SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Education: Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E01NCMED01	Introduction to Research in Education	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1 Explain the nature, scope, and philosophical foundations of educational research, including the scientific method, various research paradigms, and associated ethical issues.

CLO2 Differentiate between basic, applied, and action research, and analyze the application of quantitative, qualitative, and mixed-method approaches within educational contexts.

CLO3 Identify, formulate, and justify research problems by selecting relevant variables and constructing research questions and hypotheses.

CLO4 Critically analyze and review related literature by sourcing, organizing, and synthesizing information from various academic databases and publications to inform educational research.

CLO5 Design a research framework by selecting suitable research designs and sampling techniques for educational studies.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Nature, Scope and Paradigms of Educational Research** 1.1. Meaning & characteristics of research and Concept & scope of educational research 1.2. Scientific method (Concept & Characteristics) and research process 1.3. Types of research (Basic research, Applied research, Action research) and Research paradigms (Positivist paradigm, Interpretive paradigm, Critical paradigm) 1.4. Concept and Characteristics of Quantitative, qualitative and mixed-method research and Impediments to Educational Research	Classroom Lectures, Research-Oriented Learning ICT enable learning Group discussion,	CLO1 & CLO2

2	**Identification and Formulation of Research Problem** 2.1 Sources of research problems and Criteria for selecting research problems 2.2 Variables in research 2.3 Hypothesis: meaning, types and formulation and Formulation of research questions 2.4 Delimitations and limitations of research	Classroom Lectures, Collaborative Learning ICT enabled learning	CLO3
3	**Review of Related Literature** 3.1. Meaning and importance of literature review and Theoretical Foundation & Conceptual Framework (Concept & Difference) 3.2. Sources of literature (Books, Journals, Research databases, Theses and dissertations) 3.3. Types of Review of Related Literature (Narrative, Systematic & Meta-analysis) 3.4. Research Gap (Concept & Process of deriving)	Classroom Lectures, Self-Directed Learning ICT enabled learning	CLO4
4	**Research Design and Sampling** 4.1 Concept and importance of research design 4.2 Types of research design 4.3 Population and sample 4.4 Sampling techniques (Probability sampling, Non-probability sampling)	Classroom Lectures, Collaborative Learning,	CLO5

- **Assessment Methodologies**

(A) Internal Assessment (50 Marks)

a. Formative assessment (30 Marks)

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Article or Book Reviews:
  - Seminar
  - Reference Formatting Practice (APA 7th Edition)
  - Group Projects
  - Deconstructing a Research Abstract
  - Poster Presentation
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term tests: 20 marks

(B) External Assessment: Term End Test (50 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	**CLO1 & CLO2**	35	1	**1**	12	14
II	**CLO 3**	30	1	**1**	10	12
III	**CLO 4**	**30**	**1**	**1**	10	12
IV	**CLO 5**	25	**1**	**1**	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	3	-	-	-	-	3	-	-
CLO2	1	-	3	-	-	-	-	-	-	-
CLO3	-	-	3	-	-	-	-	-	-	-
CLO4	-	-	3	-	2	2	-	-	1	-
CLO5	-	-	3	-	3	-	-	3	-	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Research in Education	John W. Best & James V. Kahn	10th / 2006	Pearson Education
2	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research	John W. Creswell	4th / 2012	Pearson
3	Research Methods in Education	Louis Cohen, Lawrence Manion & Keith Morrison	8th / 2017	Routledge
4	Methodology of Educational Research	Lokesh Koul	4th / 2009	Vikas Publishing House
5	Educational Research: Competencies for Analysis and Applications	L.R. Gay, Geoffrey E. Mills & Peter Airasian	11th / 2015	Pearson
6	Foundations of Behavioral Research	Fred N. Kerlinger	3rd / 1986	Holt, Rinehart and Winston
7	Action Research: A Guide for the Teacher Researcher	Geoffrey E. Mills	6th / 2017	Pearson
8	Research Methodology: Methods and Techniques	C.R. Kothari	2nd / 2004	New Age International Publishers
9	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	John W. Creswell & J. David Creswell	5th / 2018	SAGE Publications
10	Publication Manual of the American Psychological Association	American Psychological Association	7th / 2019	American Psychological Association

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	**IGNOU eGyanKosh:** MES-016 Educational Research	https://egyankosh.ac.in/handle/123456789/750
2	**IGNOU PDF Module:** Unit 9 - Introduction to Educational Research	https://egyankosh.ac.in/bitstream/123456789/83267/1/Unit-9.pdf
3	**IGNOU PDF Module:** Unit 1 - Educational Research: Purpose, Nature, and Scope	https://egyankosh.ac.in/bitstream/123456789/42433/1/Unit1.pdf
4	**BAOU Study Material:** Research Methodology	https://baou.edu.in/assets/pdf/RESEARCH%20METHODOLOGY.pdf
5	**BAOU Study Material:** શૈક્ષણિક સંશોધન અને આંકડાશાસ્ત્ર	https://baou.edu.in/assets/pdf/%E0%AA%B8%E0%AA%82%E0%AA%B6%E0%AB%8B%E0%AA%A7%E0%AA%A8%20%E0%AA%85%E0%AA%A8%E0%AB%87%20%E0%AA%86%E0%AA%82%E0%AA%95%E0%AA%A1%E0%AA%BE%E0%AA%B6%E0%AA%BE%E0%AA%B8%E0%AB%8D%E0%AA%A4%E0%AB%8D%E0%AA%B0%20SEEPC-03%20merged.pdf
6	**APA Style Official Resource:**	https://apastyle.apa.org/
7	**Research Methods Knowledge Base:**	https://conjointly.com/kb/

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E01NCMED02	Pre-service & In-service Teacher Education	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Analyze the historical evolution, core concepts, and professional dimensions of teacher education, emphasizing professional ethics, essential teacher competencies, and continuous professional development (CPD).

CLO2: Evaluate the structure and core curriculum components of various pre-service teacher education programs in India, differentiating between foundation courses, pedagogical courses, and practicum.

