Master of Arts (Education)
As per NEP-2020
Course Structure
Semester I & II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
111911	Foundations of Education	Major (Core)	4	100	50	50
111912	Philosophical Perspectives of Education	Major (Core)	4	100	50	50
111913	Understanding Learner & Learning Process	Major (Core)	4	100	50	50
111914	Teacher as Reflective Practitioner (Practical)	Major (Core)	2	50		50 Practical
161911	Assessment & Evaluation	Open (Elective)	2	50	50	Practical
161912	Understanding Critical Thinking	Open (Elective)	2	50	50	Practical
OR Respective Code	SWAYAM/ Coursera/ EdX/ NPTEL MOOCs OR CHETNA courses		4 (any 2 of 2 credits allowed)			
131911	Research Methodology in Education	Minor Stream (RM)	4	100	50	50
			22	**550**	**300**	**250**

Semester II

Code	Course	Category	Credits			
211911	Sociological Context of Education	Major (Core)	4	100	50	50
211912	Curriculum Development	Major (Core)	4	100	50	50
211913	Guidance and Counseling	Major (Core)	4	100	50	50
211914	Instructional Leadership	Major (Core)	2	50	50	Practical
261911	Self-Regulated Learning	Open (Elective)	2	50		50 Practical
261912	Teacher Empowerment for Learning	Open (Elective)	2	50		50 Practical
OR Respective Code	SWAYAM/ Coursera/ EdX/ NPTEL MOOCs OR CHETNA courses		4 (any 2 of 2 credits allowed)			
141941	Internship	OJT	4	100	50	50
			22	**550**	**250**	**300**

*Elective for M.A (Education) students #CBCS for students from other Departments

MA (Education)
Syllabus 2024-25
Semester I
(22 credits)

111911	Foundations of Education	Major (Core)	4	100	50	50
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester I					
111911	**Foundations of Education Major (Core)**					**4**
	Course Outcomes: Learners will be able to: · Explain the characteristics of Education · Establish relationship between the various factors and education · Identify types of knowledge · Identify determinants of aims of education					
Module 1	**Process of Education**					**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the characteristics of Education • Explain the nature of Education • Establish relationship between the various factors and education • Explain the relationship between input process and output in education system	**Module Contents** • Concept & Nature of Education • Characteristics of Education • Functions of Education • Scope of Education • Education as a field of Knowledge • Understanding nature of Education: As Natural Process , As Social Process, As Intentional & Unintentional process • Factors influencing Education(Ideology,				

		Political system, Socio-cultural, Economic factors) • Systems approach to Education	
Module 2	**Understanding Knowledge**		**1**
	LOs: **Learners will be able to:** • Identify types of knowledge • Explain facets of knowledge	**Module Contents:** • Basic assumptions about human nature, knowledge and learning • Knowledge: Distinction between body of knowledge and the child's construction of knowledge • School knowledge and children's experiential knowledge. Universal & Local facets of Knowledge • Types of Knowledge: Factual, Conceptual, Procedural, Process, Metacognitive knowledge	
Module 3	**Aims of Education**		**1**
	LOs: **Learners will be able to:** • Identify determinants of aims of education • Differentiate between various types of Education	**Module Contents:** • Aims and goals of Education • Bases of Educational Aims and goals.(Factors influencing aims and goals of education at national and state level) • Aims and Goals of Education in Indian Philosophical Tradition.	

		• Aims and Goals of Education western Thoughts. • Aims and Goals of Education in Indian and global context • Types of Education: Formal, Informal, Non formal (Its meaning, scope and benefits) • Modes of Education: Face to face, Online, blended, hybrid mode • Concept of Learning , Pedagogy, Teaching & Schooling	
Module 4	**Creating Learning Environment**		1
	LOs: **Learners will be able to:** • Explain the concept of teacher autonomy • Design appropriate strategies of discipline • Develop appropriate learning environment for learning • Explain the concept of sustainable education	**Module Contents:** • Freedom & Authority in Education • Concept of Teacher Autonomy, Student autonomy, Concept of Discipline in Education, • Strategies of discipline (Preventive, supportive and Corrective) • Learning Environment : Concept, Factors influencing learning environment, Creating conducive learning environment • Sustainable education : Meaning, Its need & Importance	
	• Visit a school and study its Learning environment. Analyze the data and design a plan for creation of conducive learning environment for the same institution (15 marks) • Conduct interviews of minimum two teachers to understand the disciplinary strategies used by them in the classroom and prepare a report (15 marks) • Visit any non formal organization and write a report on its structure and function (10 Marks) • Observe a minimum two lessons of a teacher and note down the questions asked by the teacher. Classify the types of questions in the context of type of knowledge and prepare a report (10 Marks)		

References and additional resources:

Bhatia, R. L., & Ahuja, B. N. (2008). History of Modern Indian Education. Delhi: Surjeet Publications.

Bode, B. H. (2015). Fundamentals of Education (Classic Reprint). United States: FB&C Limited.

Bode, B. H. (2023). Fundamentals of Education. United States: Creative Media Partners, LLC.

Encyclopedia of the Social and Cultural Foundations of Education. (2008). United Kingdom: SAGE Publications.

Santhanam, S. (2000). Philosophical and sociological foundation of education. Chennai: Vasantha publication.

Sharma, R. N. (2008). Education in the Emerging Indian Society. Delhi: Surjeet Publications.

