- Comparative analysis of learner support services
- Designing a learner support plan for an online programme

Experiential Learning Activities

- Virtual/physical visit to a Regional Centre or Study Centre
- Interaction with learners and academic counsellors
- Preparation of an institutional profile and learner support evaluation report

Assessment Pattern (NCrF)

Academic: 40 Marks [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential:5 Marks (Library work/Field visit/Assignemnt/Communitiy engagement

Skill: 5 Marks (Presentation / Quizz / Debate /

Suggested Readings and References

Core Textbooks

1. B. R. Bhatia & A. S. Bhatia. *Theory and Principles of Distance Education*.
2. Börje Holmberg (2005). *The Evolution, Principles and Practices of Distance Education*. BIS-Verlag.
3. Otto Peters (2001). *Learning and Teaching in Distance Education*. Routledge.
4. A. W. (Tony) Bates (2022). *Teaching in a Digital Age* (3rd ed.).
5. Sanjaya Mishra. *Open and Distance Learning: Trends and Practices*. CEMCA.

Policy Documents and Digital Resources

- Indira Gandhi National Open University (IGNOU)
- National Institute of Open Schooling (NIOS)
- Netaji Subhas Open University (NSOU)
- SWAYAM
- National Education Policy (NEP) 2020
- University Grants Commission (UGC) – Distance Education Bureau
- Commonwealth of Learning (COL)
- UNESCO – Digital Learning and Distance Education

M.A in EDUCATION

SEMESTER-III

Course Title: Yoga and Health Education (Part – One)

Course Code: EDN- DSE-CW 13

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 40 minutes**

Maximum Marks: 50

Internal: 10 (Academic) **ESE: 40 (Experiential + Skill)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. Explain the philosophical, historical, and theoretical foundations of Yoga and its relevance to health, education, and holistic development.
2. Demonstrate knowledge of major concepts of Yoga philosophy, including metaphysical and epistemological principles described in the Yoga Sutras.
3. Practice and apply various yogic techniques, including Asanas, Pranayama, and meditation, for physical, mental, emotional, and spiritual well-being.
4. Integrate Yoga practices into educational, health, sports, and wellness settings for promoting holistic development.
5. Demonstrate ethical values, self-discipline, and lifelong healthy living through the application of Yoga principles.

Course Content

Unit I: Introduction to Health and Yoga Education

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept and dimensions of health: Physical, Mental, Social, and Spiritual, Health needs of children, adolescents, and adults
- Meaning and definitions of Yoga, Origin and historical development of Yoga, Common misconceptions about Yoga, Aims and objectives of Yoga, Introduction to Patanjali's Yoga Sutras
- Contemporary relevance of Yoga in education and society

Skill Activities

Practice basic Yogic postures for health and wellness **and or** Prepare a concept map on dimensions of health **and or** Explore authentic Yoga resources and digital learning platforms

Experiential Activities

Observe Yoga sessions conducted in schools or wellness centres **and or** Group discussion on misconceptions and scientific perspectives of Yoga

Unit II: Philosophical Foundations of Yoga

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Metaphysical foundations of Yoga philosophy: Concept of Purusha and Prakriti, Buddhi (Mahat) and Ahamkara, Components of Ahamkara: Manas, Jnanendriyas, Karmendriyas, and Tanmatras, Chitta, Chitta Bhumi, Chitta Vritti, and Kleshas

Skill Activities

Prepare charts illustrating the components of Yoga philosophy **and or** Seminar presentation on Samkhya-Yoga philosophy

Experiential Activities

Comparative study of Yoga philosophy and modern psychology

Unit III: Methods and Practices of Yoga

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept and significance of Ashtanga Yoga, Eight limbs of Yoga, Meaning, classification, and practice of Asanas, Physical and psychological effects of Asanas, Meaning and types of Pranayama, Physiological and psychological benefits of Pranayama, Concept and importance of Pratyahara
- Yoga practices for mental health and emotional balance

Skill Activities

Demonstration of selected Asanas and Pranayama techniques **and or** Guided relaxation and meditation sessions

Experiential Activities

Conduct daily Yoga practice sessions **and or** Peer assessment of Yoga postures and breathing techniques

Unit IV: Applied Yoga for Health and Wellness

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Yoga for health promotion and wellness, Yoga as a method of physical and mental relaxation, Therapeutic applications of Yoga, Yoga in injury prevention and rehabilitation, Yoga for sports performance enhancement, Stress management through Yoga, and Yoga in educational institutions and community health

Skill Activities

Design Yoga modules for stress management **and or** Demonstrate relaxation techniques **and or** Develop Yoga routines for different age groups

Experiential Activities

Organize a community Yoga awareness programme **and or** Case study on Yoga therapy for lifestyle disorders **and or** Develop a wellness plan integrating Yoga practices

Unit V: Different Systems and Traditions of Yoga

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Ashtanga Yoga of Patanjali, Integral Yoga of Sri Aurobindo, Yogic traditions of Sri Ramakrishna, Philosophy and Yoga of Swami Vivekananda
- Comparative study of major Yoga traditions

Skill Activities

Comparative presentation on different Yoga traditions **and or** Prepare digital posters on Yoga philosophies

Experiential Activities

Visit a Yoga institute or wellness centre **and or** Prepare a portfolio on different Yoga traditions

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

- Reflective Journal **and or** Field Visit/Institutional Observation **and or** Assignment **and or** Seminar/Portfolio

Skill: 5 Marks

- Presentation **and or** Quiz **and or** Debate **and or** Concept Mapping **and or** Logical Reasoning Exercises

References

1. Iyengar, B. K. S. (2015). *Light on Yoga*. HarperCollins Publishers.
2. Saraswati, Swami Satyananda. (2013). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
3. Vivekananda, Swami. (2013). *Raja Yoga*. Advaita Ashrama.
4. Bryant, Edwin F. (2009). *The Yoga Sutras of Patanjali*. North Point Press.
5. Feuerstein, Georg. (2008). *The Yoga Tradition*. Hohm Press.
6. Taimni, I. K. (2011). *The Science of Yoga*. Theosophical Publishing House.
7. Mohan, A. G., & Mohan, Indra. (2017). *Yoga for Body, Breath and Mind*. Shambhala Publications.
8. Nagarathna, R., & Nagendra, H. R. (2019). *Integrated Approach of Yoga Therapy*. Swami Vivekananda Yoga Prakashana.
9. Ministry of AYUSH. (Latest Edition). *Common Yoga Protocol*. Government of India.
10. Patanjali. *Yoga Sutras* (any standard scholarly translation).