CLO3: Appraise different pedagogical approaches to teacher education (knowledge-based, competency-based, job-oriented) and justify the integration of ICT and digital technologies in modern teacher preparation.

CLO4: Apply the principles of andragogy and diverse transactional strategies—such as reflective practices, collaborative learning, and inquiry-based learning—to effectively manage and deliver teacher education programs.

CLO5: Design and assess comprehensive school-based practicum experiences, encompassing micro-teaching, lesson planning, and action research, to systematically evaluate student-teacher performance.

CLO6: Critically examine the roles of regulatory agencies (e.g., NCTE, NCERT) and contemporary policy frameworks like NEP 2020 and NCFTE to propose solutions for current challenges and emerging research trends in teacher education.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Concept, Development and Professional Dimensions of Teacher Education** 1.1. Concept, nature, aims and scope of teacher education 1.2. Historical development and status of teacher education in India 1.3. Teaching as a profession: professionalism and professional ethics 1.4. Teacher competencies and characteristics 1.5. Teacher professional development {Continuous Professional Development (CPD)}	Classroom Lecture Seminars Reflective Practices Inquiry based learning	CLO1

2	**Structure and Curriculum of Teacher Education Programmes** 2.1 Structure of pre-service teacher education programmes in India (D.El.Ed., B.Ed., Integrated programmes) 2.2 Components of teacher education curriculum: (Foundation courses, Pedagogical courses, School-based practicum and internship, Special fields and electives) 2.3 Approaches to teacher education (Knowledge-based approach, Competency-based approach, Job-oriented approach) 2.4 Role of ICT and digital technologies in teacher education	Classroom Lecture Seminars Self-Directed Learning – independent exploration	CLO2 CLO3
3	**Organization, Transaction and Evaluation of Teacher Education** 3.1 Student teacher as an adult learner: concept of Andragogy 3.2 Organization and management of teacher education programmes 3.3 Transactional strategies in teacher education: (Lecture-cum-discussion, Collaborative learning, Peer coaching, Reflective practices, Inquiry based learning) 3.4 School-based practicum and internship: (Micro-teaching, Simulated teaching, Practice teaching and lesson planning, Assessment of teaching performance) 3.5 School-based experiences (Observation of school functioning, Co-curricular activities, Action research and community engagement)	Classroom Lecture Seminars Collaborative Learning ICT-Enabled Learning	CLO4 CLO5
4	**Agencies, Policies and Contemporary Issues in Teacher Education** 4.1 National agencies in teacher education: NCTE, NCERT, SCERT, DIET, CTE and IASE 4.2 National Curriculum Framework for Teacher Education (NCFTE) 4.3 Teacher education in the context of NEP 2020 4.4 Policies and programmes influencing teacher education 4.5 Research trends in teacher education 4.6 Contemporary issues and challenges	Classroom Lecture Problem-Based Learning (PBL) ICT-Enabled Learning Self-Directed Learning –	CLO6

- **Assessment Methodologies**
  (A) Internal Assessment (50 Marks)

a. Formative Assessment (30 Marks)

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Group Poster Presentation
  - Seminars
  - Reflective Reports
  - Curriculum Analysis Assignment
  - Policy Review Assignment
  - Poster Presentation
  - Institutional Visit Report
  - SWOC Analysis of Educational Institute
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term test (20 Marks)

(B) External Assessment: Term End Test (50 Marks)
Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	12	14
II	CLO 2, 3	30	1	1	10	12
III	CLO 4, 5	30	1	1	10	12
IV	CLO 6	30	1	1	10	12
		120	04	04	42	50

- Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50
2	End-Semester Examination	Written Exam	50

CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	3	2	–	2	–	–	–	2	1	–
CLO2	2	3	–	2	–	–	–	–	–	–
CLO3	2	3	–	–	–	3	–	–	1	–
CLO4	–	3	–	–	–	–	2	–	2	–
CLO5	–	3	2	–	–	–	2	–	–	–
CLO6	2	–	–	3	–	–	–	2	–	1

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Teacher Education	Somashekar Mohan	2019	PHI Learning Pvt. Ltd.
2	Teacher Education in India	J. S. Rajput & K. Walia	2002	Sterling Publishers
3	Teacher Education in India: Contemporary Problems and Prospects	Sesadeba Pany & S. P. Mohanty	2017	Shipra Publications
4	Teaching and Teacher Education in India: Perspectives, Concerns and Trends	Jasim Ahmad & Aejaz Masih	2023	Routledge
5	Teacher Education Landscapes in India: Governance and Quality Management	Pranati Panda (Ed.)	2024	Routledge
6	Teacher Education: Innovative Pedagogies and Best Practices	Sonam Bansal	2024	Academic Guru Publishing
7	Teacher Education: An Indian Perspective	Gopal Singh	2024	Academic Guru Publishing
8	Teacher Education in India: Trends and Strategies	Sumanta Kumar Panda	2019	Raj Publications
9	Teacher Education in India: Issues and Concerns	Lokanath Mishra (Ed.)	2018	Cambridge Scholars Publishing

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2E01NCMED03	Psychological Foundations of Education: Bharatiya & Western perspectives	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Critically examine the foundations of Bharatiya psychology of education, including *Antahkaran, Panchkosh, Sanskar,* and processes of learning and interpret their implications for holistic learner development.

CLO2: Analyze and evaluate Bharatiya perspectives on personality, health, and well-being along with Western learning theories to understand learner diversity and development.

CLO3: Apply principles of learning theories, motivation, and cognitive processes to design learner-centered and context-responsive teaching–learning practices.

CLO4: Integrate and synthesize Bharatiya psychological constructs with Western theories to address contemporary educational challenges and promote holistic development.

