

University of Mumbai

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Academic Authorities,
Meetings & Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai - 400 032.
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICC/2025-26/43

Date : 9th June, 2025.

To,
The Director,
Centre for Distance and Online Education (CDOE),
Dr. Shankar Dayal Sharma Bhavan,
University of Mumbai, Vidyanagari,
Kalina, Santacruz (East)
Mumbai - 400 098.

Sub : M. A (Education) (Two year) (Sem I & II)

Sir,

With reference to the subject noted above, this is to inform you that the recommendations made by the Board of Studies in Education at its meeting held on 13th January, 2025, and subsequently passed by the Board of Deans at its meeting held on 27th January, 2025 vide Item No. 8.1 (N) have been accepted by the Academic Council at its meeting held on 27th January, 2025, vide Item No.8.2 (N) and subsequently approved by the Management Council at its meeting held on 21st February, 2025 vide Item No. 21 that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the following program with Ordinance for Title of the Program, Eligibility and Regulation numbers for Duration of Program, Intake Capacity, Scheme of Examinations, Standard of Passing and Credit Structure along with syllabus of **M.A (Education) (Sem I & II)** (Appendix - 'A') have been introduced and the same have been brought into force with effect from the academic year **2025-26**.

The New Ordinances & Regulations as per NEP 2020 is as follows :-

Sr. No	Name of the Program	Ordinance no. for Title	Ordinance no. for Eligibility
A	P.G Diploma in Education	O.CPA - 1 A	O.CPA - 2 A
B	M. A (Education)	O.CPA - 1 B	O.CPA - 2 B

2/-



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No. AAMS_UGS/ICC/2025-26/ 43

Date : 9th June, 2025.

: 2 :

Regulation Nos	
Duration	R. CPA - 1
Intake Capacity	R. CPA - 2
Scheme of examination	R. CPA - 3
Standard of Passing	R. CPA - 4
Credit Structure	R. CPA - 5 A
	R. CPA - 5 B

(Dr. Prasad Karande)
REGISTRAR

A.C/8.2(N)/25/1/2025
M.C/21/21/2/2025

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Interdisciplinary.
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
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16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Offg. Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Offg. Associate Dean 2. Prof.Manisha Karne mkarne@economics.mu.ac.in 3. Dr.Suchitra Naik Naiksuchitra27@gmail.com
	Faculty of Commerce & Management, Offg. Dean, 1 Prin.Ravindra Bambardekar principal@model-college.edu.in Offg. Associate Dean 2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in 3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	Faculty of Science & Technology Offg. Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Offg. Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, Offg. Dean 1. Dr. Anil K. Singh aksingh@trcl.org.in Offg. Associate Dean 2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com 3. Dr. Kunal Ingle drkunalingle@gmail.com
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW directr@dsd.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program

- A- P.G. Diploma in Education**
- B- M.A. (Education) (Two Year)**

(Centre for Distance and Online Education (CDOE))

Syllabus for

Semester – Sem I & II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

(with effect the academic year 2025-26 Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O. CPA-1A	A	P.G. Diploma in Education Centre for Distance and Online Education (CDOE)
	O. CPA-1B	B	M.A. (Education) (Two Year)
2	Eligibility O. CPA-2A	A	1) B.A. with minimum 3 papers in Education or B.Ed. 2) Graduation in any other subjects are admitted after clearing the 'Change of Faculty Exam'
	O. CPA-2B	B	Passed P.G. Diploma in Education Or Passed equivalent to academic level 6.0
3	Duration of program R. CPA-1	A	1 Year
		B	2 Years
4	Intake Capacity R. CPA-2		60
5	Scheme of Examination R. CPA-3		NEP 70% Internal 30% External, Semester End Examination Individual Passing in Internal and External Examination
6	Standards of Passing R. CPA-4		40%
7	Credit Structure R. CPA-5A R. CPA-5B		Attached herewith

8	Semesters	A	Sem. I & II
		B	Sem. I, II, III & IV
9	Program Academic Level	A	6.0
		B	6.5
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	from Academic Year 2025-26	



Sign
Prof. Dr. Ashwini Karwande
Chairperson
BoS in Education

Sign of Dean
A. K. Singh
Name of the Faculty: Interdisciplinary

Preamble

The M.A. (Education) program is designed to offer a comprehensive and interdisciplinary approach to the study of education as a discipline and a professional field. It aligns with the National Education Policy (NEP) 2020 and aims to develop critical thinkers, educators, researchers, and policymakers equipped to engage with the evolving landscape of education.

This program provides students with a strong theoretical foundation, research orientation, and practical exposure to contemporary issues in education. It integrates philosophical, psychological, sociological, technological, and policy perspectives to offer a holistic understanding of education in local and global contexts. The curriculum fosters pedagogical innovation, leadership skills, and evidence-based decision-making through a blend of core courses, electives, and research components.

Students will explore education in diverse settings, emerging trends, technology integration, and inclusive practices while developing analytical and problem-solving skills to address complex educational challenges. The program also emphasizes experiential learning, field engagement, and research-based inquiry to prepare graduates for academic, administrative, and leadership roles in education.

Through this dynamic and future-oriented curriculum, the M.A. (Education) program aims to nurture reflective practitioners and change-makers who contribute meaningfully to educational transformation and sustainable development.

Aims and Objectives

The program aims to:

1. Provide a strong conceptual and theoretical foundation in education from multidisciplinary perspectives.
2. Develop research skills and analytical abilities to critically evaluate educational policies, practices, and reforms.
3. Strengthen pedagogical competencies and leadership skills for enhancing teaching, learning, and institutional management.
4. Equip students with technological and innovative tools for improving educational practices in contemporary settings.
5. Foster an understanding of equity, inclusion, and sustainability in education to drive meaningful social change.

Learning Outcomes

Upon successful completion of the M.A. (Education) program, students will be able to:

- 1) Critically analyze educational theories, policies, and their implications for practice.
- 2) Conduct independent research and contribute to knowledge creation in the field of education.
- 3) Design and implement innovative, inclusive, and technology-driven educational strategies.
- 4) Evaluate and improve educational institutions and policies through leadership and management skills.
- 5) Advocate for social justice and equity in education, addressing diverse learner needs in varied educational contexts.