Government and Online Resources

- Ministry of AYUSH. *Common Yoga Protocol*.
- Morarji Desai National Institute of Yoga (MDNIY).
- National Council of Educational Research and Training (NCERT).
- University Grants Commission (UGC).
- WHO Guidelines on Physical Activity and Mental Health.

Classical Texts

1. Bryant, E. F. (2009). *The Yoga Sutras of Patañjali*. New York: North Point Press.
2. Feuerstein, G. (2008). *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Prescott, AZ: Hohm Press.
3. Patanjali. (Various editions). *Yoga Sutras of Patanjali*.
4. Sivananda Swami. (1984). *Yoga Samhita*. Rishikesh: The Divine Life Society.
5. Swami Vivekananda. (2013). *Raja Yoga*. Kolkata: Advaita Ashrama.
6. Taimni, I. K. (2011). *The Science of Yoga*. Chennai: Theosophical Publishing House.

Yoga Practice and Applied Yoga

7. Basavaraddi, I. V. (Ed.). (2013). *A Monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
8. Bhogal, R. S. (2010). *Yoga and Mental Health and Beyond*. Lonavla: Kaivalyadhama SMYM Samiti.
9. Bhogal, R. S. (2011). *Yoga and Modern Psychology*. Lonavla: Kaivalyadhama SMYM Samiti.
10. Iyengar, B. K. S. (2015). *Light on Yoga*. New Delhi: HarperCollins India.
11. Mohan, A. G., & Mohan, I. (2017). *Yoga for Body, Breath and Mind*. Boston: Shambhala Publications.
12. Nagendra, H. R., & Nagarathna, R. (2004). *Yoga Practices for Anxiety and Depression*. Bengaluru: Swami Vivekananda Yoga Prakashana.
13. Ravishankar, N. S. (2001). *Yoga for Health*. New Delhi: Pustak Mahal.
14. Saraswati, Swami Satyananda. (2013). *Asana Pranayama Mudra Bandha*. Munger: Bihar School of Yoga.
15. Sri Ananda. (2001). *The Complete Book of Yoga: Harmony of Body and Mind*. Delhi: Bharatiya Yog Sansthan.
16. Tiwari, O. P. (2002). *Asana: Why and How*. Lonavla: Kaivalyadhama.
17. Tummers, N. E. (2009). *Teaching Yoga for Life*. Champaign, IL: Human Kinetics.

Yoga Philosophy and Education

18. Bhattacharyya, D. (2017). *Yoga Education and Understanding Self* (Bengali Version). Kolkata.
19. Nath, S. P. (2005). *Speaking of Yoga*. New Delhi: Sterling Publishers.
20. Singh, S. P., & Yogi, M. (2010). *Foundation of Yoga*. New Delhi: Standard Publishers.
21. Vivekananda, Swami. (2012). *Jnana Yoga*. Kolkata: Advaita Ashrama.
22. Aurobindo, Sri. (1999). *The Synthesis of Yoga*. Puducherry: Sri Aurobindo Ashram.

Health, Wellness and Psychology

23. Desikachar, T. K. V. (1999). *The Heart of Yoga*. Rochester, VT: Inner Traditions.
24. Nagendra, H. R. (2008). *Yoga for Promotion of Positive Health*. Bengaluru: Swami Vivekananda Yoga Prakashana.
25. Brown, R. P., & Gerbarg, P. L. (2005). *The Healing Power of the Breath*. Boston: Shambhala Publications.
26. Khalsa, S. B. S. (2016). *Yoga for Emotional Balance*. Oakland, CA: New Harbinger Publications.

Government Publications

27. Ministry of AYUSH. (Latest Edition). *Common Yoga Protocol*. Government of India.
28. Ministry of AYUSH. (2017). *Yoga Certification Board Handbook*. New Delhi.
29. Morarji Desai National Institute of Yoga (MDNIY). *Yoga Teaching Manuals*. New Delhi.
30. NCERT. (2014). *Population Education: Source Material*. New Delhi.
31. NCERT. (2015). *Yoga: A Healthy Way of Living (Upper Primary Stage)*. New Delhi.
32. NCERT. (2023). *National Curriculum Framework for School Education*. New Delhi.
33. NCTE. (2015). *Yoga Education: Bachelor of Education Programme*. New Delhi.
34. NCTE. (2015). *Yoga Education: Master of Education Programme*. New Delhi.
35. UGC. (2020). *Learning Outcomes-based Curriculum Framework (LOCF)*. New Delhi.
36. Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

Useful Websites

- Ministry of AYUSH, Government of India.
- Morarji Desai National Institute of Yoga (MDNIY).
- National Council of Educational Research and Training (NCERT).
- National Council for Teacher Education (NCTE).
- University Grants Commission (UGC).
- World Health Organization (WHO).
- UNESCO.

M.A in EDUCATION

SEMESTER-III

Course Title: Problem Identification and Literature Review in Educational Research

Course Code: EDN-SEC-RS 01 (PR)

Credit: 4 (Academic-1, Experiential-1, Skill-2) **Examination Duration: 40 minutes**

Maximum Marks: 50

Internal: 10 (Academic) **ESE: 40 (Experiential + Skill)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Understand the concept, importance, and functions of literature review.
2. Search, organize, and critically evaluate scholarly literature.
3. Identify research gaps and formulate research problems.
4. Prepare a review matrix and conceptual framework.
5. Develop a researchable problem with appropriate objectives and hypotheses.

Course Contents

Unit I: Foundations of Literature Review

Academic: 18 Hours

Contents

Meaning, nature and objectives of literature review

Types of literature review: Narrative Review, Systematic Review & Scoping Review

Sources of educational literature: Primary, secondary and tertiary sources

Importance of literature review in educational research

Meta-analysis & Meta-synthesis

Academic Activities

Explain different types of literature review.

Differentiate various sources of research literature.

Describe the role of literature review in research planning.

Unit II: Searching, Evaluating and Organizing Literature

Skill: 72 Hours

Contents

Database searching techniques

Boolean operators

Keywords and search strategies: Google Scholar, Scopus, Web of Science, ERIC, Shodhganga

Reference management software: Mendeley/Zotero

APA 7th referencing Style

Citation ethics and plagiarism

Literature review matrix preparation

Practical Skills Activities

Search scholarly articles.