CLO5: Develop reflective, ethical, and self-regulated professional practices by incorporating metacognition, yoga-based learning, and value-based approaches for enhancing well-being and effective teaching.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Dimensions of Bharatiya Psychology of Education and Learning Process** 1.1 Bharatiya psychological foundation of education: Basic nature of human is spiritual, treasure within human, - अंतःकरण चतुष्टय & their functions, facility & hindrance in learning, thinking, feeling, Role of Consciousness, Perception and Illusions (भ्रांति) in the process of learning, 1.2 Development of पंचकोश and level of learning in each of them. 1.3 Deriving concepts of अधिगम, *अध्ययन, अध्यापन & ज्ञान* on the bases of Bharatiya psychological thinking 1.4 *Sanskar Siddhanta: ज्ञानज, भावज and कर्मज संस्कार*	Classroom Lecture Seminars Reflective Practices Experiential Learning Inquiry based learning Self-Directed Learning	CLO1, CLO2, CLO4

2	**Education for Holistic Health & Well-being** 2.1 Concept of स्वास्थ्य and निरामय in Ayurveda and in Allopathic system. 2.2 प्रज्ञापराध: Concept, Diagnosis and Remedies. Understanding पंचक्लेश (according to Yog Darshan) and liberation from them through Pranayam and Vipasyana 2.3 आहार, विहार, विचार, व्यवहार for Healthy living, elimating all psychosomatic ailments. 2.4 Interpretation of the mantra "शरीरंआद्यंखलुधर्मसाधनम्।	Classroom Lecture Seminars Case-Based Learning (CBL) Experiential Learning Learning through Yoga	CLO2, CLO4, CLO5
3	**Western Theories of Learning and Development** 3.1 Constructivist Perspectives: Concept, Characteristics, Characteristics of Constructivist Teacher, Constructivist Learning environment, Lev Vygotsky's social constructivism and Zone of Proximal Development, and scaffolding 3.2 Social Learning Theory: Albert Bandura's observational learning: Concept, modelling, imitation, self-efficacy, Effects of Observational Learning, Observational learning Process and Educational Implications 3.3 Experiential Learning: David A. Kolb's experiential learning cycle (concrete experience, reflective observation, abstract conceptualization, active experimentation); application in classroom and teacher education 3.4 Humanistic Learning: Carl Rogers' learner-centered approach, facilitative teaching and importance of the affective domain in education	Classroom Lecture Seminars) Case-Based Learning (CBL) Collaborative Learning ICT-Enabled Learning	CLO1, CLO2, CLO3, CLO4
4	**Motivation and Higher Cognitive Processes in Learning** 4.1 Learning Curve: Concept, types, and educational implications 4.2 Theories of Motivation: David McClelland's achievement motivation theory; intrinsic and extrinsic motivation; role in classroom learning 4.3 Thinking: Concept and types, Methods of Thinking, Tools of Thinking, Essentials of Effective Thinking 4.4 Metacognition: Concept, components (metacognitive knowledge and regulation), strategies (planning, monitoring, evaluation), and application in teaching–learning	Classroom Lecture Micro-Projects – small research tasks Problem-Based Learning (PBL) ICT-Enabled Learning Reflective Practices Self-Directed Learning –	CLO3, CLO5

- **Assessment Methodologies/Tools**

(A) Internal Assessment (50 Marks)

a. Formative Assessment (30 Marks)

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Thematic seminar presentations to be evaluated through Rubrics
  - Poster presentations to be evaluated through Rubrics
  - Group projects (designing lesson plans integrating Bharatiya psychology and Western learning theories) to be evaluated through Rubrics
  - Review of psychological theories/research papers (e.g., constructivism, achievement motivation, Bharatiya psychological constructs)
  - Reflective journals/metacognitive diaries (self-monitoring of learning and thinking processes)
  - Micro-research tasks (small studies on learner motivation, thinking patterns, or classroom behaviour)
- Assignment: (05 marks)
- Attendance: (05 Marks)

Common Rubric for Seminar/Presentation/Experiential Learning/Other Component (10 Marks)

(Applicable to: Seminar, Poster, Group Project, etc.)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates deep and accurate understanding of psychological concepts (Bharatiya& Western)	Good understanding with minor gaps	Basic understanding	Limited/incorrect understanding	/2
Analytical & Critical Thinking	Strong analysis, comparison, and critical interpretation	Good analysis with some depth	Limited analysis	Descriptive, lacks analysis	/2
Application to Education	Concepts effectively applied to classroom/educational contexts	Some relevant application	Minimal application	No application	/2

Organization & Communication	Well-structured, clear, coherent, and engaging	Generally clear with minor issues	Some lack of clarity/structure	Poorly organized and unclear	/2
Creativity & Reflective Insight	Highly original; strong reflective/metacognitive insight	Some originality and reflection	Limited originality/reflection	No originality or reflection	/2

b. Summative Assessment (Assessment of Learning): Mid-term test: 20 marks

(B) External Assessment: Term End Test (50 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	**Aligned CLOs**	**Total Learning Hours**	**Approximate weightage(Marks) to Learning levels (BT)**			**Total Marks**
			Remember (R)	**Understanding (U)**	**Analyse& above (A)**	
I	CLO1, CLO2, CLO4	30	1	1	10	12
II	CLO2, CLO4, CLO5	28	1	1	11	13
III	CLO1, CLO2, CLO3, CLO4	32	1	1	11	13
IV	CLO3, CLO5	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	**Assessment/Evaluation**	**Component**	**Weightage (%)**
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLOs									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	1	2	2	-	-	2	2	3
CLO2	3	2	1	2	2	-	-	3	2	3
CLO3	2	3	1	2	2	2	2	3	2	3
CLO4	3	3	2	3	2	1	2	3	2	3
CLO5	3	2	2	2	2	2	1	3	3	-