Credit Structure of the Program (Sem I, II, III & IV)
(Table as per Parishishta 1 with sign of HOD and Dean)

R_____

Post Graduate Programs in University

Parishishta - 1

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	Sem I	Course 1 Advanced Philosophy of Education (4) Course 2 Advanced Educational Psychology (4) Course 3 Educational Management & Leadership (4) Course 4 Environmental Education and Sustainable Development (2)	Course 1 Guidance and Counselling (4) OR Course 2 Inclusive Education (4)	Research Methodology in Education (4)			22	PG Diploma (after 3 Year Degree)
		Sem II	Course 1 ICT in Education (4) Course 2 Advanced Sociology of Education (4) Course 3 Methods and Techniques of Teaching (4) Course 4 History of Education (2)	Course 1 System and Structure of School Education (4) OR Course 2 Modern Trends in Education (4)		Field Project (4)		22	
		Cum. Cr. For PG Diploma		28	8	4	4	-	44

Exit option: PG Diploma (44 Credits) after Three Year UG Degree

Sign of BoS Chairperson

Name of the Chairperson: Prof. Dr. Ashwini Karwande

BoS Education

Sign of Dean

Name of the Dean:

Name of the Faculty: Interdisciplinary

M.A. (Education)
Semester I

SEMESTER 1
CORE COURSE I: ADVANCED PHILOSOPHY OF EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 demonstrate understanding of philosophy and education.
- CO 2 analyse the educational implications of the philosophies.
- CO 3 appreciate the relevance of Indian thinkers and Thoughts in today's education system.
- CO 4 evaluate the relevance of Western thinkers and Thoughts in today's education system.

Module 1: Philosophical basis of Education		2 credits
Unit 1: Philosophy of Education		
a	Branches of Philosophy – (Epistemology, Ontology, Ethics, Logic and Axiology) and its Impact on educational lens	
b	Ancient Indian Education- Concept (Vidya and Darshana) and Panchkosh concept of Personality Development	
c	Nature, Functions and Scope of Philosophy of Education (PoE)	
d	Relationship between Philosophy and Education (Aims, Curriculum, Teaching-learning Process, Books, Assessment and relevance in present education system)	
Unit 2: Educational Implications of Philosophies		
a	Impact of the Vedic and Buddhist Philosophy on Education	
b	Impact of the Islamic and Christianity thought on Education	
c	Educational Implications of Existentialism and Progressivism	
d	Educational Implications of Humanism, Constructivism and Post-modernism	
Module 2: Thinkers and Thoughts on Education		2 credits
Unit 3: Educational ideas of Indian Thinkers and Thought		
a	Savitribai Phule and Promotion of Women Education	
b	Maulana Abul Kalam Azad and Promotion of Multilingualism in Progressive Education	
c	Relevance of Philosophy of Rabindranath Tagore and Aurobindo for Harmonious living	
d	Dr Ambedkar’s educational Philosophy for equitable education	
Unit 4: Educational ideas of Western Thinkers and Thought		
a	Plato: Implications of Socratic Dialogue	
b	Nel Noddings : Implications of Care Ethics	
c	Paulo Freire : Implications of Critical Pedagogy	
d	James Bank : Approaches to Multiculturalism	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Write an essay on the Utility of Philosophy of Education in the Teacher Education Program. OR C. Seshadri – Philosophy of Education https://osre.ncert.gov.in/images/survey/Sixth_Survey/ch1_s.pdf Read this paper and write a summary on any 5 research studies conducted on educational philosophies. Reference additional https://osre.ncert.gov.in/images/survey/Fourth_Survey/Chapter2.pdf
2	Evaluate any one philosophy of Education and illustrate the relevance in today's education system OR Based on the philosophies studied in Unit 2, write down your own educational philosophy aligning to the NEP 2020 recommendation.
3	Create a Mind Map of the values promoted by Savitribai Phule, Maulana Abul Azad, Tagore and Aurobindo through their contributions. OR Write a report on the practice of the educational ideas of the Indian thinkers in teacher educational institutes
4	Critically evaluate in 500 words the significance and challenges of implementing Care Pedagogy or Critical Pedagogy in today's education system. OR Write a reflective review on the article by Nel Noddings Noddings, N. (n.d.). <i>Caring and education</i>. http://www.uvm.edu/~rgriffin/NoddingsCaring.pdf

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The College of Education's 2021 Research Celebration featured a lecture by James A. Banks, Ph.D., entitled Knowledge Construction, the Canon Debate, and the Education of Citizens in Diverse Nations.
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Banks, J. A. (n.d.). Approaches to Multicultural Curriculum Reform. <https://www.wcu.edu/WebFiles/PDFs/ApproachestoMulticulturalCurriculumReform.pdf>

SEMESTER-I
CORE COURSE II: ADVANCED PSYCHOLOGY OF EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 understand the conceptual basis of Educational Psychology and its practical implications.
- CO 2 apply the theories of learning and learner dynamics to enhance classroom practices.
- CO 3 analyse unique needs of diverse learners.
- CO 4 implement teaching strategies for the development of critical thinking and self-development in diverse educational settings.

Module 1: Application of Educational Psychology for Learning		2 credits
Unit 1: Educational Psychology: Fundamentals and Developments		
a	Psychology and Educational Psychology- concept, meaning, definition and nature	
b	Scope of Educational Psychology - the teacher, the learner, the learning environment and the learning resources	
c	Relationship between Education and Psychology	
d	Emerging Trends in Educational Psychology: Personalized learning, Blended learning, Neuroeducation, Augmented reality and Virtual reality, Cultural psychology	
Unit 2: Critical Understanding of theories of learning and learner dynamics		2 credits
a	Behavioural views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)	
b	Cognitive views: Learning by discovery (Jerome Bruner), Information Processing (David Ausubel)	
c	Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)	
d	Learning Styles-Kolb’s Learning Style, Thinking Styles- - Sternberg’s Thinking Styles	
Module 2: Application of Educational Psychology for Teaching		2 credits
Unit 3: Learner Diversity and Inclusion		
a	Personality- Theories of personality Western (Cognitive -Ellis, Humanistic - Berne) and Indian perspective (Vedic and Buddhist)	
b	Intelligence - Cognitive (J.P. Guilford), Emotional Intelligence and Multiple Intelligence	
c	Catering to the Needs of Learners with Individual Differences- Cognitive exceptional children, physically exceptional children, socio-cultural exceptional children	
d	Inclusive Education- concept of mainstreaming, integration and inclusion, need and importance of Inclusive Education in the Indian context	
Unit 4: Teaching for Thinking and Self Development		
a	Models of Teaching: Inductive Thinking by Hilda Taba, Syntectics by William Gordan	
b	Development of self and identity, Self-Theory by Carol Dweck and Self -perception Theory by Daryl Bem	
c	Creativity and Creative thinking: Contribution of Edward Debono Cognitive Load and its implications in teaching	
d	Martin Seligman’s Positive Psychology: PERMA MODEL and Resilience theory	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Plan a lesson in Blended Learning Mode with appropriate learning experiences and activities.
2	Administer any one scale of learning style or thinking style on five B.Ed. students and interpret the results.
3	Choose any one educational theory, summarize its main ideas, and explain how to apply it in a modern classroom setting.
4	Select a real classroom or learning environment and propose practical strategies for incorporating activities that boost creative and critical thinking.

