

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/ 44

Date : 9th June, 2025.

CIRCULAR :-

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

All the Principals of the Affiliated Colleges, Head of the University Departments and Directors of the recognized Institutions under Faculty of Interdisciplinary Studies are hereby informed 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. 8.2(N) have been accepted by the Academic Council at its meeting held on 27th January, 2025, vide Item No.8.3(N) and subsequently approved by the Management Council at its meeting held on 21st February, 2025, vide Item No.21 and 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) as per appendix have been introduced and the same have been brought into force with effect from the academic year 2025-26.

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

2/-

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Date : 9th June, 2025.

: 2 :

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

(Dr. Prasad Karande)
REGISTRAR

A.C/8.3(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 Studies,
- 3) The Chairman, Board of Studies in Education,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) 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
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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 :-	
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3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
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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
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3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
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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)**

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. IEP-1A	A	P.G. Diploma in Education
	O. IEP-1B	B	M.A. (Education) (Two Year)
2	Eligibility O. IEP-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. IEP-2B	B	Passed P.G. Diploma in Education Or Passed equivalent to academic level 6.0
3	Duration of program R. IEP-1	A	1 Year
		B	2 Years
4	Intake Capacity R. IEP-2	60	
5	Scheme of Examination R. IEP-3	NEP 70% Internal 30% External, Semester End Examination Individual Passing in Internal and External Examination	

6	Standards of Passing R. IEP-4	40%	
7	Credit Structure R. IEP-5A R. IEP-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 Parishisht 1 with sign of HOD and Dean)

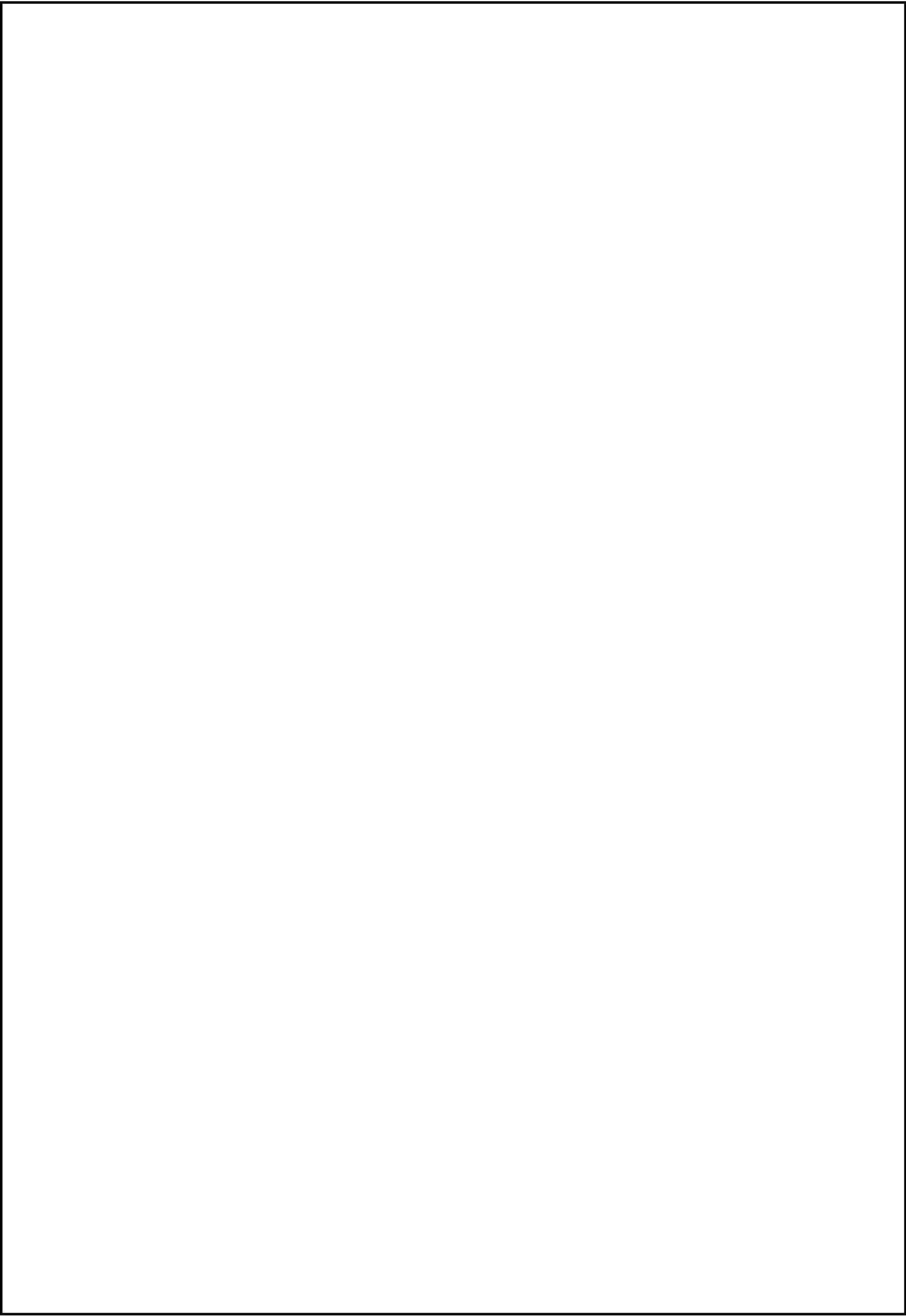
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Post Graduate Programs in University