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	भारतीय शिक्षा के मूल तत्त्व	लज्जाराम तोमर	1 st/१९९५	सुरुचि प्रकाशन, नई दिल्ही
2	भारतीय शिक्षा मनोविज्ञान के आधार	लज्जाराम तोमर	१ st	विद्याभारती अखिल भारतीय शिक्षा संस्थान, कुरुक्षेत्र
3	पातंजल योग प्रदीप	श्री स्वामी ओमानन्दतीर्थ		गीता प्रेस गोरखपुर
4	आत्म विज्ञान	श्री योगेश्वरानन्द परमहंस		योग निकेतन ट्रस्ट, ऋषिकेश
5	योग मनोविज्ञान	डॉ। शांति प्रकाश आत्रेय		The International Standard Publications, Varanasi
6	भारतीय मनोविज्ञान	डॉ. सीताराम जायसवाल		आर्य बूक डिपो, नई दिल्ही
7	भारतीय शिक्षा ग्रंथमाला भाग-1,2	इन्दु मति काटदारे	1 st/२०१८	पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद
8	विद्याभारती की अभिनव पंचपदी शिक्षण पद्धति	लज्जाराम तोमर	1 st२००३	विद्याभारती प्रकाशन, कुरुक्षेत्र
9	ભારતીય મનોવિજ્ઞાન	ભાણદેવ	પ્રથમ/૨૦૦૩	અમૃ તપ્રકાશન, રાજકોટ
10	ચરક સંહિતા	આચાર્ય વિદ્યાધર શુક્લ		ચૌખમ્બા પ્રકાશન, વારાણસી

11	સુશ્રુત્સંહિતા	અનંતરાય શર્મા		ચૌખમ્બા પ્રકાશન, વારાણસી
12	Advanced Educational Psychology	S. K. Mangal	Latest Edition	PHI Learning
13	Educational Psychology	Nanubhai Donga	Latest Edition	Popular Prakashan / Regional Publisher
14	Educational Psychology	Anita Woolfolk	14th Ed. / 2016	Pearson
15	Advanced Educational Psychology	S. K. Mangal	Latest Edition	PHI Learning
16	चिति शोध पत्रिका	इन्दु मति काटदरे		पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद
17	શિક્ષણ અને મનોવિજ્ઞાન	સતીશ પ્રકાશ શુક્લા	દ્વિતીય,2022	એસ. એસ. એસ. પ્રકાશન
18	भारतीय शिक्षा मनोविज्ञान	डॉ जगतपालसिंह तोमर		म. प्र. हिन्दी ग्रंथ अकादमी

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Stanford Encyclopedia of Philosophy (learning, cognition, constructivism)	https://plato.stanford.edu/
2	Internet Encyclopedia of Philosophy (educational psychology topics)	https://iep.utm.edu/
3	NPTEL Courses (Educational Psychology, Learning Theories)	https://nptel.ac.in/courses
4	SWAYAM Online Courses (Pedagogy, Learning, Motivation)	https://swayam.gov.in/
5	Simply Psychology (clear explanations of Bandura, Piaget, Vygotsky, etc.)	https://www.simplypsychology.org/
6	OpenLearn (Open University) – Free psychology learning resources	https://www.open.edu/openlearn/

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E01NCMED04	Development of Education in India: Historical, Political and Economic Perspectives	4-0-1	**120**	04

On Completion of this course, students will be able to:

CLO 1: Analyse and appreciate the historical, political and economic ideologies in shaping the Indian education system.

CLO 2: Analyse and evaluate the historical development of education in India—from ancient (Vedic and Buddhist), medieval (Islamic), and pre-independence phases to post-independence reforms & assess their impact on the evolution of the modern education system.

CLO 3: Evaluate the interrelationship between education and politics, including the influence of political ideologies (liberal, conservative, and critical) and approaches such as Behaviourism, system analysis, and rational choice theory, and assess the correlative influence between political systems and educational structures.

CLO 4: Analyse the role of education in economic development by applying concepts such as human capital, human development, and cost of education, and education as an investment, and examine the influence of economic principles on educational development.

CLO 5: Critically evaluate the current trends and emerging issues in education, including privatization, globalization, PPP models, and assess the role of international organizations such as the WTO, the WHO, UNESCO, and UNICEF for improving educational practices.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Development of Education: Historical Perspective** 1.1. Education in Ancient India: Vedic and Buddhist, with reference to Aims, Curriculum, Teaching Pedagogy, Student-Teacher Relationship and Evaluation techniques of Education 1.2. The Introduction of Islamic education system in Medieval India 1.3. Education in Pre-Independence India: Policies and Impact • Macaulay's Minute on Education (1835) • Wood's Dispatch (1854)	Classroom Teaching, Research-Oriented Learning (Literature Review) SDL, ICT enable	CLO 1, CLO 2

	1.4. Development of Modern Education in Post- Independence India & its major recommendations in shaping modern education system • Five-Year Plan • University Education Commission • Kothari Commission • National Policies on Education (1968, 1986,2020)	learning , Group discussion, Document Analysis	
2	**Development of Education: Political Perspective** 2.1 Relationship between Politics and Education o Education for Political Awareness and Political Development 2.2 Influence of politics on education & vice versa 2.3 Perspectives of Politics of Education: Liberal, conservative and Critical 2.4 Approaches to understanding Politics: Behaviourism, Theory of System Analysis and Theory of Rational Choice	Classroom Teaching, Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) , ICT enable learning	CLO 1, CLO 3
3	**Development of Education: Economic Perspective** 3.1 Concept of Economics of Education, Education and Economic Development 3.2 Education as an investment: Human Capital Theory, Education and Human Development, Human Development Index (HDI), Cost of Education 3.3 Cost-Benefit Analysis and Cost-Effective Analysis in Education 3.4 Budgeting and Educational Finance • Concept • Sources of Educational Finance	Classroom Teaching Self-Directed Learning (Guided Readings, Concept Exploration Tasks), ICT enable learning, Document Analysis	CLO 1, CLO 4
4	**Current Trends & Issues in Education** 4.1 PPP (Public-Private Partnership) Model in Indian Education Context: Concept, Need & challenges 4.2 Privatization and Commercialization of Education 4.3 Globalization of Education 4.4 Role of international organizations for improving educational practices: WTO, WHO, UNESCO, and UNICEF	Classroom Teaching Data analysis exercise, Collaborative Learning, ICT enable learning, Document Analysis	CLO 1, CLO 5