Organize references using software.

Prepare annotated bibliography.

Develop literature review matrix.

Unit III: Identification and Selection of Research Problem

Experiential: 24 Hours

Contents

Meaning and characteristics of research problem

Sources of research problems

Criteria for selecting research problems

Delimitation of research problem

Statement of problem

Research gap identification

Formulation of objectives

Research questions

Hypothesis formulation

Experiential Component Activities-I

Students identify a research problem through:

Library survey

Journal review

Institutional observation

Classroom observation

Policy document analysis etc.

Unit IV: Developing a Research Proposal through Literature Review

Experiential: 30 Hours

Contents

Writing review of related literature

Developing conceptual framework

Linking literature with research objectives

Justification of research problem

Preparing mini research proposal

(Experiential Component II)

Each student will prepare:

Literature Review (15–20 research papers)

Research Gap Analysis

Concept Map

Statement of Problem

Objectives

Research Questions/Hypotheses

Preliminary References (APA 7th)

Teaching-Learning Strategies

Interactive lectures

Database searching workshops

Library visits

Group discussion

Journal article presentation

Research seminars

Hands-on citation management

Peer review sessions

Assessment Pattern (NCrF)

Internal : Academic

ESE: Experiential 40 [(15) +Skill (25)] Evaluated by HOD, Internal, and External

Academic: **10 Marks**: The course in charge will take an internal assignment / Unit Test.

Experiential: **15 Marks:** Make a literature Review using appropriate method and submit it with proper binding.

Skill: **25 Marks** : Select one (1) Research Problem from any field of the Education and Present with Power point.

Suggested Readings

Creswell, J. W. & Creswell, J. D. Research Design.

Best, J. W. & Kahn, J. V. Research in Education.

Cohen, L., Manion, L., & Morrison, K. Research Methods in Education.

Gall, Gall & Borg. Educational Research.

Kerlinger, F. N. Foundations of Behavioral Research.

APA. Publication Manual (7th Edition).

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

Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.

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

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.

M.A in EDUCATION

SEMESTER-III

Course Title: Tool Construction and Research Design in Educational Research

Course Code: EDN-SEC-RS 02 (PR)

Credit: 4 (Academic-1, Experiential-2, Skill-1) **Examination Duration: 40 minutes**

Maximum Marks: 50

Internal: 10 (Academics Activities) **ESE: 40 (Skill + Experimental)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Understand the principles of educational research design.
2. Develop valid and reliable research tools.
3. Select appropriate quantitative, qualitative, and mixed-method research designs.
4. Construct questionnaires, interview schedules, observation schedules, rating scales, and achievement tests.
5. Conduct pilot studies and standardize research instruments.
6. Prepare a complete research design for educational investigations.

Course Contents

Unit I: Foundations of Research Design 15 Hours

Academics: 18 Hours

Contents

Research Design: Meaning, nature, Components and importance of research design.

Characteristics of a good research design

Types of Research Design: (i) **Quantitative:** Experimental, Quasi-experimental, Correlational (ii) **Qualitative:** Case Study, Phenomenology, Ethnography, Grounded Theory (iii) **Mixed Methods:** Convergent, Explanatory Sequential, Exploratory Sequential. Triangulation, Explanatory and Exploratory, Steps in conducting Mixed Methods Research, Strength and Weakness.

Academic Activities:

Explain various research designs.

Select an appropriate research design for a study.

Identify threats to research design.

Unit II: Tool Development and Standardization

Skill: 72 Hours

Contents

Meaning and characteristics of research tools.

Types of research Tools: Questionnaire, Interview Schedule, Observation Schedule, Rating Scale, Checklist Inventory, Attitude Scale, Achievement Test

Steps in Tool development: Item Selection techniques, Pilot study, Item analysis, Reliability, Validity, Norm development.

Standardization of a research tools

Skill Activities

Construct research tools.

Develop scoring keys and manuals.

Calculate reliability and validity.

Revise tools after pilot testing

Unit III: Research Tool Construction and Field Testing

Experiential :30 Hours

Contents

Identification of variables

Blueprint preparation

Writing test items

Designing questionnaires

Preparing interview schedules

Observation recording techniques

Digital data collection (Google Forms and online surveys)

Pilot administration

Revision of tools based on item analysis

Experiential Activities I

Develop one self-developed research tool.

Conduct a pilot study with 20–30 participants.

Perform item analysis.

Estimate reliability and validity.

Revise the instrument based on findings.

Unit IV: Preparation of Research Design and Mini Proposal

Experiential :24 Hours

Contents

Selecting an appropriate research design

Sampling design

Data collection plan

Ethical issues in research

Timeline (Gantt Chart)

Budget preparation

Operational definitions

Preparation of a mini research proposal

(Experiential Activities II)

Each student shall prepare:

Select a Problem from your own discipline

Choose the appropriate Research Design

Approx.timeline of the Research

Approx. Budget of the Research

Assessment Pattern (NCrF)

Internal : Academic

ESE: Experiential 40 [(15) +Skill (25)] Evaluated by HOD, Internal, and External

Academic: **10 Marks**: The course in charge will take an internal assignment / Unit Test .

Experiential: **15 Marks:** Prepare a research design for a selected educational problem and submit it with proper binding.

Skill: **25 Marks** :Construct one Standardized Educational Research Tool and Present with Power point.

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Suggested Readings

Best, J. W., & Kahn, J. V. Research in Education.

Creswell, J. W., & Creswell, J. D. Research Design.

Cohen, L., Manion, L., & Morrison, K. Research Methods in Education.

Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research.

Borg, W. R., Gall, M. D., & Gall, J. P. Educational Research: An Introduction.

Singh, A. K. Tests, Measurements and Research Methods in Behavioural Sciences.

SEMESTER IV

M.A in EDUCATION
SEMESTER-IV
Course Title: Inclusive Education
Course Code: EDN-DSC-CW 14

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**
Maximum Marks: 50
Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. **Explain** the philosophical, theoretical, and contemporary foundations of Inclusive Education and its role in building an inclusive and equitable society.
2. **Analyze** national and international policies, constitutional provisions, and legal frameworks that promote inclusive education and equal educational opportunities for all learners.
3. **Identify, assess, and recommend** appropriate educational interventions and support strategies for learners with diverse abilities, disabilities, and marginalized backgrounds.
4. **Design and implement** inclusive classroom practices using differentiated instruction, assistive technologies, individualized educational planning, and collaborative teaching approaches.
5. **Critically examine** the social, cultural, gender, linguistic, and institutional challenges to inclusive education and propose strategies for promoting equity, diversity, and social justice in educational settings.

