M.A. EDUCATION (TWO YEAR)

w.e.f. Session 2025-2027

COURSE STRUCTURE

SEMESTER	COURSE TYPE	COURSE CODE	NAME OF THE COURSE	CREDIT
I	CORE	EDUCC101T	Evolution of National System of Education in India	4
	CORE	EDUCC102T	Philosophical Perspectives of Education	4
	CORE	EDUCC103T	Psychological Perspectives of Education	4
	CORE	EDUCC104T	Teacher Education in the Indian Context	4
	CORE	EDUCC105P	Educational Psychology Practical	2
	VALUE ADDED(INTRA-DEPARTMENTAL)	EDUVA101T	Education for Happiness	2
II	CORE	EDUCC206T	Sociological Perspectives of Education	4
	CORE	EDUCC207T	Research in Education	4
	CORE	EDUCC208T	Principles and Techniques of Curriculum Construction	4
	CORE	EDUCC209T	Measurement and Evaluation in Education	4
	CORE	EDUCC210P	Preparation of Research Proposal	2
	VALUE ADDED (INTER-DEPARTMENTAL)	EDUVA201T	Ethics in Research and Publication	2
III	CORE	EDUCC311T	Educational Management and Leadership	4
	CORE	EDUCC312T	Statistics in Education	4
	CORE	EDUCC313(a)	Inclusive Education	4
	CORE	EDUCC313(b)	Pedagogy of Education	4
	ELECTIVE	EDUEC314(a)	Guidance and Counselling	4
	ELECTIVE	EDUEC314(b)	Values and Human Rights	4
	ELECTIVE	EDUEC315(a)	Mental Health and Well being	2
	ELECTIVE	EDUEC315(b)	Environmental and Population Education	2
	CORE	EDUCC301P	Internship	2

IV	CORE	EDUCC416T	Technological Perspectives of Education	4
	ELECTIVE	EDUEC417(a)	Advanced Statistics in Education	4
	ELECTIVE	EDUEC417(b)	Comparative Education	4
	ELECTIVE	EDUEC418(a)	Digital Learning in Education	4
	ELECTIVE	EDUEC418(b)	Alternatives in Education	4
	CORE	EDUCC419P	Dissertation	8

EDUCC101T- Evolution of National System of Education in India
Semester-I   **Total Credit-4**

About the Course: This course is designed to provide an in-depth understanding of the evolution of National System of Education in modern India. Readers of this course will know the evolution of the National System through British period, initiatives of great personalities of Indian National Movement, Constituent Assembly debates and the Constitution. This course also emphasizes on major policies, reports of various committees and commissions to understand various facets of the evolution of the National System of Education and examine them critically.

Learning Outcomes: On completion of this course, students will be able to:

- Understand the early efforts of British officials & Nationalists for the development of National System of Education.
- Understand the contribution of social reformers in the articulation and expansion of education.
- Know the debates in Constituent assembly on education and society leading to the foundation of National System of Education in Independent India.
- Examine how reports of major commissions helped education to evolve and grow at various levels, viz., School Education, Higher Education, Teacher Education, Technical & Professional Education.
- Analyze critically the strengths and weaknesses and suggest a framework to develop a sound system of education at the national level.

Unit I
National System of Education During British India

- Introduction of modern education in India: Macaulay's Minute, Wood Despatch.
- Expansion of higher education from 1857 to 1947: Contribution of Christian Missionaries, British officials and intellectuals
- Early efforts of nationalists: B.G. Tilak, Bengal Education Society, Madras Education Society
- Contribution of social reformers in the articulation of education and its expansion: Raja Ram Mohan Roy, Jyotiba Phule, Sir Syed Ahamd Khan, Pt. Madan Mohan Malviya, JRD Tata and the Tata Trust, Dr. Zakir Husain, Dr. Dhondo Keshav Karve, Hiralal Shastri

Unit II
Society, Education and Constitution

- Debates on education and society in the Constituent Assembly: Dr. Rajendra Prasad, Maulana Abul Kalam Azad, Hansa Mehta, Dr. B.R. Ambedkar, J.B. Kriplani, Jawaharlal Nehru
- Education in Fundamental Rights and Directive Principles of State Policy
- Provisions related to the education of SEDGs: SC, ST, OBCs, Minorities, Women, PwDs, EWS
- Education as a subject in the union list, state list, and concurrent list

Unit III
Education and National Reconstruction

- A Review of the Reports of Important Education Commissions: University Education Commission (1948), Scientific Manpower Committee (1949), Secondary Education Commission (1952), Education Commission (1964-66), National Commission of Teachers (1983), National Commission on Teachers in Higher Education (1985), National Knowledge Commission (2009)
    a) School Education
    b) Higher Education
    c) Teacher Education
    d) Technical and Professional Education

Unit IV
Education and Governance: Structure, Financing and Autonomy

- Policy formulation: NPE 1968, NPE 1986, POA 1992 & NEP 2020
- Language policy: three language formula, medium of instruction, debates on language in higher, technical and professional education
- Financing of education: Budgetary allocation, grant-in-aid, private funding
- Reflections on education: education in the manifestos of different political parties, autonomy of educational institutions

Suggestive Practicum: (any two)

1. Critical analysis of the constitutional debates on education and group discussion.
2. Preparing a policy framework to overcome the problems of present education system and its presentation through PPT.
3. Comparative study of NPE 1986 & NEP 2020 and preparation of a report.

Suggested Readings:

- Agarwal, J. C. (2024). *Landmarks in the History of Indian Education*. New Delhi: Vikas Publishing House.
- Basu, A. (1974). *The Growth of Education and Political Development in India, 1898-1920*. New Delhi: Oxford University Press. https://archive.org/details/bwb_P8-BMB-547/page/n5/mode/2up
- Dharampal. (1983). *The Beautiful Tree*. New Delhi: Impex Biblia. https://archive.org/details/TheBeautifulTree-Dharampal
- Ghosh, S. C. (2016). *History of Education in Modern India*. New Delhi: Rawat Publications.
- Govinda, R. (2011). *Who Goes to School? Exploring Exclusion in Indian Education*. New Delhi: Oxford University Press.
- Government of India. (1964-66). *Education and National Development, Report of the Education Commission*. New Delhi: NCERT. https://ia801307.us.archive.org/16/items/ReportOfTheEducationCommission1964-66D.S.KothariReport/48.Jp-ReportOfTheEducationCommission1964-66d.s.kothari.pdf
- Government of India (1999). *Public Report on Basic Education in India*. New Delhi: Oxford University Press. https://roadscholarz.net/wp-content/uploads/2020/07/public_report_basic_education_india.pdf

- Government of India (1949). Report of the Scientific Man- Power Committee. New Delhi. Government of India Press.
- Government of India (1964-66). *Report of the Secondary Education Commission.* New Delhi: NCERT. https://www.educationforallinindia.com/1953%20Secondary_Education_Commission _Report.pdf
- Government of India (1986). National Policy on Education. New Delhi: MHRD. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
- Government of India (2020). *National Education Policy 2020.* New Delhi: MHRD. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Kumar, K. (2001). *Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan.* New Delhi: Penguin. https://archive.org/details/krishna-kumar-prejudice-and-pride
- Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas.* Sage Publications https://arvindguptatoys.com/arvindgupta/pol-agenda-kk.pdf
- Naik, J. P. & Nurullah S. (2004). *A Students' History of Education in India 1800-1973.* New Delhi: Macmillan India Private Limited. https://archive.org/details/AStudentsHistoryOfEducationInIndia1800-1973_926
- Prakash, V. & Biswal, K. (2008). *Perspectives on Education and Development: Revisiting Education Commission and After.* New Delhi: Shipra Publication.
- Sadgopal, A. (2009). Shiksha mein Badlav ka sawal, Delhi: Granth Shilpi. https://archive.org/details/shiksha-mein-badlav-ka-sawal
- Shaidullah, K. (1987). *Pathshalas into Schools. The Development of Indigenous Elementary Education in Bengal, 1854-1905.* Calcutta: Firma KLM.
- Siddiqui, M. A., Sharma, A. K. & Arora, G. L. (2009). *Teacher Education: Reflections Towards Policy Formulation.* New Delhi: NCTE.
- Tilak, J. B. G. (2013). *Higher Education in India: In Search of Equality, Quality and Quantity.* New Delhi: Orient Black Swan.

EDUCC102T- Philosophical Perspectives of Education

Semester – I   **Total Credit – 4**

About the Course – This course is meticulously designed to provide learners with a profound understanding of profound understanding of the philosophical underpinnings that shape and influence educational practices. The basic objectives of this course are to acquaint the learners about meaning, nature, characteristics and different branches of philosophy and relationship between philosophy and education. This course provides a comprehensive overview of diverse philosophical traditions and their impact on educational theory and practices. By connecting philosophical ideas with educational methods, this course equips learners with the critical insights needed to understand and influence contemporary practices.

Learning Outcomes –After completion of this course,students will be able to:

- Understand different schools of Indian and Western philosophy.
- Explain about different Indian and Western schools of philosophy and their educational implications.
- Understand the modern trends in philosophy.
- Critically examine the educational thoughts of thinkers.

Unit -I
Philosophical Foundations of Education

- Philosophy: a directive doctrine and a liberal discipline. Functions: Normative, Speculative and Analytical
- Branches of Philosophy: Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic and their relevance to Education
- Philosophy of Education, Educational Philosophy, and relationship between Philosophy and Education
- Indian and Western Philosophy: Basics features and characteristics

Unit – II
Indian Schools of Philosophy

- Samakhyaand Yoga: basic characteristics, branches and their educational implications.
- Vedanta(Advaita) and Mimansa:basic characteristics, branches and their educational implications.
- Jainism and Buddhism: basic characteristics, branches and their educational implications.
- Islamic traditions and Christian thoughts: basic characteristics and their educational implications.

Unit – III
Western Schools of Philosophy

- Idealism, Realism & Naturalism:basic characteristics, branches and their educational implications.
- Pragmatism, Existentialism, Marxism & Humanism: basic characteristics, branches and their educational implications.
- Modern Trends in Philosophy: Reconstructionism and Logical Positivism

Unit – IV
Contributions of Great Thinkers

- Swami DayanandSaraswati, Mahamana Madan MohanMalviya, and S. Radhakrishnan: Educational thoughts and contribution
- SavitribaiPhule, Dr.Bhim Rao Ambedkar and Dr. APJ Abdul Kalam:Educational thoughts and contribution
- Paulo Freire, Ivan Illich and NelNoddings: Educational thoughts and contribution

Suggestive Practicum:(any two)
1. Writing a paper on educational philosophy or branches of philosophy.
2. Writing a book review on any one thinker's original work.
3. Writing a report on comparative study of Indian or Western Schools/ thinkers.

Suggested Readings:

- Ambedkar, B. R. (2020). *The Buddha and His Dhamma*. Wardha: SudhirPrakashan.

- Agarwal, S. (1991). *Dr. B.R. Ambedkar: the Man and His Message: A Commemorative Volume*. Prentice Hall of India.

- Apurva, A. (2021). SavitribaiPhule shall never die, for her pen lives on. http://livewire.thewire.in/politics/savitribai-phule-shall-never-die-for-her-pen-lives-on

- Brubacher, J.S. (2022). *Modern Philosophies of Education*. Chennai: Nation Press.

- Butler, J.D. (1968). *Four Philosophies and their practice in Education and Religion*, Third Edition, New York: Harper and Row co.

- Lal, R. B. (2018). *Philosophical and Sociological Foundations of Education*. Meerut: R. Lall Publishers and Distributors.

- Nodding, N. (2015). *Philosophy of Education* (4th Edition). Colorado: Westview Press.

- Ozmon, H. A., & Craver, S. M. (2013). *Philosophical Foundations of Education* (9th ed.). Pearson.

- Radhakrishnan, S. (2018). *Indian Philosophy*. Volume 1 (2nd Edition). New Delhi: Oxford University Press.

