SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

> ## LEARNING OUTCOME - BASED CURRICULUM

TWO-YEAR M.A. (EDUCATION) PROGRAMME

(With effect from Academic Session 2023-24)

DEPARTMENT OF EDUCATION

SIKKIM UNIVERISTY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios.The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,

Prof. Avinash Khare
Honourable Vice Chancellor
Sikkim University

PREAMBLE

The two-year M.A. Education programme has been envisaged as a programme of liberal, academic study of education. It aims at providing the learners a wider and more comprehensive understanding of education as a field of knowledge.

POSTGRADUATE ATTRIBUTES

The postgraduate attribute includes disciplinary knowledge and understanding in education and generic skills that students should acquire and demonstrate. Some of the characteristics the graduate should demonstrate are as follows:

- **PGA1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of education as a discipline and its inter-relationship with other disciplines. Understand the current and emerging developments in the field of education. Procedural knowledge required for conducting research in education and related fields.

- **PGA2: Critical Thinking and Problem Solving:** Capability to critically analyze and evaluate policies, theories, practices and issues related to education by following scientific approaches to knowledge development. Capacity to extrapolate one's learning and competencies in real life situation.

- **PGA3: Research Related Skills:** Curiosity for new knowledge, capability for inquiry, identifying problems, formulate hypothesis, test hypothesis, analyze, interpret and draw conclusions. Ability to plan execute and report the results of research study abiding by the principles of research ethics.

- **PGA4: Communication Skills:** Listen carefully, read texts and research papers analytically and express thoughts and ideas effectively in written and oral form.

- **PGA5: Digital Competence:** Capability to use ICT in variety of learning and work situations and to use appropriate softwares for creating content and research work.

- **PGA6: Teamwork and leadership Quality:** Ability to work effectively and respectfully as an individual and as a leader in diverse groups.

- **PGA7: Multicultural Competence:** Ability to demonstrate the knowledge, values and beliefs of multiple cultures and effectively engage in a multicultural society by respecting diversity.

- **PGA8: Value inculcation:** Ability to imbibe and practice constitutional, humanistic, ethical, and moral values, practice responsible global citizenship. Adopt appropriate behaviour and participate in actions for environmental conservation, protection and sustainable development.

PROGRAMME LEARNING OUTCOMES

The programme Learning Outcomes for post graduate programme in education are as follows:

PLO1: Demonstrate advanced knowledge and understanding on the philosophical, sociological, psychological, historical, political, and economical foundations of education.

PLO2: Demonstrate procedural knowledge required for performing and accomplishing complex and specialized tasks relating to research and development.

PLO3: Demonstrate cognitive and technical skills required for conducting relevant research that contribute to the generation of new knowledge.

PLO4: Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of education and a range of cognitive and practical skills to identify and analyse problems and issues related to education.

PLO5: Apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems in various aspects of education.

PLO6: Analyze research papers, and communicate the findings of the research studies with clarity, objectivity and adhering to ethical practices.

PLO7: Pursue self-directed learning through online and offline mode to upgrade knowledge and skills, including research-related skills, digital skills, skills to work effectively in group to pursue higher level of education and research.

PLO8: Embrace and practice constitutional, humanistic, ethical and moral values in one's life, adopt objective and unbiased actions in all aspects of work related to education and related fields, participate in actions to address environmental protection and sustainable development.

PLO9: Honor diversity and engage effectively in multicultural society with the core essence of global citizenship.

PLO10: Acquisition of knowledge and essential employability skills set required to adapt to the future of work and responding to the demands of the fast pace of technological developments and innovations.

STRUCTURE OF TWO-YEAR MASTER DEGREE PROGRAMME IN EDUCATION

Course Code	Title of the Course	L	T	P	Total Credit	Total Marks	FA	SA
SEMESTER-I								
EDU-C-501	Philosophical Foundations of Education	3	1	0	4	100	50	50
EDU-C-502	Basics of Educational Psychology	3	1	0	4	100	50	50
EDU-C-503	Sociological Foundations of Education	3	1	0	4	100	50	50
EDU-C-504	Basics of Educational Research	3	1	0	4	100	50	50
EDU-C-505	Higher Education	3	1	0	4	100	50	50
EDU-V-506	Indian Knowledge System	1	1	0	2	50	25	25
FIRST SEMESTER TOTAL					22	550	275	275
SEMESTER-II								
EDU-C-551	Educational Policy and Planning	3	1	0	4	100	50	50
EDU-C-552	Teacher Education	3	1	0	4	100	50	50
EDU-C-553	Educational Measurement and Evaluation	3	1	0	4	100	50	50
EDU-V-554	Cyber Security	1	1	0	2	50	25	25
EDU-F-555	Experiential Learning	0	0	2	2	50	50*	-
EDU-S-556	Academic Writing	1	0	1	2	50	50*	-
Electives (Choose any one course from 557 to 559)								
EDU-E-557	Guidance and Counselling							
EDU-E-558	Tribal Education	3	1	0	4	100	50	50
EDU-E-559	Women's Education							
SECOND SEMESTER TOTAL					22	550	325	225
SEMESTER-III								
EDU-C-601	Development of Educational System in India	3	1	0	4	100	50	50
EDU-C-602	Advanced Educational Psychology	3	1	0	4	100	50	50
EDU-C-603	Methodology of Educational Research and Statistics	3	1	0	4	100	50	50
EDU-C-604	Curriculum Development and Instruction	3	1	0	4	100	50	50
EDU-V-605	Global Citizenship Education	1	1	0	2	50	25	25

Electives (Choose any one course from 606 to 609)								
EDU-E-606	Educational Administration and Management	3	1	0	4	100	50	50
EDU-E-607	Inclusive Education							
EDU-E-608	Economics of Education							
EDU-E-609	Environmental Education							
EDU-R-610	Dissertation (Topic Selection, Literature Review, Preparation and Presentation of Research Proposal)						50*	
THIRD SEMESTER TOTAL					**22**	**550**	**275**	**275**
SEMESTER-IV								
EDU-C-651	Comparative Education	3	1	0	4	100	50	50
EDU-C-652	Educational Technology	3	1	0	4	100	50	50
EDU-V-653	Value Education (Mulya Pravah)	1	1	0	2	50	25	25
EDU-R-654	Dissertation (Field work and Submission)	0	0	12	12	300	150	150
FOURTH SEMESTER TOTAL					**22**	**550**	**275**	**275**
AGGREGATE TOTAL					**88**	**2200**	**1150**	**1050**

C – Core; **E** – Elective; **V** – Value Added Courses; **R** – Research; **F** – Field-based activities; **S** – Skill Enhancement Courses.

Notes:

- * To be evaluated internally through formative assessment.

- Internal assessment marks of EDU-R-610 is to be carried over to the fourth semester under EDU-R-654 along with the marks of summative assessment which will be conducted through external evaluation.

SWAYAM

Students may earn up to 40 percent of the total credits of the programme from SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds). The selection of the course(s) from SWAYAM is subject to the availability and the 75 percent content similarity with the existing courses in the department. The credits and the grade earned by the students in the particular course will be transferred and added in their mark statement.

SEMESTER-I

EDU-C-501

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Semester: First Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completing the course, the students will be able to:

CLO 1: illustrate the relationship between philosophy and education

CLO 2: describe the concept and functions of philosophy of education

CLO 3: compare and contrast the core principles of Indian and Western schools of philosophy

CLO 4: analyze the contribution of Indian and Western schools of philosophy to the field of education

CLO 5: apply the philosophical frameworks to analyze the current educational problems and issues.

CLO 6: evaluate the contribution of Indian and Western thinkers to education.

CLO 7: analyze the epistemological, metaphysical and axiological beliefs and practices that are prevalent in the society.

CLO 8: apply the philosophical perspectives to develop one's own opinions regarding the philosophical problems and issues.

CLO 9: assess the arguments and philosophical perspectives using critical reasoning.

UNIT-I: INTRODUCTION TO PHILOSOPHY OF EDUCATION

- Philosophy: Concept, nature and scope; Methods of philosophy.

- Branches of philosophy: Metaphysics, epistemology, axiology and logic.

- Philosophy of education: Concept, nature and scope; Functions of philosophy of education: speculative, normative and analytical.

- Relationship between education and philosophy: Philosophy influencing aims of education, curriculum, method of teaching, discipline, textbook and role of teacher.

UNIT-II: BRANCHES OF PHILOSOPHY AND EDUCATION

- Epistemology and education: Methods of acquiring valid knowledge with specific reference to analytical philosophy, dialectical approach, scientific inquiry; Role of education in acquiring valid knowledge.

- Axiology and education: Nature and theories of values; The role of education in value formation.

- Axiological enquiry and aims of education; Determinants of purpose of education: Individual, community, religion, state and market.

- Social philosophy of education: Freedom, equality, democracy and responsibility.

UNIT-III: PHILOSOPHICAL APPROACHES TO EDUCATION

- Indian schools of philosophy and its educational implications-I: Samkhya, Yoga, Nyaya, Vaiseshika, Mimamsa and Vedanta.

- Indian schools of philosophy and its educational implications-II: Buddhism, Jainism, Carvaka and Islamic traditions.

- Western schools of philosophy and its educational implications-I: Idealism, Naturalism and Realism.

- Western schools of philosophy and its educational implications-II: Pragmatism, Existentialism and Marxism.

UNIT-IV: PHILOSOPHICAL THOUGHTS ON EDUCATIONAL PRACTICES

- Indian philosophers-I: Rabindranath Tagore, Swami Vivekananda, Shri Aurobindo.

- Indian philosophers-II: Mahatma Gandhi and Jiddu Krishnamurti.

- Western philosophers-I: Friedrich Froebel, John Dewey, Johann Pestalozzi.

- Western Philosophers-II: Evan Illich, Paulo Freire.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis, Philosophical debates and group discussions, Case studies and Group Projects, Guided readings and discussions of classical texts written by famous philosophers, Individual and group presentations by students on selected themes, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Bailey, R. (2014). *The philosophy of education: An introduction*. Bloomsbury Academic.

- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2010). *The SAGE handbook of philosophy of education*. SAGE Publication.

- Barrow, R., & Woods, R. G. (2006). *An introduction to philosophy of education*. Routledge.

- Bhatt, S. R. (2018). *Philosophical foundations of education: Lessons for India*. Springer Singapore.

- Chattopadhyaya, D. (1964). *Indian Philosophy: A popular introduction*. People's Publishing House.

- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Myers Education Press.

- Freire, P. (1970). *Pedagogy of the oppressed*. Bloomsbury Academic.

- Gupta, B. (2012). *An introduction to Indian philosophy*. Routledge.

- Gutek, G. L. (2013). *Historical and philosophical foundations of education: A biographical introduction*. Pearson.

- Hirst, P.H., & Peters, R.S. (2012). *The logic of education*. Routledge

- Moore, T. W. (2010). *Philosophy of education: An introduction*. Routledge.

- O'Connor, D. J. (2016). *An introduction to the philosophy of education*. Routledge.

- Perrett, R. W. (2016). *An Introduction to Indian Philosophy*. Cambridge University Press.

- Radhakrishnan, S., & Moore, C. A. (Eds.). (1957). *A source book in Indian philosophy*. Princeton University Press.

- Siegel, H. (2012). *The Oxford handbook of philosophy of education*. Oxford University Press.

- Stehlik, T. (2019). *Educational philosophy for 21st century teachers*. Palgrave Macmillan.

EDU-C-502		
BASICS OF EDUCATIONAL PSYCHOLOGY		
Semester: First Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE L EARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: explain the concept of educational psychology as well as its emergence as a discipline.

CLO 2: articulate the fundamental assumptions, core principles, and criticisms of the behaviorist, cognitive, constructivist, psychoanalytic and humanistic approaches to psychology.

CLO 3: explain the concept, principles and the stages of growth of development.

CLO 4: apply the theories of growth of development to identify the problems that exist in the process of development

CLO 5: integrate the concept of learning, transfer of learning and learning curve in their own learning process

CLO 6: classify their levels of learning as per Gagne's theory of learning

CLO 7: deconstruct theories of learning in the Indian educational context

CLO 8: conduct psychological experiments to test the learning theories

UNIT-I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

- Concept, nature and scope of educational psychology.

- Emergence of educational psychology as a discipline.

- Relationship between education and psychology.

- Schools of psychology: Behaviorism, cognitivism, constructivism, psycho-analytic and humanism.

UNIT–II: GROWTH AND DEVELOPMENT

- Growth and development: Concept, characteristics and principles, stages of growth and development.

- Cognitive development: Meaning and characteristics, Piaget's theory of cognitive development.

- Moral development: Meaning and characteristics, Kohlberg's theory of moral development.

- Psycho-social development: Meaning and characteristics, Erikson's theory of psycho-social development.

UNIT-III: UNDERSTANDING THE PROCESS OF LEARNING

- Meaning, nature and scope of learning; Factors affecting learning.

- Transfer of learning: Concept and nature; Theories on transfer of learning;

- Meaning, types and different stages of learning curve.

- Gagne's hierarchical theory of learning.

UNIT-IV: THEORIES OF LEARNING

- Behaviourist schools of learning: Edward Thorndike's trial and error theory, Pavlov's classical conditioning theory, Skinner's operant conditioning theory and their educational implications.

- Tolman's sign theory, Gestalt theory of learning and their educational implications.

- Albert Bandura's social learning theory, Bruner's theory of discovery learning and their educational implications.

- Constructivist theory of learning: Vygotsky's socio-cultural theory of learning.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture-cum discussion, library readings, Theoretical analysis and Critical Discussion, Individual and Interactive exercises by students on selected themes, Initiation of the dialogue by the More Knowledgeable Other (MKO), Case studies, Self-reflection and metacognition, psychological tests and experiments.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Atkinson, J. W., & Feather, N. T. (1960). *Theory of Achievement Motivation*. Wiley Publishers.

- Bark, L. E. (2017). *Child development*. Pearson.

- Baron, R. A. (1996). *Essentials of psychology*. Allyn & Bacon.

- Bhatnagar, S. (2002). *Advanced Educational Psychology*. Bhargava Book House.

- Chand, T. (2002). *Educational Psychology*. Bhargava Book House.

- Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity (5th Edition)*. McGraw Hill.