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



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 Discuss the continued relevance of philosophical principles in modern education, especially in the light of technological and societal changes. Provide practical examples or case studies to support your argument.
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

Case Study /Essay (Any One)	
1	Propose an activity or project for students that integrates the values of multiple philosophies (e.g., a community service project reflecting Christian and Islamic values of compassion, combined with mindfulness practices from Buddhist thought).
2	Propose an approach to integrate multicultural education into your lesson plan. Highlight how you would ensure that all students' cultural backgrounds are recognized and respected.

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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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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		
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	Review two recent research papers on the emerging trends in Educational Psychology. Analyse the findings and explain how they influence teaching practices and learner outcomes.
2	Critically review two research papers related to Kolb's Learning Styles or Stenberg's Thinking Styles. Analyse the relevance, strengths, limitations and practical implications of the findings in the context of education.
3	Explain the key differences in the Western and Indian perspectives of Personality to understand human behaviour and development, and further elaborate how each perspective views the idea of "self" and "personal growth."
4	Provide two case studies or scenarios illustrating how Dweck's mindset theory and Bem's self-perception theory can be applied in real-life settings to foster self-development. Identify which aspects of each theory are evident in the case studies or scenarios.

Case Study /Essay (Any One)	
1	Write a Case Study wherein students have to analyse a particular case of an exceptional child and suggest viable teaching strategies and adjustments that could be made to enhance learning and overcome challenges for such a child.
2	Interview a School Teacher in a school which practices Inclusive Education and write a report on the practical challenges encountered in implementing Inclusive Education in the Indian context.

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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	2 credits
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		
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	2 credits
c	Theory and Practice: Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Hersey and Blanchard’s Model, Goleman’s Leadership Styles: The Pacesetter 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	Critically analyse the relevance of Henry Fayol's Principles of Management in your Educational Institution.
2	Write a reflective review on your own Performance appraisal.
3	Prepare a Concept Map depicting practical ways and means in which you will promote Ethical and Inclusive Leadership in Education.
4	Create a Staffing Budget for your Organisation that maximizes efficiency outlining how much money you will spend on hiring, training, paying, and retaining your employees.

Case Study /Essay (Any One)	
1	Interview a school/ college principal or manager of an organization and analyse his/her characteristics, traits, approaches, styles and skill sets as a leader. Prepare an analytical report / summary on the same.
2	Critically analyse Blake and Mouton's Managerial Grid framework and devise situations in which each of the proposed Leadership Styles would be best used in different educational settings. Take examples from Educational Institutions to support your arguments.

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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 Aarey Movement, Save Ulhas River Project	

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

Case Study /Essay (Any One)	
	Western Ghats Ecosystem: Examine the ecological pyramid in the Western Ghats, focusing on its endemic species, food web interactions, and its role as a biodiversity hotspot.
	Renewable Energy in Rajasthan (Solar Parks): Explore Rajasthan's advancements in solar energy, addressing the energy crisis and reducing carbon emissions while combating climate change.
	Chhattisgarh's Bastar Bamboo Project: Study how sustainable bamboo cultivation has boosted livelihoods while addressing SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land).
	Rainwater Harvesting in Tamil Nadu: Explore how Tamil Nadu mandated rainwater harvesting in urban and rural areas, leading to improved groundwater levels and water conservation.