111912	Philosophical Perspectives of Education	Major (Core)	4	100	50	50

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester I		
111911	**Philosophical Perspectives of Education Major (Core)**		**4**
	Course Outcomes: Learners will be able to: • Establish relationship between various concepts in education • Suggest the ways of using different types of pedagogies in different context • Suggest the appropriate strategies of value development • Explain the educational implications of Indian philosophies • Explain the educational implications of Western philosophies • Analyze the ethical considerations in various educational situations		
Module 1	**Philosophy & Education**		**1**

	Learning Outcomes (LOs):	Module Contents	
	Learners will be able to: • Explain relationship between education & philosophy • Explain the philosophical terms related to education. • Establish relationship between various concepts in education • Suggest the ways of using different types of pedagogies in different context • Analyze the various philosophies reflected through curriculum	• Meaning and Scope of educational philosophy • Relationship between education and philosophy • Need and importance educational philosophy • Meaning of drill, training, indoctrination, instruction and its role in learning • Meaning of Ontology, Epistemology, Metaphysics and axiology • Philosophical understanding of Socratic , Social, Culturally responsive and Critical pedagogy and its role in Indian education system	
Module 2	**Understanding Values**		1
	LOs: **Learners will be able to:** • Explain the concept of values. • Explain the relativity of values. • Explain the reasons for dysfunctionality of values. • Suggest the appropriate strategies of value development	**Module Contents** • Meaning, Origin and types of Values • Relativity and characteristics of Values • Dysfunctionality of Values • Strategies of Value Development • Values needed in India in the context of globalization • Moral Philosophy and its branches (Meta ethics, Normative Ethics, Applied ethics)	
Module 3	**Indian philosophies and Thinkers**		1

	LOs:
	
	Learners will be able to:
	• Explain Indian philosophies.
	• Explain the educational implications of Indian philosophies
		Module Contents
		• a) Indian Philosophies
		  Vedic
		  Jain
		  Buddhist
		  Islamic
		• b) Thinkers
		  Aurobindo
		  J. Krishanmurty
		  Osho Rajneesh	

Module 4	**Western philosophies and Thinkers**		**1**

	LOs :
	
	Learners will be able to:
	
	• Explain the different Western philosophies.
	• Explain the educational implications of Western philosophies
		Module Contents
		• a) Thinkers
		  Russell
		  Plato
		  Dewey
		• b) Western Philosophies
		Logical positivism
		Existentialism
		Essentialism
		Humanism	

Assignments	• Identifying one's own philosophy on the basis of Student Content Inventory (10 marks) • Examine the philosophical basis of any formal programme with general reflections of philosophies and detailed philosophical reflections within one course of 4 credit and write report (20 marks). • Administer the test and analyze your ethical consideration and write a report (20 marks)		

References and additional resources:

Agarwalla S.(2022) Philosophical Foundations of Education, Mahaveer Publications, New Delhi

Chandra, Soti S. & Sharma, R (2004) : Philosophy of Education, Atlantic Publisher & Distributor, New Delhi,

Chaube, S. P. & Chaube, A (2002)Western Educational Thinkers, Concept Publication, New Delhi

Ghosh, S (2009)Education in Emerging Indian Society: Challenges & Issues, PHI learning

Pvt. Ltd., New Delhi,

Grewal R.(2021) Envisioning Indian Higher Education, Story Mirror Infotech Private Limited,

Khanna, S(2009) Educational Philosophy, Maxford Books, NewDelhi,

PFlug, Bernd(2000) The modern Conditions of Educational Thought, Gyan Publishing House, New Delhi.

Rathor, Kusum Lata (2005) Existentialism in Education, Sanjay rakashan, New Delhi,

Shrivastava, K. (2003) Philosophical Foundation of Education, Kanishka Publishers & Distributors

https://ethicsunwrapped.utexas.edu/glossary/virtue-ethics

https://ethicsgame.com/exec/site/eli.html

https://www.stcloudstate.edu/hbs/files/documents/hbs-ethics-integration-handbook.pdf

https://donforsyth.wordpress.com/ethics/ethics-position-questionnaire/

111913	Understanding Learner & Learning Process	Major (Core)	4	100	50	50
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester I					
111913	**Understanding Learner & Learning Process**					**4**
	Course Outcomes: Learners will be able to: • Apply Knowledge of Learning Theories in classroom situation • Apply Developmental Theories in classroom situations. • Apply Major Theories of Intelligence in classroom situation • Identify the personality type					
Module 1	**Theories of Learning**					**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the theories of learning	**Module Contents** • Theories of learnings: conceptual framework , characteristics, stages and its educational implications					

	• Apply theories of learning in classroom situations.	• Behaviourist : Pavlov , Thorndike, skinner • Constructivist: Social constructivism • Social learning theory : Bandura's social learning theory • Connectivism: Siemens theory • Ausubel's meaningful verbal learning theory.	
Module 2	**Aspects of Human development**		**1**
	LOs : **Learners will be able to:** • Explain various aspects of human development • Suggest strategies for human development.	**Module Contents** • Theories of development: Principles, characteristics, stages and its educational implications: • Vygotsky's sociocultural theory • Erickson's theory of psycho-social development • Cognitive development theory by Piaget • Moral development theory by Kohlberg • Ecological & Holistic theory of Development- Bronfenbrenner & Steiner	
Module 3	**Theories of Intelligence and Thinking**		**1**
	LOs : **Learners will be able to:** • Apply theories of intelligence in both academic and practical context	**Module Contents** • Spearman's theory of intelligence • Guilford's theory of intelligence • Multiple Intelligence Theory by Gardner	