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- Radhakrishnan. S. (2018). *Indian Philosophy*. Volume 2 (2nd Edition). New Delhi: Oxford University Press.
- Rusk. R. R. (2024). *The Philosophical Bases of Education* (1st Edition). New Delhi: Arjun Publishing House.
- Sharma, Y. K. (2002) *The Doctrines of the Great Indian Educators*. New Delhi: Kanishka Publishers.
- Taneja. V. R. (2018). *Educational Thought and Practice*. ChaukhambaAuriyantaliya.
- Tigunait, PanditRajmani (2019) *Seven Systems of Indian Philosophy*. Allahabad: Himalayan Institute India.
- Wall. Edmund (2001). *Educational theory: Philosophical and Political Perspectives*. New York: Prometheus Books.
- Warder. A. K. (2018). *A Course in Indian Philosophy*. Delhi: Motilal Banarasi Das Publishers Private Limited.
- अम्बेडकर, एम. (2005).*आधुनिक भारत के निर्माता: डॉ भीमराव अम्बेडकर*. नई दिल्ली: डायमंड बुक्स.
- ओड, एल. के. (2021).*शिक्षा की दार्शनिक पृष्ठभूमि*. जयपुर:राजस्थान हिंदी ग्रन्थ अकादमी.
- पाण्डेय.आर.एस. (2006).*शिक्षादर्शन*.आगरा: विनोदपुस्तकमंदिर.
- रस्क आर. एस. (1990). *शिक्षा के दार्शनिक आधार*. जयपुर: राजस्थान हिंदी ग्रंथ अकादमी.
- सिन्हा. जे. (2018). *भारतीय दर्शन*. नई दिल्ली: मोतीलाल वनारसीदास पब्लिशिंग हाउस.
- शर्मा, सी. (2010). *भारतीय दर्शन आलोचन और अनुशीलन*. नई दिल्ली: मोतीलाल वनारसीदास पब्लिशिंग हाउस.
- शर्मा, सी. (2016).*पाश्चात्य दर्शन*. नई दिल्ली: मोतीलाल बनारसीदास पब्लिशिंग हाउस.
- हिरियन्ना. एम. (2018). *भारतीय दर्शन की रूपरेखा*. नई दिल्ली: राजकमल प्रकाशन प्रा.लि.
- सिन्हा. एच.पी. (2023). *भारतीय दर्शन की रूपरेखा*.दिल्ली: मोतीलाल बनारसीदास पब्लिशिंग हाउस.

EDUCC103T- Psychological Perspectives of Education

Semester: I   **Total credit: 4**

About the course: This course explores the various psychological principles and theories that influence learning, teaching, and educational practices. It aims to provide students with an in-depth understanding of how psychological concepts like development, intelligence, personality, and motivation play a critical role in educational settings. The course emphasizes the application of psychological theories to address educational challenges and to promote effective teaching-learning environments. Students will gain the knowledge required to analyze and understand individual differences, cognitive and emotional development, and learning theories that influence students' behavior and performance in educational contexts.

Learning outcomes: On completion of this course, learners will be able to:

- Understand the concept of educational psychology, different stages of human development and its implication on Education.
- Classify different learning theories and evaluate their implications for educational practices.
- Analyze major theories of intelligence, assess their relevance andevaluate individual differences in educational settings.
- Reflect on personal experiences with learning motivation (intrinsic vs. extrinsic) and demonstrate an improved understanding of how these factors influence individual behavior and academic performance.
- Critically evaluate different personality assessment methods (subjective, objective, projective), comparing their strengths and limitations in accurately measuring personality traits.
- Examine the role of defense mechanisms in psychological adjustment and discuss how these mechanisms can influence students' ability to cope with learning challenges and stress.

UNIT I

Human Development

- Concept and Nature of Educational Psychology
- Human Development: Concept and Determinants
- Mental Development and Cognitive Development:Piaget's theory of cognitive development
- Moral Development: Kohlberg's theory of moral development
- Emotional and Social Development: Erikson's theory of psychosocial development

UNIT II

Learning Theories and Motivation

- Behaviorism: Skinners Operant Conditioning Theory, Tolman's learning theories
- Gestalt: Kohler, Koffka, Kurt Lewin

- Bandura's Social Learning Theory and Educational Implications
- Motivation: Concept. Types and Strategies to motivate students
- Memory and Forgetting: Concept and Factors Affecting

UNIT III

Intelligence and Individual Differences

- Concept of Intelligence
- Theories of Intelligence: Spearman's General Intelligence (g). Thurstone's Primary Mental Abilities. Gardner's Multiple Intelligences. Sternberg's Triarchic Theory. Guilford's Structure of Intellect
- Daniel Goleman's Emotional Intelligence
- Intelligence Test: Verbal test. Non-Verbal test and Performance test
- Concept and Sources of Individual Differences

UNIT IV

Personality and Adjustment

- Concept of Personality
- Trait and Type approach to Personality
- Personality Assessment: Subjective. Objective. Projective
- Concept of Adjustment
- Defense Mechanism: Concept and Types

Suggestive Practicum: (Any two)

1. Survey to identify prevalent defense mechanism.
2. Observing peer group and identifying personality types.
3. Identification of individual differences among students in the classroom.

Suggested Readings:

- Allport. G. W. (1961). Patterns and growth in personality. Rinehart & Winston.
- Anastasi. A.& Urbina. S. (2024). Psychological Testing (7th Edition).Noida: Pearson Education India Pvt. Ltd.
- Bernard. H. W. (1954). Psychology of learning and teaching. McGraw-Hill.
- Carroll. H. A. (1969). Mental hygiene: The dynamics of adjustment. Englewood Cliffs.
- Chauhan. S. S. (1978). Advance educational psychology. Vikas Publishing House.
- Freeman. S. F. (1962). Theory and practice of psychological testing. Oxford and IBH Publishing Co. Pvt. Ltd.
- Hall, C. S.. Lindzey. G.. & Campbell, J. B. (1997). Theories of personality. John Wiley and Sons.
- Hilgard. E. R.. & Bower. G. H. (1966). Theories of learning. Prentice Hall of India Ltd.

- Hurlock, E. (1973). Adolescent development. McGraw-Hill.
- Hurlock, E. (1978). Child development. McGraw-Hill.
- Hurlock, E.B. (2004). Developmental Psychology: A Life span Approach. McGraw-Hill.
- Skinner, C. E. (1984). Educational psychology. Prentice Hall of India.
- सिंह. अरुणकुमार. (2003). शिक्षा मनोविज्ञान. भारती भवन।
- गुप्ता. एस. पी. (1998). आधुनिक शिक्षा मनोविज्ञान. शारदा प्रकाशन।
- मंगल. एस. के. (2009). शिक्षा मनोविज्ञान. प्रेंटिसहॉल इंडिया।
- माथुर. एस. एस. (1999). शिक्षा मनोविज्ञान. श्रीविनोद पुस्तक मंदिर।
- पांडे. के. पी. (2005). नवीन शिक्षा मनोविज्ञान. विश्वविधालय प्रकाशन।

EDUCC104T- Teacher Education in the Indian Context

Semester- I   **Total Credit-4**

About the Course: This course is designed to provide an in-depth understanding of the evolution and development of teacher education in India during different periods of the history. Readers of this course will know the importance of teacher education programmes not only for the students of education but also across the disciplines and its impact on education. With the implementation of NEP 2020, Departments of Education will play an important role in different educational programmes and UGC proved it by bringing the framework for its implementation. This course also emphasizes on the major policies, reports of various committees and commissions to understandvarious aspects of teacher education and examine them critically.

Learning Outcomes: On completion of this course, students will be able to:

- Know the evolution and development of teacher education in India.
- Know the Genesis, Nature, Objectives and Need of teacher education.
- Understand the changing notion of teachers with the change of time.
- Understand the evolution of teaching as a Profession and its importance.
- Analyze critically the policy documents related to teacher education and their implications to enrich the programme.

UNIT- I

Evolution and Development of Teacher Education

- Teacher Education: Meaning, Nature, Scope and Significance; aims and objectives of teacher education curricula for different stages.
- Teacher Education in the Changing Society: A brief industrial perspective of the concept of teacher education in Indian context.
- Development of Teacher Education in India during different periods.
- Teacher Education Programmes in India (One year, Two year & ITEP: Analytical and Critical Appraisal of the recommendations of various commissions and committees.

UNIT- II

Perspectives on Teachers and Teaching

- Teacher as a critical pedagogue, Cultural worker, Intellectual and Reflective Practitioner.
- Teacher and Knowledge: Critical examination ofteachers' belief, Values, Assumptions about children, learner and learning, teaching and knowledge.
- Understanding teachers' knowledge in terms of subject content, pedagogical approaches, socio- economic- cultural context of the learner and diversity in society and its interface with the classroom.
- Changing notion of teacher in India- from Guru to Professional, understanding teacher identity vis-à-vis gender, caste, class, region, community and other socio-economic aspects that create the identity

UNIT- III

Teaching as a Profession

- Status of teachers in the society: examining the position of teachers within the socio-psychological, cultural, economic and political context in a historical and contemporary perspective and its impact on teacher education.
- Teaching as a Profession: Meaning of Profession, Origin and Development of Teaching Profession, Professional Preparations of Teachers, Major Characteristics, Emergence of Teachers' Professional Associations.
- Professional and Socio- Economic- Legal Status: Obstacles to the Professionalization of Teaching, Social Status of Teachers, Economic Status of Teachers as visualized by Education Commission (1964-66) &National Commission on Teachers- I & II (1984).

UNIT- IV

Policy Imperatives and Research in Teacher Education

- Study and analysis of reports and policy documents: Education Commission (1964), National Policies on Education, National Commission on Teachers I & II (1984), Justice Verma Commission, National Curriculum Framework on Teacher Education (2009).
- Quality and Regulatory Dimension: Regulatory Framework of Teacher Education, Genesis of NCTE, Role and Functions of NAAC, Critical examination of the regulatory framework.
- Research in Teacher Education: Institutions and Infrastructure, curriculum and pedagogy, pre-service and in-service teacher education, teacher educators

Suggestive Practicum: (any two)

1. Critical analysis of policy documentsrelated to teacher education and its presentation through a symposium.
2. Preparing a policy framework to overcome the problems of teacher education in the present context and its presentation through PPT.
3. Critical evaluation ofthe curriculum framework of teacher education in the context of NPE 1986 & NEP 2020 and presentation through PPT.

Suggested Readings:

- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing a Research Agenda. Education as Change. Vol. 18 S5- S18.
- Fives, H., Gregoire, G.M. (Eds) (2015). International Handbook of Research on Teachers' Belief. New York. Routledge.
- Govt. of India (1964-66). Education and National Development. Report of the Education Commission- 1964-66. New Delhi. Ministry of Education.
- Govt. of India (2020). National Education Policy-2020. New Delhi. Ministry of Human Resource Development.
- Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*. Vol. 6, No. 2. Pp. 151-182.

- Hartley, D., Whitehead, M. (Eds.) (2006). Teacher Education- Major Themes in Education. London. Routledge.
- MHRD (1985). Report of the National Commission on Teachers-I&II (1983-85). Government of India.
- MHRD (1986). National Policy on Education-1986. New Delhi. Ministry of Human Resource Development.
- MHRD (1992). Programme of Action- 1992. New Delhi. Ministry of Human Resource Development.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi. Government of India. Volume 1 & 2.
- NCERT (2005). National Curriculum Framework 2005. New. Delhi. National Council of Educational Research & Training.
- NCERT (2006). Position Paper on Teacher Education. New Delhi. National Council of Educational Research & Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi. NCTE.
- NCTE. (1998). Teacher Education: Policy Perspectives & Documentation. New Delhi. National Council for Teacher Education.
- Null, J.W., Bohan, C.H. (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue*. Pp. 39-49.
- Saha, L.J., Dworkin, A.G. (Ed.) (2009). International Book of Research on Teachers and Teaching. Volume 1&2. Springer.
- Siddiqui, M.A., Sharma, A. K. & Arora, G. L. (2009). Teacher Education: Reflections towards Policy Formulations. New Delhi. NCTE.
- Sikula, J., Buttery, T.J., Guyton, E. (Eds) (1996). Handbook of Research on Teacher Education. USA. MacMillan.
- Stinne, T. M. Teaching as a Profession: Challenge for Teachers
- Yadav, M.S., Lakshmi, T.K.S. (Eds). Conceptual Inputs in Teacher Education. New Delhi. National Council for Teacher Education.

EDUCC105P - Educational Psychology Practical

Semester-I **Total Credit-2**

About The Course- It will help the students with the practical knowledge of conducting various experiments and Psychological Tests & interpretation of collected data. It will help students to learn the importance of psychological testing and the types of tests used.

Learning Outcomes- After completion of the course, students will be able to-

- Administer, analyse and interpret results from various psychological tests
- Understand about various assessment tools & techniques
- Interpret and assess the role of psychological testing in various settings.
- Understand usability of test & experiment.
- Know about qualitative and quantitative analyse of the data.
- Develop skill of writing a report of the practical administered.

LIST OF PRACTICALS

Tests

- **Intelligence Test-** Binet- Kamat Test of Intelligence (1964)
- **Personality Test:** R. B. Cattell's 16 PF

Experiments

- Study of Sociometry of a class
- Study of meaning of various concepts related to Education using a Semantic Differential Scale

EDUVA101T - Education for Happiness

Semester-I   **Total Credit: 2**

About the Course: This course explores the philosophical, psychological, and pedagogical foundations of happiness as a goal of education. It examines how educational systems, curricula, and classroom practices can be designed to promote well-being, inner peace, and holistic development. The course encourages future educators to integrate practices that nurture emotional intelligence, mindfulness, empathy, and a sense of purpose among learners, thereby contributing to their lifelong happiness.