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SEMESTER-I
CORE COURSE III: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 explain the concepts related to the Management of Education.
 CO 2 analyse the concepts of Human Resource Management and apply them for effective Organizational Development.
 CO 3 appraise the characteristics, traits, approaches, styles and skill sets of good leadership.
 CO 4 evaluate the efficiency of financial management, planning and budgeting.

Module 1: Fundamentals of Educational Management and Human Resource Management		2 credits
Unit 1: Management of Education		
a	Management of Education: Concept, Scope, Need and Objectives and History of Modern Management	
b	Functions of Educational Management: Planning, Organising, Staffing, Directing, Controlling	
c	Henry Fayol's Principles of Management and its application	
d	Educational Manager: Mintzberg’s managerial roles, Competencies and Skills, Managerial Ethics, Effectiveness and Efficiency of a Manager	
Unit 2: Human Resource Management in Organizations		
a	Human Resource Management: Meaning, Nature, Objectives, Scope	
b	Staff Development: Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development	
c	Performance Management: Principles, Process and Concerns, Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques	
d	Ethical Issues in HRM in Education: Characteristics required for handling workplace grievances and conflicts ethically (promoting equity, fairness, and non-discrimination in educational institutions), Ethical considerations in staff recruitment, development, and termination	
Module 2 : Leadership And Financial Management In Education		2 credits
Unit 3: Leadership in Education		
a	Leadership in Education: Concept of Leadership, Characteristics, Leader and Manager, Traits of an Effective and Successful Leader	
b	Approaches to Leadership: (Concept and Need): Trait, Transformational, Transactional, Psycho-dynamic, Charismatic and Social	
c	Theory and Practice: Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Hersey and Blanchard’s Model, Goleman’s Leadership Styles: The Pacesetting leader, The Authoritative leader, The Affiliative leader, The Coaching leader, The Coercive leader and Democratic leader	
d	Ethical and Inclusive Leadership in Education: Characteristics of a leader for promoting Ethics (promoting fairness, equity, and accountability, ensuring diversity, equity, and inclusion in leadership practices), Building and sustaining relationships with stakeholders (teachers, students, parents, and community)	

Unit 4: Financial Management in Education		
a	Financial Management: Meaning and Aspects	
b	Financial Planning: Objectives and Need for Financial Planning	
c	Concept of Budget and Budgeting, Revenue generation Strategies in Education, Steps of Budget Preparation, Opportunities for Change in Budgeting Practices, Equitable Student-Based Budgeting, Staffing-Based budgeting	
d	Concept of Cost of Education. Types of Educational Costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost. Cost Effectiveness Analysis and Cost Benefit Analysis	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Prepare a plan for an event to be hosted at school or college and elaborate the details with respect to the functions of Educational Management.
2	Prepare a plan for any one activity for Staff Development to be carried out in college.
3	Interview a well-known personality in a leadership position and analyse his/her characteristics, traits, approaches, styles and skill sets as a leader. Prepare an analytical report / summary on the strategies you would emulate as a transformational leader in your organisation.
4	Prepare a Budget for your Educational Institution and discuss revenue generation strategies.

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SEMESTER 1

CORE COURSE IV: ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Theory: 35 Internal: 15

Total Marks 50
Total Credits 2

Course Outcomes

The learner will be able to

- CO 1 elaborate the concept of environment, ecosystems, ecological pyramids, environmental issues, environmental ethics, and environmental justice.
- CO 2 apply the concept of the Sustainable Development Goals (SDGs) 2030 to address global challenges and use Sustainable Environment Management to promote environmental sustainability and initiatives.

Module 1: Environmental Education and Sustainable Development: Fundamentals and Trends		2 credits
Unit 1: Fundamentals of Environmental Education		
a	Concept, Principles and Need of Environmental Education	
b	Ecosystem and Ecological Pyramid: Concept and Types	
c	Current environmental issues: Climate change and Energy crisis, Land mismanagement	
d	Environmental Ethics (Individual and Global) and Environmental Justice	
Unit 2: Sustainable Development: Concept, Practices and Initiatives		
a	Sustainable Development: Concept, Principles, Sustainable Development Goals (SDGs 2030)	
b	Sustainable Environment Management: Rainwater Harvesting, Mangrove management, E-waste management (Meaning and Significance)	
c	Green practices (Minimalism, Sustainable Transportation, Conservation of biodiversity) and Role of Education in promoting Sustainability	
d	Concept and Significance of Movements: National: Raleganj Siddhi Movement, Satyamev Jayate Water Cup, Tarun Bharat Sangh Movement Local: Save Aarev Movement, Save Ulhas River Project	

Internal Assessment	Marks
Class Test/ Quiz	10
Seminar Presentation	5
Total	15

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SEMESTER:-I
ELECTIVE COURSE I: GUIDANCE & COUNSELLING

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 develop a comprehensive understanding of the principles, types, essential services, and agencies of guidance in educational and vocational settings.
- CO 2 analyse the concepts, processes, and theories of counselling, as well as the characteristics of an effective counsellor and apply them to support individuals in diverse contexts.
- CO 3 appraise the vocational choice theories, contemporary counselling practices, workplace mental health, and guidance for special needs populations, to enhance their ability to support diverse individuals in various contexts.
- CO 4 imbibe the skills required to effectively use and interpret psychometric methods, tools, and techniques in counselling.