	• Explain process of thinking in both academic and practical context • Analyze the predominant thinking and plan lessons	• Understanding the process of thinking : Problem Solving, Heuristic and algorithmic methods, • Critical thinking and Metacognition • Creativity Meaning and phases of creativity(by Wallas), Factors of creativity, Techniques for development of creativity	
Module 4	**Personality and Theories of Personality**		**1**
	LOs : **Learners will be able to:** • Explain theories of personality • Suggest application of theories for personality development	**Module Contents** • Concept, nature, definitions and types of personality • Personality theory of Freud • Allport • Jung • Carl Roger • Big five trait theory	
Assignments	• Prepare a session plan based on Asubel's meaningful learning theory (10 marks) • Administer any one psychological test to 10 persons and write a report. (20 marks). • Prepare a lesson plan based on Havard Gardner's Multiple intelligence (10 marks) • Prepare a self profile by administering tool to assess moral development, and personality and reflect on it. (10 marks)		

References and additional resources:

- Agrawal. J. C l (2004): Psychology of learning and Development shipla publication, New Delhi.
- Bhattacharya, S.: Psychological Foundation of Education, Atlantic Publisher & Distributors, New Delhi, 2003
- Bernard H (1978), Psychology of Learning and Teaching, McGraw Hill: New York.
- Dandapani, S (2001) Advanced educational psychology, (2nd edition): New Delhi, Anmol publications pvt Ltd
- Dicapro, N. S. (1976). Personality Theories, New York: Harper, Gibson
- Janice T. (1990) Psychology for the Classroom. Prentice Hall of India: New Jersey.

- Hergenhahn, B. R. (1976). An Introduction to Theories of Learning. Englewood Cliffs, New York; Prentice Hall.
- Hilgard, E. R. And Bower, G, (1977). Theories of Learning. New Delhi: Prentice Hall of India Ltd.
- Mangal, S. K.: Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Mangal, S. K.: Educating Exceptional Children, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Pandey, R. S.: Advanced Educational Psychology, Vinay Rakheja Publishers, Lall Book Depot, Meerut, 2008
- Prakash, P.: Psycholojical Foundation of Education, Kanishka Publisher & Distributor, New Delhi, 2007.
- Skinner, Charles: Educational Psychology, 4th ed., PHI learning Pvt. Ltd., New Delhi, 200
- Williams, R. B.: Multiple Intelligences for differentiated learning, Growth Press & Sage Pub. Co., Thousands OAKS, CA, 2002.
- Woolfolk, A.: Educational Psychology, 9th ed., Pearson Education, New Delhi, 2004.
- Wadia, H. Confining childhood in India. Web source:http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=8691
- https://helpfulprofessor.com/ecological-systems-theory-pros-cons/#:~:text=Bronfenbrenner's%20ecological%20systems%20theory%20states,social%2C%2
- https://www.simplypsychology.org/bronfenbrenner.html ecological-systems-theory

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester I		
111914	Teacher as Reflective Practitioner Major (Core)		2

Course Outcomes:

Learners will be able to:
- Explain the concept of reflective practice
- Explain various approaches to reflection
- Apply various strategies of reflection
- Develop a plan for reflective practices

Module 1	Understanding Reflective practices	1
	Learning Outcomes (LOs): **Learners will be able to:** - Apply various strategies of reflection - Identify own reflections	**Module Contents** - Concept of Reflection and Reflective Practice - Different Perspectives on Reflection : Dewey on Reflection - Reflection as Three Level Progression - Tri Layered Reflective Thinking Model - Approaches to Reflective Thinking : Cognitive Approach , Critical Pedagogy Approach , Narrative Approach	
Module 2	Techniques of Promoting Reflection	1
	LOs : **Learners will be able to:** - Understand reflective practices - Apply reflective strategies in the classroom	**Module Contents** - Models of Reflection: - Kolb's Model, Gibbs model - Strategies of Reflective practices: - Teacher Narratives - Reflective Journals - Discussions - Cooperative Learning - Role Play	

Assignments	• Conduct a community engagement project and prepare your reflective journal on the same and present it in the class.(25 marks) • Analyze the case study and identify reflections and write a report (25 marks)

References and additional resources:

Bolton, G., Delderfield, R. (2018). Reflective Practice: Writing and Professional Development. India: SAGE Publications.

Pendrey, A. (2022). The Little Book of Reflective Practice: A Practical Guide to the Early Years. United Kingdom: Taylor & Francis.

https://www.google.co.in/books/edition/The_Little_Book_of_Reflective_Practice/OJVeEAAAQBAJ?hl=en&gbpv=1&dq=books+on+reflective+practices&printsec=frontcover

https://egyankosh.ac.in/bitstream/123456789/46594/1/Unit-15.pdf

https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

161911	Assessment & Evaluation	Open (Elective)	2	50	50	
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
161911	**Semester I**					
	Assessment & Evaluation					**2**
	Course Outcomes: • Discuss the role of Assessment and Evaluation in improving • school education • Discuss the different Approaches to Assessment • Suggest an appropriate Assessment Approach • Develop instrument for Assessment					
Module 1	**Role of Assessment And Evaluation in Education**					**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Discuss the role of Assessment and evaluation in improving school education	**Module Contents** • Concept and need of Assessment, Evaluation and Appraisal • Understanding classroom assessment as a system: Input				