- Guilford, J. P. (1967). *The Nature of Human Intelligence*. McGraw Hill

- Hall, C. S., & Lindsey, G. (1978). *Theories of Personality (3rd Ed)*. John Wiley

- Ranganathan, N. (2000). *The primary school child: Development and education*. Orient Blackswan

- Saraswathi, T. S. (Ed.). (1999). *Culture, socialization and human development: Theory, research and applications in India*. Sage

- Woolfolk, A., & Kapur, P. (2019). *Educational psychology*. Pearson

- Zanden, J. W. V., Crandel, T. L. N. & Crandell, C. H. (2007). *Theories of Development of Human Development*. McGraw Hill.
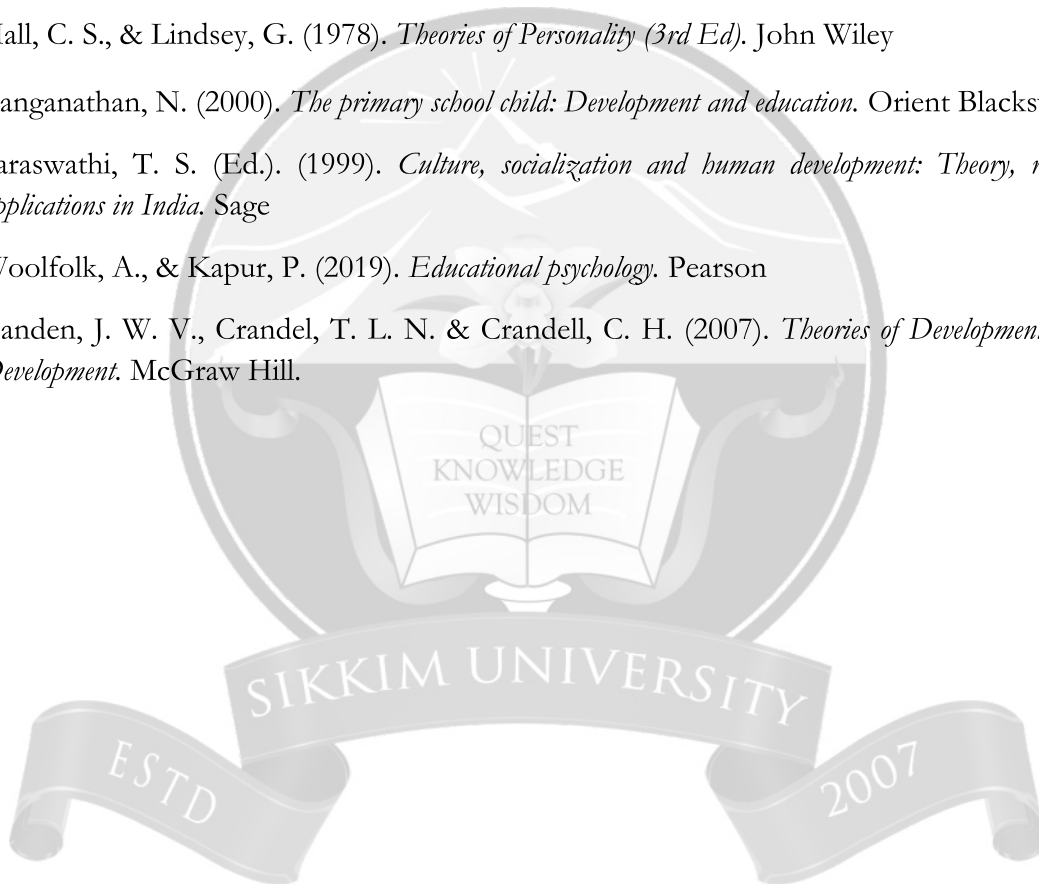
EDU-C-503

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Semester: First Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES

After studying the course, the students will be able to:

CLO 1: explain the concept of sociology of education and educational sociology as well as the social functions of education

CLO 2: analyze the sociological theories such as structural functionalism, conflict theory and symbolic interactionalism in the context of education

CLO 3: analyze the role of education in social stratification, social mobility and social change.

CLO 4: analyze the impact of equality-inequality of educational opportunities on social growth and development.

CLO 5: evaluate the role of education in enculturation, acculturation for developing civilized global citizens in the context of changing social order.

CLO 6: analyse education and the process of modernization, westernization and Sanskritization.

CLO 7: apply the concepts of national integration, international understanding and unity in diversity in real life situations.

CLO 8: evaluate the role of education in promoting democracy, global citizenship, multilingualism, multiculturalism sustainable development and social heritage.

CLO 9: analyze education in the context of neoliberal globalization.

UNIT-I: INTRODUCTION TO SOCIOLOGY OF EDUCATION

- Concept and nature of sociology of education and educational sociology.

- Relationship between education and sociology.

- Social functions of education: Social placement, socialization, social integration and sociocultural innovation.

- Sociological theories: Structural functionalism, conflict theory and symbolic interactionalism.

UNIT-II: EDUCATION AND SOCIAL PROCESS

- Social change: Concept, factors and role of education.

- Social stratification: Meaning and factors; Caste, class, gender, religion, tribe and ethnicity.

- Social mobility: Meaning, types, factors and role of education.

- Educational opportunity and inequality; Inequality of educational opportunities and their impact on social growth and development.

UNIT-III: EDUCATION, CULTURE AND SOCIALIZATION

- Meaning and nature of culture; Role of education in the conservation, transmission and preservation of culture.

- Education and cultural process: Acculturation and enculturation.

- Concept and process of socialization; Agencies of socialization; Education and socialization.

- Education and the process of modernization, westernization and Sanskritization.

UNIT-IV: EDUCATION IN NEW SOCIAL ORDER

- Education for national integration and international understanding; Education for social harmony and unity in diversity.

- Education for democracy and citizenship; Education for sustainable development and social heritage.

- Education for multiculturalism and multilingualism.

- Education in the age of neoliberal globalization.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture-cum discussion, library readings and Critical Discussion, Case studies and Debates, Guided readings and discussions of texts written by famous sociologists., Individual and group presentations by students on selected themes, Initiation of the dialogue by the More Knowledgeable Other (MKO), Sociological Inquiry, Individual and Collaborative Projects

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Adisesaiah, W. T. V. & Pawansam, R. (1974). *Sociology in Theory and Practice.* Santhi Publishers.

- Aikara, J. (2004). *Education-Sociological Perspective.* Rawat Publications.

- Apple, M. W., Ball, S., & Gandin, L. A. (2010). *The Routledge international handbook of the sociology of education.* Routledge

- Bhushan, V. & Sachdeva, D. R. (2008). *An Introduction to Sociology.* Kitabmahal.

- Chanda, S. S. & Sharma, R. K. (2002). *Sociology of Education.* Atlantic Publications.

- Cook, L. A. & Cook, E. (1970). *Sociological Approach to Education.* McGrawhill.

- Hemalatha, T. (2002). *Sociological Foundations of Education.* Kanishka publications.

- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action.* Corwin Press.

- Nambissan, G. B., & Rao, S. S. (Eds.). (2013). *Sociology of education in India: Changing contours and emerging concerns.* Oxford University Press

- Prasad, J. (2004). *Education and Sociology.* Kanishka Publishers and Distributors.

- Robinson, P. (1981). *Perspectives on the sociology of education: An introduction.* Routledge

- Shah, B. V. & Shah, K. B. (1998). *Sociology of Education.* Rawat Publications.

- Shukla, S., & Kumar, K. (Eds.). (1985). *Sociological perspective in education: A reader.* Chanakya Publication

EDU-C-504		
BASICS OF EDUCATIONAL RESEARCH		
Semester: First Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES

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

CLO 1: explain the different sources and methods of acquiring knowledge to initiate them into research

CLO 2: discuss the application of scientific method in the field of educational research

CLO 3: classify educational research based on purpose and approach

CLO 4: differentiate the quantitative, qualitative and mixed method approaches in educational research

CLO 5: apply the principles of research ethics in carrying out educational research

CLO 6: formulate suitable research questions, objectives and hypothesis for a selected research problem in education

CLO 7: prepare a review of related literature by following appropriate steps

CLO 8: compare and contrast the probability and non-probability sampling techniques in educational research

CLO 9: identify the appropriate tools and methods of data collection for a given research problem in educational research

CLO 10: construct a research proposal on any topic of interest in education following the appropriate steps and referencing styles

UNIT-I: INTRODUCTION TO RESEARCH

- Concept of knowledge; Sources and methods of acquiring knowledge.

- Research: Meaning, nature, scope and functions.

- Scientific method: Meaning, nature, steps and characteristics.

- Application of scientific method in the field of education; Inter-disciplinary nature of educational research.

UNIT-II: CONCEPT OF EDUCATIONAL RESEARCH

- Educational research: Meaning, nature, scope and limitations.

- Classification of educational research by purpose: Basic research, applied research, action research and evaluation research.

- Classification of educational research by approach: Quantitative, qualitative and mixed method.

- Ethics in educational research: Ethical practices throughout the research process.

UNIT-III: RESEARCH PROBLEM AND HYPOTHESIS

- Criteria and sources for identifying a research problem; Statement of the problem in research.

- Variables: Meaning and types; Defining and operationalizing variables in research.

- Review of related literature: Meaning, sources, importance, steps and need at different stages of research.

- Developing research questions and objectives in research; Hypothesis: Concept, types, formulation and testing; Characteristics of a good hypothesis.

UNIT-IV: SAMPLING & RESEARCH TOOLS

- Concept of population, sample and sampling; Characteristics of a good sample.

- Probability and non-probability sampling techniques; Concept of Sampling distribution and Sampling errors.

- Sources of data: Primary and secondary; Tools and techniques of data collection: Observation, interview, questionnaire, schedules, tests, inventories and rating scales.

- Preparation of research proposal in educational research.

SUGGESTED TEACHING LEARNING STRATEGIES

Structured Debates, Lecture-cum discussion, library readings, Concept Mapping, Critical Analysis, Reflection, Individual and group presentations by students on selected themes, Analysis of research works and identifying research gaps, Preparation of research proposal, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education (Tenth Edition)*. Cengage Learning.

- Best, J. W., & Kahn, J. V. (2016). *Research in Education (Tenth Edition)*. Pearson Education India.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (Eighth Edition)*. Routledge.

- Creswell, J. W. (2019). *Educational Research: Planning, conducting, and evaluating quantitative, and qualitative research (Sixth Edition)*. Pearson.

- Creswell, J. W. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

- Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational Research: An introduction*. Longman Publishing.

- Johnson, R. B., & Christensen, L. B. (2016). *Educational Research: Quantitative, qualitative, and mixed approaches (Sixth Edition)*. SAGE Publications.

- Koul, L. (2019). *Methodology of Educational Research. (Fifth Revised and Enlarged Edition)*. Vikas Publishing House Pvt. Ltd.

- Lochmiller, C. R., & Lester, J. N. (2015). *An Introduction to educational research: Connecting methods to practice*. SAGE Publications.

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- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education*. SAGE Publications.

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EDU-C-505

HIGHER EDUCATION

Semester: First Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course the students will be able to:

CLO 1: discuss the historical perspectives of higher education in India

CLO 2: identify the different types of higher education institutions in India

CLO 3: examine the goals and objectives of higher education in India in the changing global scenario

CLO 4: analyse the relationship between massification of higher education and knowledge economy

CLO 5: analyze the recommendations of various commissions and committees on higher education

CLO 6: evaluate various policy perspectives that shaped higher education in India

CLO 7: describe the role of different regulatory and standard setting bodies of higher education in India

CLO 8: appraise the recent trends in the management of higher education in India

CLO 9: analyze globalization and internationalization as recent trends in higher education.

CLO 10: critique the issues and problems of higher education in India

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UNIT-I: INTRODUCTION TO HIGHER EDUCATION

- Historical perspectives of higher education with special reference to India.

- Meaning and structure of higher education in India; Typology of higher education institutions in India.

- Goals and objectives of higher education in the changing society; Constitutional provisions for higher education in India.

- Expansion and massification of higher education systems; Higher education and knowledge economy.

UNIT-II: POLICY PERSPECTIVES IN HIGHER EDUCATION

- Commission and committees on higher education: University education commission (1948), Education commission (1964-66), National Knowledge Commission (NKC) 2006-09.

- Committee to advise on renovation and rejuvenation of higher education (2009).

- Policy perspectives on higher education: NPE 1986, POA 1992, and NEP 2020.

- Rastriya Uchchattar Shiksha Abhiyan (RUSA).

UNIT-III: MANAGEMENT OF HIGHER EDUCATION

- Management of higher education: Need and importance.

- Regulatory bodies: MOE, UGC, NAAC.

- Councils of higher education: AICTE, NCTE, BCI, NMC, PCI, RCI.

- Recent trends in management of higher education.

UNIT-IV: RECENT TRENDS AND ISSUES IN HIGHER EDUCATION

- Recent trends in higher education: Globalization and internalization of higher education

- Issues and problems in higher education in India: Quality, autonomy, accountability, political interference and discipline.

- Challenges to massification of higher education in India; Employability and placement, equity and equality in higher education.

- Resources, grants and funding of higher education; Mobilization of non-governmental resources, privatization and commercialization of higher education.

SUGGESTED TEACHING LEARNING STRATEGIES

Interactive Lecture, library readings, Critical and Comparative analysis and Case studies, Initiation of the dialogue by the More Knowledgeable Other (MKO), Document Analysis and Policy Debates, Interactive presentations by students on selected themes.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs..

SUGGESTED READINGS

- Agarwal, P. (2009). *Indian Higher Education: Envisioning the Future*. Sage Publication

- Agarwal, P. (2012). *A Half Century of Indian Higher Education; Essays by Phillip G. Altbach*. Sage Publications.

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- Powar, K.B. (2002). *Indian Higher Education*. Concept Publishing Company.

- Ram, M. (2004). *Universalization of Higher Education - Some Policy Implication*. Sarup & Sons.

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- Tilak, J. B. (2017). *Higher Education, Public Good and Markets*. Routledge India.

- Tilak, J. B. (Ed.). (2021). *Education in India: Policy and Practice*. Sage Publications Pvt. Limited.

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- Varghese, N. V., & Khare, M. (Eds.). (2021). *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates in India*. Taylor & Francis.

- Varghese, N.V., Sabharwal, N, S., & Malish, C. M. (2017). *India higher education report 2016: Equity*. Sage.

EDU-V-506

INDIAN KNOWLEDGE SYSTEM

Semester: First Semester	Course Level: 500	Total: 50 Marks
L+T+P: 1+1+0 = 2 Credits	Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: discuss the concept Bharatavarsha, Bharat and India in the context of Indian knowledge system.

CLO 2: discuss the ethics and values proposed in different schools of Indian philosophy.

CLO 3: apply the yoga and ayurvedic practices in daily routine for mental and physical wellbeing.

CLO 4: illustrate the multicultural nature of Indian society emphasizing the principle of unity in diversity

CLO 5: discuss the indigenous knowledge and cultural heritage of Sikkim.

UNIT-I: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM (IKS)

- Concept of Bharatavarsha, Bharat and India; Indian knowledge system: Meaning, nature, scope and importance.

- Indian ethics (Values): Vedic ethics, ethics of Carvaka, Buddhist ethics, Jain ethics, Islamic ethics, Christian ethics, Sikh ethics and constitutional values.

- Brief outline on different schools of Indian philosophy: a) Orthodox schools of Indian philosophy (Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, Vedanta) b) Heterodox schools of Indian philosophy (Carvaka, Buddhist philosophy, Jain philosophy).

- Brief overview of Indian health and medical sciences: Yoga (Common Yogic practices, Yoga for health, physical fitness and concentration), Ayurveda (Vata, Pitta and Kapha).

UNIT-II: INDIAN CULTURE AND HERITAGE WITH REFERENCE TO SIKKIM

- Indian culture: Meaning, nature and significance; Components of Indian culture, continuity and change, multiculture and unity in diversity.

- Languages and literature, arts, architecture and folklore of India in general and Sikkim in particular.

- Drama, food and fashion of India in general and Sikkim in particular.

- Culture and heritage of Sikkim: Indigenous communities, indigenous knowledge and religion.

TEACHING -LEARNING MEDIUM AND TECHNIQUES

Field Trips, Heritage Tours, Collaborative Learning, Artistic Expression, Role Play, Simulation, Projects, Discussions, Debates and Use of Films and Documentaries that showcase culture and heritage.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 15	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 35	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the course learning outcomes.

SUGGESTED READINGS

- Bajaj, J. K., & Srinivas, M. D. (1996). *Annam Bahu Kurvita Recollecting the Indian Discipline of Growing and Sharing Food in Plenty*. Centre for Policy Studies.

- Basham, A. L. (1954). *The Wonder That Was India*. Sidgwick & Jackson.

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- Kapoor, K., & Singh, A. K. (2005). *Indian Knowledge Systems: Vol I and II*. D. K. Print World Ltd.

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- Malville, J. M., & Gujral, L. M. (2000). *Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India*. IGNCA & Aryan Books International.

- Pujari, R. M., Kolhe, P., & Kumar, N. R. (2006). *Pride of India: A Glimpse into India's Scientific Heritage*. Samskrita Bharati Publication.

- Srinivas, M. D. (2022). *The Methodology of Indian Sciences as expounded in the Disciplines of Nyāya, Vyākarana, Ganita and Jyotisa*. In K. Gopinath & S. D. Sharma (Eds.), *The Computation Meme: Explorations in Indic Computational Thinking (in press)*. Indian Institute of Science.

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SEMESTER-II

EDU-C-551

EDUCATIONAL POLICY AND PLANNING

Semester: Second Semester	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

COURSE LEARNING OUTCOMES:

On completing the course, the students will be able to:

CLO 1: explain the concept and the approaches of education policy and planning in the context of Indian policy making.

CLO 2: analyze the factors influencing the formulation, implementation and outcomes of educational policy

CLO 3: examine the role of various advisory and regulatory bodies in education policy making in India.