Module 1: Fundamentals of Guidance and Counselling		2 credits
Unit 1: Introduction to Guidance		
a	Guidance: Meaning, Concept, Principles, Scope, and Need of guidance at the Foundational, Preparatory Middle and Secondary Levels	
b	Major Guidance Areas- Educational, Vocational, Personal, Career, Social, Health, Marital, Moral	
c	Group Guidance-Meaning, importance, and techniques	
d	Agencies of Guidance: International, National, State and Local Levels	
Unit 2: Introduction to Counselling		
a	Counselling: Meaning, Concept, Principles, Functions and Types (Reactive and Proactive), Difference between Guidance & Counselling	
b	Process of Counselling: Stages of Counselling and Skills required for Counselling (Rapport Building, Listening, Questioning & Responding)	
c	Theories of Counselling: Cognitive Behaviour Theory (Albert Ellis) and Humanistic Theory (Carl Rogers), Theory of Multicultural counselling and Therapy (Derald Wing Sue, Allen E. Ivey, and Paul B. Pedersen)	
d	Counsellor: - Characteristics, Ethical Considerations of counselling, Functions of a Counsellor	
Module 2: Theories and Psychometric Techniques of Guidance and Counselling		2 credits
Unit 3: Guidance and Counselling in Diverse Contexts		
a	Theories of Vocational Choice: Holland's Theory of Vocational Choice (RIASEC Model), Gottfredson's Theory of Circumscription and Compromise	
b	Counselling in contemporary era: Stress management, lifestyle management and conflict management	
c	Mental Health at Workplace: Concept of and Factors Affecting Mental Health, Role of Guidance Personnel in Promoting and preserving Mental Health at the Work Place	
d	Guidance for Population with Special Needs: Exceptional learners (Slow learners, children with mental retardation and gifted), Senior Citizens (Emotional, Social, Physical Problems and wellbeing of Senior Citizens), Women (Exploitation at Home and Work), Transgender Individuals	
Unit 4: Psychometric Methods and Techniques for Guidance and Counselling		

a	Psychometric Methods: Meaning, Characteristics, Ethical Considerations & Uses	
b	Psychological Tests: Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests	
c	Testing Tools and Techniques: Socio-metric Technique, Case Study, Cumulative Record Card, Autobiography, Observation, Interviews, Home visits	
d	Application and Interpretation of Psychometric Data in Counselling: Career Counselling, Personal Counselling and Educational Counselling	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Select one International agency of guidance. Analyse the mission, goals, and services provided by this agency.
2	Conduct an interview with a teacher as a counsellor/guidance counsellor or psychologist. Prepare a report summarizing their insights on the role of guidance in schools and workplaces.
3	Conduct a vocational choice assessment using either Holland's RIASEC Model or Gottfredson's Theory on a student. Provide a detailed report on the findings and suggested career paths.
4	Administer one psychometric test (e.g. intelligence test/ interest inventory/ personality test) to a minimum of one individual. Analyse and interpret the results, and present a comprehensive report with recommendations.

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SEMESTER:-I
ELECTIVE COURSE II: INCLUSIVE EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 explain diversity, disability, and inclusion as foundational concepts and recognize their implications in education.
- CO 2 analyse the principles of inclusive education and their application in creating barrier-free learning environments.
- CO 3 examine the international and national frameworks supporting inclusion and their relevance to policies and practices.
- CO 4 design inclusive classroom strategies and integrate assistive technologies to ensure effective participation of all stakeholders in catering to the needs of the CWSN.

Module 1: Diversity, Disability and Inclusion: Conceptual Framework		2 credits
Unit : Understanding Classroom Diversity and Disability		
a	Meaning, scope, and types of diversity: Advantages in education	
b	Types of disabilities: Medical, sensory, neurodevelopmental, and multicategory; functional areas at risk	
c	Responses to diversity and disability: Desirable/undesirable strategies	
d	Identifying symptoms of disabilities in mainstream schools	
Unit 2: Educational Inclusion		
a	Meaning and contrasting understanding of special and integrated schools	
b	Principles of inclusive education	
c	Barriers and facilitators of inclusive education	
d	Context of Inclusion with reference to Key concepts: Equity, protection of rights, equal opportunity and participation	
Module 2: Inclusive Practices and Frameworks		2 credits
Unit 3: Supportive Framework: The Macro Perspective		
a	International and national framework for inclusion	
b	Concessions, reservations, exemptions and facilities for inclusion in education	
c	Accommodations, Adaptations and Adjustments for CWSN in teaching and Assessment	
d	Universal Design for Learning (UDL) principles: Strategies for application in teaching and assessment	
Unit 4: Classroom Management: The Micro Perspective		
a	Disability-specific classroom strategies	
b	Need and Role of Peer Participation and Collaboration in Inclusive Classrooms	
c	ICT and assistive technologies in teaching learning process	
d	Roles of class teacher, resource teacher, special educator, counsellor, shadow teacher, school authorities	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Develop a poster/ infographic on ‘disability as diversity in a classroom.’
2	Prepare a short skit / poem / song promoting a barrier free inclusive classroom and recommending solutions to the issues faced in an inclusive education.
3	Develop a lesson plan using the principles of UDL.
4	Interview a mainstream classroom teacher or a special educator in an inclusive school. Focus on their roles and responsibilities, and mechanisms of collaboration with respect to education of learners with disability in the class. Submit a report.

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SEMESTER:-I
RM 1: RESEARCH METHODOLOGY IN EDUCATION

Theory 70 Internal 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 demonstrate an understanding of the fundamental concepts and approaches to educational research
- CO 2 develop a conceptual framework for research design by identifying appropriate objectives, hypotheses, and variables.
- CO 3 analyse sampling strategies, data collection tools, and techniques to ensure the reliability and validity of research instruments.
- CO 4 formulate a research proposal with clearly defined components, including a review of related literature, methodology, and ethical considerations.