	● Discuss the relationship between student assessment and teacher performance	● Process-Output (Output: Desired Outcome, Input And It's Interdependence, Assessment design, Clear learning target, ● gathering evidences, formative feedback, student's self-reflections, instructor's self-reflections, grading) ● Principles of assessment for learning ● Linkage between school evaluation, teacher evaluation and student assessment ● Role of teacher evaluation in improving school education ● Perspectives of Assessment: Assessment for learning; Assessment of learning; Assessment as learning (Meaning and importance)	
Module 2	**Assessment Tools & Techniques**		1
	LOs: **Learners will be able to:** ● Explain types of assessment ● Design various tools for assessment	**Module Contents** ● Formative and Summative Assessment: Concept and Importance ● Continuous and Comprehensive Evaluation: Concept and Need ● Tools and techniques of Formative and summative evaluation: ● Steps in development and significance :Norm	

| | | referenced test, criterion referenced tests, Rubric, Anecdotal records, exhibitions, Situational Assessment, Portfolio, Learning logs, Reflective journals, vignette Classroom Assessment Techniques : 3-2-1 format, Muddiest listing, Focus point, one minute paper, Think- pair share, Concept mapping, Jigsaw, Memory matrix, Quiz Show. Ethics in assessment | |
| **Assignments** | Develop a rubric for student assessment(10 marks) On the basis of student's assessment data prepare comprehensive report (15 marks) Conduct Interview of 5 students on the assessment process followed in their class/ school. Write a report and present it(15 marks) Prepare your e-portfolio (10 marks) | |

References and additional resources:

Chris Morgan et al (2004) The student Assessment Handbook; London Routledge Falmer

OECD (2009) Review on Evaluation and Assessment Frameworks for Improving School Outcomes

Roscoe, Keith (2013) "Enhancing Assessment in Teacher Education Courses,"The Canadian Journal for the Scholarship of Teaching and Learning: Vol. 4: Iss. 1, Article 5.

Wynne Harlen Sandra Johnson (2014) A review of current thinking and practices in assessment in relation to the Primary Years Programme; Report submitted by Assessment Europe to the International Baccalaureate

http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10_2.pdf Teacher Assessment and Evaluation: The National Education Association's Framework for Transforming Education Systems to Support Effective Teaching and Improve Student Learning

https://www.niu.edu/citl/resources/guides/examples-of-classroom-assessment-techniques.shtml

161912	Understanding Critical Thinking	Open (Elective)	2	50	50	
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
161912	**Semester I**					
	Understanding Critical Thinking					**2**
	Course Outcomes: • Identify the characteristics of critical thinkers. • Identify key components of Critical Thinking • Apply Critical Thinking to Academic Tasks					
Module 1	**Introduction to Critical Thinking**					**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Describe the concept of critical thinking. • Identify the characteristics of critical thinkers	**Module Contents** • Introduction to Critical Thinking • Definition and importance of critical thinking • Overview of critical thinking models and frameworks • Identify the Characteristics of Critical Thinkers: • Recognize the traits and behaviors associated with critical thinkers. • Demonstrate an understanding of characteristics such as open-mindedness, skepticism, analytical skills, and effective communication. • Reflect on personal strengths and areas for improvement in relation to critical thinking characteristics.				
Module 2	**Components of Critical Thinking**					

| | | Learning Outcomes (LOs):

Learners will be able to:
    Identify key components of Critical Thinking
    Apply Critical Thinking to Academic Tasks | **Module Contents:**
    Identify Key Components of Critical Thinking:
    Recognize the essential elements of critical thinking
    Interpretation, Analysis, Synthesis and Evaluation
    Identify logical fallacies and biases that can hinder effective critical thinking.
    Apply Critical Thinking to Academic Tasks:
    Utilize critical thinking skills to critically read, analyze, and interpret academic texts.
    Apply critical thinking principles to writing assignments, research projects, and class discussions. | |
| **Assignments** | | Critically analyze an educational article and present it (25 Marks)
Analyze the given cases (2 cases) in the context of the components of critical thinking (25 Marks) | | |

References & additional reading

https://www.universityofgalway.ie/academic-skills/criticalthinking/whatiscriticalthinking/

https://www.sussex.ac.uk/skills-hub/critical-thinking

https://www.sydney.edu.au/students/critical-thinking.html

https://studyskills.federation.edu.au/student-skills/how-to-think-critically/

https://www.sheffield.ac.uk/academic-skills/study-skills-online/critical-thinking
https://www.ncl.ac.uk/academic-skills-kit/study-skills/critical-thinking/
https://www.docs.hss.ed.ac.uk/iad/Student_resources/Critical_Thinking/IAD_Features_of_critical_thinking_CC_2019.pdf

https://www.researchgate.net/publication/251303244_Critical_Thinking_What_It_Is_and_Why_It_Counts

https://www.criticalthinking.org/

https://www.scribd.com/document/510922035/Paul-Elder-and-Bartell-Critical-Thinking
https://www.docs.hss.ed.ac.uk/iad/Student_resources/Critical_Thinking/IAD_Features_of_critical_thinking_CC_2019.pdf

https://www.researchgate.net/publication/251303244_Critical_Thinking_What_It_Is_and_Why_It_Counts

https://www.criticalthinking.org/

https://www.scribd.com/document/510922035/Paul-Elder-and-Bartell-Critical-Thinking

https://books.google.co.in/books/about/Critical_Thinking.html?id=t7jrAAAACAAJ&redir_esc=y

https://www.docs.hss.ed.ac.uk/iad/Student_resources/Critical_Thinking/IAD_Developing_your_critical_thinking_CC_2019.pdf