Learning Outcomes: After completing this course, learners will be able to:

- Understand the philosophical and psychological perspectives on happiness.
- Analyze the role of education in promoting happiness and well-being.
- Identify pedagogical strategies that foster emotional and social well-being.
- Develop classroom practices that integrate mindfulness, gratitude, and reflective practices.

Unit I

Understanding Happiness

- Happiness: Concept, Meaning, Nature, Domains and its factors
- Indian Perspectives on Happiness (Hinduism, Buddhism, Jainism and Charvaka)
- Western Perspectives on Happiness (Stoicism, Epicureanism, Hedonism and Eudaimonia)
- Maslow's Hierarchy of Needs with reference to attaining state of happiness

Unit II

Education for Happiness: Approaches and Practices

- Relationship between Happiness and Education: Role of Teacher in Promoting Student's Happiness
- Creating Positive and Supportive Learning Environments
- Approaches: Experiential Learning, Value-based Education, collaborative and cooperative Learning
- Practices of Mindfulness, Meditation, Gratitude, and Reflective Thinking

Suggestive Practicum: (Any one)

1. Conduct a happiness survey among students and reflect on the findings.
2. Develop and demonstrate a mindfulness-based classroom activity.

Suggested Readings:

- Das, A., Ravindranath, S., & Dream a Dream. (2021). Happiness Curriculum: theory, practice and way forward. In *Dream a Dream*. https://dreamadream.org/wp-content/uploads/2021/12/14122021_WebsiteVersion_DaD_HappinessCurriculum-1.pdf
- Lyubomirsky, S. (2007). *The How of Happiness: A New Approach to Getting the Life You Want*. Penguin.

- Noddings, N. (2003). *Happiness and Education*. Cambridge University Press.
- Seligman. M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.
- Thich Nhat Hanh (1991). *Peace is Every Step: The Path of Mindfulness in Everyday Life*. Bantam Books.
- UNESCO (2016). *Happy Schools! A Framework for Learner Well-being in Asia-Pacific*. https://unesdoc.unesco.org/ark:/48223/pf0000244140/PDF/244140eng.pdf.multi

EDUCC206T - Sociological Perspectives of Education

Semester- II   **Total Credit-4**

About the Course: This paper explores the social dimensions of education, examining how it interacts with various social institutions, structures, and processes. It emphasizes the importance of social theories, cultural backgrounds, and historical perspectives in shaping educational systems. By an in-depth exploration of social organization, mobility, and change, students will develop a deeper understanding of how education shapes society and address social inequalities. Additionally, inclusion of classic sociological texts offers a wider intellectual base, encouraging critical thinking and scholarly engagement in the educational field.

Learning Outcomes: After completion of this course, students will be able to –

- Understand concept, scope, significance of Sociology of Education and its role in shaping educational practices.
- Critically examine social institutions, social structures, including class, caste, social stratification, mobility, and their influence on education.
- Analyze the role of education in socialization, social change, and cultural transmission.
- Understand cultural diversity, social equity and constitutional values, fostering respect for different identities.
- Synthesize insights from classical sociological thinkers to develop a comprehensive understanding of education, society, caste, class, religion etc.

UNIT- I
Foundations of Sociology in Education

- Sociology of Education – Concept, Nature, Scope. Difference between Educational Sociology and Sociology of Education.
- Need for sociological approach in Education.
- Education in Indian Society – Nature, concept and basic postulates of Indian Society.
- Values as enshrined in Indian Constitution. Influence of education and political systems on each other.

UNIT- II
Social Structures and Educational Dynamics

- Social Organization – Social groups, Social Differentiation and Stratification – characteristics and influencing factors.
- Social Systems – Functional and Structural subsystem, Education as a Subsystem of Social System.
- Social Mobility – concept and need.
- Social Institutions and their functions (family, school and society).

UNIT-III
Social Processes and Cultural Change

- Socialisation – concept, mechanism and Theories of Socialisation (Charles Cooley and George Herbert Mead).
- Social Change – concept, Theories (Linear, Cyclic and Fluctuation), constraints of social change.
- Culture – Concept, nature, types (Sensate, ideational, idealistic), Enculturation, Acculturation, Cultural lag and Composite Culture.
- Popular Indian Social Movements: Peasants, Women, and Dalit.

UNIT-IV
Thinkers and their Educational Insights

- G. S. Ghurye.
- B. R. Ambedkar.
- Radhakamal Mukerjee.
- Emile Durkheim.
- P.A.Sorokin.

Suggestive Practicum: (any two)

1. Book review of any one of the following books:
   - Caste, Class and Occupation by G. S. Ghurye.
   - The Rules of Sociological Method by Emile Durkheim.
   - Education and Society: An Introduction to the Sociology of Education by A.K.C. Ottaway.
   - The Annihilationof Caste by Dr. B. R. Ambedkar.
   - Democracy and Educationby John Dewey.
2. Visit to any culture specific educational institution and report writing.
3. Critical analysis of any one social organization with reference to its aims and objectives for promoting social and national welfare.

Suggested Readings:

- Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Ambedkar, B. R., Ram, S., Singh, I., Parmanand, B., Hans Raj, M., Narang, G. C., Narang, G. C., &Bhagwan, H. (n.d.). *The Annihilation of Caste*(By Jat-Pat-Todak Mandal).

  https://cimitl.columbia.edu/projects/mnnt/ambedkar/web/readings/aoc_print_2004.pdf

- *Annihilation of caste*. (n.d.). Google Books.

  https://books.google.co.in/books/about/Annihilation_of_Caste.html?id=comznDwAA

- Bhatia and Bhatia- Philosophical and sociological foundations of education. Doaba House.
- *Educational sociology: Brown, Francis J. (Francis James), 1894-1959 : Free Download, Borrow, and Streaming : Internet Archive.* (1969). Internet Archive. https://archive.org/details/educationalsocio0000brow
- *Caste, class, and occupation. - : Ghurye, G. S. (Govind Sadashiv), 1893- : Free Download, Borrow, and Streaming : Internet Archive.* (1961). Internet Archive. https://archive.org/details/casteclassoccupa0000ghur
- Dewey, J. & Pennsylvania State University. (n.d.). *Democracy and education.* https://nsee.memberclicks.net/assets/docs/KnowledgeCenter/BuildingExpEduc/Books Reports/10.%20democracy%20and%20education%20by%20dewey.pdf
- Durkheim, E. (1982). The rules of sociological method. In S. Lukes (Ed.), & W. D. Halls (Trans.), *THE FREE PRESS.* The Free Press. https://monoskop.org/images/1/1e/Durkheim_Emile_The_Rules_of_Sociological_Method_1982.pdf
- *Education and society: an introduction to the sociology of education : Ottaway, A. K. C. (Andrew Kenneth Cosway) : Free Download, Borrow, and Streaming : Internet Archive.* (1966). Internet Archive. https://archive.org/details/educationsociety0000otta_b4n8
- Mathur S.S. (1966) A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.
- Mead, G. H. (1934). *MIND, SELF, and SOCIETY FROM THE STANDPOINT OF a SOCIAL BEHAVIORIST* (C. W. Morris, Ed.). The University of Chicago Press. http://mindselfsocie1934.pdf
- Parsons, T. (1951). THE SOCIAL SYSTEM. In B. S. Turner &C.Wright Mills (Eds.), &H.H.Gerth (Trans.), *Routledge sociology classics* (2nd ed.). Routledge. https://voidnetwork.gr/wp-content/uploads/2016/10/The-social-System-T.Parsons.pdf
- Parsons, T. (2013). The social system. In *Routledge eBooks.* https://doi.org/10.4324/9780203992951
- *Shukla, B. (2016). Philosophical And Sociological Perspective Of Education In Contemporary India. Agrawal Publication.*
- *Social And Cultural Mobility : PitirimA.sorokin : Free Download, Borrow, and Streaming : Internet Archive.* (2017, January 26). Internet Archive. https://archive.org/details/in.ernet.dli.2015.275737
- *Social organization : a study of the larger mind : Cooley, Charles Horton, 1864-1929 : Free Download, Borrow, and Streaming : Internet Archive.* (1910). Internet Archive. https://archive.org/details/socialorganiza00cool_page/n9/mode/2up

EDUCC207T- Research in Education

Semester: II   **Total Credit:4**

About the Course: This course will provide students with the foundational skills as well as advanced knowledge necessary to conduct research in education discipline. It covers central topics on the use of research paradigms, scientific research processes, and higher-level critical appraisal about the educational research. In this course, various research methods will be explored in-depth with consideration of quantitative, qualitative and mixed-methods research approaches. It will also focus on writing research proposal and research reports.

Learning Outcomes: After completion of this course, students will be able to-
1. Understand and describe the meaning of Research, Educational Research, Its types and Scope.
2. Identify a research problem based on the literature review and develop research objectives and hypotheses.
3. Acquire skills for selecting sampling methods and data collection tools for research in a meaningful way.
4. Identify the components of research approaches that characterize quantitative, qualitative, and mixed methods research.
5. Write research proposal and research reports.

UNIT- I
Understanding Research Process and Problem

- Research: Meaning, nature, need, purpose and general steps
- Educational Research, Its role in knowledge generation and Paradigms of Educational Research
- Types of Research: Fundamental, Applied and Action Research.
- Scope of educational research.
- Research Problem- Criteria, sources for identifying the research problem and Characteristics of a good research problem, Variables and their types.

UNIT- II
Hypothesis and Sampling

- Hypotheses: Concept, Nature, Types, Forms and characteristics of good hypotheses.
- Hypotheses Testing: Type-I and Type-II Error, Level of Significance, Degree of Freedom
- Concept of Population, Sample, Sample Frame and Sampling Errors.
- Probability and Non-Probability Sampling Methods: Various Techniques, merits and limitations.
- Characteristics of a good sample.

UNIT- III
Quantitative, Qualitative and Mixed Method Research

- Quantitative Research– Concept, Meaning, Nature, Characteristics, Sources of Data, Main steps of conducting Quantitative Research, Methods of Quantitative Research: Descriptive Research (Survey Research, Co-relational Research and Ex-post facto research), Experimental Research (Laboratory and Field Experiments)– Meaning, Key Characteristics, Designs, Steps and Limitations.
- Qualitative Research– Concept, Meaning, Nature and Key characteristics, Sources of Data, Main steps in the process of Qualitative Research, Methods of Qualitative Research: Ethnography, Phenomenology, Grounded Theory, Narrative Research and Case Studies– Meaning, Key Characteristics, Designs, Steps and limitations
- Mixed Method Research– Mixed Methods Research – Concept, Meaning, Nature and Key characteristics, Sources of Data, Main steps in the process of Mixed Methods Research, Designs of Mixed Methods Research, Triangulation– Concept, Meaning, Types and Key characteristics.
- Tools and Techniques of Data Collection in different Research methods.

UNIT- IV
Writing Research Proposal and Research Report

- Formats, style and essential elements of research proposals and Research Report for master and doctoral dissertations.
- Writing In-Text Citations, References (APA, MLA, Chicago and Harvard) and Bibliography in research reports
- Reference Management System- Mendeley and Zotero.
- Steps in writing a good Research Proposal and Research Report.

Suggestive Practicum: (Any two)
1. Prepare a research proposal in about 2500 words.
2. Write a critique of two research articles (one qualitative and one quantitative) of about 500 words each.
3. Review any one post graduate dissertation of education discipline and write a comprehensive report in 1000 words.