Module 1: Concept and Nature of Research in Education		2 credits
Unit 1: Introduction to Research in Education		
a	Meaning & definitions, Characteristics, Need, Areas of Research in Education	
b	Approaches to research: Qualitative, Quantitative and Mixed method	
c	Importance of review of related literature & research	
d	Research proposal: Meaning and Components Title, Objectives, Assumptions, Hypothesis - types & characteristics, Variables- types (Independent, Dependent, Extraneous, Intervening and Moderator), Controlling the Extraneous and Intervening Variables, Operational definitions, Limitations & Delimitations	
Unit 2: Research Methods and Designs		
a	Historical Method: meaning and scope of Historical research, types of historical sources, External and internal Criticism of historical sources, Steps of doing historical research	
b	Action Research and Case Study	
c	Descriptive Methods - Casual-Comparative, Survey Method, Correlational	
d	Experimental Methods Experimental Designs—Pre experimental, True experimental, & Quasi experimental Internal & External validity- meaning and threats to internal and external validity of experiment	
Module 2: Concept of Sampling, Data Analysis and Report Writing		2 credits
Unit 3: Sampling and Data Collection Process		
a	Population and Sample: Concept, Sampling: Techniques of sampling, Types Probability and Non-Probability Sampling	

b	Tools of Data Collection - Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test, Questionnaire—Merits & limitations
c	Techniques of Data Collection - Observation, Interview, projective & sociometric, Semantic Differentiate scale, Psychological Test, Inventory
d	Steps of Preparing a Research Tool – Validity and Reliability: Concepts and Types method of estimating reliability, Item Analysis: Steps involved in Item – Analysis
Unit 4: Data Analysis and Report Writing	
a	Quantitative Data Analysis in Educational Research • Descriptive Analysis (Measures of Central tendency- concept & uses, Measures of variability-concept & uses) • Inferential Analysis • Parametric tests (t test, analysis of variance, co-variance, coefficient of correlation) & Non-Parametric tests (Mann Whitney U test, Chi square test, sign test, median test) • Introduction to Statistical Software for Quantitative Analysis • Ethical Considerations in Quantitative Data Interpretation
b	Qualitative Data Analysis in Educational Research • Thematic and Content Analysis • Triangulation in Qualitative Research • Softwares used in Qualitative Data Analysis (e.g., NVivo, Atlas.ti) • Ethical Considerations in Qualitative Data Interpretation
c	Purpose and Importance of Research Reports • Structure of a Research Report: Introduction, Literature Review, Methodology, Results, Discussion, Conclusion • Ethical considerations in Research Reporting ((plagiarism detection and citation tools like Zotero/Mendeley)
d	Goals of Research Report Evaluation in Education • Criteria for Evaluating Research Reports • Frameworks for Research Report Evaluation • Tools for Evaluating Research Reports-Software for Plagiarism Detection (e.g., Turnitin, Grammarly).

Internal Assessment		Marks
Class Test/ Quiz		15
Assignment		10
Seminar Presentation		5
Total		30

Assignments (Any One)	
1	Prepare a research proposal with detailed review of related literature of the dissertation topic.
2	Prepare a tool for data collection (item writing, experts opinions, item analysis, item editing.
3	Design a detailed research plan for a hypothetical educational study by addressing the following components: Sampling Strategy Data Collection Tools Data Collection Techniques Research Tool Development Application of Findings.
4	Explore the role of technology and tools in research report evaluation: • Explain the significance of plagiarism detection tools. • Discuss how citation and referencing tools ensure accuracy and compliance with referencing standards. • Reflect on the ethical considerations involved in evaluating research reports, such as maintaining integrity, avoiding bias, and respecting intellectual property.

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M.A. (Education)

Semester II

SEMESTER-II
CORE COURSE V: ICT IN EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 apply ICT tools and platforms in education and evaluate NEP 2020 guidelines for ICT integration in teaching, learning, and inclusive education.
- CO 2 apply instructional design models and learning theories to create inclusive and learner-centered ICT-enabled environments.
- CO 3 demonstrate the ability to design, implement, and evaluate ICT-integrated lesson plans and digital resources for effective teaching and learning.
- CO 4 critically analyse and implement ethical practices and emerging technologies in education to foster equity, accessibility, and innovation.

Module 1: Foundations and Applications of ICT in Education		2 credits
Unit 1: Fundamentals of ICT in Education		
a	Fundamentals of ICT: Definitions, concepts, and relevance in education	
b	Digital Learning: Concept and characteristics of adaptive learning platforms (e.g., Khan Academy, DreamBox, Quizizz) Competency-based learning tools (e.g., Edulastic, Coursera, Skillshare)	
c	Applications of ICT: Teaching, learning, assessment, and research Tools: Nearpod, Pear Deck, Flipgrid, Quizziz	
d	NEP 2020 Guidelines on ICT Integration: Policies and implications for teacher training, digital infrastructure, and inclusive education	
Unit 2: Theories and Psychological Principles and Policies of ICT-Enabled Education		
a	Learning Theories: Constructivism and Connectivism in e-learning	
b	Psychological Principles: Reinforcement, scaffolding, motivation, and self-regulation in ICT-enabled classrooms	
c	Multimedia in Education: Audio, video, and interactive content creation	
d	E-Learning Platforms and LMS MOOCs: SWAYAM, Coursera, LMS: Moodle, Google Classroom, Microsoft Teams	
Module 2: Innovative and Inclusive ICT Practices in Education		2 credits
Unit 3: Instructional Design and Emerging Trends in ICT		
a	Instructional Design: Concept and Stages of instructional design	
b	Models of Instructional Design: ADDIE, ARC’s Model, and Community of Inquiry (CoI)	
c	Emerging Trends (Concept, features and applications) Personalized learning, gamification, AR, VR, blockchain, IoT, cloud computing, and AI Tools: Merge Cube (AR), ThingLink (VR), Minecraft Education (gamification), Blockcerts (blockchain)	
d	Designing ICT-Enabled Lesson Plans: Frameworks for inclusive and collaborative teaching	
Unit 4: Online Resources, Inclusivity, and Ethical Practices		
a	Online Resources: DIKSHA, Web 4.0 tools, Open Educational Resources	

	(OERs), and digital evaluation tools	
b	ICT for Inclusive Education: Assistive technologies for SEN students Tools: Texthelp Read & Write, Kurzweil 3000, Tobii Dynavox	
c	Cybersecurity and Ethical Practices: Data privacy, copyright, and digital etiquette Tools: Turnitin, Cisco Networking Academy	
d	Equitable Digital Environments: Strategies for fostering inclusivity and accessibility in ICT-enabled classrooms, MOOCs	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Design an ICT-integrated lesson plan using Gagne's Nine Events of Instruction. The plan should incorporate tools (e.g. Moodle or Nearpod) and include objectives, activities, and assessment strategies.
2	Develop a game-based learning activity using tools for a specific subject or topic. Submit a detailed explanation of the activity's design and its potential impact on learning.
3	Explore the application of assistive technologies. Prepare a case study or demonstration showing their application in supporting students with special education needs.
4	Create a presentation or infographic on ethical ICT practices, focusing on cybersecurity, data privacy, and tools.