131911	Research Methodology in Education	Minor		4	100	50	
SN	**Courses, Modules and Outcomes**		**Course Contents**				**Cr**
131911	**Semester I**						
	Research Methodology in Education						**4**
	Course Outcomes: • Differentiate between approaches to research • Apply appropriate methods of research • Select sample using proper sampling methods • Construct tool for data collection						
Module 1	**Concept and Nature of Research in Education**						**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the concept & nature of research in education • Explain the terms associated with research • Differentiate between		**Module Contents** • Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research • Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas					

	approaches to research	• Importance of review of related literature & research Recording of the references, notes taking, use of cards online, offline references • Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables- types & control, Operational definitions, Limitations & Delimitations • Types of Research: Fundamental, Applied, Action • Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved
Module 2	**Quantitative research methods**	
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the quantitative methods of research • Apply appropriate methods of research	**Module Contents** • Research Methods: i) Case study ii) Causal comparative iii) Survey Method iv) Co- relational • Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment • Experimental Designs: Pre experimental, True experimental, & Quasi experimental (One group pretest design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre test post test non equivalent group design, time

		series design—with single group, with two groups, factorial design)	
Module 3	**Qualitative research methods**		
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the qualitative methods of research • Apply appropriate methods of research In education	**Module Contents** • Case study • Grounded theory • Ethnography • Phenomenology • Participatory action research	
Module 4	**Data collection Procedures**		
	Learning Outcomes (LOs): **Learners will be able to:** Construct & administer the tools & techniques of data collection • Explain & difference between sample & population, • Select sample by proper sampling methods •	**Module Contents** • Techniques of data collection: Observation, Interview, projective & sociometric • Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations • Reliability & validity of tools & techniques: meaning, types of validity and reliability • Sampling: Sample & population: Meaning, Need, sampling error, determining sample size Probability sampling methods (random— simple, systematic, cluster, stratified, multistage, quota) Non	

		probability sampling methods (incidental, purposive) Features of Qualitative data collection	
Assignments	- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks) - Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks) - Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10 marks)		

References and additional resources:

Barbour, Rosaline. 2014. Introducing Qualitative Research: A Student's Guide. Thousand Oaks, CA: SAGE.Best J (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd

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

Creswell, John W., and J. David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: SAGE.

Creswell, John W., Ann Carroll Klassen, Vicki L. Plano Clark, and Katherine Clegg Smith. 2011. "Best Practices for Mixed Methods Research in Health Sciences." OBSSR Report.

https://obssr.od.nih.gov/sites/obssr/files/Best_Practices_for_Mixed_Methods_Research.pdf.

Creswell, John W., and Vicki L. Plano Clark. 2017. Designing and Conducting Mixed Methods Research. 3rd ed. Thousand Oaks, CA: SAGE.

Creswell, John W., and Cheryl Poth. 2018. Qualitative Inquiry and Research Design: Choosing among Five Traditions. 4th ed. Thousand Oaks, CA: SAGE.

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

Sharma, Bharti (2004) Methodology of Educational Research New Delhi: Vohra Publishers

211911	Sociological Context of Education	Major (Core)	4	100	50	50
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester II					
211911	**Sociological Context of Education Major (Core)**					**4**
	Course Outcomes: Learners will be able to: • Apply various approaches and perspectives to study society • Critically analyze various sociological theories • Critically Analyze various issues concerned with gender • Appreciate role of education in social transformation					
Module 1	**Sociology of Education**					**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Explain relationship between education & sociology • Differentiate between educational sociology and sociology of education • Analyze various approaches and perspectives to study society	**Module Contents** • Meaning nature and Scope of Sociology • Relationship between education and sociology • Difference between educational sociology and Sociology of education • Approaches to study society- Historical, Correlational, Conflict • Perspectives to study society- Conflict Theory, Structural Functionalism,				

		Symbolic interactionism, Indological perspective	
Module 2	**Sociological Theory**		**1**
	LOs: **Learners will be able to:** • Explain nature and typologies of sociological theories • Critically analyze various sociological theories • Apply sociological theories in educational context	**Module Contents:** • Understanding Sociological theory, Nature and types of sociological theories • Theories of Functionalism- Functionalism in anthropological traditions (Radcliff Brown and Mallinowski),Functionalism in sociological tradition (Robert Merton and Talcott Parsons), From early functionalism to Neo Functionalism • Theories of Conflict- Conflict theory in formative phase (Karl marx and max weber), Neo Weberian Conflict theory (Randall Collins) Neo Marxican conflict theory (Erik Wright)	
Module 3	**Gender and Education**		**1**

	LOs: **Learners will be able to:** • Analyze various issues concerned with gender • Critically analyze various perspectives on gender • Critically evaluate various aspects of women empowerment • Suggest measures for women empowerment • Develop critical thinking about the contribution of women in political processes	**Module Contents:** • Social construction of Gender • Classification of gender (LGBTQ) • Gender Socialization • Perspectives on women empowerment • Dimensions of women empowerment - Individual , Social, Economic, Psychological , Political • Representation of women at workplace • Women and political process • Women's Rights , Women and Law • Feminism and patriarchy	
Module 4	**Education and Social Transformation**		**1**
	LOs: **Learners will be able to:** • Explain the transformation of society due to modernism and postmodernism • Develop understanding for multicultural education for indian classrooms • Critically analyze RTE from sociological perspective	**Module Contents:** • Understanding Anthropology of Education • Education as a Key to Social Transformation • Modernism to postmodernism • Views of Lyotard,Foucault and Derrida on Postmodernism • Multicultural Education- Dimensions,Goals, Principles , Multicultural education and curriculum transformation, Bank's approach to curriculum reform,	