- **Assessment Methodologies/Tools**

(A) Internal Assessment (50 Marks)

a. Formative Assessment (30 Marks)

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Prepare an analytical essay (for example; Education system in a historical perspective, focused on the aims of education, curriculum, and pedagogy, and strengths and limitations.)
  - Analyse and present education budget (micro/macro level)
  - Seminar presentation
  - Group Discussion & debate assess through rubrics (for example: debate on 'Educational policy should be driven primarily by political agendas')
  - Writing theme /review paper (For example Critically review National Policy on Education 1986 and National Education Policy 2020 with reference to implementation status and impact on the present education system.)
  - Poster Presentation assess through rubrics (For example: Preparing development of education in India using time line)
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term test: 20 Marks

(B) External Assessment: Term End Test (50 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse& above (A)	
I	CLO1, CLO2	32	1	1	11	13
II	CLO1, CLO3	30	1	1	10	12
III	CLO1, CLO4	30	1	1	10	12
IV	CLO1, CLO5	28	1	1	11	13
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	3	-	-	3	2	-	-	2	2	2
CLO2	3	-	-	3	2	-	-	2	2	2
CLO3	3	2	-	3	2	-	2	2	2	-
CLO4	3	2	2	3	2	-	2	2	2	2
CLO5	3	2	2	3	3	2	2	2	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	History and Political Economy of Education	CASE, MSU Baroda	CASE, MSU Baroda
2	Analysis of Costs of Education in India	Tilak and Jandhyala B G	NIEPA Association, 1985
3	Landmarks in the history of modern Indian education	Aggarwal, j.c	Shipra publication
4	The growth of education and political development I india	Basu, A.	Oxford University

5	History of Education in India	Ghosh, S.C.	Rawat Publications
6	The Political Agenda of Education	Kumar, K. (1991, 2005)	Sage Publication
7	Education and Economic Growth in India	Goel, S. C. (1975)	Mac Millan
8	International Handbook on the Economics of Education	Johnes, G. and Johnes, J. (2004)	Chapters Titles
9	Economics of Indian Education	Singh, B. (1967)	Meenakshi Publication
10	Globalization of Education: an Introduction	Spring, J. (2015)	Routledge
11	The Politics of Education: A critical Introduction	Saltman, K. (2018)	Routledge

- **Online Resources (Open Source)**

Sr. No	Description of Resource(s)	Weblink
1	Implication of WTO on Education in Asia by UNESCO digital library	https://unesdoc.unesco.org/ark:/48223/pf0000146737.locale=en
2	National Education Policy-2020 Official document	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
3	History of education epgpathshala module	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
4	History of education epgpathshala module	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
5	Education & HDI module from epgpathshala	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
6	'Educational finance in India,'' a occasional papers by Jandhyala B G Tilak available on NIEPA website	https://www.niepa.ac.in/download/Publications/NUEPA%20Occasional%20Paper%20No-12-EDUCATIONAL%20FINANCES%20IN%20INDIA.pdf
7	''Analysis of Costs of Education in India'' by Jandhyala B G Tilak available on NIEPA website	https://niepa.ac.in/download/Publications/NUEPA%20Occasional%20Paper%20No-10-Analysis%20of%20Costs%20of%20Education%20in%20India_RS_No%20Acc.pdf
8	Public-Private Partnership in Education	www.thehindu.com/2010/05/25/stories/2010052551031200.htm
9	National PPP Policy 2011- Craft, Ministry of Finance, Govt. Of India	http://www.pppinindia.com/Defining_PPP.php

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2E01NEMED01	Secondary Education in India	4-0-1	**120**	04

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

CLO 1: Analyze the historical development and policy formation of secondary education in India, including major commissions, committees, and national initiatives.
CLO 2: Critically examine the role of educational policies, programmes, and governance structures (such as the RTE Act, RMSA, and Samagra Shiksha) in the development of secondary education.
CLO 3: Examine the concept, aims, structure, and rationale of secondary education in relation to personal growth and national development.
CLO 4: Evaluate the changing pattern of secondary education in India (10+2 and 5+3+3+4) and its implications for higher education and vocational skills.
CLO 5: Apply principles of curriculum development, pedagogy, and assessment in secondary education with reference to NCF-2005, NEP-2020, and NCF-SE (2023).
CLO 6: Demonstrate understanding of school administration, leadership roles, and management practices at the secondary level for effective institutional functioning.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Development of Secondary Education** 1.1. Secondary Education during the British Period 1.2. Post-Independence Development of Secondary Education • Kothari Commission • Secondary Education Commission • Ishwarbhai Committee • Dr Adisheshaiyah Committee 1.3. RTE Act- 2009 and its implications for secondary education 1.4. Rashtriya Madhymik Shiksha Abhiyan (RMSA) and Samagra Shiksha	Classroom Teaching, Report Analysis, Group discussion, ICT-enabled learning	CLO 1, CLO 2,
2	**Concept, Aims and Structure of Secondary Education** 2.1 Meaning, Scope and Objectives of Secondary Education 2.2 Structure of Education in India: 10+2 and 5+3+3+4 (as per NEP-2020) 2.3 Importance of Secondary Education in Individual and National Development 2.4 Preparation for Higher Education and the World of Work	Classroom Teaching, Group discussion, Self-directed learning, Guided Reading	CLO 1, CLO 3, CLO 4

3	**Curriculum, Pedagogy and Assessment** 3.1 Principles of Curriculum Development at the Secondary Stage • NCF-2005 • NCF-SE (2023) 3.2 Teaching- Learning Process in Secondary Education • Types of Adolescent Learners • Pedagogical Approaches in NEP 2020 for Secondary Education 3.3 Vocational Education, Value Education, Life Skills, and NSQF (National Skills Qualifications Framework) in Secondary Education 3.4 Assessment and Evaluation Reforms as per NEP-2020	Classroom Teaching, Document Analysis, Pair Task, Cooperative Learning	CLO 1, CLO 2, CLO 5
4	**Governance and Administration in Secondary Education** 4.1 Administrative Hierarchy: National Level, State Level, District Level, and Institutional Level 4.2 State Boards, CBSE, ICSE and their functions 4.3 Types of Secondary Schools (Government, Grant-In-Aid, Private) and its differences 4.4 School Administration at Secondary Level • Preparation of Time-table and Work-Load • Organization of Co-curricular activities • Staff Management: Recruitment, Supervision and Professional Development • Leadership Role of the Principal	Classroom Teaching, Project Work, Group Discussion	CLO 2, CLO 5, CLO 6