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<https://www.unesco.org/en/ict-education>
Comprehensive resource on ICT policies, tools, and case studies for education.
2. AI in Education - UNESCO
<https://www.unesco.org/en/artificial-intelligence/education>
Resource on AI tools and their implications for equitable education.
3. Open Educational Resources (OER) Commons
<https://www.oercommons.org/>
Free educational resources for creating and sharing lessons.
4. UNESCO - ICT in Education
<https://www.unesco.org/en/ict-education>
Comprehensive resource on ICT policies, tools, and case studies for education.

SEMESTER II
CORE COURSE VI: ADVANCES IN SOCIOLOGY OF EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 analyse the relationship between education and society by applying sociological theories and incorporating the principles of multicultural education.
- CO 2 evaluate the role of education in fostering entrepreneurship by integrating human rights concepts and education models to explore its significance.
- CO 3 analyse social stratification, mobility, and modernization, evaluating education's role in shaping these dynamics, especially in the Indian context.
- CO 4 examine the role of education in promoting Indian constitutional values.

Module 1: Overview and Advances in Sociology of Education		2 credits
Unit 1: Theoretical Approaches and Multicultural Education		
a	Meaning and Scope of Sociology of Education and Educational Sociology	
b	Concept, Types and Functions of Social Institutions	
c	Symbolic Interactionism Theory –George Mead, Structural Functionalism –Talcott Parsons and Conflict Theory- Karl Marx	
d	Meaning and Concept of Multicultural Education, Characteristics, goals and dimension of Multicultural Education, Principles of Teaching and Learning in a Multicultural Society	
Unit 2: Human Rights Education and Entrepreneurship in Education		
a	Nature, Meaning and Concept of Human Rights & Human Rights Education	2 credits
b	Model of Human Rights Education- Value and Awareness, Accountability and Transformational	
c	Entrepreneurship in Education- Concept, Need and Significance	
d	Entrepreneurship Competencies- Cognitive (Knowledge, Skills) and Non-Cognitive (Attitudes), Benefits of Education for Entrepreneurs	
Module 2: 21st century Education		
Unit 3: Social Stratification, Social Mobility and Modernization		
a	Concept and Types of Social Stratification	
b	Concept and Types of Social Mobility	2 credits
c	Factors affecting Education in relation to Social Stratification and Social Mobility with special reference to Indian Society	
d	Concept of Modernisation: Individual and Societal Modernity, Role of Education in Modernisation	
Unit 4 : Contribution of Social Thinkers and Constitutional Values		
a	Shahu, Phule and Ambedkar’s Thought on women Education	
b	Core Values of Constitution of India and Role of education in promoting constitutional values	
c	Justice: Social, Political, Economic. Liberty: Thought, Expression, Belief, Faith, Worship. Equality: Equality before law & equal application of laws Fraternity: Dignity, Unity and Integrity	
d	Fundamental Duties- Article 51A [(a)- (k)], Legal status of Fundamental Duties - Judicial approach	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Reflect on the importance of integrating sociological theories into multicultural education to address contemporary issues such as inequality, cultural bias, and social cohesion in schools and communities. Propose strategies for creating inclusive and equitable learning environments that respect cultural diversity, based on the theoretical frameworks.
2	Critically analyse the interplay between human rights education and entrepreneurship in education. Propose a model curriculum or framework that integrates human rights education and entrepreneurial competencies for secondary or higher education. Justify your choices with examples and evidence.
3	Critically evaluate the challenges to achieving societal modernity in India with respect to deeply rooted social hierarchies. Propose strategies that policymakers and educators can adopt to enhance social mobility and modernization while addressing stratification in India.
4	Critically analyse the interplay between the contributions of social reformers and the constitutional values of India. Reflect on how these principles and contributions are interconnected to create a holistic framework for a just and progressive society.

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- 6 <https://youtu.be/Eo75IjFVYhM>

SEMESTER II
CORE COURSE VII: METHODS AND TECHNIQUES OF TEACHING

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 elaborate the concept of pedagogical and andragogical methodology.
- CO 2 apply varied methods, techniques and approaches of teaching to design effective instructional strategies for diverse learners.
- CO 3 develop skills to implement blended and hybrid learning effectively.
- CO 4 integrate technology into teaching practices to enhance learner engagement and personalization.

Module 1: Pedagogical and Andragogical Approaches to Teaching		2 credits
Unit 1: Understanding Pedagogical and Andragogical Methodology		
a	Pedagogical Analysis - Concept and stages; Critical Pedagogy - Meaning, Need, and its implications in teacher education	
b	Organising Teaching: Understanding Level (Morrison teaching Model), and Reflective Level (Bigge and Hunt teaching Model)	
c	Concept of Andragogy in Education: Meaning, Principles and Competencies of Self-directed Learning	
d	Theory, Methods and Techniques of Andragogy- Theory of Andragogy (Malcolm Knowles), Thinking-based learning & Competency-based learning	
Unit 2: Understanding Methods and Approaches of Teaching (Meaning, Procedure, Merits and Demerits)		
a	Traditional - Lecture-cum-Discussion Method; Self-Learning Method (SQ4R); Interactive Techniques (questioning & brainstorming)	
b	Contemporary - Problem-based Learning, Constructivist Approach (5 E Model) & Cooperative learning (number heads, Round Robin) & Visible Thinking Routines (VTR) (e.g. See-Think-Wonder, 3-2-1 routine)	
c	Personalized Learning- Differentiated Instruction and Personalised Learning Plans (PLPs)	
d	21st-Century Skills: Experiential learning and the role of AI in personalized learning	
Module 2: Technology-Enhanced Methods and Techniques of Teaching		2 credits
Unit 3: Blended Learning		
a	Blended Learning – Concept, features & benefits	
b	O’Connell’s (2016) Blended Learning Structures: Framework and applications in education	
c	SAMR Model of Blended Learning	
d	Pedagogical Practices for Blended Learning - Simulations, Serious Games and Virtual Worlds	
Unit 4: Hybrid Learning		
a	Hybrid Learning – Concept, features & benefits	
b	TPACK model of Technology Integration in the classroom	
c	Integration of EdTech - Learning Management System (MOODLE and Google Classroom) and content creation and presentation tools (Canva & Prezi)	
d	Pedagogical Practices for Hybrid Learning – Mashups, E-portfolios and Digital Storytelling	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Develop a critical pedagogy application plan for teacher education and analyse its findings.
2	Design an experiential learning activity that teaches a 21st-century skill (e.g., teamwork, problem-solving).
3	Prepare a lesson plan using the SAMR model of blended learning.
4	Design an instructional module using Canva or Prezi, incorporating multimedia elements.