		Approaches to integrate content in curriculum	
		• Sociological analysis of Right to Education	
Assignments	• Analyze any one textbook in the light of gender perspective and write a report (15 marks) • Critical Readings on Women Empowerment and preparation of a report (15 marks) • Conduct a survey to analyze status of RTE implementation in schools and write a report (20 marks)		

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211912	Curriculum Development	Major (Core)	4	100	50	50

SN	Courses, Modules and Outcomes	Course Contents		Cr
	Semester II			
211912	**Curriculum Development Major (Core)**			**4**
	Course Outcomes: Learners will be able to: • Explain the concept of curriculum and process of curriculum development • Apply models in the development of curriculum • Identify the methods and media to be used for curriculum transactions. • Evaluate the curriculum on the basis of appropriate models.			
Module 1	**Curriculum Development: An Introduction**			**1**
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the concept of curriculum and process of curriculum development • State components of curriculum • Explain the foundation of curriculum	**Module Contents** • Meaning and concept of curriculum • Understanding curriculum as a a) Body of knowledge to be transmitted b) as a product c) as a process d) as a praxis • The elements of the curriculum • Foundations of Curriculum: (Philosophical, Social and Psychological) and its role in curriculum Development		

		• Knowledge as a base of curriculum development • Principles of curriculum development	
Module 2	**Models of Curriculum Development**		**1**
	LOs: **Learners will be able to:** • Explain the various models of curriculum development • Apply models in the development of curriculum	**Module Contents:** • Hilda Taba's model • Ralph Tyler's model • Wheeler's cyclic model • Hunkin's Decision Making model • Weinstein and Fantini model • Fink's model of integrated course design	
Module 3	**Curriculum Transaction**		**1**
	LOs: **Learners will be able to:** • Explain the principles and criteria for developing learning opportunities • Identify the methods and media to be used for curriculum transactions. • Explain the use of ICT in curriculum transactions.	**Module Contents:** • Planning curriculum implementation. • Criteria for selecting learning opportunities • Use of Learner-centered methods and media with their strength and limitation. • ICT as a mode of curricular transaction with their strengths and limitation: a) Computer based learning b) Online learning c) Blended learning • Models of curriculum implementation	

		d) ORC model (overcoming resistance to change) e) Linkage model • Factors influencing effective curriculum implementation.	
Module 4	**Curriculum Evaluation**		**1**
	LOs: **Learners will be able to:** • Explain the various models of curriculum evaluation. • Evaluate the curriculum on the basis of appropriate model. ○	**Module Contents:** • Curriculum evaluation: concept and meaning • Models of curriculum evaluation • Tyler's Goal attainment model • Stufflebeam's CIPP model • Scriven's Goal free model • Kilpatrick's 4 level model • Curriculum improvement through problem solving model	
Assignments	• Develop a curriculum for one credit course for any subject by using an appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks) • Observe one lesson to study the effectiveness of curriculum implementation. (10) • Evaluate any curriculum of four credits by using an appropriate model of evaluation and write a report. (20 marks)		

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211913	Guidance and Counseling	Major (Core)	4	100	50	50
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester II					
211913	**Guidance and Counseling Major (Core)**					**4**
	Course Outcomes: Learners will be able to: • Explain the Basics of Guidance and Counseling • Discuss Counseling Approaches and Guidance for Special Needs • Suggest Intervention Strategies for counseling • Explain Ethical Considerations in Counseling • Explain importance of Psychometric Methods and Techniques for Guidance and Counseling					

Module 1	Perspectives in Guidance and Counseling	1
	Learning Outcomes (LOs): **Learners will be able to:** ● Develop an understanding of the concepts of guidance and counseling ● Explain different types of counseling	**Module Contents** ● Guidance- and Counseling- Definition, Concept, principles Difference and relationship between Guidance and counseling, Changing scenario & status of Guidance & counseling ● Type of Guidance: Educational, Vocational and Personal Guidance with special reference to secondary and higher secondary level ● Types of counseling - Educational, special needs, Rehabilitation, Mental Health, Marriage and Family, Workplace counseling.	
Module 2	Approaches and Process of Counseling	1

	LOs:	Module Contents:	
	Learners will be able to: • Explain the approaches to counseling • Discuss the process of counseling • Apply counseling process in the classroom situation • Analyze various counseling issues • Explain characteristics, skills, role and functions of a counselor	• Approaches to Counseling – Directive and Non directive – Psychoanalytic-Behaviorist – Humanistic – Eclectic • Process of Counseling: Relationship building, problem assessment, goal setting, counseling intervention, evaluation • Counselling for Issues: Bullying, Relationship with Peer and Parents, Handling puberty issues, Addiction [substance abuse,online games], Suicide, Academic Stress • Counselor: Characteristics, Skills, Role and Functions. • Status of Counselor	
Module 3	**Career Guidance**		1