Course Content

Unit I: Foundations of Inclusive Education and Inclusive Society

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept, principles, nature, scope, and objectives of Inclusive Education; Inclusive Society: Concept, characteristics, and importance
- Diversity in education: Learners from marginalized communities, socio-economically disadvantaged groups, and learners with disabilities; Exclusion and inclusion in education
- Role of teachers, parents, peers, and community in promoting inclusion; Inclusive education for multicultural societies & peaceful co-existence.

Skill Activities

Identifying barriers to inclusion in educational settings

Experiential Activities

Field visit to an inclusive school/special school **and or** Observation of inclusive classroom practices **and or** Reflective report on inclusive educational practices

Unit II: Evolution and Policy Perspectives of Inclusive Education

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours, **Contents**

- Evolution of Inclusive Education: Special, Integrated, and Inclusive Education, Equality of educational opportunity and constitutional provisions, National Education Policy (NEP 2020) and inclusive education, Rehabilitation Council of India (RCI) Act, 1992, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Right of Children to Free and Compulsory Education (RTE) Act, 2009, Rights of Persons with Disabilities (RPWD) Act, 2016, Samagra Shiksha and other inclusive education initiatives
- International perspectives: Salamanca Statement (1994), UN Convention on the Rights of Persons with Disabilities (UNCRPD)

Skill Activities

Policy analysis and legal interpretation **and or** Comparative review of inclusive education policies

Experiential Activities

Case study of implementation of inclusive policies **and or** Interaction with special educators or rehabilitation professionals

Unit III: Identification, Assessment, and Educational Intervention for Diverse Learners

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Concept, classification, causes, identification, and assessment of Diverse Learners
- Educational interventions for:
  Visual Impairment, Hearing Impairment, Intellectual Disability, Gifted and Talented Learners, Specific Learning Disabilities, Autism Spectrum Disorder. Cerebral Palsy, Locomotor Disabilities
- Juvenile delinquency, substance abuse, and behavioural rehabilitation: Alcoholism & Drug Addiction, Anti-social and Character Disorder
- Educational needs of marginalized and disadvantaged learners; Role of family, teachers, peers, school, and community to the disabled & marginalized and disadvantaged learners

Skill Activities

Preparation of learner profiles **and or** Screening and observation techniques **and or** Analysis of case studies

Experiential Activities

Visit to rehabilitation centres/special schools **and or** Preparation of case study reports **and or** Seminar on educational interventions

Unit IV: Inclusive Classroom Management and Teaching-Learning Strategies

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours, **Contents**

Planning and management of inclusive classrooms; Inclusive school infrastructure and resource management :

- Universal Design for Learning (UDL), Individualized Education Plan (IEP), Differentiated instruction and curriculum adaptation; Collaborative teaching: Co-teaching, team teaching, peer tutoring, buddy system; Self-regulated learning strategies
- Assistive and adaptive technologies:
  Braille, Screen readers, Hearing assistive devices, Educational software, Computer-assisted instruction (CAI), E-learning and web-based learning, AI-assisted learning tools for inclusion
- Remedial teaching and continuous assessment

Skill Activities

Designing IEPs

Experiential Activities

Conduct inclusive micro-teaching sessions **and or** Prepare accessible digital learning resources **and or** Portfolio preparation

Unit V: Issues, Challenges, and Emerging Perspectives in Inclusive Education

Academic: 7Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Barriers to inclusive education:
  - Attitudinal, Physical, Institutional, Instructional, Cultural, linguistic, religious, and socio-economic diversity
- Gender, equity, empowerment, and feminism in education: Gender bias, gender parity, and sexuality education
- Educational inclusion of tribal, minority, migrant, and marginalized communities
- Future trends and sustainable inclusive educational practices

Skill Activities

Gender audit of educational institutions **and or** Ethical use of AI in inclusive classrooms

Experiential Activities

Community awareness programme on inclusive education **and or** Case study analysis of inclusive educational practices **and or** Presentation of inclusive education portfolio

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

(Field Visit **and or** Case Study **and or** Community Engagement **and or** Reflective Journal / **and or** Project Report)

Skill: 5 Marks

(Presentation **and or** Lesson Planning **and or** Portfolio **and or** Demonstration **and or** Viva)

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M.A in EDUCATION

SEMESTER-IV

Course Title: Approaches and Strategies of Guidance and Counselling (Part-Two)

Course Code: EDN-DSE-CW 15

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

1. Explain and apply various testing and non-testing techniques used in guidance and counselling for assessing learners' abilities, interests, personalities, and educational needs.
2. Organize and evaluate comprehensive school guidance programmes and guidance services to address students' educational, personal, social, and vocational development.
3. Analyze vocational guidance theories and career development processes to facilitate informed educational and occupational decision-making.
4. Design inclusive guidance and counselling strategies for learners with diverse abilities and special educational needs.
5. Demonstrate professional competencies, ethical practices, and collaborative approaches by understanding the roles of counsellors, teachers, parents, institutions, and community agencies in guidance and counselling.

Course Content

Unit I: Tools and Techniques Used in Guidance and Counselling

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Testing techniques in guidance: Intelligence tests, Achievement tests, Interest inventories and Personality tests
- Non-testing techniques:Case study, Interview, Cumulative Record Card (CRC), ARC and Observation

Skill Activities

Preparing Cumulative Record Cards **and or** Conducting structured interviews and observation schedules

Experiential Activities

Case profiling using testing and non-testing techniques

Unit II: Guidance Services in Schools

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Importance and advantages of organized guidance programmes, Characteristics of an effective school guidance programme
- Organization of guidance services:
    - Minimum requirements and resources
    - School Guidance Committee: constitution, roles, and functions
- Types of guidance services:
    - Orientation services, Information services, Placement services, Counselling services, Referral services, Remedial services, Follow-up services, Research and evaluation services
- Organization and functions of Child Guidance Clinics

Skill Activities

Designing a school guidance programme **and or** Developing orientation and information materials **and or** Preparing referral and follow-up records