Suggested Readings:

- American Psychological Association. (2019). *Publication Manual* (7th Edition). APA Publication Manual 7th Edition by American Psychological Association.pdf
- Best, J. W., James V. K. &Jha, A. K. (2018). *Research in Education* (Tenth Edition). Noida: Person India Education Services Pvt. Ltd.
- Clandinin, D. J. & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco: Jossey-Bass.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (Sixth Edition). London: Taylor & Francis e-Library. https://islmblogblog.wordpress.com/wp-content/uploads/2016/05/rme-edu-helpline-blogspot-com.pdf
- Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. & Cheryl, N. P. (2017). Qualitative Inquiry & Research Design: Choosing among Five approaches (Fourth Edition). New Delhi: SAGE Publication India Private Limited. https://revistapsicologia.org/public/formato/cuali2.pdf

- Creswell, J. W. (2007). *Research design: Quantitative, qualitative, and mixed method approaches* (Third Edition). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2015). *A Concise Introduction to Mixed Methods Research.* California: SAGE Publications, Inc.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Fourth Edition). Noida: Pearson India Education, Services Pvt. Ltd.
- Kerlinger, F. N. (2017). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications.
- Kothari, C. R. & Garg, G. (2023). *Research Methodology: Methods and Techniques.* (Fifth Edition). New Delhi: New Age International Publishers.
- Li, W., Liping, P. & Khan, Q. (2018). Research Methods in Education. New Delhi: SAGE Publications India Pvt. Ltd. https://inruled.bnu.edu.cn/docs/2022-04/20220407133940917619.pdf
- Mangal, S. K. &Mangal, S. (2015). *Research Methodology in Behavioral Sciences.* New Delhi: PHI Learning Private Limited.
- Novikov A. M. &Novikov, D. A. (2013). *Research Methodology from Philosophy of Science to Research Design.* London: Routledge Taylor & Francis Group.
- Pring. R. (2015). *Philosophy of Educational Research* (Third Edition). Dublin: Bloomsbury Publishing Ireland Limited.
- Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics.* New Delhi: Shipra Publications.
- Singh, A. K. (2023). *Tests, Measurements and Research Methods in Behavioral Sciences.* New Delhi: BharatiBhawan Publishers & Distributors.
- सिंह, ए. के. (2014). मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ. पटना. मोतीलाल बनारसीदास.
- आनंद, बी. (2022). मनोविज्ञान, शिक्षा तथा अन्य समाजिक विज्ञानों में अनुसंधान विधियाँ.पटना. मोतीलाल बनारसीदास.
- गुप्ता, एस. पी. (2022).अनुसंधान सदर्शिका संप्रत्यय, कार्यविधि तथा प्रविधि.इलाहाबाद. शारदा पुस्तक भवन.
- सुलेमान, एम. (2006).मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ. पटना. जनरल बुक एजेंसी.

EDUCC208T- Principles and Techniques of Curriculum Construction

Semester-II   **Total Credit:4**

About the course: This course intends to introduce the concepts, principles, bases, and approaches of the curriculum studies. It highlights the significant reforms in the curriculum along with history. This course is designed to provide additional skills and knowledge that complement the main focus of the curriculum and enhance its overall learning experience.

Learning outcomes: After completion of this course, students will be able to-

- Understand the concept of curriculum.
- Acquaint with various curricular types and their designs, processes, and construction.
- Explain the key components of the curriculum.
- Know and understand issues, trends, and research conducted in India regarding curriculum and curriculum development.
- Analyse the implications of policies on the curriculum.
- Examine current issues, trends, practices, and processes in the curriculum.
- Acquire knowledge about Curriculum Evaluation.
- Design and develop a curricular framework with given objectives in a particular field of formal study.

Unit I

Understanding Curriculum

- Curriculum and Syllabus: Concept, Meaning, Nature, Characteristics, Types and Differences.
- Textbooks and Reference Books: Concept, Nature, and Characteristics, and Differences.
- Bases of Curriculum: Philosophical, Socio-cultural, Political, Psychological, Knowledge system & technological advancement.
- Curriculum Development: Issues, Challenges, and Trends

Unit II

Principles and Types of Curriculum

- Basic elements and principles of curriculum.
- Curriculum theories and procedures.
- Role of curriculum support materials and Types.
- Types and forms of Curriculums: Teacher-centred, Subject-centred, Child-centred, Peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window shopping, Frontline, Crash, Spiral Curriculum.

Unit III

Curriculum Design and Models

- Curriculum Design and organization: Components, Sources, Principles, and Approaches.
- Curriculum Construction – Principles and Approaches (Concentric, Topical, Process and Integrated)
- Curriculum Implementation: Models (ORC, LOC, Linkage and RAC)
- Models of Curriculum: Different models of Curriculum Development – Administrative Line Staff (Tayler), Grassroot-level planning (Hilda Taba), Demonstration, and System analysis.

Unit IV

Curricular Reforms and Evaluation

- Suggestions and recommendations for curriculum development– Education Commission (1964-66), National Policy on Education (NPE)1986, National Education Policy (NEP)2020.
- Curricular Reforms as envisaged in National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009), National Curriculum Framework – Foundational Stage (2022) and National Curriculum Framework for School Education (2023)
- Curriculum Evaluation: concept and approaches
- Models of Curriculum Evaluation: The Metfessel-Michael Model, The Congruence-Contingency Model, The Ale Discrepancy Evaluation Model (DEM), The CIPP Model, and The Connoisseurship Model.

Suggestive Practicum: (any two)

1. SWOC analysis of any Curriculum framework
2. Compare any two curriculum frameworks.
3. Develop a curriculum based on any curriculum model.

Suggested Readings:

- Aggarwal, J.C. (1990). *Curriculum Reforms in India*. Delhi: Doaba House.
- Berman, L.U.: *New Principles in the Curriculum*, Ohio, Charles, E. Merril Book, 1968. 44 3.Bigge, M.L. & Hunt, M.P.: *Psychological Foundations of Education*, Harper & Row, New Delhi, 1968.
- Brent, Allen: *Philosophical Foundations for the Curriculum*, Allen & Unwin, Boston, 1978.
- Marsh,C.J.(2009).*Key Concepts for Understanding Curriculum*. New York: Routledge Taylor & Francis Group.

- Moore, A. (2014). *Understanding the School Curriculum: Theory, politics and principles*. Routledge.
- National Council for Teacher Education. (1988). *National Curriculum for Elementary and Secondary Education: A Framework*. New Delhi: NCERT.
- NCERT, New Delhi (2005) National Curriculum Framework-2005
- NCERT, New Delhi, Curriculum and Evaluation. Dimensions of curriculum change. New Delhi
- NCERT. (2023). *National Curriculum Framework for School Education (NCFSE-23)*. New Delhi: NCERT.
- Rajput, J.S. (ed.). (2004). *National Curriculum*. In *Encyclopaedia of Education* (pp. xxx-xxx). New Delhi: NCERT.
- Taneja, V.R., &Taneja, S. (1980). *Fundamentals of Curriculum Development*. New York: World Book.
- Warwick, D. (1975): *Curriculum Structure and Design*. London: University of London Press.

EDUCC209T -Measurement and Evaluation in Education

About the Course- This course explores key concepts, methods, and trends in evaluating learning. It covers four units: Fundamentals of Measurement and Evaluation, Tools and Models of Evaluation, Test Construction and Interpretation, and Modern Trends in Evaluation. The course introduces essential principles, various tools, test development techniques, and emerging evaluation approaches. It emphasizes theoretical understanding. Students will gain insights into different evaluation models, test validity, reliability, and new-age evaluation strategies. This course lays the foundation for academic research and discussions in education.

Learning Outcomes- After completion of this course, students will be able to-

- Know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
- Know and understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
- Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non-cognitive aspects/domains.
- Understand and realize that the aims and objectives of measurement and evaluation in education is to not only help the students but to improve upon the existing educational programmes and procedures also.

Unit I
Fundamentals of Measurement and Evaluation

- Concept, Need, Relevance, and Scope of Measurement and Evaluation: Relationship between Measurement and Evaluation
- Levels of Measurement (Nominal, Ordinal, Interval, Ratio)
- Basic Principles and Functions of Evaluation
- Taxonomy of Educational Objectives and Its Role in Measurement and Evaluation

Unit II
Tools and Techniques

- Tools and techniques: Educational, and Psychological Tests, Subjective and Objective Tests, Questionnaires, Scales, Schedules, and Inventories, Observation and Interview schedule, Sociometric and Projective techniques
- Norm-Referenced and Criterion-Referenced Tests
- Characteristics of a Good Measuring Tools: Objectivity, Usability, Validity, Reliability, Norms, Discrimination, Practicability, Comprehensiveness, Comparability
- Standard Scores: Z-Scores, T-Scores, C-Scores, Stanine and Percentile Rank.

Unit III
Test Construction and Interpretation

- Principles and Steps in Test Construction
- Types of Test Items: Objective Type, Short Answer/Interpretive Type, Essay Type
- Standardization of Measuring Tool: Item Analysis, Steps in Standardization
- Interpretation of Test Scores: Achievement, Aptitude, Intelligence, Attitude, Interest, Personality, and Values

Unit IV
Modern Trends in Evaluation

- Types of Evaluation: Formative vs. Summative Evaluation, Continuous vs. Interval Evaluation, Semester System, Grading System, Question Banks
- New Trends in Evaluation: Broad vs. Narrow Evaluation, Qualitative vs. Quantitative Approaches, Behavioristic vs. Holistic Measurement Approaches, and Rubrics
- Use of Computers in Data Analysis
- Examination Reforms: Continuous and Comprehensive Evaluation (CCE), Choice-Based Credit System (CBCS), Standardized Testing (ASSET, Olympiad), Online and Open-Book Examinations and Academic Bank of Credit (ABC)

Suggestive Practicum:
1. Writing of 50 MCQs based on Blue print to develop one achievement test of any subject
2. Development of one psychological test by using process of standardization and writing its manual with norms and key

Suggested Readings:

- Anastasi, A. (1976). *Psychological testing.*
- Beales, A. C. F., & Vernon, P. E. (1957). The measurement of abilities. *British Journal of Educational Studies,* 6(1), 92. https://doi.org/10.2307/3119772
- Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). EBOOK: *Psychological Testing and Assessment.* McGraw Hill.
- Downing, S. M., & Haladyna, T. M. (2015). Handbook of Test Development. In *Routledge eBooks.* https://doi.org/10.4324/9780203102961
- Ebel, R. L., & Frisbie, D. A. (1986). *Essentials of educational measurement.* Prentice Hall.
- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (2nd ed.). New York, NY: Houghton Mifflin Company.
- Mohan, R. (2023). M*easurement, Evaluation and assessment in education, second edition.* PHI Learning Pvt. Ltd.
- Nuanally, J.C. *Educational Measurement and Evaluation* New York: Mc Graw Hill Book Co.
- Pandey, K. P. (2011). *Educational measurement and evaluation: Shaikshik mapan evam mulyankan.* Vishwavidyalaya Prakashan.
- Reynolds, C. R., Livingston, R. B., Willson, V., & Jha, A. K. (2017). *Measurement and assessment in education.* Pearson India.
- Sax, G. (1997). *Principles of educational and psychological measurement and evaluation.* Wadsworth Publishing Company.
- Thorndike, R. M. (2005). *Measurement and evaluation in psychology and education.* Prentice Hall.

EDUCC210P – Preparation of Research Proposal

Semester-II
                                                      Total Credit-2

About the Course- The main objective of this course is to introduce the basic principles of Research Methodology. It will help students in understanding different steps of Research Proposal & their relevance. Students will learn how to prepare research objectives & plan their work accordingly.

Learning Outcomes – After completion of the course, students will be able to-

- Understand the process of writing research proposal.
- Learn steps of writing research proposal of different types of researches
- Analyse & comprehend research and its application.
- Learn skills of various methods and techniques of research in the field of Education.

EDUVA201T- Ethics in Research and Publication

Semester: II   **Total Credit:2**

About the Course- Ethics play an important role in human life. With the advancements in technology, researchers are required to understand the importance of ethics in their academic work. Nowadays, due to lack of information about these practices, students unknowingly fall into the trap of certain unethical practices. UGC is concerned about these practices so they are continuously giving certain guidelines for Research and Publication. This course aims to acquaint students with such guidelines and other relevant information and practices about Ethics in Research and Publication. This will help students in understanding Research and Publication ethics in a better way that will further help them in protecting the sanctity of their academic work.

Learning Outcomes- After completion of this course, students will be able to-
- Understand the Concept of Ethics in Research and Publication.
- Discriminate between Ethical and Unethical Practices in Research and Publication.
- Understand the importance of guidelines on Research and Publication Ethics given by University Grants Commission (U.G.C.).
- Understand the importance of fairness, credibility and trustworthiness.
- Analyze the authenticity of different publication platforms.

UNIT I

Ethics in Research

- Ethics and its Key Concepts: Informed Consent, Confidentiality and Debriefing
- Philosophy of Ethics
- Research Ethics: General Principles of Research Ethics
- Ethical Issues in Research, Understanding Ethical & Unethical Practices of Research- Falsification, Fabrication and Plagiarism.
- Challenges in Professional Ethics & Research

UNIT II

Ethics in Publication

- Ethical Issues in Research publication- Honesty, Academic Code of Conduct, Objectivity, Transparency, Intellectual Property Rights (IPR), Confidentiality (Participants)

- Recommendations of COPE (Committee on Publication Ethics) and other Advisory Boards and Committees.

- Role of Institutions in promoting quality research work- Ethical Guidelines given by different institutions of Higher Education

- Guidelines for Quality Publication- Searching, Reviewing and Selecting Appropriate Platform, and Following Publication Guidelines of the Concerned Platform.