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SEMESTER II
CORE COURSE VIII: HISTORY OF EDUCATION

Theory: 35 Internal: 15

Total Marks 50
Total Credits 2

Course Outcomes

The learner will be able to

CO 1 examine the fundamentals of Ancient, Medieval and Contemporary Education in India.

CO 2 evaluate the recommendations of National and International Policies in India.

Module 1 Education in Ancient, Medieval and Contemporary India		2 credits
Unit 1 Historical Foundations and Transformations of Indian Education		
a	Ancient Indian Education: Concepts and Contemporary implications	
b	The Anglicization of Education: Historical Context and Modern implications	
c	Macaulay’s Minutes and its effect and Recommendations of Woods Dispatch 1854 and The Filtration Theory of Education	
d	Recommendations and relevance of the Indian Education Commission (1882), the University Commission (1902), and the Education Commission (1964–66) in the context of contemporary Indian education	
Unit 2 National and International Reforms		
a	NEP 2020: Re-structuring Levels of Education and Governance - School and Higher Education	
b	Indian Knowledge Systems: Meaning, Relevance and holistic approach of Learning	
c	Synergy between Education and Skilling- Innovation and Entrepreneurship	
d	Sustainable Development Goal 4- Quality Education- Quality Initiatives by India	

Internal Assessment	Marks
Class Test/ Quiz	10
Seminar Presentation	5
Total	15

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SEMESTER II
ELECTIVE COURSE III: SYSTEM AND STRUCTURE OF SCHOOL EDUCATION

Theory: 70 Internal: 30

Total Marks 100
Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 understand the concept, policies, and challenges of Foundational stage, Preparatory stage, middle stage and secondary stage
- CO 2 critically analyse the curriculum, approaches, and evaluation processes in foundational stage, preparatory stage, middle stage and secondary stage
- CO 3 explore government initiatives, policies, and schemes to promote universal education at all levels.
- CO 4 utilize tools and strategies for effective assessment, ensuring alignment with NEP 2020 goals of competency-based and inclusive education.

Foundational and Preparatory Education

Module 1:: Concept, Curriculum, and policies		2 credits
Unit 1: Concept and Curriculum in Foundational stage, Preparatory stage		
a	Foundational stage and Preparatory stage: Concept, objectives, need and significance	
b	New trends in Foundational stage, Preparatory stage: (Learner-centered, Activity-centered, and Experiential approaches)	
c	School Curriculum: Foundational and Preparatory stages (as per NEP 2020)- Principles, objectives, curriculum planning	
d	Government initiatives: Kasturba Gandhi Balika Vidyalaya, Sarva Shiksha Abhiyan, Nipun Bharat, Mid-Day Meal, Beti Bachao Beti Padhao	
Unit 2: Policies, Challenges and Evaluation of Foundational stage and Preparatory stage		
a	Teacher commitment and competencies: Service conditions, promotions, and administrative roles	
b	Continuous and Comprehensive Assessment (CCA): Features, significance, and types (formative and summative)	
c	Challenges in Foundational stage and Preparatory stage: Education at Foundational and Preparatory stages and Role & functions of DIET, SCERT, NCERT and SSA	
d	Policy Recommendations - National Plan of Action-1992, District Primary Education Program (DPEP), National Policy of Education (2020)	
Module 2: Middle stage and Secondary education: Concept, Curriculum, and Challenges		2 credits
Unit 3: Middle stage and Secondary stage– Framework and Curricular Approaches		
a	Middle stage and Secondary stage - Concept, objectives, need and significance	
b	Government initiatives and schemes: PM SHRI Schools, SSA, RMSA, NMMSS, Vocational Education	
c	Principles of Curricular Approaches – Activity Based, Child-Centered, Theme-Based, Holistic, Inclusive (e.g. Story-Telling, Musical And Rhythmic Exercises, Dramatization, Role-Play, Art Activities, Indoor and Outdoor Play, Field Trips)	
d	Curriculum designs of different boards: SSC, ICSE, CBSE, IB, IGCSE, National Open schools and Special Education Schools	
Unit 4: Assessment and Challenges of Middle stage and Secondary stage		
a	Assessment: Norm-referenced and Criterion-reference Tests	

	Tools, and Techniques of Assessment (Meaning, Guidelines for Development & Uses) i. Checklists ii. Rating Scales iii. Rubrics iv. Anecdotal Records v. Portfolios Components of Evaluation: Formative, Summative, Co-Scholastic Assessment	
b	Challenges: Universalization, alternative schooling, and inclusion strategies	
c	Emerging trends in assessment: Competency-based and diagnostic assessment	
d	Policy recommendations: POA 1992 & NPE 2020, National Scheme of Incentives to Girls for Secondary Education (2008)	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Critically analyse the existing teacher education curriculum at elementary level.
2	Visit any alternative education centers at secondary or higher secondary level and prepare a report.
3	Interview 10 school teachers on challenges and strategies for universalization of elementary education and prepare a report.
4	Prepare a comparative report focusing on the structure and curriculum pattern of different boards in elementary/Secondary education.

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SEMESTER II

ELECTIVE COURSE IV: MODERN TRENDS IN EDUCATION

Theory: 70 Internal: 30

Total Marks 100

Total Credits 4

Course Outcomes

The learner will be able to

- CO 1 analyse the role of social media and Service Learning in Education.
- CO 2 design an inclusive educational strategy that foster global citizenship, social-emotional development, and holistic learning.
- CO 3 analyse ethical principles, academic integrity to create safe, responsible, and effective learning environments.
- CO 4 evaluate the impact and significance of contemporary educational concepts and technologies in enhancing teaching and learning experiences.