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- 2 E-waste management: <https://www.sciencedirect.com/science/article/abs/pii/S2215153220303925>
- 3 E-waste management: <https://safetyculture.com/topics/waste-management-system/e-waste-management/>
- 4 E-waste management: <https://earth.org/what-is-e-waste-recycling/>
- 5 Green practices: <https://aworld.org/engagement/sustainability-engagement-importance-and-best-practices/>
- 6 Paani foundation: <https://www.paanifoundation.in/>
- 7 Save Aarey Movement: <https://www.rset.edu.in/download/gscs/save-aarey-forest-mumbais-green-lung.pdf>
- 8 Save Ulhas River Project : : <https://citizenmatters.in/the-destruction-of-the-ulhas-river/>

SEMESTER:-I
ELECTIVE COURSE I: GUIDANCE & COUNSELLING

Theory: 70 Internal: 30

Total Marks 100

Total Credits4

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 National agency of guidance. Analyse the mission, goals, and services provided by this agency.
2	Review a book written by Albert Ellis.
3	Prepare a pamphlet and chart aimed at raising awareness about mental health at the workplace.
4	Administer one psychometric test (e.g. Aptitude Test/Achievement Test/Attitude Scale) to a minimum of one individual. Analyse and interpret the results, and present a comprehensive report with recommendations.

Case Study /Essay (Any One)	
1.	Analyse the different types of questions in counselling and their role in facilitating client exploration and insight. Write a Reflective paper on the same.
2.	Write a Reflective Paper on different strategies of Stress Management.

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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	Write a brief case study of a CWSN studying in the mainstream school.
2	Make a report of a visit to the special school.
3	Create a five minutes presentation examining the role of international and national framework supporting inclusion.
4	Design a concept map listing the various ICTs and assistive technology (AT) for learners with disability.

Case Study /Essay (Any One)	
1.	Compare and contrast the educational practices of a mainstream school and an inclusive school. Focus on accommodations, teaching methodologies, and the role of stakeholders. Present your findings with recommendations for bridging gaps.
2.	Analyse a national or international policy on inclusive education (e.g., RPWD Act 2016, UNCRPD). Discuss its provisions, relevance to inclusive practices in Indian schools, and its impact on addressing equity and participation.

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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		
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	Explain the importance of different types of scales (nominal, ordinal, interval, ratio) in educational research. Provide an example of data collected through each scale.

Case Study / Essay (Any One)

1	A researcher is interested in studying the effects of different teaching methods on high school students' academic performance. The researcher wants to explore how these methods vary in effectiveness depending on students' prior knowledge and learning styles. Proposal Development: Outline the key components of a research proposal for this study. Define and discuss the types of variables involved in the study (independent, dependent, extraneous, intervening, and moderator). Explain how you would control for extraneous and intervening variables to ensure valid results. Research Design: Which experimental design would be most suitable for this study (e.g., pretest-post-test design, Solomon four-group design)? Justify your choice. Identify potential threats to the internal and external validity of this study and propose strategies to mitigate these threats.
2	A researcher is conducting a correlational research in the academic context. The study involves collecting survey data and analysing it using both descriptive and inferential statistics. Data Collection and Analysis: Identify the appropriate sampling technique to ensure a representative sample. Justify your choice. Describe the tools and techniques of data collection. Discuss the validity and reliability of these tools. What statistical tests would you recommend to analyse the relationship between the variables? Explain the rationale behind selecting parametric or non-parametric tests. Reporting and Interpretation: Discuss how you would structure the research report for this study, highlighting key sections like the introduction, methodology, and results. Describe how data visualization could be used to present findings effectively. Outline ethical considerations in reporting the results, including addressing potential plagiarism and accurately citing sources.

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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	Summarize NEP 2020's recommendations for ICT in education, focusing on digital infrastructure, teacher training, and inclusive practices.
2	Compare two Learning Management Systems (e.g., Moodle and Google Classroom) in a tabular format, analyzing their features, usability, and effectiveness in ICT-enabled learning.
3	Identify three ICT tools or platforms supporting inclusive education, analyse their impact using real-life examples.
4	Research five Web 4.0 tools applicable to education. Illustrate their features and applications.