	LOs:	**Module Contents:**	
	Learners will be able to: • Explain theories of career development • Discuss process of career guidance service • Apply knowledge about occupational information	• Theories of career development: Supers , Hollands, Krumboltz social theory • Individual guidance and group guidance • Process of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation • Resources required for organizing guidance services • Occupational Information: Need Sources , Methods of Collection, Filling, Classification, and Dissemination • Job analysis	
Module 4	**Assessment in Guidance and Counseling**		**1**
	LOs: **Learners will be able to:** • Use various psychological test and explain their use in counseling situation • Apply various techniques and their use in counseling situation • Discuss ethical base of counseling and psychological tests ○	**Module Contents:** • Psychological Tests: History of Psychological testing Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests. • Techniques: Socio-metric Technique, Case Study, Observation, Interviews, Home visits • Ethics of counseling and Ethical Basis in	

		the Use of Psychological Tests • Factors affecting Psychological Test Results, testing & Stigmatization	
Assignments	• Interview of a counselor and write a report with one's own perspective (10 marks) • Prepare a monograph or brochure giving necessary information about any one career (20 marks). • Conduct survey of problems that are prevalent in school which needs immediate attention of a counselor and prepare a report (10 marks) • Administer and score a student problem checklist and prepare a report. (10 marks)		

References and additional resources:

- Aggarwal R.(2006) Educational Vocational Guidance and counseling, Shipra Publication, Description: Delhi: 2006.

- Bala Rajni.(2007) Guidance and Counseling: modern review, Alfa Publication, Description'. ; New Delhi: 10. Naik D. (2007) Fundamentals of Guidance and counseling. Adhyayan publishers Description: New Delhi.

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- Sharma R A.(2006), Fundamentals of Guidance and Counseling. R Lal Book Depot, Description: Meerut

- MadhukumarI.(2007). Guidance and Counseling

211914	Instructional Leadership	Major (Core)	2	50		

SN	Courses, Modules and Outcomes	Course Contents		Cr
	Semester II			
211914	**Instructional Leadership Major (Core)**			2
	Course Outcomes: Learners will be able to: • Explain the role and responsibilities of instructional leaders. • Develop strategies for enhancing teaching and learning in diverse educational settings. • Design an effective Instructional Leadership plan			
Module 1	**Understanding Instructional Leadership**			1
	Learning Outcomes (LOs): **Learners will be able to:** • Explain the meaning and Importance of Instructional Leadership • Analyze the skills required for Instructional Leader • Establish the relationship between Instructional Leadership, Teacher development & Students success	**Module Contents** • Meaning and importance of instructional leadership • Historical perspectives and evolution of instructional leadership • Key roles and responsibilities of instructional leader • Skills required for Instructional Leader • Elements of Instructional Leadership Practices • Autonomy & Leadership • Articulating Instructional Leadership, Teacher development & Students success		

Module 2	**Instructional Leadership Practices**	1
	LOs: **Learners will be able to:** • Suggest the appropriate strategies of Instructional Leadership • Develop plan for effective Instructional Leadership	**Module Contents:** **Roles of Instructional Leader** 1. Develop a Clear Vision and Mission • Define the Vision • Communicate the Vision • Set Goals 2. Foster a Positive School Culture • Build Relationships • Promote Inclusivity • Encourage Collaboration 3. Support Effective Teaching Practices • Provide Professional Development • Implement Coaching and Mentoring • Encourage Best Practices 4. Use Data to Inform Decision-Making • Collect and Analyze Data. • Make Data-Driven Decisions • Share Data Insights 5. Monitor and Evaluate Instructional Practices • Conduct Observations • Evaluate Effectiveness • Provide Constructive Feedback 6. Lead Change and Innovation • Implement Change Initiatives • Manage Resistance • Encourage Innovation 7. Engage with the Community • Build Partnerships • Communicate Effectively • Solicit Feedback

		Evaluation and Assessment of Instructional Leadership • Methods for evaluating instructional leadership effectiveness • Assessing the impact of leadership on teaching and learning outcomes • Reflective practice and continuous self-improvement	

Assignments	• Analyze the current state of instructional leadership within a school or educational setting and develop a comprehensive improvement plan
	 • Case Study Analysis and Leadership Reflection
	 Objective: Analyze a real-world case study related to instructional leadership and reflect on how leadership practices can address similar challenges in our own context.
	     • Instructions:
	 • Case Study Selection: Choose a case study related to instructional leadership from the provided readings or other credible sources. Summarize the key issues, leadership strategies implemented, and outcomes observed.
	 1. Analysis: Analyze the effectiveness of the leadership strategies used in the case study. Consider factors such as:
	     o Alignment with instructional leadership theories
	     o Impact on teaching and learning
	     o Challenges faced and how they were addressed	

References and additional resources:

Brooks, J. S., & Brooks, J. M. (2022). *The principal as instructional leader: A handbook for the modern principal*. Corwin.

Darling-Hammond, L. (2021). Leading for learning: How to transform schools into learning organizations. *Educational Leadership, 78*(6), 22-27.