Module 1: 21st Century Teaching Trends		2 credits
Unit 1: Social media and Service Learning in Education		
a	Social media as an Educational Tool - Concept and Characteristics	
b	Role of social media in modern education: Opportunities and Challenges	
c	Service Learning in Modern Education: Concept, Stages, Relevance, and Reflection through Journals	
d	Promoting inclusive education through social media and service learning	
Unit 2: Global Citizenship and Holistic Learning in Contemporary Education		
a	Global Citizenship Education: Concept, Pedagogical Principles of Global Citizenship Education	
b	Development of Social and Emotional skills through Global Citizenship Education	
c	Holistic and Multidisciplinary Education in NEP 2020 - Concept and Recommendations	
d	Home-based Education and Inclusive Education: Concept, Need and Significance	
Module 2: Modern Approaches to Education		2 credits
Unit 3: Ethical Practices and Digital Responsibility in Education		
a	Cyber Education and Cyber Bullying - Concept and Role of teachers and parents in prevention of Cyber Bullying	
b	Ethical Implications of Educational context - Academic Integrity (Copyright, Plagiarism)	
c	Academic integrity in writing - Concept, Mode, Principles, Characteristics and Significance	
d	Data Protection and Privacy in Education	
Unit 4: Educational Paradigms for Modern Learners		
a	Educational Excellence: Concept, Significance	
b	Outcome based Education: Concept, Characteristics and Educational implications	
c	Relevance of Government Initiatives for Digital Education - DIKSHA, SWAYAM, ePathshala	
d	Concept and Significance of using AI and Emerging Technologies (Augmented Reality (AR) and Virtual Reality (VR)) in Education	

Internal Assessment	Marks
Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments

1	Design a service learning project aimed at addressing a real-world issue in your community. • Identify the issue and explain its significance. • Outline the project stages: preparation, action, reflection, and demonstration. • Specify how social media could be used to enhance the project's outreach and impact. • Propose strategies for documenting and reflecting on the project's outcomes through journals or blogs.
2	Discuss the concept of holistic and multidisciplinary education as proposed in India's National Education Policy (NEP) 2020. Critically evaluate the recommendations of NEP 2020, focusing on their potential to transform education into a more integrated and learner-centric system.
3	Develop an e-learning module or presentation on digital citizenship that includes topics like cyber safety, ethical use of technology, and digital responsibility.
4	Discuss the significance of integrating Artificial Intelligence (AI) and emerging technologies like Augmented Reality (AR) and Virtual Reality (VR) in modern education. Provide specific examples or case studies to substantiate your analysis.

References

- 1 Ministry of Education, Government of India. (2020). National education policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 2 Suffolk University. (n.d.). What is service learning? Suffolk University. <https://www.suffolk.edu/student-life/student-involvement/community-public-service/service-learning/what-is-service-learning#collapse-Definition>
- 3 Project Learning Tree. (n.d.). 6 steps for successful service learning. Project Learning Tree. <https://www.plt.org/educator-tips/6-steps-for-successful-service-learning/>
- 4 Sharma, R., & Singh, M. (2016). Inclusive education: The way forward. ResearchGate. https://www.researchgate.net/publication/293337563_Inclusive_Education
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- 8 G20 India. (2023). Toolkit on cyber education and cyber awareness. https://g20.in/content/dam/gtwenty/gtwenty_new/document/Toolkit_Cyber_Edu_and_Cyber_Awareness.pdf
- 9 Oxfam. (2015). Education for global citizenship: A guide for schools. Oxfam. <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-schools-guide-091115-en.pdf?isAllowed=y&sequence=11>
- 10 U.S. Department of Education. (1995). Outcome-based education: An overview. ERIC. <https://files.eric.ed.gov/fulltext/ED380910.pdf>
- 11 Haggerty, M. J. (2017). Learning with augmented reality: A guide for teachers. Routledge.
- 12 Steuer, J. (Ed.). (2018). Virtual reality and education: The state of the art. Springer.
- 13 Smith, J. L. H. (2012). Plagiarism in higher education: A guide for students and educators. Routledge.

Assessment Method and Question Paper Pattern		
1.	4 Credit Courses	
	<i>Internal Assessment (30 Marks):</i>	
	1. Project/Research Paper/Essay----- (10 Marks)	30 Marks
	2. Assignment ----- (10 Marks)	
	3. Group Discussion/Debate/Quiz/Class Test---- (10 Marks)	
	<i>External Assessment: (70 Marks)</i>	
	Written examination (70 Marks) in the following format: Q.1.-----15 Marks (with internal choice) Q.2.-----15 Marks (with internal choice) Q.3.-----15 Marks (with internal choice) Q.4.-----15 Marks (with internal choice) Q.5. Short notes on any two out of four----10 Marks	70 Marks
2.	2 Credit Courses	50 Marks
	<i>Internal Assessment (15 Marks):</i>	
	1. Project/Research Paper/Essay	15 Marks
	<i>External Assessment (35 Marks)</i>	
	Written examination (35 Marks) in the following format: Q.1.-----10 Marks (with internal choice) Q.2.-----10 Marks (with internal choice) Q.3.-----10 Marks (with internal choice) Q.4. Short notes on any one out of two----05 Marks	35 Marks

Sign of BoS Chairman

Name of the Chairman: Prof. Dr. Ashwini Karwande
BoS Politics

Sign of Dean:

Name of the Dean:
Name of the Faculty: Humanities

Letter Grades and Grade Points:

Semester GPA/ Programme	% of Marks	Alpha-Sign/ Letter
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CGPA Semester/ Programme		Grade Result
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

Team for Creation of Syllabus

Name	College Name	Sign
Dr. Sheetal Zalte	Smt. Kapila Khandvala College of Education	
Dr. Giselle Dsouza	St. Teresa Institute of Education	
Dr. Bijoy Thomas	St. Xaviers Institute of Education	

Sign of BoS Chairman

Name of the Chairman: Prof. Dr. Ashwini Karwande
BoS Education

Sign of Dean

Name of the Dean:
Name of the Faculty: Interdisciplinary

**Justification for
M.A. (Education)**

1.	Necessity for starting the course:	NEP 2020
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	Yes
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Self-financed: YES Adequate number of eligible permanent faculties: No
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	Two Years
6.	The intake capacity of each course and no. of admissions given in the current academic year:	60
7.	Opportunities of Employability / Employment available after undertaking these courses:	Teaching, Research, Educational Administration, Instructional Designer, Content Development etc.



Sign
Prof. Dr. Ashwini Karwande
Chairperson
BoS in Education

Sign of Dean
B. K. Singh
Name of the Faculty: Interdisciplinary