CLO 4: analyze the major issues and challenges in the formulation, implementation of educational policy in India

CLO 5: explain the process and methods of educational planning in the context of education policy and planning in India.

CLO 6: analyse the changing landscape of educational planning frameworks and practices in India.

CLO 7: explain the methodologies of strategic planning in education.

CLO 8: conduct educational policy analysis using an appropriate policy analysis framework.

UNIT-I: INTRODUCTION TO EDUCATIONAL POLICY AND PLANNING

- Concept of policy: Policy as a text, policy as a discourse; Educational policy: Meaning, nature and scope.

- Approaches to education policy: Normative approach, rational approach, empirical approach.

- Educational planning: Concept, nature, scope and importance; Types of educational planning (Micro & Macro, Short-term & Long-term).

- Approaches to educational planning: Manpower requirement approach, social demand approach, rate of return approach, Sector-wide approach (SWAp).

UNIT-II: PROCESS OF EDUCATION POLICY MAKING

- Determinants of educational policy: Social contexts, imperatives of reforms, developmental agenda.

- The role of State in educational policy making, Constitutional provisions and Judicial interventions in educational policy making, non-State stakeholders in educational policy making

- Centre-State relation in the formulation of education policy; The role of advisory and regulatory bodies in education policy making in India: CABE, UGC, NCERT, NCTE, AICTE.

- Factors influencing the formulation, implementation and outcomes of educational policy; Major issues, and challenges in educational policy in India.

UNIT- III: EDUCATIONAL PLANNING IN INDIA

- Methods of educational planning: Projection techniques, prioritization, target setting/defining the results chain, and budgeting techniques.

- Educational planning in India: Legal provisions and institutional framework and planning machinery.

- Decentralization of educational planning, changing landscape of educational planning.

- District planning under the on-going country-wide education development programmes like SSA, RMSA, RUSA and Samagra Shiksha Abhiyan.

UNIT-IV: STRATEGIC PLANNING AND EDUCATIONAL POLICY ANALYSIS

- Concept and methodology of strategic planning in education; Education sector diagnosis; Analytical framework and techniques; Cost analysis in education.

- Methods of setting plan targets and estimation of additional requirements (infrastructure, human resources and finance).

- General guidelines for conducting education policy analysis.

- Approaches to educational policy analysis: Policy network, policy cycle, comparative policy analysis, critical policy analysis (CPA).

SUGGESTED TEACHING LEARNING STRATEGIES

Policy debates, policy analysis, critical and comparative policy analysis and current event analysis, Case studies, document analysis, discussion and debates and reflective reports, Individual and group presentations by students on selected themes, Initiation of the dialogue by the More Knowledgeable Other (MKO), Lecture-cum discussion and library readings

ASSESSMENT FRAMEWORK

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs..

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

SUGGESTED READINGS

- Ball, S. J. (1998). Big policies/small world: An introduction to international perspectives in education policy. *Comparative education*, *34*(2), 119-130.

- Bardach, E. & Patashnik, E. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving, 5th edition*. Sage Publications, Inc.

- Bray, M., & Varghese, N. V. (Eds.). (2011). *Directions in educational planning: International experiences and perspectives*. UNESCO.

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- Choudhury, P. K., & Suresh Babu G. S. (Eds.). (2021). *Contextualising Educational Studies in India: Research, Policy and Practices*. Taylor & Francis.

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- Norton, A., & Elson, D. (2002). *What's Behind the Budget? Politics, Rights, and Accountability in the Budget Process*. Overseas Development Institute.

- Psacharopolous, G. (1985): *Planning of Education: Where Do We Stand?* World Bank Publications

- Psacharopoulos, G. (1983). *Manpower Issues in Educational Investment. A Consideration of Planning Processes and Techniques. World Bank Staff Working Papers Number 624*. World Bank Publications.

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- UNESCO (2016). *Designing Effective Monitoring and Evaluation of Education Systems for 2030: A global synthesis of policies and practice*. UNESCO.

- Varghese N. V., & Biswal, K. K. (1999). *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*. NIEPA.

- Varghese, N. V. (1996). Decentralization of Educational Planning in India: The Case of District Primary Education Programme. *International Journal of Educational Development*, Vol. 16 (4): 355-365.

- Varghese, N. V. (ed.) (1997). *Modules on District Planning in Education*. NIEPA.

EDU-C-552

TEACHER EDUCATION

Semester: Second Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completing the course, the students will be able to:

CLO 1: explain the concept, types and the development of teacher education in India

CLO 2: analyse the recommendations of various policies on teacher education in India

CLO 3: examine the role of regulatory and advisory bodies in maintaining the quality of teacher education in India

CLO 4: explain the importance of micro teaching and internship for teacher preparation

CLO 5: discuss the professional ethics in the context of teaching as a profession

CLO 6: analyse the national professional standard for teachers in India

CLO 7: analyse the emerging trends and the issues in teacher education including their implications for teaching-learning community

CLO 8: discuss the need of techno-pedagogical skills for the teachers in the present context

UNIT-I: INTRODUCTION TO TEACHER EDUCATION

- Meaning, nature and scope of teacher education.

- Pre-service and In-service teacher education: Concept, types, objectives and process.

- Development of teacher education in India before and after independence: A brief overview.

- Aims and objectives of teacher education at different levels.

UNIT-II: POLICY, PROCESS AND PRACTICE OF TEACHER EDUCATION

- NPE-1986, Revised NPE 1986 (1992) and POA 1992, NCF 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, NEP 2020.

- Role of various advisory and statutory bodies in teacher education (NCTE, NCERT, SCERT, UGC, NAAC).

- Preparation of teachers for the teaching of particular disciplines (Language, mathematics, science and social sciences)

- Practice of student teaching: Internship, block teaching; techniques of teacher preparation: Core teaching, micro-teaching.

UNIT-III: PROFESSIONALISM AND QUALITY ASSURANCE IN TEACHER EDUCATION

- Teaching as a profession; Professional ethics of a teacher.

- Continuous professional development of teachers (orientation, refresher, seminar, workshop, symposium); Performance appraisal and accountability of teachers.

- Total Quality Management (TQM) in teacher education; Quality assurance and accreditation in teacher education institutions.

- National Professional Standards for Teachers (NPST) for personal and professional development.

UNIT-IV: EMERGING TRENDS AND ISSUES IN TEACHER EDUCATION

- Emerging trends in teacher education: Integrated Teacher Education Programme (ITEP); Techno-pedagogy, integration of technology in teacher education (TPACK framework).

- Diverse practices in teacher education: Cooperative and collaborative learning, Self-directed learning, reflective teaching, Self-Study of Teaching and Teacher Education Practices (S-STTEP).

- Issues in teacher education: Single subject and multiple subject teachers, multi-grade teachers, stand-alone and multidisciplinary teacher education institutions.

- Issues in linkages between teacher education institutions with schools and community, issues in privatization and public private partnership in teacher education.

SUGGESTED TEACHING LEARNING STRATEGIES

Reflective Practices, Field Visit, Technology Integration, Lecture-cum discussion and library readings, Critical and Comparative Policy analysis, Debates, Discussions and Presentations, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing a Research Agenda. *Education as change*, 18 (sup1): S5- S18

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- Pareek, R. (1996). *Role of Teaching Profession.* Eastern Book House.

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- Shulman, L. (1987). Knowledge and teaching: Foundation of New Reform. *Harvard Educational Review*, 57, 1-22.

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- Singh, R. P. (2006) *Training Teachers: Problems and Issues.* Gyan Publishing House

- Singh, R. P. (Ed.) (2002). *Teacher Education in Turmoil: Quest for a Solution*. Sterling Publishers.

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- Thomas, E. (Ed.). (2002). *World Yearbook of Education 2002: Teacher Education - Dilemmas and Prospects*. Routledge.

EDU-C-553

EDUCATIONAL MEASUREMENT AND EVALUATION

Semester: Second Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completing the course, the students will be able to:

CLO 1: describe the concept and functions of educational measurement, assessment, examination, and evaluation

CLO 2: apply the nominal, ordinal, interval and ratio scales in educational measurement and evaluation

CLO 3: explain the process of assessing instructional objectives for cognitive, affective and psychomotor domains

CLO 4: analyze the different methods of establishing reliability and validity of a measuring instrument as well as the factors affecting them.

CLO 5: explain various tools of measurement and evaluation including the concept and types of norms used in standardized tools.

CLO 6: explain norm-referenced, criterion referenced tests and process of construction and standardization of achievement tests

CLO 7: interpret the application grading, choice-based credit system (CBCS) and continuous internal assessment

CLO 8: analyze the use of open book examination, on-demand examination and online examination including the use of computers and learning management system in evaluation

UNIT-I: INTRODUCTION TO MEASUREMENT AND EVALUATION

- Concept of test, measurement, assessment, examination, and evaluation.

- Functions of evaluation and the basic principles of evaluation.

- Scales of measurement: Nominal, ordinal, interval and ratio.

- Assessment of instructional objectives: Cognitive, affective and psychomotor.

UNIT-II: CHARACTERISTICS OF MEASURING INSTRUMENTS

- Reliability: Meaning, and factors affecting reliability; Methods of establishing reliability.

- Validity: Meaning, types and factors affecting validity. Methods of establishing validity.

- Tools for measurement and evaluation: Questionnaire, schedule, scales; Tests: Intelligence, interests, aptitude, attitude, personality and achievement.

- Norms: Age, grade, percentile, standard scores (t-scores, Z-scores).

UNIT-III: TEST AND MEASURES IN EDUCATION

- Achievement test: Meaning, characteristics and types.

- Construction and standardization of an achievement test.

- Norm Referenced Tests (NRT) and Criterion Referenced Tests (CRT).

- Continuous Comprehensive Evaluation (CCE).

UNIT-IV: EXAMINATION REFORMS

- Grading, Choice Based Credit system (CBCS) and Continuous Internal Assessment (CIS).

- Open book examination: Meaning, types, advantages and limitations.

- On-demand examination, online examination.

- Use of computers in evaluation; Concept and types of Learning Management System (LMS).

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture-cum discussion, Group Discussion, Technology integration in educational measurement and evaluation, Initiation of the dialogue by the More Knowledgeable Other (MKO), Hands on experiences on LMS, Critical Analysis, Individual and group presentations.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Adams, G. S. (1964). *Measurement and Evaluation in Education &Psychology*. Rinehart and Winston.

- Aiken, L. R. & Groth-Marnat, G. (2009). *Psychological Testing and Assessment (12th edition)*. Pearson.

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- Linn, R. L. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.

- TenBrink, T. D. (1974). *Evaluation: A practical guide for teachers*. McGraw Hill.
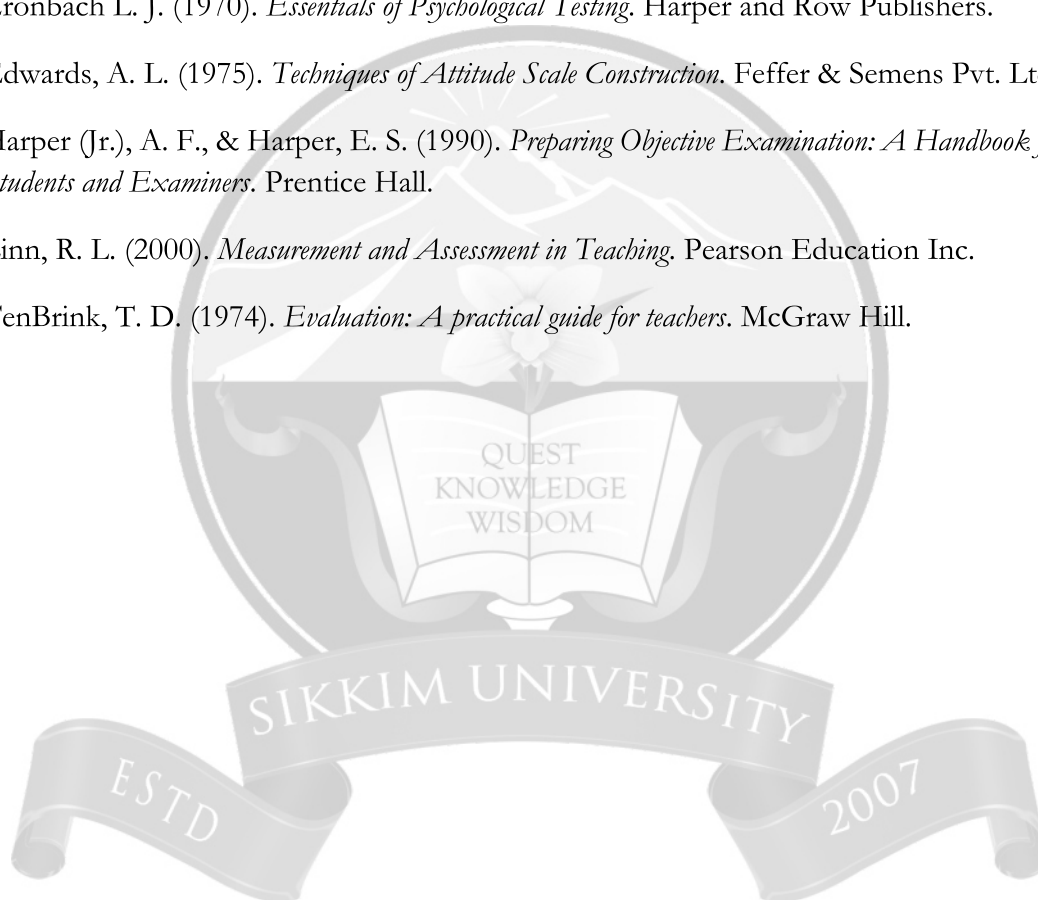
EDU-V-554

CYBER SECURITY

Semester: Second Semester	Course Level: 500	Total Marks: 50
L+T+P: 2+0+0 = 2 Credits	Lecture: 30 Hrs + Tutorial: 0 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: explain the concept and basic terminologies of cyber security and cybercrimes

CLO 2: explain various privacy and security concerns related to social media

CLO 3: explain basic concepts related to e-commerce and digital payments

CLO 4: explain the legal framework that exist in India for cybercrimes and penalties and punishments for such crimes.

CLO 5: analyze the different aspects related to personal data privacy, security and cyber security management.

CLO 6: discuss RBI guidelines and preventive measures against digital payment frauds.

UNIT-I: BASICS OF CYBER SECURITY

- Cyber security: Concept and importance; Basic cyber security terminologies.

- Cybercrimes: Concept and types (Cybercrimes targeting computer systems and mobiles, social media scams & frauds and social engineering attacks).

- Social media overview and security: Concept and types of social media, security issues related to social media.

- E-Commerce: Concept, components; Elements of E-Commerce security, E-Commerce threats; Concept, components and modes of digital payments.

UNIT-II: CYBER SECURITY LAWS AND MANAGEMENT

- Cyber security regulations in India: Information Technology (IT) Act, 2000, Data Protection Bill, 2019; Cyber laws, legal and ethical aspects related to new technologies.

- Data privacy and data security: Concept of data and data privacy; Data protection, data privacy and data security.

- Cyber security management: Cyber security policy, cyber crisis management plan, national cyber security policy and strategy.

- RBI guidelines on digital payments and customer protection in unauthorized banking transactions. Relevant provisions of payment settlement act, 2007.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Hands on exercises and simulations, Cyber Security awareness campaign, demonstration, ethical discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 15	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 35	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the course learning outcomes.

SUGGESTED READINGS

- Belapure, S., & Godbole, N. (2011). *Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives.* Wiley India Pvt. Ltd.

- Broth, W. K. (2008). *Information Security Governance, Guidance for Information Security Managers* (1st ed.). Wiley Publication.

- Denning, D. F. (1998). *Information Warfare and Security.* Addison Wesley.

- Oliver, H. A. (2014). *Security in the Digital Age: Social Media Security Threats and Vulnerabilities.* Create Space Independent Publishing Platform.

- Venkataramanan, N., & Shriram, A. (2017). *Data Privacy Principles and Practice.* CRC Press.

