

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (One Year)
SEMESTER II
Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P1EDTC201

Title: Teacher Education and Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: At the end of course, the students will able to:

1. understand historical background & agencies of teacher education,
2. analyze the reforms & innovative practices in teacher education,
3. explain the scope, significance & role of technology in comparative education
4. critically examine higher, and vocational education systems of India, UK, and USA

Unit-I: Evolution and Agencies of Teacher Education

Historical background of Teacher Education in India-In-service and pre-service teacher education: evolution, organization and modes

Agencies and Institutions of In-service and Pre-Service Teacher Education: DIET, CTE, IASE, SSA, RMSA, SCERT, NCERT, NCTE, NCERT, UGC & MMTTP

Case study of an agency/institution of teacher education in your area

Unit-II: Reforms and Innovative Practices in Teacher Education

Reforms in Teacher Education through National Education Policy 2020.

Innovative Practices in Teacher Education– Activity based learning, ICT integration, Experiential learning, Cooperative and Collaborative learning

360-degree performance appraisal of teachers and students

Unit III: Foundations of Comparative Education

Meaning, scope, and importance of comparative education, A Brief History of Comparative Education

Factors shaping education: socio-cultural, political, economic, technological, and global influences for Inclusion, equity, and access (marginalised groups, special education, gender equity)

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Role of technology in comparative education (Virtual Learning Environment, Virtual Universities, Digital Platforms, Learning Management System (LMS), Learning Content Management System (LCMS), EdTech, Flipped Learning, Blended Learning, Hybrid Learning)

Unit IV: Comparative Study of Higher Education (India, UK, USA)

Governance and regulatory mechanisms (UGC, NAAC, Ofsted/QAA, Accreditation in USA)

Issues of financing, privatisation, and student support (scholarships, loans, debt)

National Skill Development Initiatives (India), Apprenticeship & T-Levels (UK), Career & Technical Education (USA)

Industry linkages, employability skills, lifelong learning, NEP 2020 & global best practices

Modes of Transaction: Lecture-cum-discussion method and Seminar

Books Recommended:

CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.

Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.

Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.

Dunkin, J. Michael (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.

Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.

Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.

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Major Test: 60

Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.

Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.

MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.

MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.

MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.

Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.

NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.

NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.

Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

Sahoo, P.K and Das, B.C (2025). Teacher Education and National Education Policy 2020. New Delhi, Concept Publishing Company.

Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.

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Syllabus for the Examinations to be held in May 2027, 2028 and 2029

Course No. P1EDTE202

Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: After completion of the course, the learner will be able to:

1. Trace the evolution, significance along with the domains of guidance and counselling.
2. Analyze the theories that address diverse educational needs for the promotion of global competitiveness.
3. Prepare and use tools and techniques for professional development.
4. Understand the ethical concerns in line with the recommendations of NEP (2020).

Course Contents:

Unit-I: Historical Perspectives of Guidance and Counselling

Evolution of guidance & counselling in India

Significance, scope and counselling as a profession

Educational, vocational and personal domains of guidance and counselling

Unit -II: Counselling for Career Planning and Decision making

Changing nature of career planning, counselling & technology

Theories of career development and decision making: Developmental theories, Personality theories and Sociological theories

Career planning and decision making in educational institutions: Schools & Higher education

Unit -III: Guidance and Counseling: Tools & Techniques

Selection of tool/ techniques: Criteria – Validity, Reliability and Practicability

Preparation & use of standardized test: Intelligence testing, Aptitude test, Academic achievement test, Interest inventory & Personality test

Non-Standardized techniques: Observation, Checklist, Anecdotal report

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Course No. P1EDTE202

Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit- IV: Ethical Concerns

Ethical issues: Confidentiality, Personal relationship with client, Legal considerations

Counsellor's professional development

Counselling skills & NEP (2020)

Modes of Transaction: Lecture-cum-discussion method, Power point presentation

Essential Reading:

Dash, B.N., Dash, N. (2009). Career information in Career Guidance and counselling. New Delhi: Dominant Publishers and Distributors.

Nayak, A.K. (2004). Guidance and Counselling. New Delhi: APH Publishing Corporation

Koshy, J.S. (2004). Guidance and Counselling. New Delhi: Dominant Publishers and Distributors.

Shrivastava, K.K (2003). Principles of Guidance and Counselling. New Delhi: Kanishka Publishers, Distributors.

Sharma, R. N & Sharma, R. (2004). Guidance and Counselling in India. New Delhi: Atlantic Publishers and Distributors.

Sharma, T.C. (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup & Sons

Sharma, Y.K. (2004). Principles of educational and vocational guidance. New Delhi: Kanishka Publishers Distributors.

Rao, N. (2009). Counselling and Guidance (2nd ed). McGraw Hill Education Private Ltd.