- **Assessment Methodologies**

(A) Internal Assessment (50 Marks)

a. Formative Assessment (30 Marks)

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Write a research article on Quality Concerns of Secondary Education in India.
  - Evaluate and prepare a report on the Kothari Commission Recommendations for secondary education with reference to its implementation in the present education system.
  - Select any one of the following: (RTE Act, RMSA and Samagra Shiksha) and review with reference to the development of secondary education in India.
  - Find five research papers on the comparative study of 10+2+3 and 5+3+3+4 patterns and write an abstract in 250 words.
  - Study NCF-SE (2023) with reference to your main method and prepare a report.
  - Prepare a lesson plan of the main subject based on the pedagogies suggested in the NEP-2020.
  - Seminar Presentation
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term test: 20 Marks
(B) External Assessment: Term End Test (50 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	12	14
II	CLO1, CLO3, CLO4	32	1	1	10	12
III	CLO1, CLO2, CLO5	28	1	1	10	12
IV	CLO2, CLO5, CLO6	30	1	1	12	14
		120	**04**	**04**	**34**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	1	3	2	-	-	2	2	2
CLO2	3	-	2	3	2	-	2	2	2	2
CLO3	3	2	-	2	2	-	-	2	2	2
CLO4	3	2	-	3	2	1	2	2	2	2
CLO5	3	3	2	3	3	2	2	2	2	2
CLO6	2	2	-	3	2	1	3	3	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Secondary Education	Nayak, A. K. & Rao, V. K. (2010)	2010	New Delhi: A.P.H. Publishing.
2	Secondary Education in India: Development, Policies and Perspectives	Biswal, K. (2011)	2011	NUEPA.
3	Universal Secondary Education in India	Reddy, C. S. (2020	2020	Springer
4	Secondary Education in India	Aggarwal, J. C.	2008	Shipra Publication
5	Universal Secondary Education in India- Issues, Challenges and Prospects	Jandhyala B. G.	2020	Springer
6	Secondary Education in India	A. K. Kashyap	2017	D. P. S. Publishing House
7	भारतमें माध्यमिक शिक्षाका विकास	Vijayalakshmi	2019	Agrawal Publication
8	Vision of Secondary Education in India in the context of 21st Century	J. S. Walia	2021	Ahim Paul
9	Secondary Education	Monica Tomar, D. S. Srivastava	2005	Gyan Publishing House

- **Online Resources (Open Source)**

Sr. No	Description of Resource(s)	Weblink
1	Kothari Commission Report	https://ia801307.us.archive.org/16/items/ReportOfTheEducationCommission1964-66D.S.KothariReport/48.Jp-ReportOfTheEducationCommission1964-66d.s.kothari.pdf
2	Secondary Education Report	https://www.educationforallinindia.com/1953%20Secondary_Education_Commission_Report.pdf
3	Ishwarbhai Patel Committee Report	https://eparlib.sansad.in/handle/123456789/2711904
4	Dr Adisheshaiyah Committee Report	https://ia801409.us.archive.org/18/items/in.ernet.dli.2015.18535/2015.18535.Learning-To-Do-Towards-A-Learning-And-Working-Society_text.pdf
5	National Education Policy 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6	National Curriculum Framework 2005	https://educationforallinindia.com/wp-content/uploads/2020/12/National-Curriculum-Framework-2005-NCERT-English.pdf
7	National Curriculum Framework for School Education 2023	https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
8	National Skills Qualifications Framework	https://ncvet.gov.in/national-skills-qualification-framework/nsqf-notification/

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2E01NEMED02	Elementary Education in India	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Describe the constitutional provisions related to elementary education and illustrate the center–state relationship in the administration of education in India

CLO2: Apply the knowledge of policies and schemes to suggest strategies for improving quality, equity, and access in elementary education at the local or institutional level.

CLO3: Compare and evaluate the roles and functions of various educational bodies and governance mechanisms (such as Ministry-level organizations, Panchayati Raj institutions, and urban education committees) in ensuring effective delivery of elementary education.

CLO4: Analyze and evaluate the curriculum, textbook design, pedagogical approaches, and assessment practices in elementary education, and apply the educational philosophies of selected philosophers to enhance effective teaching-learning processes at the elementary level.

CLO5: Critically analyze the concerns and challenges of elementary education, including issues of access, equity, quality, and medium of instruction, and evaluate the effectiveness of policies, schemes, and support systems in improving educational outcomes for diverse and disadvantaged groups.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Introduction to Elementary Education** 1.1 Indigenous system of Elementary Education in India: pre and post-independence and its Objectives 1.2 Constitutional Provisions and centre-state relationship in India. 1.3 Recommendations of various committees and commissions for Elementary Education: Kothari commission, NPE – 1986 and Prof. Yash Pal Committee, "Learning Without Burden" and NCF-2005, NEP-2020 & NCFFS 2022 and NCFSE 2023 1.4 Recent Schemes and Activities of the Govt. of India & Gujarat in the field of Elementary: PM SHRI for model schools, Vidya Pravesh for school preparation, and PM POSHAN for nutrition, ULLAS program promotes lifelong learning, Eco Clubs for environmental awareness, Gyankunj Project	Classroom Lecture (CL) Seminars Collaborative Learning Project Based Learning ICT based Leaning	CLO1 CLO2