Experiential Activities

Visit to a school guidance cell or child guidance clinic **and or** Evaluation of guidance services in educational institutions **and or** Preparation of an institutional guidance programme report

Unit III: Vocational Guidance

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Meaning, objectives, and importance of vocational guidance, Relationship between educational and vocational guidance
- Job analysis: meaning, process, and techniques
- Occupational information:

  - Meaning and importance, Sources and collection techniques, Preservation and dissemination of occupational information

- Career development:
  - Career development needs of students, Stages and process of career development, Factors influencing career development
- Principles of vocational choice
- Theories of vocational guidance:
  - Ginzberg's Theory of Career Development, Holland's Theory of Vocational Choice, Super's Theory of Vocational Development and Anne Roe's Theory of Career Development

Skill Activities

Career interest assessment **and or** Preparation of occupational information files **and or** Career guidance and résumé development workshops

Experiential Activities

Preparation of individual career development plans

Unit IV: Guidance and Counselling for Learners with Special Needs

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Guidance and education of gifted and talented learners, slow learners and backward children, students with learning disabilities, delinquent children, physically challenged learners and intellectual disabilities
- Inclusive guidance practices and support services

Skill Activities

Preparing individualized guidance plans **and or** Identifying learner needs using observation and assessment **and or** Developing inclusive counselling strategies

Experiential Activities

Visit to inclusive schools or special education centres **and or** Case study of learners with special needs

Unit V: Role of Personnel and Institutions in Guidance and Counselling

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Role and professional responsibilities of:
    - Counsellor, Teacher, Head of the institution, Career master/career counsellor, Psychiatrist and psychologist, Parents, Educational institutions and Community agencies
- Ethical and professional practices in guidance and counselling

Skill Activities

Role-play on collaborative guidance practices **and or** Preparing institutional guidance policy guidelines

Experiential Activities

Community-based guidance awareness programme **and or** Portfolio preparation on professional competencies in guidance and counselling

Assessment Pattern (NCrF)

Academic: 40 Marks

QUESTION PATTERN FOR EVALUATION: 1. Answer any five (5) questions out of eight (8) carrying two (2) marks each question. 2. Answer any four (4) questions out of seven (7) carrying five (5) marks each question. 3. Answer any one (1) question out of three (3) carrying ten (10) marks each question.

Experiential: 5 Marks

(Library work **and or** Field visit **and or** Case study **and or** Assignment **and or** Community engagement **and or** Career survey)

Skill: 5 Marks

(Presentation **and or** Interview practice **and or** Role play **and or** Portfolio **and or** Career counselling simulation)

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M.A in EDUCATION

SEMESTER-IV

Course Title: Environmental Education (Part-II)

Course Code EDN-DSE-CW 15

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Explain the philosophical, ecological and educational foundations of Environmental Education.

CO2: Critically analyse environmental issues and sustainability challenges.

CO3: Apply environmental laws, policies and governance mechanisms in educational contexts.

CO4: Design competency-based environmental education programmes.

CO5: Demonstrate professional skills in environmental auditing, biodiversity assessment and sustainability planning.

CO6: Integrate Indian Knowledge Systems and indigenous ecological practices into environmental education.

CO7: Conduct environmental research using qualitative and quantitative approaches.

CO8: Develop innovative environmental action projects for sustainable communities.

Unit I: Curriculum, Pedagogy and Assessment

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Academic

- Curriculum development
- Competency-based education
- Experiential learning
- Project-based learning
- ICT and AI in Environmental Education
- Assessment strategies

Skill

- Curriculum design
- Instructional planning
- Educational technology

Experience

- Lesson planning
- Digital content development

Unit II: Indian Knowledge Systems and Environmental Ethics

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Academic

- Vedic ecological philosophy
- Gandhian environmental thought
- Sacred groves & Indigenous environmental practices
- Lifestyle for Environment (LiFE)

Skill

- Ethical reasoning
- Cultural documentation

Experience

- Case study analysis
- Documentation of traditional ecological practices

Unit III: Environmental Research and Innovation

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Academic

- Environmental research methods
- Action research
- GIS and digital tools
- Environmental indicators

Skill

- Research design
- Data analysis
- Scientific report writing

Experience

- Research proposal preparation

Unit IV: Community Engagement and Extension

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Academic

- Eco-clubs
- Environmental movements
- Community participation

Skill

- Leadership
- Teamwork
- Community mobilisation

Experience

- Plantation drive
- Cleanliness campaign

Unit V: Green Entrepreneurship

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Academic

- Green entrepreneurship & technologies
- Sustainable innovation
- Environmental leadership

Skill

- Entrepreneurship
- Project management
- Innovation and leadership

Experience

- Preparation of a green business model

Suggested Readings

1. Government of India. **National Education Policy (NEP), 2020**.
2. Government of India. **National Credit Framework (NCrF)**.
3. UNESCO. *Education for Sustainable Development: Learning Objectives*.
4. NCERT. *Environmental Education: Position Paper*.
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M.A in EDUCATION

SEMESTER-IV

Course Title: Women Education (Part-II)

Course Code: EDN-DSE-CW 15

Credit: 4 (Academic-2, Experiential-2, Skill-1) **Examination Duration: 2 Hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After successful completion of the course, learners will be able to:

1) Evaluate the contributions of Indian reformers and thinkers towards women's education and social justice.
2) Apply ICT, digital technologies, and AI for promoting inclusive and lifelong learning among women.
3) Explain the role of educational schemes in promoting women's education.
4) Critically examine issues of gender equity, access, participation, and empowerment in education.
5) Design educational interventions for promoting women's health, nutrition, and well-being.

UNIT-I: EDUCATIONAL AND SOCIAL CONTRIBUTION TOWARDS WOMEN'S EDUCATION

Academic (7 Hours)

Educational and Social Contributions of:

- Begum Rokeya
- Sarojini Naidu
- Durgabai Deshmukh
- B. R. Ambedkar
- E. V. Ramasamy

Skill (7 Hours)

- Comparative analysis of the educational and social selected thinkers.

- Seminar presentation on women's rights and educational reforms.
- Prepare a digital timeline of their contributions.

Experiential Learning (11 Hours)

- Organize a community awareness programme on women's education inspired by the ideas of these reformers.
- Prepare a reflective report on the relevance of their ideas in contemporary society.