- Weiss, M., & Solomon, M. G. (2015). *Auditing IT Infrastructures for Compliance* (2nd ed.). Jones Bartlett Learning.

EDU-F-555

EXPERIENTIAL LEARNING

Semester: Second Semester	Course Level: 500	Total: 50 Marks
L+T+P: 0+0+2 = 2 Credits	Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 60 Hrs	

COURSE LEARNING OUTCOMES:

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

CLO 1: gain hands-on experience in different occupations, arts, crafts and cultures of the village and the local community.

CLO 2: appreciate the real-life experiences, folklore and stories of different local communities.

CLO 3: appreciate and promote the latent talents in the traditional occupations.

CLO 4: analyze the impact of globalization, modernization, and technological advancement on traditional occupations with the purpose of preservation and conservation.

CLO 5: demonstrate cultural sensitivity and respect for diversity by engaging with the local community.

CLO 6: propose innovative solutions to the challenges faced by the community for equitable, just and sustainable society.

ACTIVITIES:

The students need to visit a village for period of at least one week to explore the experiences, living conditions of local communities and gain hands-on experiences on various occupations, arts and craft.

ASSESSMENT FRAMEWORK (50 MARKS)

The assessment will be based on the submission of report and presentation on the experiences acquired during their visit to the community/village.

EDU-S-556

ACADEMIC WRITING

Semester: Second Semester	Course Level: 500	Total: 50 Marks
L+T+P: 1+0+1 = 2 Credits	Lecture: 15 Hrs + Tutorial: 0 Hrs + Practical: 30 Hrs	

COURSE LEARNING OUTCOMES:

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

CLO 1: discuss the different styles of academic writing

CLO 2: incorporate the proper academic language, format and tone in academic writing

CLO 3: integrate the techniques of quoting, summarizing and paraphrasing in academic writing

CLO 4: create an academic text free of plagiarism in accordance with the APA style

CLO 5: critique academic texts based on the principles of academic writing

UNIT-I: INTRODUCTION TO ACADEMIC WRITING

- Introduction to academic writing: Concept, organization and style in academic writing.

- Characteristics of academic writing: Academic language, format and tone.

- Integrating information in academic writing: Quoting, summarizing, paraphrasing, and avoid plagiarism.

- Writing and referencing styles: APA, Chicago and MLA.

ACTIVITIES

- Extensive and intensive reading of academic texts.

- Paraphrase and summaries the academic texts.

- Write a review of journal articles, books and other academic texts.

- Critique their own and peers' writing based on the principles of academic writing.

- Write an academic article following principles, styles and ethics of academic writing.

SUGGESTED TEACHING LEARNING STRATEGIES

Critical readings, guided writings, analyzing sample papers, modeling of researching writings and research skill integration, Usage of grammar, reflective writing, integration of technology in academic writings and practice ethics in writings, Peer review and collaborative writing.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative **Marks: 50**	Test, Article Writing, Assignment, Annotated Bibliographies, Reports, Portfolios, Book Review, Article Review, Journal Writing	Oral Test, Group Discussion, Seminar	Presentation and Seminars

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Behrens, L., & Rosen, L. J. (2007). *A sequence for academic writing.* Longman Publishing Group.

- Giltrow, J., Gooding, R., Burgoyne, D., & Sawatsky, M. (2014). *Academic Writing: An Introduction (Third edition).* Broadview Press.

- Oshima, A. (2007). *Introduction to academic writing.* Allyn & Bacon.

- Prinz, P., & Arnbjörnsdóttir, B. (2021). *The art and architecture of academic writing.* John Benjamins Publishing Company.
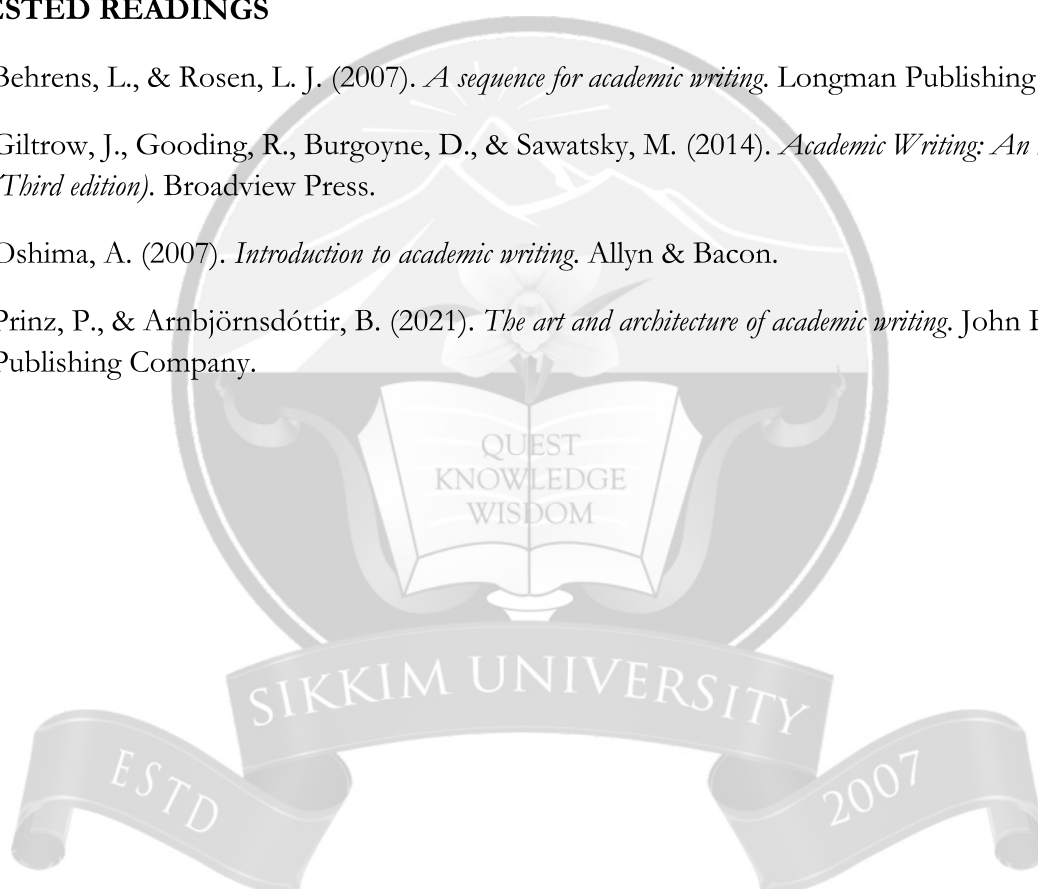
EDU-E-557

GUIDANCE AND COUNSELLING

Semester: Second Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

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COURSE LEARNING OUTCOMES:

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

CLO 1: describe the assumptions, scope, principles, types of guidance and counselling

CLO 2: analyse the role of the teacher in providing guidance to students in making informed decisions about their education, career, and personal life.

CLO 3: analyze the challenges faced by children with special needs for developing strategies to provide effective guidance and support to these students.

CLO 4: analyze the different approaches of counselling in the context of their application in different situations.

CLO 5: discuss techniques of counseling as well as the characteristics of an effective counsellor.

CLO 6: analyze the different theories of guidance and its implications in the educational context

CLO 7: identify the suitable tools and techniques used in guidance and counselling to collect information about students including both testing and non-testing techniques.

CLO 8: explain the process of administering, scoring, and interpreting test scores of different testing techniques used in guidance and counselling.

CLO 9: explain the principles of organizing guidance services at different levels of education and the need of ethical practices in guidance.

CLO 10: evaluate the role of principal and teachers in school guidance programmes.

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UNIT-I: INTRODUCTION TO GUIDANCE

- Guidance: Concept, need, assumptions, scope and principles; Relationship between guidance and counselling.

- Types of guidance: Educational, vocational, and personal.

- Agencies of guidance: National and state level; Role of the teacher in guidance.

- Guidance of children with special needs: Guidance of the gifted and creative students, guidance of slow-learners and first-generation learners; Role of the teacher in guiding children with special needs.

UNIT-II: INTRODUCTION TO COUNSELLING

- Counselling: Concept, need, assumptions, scope and principles.

- Approaches to counselling: Directive, non-directive and eclectic.

- Areas of counselling: Group counselling and individual counselling; Counselling for adjustment.

- Counselling techniques: Cognitive, behavioural and systemic; Characteristics of a good counsellor.

UNIT-III: THEORIES TOOLS AND TECHNIQUES IN GUIDANCE AND COUNSELLING

- Theories of vocational guidance: Ginsberg's theory, Super's vocational choice theory and Holland's career theory.

- Testing techniques of student appraisal: Intelligence, aptitude, creativity, personality, and interest.

- Non-testing techniques of student appraisal: Interview, observation, case study, anecdotal records, sociometry and cumulative record.

- Administering, scoring and interpretation of test scores in guidance; Communication of test results in the guidance programme.

UNIT-IV: GUIDANCE SERVICES

- Concept of guidance services and principles of organizing them; Organization of guidance services at different levels of education.

- Types of guidance services: Individual information service, occupational information service, placement service and follow-up service.

- Evaluation of guidance programmes; Ethical practices in guidance services.

- Role of principal and teachers in school guidance programmes.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture cum discussion, Field Visits, Case studies, role playing, debates and collaborative learning, Observation and reporting, reflective writing, integration of technology, Orientation to counselling and guidance and critical analysis.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Safaya, R. (2002). *Guidance and Counselling*. Abhishek Publishers.

- Sharma, A. (2006). *Guidance* and *Counselling*. DVS Publishers and Distributors.

- Vashist, S. R. (2001). *Methods of Guidance*. Anmol Publishing.

- Corey, G. (2016). *Theory and practice of counseling and psychotherapy*. Cengage Learning.

- Gladding, S. T. (2012). *Counseling: A comprehensive profession*. Pearson Higher Ed.

- Gelso, C. J., & Fretz, B. R. (2001). *Counseling psychology*. Wiley.

- Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.

- Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. India: Sage

EDU-E-558

TRIBAL EDUCATION

Semester: Second Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: explain the concept and classification of tribes from various perspectives

CLO 2: explain the concept, nature, scope and importance of tribal education in India

CLO 3: analyze the historical perspectives, constitutional provisions, and the recommendations of various commissions and committees on tribal education

CLO 4: evaluate the impact of tribal movements on the policies for tribals in India

CLO 5: analyze the stratification in tribal society based on gender, community and class and its implications on tribal education

CLO 6: explain the concept of tribal identity and ethnicity with reference to the state of Sikkim, including family, marriage, worship, religion, and customary practices

CLO 7: analyze the social, economic and political issues faced by tribal communities in India, including protective discrimination, stereotyping, displacement

CLO 8: analyse the political representation of tribes and its impact on tribal education

CLO 9: identify the need for targeted policies and programs to address the challenges faced by tribal communities in accessing quality education

CLO 10: analyze the trends and issues in tribal education in India.

UNIT-I: INTRODUCTION TO TRIBAL EDUCATION

- Concepts of tribes from various perspectives: Colonial perspective, Indian perspective, tribes' own perspective.

- Classification of tribes: ethnic, linguistic, cultural, geographic and economic.

- Concept, nature and scope of tribal education.

- Need and importance of tribal education in India.

UNIT-II: DEVELOPMENT OF TRIBAL EDUCATION

- Historical development of tribal education with special reference to India.

- Constitutional provisions and acts on tribal education.

- Commission and committees on tribal education.

- Tribal movement and its impact on policies.

UNIT-III: SOCIO CULTURAL ASPECTS OF TRIBES & THEIR EDUCATION

- Gender, community and class stratification in tribal society.

- Tribal identity and ethnicity: Family, marriage, worship, religion & customary practices with reference to state of Sikkim.

- Social issues and problems: Protective discrimination, stereotyping, displacement, inequity and lack of access to education.

- Economic and political issues: Livelihood pattern, shifting cultivation, forest rights and unemployment, alienation, loans and debts, migration, nutrition and health; Political representation of tribes.

UNIT-IV: TRIBES AND TRIBAL EDUCATION IN SIKKIM

- Demographics profile of tribes in Sikkim.

- Languages issues in tribal education in Sikkim (Textbooks, medium of instruction, communication)

- Issues and challenges of tribal education in India and Sikkim.

- Recent trends in tribal studies.

SUGGESTED TEACHING LEARNING STRATEGIES

Culturally Responsive Teaching, Community Engagement, Experiential Learning, Field Visits, Lecture cum discussion, Case studies, debates, collaborative learning and Critical analysis, Reflective writing, integration of technology and policy analysis, Talks by indigenous more knowledgeable other (MKO)

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Adinarayana Reddy, P., & Uma Devi, D. (2005). *Tribal Women Education: Constraints and strategies*. Associated Publications.

- Ananda, G. (2000). *Educating Tribals (An Ashram School Approach)*. Common Wealth Publishers.

- Hasnain, N. (2021). *Tribal India*. Palaka Prakashan.

- Kundu, M. (1990). *Cultural Anthropology and Tribal Education*. Amar Prakashan.

- Lokhande, D. (2014). *Perspective of Tribal Education*. Discovery Publishing Pvt. Ltd.

- Rupavath, R. (2016). Tribal education: A perspective from below. *South Asia Research*, *36*(2), 206-228.

- Saxena, A. (2002). *Dynamics of Tribal Education*. Rajat Publications.

- Sharma, K. R. (1991). *Educational Life Style of Tribal Students*. Classical Publishing company.

- Thakur, D. T. D. (2009). *Tribal education* (Vol. 8). Deep and Deep Publications.

- Yadappanavar, A. V. (2003). *Tribal education in India*. Discovery Publishing House.
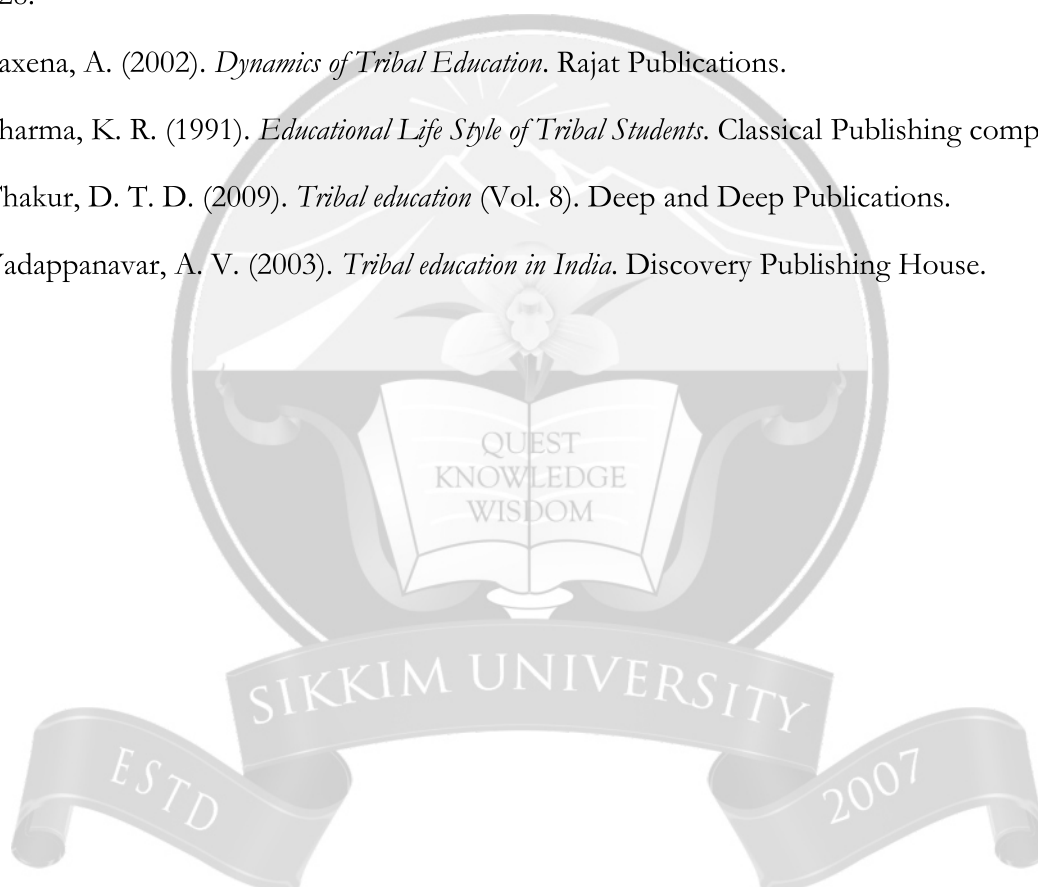
EDU-E-559		
WOMEN'S EDUCATION		
Semester: Second Semester	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course, students will be able to:

CLO 1: explain the concept, scope, emergence and need for women's studies in contemporary society.