2	**Structure and Management of Elementary Education in India** 2.1 Structure of Elementary education in India and Gujarat & System: Pre-primary / Lower primary / upper primary education 2.2 Types of Elementary Schools: • Management: Government, Grant-in-aid, Private • Area: Nagar Prathmik Shikshan Samiti and primary school under panchayat raj: Role and function 2.3 Management in Elementary Education**:** National Level: Ministry of Education, CABE (Central Advisory Board of Education), NCERT, NUEPA, NCTE, CIET 2.4 State Level: Ministry of School Education, Directorate of Primary Education, SCERT – SSA 2.5 District Level: DPEO, Sub-district Level: BRCC/BEO, CRCC	Classroom Lecture (CL) Seminars Simulation and Role-Play	CLO 2 CLO 3
3	**Curriculum and Evaluation in Elementary Education** 3.1 Curriculum of Elementary education: main areas and approaches, 3.2 Textbooks of Elementary school level: principles and presentation of contents and Guidelines to textbook preparation 3.3 Pragna approach at primary level and continues comprehensive Evaluation (CCE) 3.4 Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo and Gijubhai with special reference to their relevance in teaching-learning.	Classroom Lecture (CL) Seminars Experiential Learning by Pragya class visit Mini Research Tasks	CLO 4
4	**Concern and Challenges of Elementary Education** 4.1 Critical appraisal of status of UEE (access, enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population. 4.2 Quality issues at Elementary Stage: teacher competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom-based support and supervision issues 4.3 Monitoring and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels. 4.4 Medium of instruction, Dialect, multilingual approach at elementary level.	Classroom Lecture (CL) Seminars Inquiry-Based Learning Collaborative Learning Problem-Based Learning (PBL)	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5

- **Assessment Methodologies**

(A) Internal Assessment (50 Marks)

a. **Internal Formative assessment (30 Marks)**

- Quiz (10 Marks)
- Seminar/Presentation/Experiential Learning/Other Component (Anyone from the following) (10 marks)
  - Thematic seminar presentations to be evaluated through Rubrics
  - Poster presentations (research-based or conceptual) to be evaluated through Rubrics
  - Group projects (curriculum design based on NCFSE & SCFSE-2023) to be evaluated through Rubrics
  - Field visit reports (schools/institutions practicing alternative education)
  - Review of research papers
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term tests: 20 marks

(B) External Assessment: Term End Test (50 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weight age (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO 1 & 2	30	1	1	12	14
II	CLO 2 & 3	32	1	1	10	12
III	CLO 4	28	1	1	10	12
IV	CLO 1 -5	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Seminar/Presentation/ Experiential Learning/Other Component, Assignments, Attendance, Mid-term Test	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	2	2	2	1	2	3	1	2
CLO2	2	3	2	3	3	2	3	3	2	1
CLO3	2	2	3	3	2	2	3	3	3	2
CLO4	3	3	3	3	3	3	3	3	3	3
CLO5	3	2	3	3	3	2	3	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	NEP-2020	MHRD, Goverment of India	2020	MHRD, Goverment of India
2	NCFFS-2023	NCERT, New Delhi	2023	NCERT
3	NCFSC	NCERT, New Delhi	2022	NCERT
4	રળિયામણું વૃક્ષ અઢારમી સદીમાં ભારતીય શિક્ષણ	ધર્મપાલ	૨૦૦૫	પુનરુત્થાનટ્રસ્ટ, અમદાવાદ
5	Primary and Elementary Education	J. N. Mohanty	2002	Deep & Deep Publications, New Delhi
6	Universalisation Of Elementary Education	V.K. Rao	2007	Indian Publishers' Distributors
7	Educational Planning at gross roots, New Delhi	J.B. Tilak	2008	APH Publishing
8	The Progress of Education in free India.	J.C. Aggarwal	1987	Arya book Depot, New Delhi

9	History and Problems of Indian Education	Dr. S.P. Chaube	2016	Shri Vinod Pustak Mandir
10	કેળવણીના તાત્વિક આધારો	જે. કે. દવે		યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	NEP 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2	NCFFS-2022	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
3	NCFSE-2023	https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
4	continues comprehensive Evaluation (CCE)	https://epathshala.nic.in/watch.php

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2E01NSMED01	Academic Writing & Research Communication	1-1-0	**60**	02

- **Course Learning Outcomes (CLOs)**

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

CLO1: Demonstrate understanding of the principles, structure, and conventions of academic writing, including literature review and scholarly organization.

CLO2: Analyze and synthesize research literature using appropriate search strategies, critical reading, and identification of research gaps.

CLO3: Apply academic writing skills such as paraphrasing, summarizing, and referencing (APA style), and use of digital tools to produce plagiarism-free scholarly work.

CLO4: Communicate research effectively through written, oral, and visual modes including reports, abstracts, presentations, and research posters.

CLO5: Develop reflective and ethical academic practices by adhering to academic integrity, engaging in self-directed learning, and improving writing through feedback.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Foundations of Academic Writing and Review of Research** 1.1. Nature and Structure of Academic Writing: Characteristics of scholarly writing; types of academic texts (research papers, theses, reports); components of research writing (title, abstract, introduction, review, methodology, findings); *practice: Evaluating and drafting titles and abstracts, introduction* 1.2. Review of Research: Meaning, purpose, and types of literature review (narrative, systematic); identifying research gaps; organizing and synthesizing literature; *practice: writing literature review paragraphs and annotated bibliography* 1.3. Sources and Academic Writing Ethics: Use of databases (Google Scholar, ERIC); search strategies (keywords, citation tracking); evaluating credibility of sources; academic language (clarity, coherence, paraphrasing, summarizing); avoiding plagiarism; *practice: paraphrasing exercises and plagiarism checking* 1.4. Referencing and Citation Practices: APA 7 style referencing; in-text citation; preparing reference list; use of	Classroom Lecture (CL) Guided Practice Research-Oriented Learning Collaborative Learning ICT-Enabled Learning Self-Directed Learning	CLO1, CLO2, CLO3, CLO5

	reference management tools (Zotero/Mendeley); *practice: preparing reference lists and citation formatting*		
2	**Research Communication and Scholarly Presentation** 2.1 Concept and Modes of Research Communication: Meaning and importance of research communication; written, oral, and visual modes; audience awareness; *practice: preparing brief research summaries* 2.2 Academic Writing Outputs: Writing research reports, short papers, policy briefs, and conference abstracts; structuring academic arguments; *practice: writing report/policy brief* 2.3 Data Presentation and Academic Presentation Skills: Presentation of data through tables, graphs, and charts; structuring seminar presentations; PPT design; visual communication and oral delivery; *practice: preparing PPT and presenting seminar* 2.4 Publication, Dissemination, and Digital Tools: Basics of academic publishing; selecting journals; ethics in publication; use of ICT tools for writing, *practice: preparing research poster and using digital tools*	Classroom Lecture (CL student presentations (abstract, report, poster) Collaborative Learning ICT-Enabled Learning Reflective Practices	CLO3, CLO4, CLO5