Case Study /Essay (Any One)

1	A middle school teacher, wants to incorporate ICT tools into the Science classroom to enhance student engagement and learning outcomes. The teacher decides to use the following tools: Nearpod and Pear Deck for interactive lessons. Quizizz for formative assessments. Flipgrid for student reflections and discussions. The teacher also plans to introduce adaptive learning platforms, such as Khan Academy, to provide personalized learning experiences for her students. However, she faces challenges, including limited access to digital infrastructure and varying levels of digital literacy among her students. Questions: How can the teacher effectively use the selected tools to align with the Fundamentals of ICT in education and the NEP 2020 guidelines on ICT integration? What strategies can a teacher implement to address the challenges of limited infrastructure and varying digital literacy while ensuring inclusive and equitable learning opportunities?
2	You are a facilitator for a Massive Open Online Course (MOOC) designed for teachers, focusing on ICT in education. Your role involves ensuring ethical practices and equitable digital environments for participants from diverse backgrounds. A participant raises concerns about data privacy when uploading assignments to the course platform. Another participant, who is visually impaired, struggles with accessibility features on the platform. Additionally, there are reports of plagiarism in the submitted assignments. Tasks: Outline strategies to address data privacy concerns and educate participants about digital etiquette.

	Recommend tools and explain how they can be used to address plagiarism concerns ethically. Propose adjustments to the platform to make it more accessible for participants with disabilities, ensuring an equitable learning environment. Reflect on how these practices align with fostering inclusivity and ethical digital engagement.
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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	
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
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Class Test/ Quiz	15
Assignment	10
Seminar Presentation	5
Total	30

Assignments (Any One)	
1	Evaluate the contribution and application of sociological theories to modern education systems. OR Develop a detailed framework for implementing multicultural education in a diverse classroom setting.
2	Explain the key components of the human rights education model and analyse their impact on ethical decision-making in entrepreneurship. OR Propose a practical framework or strategy that integrates human rights education and entrepreneurship education to address socio-economic challenges, particularly in marginalized communities.
3	Analyse the interplay between social stratification and social mobility in shaping educational opportunities and outcomes in Indian society. OR Evaluate the role of education in promoting modernization at both the individual and societal levels, with a focus on the Indian context.
4	Examine the role of education in promoting and embedding constitutional values. How do Fundamental Duties (Article 51A) reinforce these values, and what has been the judiciary's approach to ensuring their adherence in educational practices? OR Critically analyse the contributions of social thinkers to the advancement of women's education in India. Explain how their perspectives align with the constitutional values.

Case Study /Essay (Any One)	
1	A university has introduced a new entrepreneurship program aimed at helping students develop cognitive and non-cognitive entrepreneurship competencies. The program includes workshops on business skills and activities that focus on attitudes such as resilience and risk-taking. Additionally, the program emphasizes the significance of education for entrepreneurs by linking entrepreneurial skills to real-world business opportunities. Questions: - Evaluate the role of both cognitive and non-cognitive competencies in preparing students for entrepreneurship, using examples from the program's approach. - Discuss how the university can further highlight the benefits of education for entrepreneurs to attract more students to the program and ensure its long-term impact.
2	Imagine you are a principal of a school in a diverse community facing issues related to discrimination and lack of unity. You aim to integrate the core values of the Indian Constitution—justice, liberty, equality, and fraternity—into the school's curriculum and activities. A group of students feels excluded due to their socio-economic background, and another group is engaged in discriminatory behaviour based on caste differences. Tasks: Propose three educational interventions or programs to promote the constitutional values of justice, liberty, equality, and fraternity among students.

	• Evaluate how these interventions align with Article 51A of the Fundamental Duties and address legal and moral responsibilities. • Suggest ways to involve teachers and parents in this initiative to create a lasting impact.
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- 4 <https://youtu.be/CcnoRcZiYgw>
- 5 <https://youtu.be/UldxQmDBfls>
- 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	Prepare a lesson plan using Thinking-Based Learning or Competency-Based Learning.
2	Design an interactive lesson using questioning and brainstorming. Include questions, discussion prompts, and brainstorming activities.
3	Critically analyse the concept, features, and benefits of blended learning and present findings creatively (e.g., video, infographic, podcast).
4	Develop a TPACK-based lesson plan integrating technology, pedagogy, and content knowledge.

Case Study /Essay (Any One)	
1	Evaluate the effectiveness of the Morrison Teaching Model through classroom sessions and prepare a detailed report.
2	Create a Personalized Learning Plan (PLP) for a hypothetical student, including goals, strategies, and progress measures.

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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

Case Study /Essay (Any One)	
1	Critically analyse the Filtration Theory of Education as implemented during the colonial period. How can India today address the residual effects of this theory while ensuring equitable access to quality education for all socio-economic groups?
2	Evaluate the role of Indian Knowledge Systems in fostering innovation and entrepreneurship in modern education. How can integrating IKS with skill-based programs contribute to sustainable economic development? Provide examples of successful initiatives or models that demonstrate this synergy.