CLO 2: discuss the history of women's education in India and gender discourse education in post-independent India

CLO 3: evaluate the recommendations made by various commissions and committees on women's education in post-independent India, including their impact on policy and practice.

CLO 4: assess the effectiveness of adult and non-formal education initiatives for women in India and their contribution to women's empowerment.

CLO 5: explain the legal frameworks and the recommendations of Justice Verma Committee for addressing sexual harassment of women at the workplace.

CLO 6: explain the key concepts related to gender, including sex, gender identity, LGBTQ+, patriarchy, and matrilineal.

CLO 7: evaluate the impact of gender roles, gender stereotyping, gender discrimination, and gender sensitivity on women's development and education

CLO 8: analyse the interactions and intersections between gender and other social and cultural identities, such as gender, caste, class, religion and ethnicity

CLO 9: explain the concept, need, and importance of feminism including the historical, cultural and social contexts in which feminist movements have emerged.

CLO 10: analyse different feminist theories, perspectives, pedagogies and feminist research methods in education and their implications for educational policy and practice.

UNIT-I: BASIC CONCEPTS ON WOMEN EDUCATION

- Concept, scope and need of women studies.

- Emergence of women studies as an academic discipline.

- History of women education in India.

- Gender and educational discourse in post-independent India.

UNIT-II- COMMISSIONS, COMMITTEES ON WOMEN'S EDUCATION AND ACTS ON SEXUAL HARASSMENT

- Recommendations by commissions and committees on women's education in post independent India.

- Initiatives of adult and non-formal education for women- National Literacy Mission, National Adult and Continuing Education, Functional literacy programmes for women.

- Education for disadvantaged women: Socio-economically deprived women, Physically and mentally disabled women.

- Justice Verma Committee (2012); Vishaka guidelines on sexual harassment of women at workplace (Prevention, Prohibition and Redressal Act) 2013; Protection of Women from Domestic Violence Act, 2005.

UNIT-III: GENDER PERSPECTIVES AND ITS IMPLICATIONS

- Gender concepts: Sex, gender, LGBTQ+, patriarchy, matriarchy, patrilineal, and matrilineal.

- Gender roles, gender stereotyping, gender discrimination, gender sensitivity; gender perspective, gender analysis, gender auditing, gender budgeting, gender equity and equality.

- Gender as an axis of stratification and its relation to other axes of stratification (caste, class, religion and ethnicity).

- Implications of gender perspectives on women development and women education.

UNIT-IV- FEMINISM AND EDUCATION

- Feminism: Concept, need and importance.

- Feminism theories and perspectives on education I: Liberal feminism, radical feminism, Marxist feminism.

- Feminism theories and perspectives on education II: Socialist feminism, post-modern feminism, eco-feminism.

- Feminist pedagogy and research methods.

SUGGESTED TEACHING LEARNING STRATEGIES

Gender responsive teaching, collaborative learning, Seminar presentations, Lecture cum discussion, case studies, debates, and critical analysis, Orientation to gender sensitivity and intersectionality, Reflective writing, integration of technology and policy analysis, mentoring and peer support and inclusive dialogue, Celebration of women's achievement and talks by women more knowledgeable other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Bagchi, J., Guha, J., & Sengupta, P. (eds). (1997). *Loved and Unloved the Girl Child in West Bengal.* Stree Publishers.

- Batliwala, S. (1993). *Empowerment of Women in South Asia: Concepts and Practices.* Asian-South Pacific Bureau of Adult Education.

- Bhasin, K. (2000). *Understanding Gender.* Kali for Women.

- Bhasin, K. (2004). *Exploring Masculinity.* Women Unlimited.

- Chanana, K. (ed). (1988). *Socialisation, Education and Women: Explorations in Gender Identity.* Orient Longman.

- Govinda, R. (ed). (2002). *India Education Report: A Profile of Basic Education.* Oxford University Press.

- Gould, S. J. (1981). *The Mismeasure of Man.* Penguin Books.

- Weiler, K. (1988). *Women Teaching for Change: Gender, Class and Power.* Bergin Garvey.

- Kushwaha, M. (2014). *Gender and Shiksha.* Gangasharan & Grandsons.

- Ramachandran, V. (2004). *Gender and social Equity in Education: Hierachies of Access.* Sage.

- Bhatt, B. D, & Sharma, S. R. (1992). *Women's Education and Social Development.* Kanishaka Pub.

SEMESTER – III

EDU-C-601

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

Semester: Third Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: compare and contrast the different education systems prevalent in ancient and medieval India in terms of structure, aims of education, pedagogy, curriculum, and the role of teacher.

CLO 2: analyze the recommendations proposed by key committees and commissions on education in Pre-Independent India and their implications for the development of education in India.

CLO 3: analyze the recommendations of major education committees and commissions in independent India and their impact on the Indian education system.

CLO 4: evaluate the major education policies and their implications for the development of education in India.

CLO 5: evaluate the contemporary challenges in achieving universalization of elementary and secondary education, vocationalization of education, and massification of higher education.

CLO 6: analyze the interplay of equity and equality in education including the challenges faced by marginalized communities in the context of caste, class, gender, tribes and religion.

UNIT-I: EDUCATION IN ANCIENT AND MEDIEVAL INDIA

- Education in the Vedic period: Salient features and limitations of Vedic education system.

- Salient features and limitations of Buddhist education system.

- Salient features and limitations of Jain education system.

- Education in the medieval period; Salient features and limitations of Islamic education system.

UNIT-II: COMMITTEES AND COMMISSIONS ON EDUCATION IN PRE-INDEPENDENT INDIA

- Macaulay's minutes (1835), Wood's dispatch (1854), Indian education commission (1882-83), Lord Curzon's education policy (1904).

- National education movement (1905-1938); Indian universities commission (1902); Gokhale Bill (1913); Calcutta university commission (1917-19).

- Hartog committee (1928-29); Wardha Committee (1938).

- Sargent committee report (1944).

UNIT-III: COMMITTEES AND COMMISSIONS ON EDUCATION IN INDEPENDENT INDIA

- Radhakrishnan commission (1948); Mudaliar commission (1952-53).

- Kothari commission (1964-66); Ganguly committee (2007).

- National Knowledge Commission (2006); Yashpal Committee (2009).

- NPE 1986, POA 1992 and NEP 2020.

UNIT-IV: CONTEMPORARY ISSUES AND PROBLEMS IN EDUCATION

- Challenges to achieve universalization of elementary and secondary education.

- Challenges in vocationalisation of education, unemployment, commercialization of education.

- Challenges to achieve massification of higher education.

- Equity & equality in education: Caste, class, gender, tribe, religion.

SUGGESTED TEACHING LEARNING STRATEGIES

Historical Analysis, Policy Analysis and comparative perspectives and collaborative learning, Seminar Presentations, Lecture cum discussion, Case studies, Critical reflections and debates, and Critical analysis, Document analysis and Integration of technology, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Banerjee, J. P. (1994). *Education in India Vol-I & II*. Central Library.

- Bhatia, R. L. (1993). *Modern Indian Education and its Problems*. Surjeet Publications.

- Dharampal (2000). *The beautiful tree: Indigenous Indian education in the eighteenth century (Special ed.)*. Other India Press.

- Ghosh, S. C. (2013). *The History of Education in Modern India: 1757-2012*. Orient Blackswan

- Kaur, K. (2017). *Indigenous education systems in northern India.* Centre for Research in Rural and Industrial Development.
- Mohanty, J. (1995). *Modern Trends in Indian Education.* Deep & Deep Publication.
- Mooij, J & Majumdar, M. (2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series).* Routledge.
- Mukhopadhyay, B. & Barki, B. G. (1989). *Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series).* Stosius Inc/Advent Books Division.
- Narullah, S., & Naik, J.P. (1962). *A student's history of education in India (1800-1961)* (Revised ed.). Macmillan and Company Limited
- Purkait, B. R. (1997). *Milestone in Modern Indian Education.* New Central Book Agency Pvt Ltd.
- Ramchandran, P., & Ramkumar, V. (2005). *Education in India.* National Book Trust.
- Sharma, R., & Ramachandran, V. (Ed.) (2009). *The Elementary Education System in India: Exploring institutional structures, processes and dynamics.* Routledge.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India.* A B D Publishers.
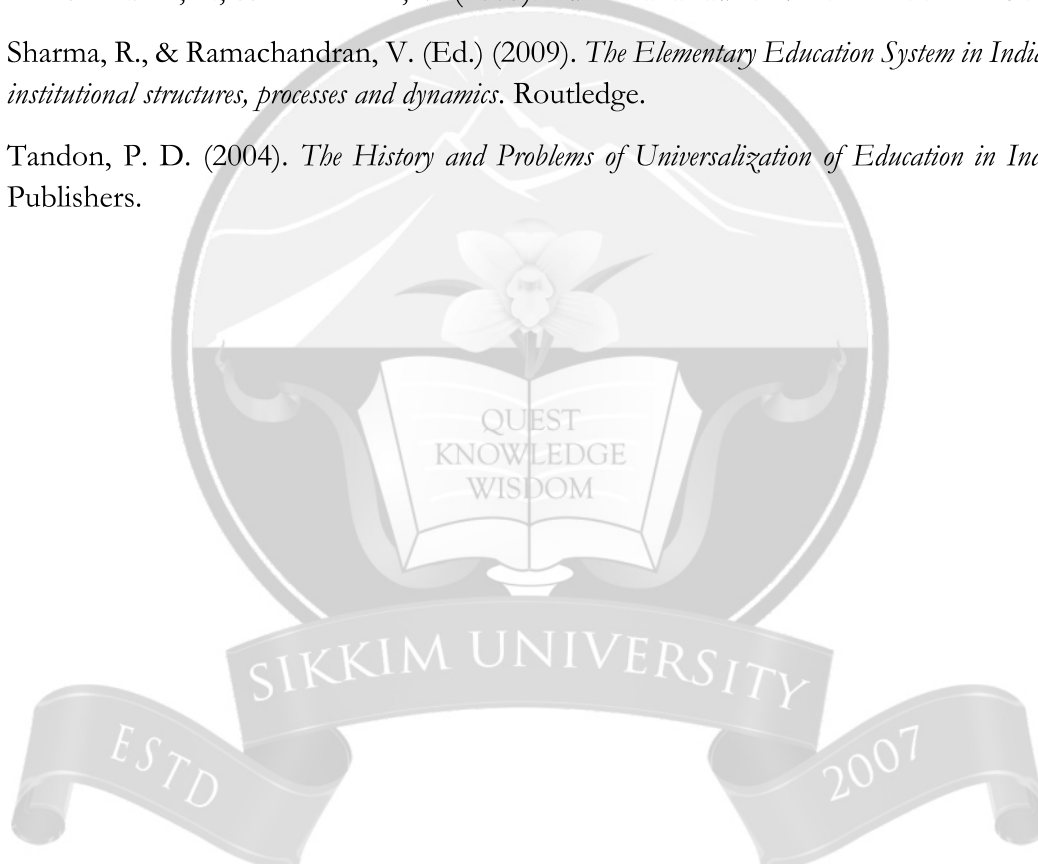
EDU-C-602		
ADVANCED EDUCATIONAL PSYCHOLOGY		
Semester: Third Semester	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: explain the concept, factors, types and theoretical perspectives of motivation in educational psychology.

CLO 2: explain the concept, nature, process of creativity and the role of home, school and society in fostering creativity.

CLO 3: explain the concept, historical perspectives and the major theories of intelligence along with their educational implications.

CLO 4: explain the concept and major theories of personality and their educational implications.

CLO 5: analyze the assessment of personality including the uses and limitations of projective and non-projective tests.

CLO 6: explain the concept of individual differences, including the factors that affect individual differences and their implications for education.

CLO 7: explain concept of mental health and hygiene, characteristics of a mentally healthy person and the factors that affect mental health of an individual.

CLO 8: analyse the role of yoga and meditation in maintaining good mental health.

CLO 9: analyze the role of defense mechanisms in adjusting to life's challenges.

UNIT-I: MOTIVATION AND CREATIVITY

- Concept, factors and types of motivation.

- Atkinson's theory of achievement motivation, Maslow's self-actualization theory.

- Creativity: Concept, nature, process.

- Role of home, school and society in fostering creativity.

UNIT-II: INTELLIGENCE, THEORIES AND ITS MEASUREMENT

- Intelligence: Concept and nature; Historical perspectives on intelligence.

- Theories of intelligence-I: Spearman's two-factor theory, Thurston's group intelligence theory and Sternberg's triarchic theory.

- Theories of intelligence-II: Guildford's structure of intellect theory, Howard Gardner's theory of multiple intelligence.

- Measurement of intelligence: Verbal, non-verbal and performance tests.

UNIT-III: PERSONALITY THEORIES AND INDIVIDUAL DIFFERENCES

- Personality: Concept and nature; Historical perspectives on personality.

- Theories of personality: Allport, Freud, Adler, Jung and Carl Roger.

- Assessment of personality: Projective and non-projective tests.

- Individual difference: Concept and factors affecting individual difference; Education and individual differences.

UNIT-IV: MENTAL HEALTH, HYGIENE AND ADJUSTMENT

- Concept of mental health and mental hygiene; Characteristics of a mentally healthy person.

- Factors affecting mental health.

- Role of Yoga and meditation in maintaining good mental health.

- Concept of adjustment; Concept and nature of defense mechanisms and its role in adjustment.

SUGGESTED TEACHING LEARNING STRATEGIES

Case studies, Critical reflections and debates, and Critical analysis, Collaborative learning, Critical Reflection, Integration of Technology, Seminar Presentations, Lecture cum discussion, Project Method and Psychological Testing, Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Atkinson, J. W. & Feather, N. T. (1960). *Theory of Achievement Motivation.* Wiley Publishers.

- Bark, L. E. (2017). *Child development.* Pearson

- Baron, R. A. (1996). *Essentials of psychology.* Allyn & Bacon

- Bhatnagar, S. (2002). *Advanced Educational Psychology.* Bhargava Book House.

- Bruner, R. F. (1978). *Psychology Applied to Teaching.* Hongton Miffing.

- Chadha, D. S. (2004). *Classroom Teaching and Learning.* Mittal Publications.

- Chauhan, S. S. (2000). *Advanced Educational Psychology.* Vikas Publishing House.

- Cobb, N. J. (2004). *Adolescent: Continuity, Change and Diversity (5th Edition).* McGraw Hill.

- Fetsco, T. & Mclure, J. (2005). *Educational Psychology: An Integrated Approach to classroom decisions.* Pearson.

- Guilford, J. P. (1967). The Nature of Human Intelligence. McGraw Hill

- Hall, C. S., & Lindsey, G. (1978). *Theories of Personality (3rd Ed).* John Wiley

- Hilgard, E. R. (2007). *Theories of learning.* Surjeet Publications.

- Piaget, J. (1999). *Judgment and Reasoning in the Child.* Routledge.

- Ranganathan, N. (2000). *The primary school child: Development and education.* Orient Blackswan

- Woolfolk, A., & Kapur, P. (2019). *Educational psychology.* Pearson

- Woolfolk, A. (2004). *Educational Psychology.* Pearson Education in South Asia.

- Zanden, J. W. V., Crandel, T. L. N., & Crandell, C. H. (2007); *Theories of Development of Human Development.* McGraw Hill.

EDU-C-603

METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Semester: Third Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

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COURSE LEARNING OUTCOMES:

On completion of the course the students will be able to:

CLO 1: explain the purpose, process and types of quantitative research.