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261911	Self Regulated Learning	Elective (Open)	2	50		
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester II					
261911	**Self Regulated Learning Elective (Open)**					**2**
	Course Outcomes: Learners will be able to: • Explain the relationship between cognition, metacognition & motivation • Explain the theories of SRL • Design an effective Self-Regulated Learning strategies					
Module 1	**Understanding Self-regulated Learning (SRL)**					**1**

| | Learning Outcomes (LOs):

Learners will be able to:
• Explain the meaning and Importance of Instructional Leadership
• Analyze the theories of SRL
• Establish the relationship between motivation, cognition & metacognition | Module Contents
• Meaning and importance of SRL
• Cognitive and Metacognitive Processes in SRL
• Cognitive Strategies: Elaboration, organization,and rehearsal
• Metacognitive Awareness and Regulation: Planning, monitoring, and evaluating.
• Motivation and SRL: Intrinsic vs. extrinsic motivation.
• Goal Setting and Self-Regulation: The role of goal setting in SRL
• Theoretical Understanding of SRL: Zimmerman's Cyclical Model Phases: Forethought, performance, and self-reflection.
• Bandura's Social Cognitive Theory: Self-efficacy and its impact on SRL.
• Pintrich's Model: Motivational and cognitive factors in SRL. | |
| **Module 2** | **Strategies for Enhancing Self-Regulated Learning** | **1** |

	LOs:	Module Contents:
	Learners will be able to:	**Roles of Instructional Leader**

	LOs: **Learners will be able to:** • Suggest the appropriate strategies of SRL • Develop plan for effective SRL	**Module Contents:** **Roles of Instructional Leader** • SRL in Educational Settings: Creation of classroom environment for SRL • Classroom Strategies: Techniques for teaching SRL strategies. • Supporting SRL with ICT : Digital tools and platforms supporting SRL. (LMS, collaborative tools, Mind Mapping and Concept Mapping Tools, Interactive Simulations and Learning Games, Reflective Journaling and Blogging etc • Evaluation and Assessment of SRL Skills : Assessing SRL Skills • Tools and techniques for assessing SRL. • Reflective practice and continuous self-improvement	
Assignments	• Design an SRL Intervention Program for a specific educational setting with specific components like Goal Setting, Cognitive Strategies, Metacognitive Strategies, Motivational Strategies (20 marks) • Observe five classes and analyze the spaces for SRL and prepare report and share the experiences with the class. (10 marks) • Analyze the blog of teachers' experiences (3) and analyze it in the context of SRL (15 marks) • Write a Experience/ story of your learning as teacher and share with class (5 marks)	

References and additional resources:

Azvedo, Roger and Cromley, Jennifer G. (2004). "Does Training on Self-Regulated Learning Facilitate Students' Learning With Hypermedia?" Journal of Educational Psychology, Vol. 96, No. 3, 523-535.

Chen et al. (2017). "Strategic Resource Use for Learning: A Self-Administered Intervention That Guides Self-Reflection on Effective Resource Use Enhances Academic Performance", Psychological Science, Vol. 28(6), 774-785

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261912	Teacher Empowerment for Learning	Elective (Open)	2	50		
SN	**Courses, Modules and Outcomes**	**Course Contents**				**Cr**
	Semester II					
261911	**Teacher Empowerment for Learning Elective (Open)**					**2**
	Course Outcomes: Learners will be able to: - Explain the concept of teacher empowerment and its aspects - Discuss elements of teacher empowerment - Design learning outcomes for cognitive, affective and psychomotor domain - Write learning outcomes based on Revised Taxonomy of Bloom - Develop question bank based on revised taxonomy - Design blueprint and design an achievement test					

Module 1	Understanding Teacher Empowerment	1
	Learning Outcomes (LOs): **Learners will be able to:** - Explain the concept & aspects of Teacher Empowerment - Discuss the importance of elements of teacher empowerment in learning process	**Module Contents** - Teacher Empowerment : Concept, aspects and relationship with learning - Elements of Teacher Empowerment - Teacher Autonomy - Role of teacher Autonomy in school policies, curriculum design, and instructional methods that enhance their commitment and effectiveness. - Strategies for Increasing Autonomy: How schools can involve teachers in decision-making processes, such as through shared governance or teacher committees. - Collaboration and Support Systems - Collaboration: The importance of collaborative practices like team teaching, peer observations, and professional learning communities. - Student Support System : Mentoring, coaching, Guidance and Counseling - Teacher as a leader :

		Innovator , resource manager, resource mobilizer • Action research & Collaboration and its articulation with empowerment • National Professional Standards for Teachers (NPST)	
Module 2	**Revised Taxonomy of Bloom for Effective Learning**		**1**
	LOs: **Learners will be able to:** • Design objectives and learning outcomes for cognitive, affective and psychomotor domain • Write learning outcomes based on Revised Taxonomy • Differentiate between old and new taxonomy • Develop question bank based on revised taxonomy • Prepare blueprint and design a test	**Module Contents:** • Domains of Development : Cognitive, Affective , Psychomotor • Revised Taxonomy of Bloom • Dimensions of Revised Taxonomy- Knowledge , Cognitive Process • Knowledge Dimension- Factual, Conceptual, Procedural and Metacognitive • Cognitive Process Dimension- Remember, Understand, Apply, Analyze, Evaluate, Create • Difference between old and new revised taxonomy • Writing objectives and Learning Outcomes based on Revised Taxonomy • Content Analysis • Designing a Blueprint	

		• Development of Question bank (Types of Questions, Mapping with objectives
Assignments	• Prepare a Lesson Plan based on Bloom's Revised Taxonomy (15 Marks) • Prepare a blue print and achievement test of 30 marks on any topic (15 Marks) • Result analysis - Collect report card and CCE observation records of any 5 students from the school and analyze it from the perspective of revised taxonomy (20 marks)	

References and additional resources:

Harris, S., Jones, M., & Taylor, K. (2018). Teacher autonomy and teacher empowerment: A review of the literature. Journal of Educational Administration, 56(2), 231-245.

Learning Forward. (2015). Empowering teachers, empowering students: A framework for teacher professional development.
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