Vashist, S.R. (2008). Methods of Guidance. Anmol Publication Pvt.Ltd.

Suggested Books:

Charles ,K. & Jyothsna , N.G. (2011) . Guidance and counselling . Educational Publishers.

Chaube, S.B. (2005) . Educational & Vocational Guidance . New Delhi: Dominant Publishers and Distributors.

Gibson, R.L. & Mitchell, M.H. (2014). Introduction to counselling and Guidance. PHI Learning Private Limited.

Oberoi , C. (2003). Educational , Vocational Guidance & Counselling . New Delhi: Dominant Publishers and Distributors.

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Course No. P1EDTE202

Title: Curriculum Development

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: After the completion of the course, the learner will be able to:

1. Understand the concept of curriculum construction.
2. Analyze the process of different curriculum designs.
3. Reflect on the models of curriculum.
4. Experience the process of curriculum evaluation.

COURSE CONTENTS

Unit-I Foundations of Curriculum

Philosophical foundations of curriculum: Idealism, Realism

Philosophy as a curriculum source; Progressivism, Reconstructionism

NCFSE 2023

Unit-II Curriculum Design

Sources of curriculum design

Components of curriculum design

Approaches of curriculum design

Unit-III Curriculum Implementation

Nature of curriculum implementation

Support for curriculum implementation

Models: Overcoming Resistance to change model, Organizational Development Model, Organizational Parts, Units and Loops and Educational Change Model

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Course No. P1EDTE202

Title: Curriculum Development

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV Curriculum Evaluation

Purpose of evaluation, measurement versus evaluation

Formative & summative evaluation

Interpretation of curriculum evaluation, challenges & opportunities

Modes of Transaction: Lecture-cum-discussion method, and seminar

Books Recommended:

1. Aggarwal, J.C. (1990). Curriculum Reforms in India, Doaba house, New Delhi.
2. Bill Boyle and Marie Charles (2016) Curriculum Development- A Guide for Educators. Sage Publications
3. Bruner, J.S. (1977). The Process of Education, Harward University Pres.
4. Dash, B.N. (2007). Curriculum Planning and Development Dominant Publishers and Distributors
5. Dewey, J. (1996). The child and curriculum- The school and the society, Phoenix, USA.
6. Kelly, A.V, (1989). The Curriculum: Theory and Practice: London Paul Chapaman Publishers.
7. McNeil, John, D. (1977). Curriculum A comprehensive introduction, Little Brown and Co. Boston.
8. Panda, S. K. and Panda N. (2020). Curriculum Development: Practices and Perspective, New Delhi, Shipra Publications
9. Sharpes, D.K. (1988). Curriculum Traditions and practices Roueldge London.
10. Singh R (2021). Curriculum, Development and School, Anu Books
11. Malhotra M.M (1985). Curriculum Evaluation and Renewal Manila, CBSE Publication.
12. Warwick, D (1975). Curriculum Structures and Design, University of London.

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Course No. P1EDTE202

Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: After completion of the course, the learner will be able to:

1. Understand importance of yoga and health, and demonstrate selected asanas and pranayamas effectively.
2. Analyze the roles and responsibilities of teachers in promoting yoga and health education and yogic diet
3. Apply knowledge of health and wellbeing to maintain mental health and seek psychotherapeutic support when necessary.
4. Evaluate the functions of national and international agencies in delivering health services and promoting yoga at global and national levels.

Course Contents:

Unit-I: Health and Yoga Education

Historical Development of Yoga Education and Health in India

Approaches to health education and Targets for Yoga Education and Health

Scope, need and importance of Yoga in Education

Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

Demonstration and practice of various Asanas and Pranayamas

Unit-II: Role and Responsibilities of Teacher

Teacher preparation for Yoga Education and Health and Qualities of Yoga Education and Health teacher

Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services

Types of food according to yogic diet

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Course No. P1EDTE202

Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-III: Introduction to Health Education and Wellbeing

Concept, Objectives and Importance of Health Education and Wellbeing

Factors affecting Physical, Mental, Social and Emotional Health and Wellbeing

Concept, Symptoms and Causes of Mental illness

Stress Management: Concept, Manifestations of Stress and Coping Strategies

Psychotherapies: Behavioural Therapy, Client-Centered Therapy and Group Therapy

Unit-IV: International and National Agencies

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives and Functions
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes
- c) Indian Red Cross Society- Concept, aims and objectives
- d) National Rural Health Mission (NRHM)
- e) National Health Policy (NHP)
- f) Multi-Purpose Health Worker (MPHW)
- g) Pradhanmantri Swasthya Suraksha Yojna (PMSSY)

Modes of Transaction: Lecture-cum-discussion method and Seminar

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Title: Yoga and Health Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

Hedge, (1997) How to maintain good health, New Delhi: UBPSD Publishers.

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers.