CLO 2: apply the different experimental designs in educational research taking into account different types of variables and factors affecting the validity.

CLO 3: compare the purpose, assumptions, steps, data collection and data analysis techniques of different quantitative, qualitative and mixed method research designs in education.

CLO 4: apply the suitable mixed method research design for addressing the research questions

CLO 5: explain the different concepts and types of descriptive and inferential statistics used in educational research.

CLO 6: compute and interpret the statistical significance of the differences and relationships using appropriate inferential statistical techniques

CLO 7: draw inferences using appropriate non-parametric tests for the given data

CLO 8: interpret qualitative data using appropriate data analysis techniques

CLO 9: conduct descriptive and inferential statistical analysis for a given data using Microsoft excel and SPSS software

CLO 10: explain the process of preparing a research report with proper citation and referencing as per APA style.

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UNIT-I: QUANTITATIVE AND QUALITATIVE RESEARCH

- Concept and methods of quantitative research: Descriptive: Purpose, process and types (Survey, correlational); Ex-post facto (Causal comparative); Programme evaluation.

- Experimental research: Concept, steps and variables; Validity of experimental research.

- Experimental designs: Pre-experimental designs, quasi-experimental designs and true experimental designs.

- Concept and methods of qualitative research with their designs: Historical, phenomenology, ethnography, grounded theory, case study.

UNIT-II: MIXED METHOD RESEARCH

- Concept and assumptions of mixed method research.

- Characteristics of mixed method research designs; Planning a mixed method procedure.

- Types of mixed method research designs-I: Convergent parallel, explanatory sequential and exploratory sequential designs: Merits and limitations.

- Types of mixed method designs-II: Embedded design, multiphase design and transformative design: Merits and limitations.

UNIT-III: ANALYSIS OF PARAMETRIC DATA

- Descriptive statistics: Measures of central tendency and measures of variability; Concept and application of Normal Probability Curve (NPC). Measures of relative positions (percentiles, quartiles and z-scores).

- Inferential statistics: Concept, assumptions and types; Levels of significance, type-I error & type-II error, one tailed and two tailed tests, degrees of freedom, standard error of mean.

- Tests of significance: t-test, z-test, ANOVA (One-way).

- Measures of relationship: Correlation: Meaning and types (Pearson's product moment correlation, Spearman's rank order correlation).

UNIT-IV: ANALYSIS OF NON-PARAMETRIC DATA AND QUALITATIVE ANALYSIS

- Non parametric data analysis: Chi square, sign test.

- Qualitative data analysis: Content analysis, inductive analysis, deductive analysis; Triangulation.

- Computer applications in educational research: MS Excel & SPSS.

- Writing of research report and references in APA style.

SUGGESTED TEACHING LEARNING STRATEGIES

Active learning, Collaborative learning, Concept mapping, Integration of Technology and Problem solving, Case studies, Critical reflections of researches, Critical analysis, hands on training on statistical analysis and qualitative data analysis, Development of research proposal, Seminar Presentations, Lecture cum discussion, Project Method, Writing research report and practice ethical research writing.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Abbott, M. L. (2014). *Understanding Educational Statistics Using Microsoft Excel and SPSS*. John Wiley & Sons.

- Adams, K. A., & Lawrence, E. K. (2018). *Research Methods, Statistics, and Applications*. SAGE Publications.

- Agresti, A. (2018). *Statistical Methods for the Social Sciences (Fifth Edition)*. Pearson.

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education (Tenth Edition)*. Cengage Learning.

- Bergin, T. (2018). *An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods*. SAGE.

- Best, J. W., & Kahn, J. V. (2016). *Research in Education (Tenth Edition)*. Pearson Education India.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (Eighth Edition)*. Routledge.

- Creswell, J. W. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

- Creswell, J. W. (2021). *A Concise Introduction to Mixed Methods Research*. SAGE publications.

- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. SAGE Publications.

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE publications.

- Denzin, N. K. (2013). *Collecting and Interpreting Qualitative Materials*. SAGE.

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE Handbook of Qualitative Research*. SAGE.

- Flick, U. (2018). *An Introduction to Qualitative Research*. SAGE.

- Flick, U. (Ed.). (2013). *The SAGE Handbook of Qualitative Data Analysis*. SAGE.

- Garett, H.E. (1973). *Statistics in Psychology and Education*. Vakils, Feiffer & Simon.

- Gould, R., Ryan, C. N., & Wong, R. K. (2017). *Essential Statistics: Exploring the World through Data*. Pearson.

- Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). *Basic Statistics for Social Research*. John Wiley & Sons.

- Hesse-Biber, S. N. (2010). *Mixed Methods Research: Merging Theory with Practice*. Guilford Press.

- Jackson, S. L. (2015). *Research Methods and Statistics: A Critical Thinking Approach*. Wadsworth Cengage Learning.

- Johnson, R. B., & Christensen, L. B. (2016). *Educational Research: Quantitative, Qualitative, and Mixed Approaches (Sixth Edition)*. SAGE Publications.

- Koul, L. (2019). *Methodology of Educational Research. (Fifth Revised and Enlarged Edition).* Vikas Publishing House Pvt. Ltd.

- Levin, J., Fox, J. A., & Forde, D. R. (2017). *Elementary Statistics in Social Research (Twelfth Edition).* Pearson.

- Lynch, S. M. (2013). *Using Statistics in Social Research: A Concise Approach.* Springer.

- Ott, R. L., & Longnecker, M. T. (2015). *An Introduction to Statistical Methods and Data Analysis (Seventh Edition).* Cengage Learning.

- Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS.* Routledge.

- Patton. M. Q. (2002). *Qualitative Research and Evaluation Methods.* Sage.

- Schreier, M., & Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis. SAGE Publications.*

- Wagner III, W. E. (2019). *Using IBM® SPSS® Statistics for Research Methods and Social Science Statistics.* SAGE Publications.

- Yin, R. K. (2016). *Qualitative research from Start to Finish (Second Edition).* Guilford publications.

EDU-C-604

CURRICULUM DEVELOPMENT AND INSTRUCTION

Semester: Third Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

On completion of the course the students will be able to:

CLO 1: explain the concept, functions and the foundations of curriculum.

CLO 2: analyse the different curriculum theories and their implications for the curriculum design and development.

CLO 3: explain the basic principles and approaches of curriculum planning.

CLO 4: analyze the different models of curriculum development highlighting their features and suitability for different educational contexts.

CLO 5: explain the concept, importance, components and types of curriculum designs.

CLO 6: analyze different approaches to curriculum development and their relevance in different educational contexts.

CLO 7: analyze the significance of core curriculum in achieving the goals of education and its relevance in contemporary educational contexts in the light of NPE 1986 and NEP 2020.

CLO 8: explain the concept, purpose, and phases of curriculum evaluation, focusing its significance in enhancing educational quality.

CLO 9: analyze various models of curriculum evaluation, elaborating their strengths, limitations, and applicability.

CLO 10: analyze the roles and responsibilities of stakeholders and the issues and challenges associated with curriculum evaluation processes.

UNIT-I: INTRODUCTION TO CURRICULUM PLANNING

- Curriculum: Meaning, nature, scope and functions.

- Foundations of curriculum: Philosophical, psychological and socio-cultural.

- Classification of curriculum theories (Structure-oriented, value-oriented, content-oriented and process-oriented).

- Basic principles of curriculum planning; Approaches to curriculum planning (Scientific, technical and humanistic); Importance of curriculum planning.

UNIT-II: MODELS OF CURRICULUM PLANNING AND DEVELOPMENT

- Tyler model of curriculum development: Salient features, relevance and limitations.

- Taba model of curriculum development: Salient features, relevance and limitations.

- Inter personal relation (Carl Roger's) model of curriculum development: Salient features, relevance and limitations.

- Deliberation model of curriculum development: Salient features, relevance and limitations.

UNIT-III: CURRICULUM DESIGN AND DEVELOPMENT

- Concept, need, importance and components of curriculum design.

- Types of curriculum designs: Subject-centered, learner-centered, activity-cum-experience centered.

- Curriculum development: Concept, steps and process; Approaches to curriculum development.

- Core curriculum & elements of core curriculum as per NPE 1986 and NEP 2020.

UNIT-IV: CURRICULUM EVALUATION

- Concept, need and scope of curriculum evaluation; Phases of curriculum evaluation.

- Approaches of curriculum evaluation: Aspects of formative and summative evaluation and its interpretation.

- Models of curriculum evaluation: Congruence-contingency model; Context-Input-Process-Product (CIPP) model of curriculum evaluation.

- Role of stakeholders in curriculum evaluation; Issues and problems in curriculum evaluation.

SUGGESTED TEACHING LEARNING STRATEGIES

Critical and comparative analysis, Collaborative learning, Active learning, Seminar Presentations, Lecture cum discussion and Integration of Technology, Use of models for curriculum evaluation, Case studies, Critical reviews of curriculum

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. Book Enclave.

- Doll, R. C. (1986). *Curriculum Improvement: Decision Making Process*. Allyn and Bacon Inc.

- Erickson, H. L. (2002). *Concept-based Curriculum and Instruction*. Crown Press Inc.

- Joseph, P. B. (ed.) (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. Teacher College Press.

- McKernan, J. (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge.

- NCTE (1998). *National Curriculum for Quality Teacher Education*. NCTE.

- NCERT (2005). *National Curriculum Framework*. NCERT.

- NCERT (2005). *Position paper on Teacher Education for Curricular Renewal*. NCERT

- NCERT (2023). *National Curriculum Framework for School Education 2023*. NCERT.

- NCTE (2009). *National Curriculum Framework for Teacher Education*. NCTE.

- Oliva, P. F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.

- Reddy, B. (2007). *Principles of curriculum planning and development*. Arise Publishers & Distributors.

- UNESCO (2006). *Teachers and Educational Quality: Monitoring Global Needs for 2015*. UNESCO.

- Wiles, J. W., & Bondi, J. (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication.

EDU-V-605

GLOBAL CITIZENSHIP EDUCATION

Semester: Third Semester	Course Level: 600	Total Marks: 50
L+T+P: 1+1+0 = 2 Credits	Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

After completion of the course the students will be able to:

CLO 1: explain the meaning, nature and importance of global citizenship education.

CLO 2: demonstrate the competencies of global citizenship education in everyday life.

CLO 3: analyze contemporary issues at local, state, national and global levels as informed, engaged, and responsible citizens.

CLO 4: examine beliefs and values and to recognize the ways in which they influence political decision-making and civic engagement.

CLO 5: demonstrate the values of fairness and social justice in everyday life.

CLO 6: analyze inequalities based on gender, socio-economic status, culture, religion, age and other issues.

UNIT-I: INTRODUCTION TO GLOBAL CITIZENSHIP EDUCATION

- Concept of Global Citizenship education; Need and importance of Global Citizenship education in the current scenario; Characteristics of a Global Citizen.

- History of Global Citizenship Education (GCED); The role of education in promoting global citizenship; Understanding GCED within Sustainable Development Goals (SDG).

- Social justice and human rights in global citizenship education; Environmental sustainability in global citizenship education;

- Competencies for global citizenship education (Critical thinking, problem solving, conflict resolution, collaboration, appreciation for diversity, values of tolerance, attitudes of care, empathy and compassion, global solidarity, environmentally sustainable lifestyle, civic engagement and consumer responsibility)

UNIT-II: MAJOR THEMES OF GLOBAL CITIZENSHIP EDUCATION

- Global governance systems, structures, and issues: Local, state, national and global issues and the interconnectedness and interdependence between global and local concerns.

- Cultural diversity and tolerance: Honoring diversity in terms of language, ethnicity, race, gender, religion, and for the development of tolerance, mutual respect and appreciation for cultural diversity;

- Inequality: Analysis of inequalities based on gender, caste, socio-economic status, culture, religion, age, and other issues; The importance of gender equality in global citizenship education.

- Global issues: Globalization, North-south divide, racism, climate change, global poverty, global inequality, genocide, fundamentalism, terrorism, war, refugees, diseases (Ebola, COVID-19, HIV & AIDS).

SUGGESTED TEACHING LEARNING STRATEGIES

Inquiry based learning, Critical and comparative analysis, Collaborative learning, Active learning, Seminar Presentations, Lecture cum discussion and Integration of Technology, Global case studies, Critical analysis of global issues, Cross-cultural dialogues, Talks by Global personalities, reflective writing, showcasing documentaries on global issues and project methods

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 25	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Akhari, A. & Maleq, K. (2020). *Global Citizenship Education: Critical and International Perspectives*. Springer.

- Irene, D. (2011), *Learners without borders: A curriculum for global citizenship*, IB Position Paper

- Larjanko, A. (2015). *Global Citizenship Education*. DVV International.

- Nyrgen, T. (2020). *Global Citizenship Education for global citizenship? Students' views on learning about, though, and for human rights, peace, and sustainable development in England, India, New Zealand, South Africa, and Sweden*. Uppsala University.

- Oxfam Development Education Programme. (2006). *Education for global citizenship: A guide for schools*. Oxfam GB.

- Pak, S. Y. (2013). *Global Citizenship Education: Goals and Challenges in the New Millennium*. Asia-Pacific Centre of Education for International Understanding (APCEIU).

- Tawil, S. (2013). *Education for 'Global Citizenship': A framework for discussion*. UNESCO.

- UNESCO (2015). *Global Citizenship Education: Topics and Learning Objectives*. UNESCO.

- UNESCO (2017). *Preparing Teachers for Global Citizenship Education: A Template (Draft)*. Asia-Pacific Regional Bureau for Education.

- Wintersteiner, W., Grobbauer, H., Diendorfer, G., & Juárez, S. R. (2015). *Global Citizenship Education: Citizenship Education for Globalizing Societies*. Austrian Commission for UNESCO.

EDU-E-606		
EDUCATIONAL ADMINISTRATION AND MANAGEMENT		
Semester: Third Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

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

CLO 1: explain the concept, objectives and functions of educational administration.

CLO 2: explain the conceptual framework of educational management as input, process and product.

CLO 3: select an appropriate method of communication in educational administration for specific situations.

CLO 4: examine the role of Centre, state and local bodies in education in India.

CLO 5: analyze the constitutional provisions and Centre-state relations in education in India.

CLO 6: critique the role of private enterprises in educational administration and management in India

CLO 7: explain the administrative structure of school and higher education as well as the functions of various levels of administrators in Sikkim.

CLO 8: propose solutions to issues and problems related to the administration and management of educational institutions in Sikkim.

CLO 9: analyze the principles and techniques of educational management and their relevance in the present educational context.

UNIT-I: CONCEPT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- Concept, nature, objectives and scope of educational administration.

- Basic functions of administration: Planning, organizing, directing and controlling.

- Conceptual framework of educational management as input, process and product.

- Methods of communication in educational administration.

UNIT-II: EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN INDIA

- Role of Centre, state and local bodies in education.

- Constitutional provisions for education in India.

- Centre-state relations in education.

- Role of private enterprises, their limitations and remedial measures.

UNIT-III: EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN SIKKIM

- Administrative structure of school and higher education in Sikkim.

- Functions of different levels of administrators for educational administration and management (Secretariat, Directorate, District, Block and Institution).

- Management of educational institutions in Sikkim: Monitoring, supervision, evaluation, and professional development; Role of heads in management of educational institutions in Sikkim.

- Issues and problems related to the administration and management of educational institutions in Sikkim.

UNIT-IV: TECHNIQUES IN EDUCATIONAL MANAGEMENT

- Total quality management (TQM): Concept and features.

- Programme Evaluation and Review Technique (PERT).

- Planning, Programming, Budgeting System (PPBS).

- Management by Objectives (MBO).

SUGGESTED TEACHING LEARNING STRATEGIES

Critical and comparative analysis, Collaborative learning, Active learning, Seminar Presentations, Lecture cum discussion and Integration of Technology, Project methods, case studies, reflective writing, field visit and debates, Talk by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Bush, T., & Bell, L. (Eds.). (2002). *The principles and practice of educational management*. Sage.

- Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of Educational leadership & management*. SAGE Publications Limited.