UNIT-II: TECHNOLOGICAL EDUCATION ON WOMEN

Academic (7 Hours)

- Concept and Scope of ICT in Women's Education
- Digital Learning for Women
- Artificial Intelligence (AI) and Women's Education
- Technology for Inclusive Education
- Technological Education and Social Transformation
- Changing Role of Women in Contemporary Society
- Digital Literacy and Lifelong Learning under NEP 2020

Skill (7 Hours)

- Design ICT-based learning resources for women learners.
- Develop digital awareness materials promoting women's digital literacy.
- Practice AI-supported educational tools for teaching and learning.

Experiential Learning (11 Hours)

- Conduct a digital literacy workshop for women or adolescent girls.
- Prepare a field report on the use of technology in women's education.

UNIT-III: EDUCATIONAL SCHEMES, POLICIES AND INITIATIVES FOR WOMEN EMPOWERMENT

Academic Component (8 Hours)

- Concept and Importance of Educational Support Schemes for Women

- Role of Scholarships and Financial Assistance in Promoting Girls' Education
- Government Initiatives for Women's Education in India:
  - Kanyashree Prakalpa
  - Beti Bachao Beti Padhao
  - Sukanya Samriddhi Yojana
  - National Scheme of Incentive to Girls for Secondary Education (NSIGSE)
  - Scholarships for Higher Education of Women
- Role of Educational Schemes in Achieving Gender Equality and Social Inclusion

Skill Component (8 Hours)

- Prepare a comparative analysis of different government schemes promoting women's education.
- Develop a policy brief on the effectiveness of educational scholarships for girls.
- Create awareness materials (poster, brochure, digital content) on educational opportunities for women.
- Analyse data related to girls' enrolment, retention, and educational participation.

Experiential Learning Component (10 Hours)

- Conduct a field survey on awareness and accessibility of women education schemes.
- Visit schools/community centres to study the implementation of scholarship schemes.
- Prepare a case study of beneficiaries of educational support programmes.
- Develop a reflective report on how financial assistance contributes to women empowerment.

UNIT-IV: PROBLEMS AND PERSPECTIVES OF WOMEN EDUCATION

Academic (7 Hours)

- Gender Parity in Education
- Gross Enrolment Ratio (GER)
- Dropout and Retention
- Education as a Tool for Women's Empowerment
- Major Obstacles:
  - Social
  - Political
  - Psychological

  - Economic
  - Cultural
  - Religious
- Women in Higher, Technical, Vocational, and Professional Education
- Gender Inclusion under NEP 2020

Skill (7 Hours)

- Analyse educational data on gender parity and enrolment.
- Develop strategies for reducing dropout among girls.
- Prepare a policy brief on gender-inclusive education.

Experiential Learning (11 Hours)

- Conduct a survey on barriers to girls' education in rural or urban communities.
- Prepare a field report with recommendations for improving access and retention.

UNIT-V: HEALTH EDUCATION FOR WOMEN

Academic (7 Hours)

- Health Status of Women in India
- Mortality and Morbidity: Factors Influencing Women's Health
- National Health Programmes:
  - Maternal and Child Health
  - Reproductive Health
  - Adolescent Girls' Health and Hygiene
  - Health Issues of Elderly Women
- Health Education for Rural and Marginalized Women
- Common Nutritional Deficiency Diseases and Preventive Measures
- HIV/AIDS: Impact on Women and Preventive Measures
- Health, Well-being, and Education in the Context of NEP 2020

Skill (7 Hours)

- Develop health awareness materials for women.
- Design nutrition and hygiene education modules.

- Prepare community outreach plans for women's health education.

Experiential Learning (11 Hours)

- Participate in health awareness programmes in collaboration with schools, health centres, or NGOs.
- Conduct a community survey on women's health and nutrition.
- Prepare a reflective report with educational recommendations.

Teaching–Learning Strategies

- Interactive lectures
- Case studies
- Seminar presentations
- Project-based learning
- ICT-enabled teaching
- Field visits
- Community engagement
- Group discussions
- Policy analysis
- Reflective journal writing
- Digital resource development

REFERENCES (APA 7th Edition)

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2. Chanana. (1988). *Socialization, Education and Women*. Orient Longman.
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8. Ministry of Health and Family Welfare. Official Website
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M.A in EDUCATION

SEMESTER-IV

Course Title: : Distance Education (Part-Two)

Course Code: EDN-DSE-CW 15

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

After completing the course, learners will be able to:

1. Explain the philosophical and historical development of Distance Education systems.
2. Design effective Self-Learning Materials for print and digital environments.
3. Analyze learner support mechanisms in Open and Distance Learning institutions.
4. Use communication technologies and media for effective distance education delivery.
5. Evaluate quality assurance systems and cost-effectiveness in ODL institutions.

Unit I: Growth and Philosophy of Distance Education

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Philosophical foundations of Distance Education: concept, nature, and scope
- Growth and evolution of Distance Education at national and international levels
- Present status and trends in Open and Distance Learning (ODL)
- Planning and management issues in Distance Education institutions

Skill Activities

- Comparative analysis of ODL systems (India vs global)
- Concept mapping of Distance Education philosophies
- Case study discussion on institutional planning

Experiential Learning Activities

- Study of an open university system (IGNOU/State Open University)
- Interview with distance learners
- Reflective report on accessibility and equity in ODL

Unit II: Designing and Development of Self-Learning Materials

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Concept and characteristics of Self-Learning Materials (SLMs)
- Factors affecting design of print materials
- Process of designing and developing self-learning print materials
- Application of technologies in print material preparation
- Non-print self-learning materials: audio, video, and digital resources

Skill Activities

- Designing a unit of self-learning material
- Writing instructional content for print module
- Developing storyboard for audio/video lesson

Experiential Learning Activities

- Preparation of a complete SLM unit
- Peer review of instructional materials
- Development of multimedia learning resource

Unit III: Mechanism for Learner Support Services

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Concept, need, and importance of learner support services
- Institutional arrangements in ODL systems
- Counseling and tutoring services: types and practices
- Face-to-face and blended learner support systems
- Assignment-based interaction and feedback mechanisms

Skill Activities

- Designing learner support framework
- Preparing counseling session plan
- Developing assignment feedback rubric

Experiential Learning Activities

- Visit to study centre or virtual learner support system
- Interaction with academic counsellors
- Case study on learner support effectiveness