Kilander, H. F. (1971) School Health Education, New York: MacMillan Company.

Kumar, V., & Singh, A. (2024) Fundamentals of Physical Education, Health and Yoga. New Delhi: Integrated Publications.

Suggested Readings:

Maity, S.K., & Ahammad, G. (2022) Yoga Education: An Introductory Course Book. Harayana: Palmview Publishing.

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hyderabad: Neelkamal Publishers

Web References:

http://en.wikipedia.org/wiki/Health_education

<http://www.mohfw.nic.in/WriteReadData/l892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/l892s/NPHCE.pdf>

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

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Course No. P1EDTC203

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: After the completion of the course, the learner will be able to:

1. Critical analysis the fundamental concept and practices in educational measurement and evaluation and utilizing advanced knowledge to enhance curriculum development and practices.
2. Apply various tools and techniques of measurement and evaluation across the various disciplines, fostering research innovations and research ethics in improving evaluation process.
3. Develop the skills of test construction and standardization, fostering research innovations and ethics in improving evaluation.
4. Analyse the latest trends in educational measurement ensuring objective based evaluation in all aspects of curriculum development, enhancing student outcomes and informed educational practices.

Course Contents:

Unit-I: Educational Measurement and Evaluation

Educational measurement and evaluation: Concept, Scope and Need

Difference between measurement and evaluation

Scales of measurement: Nominal scale, Ordinal scale, Interval scale and Ratio scale

Measurement of achievement, aptitude, intelligence and attitude tests

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Course No. P1EDTC203

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-II: Test Construction

Principles of test construction

Item analysis

Teacher made test and Standardized test

Steps for preparing standardized test

Norm referenced and criterion referenced test (concept and difference)

Unit-III: Characteristics of Good Measuring Tool

Reliability: Concept and types; Test-retest reliability, internal consistency and Parallel form reliability

Validity: Concept and types; Face validity, Content validity, Criterion validity and Construct validity

Usability and Norms

Factors influencing reliability and validity of tool

Characteristics of a good measuring tool

Unit-IV: Parametric Tests & Non Parametric Tests

Normal Probability Curve: Concept, characteristics and applications

Parametric Tests: Concept and types; t-test, ANOVA (One way and Two way)

Non Parametric Tests: Concept and types; Chi-square test, Spearman's correlation coefficient, Sign test and Mann-Whitney U test

Difference between Parametric and Non -Parametric tests

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Course No. P1EDTC203

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

- Aggarwal, Y. P. (2004). Statistical Methods: Concept, Application and Computation. New Delhi: Sterling Publication Pvt. Ltd.
- Bhatnagar, A. B., & Bhatnagar, A. (2011.) Measurement and Evaluation. Meerut: (Tyranny of Testing), R. Lall Book Dept.
- Grondlund, N. E. (1956). Measurement and Evaluation in Teaching. New York: McMillan Publishing Co.
- Thorndike, R. M., & Thorndike-Christ, T. (2015). Measurement and Evaluation in Psychology and Education. Uttar Pradesh: Pearson.

Suggested Books:

- Asthana, B. (2001). Measurement and Evaluation in Psychology and Education. Agra: Vinod Pustak Mandir.
- Koul, L. (2009). Methodology of Educational Research. New Delhi: Vikas Publishing House.
- Mathur, S. S. (2005). Educational Psychology. Agra: Vinod Pustak Mandir.
- Tate, M. W. (1970). Statistics in Education and Psychology. London: Collier-Macmillan Limited.
- Verma, R. (2005). Textbook of Statistics in Psychology and Education. New Delhi: Anmol Publications Pvt. Ltd.

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Course No. P1EDTC204

Title: Value and Life Skill Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Course Outcomes: After the completion of the course, the learner will able to:

1. Develop an understanding of the importance of values and life skills in education and daily life.
2. Foster ethical, moral, and emotional development among students.
3. Enhance skills such as self-awareness, empathy, decision-making, and conflict resolution.
4. Promote value-based education in schools and society.

UNIT I: Foundations of Value Education

Concept and Meaning of Values; Types of Values: Personal, Social, Cultural, Moral, Spiritual; Importance of Value Education in the 21st Century; Role of Teachers and Educational Institutions in Value Formation; Philosophical Foundations: Gandhian, Tagorean, and Vivekananda's Views on Value Education

UNIT II: Approaches and Strategies in Value Education

Value Inculcation through Curricular and Co-curricular Activities; Integration of Values across School Subjects; Role of Stories, Biographies, and Literature in Value Development; Experiential Learning and Service-Learning Approaches; National Policies and Recommendations on Value Education (NPE 1986, NEP 2020)