Suggestive Practicum- (Any one)

1. Case Study on Ethical Dilemmas
2. Writing a Research Paper following ethical practices on any topic from student's interest area and checking its plagiarism

Suggested Readings:

- Chowdhary N. and Hussain S. (2021). Handbook of Research and Publication Ethics. New Delhi, India. Bharti Publications.

- Kishore S.B., Kushwaha A.S. and Gitanjali J. (2023). Research and Publication Ethics. Nagpur, India. Das GanuPrakashan

- Kanvaria V.K. (2016). Perspectives and Perception on Academic Writing and Citations. New Delhi, India. VL Media Solutions.

- University Grants Commission(2018). Academic Integrity Regulations. Retrieved from https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf

EDUCC311T - Educational Management and Leadership

Semester-III   **Total credit-4**

About the course: This course aims to equip students with a comprehensive understanding of the principles, functions, and significance of management and administration in education. This course prepares students to take on leadership roles in educational institutions by integrating management principles with effective leadership strategies for quality enhancement in education.

Learning Outcome: Upon successful completion of this course, students will be able to:
- Explain the key concepts, principles, and functions of Educational Management and Administration.
- Evaluate classical and contemporary administrative approaches such as Taylorism, bureaucracy, and human relations, and assess their relevance in modern educational settings.
- Analyze various leadership styles and models, including transformational, transactional, and value-based leadership, and apply them to enhance institutional effectiveness.
- Compare and contrast national and international perspectives on quality in education.

UNIT-I
Conceptual Background
- Educational Management and Administration- Meaning, Principles, Functions (POSDCORB) and Importance
- Taylorism, Administration as a process and Administration as bureaucracy
- Human relations approach to Administration
- Systems Approach

UNIT-II
Leadership in Education
- Leadership in Educational Administration: Meaning and Nature.
- Approaches to leadership: Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic and Charismatic.
- Models of Leadership (Blake and Mouton's Managerial Grid. Fiedler's Contingency Model.
- Tri-dimensional Model. Hersey and Blanchard's Model, Leader-Member Exchange Theory

Unit-III

Quality Concerns in Education
- Concept of Quality
- Evolution of Quality: Inspection, Quality Control, Quality Assurance
- Quality in Education: Indian and International Perspective
- Total Quality Management (TQM), Six Sigma

Unit-IV
Some other relevant issues
- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives

- National Assessment and Accreditation Council [NAAC], Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].
- Organisational compliance, Organisational development, Organisational climate,
- SWOC (Strength, Weakness, Opportunities and Challenges) analysis

Suggested Practicum:

1. Conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of an educational institution and provide strategic recommendations.
2. Visit an educational institution, study its management practices (POSDCORB, decision-making processes), and prepare a report.

Suggested Readings:

- Beare, H., Caldwell, B. J., & Millikan, R. H. (2018). *Creating an Excellent School: Some New Management Techniques.* Routledge.
- Bhatnagar R.P. and Agarwal V.(2023). Educational Administration. Lal Publication, Meerut.
- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sage Publications.
- Fullan, M. (2020). *Leading in a Culture of Change* (2nd ed.). Jossey-Bass.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2012). *Management of Organizational Behavior: Leading Human Resources* (10th ed.). Pearson.
- Hoy, W. K., &Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice* (9th ed.). McGraw Hill.
- Lunenburg, F. C., & Ornstein, A. C. (2021). *Educational Administration: Concepts and Practices* (7th ed.). Cengage Learning.
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Sage Publications.
- Owens, R. G., &Valesky, T. C. (2014). *Organizational Behavior in Education: Leadership and School Reform* (11th ed.). Pearson.
- Sallis, E. (2014). *Total Quality Management in Education* (3rd ed.). Routledge.
- Sergiovanni, T. J. (2015). *Strengthening the Heartbeat: Leading and Learning Together in Schools.*Jossey-Bass.
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- मेहता दीपा (२०२२)शैक्षिक प्रशासन और प्रबंधन,पी एच आई प्रकाशन, नईदिल्ली .
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EDUCC312T- Statistics in Education

Semester-III   **Total Credit-4**

About the course: This course provides the learner with opportunities and methods to further develop insights and make decisions from data sets. It provides foundation for an understanding of statistics in education and help the learner to gain confidence leveraging statistics to make intelligent research decisions. This course examines the computation and use of descriptive and inferential statistics (Parametric and non-parametric) and application of technology for statistical analysis.

Learning Outcomes: After completion of this course, students will be able to-

- Compute and interpret central tendency, variability, levels of measurement, use of Graphical representation of data and the application of Normal Probability Curve.
- Calculate and interpret linear, partial, and multiple correlations for research purposes.
- Compute parametric tests (t-test, ANOVA) and discuss its uses.
- Understand sampling concepts, standard error, and confidence intervals.
- Apply non-parametric tests and use ICT tools, Excel, and SPSS

UNIT-I

Descriptive Statistics-I

- Measures of Central Tendency: Mean, Median and Mode- computation and uses.
- Graphical presentation of Data: Histogram, Frequency Polygon, Pie diagram, Bar diagram.
- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation- computation and uses.
- Levels of measurement: Nominal, Ordinal, Interval and Ratio.

UNIT-II

Descriptive Statistics-II

- Measures of Association: Linear Correlation- concept and types.
- Coefficient of correlation: Computation, uses of -
    i.   Rank order
    ii. Product- moment correlation
- Normal Probability Curve – characteristics and uses.

UNIT-III

Inferential Statistics: Parametric

- Concept of Population and Sample, Sampling error: Parameter and Statistic, Degree of freedom, Levels of significance.
- Standard error and confidence intervals.
- Concept of Type-I and Type-II errors. One tailed and two tailed tests.
- Parametric tests (computation and uses): t- test (Independent and correlated), Analysis of Variance (ANOVA) - one way and two-way.

UNIT-IV

Inferential Statistics: Non-parametric

- Non-Parametric tests: Concept, assumptions and uses.
- Computation of:
    i.   Chi square test and Sign test
    ii.   Mann-Whitney U- test
    iii. Median test and Kruskal- Wallis test

- Computer programmes in data analysis-Excel and SPSS

Suggestive Practicum: (Any two)

1-Prepare histogram from the data collected by an interval scale.
2-Write an assignment on differentiation between parametric and non-parametric tests.
3. Prepare a NPC with the help of hypothetical data.

Suggested Readings:

- Edwards, A. L. (1964). Statistical Methods for Behavioural Sciences. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1989). Statistical Analysis in Psychology and Education. 6th Edition, New York: McGraw Hills.
- Fisher, R.A. (1954). Statistical Methods for Research Workers 12th Edition, New York: hafner Publishing Co.
- Garret, H.E. (2024). Statistics in Psychology and Education. 6thEdition, Bombay: Vakils.
- Gupta, S.P. (2018). Statistical methods in Behavioural Science. Allahabad: Sharda Pustak Bhavan.
- J. P. Guilford and B. Fruchter. Fundamental Statistics in Psychology and Education." 6th Edition. McGraw-Hill. New York.
- Lindquist, E. F. (1940). Statistical Analysis in Educational Research. Boston: Houghton Mifflin Co. .
- Mangal, S.K. (2002). Statistics in Psychology and Education. 2nd Edition. Delhi: PHI Learning Private Limited.
- Mc Nemar, Q. (1969). Psychological Statistics 4th edition New York: Henry Holt & Co.
- Sansawal, D.N. (2010). Research methodology and Applied Statistics. SHIPRA PUBLICATIONS.
- Siegel, S. (1988). Non-Parametric Statistics for Behavioural Sciences.2nd Edition. New York: McGraw Hill.
- Suleman, Mohammad (2018).. Statistics in Psychology. Education and other social sciences. New Delhi: Motilal Banarasi Das.
- Tate, M.W. (1955). Statistics in Education New York: McMillan Co.

EDUCC313(a)- Inclusive Education

Semester-III   **Total Credit-4**

About the Course: The philosophy underlying this course is that every student is unique and each one has the potential to learn. The management of individual differences is a social responsibility that a school has to accept. Inclusive education is important because it promotes equity, social justice, and a more inclusive society by ensuring all students, regardless of their abilities or backgrounds, have equal opportunities to learn and succeed in a supportive and welcoming environment. Creating a learning environment to provide an opportunity to participate fully in the process of learning is the task. This is a course to develop thought in the students which results in accepting all children in the class as his/her responsibility. This is a small beginning towards a major change in the system and society.

Learning Outcomes: After completion of this course, students will be able to-

- Comprehend the concept of Inclusive Education and appreciate its philosophy in the context of Education for All.
- Identify and understand the problems of socially disadvantaged children
- Identify and address the diverse needs of all learners.
- Acquaint with the trends and issues in Inclusive Education
- Acquire capacity for creating an inclusive environment
- Appreciate various inclusive practices to promote Inclusion in the classroom

Unit- I
Inclusion: Historical Perspective
- Inclusive Education: Concept, Meaning, Principles, and Advantages
- Historical Background of Inclusive Education
- From Exclusion to Inclusion: Segregation, Special Education, Integration, Inclusion
- International Initiatives for Inclusive Education, National Initiatives for Inclusive Education: Constitutional provisions, Person With Disability PWD Act 1992, Rehabilitation Council of India RCI Act, RTE Act 2009, RPwD Act 2016

Unit- II
Children of Socially Disadvantaged Group
- Socially Disadvantaged Children (OBC, SC, ST, Minorities): Meaning, Their Problems, Needs & Educational Provisions
- Discrimination based on Gender: Meaning, Their Problems, Needs & Educational Provisions
- Economically Disadvantaged (Economically Weaker Sections, Slum Children, Child Labour, Nomads): Meaning, Their Problems, Needs & Educational Provisions
- Multi-Cultural Diversity, Language Diversity, Multi-Cultural Education, and Multilingual Education

Unit-III
Children with Special Needs
- Special Education: Concept, Meaning, and Classification
- Physical Disabilities (sensory impaired, orthopedically challenged and children with special health problems): Characteristics, Causes and identifications of the Educational needs

- Intellectual Disabilities/Mental Retardation (Backward Disabled, Low & Under Achievers): Characteristics, Causes and identification of Educational needs
- Learning Disabilities (dyslexia, dyscalculia, dysgraphia, and dyspraxia): Characteristics, Causes and identifications of the Educational needs

Unit-IV
Inclusive School Practices

- Inclusive Practices in Classroom: Cooperative Learning, Peer tutoring, social learning and multisensory teaching
- Support Services: Internal, External, and Technological Support
- Inclusive Instructional Design: Inclusive Curriculum, Inclusive Strategies
- Inclusive Teaching Skills and Competencies

Suggestive Practicum: (Any two)

1. Develop an online module/framework for module, for educators on the topic of inclusive education and Technology integration. Utilize multimedia element (videos, interactive activities) and ensure accessibility for diverse learners.
2. Research and analyze a specific program or initiative aimed at promoting access and diversity in higher education. Evaluate its effectiveness and suggest potential improvement.
3. Case study to describe role of various stakeholders in promoting exclusion/inclusion.

Suggested Readings:

- Baquer, A. & Sharma, A. (1997). *Disability: Challenges Vs. responses*. CAN Publications.
- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Bhargava, M. (1994). *Introduction to Exceptional Children*. Sterling Publishers.
- Blackhurst, A. E., & Berdine, W. H. (1981). *An Introduction to Special Education*. Boston: Little, Brown and Company.
- Booth T., Ainscow M. (2000) *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education.
- Chaote, J.S. (1991). *Successful mainstreaming*. Allyn & Bacon
- Choate, J. S. (1997). *Successful inclusive teaching*. Allyn and Bacon.
- Daniels, H. and Garner, P. (eds) (1999). *Inclusive Education*. World Yearbook of Education, London: Routledge.
- Dash, M. (2024). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Hallahan, D. P., & Kauffman, J. M. (1988). *Exceptional Children: Introduction to Special Education*. Prentice Hall.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press: Sage Publishers.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. United Kingdom: Harcourt Education.
- Karant, P. & Rozario, J. (2003). *Learning Disabilities in India*. Sage Publications.

- Mangal, S.K. (2007). *Educating Exceptional Children: An Introduction to Special Education.* PHI Learning Pvt. Ltd.
- NCERT. (2006). *Education of Children with Special Needs.* https://ncert.nic.in/pdf/focus-group/special_ed_final1.pdf
- Rayner, S. (2007). *Managing Special and Inclusive Education.* Sage Publications.
- Sharma P.L. (2003). *Planning Inclusive Education in Small Schools.* R.I.E. Mysore
- Sharma, R. A. (2023). *Fundamentals of Special Education (Integrated Teaching for Mainstreaming).* Meerut: R. Lall Book Depot
- चतुर्वेदी. अ. कु..एवंबिनीता. (2025). समवेशी शिक्षा. शाइन बुक्स इंटरनेशनल.
- ठाकुर. य. (2017). समवेशी शिक्षा. अग्रवाल पब्लिकेशन्स.