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- 4 https://www.ugc.gov.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf

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 **Foundation stage and Preparatory stage**
- CO 2 critically analyse the curriculum, approaches, and evaluation processes in Foundation stage and Preparatory 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.

Module 1: Foundation stage and Preparatory stage Education: Concept, Curriculum, and policies		2 credits
Unit 1: Concept and Curriculum in Foundation stage and Preparatory stage Education		
a	Foundation stage and Preparatory stage: Concept, objectives, need and significance	
b	New trends in Foundation stage and Preparatory stage: Learner-centered, Activity-centered, and Experiential approaches	
c	School Curriculum: Foundational and Preparatory stage (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 Foundation 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 Foundation stage and Preparatory stage Education 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 stage: 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	Observe any one of the in-service teacher training programmes organized by any one of the resource institutions and prepare a comparative report.
2	Prepare a report on any two schemes stressing the importance given to Foundation stage and Preparatory stage and secondary education.
3	Prepare a report on NEP 2020 highlighting the importance of Foundation stage and Preparatory stage education.
4	Develop an e-portfolio to document your reflective learning journey and demonstrate the application of principles of competency-based education.

Case Study /Essay (Any One)	
1	Investigate how the Sarva Shiksha Abhiyan has been implemented in a remote or underserved area. Highlight the challenges and best practices.
2	Examine how a school uses competency-based assessments for diagnostic purposes. Identify areas for improvement and propose actionable recommendations.

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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

- CO1 analyse the role of social media and Service Learning in Education.
- CO2 design an inclusive educational strategy that foster global citizenship, social-emotional development, and holistic learning.
- CO3 analyse ethical principles, academic integrity to create safe, responsible, and effective learning environments.
- CO4 evaluate the impact and significance of contemporary educational concepts and technologies in enhancing teaching and learning experiences.

Module1: 21st Century Teaching Trends		2credits
Unit1: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	
Unit2: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	2credits
c	Holistic and Multidisciplinary Education in NEP 2020 - Concept and Recommendations	
d	Home-based Education and Inclusive Education: Concept, Need and Significance	
Module2:ModernApproachesto Education		
Unit3: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	2credits
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
ClassTest/Quiz	15
Assignment	10
Seminar Presentation	5

Total	30
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Assignments

1	Select two case studies on social media integration into educational settings (e.g., Facebook groups for students, Twitter for teacher-student interactions, or YouTube for educational content). Compare and contrast implementation strategies, effectiveness, and outcomes in these cases. OR Design a Service-Learning Project for the students in any undergraduate course.
2	Analyse the role of Global Citizenship Education in achieving the United Nations Sustainable Development Goals, particularly goals related to peace, justice, and strong institutions and write a report on it. OR How does the NEP 2020's vision of education challenge traditional subject-specific teaching methods? Provide examples of how a multidisciplinary approach can enhance critical thinking and creativity in students.
3	Critically assess the effectiveness of current policies on cyber bullying prevention in schools. How can these policies be improved to better protect students in both physical and virtual learning spaces? OR Compare the ethical implications of copyright laws in educational contexts. How do these laws impact the dissemination of educational content, and what challenges do educators face in adhering to copyright guidelines?
4	Analyze the Impact of Government Initiatives like DIKSHA, SWAYAM, and ePathshala on the Accessibility and Quality of Digital Education OR Examine the role of teachers in the effective implementation of Outcome-Based Education (OBE).

Case Study /Essay (Any One)

1	Suggest specific strategies or activities the school can implement to develop social and emotional skills in students through Global Citizenship Education. How can these strategies enhance students' ability to collaborate and empathize with peers globally?
2	Examine the ethical dilemmas surrounding the use of plagiarism detection software in this context, focusing on data protection and academic integrity principles.

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Assessment Method and Question Paper Pattern		
1.	4 Credit Courses	
	Internal Assessment (30 Marks):	
	1. Project/Research Paper/Essay----- (15 Marks)	30 Marks
	2. Assignment ----- (15 Marks)	
	External Assessment: (70 Marks)	
	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	
	Internal Assessment (15 Marks):	
	1. Project/Research Paper/Essay	15 Marks
	External Assessment (35 Marks)	
	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 CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result
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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's Institute of Education	
Dr. Bijoy Thomas	St. Xavier's Institute of Education	

Sign of HOD

Name of the Head of the Department
Name of the Department

Sign of Dean,

Name of the Dean
Name of the Faculty

Appendix B

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
A. K. Singh
Name of the Faculty: Interdisciplinary