Unit IV: Communication Media for Distance Education

Academic:7 Hours
Skill: 7 Hours
Experiential: 11 Hours

Contents

- Communication issues in Distance Education
- Applications of communication technology in ODL
- Role of media: Radio, Television, and ICT tools
- Audio and video production for learning
- Internet, digital platforms, and e-learning systems

Skill Activities

- Creating audio/video learning content
- Using LMS platforms for instruction
- Designing ICT-based communication plan

Experiential Learning Activities

- Development of a digital learning resource
- Participation in online learning session
- Evaluation of educational media tools

Unit V: Quality Assurance and Cost Effectiveness in Distance Education

Academic:8 Hours
Skill: 8 Hours
Experiential: 10 Hours

Contents

- Concept and importance of quality assurance in Distance Education
- Role of Distance Education Bureau in quality maintenance
- Role of IQAC, NAAC, and UGC in ODL quality enhancement
- Quality assurance frameworks and evaluation mechanisms
- Cost-effectiveness in Distance Education: concept, importance, and measures

Skill Activities

- Quality evaluation checklist development
- Analysis of institutional accreditation reports
- Cost-effectiveness comparison of ODL vs traditional education

Experiential Learning Activities

- Case study of accredited ODL institution
- Preparation of quality audit report
- Group project on improving institutional quality

Assessment Pattern (NCrF)

Academic: 40 Marks [i)Attempt 5 questions out of 8 questions for 2 marks each = 10 Marks; ii) attempt 4 questions out of 7 questions for 5 marks each = 20 Marks; iii) attempt 1 question out of 3 questions for 10 marks each = 10 Marks

Experiential:5 Marks (Library work/Field visit/Assignemnt/Communitiy engagement

Skill: 5 Marks (Presentation / Quizz / Debate /

Suggested Readings and References

Core Textbooks

1. Börje Holmberg – *Theory and Practice of Distance Education*
2. Otto Peters – *Distance Education in Transition*
3. Michael G. Moore – *Distance Education: A Systems View*
4. A. W. (Tony) Bates – *Teaching in a Digital Age*
5. Sanjaya Mishra – *Open and Distance Learning Practices*

Policy and Institutional Resources

- Indira Gandhi National Open University (IGNOU)
- National Institute of Open Schooling (NIOS)
- University Grants Commission – DEB
- SWAYAM
- National Education Policy 2020
- Commonwealth of Learning
- UNESCO Digital Learning

M.A in EDUCATION

SEMESTER-IV

Course Title: : Yoga and Health Education (Part – Two)

Course Code: EDN-DSE-CW 15

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 2 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion of the course, learners will be able to:

CLO 1: Explain the theoretical concepts of yoga, stress management, environmental health, occupational health, nutrition, and posture.

CLO 2: Apply yogic practices, nutritional principles, and occupational health measures to promote holistic health.

CLO 3: Demonstrate practical competencies in posture assessment, health promotion, and environmental health management.

CLO 4: Plan and implement community-based health promotion programmes using scientific and evidence-based approaches.

CLO 5: Develop professional competencies for promoting healthy lifestyles in educational and community settings.

Course Content

Unit I: Yoga and Stress Management

Academic: 7 Hours, Skill: 7 Hours, Experiential: 11 Hours

Academic

Concept and Meaning of Stress, Symptoms and Types of Stress, Physiological and Psychological Effects of Stress, Stress: A Yogic Perspective, Yogic Lifestyle for Stress Management

Yogic Practices: Asanas, Pranayama, Meditation, Yoga Nidra, Relaxation Techniques

Skill Activities

Demonstration of Yogic Practices **and or** Guided Meditation **and or** Pranayama Practice **and or** Stress Assessment

Experiential Activities

Reflective Report on Stress Management

Unit II: Environmental Health

Academic: 7 Hours, Skill: 7 Hours, Experiential: 11 Hours

Academic

Environmental Health: Concept and Scope, Safe Drinking Water, Endemic Fluorosis, National Rural Water Supply and Sanitation Programme, Rural and Urban Sanitation, Safe Disposal of Human Excreta, Soil Pollution, Air Pollution, Noise Pollution, Prevention and Control Measures

Skill Activities

Water Quality Observation **and or** Environmental Survey **and or** Preparation of Awareness Materials

Experiential Activities

Community Sanitation Survey **and or** Field Visit **and or** Environmental Health Report

Unit III: Occupational Health

Academic: 7 Hours, Skill: 7 Hours, Experiential: 11 Hours

Academic

Concept of Occupational Health, Pneumoconiosis, Lead Poisoning, Heat Hazards, Radiation Hazards; Diseases caused by Compressed Air, Noise-induced Hearing Loss; Diseases caused by Vibration, Occupational Dermatosis, Carbon Monoxide Poisoning, Health Problems in Coal Mines, Industrial Accidents, Prevention and Control of Occupational Hazards

Skill Activities

Workplace Hazard Identification **and or** Safety Audit

Experiential Activities

Industrial Visit **and or** Occupational Health Survey **and or** Case Study Report

Unit IV: Food and Nutrition

Academic: 12 Hours, Skill: 6 Hours, Experiential: 6 Hours

Academic

Meaning of Food, Classification of Food, Constituents of Food, Vitamins and Deficiency Diseases, Meaning of Nutrition, Malnutrition, Causes of Malnutrition, Balanced Diet, Diet for Obesity, Diet for Underweight Individuals

Skill Activities

BMI Calculation **and or** Diet Planning **and or** Nutrition Assessment

Experiential Activities

Nutrition Survey **and or** Community Nutrition Education **and or** Diet Chart Preparation

Unit V: Correct Posture for Healthy Life

Academic: 12 Hours, Skill: 6 Hours, Experiential: 6 Hours

Academic

Meaning and Concept of Posture, Importance of Correct Posture, Common Postural Defects

Causes of Postural Defects, Correct Postural Habits: Standing, Walking, Sitting, Reading, Writing

Ergonomics & Corrective Exercises, Role of Teacher in Promoting Good Posture

Skill Activities

Posture Assessment **and or** Demonstration of Corrective Exercises

Experiential Activities

School Posture Screening **and or** Awareness Campaign **and or** Yoga Practice **and or** Field Visits **and or** Workshops **and or** Case Studies **and or** Group Discussion **and or** Seminar Presentation

Academic Assessment (50 Marks)

Attempt 5 out of 8 Short Answer Questions (2 marks each): 10 Marks

Attempt 4 out of 7 Medium Answer Questions (5 marks each): 20 Marks

Attempt 1 out of 3 Long Answer Questions (10 marks each): 10 Marks

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M.A in EDUCATION

SEMESTER-IV

Course Title: Dissertation

Course Code- EDN-DN-RS 03 (PR)

Credit: 4 (Academic-2, Experiential-4, Skill-6)

Maximum Marks: 150

Course Objectives

The dissertation aims to enable postgraduate students to:

1. Apply disciplinary knowledge to identify and investigate research problems.
2. Develop research methodology, analytical and problem-solving abilities.
3. Acquire professional research skills through experiential learning.
4. Demonstrate innovation, ethical research practices and scholarly communication.
5. Produce evidence-based solutions relevant to academic, industrial, social or professional contexts.