EDUCC313(b)– Pedagogy of Education

Semester: III   **Total Credit: 4**

About the Course: This course aims to develop an in-depth understanding of the principles and methods of pedagogy in education, enabling learners to grasp the foundational concepts that guide effective teaching. It includes critical analysis of contemporary pedagogical theories and practices, allowing students to evaluate and apply current educational approaches in various contexts. Through the exploration of diverse instructional strategies, the course equips future educators with the tools necessary for fostering meaningful and effective teaching-learning experiences. Additionally, it emphasizes the importance of reflective practices, empowering learners to thoughtfully address and respond to educational challenges with informed and adaptive solutions.

Learning Outcomes: After completing the course, students will be able to:

- Critically analyze pedagogical theories and practices.

- Design effective teaching strategies catering to diverse learners.

- Integrate technology and innovative methods into pedagogical practices.

- Address ethical and contemporary challenges in education.

Unit I

Foundations of Pedagogy

- Meaning and Scope of Pedagogy, Pedagogy vs. Andragogy: Distinctions and Implications

- Historical Evolution of Pedagogical Practices

- Philosophical, Sociological, and Psychological Foundations of Pedagogy

- Pedagogical Relationship: Teacher-Student Dynamics

Unit II

Theories and Approaches to Pedagogy

- Behaviorist, Cognitivist, and Constructivist Approaches to Teaching

- Social Constructivism: Vygotsky's Zone of Proximal Development (ZPD)

- Experiential Learning (Kolb) and Reflective Practice (Schön)

- Critical Pedagogy: Paulo Freire's perspective: Inclusive Pedagogy: Diversity and Equity

Unit III

Instructional Strategies and Technology Integration

- Pedagogical Implications of Bloom's Taxonomy

- Active Learning Strategies: Group Discussions, Project-Based Learning, and Flipped Classrooms

- Assessment-Centred Pedagogy: Formative and Summative Methods

- Technology and Pedagogical Innovations: Integrating ICT, EdTech tools, MOOC's, AI-based learning in teaching.

Unit IV

Contemporary Issues and Challenges in Pedagogy

- Education for Sustainable Development: Pedagogical Implications

- Teacher Autonomy and Accountability in the 21st Century

- Multicultural and Culturally Responsive Pedagogy

- Challenges in Implementing Innovative Pedagogies in Diverse Settings

Suggestive Practicum (Any two)

1. **ICT-Based Pedagogy Demonstration**: Develop and present an interactive lesson using digital tools (e.g., Google Classroom, Kahoot).
2. **Field-Based Research Project**: Conduct a small-scale survey on innovative teaching methods used in schools or colleges.
3. **Field Visit** to an innovative learning space (e.g., smart classroom or experimental school).

Suggested Readings:

- Alexander, R. (2008). *Essays on Pedagogy*. Routledge.

- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press.

- Bloom, B. S. (Ed.). (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longman.

- Bruner, J. S. (1960). *The Process of Education*. Harvard University Press.

- Dewey, J. (1916). *Democracy and Education*. Macmillan.

- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.

- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

- Laurillard, D. (2013). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. Routledge.

- Ministry of Education, Government of India. (n.d.). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- *National Curriculum Framework for School Education 2023 | Government of India*. Ministry of Education. https://www.education.gov.in/national-curriculum-framework-school-education-2023

- Noddings, N. (2013). *Philosophy of Education*. Westview Press.

- Pal, Y. (2005). *NATIONAL CURRICULUM FRAMEWORK 2005*. https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

- Piaget, J. (1954). *The Construction of Reality in the Child*. Basic Books.

- UNESCO. (2015). *Education for Sustainable Development Goals: Learning Objectives*.

- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

- शर्मा, योगेन्द्र कुमार। (2010). *शिक्षा के दर्शन और समाजशास्त्रीय आधार*. आगरा: विनोद पुस्तक मंदिर।

- जैन, वी.के. (2011). *शिक्षा के मनोवैज्ञानिक आधार*. दिल्ली: विद्या प्रकाशन।

- कुमार, कृष्ण. (2014). *शिक्षा और ज्ञान* . दिल्ली: राजकमल प्रकाशन।

- कुमार, कृष्ण. (2014). *शैक्षिक ज्ञान और वर्चस्व* . दिल्ली: राजकमल प्रकाशन।

- अग्रवाल, जे.सी. (2010). *शिक्षाशास्त्र के सिद्धांत एवं विचारधाराएँ*. मेरठ: विंध्या प्रकाशन।

- पांडेय, के.पी. (2021). *शिक्षा और समसामयिक चुनौतियाँ*. वाराणसी: विश्वविद्यालय प्रकाशन।

EDUEC314(a)- Guidance & Counselling

Semester- III
                                                                    Total Credit-4

About the Course: This course enables the learner to understand the concept of guidance and counselling and its importance in education. It also equips learners with the knowledge and application of guidance services and counselling. It further enhance their understanding about needs of SEDGs and exposure about recent trends, concerns and demands.

Learning Outcomes: After completion of this course, students will be able to-
- Understand the concepts, needs and view point about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
- Get acquainted with the organizational framework and procedures of Guidance- Services in educational institutions.
- Know and use the tools and techniques required for providing guidance and counseling services to students.
- Understand the guidance and counseling needs of SEDGs and plan an effective program to address them

UNIT I
Guidance: Concept and Types
- Guidance: concept, nature, scope, purpose and need
- Personal Guidance: basic assumptions and principles
- Educational Guidance: basic assumptions and principles
- Vocational Guidance: basic assumptions and principles

UNIT II
Guidance: Services and Programs
- Guidance Services - Individual Inventory; Information Service; Counselling Service; Placement Service and Follow-up Service
- Guidance of Children with Special Needs; Role of teacher as a facilitator
- Organization of a Guidance programme and its principles - at foundational, Preparatory, Middle, secondary, college university levels
- Evaluation of a Guidance programme

UNIT III
Counselling: Concept and types
- Counselling: Concept, nature, purpose and scope
- Types of Counselling: Directive, Non-Directive and Eclectic; Individual Counselling and Group Counselling
- Role of teacher in Guidance and Counselling
- Types of Group Guidance and Counselling activities- their merits and demerits

Appraisal Techniques and Recent Trends in Guidance and Counselling

- Appraisal of an Individual: meaning, need, purpose and place of appraisal in Guidance of an individual.
- Techniques of Appraisal: Application of Testing and Non-testing techniques for appraisal of an individual
- Current Trends, Concerns and Demands in Guidance and Counselling
- Counselling for Socio-Economically Disadvantaged Groups (SEDGs)

Suggestive Practicum: (Any two)

1. Reporting of Guidance services provided by any one educational institution.
2. Selection of any profession and preparation of a vocational guidance program for it e.g. teaching, management, medical etc.
3. Identify Guidance and Counselling needs of any one SEDGs and develop guidance plan on it.

Suggested Readings:

- Chauhan, S.S. Principles and techniques of guidance. New Delhi: Vikas publishing House.
- Dave, I. The basic Essentials of Counselling. New Delhi: Sterling Publishers.
- Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York: Prentice Hall.
- Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.
- Jones, A.J. Principles of guidance. New Delhi: Mc Graw Hill publishing company.
- Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi: Sterling publishers.
- Meyers, G.E., Principles and techniques of vocational guidance, New York: McGraw
- Hill.
- Nayak, A.K. guidance and counselling, New Delhi: APH publishing corporation.
- Pandey, K.P. Educational and vocational guidance in India Varanasi: Vishwavidyalaya
- Prakashan.
- Smith, G.E. Principles and practices of the guidance program: A Basic Text Book. New
- York, Mac Millan Company.
- Traxller, A.E. Techniques of guidance, New York: Harper and Brother Publishers.

EDUEC314(b)- Values and Human Rights

Semester-III   **Total Credit- 4**

About the Course- Values and Human Rights are the vital parts of human civilization and culture. The course is designed to make the learner understand the need and importance of values as well as and role of value education. It also focuses on "Human Rights" that aims to explore the fundamental rights and freedoms inherent to all individuals, emphasizing the importance of values like dignity, equality, and justice in upholding these rights. This course will equip the learners regarding the values and human rights.

Learning Outcomes- After completion of this course, learners will be able to-
- Explain the concept, need and importance of values.
- Classify and comprehend the nature and characteristics of values
- Interpret the role of various agencies of value inculcation
- Explain the concept and need of Human Rights
- Evaluate the role of various Human Rights agencies

UNIT I

Conceptual Background of Values

- Value: Concept, Evolution, characteristics, need and importance of values
- Classification of Values: Intrinsic vs Extrinsic, Terminal vs Instrumental, Material, Moral, Social and Spiritual values
- Nature and Source of Values, Positive and Negative Values, Values and Disvalues; Value system; Indian Culture and values, Role of culture and civilization in the inculcation of values
- Determinants of Values: Biological, Psychological, Ecological and Social

UNIT II

Value Education and Ethics

- Value Education: Concept, Need and importance of value education; Inculcation of Values through Education
- Agencies of Value Inculcation - Home, peer group, neighbour, community, society, media and their contribution in value inculcation among students
- Ethics- Professional ethics, Mass media ethics; Influence of ethics on human life.
- Levels of value realization, value conflict and their resolution, and development of values.

UNIT III

Conceptual Background of Human Rights

- Human Rights: Concept and Nature, Evolution and historical background of Human Rights; Characteristics of Human Rights
- Human Rights under Indian and international documents; Universal Declaration of Human Rights (1948), Covenant on Political and Civil Rights (1966)
- Classification of Human Rights and Relevant Constitutional provisions: Right to Life, Liberty and Dignity; Right to Equality; Right against Exploitation; Cultural and Educational Rights, Economic Rights, Political Rights, Social Rights.
- Human Rights of marginalized groups - women, children, minorities, scheduled castes and scheduled tribes, destitutes etc.

UNIT IV

Human Rights Education

- Human Right Education - Need and framework of educational policy in India for elementary, secondary and higher secondary level.
- Methods of teaching Human Rights - Seminars, symposia, debate, brain storming, role playing, sensitization workshops.
- National and International Human Rights Organisations; their role in promoting and protecting Human Rights; Challenges to Human Rights
- Recent and modern trends in Human Rights: Digital and Online Rights, Environmental Rights, Rights related to Gender identity and Rights related to Privacy

Suggestive Practicum: (Any two)

1. Design a co-curricular activity for value development among secondary school students
2. Content analysis of any school subject textbook regarding development of values and Human Rights
3. Prepare a report on any project that addresses human rights issu

Suggestive Readings:

- Forsythe, D. P. (2009). Encyclopedia of human rights (Vol. 1). Oxford University Press.
- Lawson, E. H. (1996). Encyclopedia of human rights. Taylor & Francis.
- Morris, Charles W. (1956). Varieties of Human Value. University of Chicago Press:Chicago
- Mukerjee, R. K. (1949). The Social Structure of Values. London:Macmillan & Co.
- Mukerjee, R. K.(2005). The Dimensions of Values. Radha Publications
- Pepper, Stephen C. (1958). The Source of Value. University of California Press : Berkeley
- Rokeach, Milton (1973). The Nature of Human Values. New York: The Free Press
- Venkataiash, N. (1998) Value Education, New Delhi. APH.

EDUEC315(a)-Mental Health and Well-being

Semester-III   Total Credit: 2

About the Course – The basic objective of this course is to acquaint the learners about the concepts of mental health and well-being. This course provides a comprehensive overview of principles and different dimensions of well-being and also enable learners to understand the relation between education and well-being. The course orients the learner on ways and means to manage their thoughts in a stress condition.

Learning Outcomes – After completion of this course, students will be able to:
- Apprehend the concept of mental health and well-being, distinguish between the two and understand the importance of both.
- Develop awareness of good mental health among both teachers and students and improving interpersonal relationships.
- Identify principles and conditions conducive to good mental health.
- Identify the key dimensions of well-being.
- Explain the practices of Yoga to develop mental health and well-being among students
- Learn stress management.

Unit – I
Mental Health & Well-Being
- Mental Health: Concept, factors, functions and importance,
- Mental Health Issues, Signs of Mentally healthy person and need of Mental Health in Learning and Education
- Well-Being: Concept, characteristics and its educational implications
- Different Dimensions of Well-Being: Biological, Psychological, Sociological, Economical and spiritual and how these dimensions affect our Health and Life.