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- Hoy, W. K., & Miskel, C. G. (2012). *Educational Administration: theory, research, and practice*. McGraw-Hill Education.

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- Mercer, J., Barker, B., & Bird, R. (2010). *Human resource management in education: Contexts, Themes, and Impact*. Taylor & Francis.

- Mukhopadhyay, M. (2005). *Total Quality Management in Education*. Sage Publications.

- Northouse, P. G. (1997). *Leadership: Theory and Practice*. SAGE Publications.

- NUEPA (1986). *Educational Management in India*. NUEPA.

- Sayeed, O. B., & Pareek, U. (2000). *Actualizing managerial Roles*. Tata McGraw-Hill Publishing Company Limited.

- Sindhu, I. S. (2012). *Educational administration and management* (First edition). Pearson.

- Srivastava, A. K. (2011). *Educational Administration Policy, Planning and survey*. Kunal Books.

- Tomlinson, H. (2004). *Educational management: Major Themes in Education* (1st ed.). Routledge.

EDU-E-607

INCLUSIVE EDUCATION

Semester: Third Semester	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

COURSE LEARNING OUTCOMES:

On completion of the course, the students will be able to:

CLO 1: explain the concept, importance, principles and perspectives of inclusive education.

CLO 2: analyse various approaches to inclusive education and their implications for inclusion.

CLO 3: compare and contrast inclusive education, integrated education and special education.

CLO 4: analyze various policies, declarations, acts, programmes of inclusive education and their role in the development of inclusive education in India.

CLO 5: evaluate the remedial, special, integrated and inclusive education approaches for meeting the requirements of children with diverse needs.

CLO 6: discuss the curricular activities and measures for overcoming the barriers in inclusion of the children with diverse needs to promote learning-friendly classrooms.

CLO 7: analyze the role of teachers, parents, administrators and community members for supporting the inclusion of children with diverse needs.

CLO 8: explain the concept, type and importance of medical, rehabilitative and educational support services.

CLO 9: evaluate the role of technology for meeting the requirements of children with diverse needs at the foundational, preparatory, middle and secondary level.

CLO 10: analyze the challenges in bringing all children with diverse needs in schools.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

- Meaning, scope and importance of inclusive education: Principles of inclusive education.

- Historical, philosophical and sociological perspectives in inclusive education.

- Difference between inclusive education, integrated education and special education.

- Approaches to inclusive education: Disability and delivery (Medical model, social model, person centered, community-based and collaborative approach).

UNIT-II: POLICIES AND PROGRAMMES FOR INCLUSIVE EDUCATION

- Universal Declaration of Human Rights (1948).

- Salamanca Statement and Frame work for action on Special Needs Education (UNESCO 1994).

- Integrated Education for Disabled Children (IEDC) 1974, Rehabilitation Council of India (RCI) Act 1992, NCF 2005.

- Right to Person with Disability (RPwD) Act (1995, 2012, 2014 & 2016).

UNIT-III: INCLUSIVE EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

- Educational approaches for meeting the requirements of children with diverse needs: Remedial, special, integrated and inclusive education.

- Curricular activities for meeting the requirements of children with diverse needs at the foundational, preparatory, middle and secondary level.

- Building an inclusive and learner-friendly class rooms; Barriers to inclusion of children with diverse needs; Measures for overcoming the barriers.

- Role of teachers, parents and other community members for supporting the inclusion of children with diverse needs.

UNIT-IV: RESOURCES AND SUPPORT SERVICES FOR INCLUSIVE EDUCATION

- Concept, importance and types of supportive services (medical, rehabilitative and educational).

- Resources and support services for inclusive education.

- Role of technology for meeting the requirements of children with diverse needs at the foundational, preparatory, middle and secondary level.

- Challenges in bringing all children to school.

SUGGESTED TEACHING LEARNING STRATEGIES

Collaborative learning, differentiated instruction, use of assistive technology, Case studies, Critical analysis, Seminar Presentations, Lecture cum discussion, Project methods, reflective writing, field visit and debates, Invited lecture by the More Knowledgeable Other (MKO) in the field of Inclusive Education

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Bryant, D. P., Bryant, B. R., & Smith, D. D. (2019). *Teaching students with special needs in inclusive classrooms*. Sage Publications.

- De Beco, G., Quinlivan, S., & Lord, J. E. (Eds.). (2019). *The right to inclusive education in international human rights law*. Cambridge University Press.

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- Kauffman, J. M. (2020). *On Educational Inclusion: Meanings, History, Issues and International Perspectives (Connecting Research with Practice in Special and Inclusive Education)*. Routledge.

- Kundu, C. L., (2000). *Status of disability in India*. Rehabilitation Council of India (RCI).

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- Nagaraju, M. T. V. (2014). *Curriculum and Instruction of Inclusive education*. Commonwealth Publishers.

- Puri, M., & Abrahm, A. (2005). *Handbook of Inclusive Education for Educators, Administrators, and Planners*. SAGE publishers.

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- Scorgie, K., & Forlin, C. (2019). *Promoting Social Inclusion: Co-Creating Environments That Foster Equity and Belonging (International Perspectives on Inclusive Education, 13)*. Emerald Publishing.

- Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. Guilford Press.

- Taylor, R. L. (2000). *Assessment of exceptional students: Educational and psychological procedures*. Allyn & Bacon.

- Theodoro, A. (2020). *Contesting the Global Development of Sustainable and Inclusive Education (Critical Global Citizenship Education)*. Routledge.

- Toepke, C. M. (2017). *Teach the Way They Learn: The Interpretation and Realization of Inclusive Education in International Law*. Vandeplas Publishing.

- Umadevi, M. R. (2010). *Special Education: A Practical approach to education children with special needs*. Neel Kamal Publications Pvt. Ltd.

- Villa, R. & Thousand, J. (2021). *The Inclusive Education Checklist, A Self-Assessment of Best Practices.* National Professional Resources Inc.

- Westwood, P. (2018). *Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom.* Routledge.

EDU-E-608

ECONOMICS OF EDUCATION

Semester: Third Semester	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

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COURSE LEARNING OUTCOMES:

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

CLO 1: explain the concept and key terminologies of economics of education including its emergence as a field of study.

CLO 2: analyse the different approaches to economics of education in the context of their relevance in the current education scenario.

CLO 3: explain the different indicators of development and the contribution of education to economic growth.

CLO 4: apply the principles of human capital theory to explain the role of education in human capital formation.

CLO 5: analyse the role of education in human development from the perspective of the capability approach.

CLO 6: explain the different sources of financing education and the strategies for mobilizing non-governmental resources.

CLO 7: analyze the policy perspectives on financing education in India and their implications for educational development.

CLO 8: evaluate the impact of economic reforms on education and the role of international agencies in shaping education policies at local and global level.

CLO 9: analyze the role of education in the global knowledge economy in the context of redefining higher education.

CLO 10: examine the relationship between education and entrepreneurship, as well as the perception of knowledge as property and education as an industry.

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UNIT-I: INTRODUCTION TO ECONOMICS OF EDUCATION

- Economics of education: Concept, scope and importance.

- Relationship between economics and education; Emergence of economics of education as field of study.

- Education as an economic good (public, merit, non-merit and private good); Education as consumption and investment.

- Approaches to economics of education: Classical, neo-classical, Marxist, Keynesian and neoliberal.

UNIT-II: ROLE OF EDUCATION IN HUMAN AND ECONOMIC DEVELOPMENT

- Concept of economic growth and development; Indicators of development (GDP, GNP, GNP per capita, HDI, EDI, MPI & Gini Index).

- Contribution of education to economic growth; Returns to investment in education (Social returns and private returns).

- Education and human capital formation: Human capital theory.

- Role of education in the human development: Capability approach to education.

UNIT-III: FINANCING OF EDUCATION

- Concepts in financing of education: Cost of education, types of educational costs, cost benefit analysis; Sources of financing education.

- Financing of education by the government at various levels: Planning commission and allocation of funds to education in five-year and yearly plans; Role of National Institution for Transforming India (NITI) Aayog in financing of education.

- Scarcity of financial resources and mobilization of non-governmental resources (Cost recovery measures, student loans, privatization and Public Private Partnership (PPP)).

- Policy perspectives on financing of education in India.

UNIT-IV: ECONOMIC REFORMS AND EDUCATION

- Economic reforms and education, Impact of Structural Adjustment Programs (SAPs), Liberalization, Privatization, and Globalization (LPG) policies on education; Education and market mechanisms: commercialization and marketization of education.

- Role of international agencies (WTO, IMF and World Bank) in education; GATS (General Agreement on Trade in Services) and education.

- Role of education in the global knowledge economy; Redefining higher education in the context of global economy.

- Education and entrepreneurship; Knowledge as property; Education as an industry.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture cum discussion, Policy analysis, debates and discussions and problem-based learning, Case studies, Critical analysis, Seminar Presentations, Project methods, reflective writing, field visit and debates, Talks by the More Knowledgeable Other (MKO) in the field of Economics of Education.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Becker, G. S. (2009). *Human capital: A theoretical and empirical analysis, with special reference to education.* University of Chicago press.

- Carnoy, M., Froumin, I., Loyalka, P. K., & Tilak, J. B. (2014). The concept of public goods, the state, and higher education finance: a view from the BRICs. *Higher Education*, *68*(3), 359-378.

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- Hanushek, E. A. (2003). The failure of input-based schooling policies. *The economic journal*, *113*(485), F64-F98.

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- Kezar, A., Chambers, A. C., & Burkhardt, J. C. (Eds.). (2015). *Higher education for the public good: Emerging voices from a national movement.* John Wiley & Sons.

- Nureev, R., Volchik, V., & Strielkowski, W. (2020). Neoliberal Reforms in Higher Education and the Import of Institutions. *Social Sciences*, *9*(5), 79. https://doi.org/10.3390/socsci9050079

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- Tilak, J. B. (2002). *Determinants of household expenditure on education in rural India* (Vol. 88). National Council of Applied Economic Research.

- Tilak, J. B. (2003). Higher education and development. In J. P. Keeves & R. Watanabe (Eds.) *International Handbook of Educational Research in the Asia-Pacific Region* (pp. 809-826). Springer.

- Tilak, J. B. (2011). *Trade in higher education: The role of the General Agreement on Trade in Services (GATS).* UNESCO.

- Tilak, J. B. (2018). *Education and Development in India: Critical Issues in Public Policy and Development.* Palgrave Macmillan.

EDU-E-609
ENVIRONMENTAL EDUCATION

Semester: Third Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

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COURSE LEARNING OUTCOMES:

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

CLO 1: explain the concept and historical development of environmental education along with its need for the contemporary society.

CLO 2: analyse the role of environmental education in promoting environmental awareness and sustainability as well as the guiding principles and foundations of environmental education

CLO 3: analyse the impact of climate change, urbanization, and consumerism on the environment and society, and the strategies for mitigating these impacts.

CLO 4: explain the importance of biodiversity conservation, pollution control, and resource management for sustainable development.

CLO 5: propose strategies to minimize the negative impact of waste on the environment, reduce greenhouse gas emissions and transitioning to a low-carbon economy.

CLO 6: explain the importance of interdisciplinary and multidisciplinary approaches in environmental education and their role in promoting sustainable development.

CLO 7: analyze the role of environmental education in developing pro-environmental behaviour and civic engagement among learners.

CLO 8: explain the concept and principles of sustainable development and the role of environmental management in achieving it.

CLO 9: analyze legislations and policies on environmental protection and management and the role of NGOs and environmental movements in environmental sustainability and management.

CLO 10: explore the traditional and indigenous knowledge in relation to biodiversity conservation.
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UNIT-I: INTRODUCTION TO ENVIRONMENTAL EDUCATION

- Environmental education: Concept, need and scope; Aims and objectives of environmental education.

- Historical development of environmental education.

- Role of environmental education in promoting environmental awareness and sustainability.

- Guiding principles and foundations of environmental education; Environmental ethics, justice and social equity.

UNIT-II: ENVIRONMENTAL ISSUES AND CHALLENGES

- Climate change, urbanization, consumerism and its impact on the environment and society.

- Biodiversity loss and conservation, pollution and resource depletion.

- Concept of waste management; Principles and practices of waste reduction and recycling.

- Strategies for reducing greenhouse gas emissions; Challenges and opportunities of transitioning to a low-carbon economy.

UNIT-III: APPROACHES AND METHODS OF ENVIRONMENTAL EDUCATION

- Approaches to environmental education: Interdisciplinary and multidisciplinary.

- Teaching methods and pedagogy for environmental education: Experiential learning, place-based education, inquiry-based learning, project-based learning and action learning.

- Curriculum for environmental education at different levels of education.

- Environmental education for developing pro-environmental behaviour and civic engagement.

UNIT-IV: SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT

- Concept and principles of sustainable development; Role of environmental management in achieving sustainable development.

- Legislations and policies on environmental protection and management; Role of NGOs and environmental movements in environmental sustainability and management.

- Role of traditional and indigenous knowledge in biodiversity conservation.

- Environmental Impact Assessment (EIA) for environmental management.

SUGGESTED TEACHING LEARNING STRATEGIES

Lecture cum discussion, Field Visits, experiential learning, debates and discussions and problem-based learning and excursion; Case studies, Critical analysis, Seminar Presentations, Project methods, reflective writing, technology integration and community engagement, Talks by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS:

- Fulekar, M. H., Pathak, B., & Kale, R. K. (Eds.) (2013). *Environment and Sustainable Development.* Springer Science & Business Media.

- Kelu, P. (2000). *Environmental Education: A Conceptual Analyses.* Calicut University.

- Leicht, A., Heiss, J., & Byun, W. J. (2018). *Issues and trends in education for sustainable development* (Vol. 5). UNESCO publishing.

- Neal, P., & Palmer, J. (2003). *The handbook of environmental education.* Routledge.

- Reddy, P. K. & Reddy, N. D. (2001). *Environmental Education.* Neelkamal Publications.

- Reid, A. (Ed.). (2019). *Curriculum and environmental education: Perspectives, priorities and challenges.* Routledge.

- Reid, A., & Dillon, J. (2017) (Eds.). *Environmental education: Critical concepts in the environment.* Routledge.

- Saylan, C., & Blumstein, D. (2011). *The failure of environmental education (and how we can fix it).* Univ of California press.

- Sharma, V. S. (2005). *Environmental Education.* Anmol Publications.

- Shimray, C. (2016). *Teaching environmental education: Trends and practices in India.* Sage

- Vasconcelos, C., & Calheiros, C. S. (Eds.). (2022). *Enhancing Environmental Education Through Nature-Based Solutions.* Springer.

- Verma, M. K. (2021). *Environment and Sustainable Development: Perspectives and Issues.* Taylor & Francis.

EDU-R-610

DISSERTATION (SELECTION OF RESEARCH TOPIC, LITERATURE REVIEW AND PREPARATION OF RESEARCH PROPOSAL)

Semester: Third Semester   **Course Level: 600**   **Total: 100 Marks**

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COURSE LEARNING OUTCOMES

On completion of the course, the students will be able to:

CLO 1: evaluate the existing research in the field of study to identify gaps in knowledge and potential areas for new research.

CLO 2: select an appropriate research problem in education, based on a critical review of the existing literature, gaps in current knowledge and the researcher's own interests and expertise.

CLO 3: formulate suitable research questions and objectives for a selected research problem in education.

CLO 4: prepare a comprehensive and systematic review of literature relevant to the chosen research problem.

CLO 5: prepare a research proposal consisting of introduction, review of related literature, research methods and references

ACTIVITY (SEMESTER- III)

The students should select a research topic in consultation with the supervisor and submit a review of related literature on the problem selected according to the American Psychological Association (APA) Style. The student should prepare a detailed research proposal on the topic selected in the second semester. The research proposal should consist of introduction, review of related literature, research methods and references. The students should present the research proposal in the department for suggestions before proceeding to the field for data collection.

ASSESSMENT SCHEME:

The assessment will be conducted internally by the department/college and the internal assessment marks awarded must be carried over to final semester under dissertation and shall be accounted there.