- **Assessment Methodologies/Tools**

(A) Internal Assessment (Assessment for Learning): (25 Marks)

(a) Internal Formative Assessment (15 Marks)
- Quiz (05 Marks)
- Attendance (05 Marks)
- Assessment Tasks (Rubric Based): Seminar/Presentation/Experiential Learning/Other Component (05 Marks) Any one task from below

Task 1: Writing Tasks: Abstract Writing / Literature Review: Rubric Based Assessment **(05 Marks)**

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Clarity & Relevance	Clear, focused, and relevant to topic	Mostly clear with minor gaps	Some lack of clarity	Unclear/irrelevant	/1
Organization & Coherence	Well-structured, logical flow	Generally organized	Some disorganization	Poor structure	/1
Critical Analysis & Synthesis	Strong synthesis of ideas, critical insight	Some analysis present	Mostly descriptive	No analysis	/1
Academic Language & Style	Clear, formal, error-free writing	Minor language errors	Some errors affecting clarity	Poor language usage	/1
Referencing & Originality	Proper citation, plagiarism-free	Minor citation errors	Incomplete referencing	No/incorrect citation	/1

Task 2: Preparation of reference list using APA style, Paraphrasing and summarizing: Rubric Based Assessment of Assignment **(05 Marks)**

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
APA Referencing Accuracy	Fully accurate APA format	Minor errors	Some errors	Incorrect format	/1
Paraphrasing Skill	Clear, original, accurate meaning retained	Mostly accurate	Some distortion of meaning	Copying/poor paraphrasing	/1
Summarizing Ability	Concise, captures key ideas effectively	Mostly accurate summary	Some key ideas missing	Incomplete/irrelevant summary	/1
Clarity & Presentation	Well-organized and clear	Generally clear	Some lack of clarity	Poor presentation	/1
Academic Integrity	Fully original, plagiarism-free	Minor issues	Some similarity issues	High plagiarism	/1

Task 3: Research Paper/ Poster Presentation: Rubric-based Assessment **(05 Marks)**

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Content & Conceptual Understanding	Accurate, relevant, well-developed content	Good understanding	Basic understanding	Limited/incorrect content	/1
Organization & Structure	Logical, well-organized presentation	Mostly organized	Some disorganization	Poor structure	/1
Visual Design / Presentation Quality	Clear, engaging, effective visuals	Good visuals	Basic visuals	Poor/unreadable visuals	/1
Communication Skills	Clear, confident, engaging delivery	Generally clear	Some hesitation	Poor communication	/1
Creativity & Originality	Highly innovative and original	Some originality	Limited originality	No originality	/1

(b) Internal Summative Assessment: Mid-term Test (10 Marks)

(B) External Assessment: Term End Test (25 Marks)

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyse & above (A)	
I	CLO1, CLO2, CLO3, CLO5	30	**01**	**01**	**11**	**13**
II	CLO3, CLO4, CLO5	30	**01**	**01**	**10**	**12**
		60				**25**

- **CLOs – PLOs Matrix**

CLO	PLOs									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	3	2	2	2	2	-	-	2	2	2
CLO2	3	2	3	2	2	-	-	2	2	2
CLO3	2	3	2	1	3	3	2	3	2	2
CLO4	2	3	2	2	3	2	2	2	2	2
CLO5	2	2	2	1	2	2	1	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quizzes, Attendance, Assessment Task, Mid Term Test	50%
2	End-Semester Examination	Written Exam	50%

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Writing Your Journal Article in Twelve Weeks	Wendy Laura Belcher	2nd Ed. / 2019	University of Chicago Press
2	Academic Writing for Graduate Students	John M. Swales & Christine B. Feak	3rd Ed. / 2012	University of Michigan Press

3	The Craft of Research	Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams	4th Ed. / 2016	University of Chicago Press
4	Publication Manual of the American Psychological Association	American Psychological Association	7th Ed. / 2020	APA
5	Doing a Literature Review in Health and Social Care	Helen Aveyard	4th Ed. / 2018	Open University Press
6	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	John W. Creswell & J. David Creswell	5th Ed. / 2018	Sage Publications
7	How to Write a Lot	Paul J. Silvia	2nd Ed. / 2019	American Psychological Association

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Purdue Online Writing Lab (OWL) – Academic writing and APA style guidance	https://owl.purdue.edu/
2	APA Style Official Website – APA 7 guidelines and examples	https://apastyle.apa.org/
3	Google Scholar – Research articles and literature search	https://scholar.google.com/
4	ERIC – Education research database	https://eric.ed.gov/
5	ResearchGate – Access to research papers and academic networking	https://www.researchgate.net/
6	Zotero – Reference management tool (open source)	https://www.zotero.org/
7	Mendeley – Reference management and research organization	https://www.mendeley.com/
8	SWAYAM – Online courses on research and academic writing	https://swayam.gov.in/
9	NPTEL – Courses on research methodology and communication	https://nptel.ac.in/
10	OpenLearn (Open University) – Free courses on academic writing	https://www.open.edu/openlearn/
11	Directory of Open Access Journals (DOAJ) – Open access journals	https://doaj.org/