Unit – II
Stress Management and Well-being
- Wisdom and Happiness: Its relation to psycho-social functioning
- Managing Thoughts: Understanding our response to stress and adversity, Thinking Traps
- Challenging our beliefs, Iceberg beliefs, SMART Goal Setting, Building Empathy with listening
- Yoga and Meditation for maintaining good mental health, stress management and wellness

Suggestive Practicum: (Any one)
- Practice Yoga and prepare a report on it.
- Prepare an observational report on some mental health issues.

Suggested Readings-
- Angela Clow & Sarah Edmunds (2013), Physical Activity and Mental Health

- Arnett J. J. (1999). Adolescent storm and stress reconsidered. The American psychologist, 54(5), 317–326
- Boruchovitch, E., &Mednick, B. R. (2002). The meaning of health and illness: some considerations for health psychology. Psico-USF, 7(2), 175-183
- Bränström, R., & Duncan, L. G., (2014). Mindfulness and balanced positive emotion. In J. Gruber & J. T. Moscowitz (Eds.), Positive emotion: Integrating the light sides and Dark sides (pp. 497-514). New York: Oxford University Press
- Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK Routledge
- Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.
- Diener, E., Ng, W., Harter, J., & Arora, R. (2010). Wealth and happiness across the World: Material prosperity predicts life evaluation, whereas psychosocial prosperity Predicts positive feeling. Journal of Personality and Social Psychology, 99(1), 52-61
- Di, Matteo. M.R &. Martin, L.R. (2002). Health Psychology. New Delhi: Pearson
- Emily Attached &Marzia Fernandez, 2021. Mental Health Workbook
- Friedman H. S., & Kern, M. L. (2014). Personality, well-being, and health. Annual Review of Psychology, 65(18), 1-24
- G. Sireesha N. Rajani (2019) Nutrition, Health and Wellness
- Hick. J. W. (2005). Advanced Psychology: Health Psychology. London: Hodder and Stoughton
- Iyengar, BKS (2013). Light on Pranayama. Harper Collins India.
- Leighton, S., & Dogra, N. (2009). Defining mental health and mental illness. Nursing in child and adolescent mental health, 7-18
- Snyder, C R., & Lopez. S.J. (2007). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press
- National Council of Educational Research and Training (NCERT), India.Yoga and Physical Education
- Oishi, S., Graham, J., Kesebir, S., &Galinha, I. C. (2013). Concepts of happiness across Time and cultures. Personality and Social Psychology Bulletin, 39(5), 559-577
- Ranganathan, N. (Ed.) (2012). Education for Mental Health. New Delhi: Shipra
- Yoga RX: A Step-by-Step Program to Promote Health, Wellness, and Healing for Common Ailments, Broadway
- विवेकानंद (२०२४). पावर्स ऑफ़ द माइंड एंड प्रैक्टिस फॉर द लाइफ बिल्डिंग. साहित्य सरोवर ओरिजिनल ब्लैक क्लासिक
- विवेकानंद, स्वामी (२०२३). पतंजलि योग सूत्र. टीनएज पब्लिशर्स

EDUEC315(b)-Environmental and Population Education

Semester: III   **Total Credit:2**

About the Course: Environmental and Population Education is a course that provides learners with a broad understanding of environmental issues and population dynamics, emphasizing the Indian context and promoting awareness of problems and solutions.

Learning Outcomes: After completion of the course, students will be able to-

- Understand the concept, importance, scope, and aims of environment and environmental education.
- Understand the possible environmental problems and enable them to combat, cope, and eradicate their possible adverse effects.
- Understand the concept, importance, scope, and aims of population education.
- Understand the possible problems related to population growth and enable them to combat, cope, and eradicate their possible adverse effects.
- Understand and become familiar with various projects, studies, etc., being carried out in different countries and utilize the resources for solving their problems related to population growth.

UNIT- I
Environmental Education

- Environment: Concept, Nature, Components, Scope, Socio-cultural determinants and Ecosystem.
- Environmental Education: Concept, Nature, Scope, Aims, Objectives and Importance.
- Environmental Problems and their Effective Managements: Pollution, Global warming, climate change, Ozone Layer Depletion, Deforestation, Ganga Action Plan, Save Tiger Project, Sustainable Development.
- Environmental Protection: National schemes and movements, Environmental Laws, Acts and constitutional provisions.

UNIT- II
Population Education

- Population Education: Concept, Objectives, Scope and Approaches.
- Population Dynamics: Determinants of Population Growth, Traditional and Sociological, Economic and Political, Biological and Psychological Factors in Population.
- Problems of Population Growth: Family Life, Health and Nutritional Problems (with special reference to developing countries)
- Population growth and Population Policies: Major Institutions Involved in Population Policies and Implementation of Programs for Population Control.

Suggestive Practicum: (Any one)
1. Prepare a project report on any one environmental problem in about 2500 words.
2. Writing a critique of two population policies in about 1000 words each.

Suggested Readings:

- Aggarwal, J. C. (2009). *Population Education* (3rd ed.). New Delhi. Shipra Publications.
- Dutta, S. (2021). *Environmental and Population Education*.Kolkata. Aaheli Publishers.

- Nagarajan, K. (2022). *Environmental Education.* Chennai. Sriram Publisher.
- Rai, A. K. (2023). *Population Education.* Meerut. R. Lall Publishers & Distributors.
- Ravi, S. S. (2019). *Environmental Education.* New Delhi. Atlantic Publishers and Distributors Pvt Ltd.
- Sharma, P. D. (2015). *Ecology and Environment (13thed).* New Delhi. Rastogi Publications.
- Sharma, R. A., &Chaturvedi, S. (2019). *Environmental Education.* New Delhi. Anu Books.
- Sharma, Y. K. (2011). *Population Education* (1st ed.). New Delhi. Kaniska Publication.
- Sinha, V. C., & Agrawal, A. (2023). *Environmental Studies/Science* (1sted). Agra. SBPD Publications.
- Wangoo, M. L. (2022). *Population Education.* Ludhiyana. Tondon Publication.

EDUCC301P - Internship

Semester- III   **Total credit-2**

About the Course- An internship in an Institute of Higher Education or Research Centre can provide valuable experiences and skills. This experience allows students to apply theoretical knowledge in real-world settings, fostering professional growth and readiness for future educational roles. This course will help students in understanding higher educational/ administration/research institutions.

Learning Outcomes- After completion of this course, students will be able to –

- Get hands on experience to develop teaching, research & administrative skills
- Help students in deepening their understanding of the subject matter
- Understand functioning of any Institution
- Prepare a detailed report of the institution where the internship is completed.
- Learn how to organize different activities in an institution of Higher Education.

EDUCC416T - Technological Perspectives of Education

Semester- IV   **Total Credit -4**

About the Course: This course is designed to empower students with a strong understanding of the basics of educational technology and diverse teaching models. Through this course, students will become more aware of new trends and innovations in teaching and learning, as well as how to effectively use different tools for distance and online instruction.

Learning Outcomes- After completion of this course, students will be able to -

- Know about the basics of educational technology
- Understand the concept of teaching, teaching phase, and levels of teaching
- Understand communication, models, and different methods of learning and information
- Familiarize with new trends and techniques in education along with web-based Instruction
- Develop an awareness of the recent innovations and prospects of Educational Technology

UNIT- I

Introduction

- Educational Technology- Meaning & Definitions, scope and significance.
- Historical development of Educational Technology. Differences between Technology in Education and Technology of Education
- Types and Forms of Educational Technology.Difference between Educational Technology and Information Technology, Systems Approach in Education
- Concept of Communication and factors affecting communication

UNIT-II

Teaching and Models

- Concept of Teaching: Nature and scope of Teaching: Taxonomy of Teaching objectives and Writing teaching objectives in behavioural terms.
- Modalities of Teaching: Conditioning, Training, Instruction and Indoctrination.
- Phases of Teaching and Levels of Teaching
- Models of Teaching: Elements of models, Basic teaching model and introduction of (i) Jurisprudential inquiry model(ii) Concept attainment Model (iii) Non-directive teaching model.

UNIT-III

Innovations and Practices

- Teaching Machines, Instructional Television and Role of Computers in Education.Blended learning, Mobile Learning and Web Based Instruction
- Edger Dale's Cone of experience and Gagne's Nine Events of Instruction.
- Five Es of Constructivism and Programmed Instruction

- Concepts of OER and MOOCs, Virtual Reality (VR), Virtual University, and Artificial Intelligence

UNIT – IV

Institutions, Distance Education, Problems and its Futures

- Major Educational Technology Institutions– UGC, IGNOU, CIET, SIET, NIOS, NIST and EMMR
- Concept of Distance Education: nature and scope of distance education; Difference between Distance and Open Learning. Role of Distance Education Council
- Recent trends and limitations inDistance Education and Educational Technology
- Futuristic views of Educational Technology in India

Suggestive Practicum:(Any two)

1. Develop a PPT of minimum 10 slides excluding first title and last (thanks slide) on any assigned topic.
2. Prepare a lesson plan for online teaching at online platform (Zoom or Google Meet)
3. Create a Google classroom

Suggested Readings:

- Aggarwal, J.C. (2001).*Principles, methods and techniques of teaching.* Vikas Publishing House.
- Aggarwal, J. C. (2011). *Essentials of Educational Technology, 3rd Edition.* Vikas Publishing House.
- Bhatia, K.K.(2001).*Foundation of teaching learning process.* Tandon Publishers.
- Bhatt, B. D., &Sharma, S. R.(1992). *Educational technology: concept and technique.* Kanishka Publishing House.
- Dahiya, S. S. (2008). *Educational Technology: towards better teacher performance.* Shipra Publication.
- Das, R. C. (1993). *Education technology: a basic text.*Sterling.
- Dasgupta, D. N. (2007). *Communication and Education.*Pointer Publishers.
- Joyce, B. R., Weil, M., & Calhoun, E. (2017). *Models of teaching.* Pearson.
- Mangal, S. K., &Mangal, U. (2019). *Essentials of educational technology.* PHI Learning Pvt. Ltd.
- Pathak, R. P. (2012). *Educational Technology.* Pearson Education India.
- Sharma, R. N. (2003b). *Advanced Educational Technology 2 vols. set.* Atlantic Publishers & Dist.
- Sharma, R.A. (2023).*Advanced educational technology.* R. Lall Book Depot.

EDUEC417(a)- Advanced Statistics in Education

Semester-IV   Total Credit-4

About the course: This course provides the student with opportunities and methods to further develop insights and make decisions from data sets. It provides foundation for an understanding of an advance statistics in education and help the learner to gain confidence leveraging statistics to make intelligent research decisions through hypothesis testing. This course examines the use of correlation, multivariate correlation methods and inferential statistics (Parametric and non-parametric) including formulation and testing of hypothesis and interpretation of the relevance of statistical findings for research problem solving and decision making.

Learning Outcomes: After completion of this course, students will be able to-

- Calculate and interpret partial, multiple and other correlation methods for research purposes.
- Formulate and test hypothesis using parametric tests (z-test, t-test. F-test.) and interpret results.
- Understand various techniques of testing normality and homogeneity of data, regression and prediction.
- Formulate and test hypothesis using non- parametric tests (Chi-Square test, Mann-Whitney U test and Kruskal-Wallis test, One way ANOVA) and interpret results.

UNIT-I

Correlations (Assumption, Computation and Uses)

- Correlation- Biserial. Point Biserial, Tetrachoric and Phi- Correlation.
- Multivariate correlation methods: Partial Correlation, Multiple Correlation.

UNIT-II

Normality Test, Regression and Prediction

- Various techniques of testing normality of data: Shapiro-Wilk test, Histogram, Skewness, Kurtosis.
- Test of Homogeneity: Levene's test
- Regression and Prediction: concept of regression, regression equations (simple) and their uses; accuracy of prediction.

UNIT-III

Test of Hypothesis (Parametric)

- Parametric Tests: Meaning, Assumption, uses and Types.
- Important Parametric Tests: (Formulation and testing of hypothesis, interpretation)
  i.   Z test.
  ii. t-test (independent and correlated)
  iii. F- test.

UNIT-IV

Test of Hypothesis (Non-Parametric)

- Non-Parametric tests: Meaning, Assumption, uses and Types.
- Important Non- Parametric Tests: (Formulation and testing of hypothesis, interpretation)
  i.   Chi-Square test.
  ii. Mann-Whitney U test.
  iii. Kruskal-Wallis test. One way ANOVA.

Suggestive Practicum: (any two)

1. Hypothesis testing for various distributions (normal, chi square, t -distribution and F- distribution) and presentation of p-value through graph.
2. Prepare a chart showing steps of hypothesis testing using parametric tests.
3. Prepare a chart showing steps of hypothesis testing using non-parametric tests.