SEMESTER-IV

EDU-C-651
COMPARATIVE EDUCATION

Semester: Fourth Semester	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

COURSE LEARNING OUTCOMES:

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

CLO 1: explain the concept of comparative education and its emergence as an academic discipline.

CLO 2: analyze the different methods and approaches used in comparative education, including juxtaposition, area study, case study, and historical.

CLO 3: analyze the historical, geographical, political, economic, religious, and socio-cultural factors that determine a country's educational system.

CLO 4: compare and contrast the primary education, secondary education, higher education and teacher education systems select countries.

CLO 5: analyze the significance of Delor's Commission Report (1996) in shaping international education policies.

CLO 6: evaluate the role of various international organizations in promoting global education initiatives.

CLO 7: analyze the challenges and opportunities of working with international organizations in education, including issues of power, influence, and cultural diversity.

CLO 8: analyze the role of education in addressing the problems and issues prevailing in developing countries with special reference to India

CLO 9: analyze the challenges faced in achieving universalization of elementary education and massification of higher education in developing countries, including India, and the potential solutions to address these challenges.

CLO 10: critique the impact of unemployment and political and economic instability in developing countries and the role of education in addressing these issues.

UNIT-I: INTRODUCTION TO COMPARATIVE EDUCATION

- Comparative education: Meaning, scope and importance.

- Emergence of comparative education as a discipline.

- Methods and approaches in comparative education: Juxtaposition, historical, area study and case study.

- Factors determining the educational system of a country: Historical, geographical, political, economic, religious, socio-cultural.

UNIT-II: SYSTEMS OF EDUCATION IN DEVELOPED AND DEVELOPING COUNTRIES

A comparative study of the education systems of countries with special reference to:

- Primary education: USA, UK, Finland, China, India.

- Secondary education: USA, UK, China, Japan, India.

- Higher education: USA, UK, Germany, China, India.

- Teacher education: USA, UK, Finland, Singapore, India.

UNIT-III: ROLE OF INTERNATIONAL ORGANISATIONS IN EDUCATION

- Delors commission report (1996).

- Role of international organizations in promoting global education initiatives, such as Education for All (EFA), Sustainable Development Goals (SDGs) and World Education Forum (WEF).

- Educational activities of UNICEF, UNESCO, BRICS, OECD, SAARC and World Bank.

- Challenges and opportunities of working with international organizations in education: Issues of power, influence, and cultural diversity.

UNIT-IV: PROBLEMS OF DEVELOPING COUNTRIES AND THE ROLE OF EDUCATION

Problems prevailing in developing countries with special reference to India, their causes and solution through education.

- Population explosion, poverty, hunger, beggary.

- Illiteracy, challenges to achieve universalization of elementary education and massification of higher education

- Terrorism, casteism and communalism.

- Unemployment, political and economic instability.

SUGGESTED TEACHING LEARNING STRATEGIES

Comparative Analysis, Comparative case studies, Lecture cum discussion, debates and discussions and problem-based learning, country-based perspectives, debates, Critical analysis, Seminar Presentations, Project methods, reflective writing, technology integration, Talks by the More Knowledgeable Other (MKO) either online or offline

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Arnove, R. F. (2013). *Comparative education: The dialectic of the global and the local.* Rowman & Littlefield.

- Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative education research: Approaches and methods* (Vol. 19). Springer.

- Cowen, R., & Kazamias, A. M. (Eds.). (2009). *International handbook of comparative education* (Vol. 22). Springer Science & Business Media.

- Govinda, R. (Ed.). (2002). *India education report.* Oxford University Press.

- Hans, N. (2012). *Comparative education: A study of educational factors and traditions.* Routledge.

- Holmes, B. (2018). *Comparative education: Some considerations of method.* Routledge.

- Kubow, P. K., & Blosser, A. H. (Eds.). (2016). *Teaching comparative education: Trends and issues informing practice.* Symposium Books Ltd.

- Manzon, M. (2011). *Comparative education: The construction of a field* (Vol. 29). Springer Science & Business Media.

- Marshall, J. (2019). *Introduction to comparative and international education.* Sage.

- Naseema, C., & Jibin, V. K. (2013). *Comparative Education with Special Reference to Elementary Education.* New Delhi: Shipra Publications.

- Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice.* A&C Black.

- Rust, V. D. (2003). Method and methodology in comparative education. *Comparative Education Review*, 47(3), 3-7.

- Sharma, Y. K. (2004). *Comparative education: A comparative study of educational systems.* Kanishka Publishers.

- Sodhi, T. S. (1983). *A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA).* Vikas Publishing House

- Trethewey, A. R. (2014). *Introducing comparative education*. Elsevier.

EDU-C-652

EDUCATIONAL TECHNOLOGY

Semester: Fourth Semester	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

COURSE LEARNING OUTCOMES:

On completing the course, the students will be able to:

CLO 1: explain the concept, basic terminologies, significance, historical development and limitations of educational technology.

CLO 2: explain the concept of programmed instruction and systems approach to educational technology.

CLO 3: explain micro-teaching and simulated teaching as techniques for modifying teaching behavior and improving instructional effectiveness.

CLO 4: discuss the different models of teaching, including their meaning, nature, functions, and types.

CLO 5: analyse the role of computer technology in education, including gaming, simulation, tutorial and practice, computer-based teaching (CBT), and computer-assisted instruction (CAI), for enhancing learning outcomes.

CLO 6: explain the use and limitations of different types of audio-visual media and open educational resources.

CLO 7: explain the concept, nature, process, components, types, of communication and the barriers to classroom communication.

CLO 8: analyze the role and impact of social network analysis, blended learning, flipped classroom, e-learning, m-learning and Open AI in contemporary education.

CLO 9: evaluate the use and limitations of online teaching-learning platforms for teaching and learning.

CLO 10: explain the Technological Pedagogical Content Knowledge (TPACK) framework and ADDIE instructional design in relation to teaching-learning process.

UNIT-I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

- Educational technology: Concept, nature, scope, significance and limitations.

- Historical development of educational technology.

- Technology of education and technology in education, educational technology and instructional technology.

- Components of ET: Software, hardware; Systems approach in educational technology.

UNIT-II: BEHAVIOURAL AND INSTRUCTIONAL TECHNOLOGY

- Programmed instruction: Meaning, characteristics and types (linear, branching).

- Modification of teaching behavior: Micro-teaching, simulated teaching and Flanders Interaction Analysis Category System (FIACS).

- Models of teaching: Concepts, fundamental elements, principles; Families of models: Information processing family (inquiry training and concept attainment), social interaction family (group investigation), personal training family (non-directive teaching) and behavioral modification family (operant conditioning).

- Computers in education: Gaming, simulation, tutorial and practice; Computer Based Teaching (CBT) and Computer Assisted Instruction (CAI).

UNIT-III: RESOURCES IN EDUCATIONAL TECHNOLOGY AND COMMUNICATION

- Audio and visual media: Forms and importance; Educational broadcasts and televisions (Gyan darshan, Swayam Prabha, and Gyan Wani); CCTV in instruction; EDUSAT and educational films.

- Tele-conferencing, video conferencing; Satellite-based instruction; Virtual teaching and learning: Concepts, modalities, uses and limitations.

- Open educational resources: MOOCs (SWAYAM, e-PG Pathshala), YouTube.

- Communication: Concept, nature, process, components, types; Barriers to classroom communication.

UNIT-IV: NEW TRENDS IN EDUCATIONAL TECHNOLOGY

- Social network analysis, blended learning, flipped classroom, e-learning, m-learning and open AI,

- Online teaching-learning platforms.

- Technological Pedagogical Content Knowledge (TPACK) framework in Education; ADDIE instructional design.

- Application of ICT for professional development and school management; E-portfolio.

SUGGESTED TEACHING LEARNING STRATEGIES

Blended teaching, flipped classroom, lecture cum discussion, debates and discussions and problem-based learning and case studies, Critical analysis, Seminar Presentations, Project methods, reflective writing, technology integration, online teaching, Talks by the More Knowledgeable Other (MKO) in the field of educational technology

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 50	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Andrews, R., & Haythornthwaite, C. (Eds.). (2007). *The Sage handbook of e-learning research*. Sage.

- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press.

- Cennamo, K., Ross, J., & Ertmer, P. A. (2013). *Technology integration for meaningful classroom use: A standards-based approach*. Cengage Learning.

- Chen, N. S., & Fang, W. C. (2013). Grand challenges and research directions in e-learning of the 21st century. *Educational Technology & Society*, 16(2), 1-2.

- Cheng, I., Safont, L.V., Basu, A., & Goebel, R. (2009). *Multimedia in education: Adapting learning and testing*. World Scientific Pub Co Inc

- Conole, G., & Oliver, M. (Eds.) (2006). *Contemporary perspectives in e-learning research: themes, methods and impact on practice*. Routledge.

- Goodyear, P. M., Banks, S., Hodgson, V., & McConnell, D. (Eds.). (2006). *Advances in research on networked learning* (Vol. 4). Springer Science & Business Media.

- Hunter, J. (2015). *Technology integration and high possibility classrooms: Building from TPACK*. Routledge.

- Iskander, M. (Ed.). (2008). *Innovative techniques in instructional technology, e-learning, e-assessment and education*. Springer.

- Jesson, J., & Peacock, G. (2012). *The Really Useful ICT Book: A practical guide to using technology across the primary curriculum*. Routledge.

- Newby, T. J., Stepich, D., Lehman, J., & Russell, J. D. (2010). Educational technology for teaching and learning. Pearson Education

- Njenga, J. K., & Fourie, C. H. (2010). The myths about e-learning in higher education. *British Journal of Educational Technology*, 41(2), 199-212.

- Pelgrum, W. J., & Law, N. (2003). *ICT in Education around the World-Trends, Problems and Prospects*. UNESCO.

- Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). *Using technology with classroom instruction that works*. Association for Supervision and Curriculum Development (ASCD).

- Roblyer, M. D., & Doering, A. H. (2021). *Integrating educational technology into teaching*. Routledge.

- Skinner B. F (1968). *The Technology of Teaching*. Appleton Century Croft.

- Solomon, G., & Schrum, L. (2014). *Web 2.0 how-to for educators*. International Society for Technology in Education.

- UNESCO (2018). *UNESCO ICT competency framework for teachers*. UNESCO.

- Vanaja, M. & Rajsekar, S. (2014). *Educational Technology & Computer Education*. Neelkamal.

EDU-V-653		
VALUE EDUCATION (MULYA PRAVAH)		
Semester: Fourth Semester	**Course Level: 600**	**Total Marks: 50**
L+T+P: 1+1+0 = 2 Credits	**Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

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COURSE LEARNING OUTCOMES:

On completion of the course the students will be able to:

CLO 1: explain the types of values as well as concept, need, importance and instructional strategies of value education and moral development

CLO 2: analyze the concept of moral development from the perspectives of Piaget' and Kohlberg' theory of moral development.

CLO 3: assess the role of various agencies such as home, school, peer group, community, and media in inculcating values.

CLO 4: explain the concept, need and significance of human rights education and human rights as enshrined in the Indian Constitution as well as the Universal Declaration of Human Rights (UDHR).

CLO 5: analyze human rights issues in contemporary society and the role of various statutory commissions, educational institutions in safeguarding human rights.

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UNIT-I: INTRODUCTION TO VALUE EDUCATION AND MORAL DEVELOPMENT

- Value education: Concept, need and importance.

- Classification of values: Material, social, moral, spiritual, constitutional and aesthetic.

- Moral development: Concept, nature and significance; Approaches to moral development: Piaget's and Kohlberg's theory of moral development.

- Instructional strategies for moral development: Direct and indirect methods; Role of various agencies in inculcating values (home, school, peer group, community, and media).

UNIT-II: HUMAN RIGHTS EDUCATION AND ISSUES

- Human rights education: Concept, need, and significance; Human rights as enshrined in the Indian constitution and the Universal Declaration of Human Rights (UDHR).

- Methods of teaching human rights: Direct and indirect methods; Role of statutory commissions in human rights: National Human Rights Commission (NHRC), National Commission for Protection of Child Rights (NCPCR) and National Commission for Women (NCW).

- Human rights issues related to senior citizens, caste, class, gender, region, religion, language, ethnicity, differently abled individuals, migrants, and children.

- Role of educational institutions in safeguarding human rights.

SUGGESTED TEACHING LEARNING STRATEGIES

Reflective discussions, critical analysis, Seminar Presentations, Project methods, reflective writing, online teaching, case studies, real life examples, Lecture cum discussion, debates and discussions and problem-based learning and technology integration, use of films and documentaries, Talks by the More Knowledgeable Other (MKO) in the field of values and human rights

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 25	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLOs.

SUGGESTED READINGS

- Bagchi, J. P. & Teckchadani, V. (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II*. University Book House.

- Bajaj, M. (Ed.). (2017). *Human rights education: Theory, research, praxis*. University of Pennsylvania Press.

- Bhatt, S. R. (2014). *Knowledge, value and education: An axionoetic analysis.* Gyan Publications.

- Biehler, R. & Snowman, J. (2003). *Psychology Applied to Teaching*. Houghton Mifflin Company.

- Chakrabarti, M. (2003). *Value Education: Changing Perspectives*. Kanishka Publishers.

- Cole, M. (Ed.). (2022). *Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class*. Taylor & Francis.

- Flowers, N.+ (2000). *The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change. Human Rights Education Series, Topic Book*. Human Rights Resource Center, University of Minnesota.

- Osler, A., & Starkey, H. (2010). *Teachers and Human Rights Education*. Trentham Books Ltd.

- Pandey, V. C (2005). *Value Education and Education for Human Rights*. Isha Books Publications.

- Thomas, B. (2004). *Moral and Value Education*. Avishkar Publishers.

- Verma, Y. (2007). *Education in Human values for Human Excellence*. Kanishka Publishers and Distributers.

- Zajda, J. (2020) (Ed.). H*uman rights education globally*. Springer Netherlands.

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DISSERTATION

Semester: Fourth Semester	Course Level: 600	Total: 300 Marks
L+T+P: 0+0+12 = 12 Credits	Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 360 Hrs	

COURSE LEARNING OUTCOMES

On completion of the course, the students will be able to:

CLO 1: select a research problem by conducting a thorough review of related literature on the broad area of research.

CLO 2: formulate suitable research questions, objectives and hypothesis for a selected research problem in education.

CLO 3: prepare a written report of the review of related literature by evaluating the relevant primary and secondary sources on a selected research topic.

CLO 4: select the suitable research design for the chosen research problem identifying the relevant concepts and theories relating them to appropriate methodologies in the selected research problem.

CLO 5: prepare a well-structured research proposal in education that includes clear research questions, literature review, research method, and ethical considerations with appropriate referencing style.

CLO 6: analyze the data using the appropriate qualitative and quantitative data analysis techniques

CLO 7: interpret the findings of the research in light of the research questions and relevant literature.

CLO 8: apply the principles of research ethics in the collection, analysis of data and reporting the research findings.

CLO 9: write a research report that clearly communicates the research questions, research design and methods, results, and conclusion, while adhering to the established conventions of academic writing, citation, and referencing.

CLO 10: defend the research report by justifying the choice of the research problem and research method also by clearly articulating the research findings and their significance in educational practice and research.

GUIDELINES

The Dissertation shall be a compulsory paper for all the students. The students should submit a dissertation on the topic selected by them in the previous semester. The Dissertation will be evaluated by internal and external examiners and shall be based on the following Guidelines:

- The dissertation shall either be a record of original work or an ordered and critical exposition of existing data base with regard to educational problem.

- The topic of the dissertation shall be approved by the Departmental Committee where the student has to present the Synopsis describing Problem of the study, Review of Literatures, research Method to be adopted including Hypothesis (if any), Significance of the Study and outcome of the study.

- Each candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of faculty of education department of the University/Institute/ College. Three copies of the dissertation should be submitted at the time of summative assessment which must be duly certified by the supervisor. The final research report shall be submitted one month before commencement of the assessment.

- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on her/him or anyone else by the university or any other university/institution.

- The dissertation shall be examined by the external examiner on receipt of a copy of the dissertation. He/she will evaluate the Dissertations and conduct the Viva-Voce Examination.