Minimum Requirements for Completion

A student must submit:

1. Research proposal
2. Review of literature
3. Research methodology document
4. Progress reports/logbook
5. Dissertation manuscript
6. Research presentation
7. Viva voce defence

Assessment Pattern

Academic – 25 Marks

Experiential – 50 Marks

Skill – 75 Marks

Academic (25 Marks): Assignment for Research Proposal, Review of Literature, and Methodology of Research: assessed by Supervisor

Experiential (50 Marks): Data Collection and Progressed Report: Assessed by Supervisor

Skill (75): Dissertation Manuscript (50), Research Presentation (15), and Viva voce (10): Assessed by HOD, Supervisor, and External

M.A in EDUCATION

SEMESTER- IV

Course Title: Ethics and Values in Education

Course Code: EDN-FC- 01

Credit: 4 (Academic-2, Experiential-1, Skill-1) **Examination Duration: 1 hours**

Maximum Marks: 50

Internal: 10 (Experiential + Skill) **ESE: 40 (Academic)**

Course Learning Outcomes (CLOs)

Upon successful completion, learners will be able to:

1. Explain the concept, nature, philosophical foundations, and significance of values and value education in personal, social, and educational contexts.
2. Analyze value crises, constitutional values, and approaches to value inculcation for promoting ethical behaviour and responsible citizenship.
3. Examine the contributions of religion, philosophy, and literature as major sources of value formation and human development.
4. Interpret traditional and contemporary values and evaluate their relevance in addressing present-day educational and societal challenges.
5. Apply principles of value education for peacebuilding, conflict resolution, and holistic development through reflective, ethical, and community-oriented practices.

Course Content

Unit I: Meaning and Nature of Ethics, Value and Value Education

Academic: 8 Hours, **Skill:** 8 Hours, **Experiential:** 10 Hours

Academic

- Meaning, definition nature and scope of ethics; Concept and meaning of values, Concept, meaning, objectives, characteristics, and importance of value education; Classification of values in Indian and Western philosophy: personal, social, moral, ethical, spiritual, aesthetic, democratic, constitutional, and professional values; Classification of values as proposed by NCERT; Relationship among Ethics, Morality and Value;
- Value education at different stages of education: Primary, Secondary, and Higher Education

- Human values: truth, compassion, empathy, honesty, integrity, responsibility, and respect; Media ethics and responsible digital citizenship; Artificial Intelligence and ethical challenges; Consumer ethics and responsible consumption
- Duty and Rights in constitutions; Duty and Obligation: Teleological and Deontological theory on Duty or Moral obligation vs Virtue Ethics
- Need for value education in the twenty-first century, and Fostering values: Role of home, school, and society

Skill Activities

Value clarification and self-assessment exercises **and or** Comparative analysis of Indian and Western value systems

Experiential Activities

Survey on value practices in educational institutions **and or** Group presentation on the role of family and society in value formation

Unit II: Value Erosion, Inculcation, and Value Education

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Value crisis in social, economic, and political life, Need and importance of value inculcation, Values enshrined in the Constitution of India
- Approaches to value education:
    - Direct and indirect approaches
    - Curricular, co-curricular, and extracurricular approaches
- Academic integrity and research ethics, Digital ethics and responsible use of technology
- Role of teachers and family in imparting value education, and Strategies and approaches for inculcating values among children

Skill Activities

Designing value-based classroom activities **and or** Preparing awareness materials on constitutional values

Experiential Activities

Community awareness programme on constitutional values **and or** Observation of value-based school practices

Unit III: Sources of Values

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

Source of Values:

Religion as a source of values, Testimony and lived experiences as sources of values, Philosophy as a foundation of value formation, Literature as a medium for value education, Comparative perspectives on value formation through cultural traditions, Relevance of classical and contemporary literature in value education

Skill Activities

Philosophical discussion on ethical issues **and or** Storytelling and reflective writing

Experiential Activities

Seminar on philosophical and religious perspectives of values **and or** Preparation of value-based reading resources

Unit IV: Traditional and Contemporary Values

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Traditional values:
    - Purushartha, *Satyam, Shivam, Sundaram,* Ahimsa, Prem (Love), Karma, Tyaga, Lokasangraha
- Contemporary values:
    - Democracy, Socialism, Secularism, Freedom, Discipline, Responsibility, Human Rights
- Relevance of traditional and contemporary values in education and society

Skill Activities

Comparative study of traditional and modern values **and or** Group discussion on human rights and democratic values

Experiential Activities

Field visit to community organizations promoting social values **and or** Debate on contemporary ethical issues

Unit V: Peace, Values, and Conflict Resolution

Academic: 7 Hours, **Skill:** 7 Hours, **Experiential:** 11 Hours

Academic

- Concept, aspect, and nature of peace; Bases and causes of conflict; Types of conflicts: personal, interpersonal, social, and cultural
- Role of value education in peace building; Conflict resolution through dialogue, cooperation, empathy, and mutual respect
- Education for peace, tolerance, social harmony, and global citizenship, and Contemporary perspectives on peace education

Skill Activities

Peace education workshop **and or** Designing value-based conflict management strategies

Experiential Activities

Community peace and harmony campaign

Assessment Pattern (NCrF)

Academic: 40 Marks [20 MCQ OF 2 MARKS EACH (20x2=40)]

Experiential: 5 Marks

(Library work **and or** Field visit **and or** Community engagement **and or** Reflective journal **and or** Assignment)

Skill: 5 Marks

(Presentation **and or** Case analysis **and or** Debate **and or** Role play **and or** Portfolio)

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