Suggested Readings:

- Edwards, A. L. (1964). Statistical Methods for Behavioural Sciences. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1989). Statistical Analysis in Psychology and Education, 6th Edition, New York: McGraw Hills.
- Fisher, R.A. (1954). Statistical Methods for Research Workers 12th Edition. New York: hafner Publishing Co.
- Garret, H.E. (2024). Statistics in Psychology and Education. 6th Edition, Bombay: Vakils.
- Gupta, S.P. (2018). Statistical methods in Behavioural Science. Allahabad: Sharda Pustak Bhavan.
- J. P. Guilford and B. Fruchter. Fundamental Statistics in Psychology and Education." 6th Edition. McGraw-Hill. New York.
- Lindquist, E. F. (1940). Statistical Analysis in Educational Research. Boston: Houghton Mifflin Co. .
- Mangal, S.K. (2002). Statistics in Psychology and Education. 2nd Edition, Delhi: PHI Learning Private Limited.
- Mc Nemar, Q. (1969). Psychological Statistics 4th edition New York: Henry Holt & Co.
- Sansawal, D.N. (2010), Research methodology and Applied Statistics. SHIPRA PUBLICATIONS.
- Siegel, S. (1988). Non-Parametric Statistics for Behavioural Sciences. 2nd Edition, New York: McGraw Hill.
- Suleman, Mohammad (2018).. Statistics in Psychology, Education and other social sciences. New Delhi: Motilal Banarasi Das.
- Tate, M.W. (1955). Statistics in Education New York: McMillan Co.

EDUEC417(b)- Comparative Education

Semester- IV   **Total Credit- 4**

Course Objective: The course aims to develop a comprehensive understanding of comparative education by exploring its conceptual framework, approaches, and methodologies. It seeks to analyze and compare the structure and functioning of educational systems across different countries, including the USA, UK, Japan, and India. The course also addresses the impact of various socio-economic and political factors on education systems and emphasizes the growing importance and challenges of internationalization in education within the context of global goals such as the SDGs.

Learning Outcome: After completion of this course, students will be able to-

- understand the concept, significance, and objectives of comparative education and explain its scope.
- apply different approaches and methods used in comparative education studies.
- analyze and compare the structure of primary, secondary, and vocational education systems in the USA, UK, Japan, and India.
- examine and contrast higher education, teacher education, and distance education practices in selected countries.
- evaluate the influence of geographical, socio-economic, political, and cultural factors on national education systems.
- comprehend emerging trends and challenges in the internationalization of education and explain the role of UNO and SDGs in global education development.

UNIT I
Conceptual Framework of Comparative Education

- Concept, significance and scope of Comparative Education.
- Objectives of comparative education.
- Approaches : Regional, national and international, intra and inter educational analysis
- Methods of comparative education- Descriptive, socio-cultural, scientific and statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism and humanism

UNIT II
Structure of Education System with reference to School Education

- Primary Education systems: United State of America, United Kingdom, Japan and India
- Secondary Education systems: United State of America, United Kingdom, Japan and India
- Vocational education : United State of America, United Kingdom, Japan and India

UNIT III
Structures of Education System with reference to Higher Education, Teacher Education and Distance education

- Higher education and professional education in United State of America, United Kingdom and India
- Teacher education in United State of America, United Kingdom and India
- Distance Educationin United State of America, United Kingdom and India

UNIT IV
Internationalisation of Education

- Emerging trends and challenges in Internationalisation of Education
- Role of UNO in Internationalisation of Education
- Internationalisation of Education in OECD and Third World countries
- SDG goals and education

SUGGESTIVE PRACTICUM: (Any two)

1. Preparing a report on some current issues and also measures taken by concern International agencies.
2. Case studies of two different educational systems of developed and developing country
3. Critical review of different educational and policy frameworks of different countries.

SUGGESTED READINGS:

- Beredy. G.Z.F. (1964). Comparative Method in Education. New Delhi: Oxford & East Publishing Co.
- Biswas. A. &Aggrawal, J.C. (1995). Comparative Education. Arya Book Depot. New Delhi.
- Blavic. Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol.3. 153-60.
- Cantor. Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25, Number 2.
- Carlton. R. Colley and Machinon. (1977). Educational change ad society. Toronto: Gage Educational Publishing.
- Carnoy. M.H. Levin. (1985). Schooling and work in the Democratic State. California: Standford University Press.
- Chaube. S.P. &Chaube, A (2003). Comparative Education. Vikas Publishing House Pvt. Ltd. New Delhi.
- Dearden. R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd.
- Sharma, R.A (2014) Comparative Education. Educational system & problems of the world. R. Lall Book Depot, Meerut.
- Shodhi. T.S. (2001). Textbook of Comparative Education, Vikas Publishing House Pvt. Ltd, New Delhi.

EDUEC418(a)-Digital Learning in Education

Semester: IV   **Total Credit: 4**

About the Course: This course explores the rapidly evolving landscape of digital learning, focusing on innovative technologies, pedagogical approaches, and their implications for education and training. Students will examine emerging tools such as artificial intelligence, virtual reality, gamification, and adaptive learning systems, alongside the societal, ethical, and practical challenges they present. It is designed for educators, instructional designers, and technology enthusiasts, the course bridges theory and practice to prepare participants for the future of learning in a digital age. Through critical analysis, hands-on activities, and collaborative projects, learners will develop the skills to design and implement cutting-edge digital learning experiences.

Learning Outcomes: After the completion of this course, students will be able to-

- Explain the historical progression of digital learning and its foundational theories.
- Evaluate the role of AI, VR/AR, and gamification in enhancing learning experiences.
- Demonstrate an understanding of how emerging technologies can personalize education.
- Design a digital learning module incorporating accessibility and UDL principles.
- Interpret learning analytics to improve instructional design and learner outcomes.
- Predict future trends in digital learning based on current developments.
- Analyze ethical dilemmas and propose solutions for equitable digital learning.
- Synthesize knowledge to create a vision for the future of education.

Unit I

Foundations of Digital Learning

- Digital learning: concept, features and scope
- Historical background of digital learning.
- Key drivers of change: technology, learner expectations, and global access.
- Theoretical frameworks for digital pedagogy (connectivism, constructivism).

Unit II

Cutting-Edge Technologies in Digital Learning

- Artificial Intelligence (AI) in education (adaptive learning, chatbots), Generative AI
- Immersive learning: Virtual Reality (VR) and Augmented Reality (AR)

- Deep learning, Cloud computing and cyber security
- Block chain for credentialing and secure learning records.

Unit III

Design and Delivery of Digital Learning Experiences

- Universal Design for Learning (UDL) and accessibility in digital environments.
- Micro learning, Mobile learning, Gamificationand just-in-time training.
- Collaborative tools, Educational Apps and Social learning platforms.
- Data-driven decision-making: Learning analytics and dashboards.

Unit IV

Future Prospects and Ethical Considerations

- Role of digital learning in lifelong education and workforce development.
- Ethical issues: Privacy, Data security, and AI bias in education.
- Govt. initiatives in promoting digital learning: DIKSHA, NISHTHA, PM eVIDYA, . ePathshala, National Digital Library, INFLIBNET, and SWAYAM
- Predictions for the next decade of digital learning (metaverse, brain-computer interfaces).

Suggestive Practicum: (Any two)

1. Select an emerging tool (AI chatbot, VR platform, or gamification app) and create content on any topic.
2. Critically appraise any Govt digital learning platform and make a report.
3. Prepare a case study of any successful digital learning implementation.

Suggestive Readings

- Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas
- Anderson, T. (Ed.). (2008). *The Theory and Practice of Online Learning.* Athabasca University Press. Approach to e-Learning. Kogan Page Limited
- Bates, A. W. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning.* Tony Bates Associates Ltd.
- Bengalee, Coomi (1986). Introduction to educational technology: innovations in education.

- Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
- Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi:
- Bonk, C. J., & Graham, C. R. (Eds.). (2006). *The Handbook of Blended Learning: Global Perspectives, Local Designs*. Wiley.
- Brown, M., McCormack, M., Reeves, J., et al. (2023). *EDUCAUSE Horizon Report: Teaching and Learning Edition*. EDUCAUSE.
- Coursera Blog (https://blog.coursera.org/) – Insights into online learning innovations.
- Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
- Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
- eLearning Industry (https://elearningindustry.com/) – Articles on trends and tools.
- Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
- Information and Communication Technologies in Education: A Curriculum for School and Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
- Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling. Mumbai: Saith.
- Programme of Teacher Development, Handbook of UNESCO Publication. Allison Little John (2003): Refusing Online Resources. A Sustainable
- Siemens, G. (2018). *Connectivism: A Learning Theory for the Digital Age*. (Available online via academic repositories).
- UNESCO (2022). *Reimagining Our Futures Together: A New Social Contract for Education*.
- UNESCO's Digital Learning Resources (https://en.unesco.org/themes/education-digital-age) – Global perspectives on digital education.

EDUEC418(b)- Alternatives in Education

Semester: IV   **Total Credit: 4**

About the Course: The course on Alternatives in Education aims to provide students with a comprehensive understanding of diverse educational approaches that challenge conventional schooling. It explores the philosophical foundations, pedagogical methods, and historical evolution of alternative education models while analyzing their relevance in ensuring Education for All. Students will engage with the thoughts of key pioneers, critically evaluate various alternative educational practices, and examine real-world models in the Indian context.

Learning Outcomes: After completion of this course, students will be to-

- Understand the concept of Alternatives in Education and appreciate its Philosophy in the context of Education for All.
- Acquaint the thought of pioneers in Alternative Education.
- Evaluate relevant issues of Alternatives in Education.

Unit-I

Conceptual Background of Alternatives in Education

- Aspects of Alternatives in Education
- Difference between Alternative Education and Alternatives in Education
- Constructivist Epistemology and Teaching of Alternatives in Education
- Teaching. Learning and Evaluation in terms of Alternatives in Education

Unit-II

Pioneers of Alternatives in Education

- Steiner and Waldorf Education
- John Locke and Tabularasa
- Rousseau and Romanticism of Childhood
- Gijubhai Badheka and Primary Education

Unit-III

Contribution on Alternatives in Education

- Jyotirao Phule
- M.K. Gandhi
- Paulo Freire.
- Ivan Illich.
- E. Reimer.

Unit-IV

Alternatives for School Education: Model and Stories in Indian context

- Auroville Foundation
- Eklavya Model Residential School
- Peepal Grove School (Andhra Pradesh)
- Krishnamurti Foundation of India

Suggestive Practicum: (Any two)

1. Compare and contrast the governance structure of two different type of higher education institutions (E.g. Alternative Education and Alternative in Education). Discuss the potential implications of these structures for faculty, students and overall institution mission.
2. Visit of one institutions providing Alternative Education and prepare a brief report.
3. Review two research articles related to Alternative in Education and highlight their implications for the practitioner.

Suggestive Readings:

- Dewey, J. (1900). *The School and Society*. University of Chicago Press.
- Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D.C. Heath & Co.
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan Company.
- Freire, P. (1970). *Pedagogy of the Oppressed* (M.B.Ramos, Trans.). Continuum.
- Gandhi, M.K. (1953). *Towards New Education*. Navjivan Publishing House.
- Gandhi, M.K. (1956). *Basic Education*. Navjivan Trust.
- Greenberg, D. (2016). *A Place to Grow: The Culture of Sudbury Valley School*. Sudbury Valley School Press.
- Hewes, D.W. (2014). *Rousseau on Education, Freedom and Judgement*. Bloomsbury Publishing.
- Illich, I. (1971). *Deschooling Society*. Harper & Row.
- Krishnamurti, J. (1953). *Education and the Significance of Life*. Harper & Row.
- Krishnamurti, J. (1981). *Think on These Things*. HarperOne.
- Krishnamurti, J. (1992). *On Learning and Knowledge*. HarperOne.
- Neill, A.S. (1960). *SUMMERHILL: A RADICAL APPROACH TO CHILD REARING*. Hart Publishing Company.
- Neill, A.S. (1995). *Summerhill School: A New View of Childhood*. St. Martin's Press.
- Phule, J. (1873). *Gulamgiri*.
- Phule, J. (1882). *Sarvajanik Satya Dharma Pustak*.
- Reimer, E. (1971). *SCHOOL IS DEAD: An Essay on Alternatives in Education*. Penguin Books.
- Rheingold, H. (1986). *They know what they do: The Culture of Sudbury Valley School*. Sudbury Valley School Press.
- Rousseau, J.-J. (1762). *EMILE OR ON EDUCATION* (A. Bloom, Trans.). Basic Books.Smith, R. (2011). *Rousseau and Education from Nature*. Routledge.

- William, M.A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.