UNIT III: Life Skills – Concept and Core Areas

Concept and Need of Life Skills Education; WHO's Ten Core Life Skills:-Self-awareness; Empathy; Critical Thinking; Creative Thinking; Decision Making; Problem Solving; Effective Communication; Interpersonal Relationships; Coping with Stress; Coping with Emotions; Life Skills and Emotional Intelligence; Life Skills for Enhancing Mental Health and Well-being

UNIT IV: Application and Pedagogical Approaches

Participatory Methods: Role Plays, Group Work, Brainstorming, Debates; Life Skills through ICT, Media, and Digital Platforms ;Role of Teachers and Counselors in Life Skills Education; Assessment and Evaluation of Values and Life Skills

Case Studies on Value Conflicts and Life Skill Challenges in Educational Contexts

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Course No. P1EDTC204
Credits: 4

Title: Value and Life Skill Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20

Modes of Transaction: Lecture-cum-discussion method and Seminar

Suggested Readings:

Chakrabarti, M. – *Value Education: Changing Perspectives*

Kumar, R. – *Education, Value and Ethics*

Mohanty, J. – *Teaching of Human Rights and Values*

NCERT – *Education for Values in Schools – A Framework*

NEP 2020 – Relevant sections on value education and life skills

UNESCO – *Learning to Be and Life Skills Education for Children and Adolescents*

WHO – *Life Skills Education for Children and Adolescents in Schools*

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Course No. P1EDTC205
Credits: 4

Title: Experiential Learning
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20

Course Objectives :

The Course will realize the following Objectives and will make the students to

1. understand the theoretical foundations and philosophies of experiential education.
2. critically analyze experiential learning models and their relevance in contemporary education.
3. develop skills for designing, implementing, and assessing experiential learning activities.
4. connect experiential education with social, cultural, and community contexts and engage in reflective practice as learners and future educators.

Unit I: Foundations of Experiential Learning

Philosophical roots: Dewey, Rousseau, Gandhi, Tagore, Freire.
Experiential learning as constructivism in action.
Experiential vs. traditional approaches in education.
Role of reflection in learning.

Suggested Activities: Reflective journals, reading seminars on Dewey's Experience and Education.

Unit II: Models and Approaches

Kolb's Experiential Learning Cycle (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation).
Project-Based Learning (PBL), Problem-Based Learning, Inquiry-Based Learning. Outdoor & Adventure Education.
Service Learning & Community-based Learning.

Suggested Activities: Case study analysis, simulation activities, design of a PBL unit.

Unit III: Pedagogical Practices & Implementation

Designing experiential curriculum: principles & frameworks.
Teacher's role as facilitator.
Creating reflective spaces: journals, portfolios, group discussions.
Assessment in experiential learning: rubrics, self/peer assessment, authentic assessment.
Integrating ICT and digital tools for experiential learning.

Suggested Activities: Create lesson plans using Kolb's cycle; micro-teaching with experiential components.

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Course No. P1EDTC205
Credits: 4

Title: Experiential Learning
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20

Unit IV: Contemporary Issues and Research in Experiential Education

Experiential education for inclusive classrooms.

Experiential education in higher education, teacher education, and lifelong learning.

Role in sustainability and environmental education.

Global perspectives and emerging trends (virtual reality, gamified experiences).

Review of current research and case studies.

Suggested Activities: Field visit/Community engagement project with reflective report; review a research article.

Mode of Transaction: Lecture-cum-discussion method and Activity based/ Field Visit

Suggested Readings

1. Beard, C., & Wilson, J. P. (2018). *Experiential Learning: A Practical Guide for Training, Coaching and Education*.
2. Dewey, J. (1938). *Experience and Education*.
3. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.
4. Kraft, R. J., & Sakofs, M. (1995). *The Theory of Experiential Education*.
5. Roberts, J. W. (2012). *Beyond Learning by Doing: Theoretical Currents in Experiential Education*.

Additional References:

6. Freire, P. (1970). *Pedagogy of the Oppressed*
7. Gandhi, M. K. *Basic Education (NaiTalim)*.
8. Tagore, R. *Shantiniketan model writings*.

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Course No. P1EDRC206
Credits: 8

Title: Dissertation
Maximum Marks: 200 (50 Internal + 150 External)

- a) Analysis and Interpretation of Data
- b) Report Writing
- c) Viva Voce

Dissertation and Viva-voce:

The Dissertation is a compulsory component of M.A. (Edu.) programme in 2nd semester. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/ themes in the discipline of Education. The themes are usually related to any of the courses or the key thrust areas of education. The identified themes are then consolidated into research problem and pursued by the students in the semester programme.

Each student will be required to complete work under the guidance of a supervisor for Analysis and interpretation of Data (4 credits) as well as viva Voce of the Dissertation (4 credits) in the second semester. Each student shall have to submit one hard copy and soft copy in the Department. The external examiner shall evaluate the dissertation out of 150 marks (100 marks for Dissertation Report and 50 marks for Viva Voce). He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce.