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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E02NCMED01	Research Methods and Tools in Education	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Compare and contrast major quantitative, qualitative, and developmental research methods, evaluating their applicability to various educational contexts and specific research problems.

CLO2: Design a robust methodological framework by selecting a suitable research design and justifying the use of specific probability or non-probability sampling techniques for a defined population.

CLO3: Evaluate and select appropriate tools and techniques for data collection—such as questionnaires, interviews, inventories, scales, and psychological tests—based on their alignment with specific research objectives.

CLO4: Construct a novel educational research tool by systematically executing the steps of tool development, including item generation, expert review, and pilot testing.

CLO5: Determine and establish the psychometric properties of a research tool by applying appropriate methods to calculate its validity and reliability.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Major Research Methods in Education - 1** 1.1. Types of Research Methods (Historical, Descriptive & Experimental) 1.2. Historical research: meaning, steps and sources 1.3. Descriptive research: survey, correlational studies & developmental methods (Cross sectional & longitudinal) 1.4. Experimental research: pre, quasi and true experimental designs	Classroom Lectures Project based Learning	CLO1
2	**Major Research Methods in Education - 2** 2.1 Case study 2.2 Ethnography 2.3 Phenomenological research 2.4 Narrative Research 2.5 Grounded Theory	Classroom Lectures Problem-Based Learning (PBL)	CLO1 CLO2

3	**Tools and Techniques of Data Collection** 3.1 Questionnaire 3.2 Interview 3.3 Inventories: Personality and Interest Inventories 3.4 Scale: Attitude and Rating Scale (Concept & Type of Thurston and Likert Scales) 3.5 Observation and Participant Observation 3.6 Psychological and Achievement tests 3.7 Checklist	Classroom Lectures ICT based Teaching	CLO3
4	**Development and Standardization of Research Tools** 4.1 Steps in tool construction 4.2 Validity and reliability of tools (Concept and Types) 4.3 Pilot testing 4.4 Administration of research tools 4.5 Ethical issues in data collection	Classroom Lectures Project-Based Learning Tool Construction Workshops	CLO4 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)
  - Research Article Review
  - Book Review
  - Presentations:
  - Seminars:
  - Tool Construction Assignment
  - Validity and Reliability Report
  - Poster Presentation
  - Psychological Testing Journal
- 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**	**35**	**1**	**1**	**12**	**14**
II	**CLO 1 & 2**	**30**	**1**	**1**	**10**	**12**
III	**CLO 3**	**30**	**1**	**1**	**10**	**12**
IV	**CLO 4 & 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

(B) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**
CLO1	1	-	3	-	-	-	-	-	-	-
CLO2	-	-	3	-	-	-	-	-	-	-
CLO3	-	-	3	-	-	-	-	-	-	-
CLO4	-	-	3	-	-	-	-	-	1	-
CLO5	-	-	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	**e-PG Pathshala PDF:** Qualitative and Quantitative Research Methods	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000031PY/P000687/M006448/LM/1475571753PSY_P16_M11_know_more.pdf
2	**IGNOU eGyanKosh PDF (Unit 15):** Research Design	https://egyankosh.ac.in/bitstream/123456789/11239/1/Unit-15.pdf
3	**IGNOU eGyanKosh PDF (Unit 13):** Tools of Data Collection	https://egyankosh.ac.in/bitstream/123456789/90479/1/Block-2.pdf
4	**e-PG Pathshala PDF:** Basics of Research Methodology	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000021LI/P000208/M004616/ET/1483093049P10_M18.pdf
5	**BAOU Study Material (Gujarati):** MLIE-102 સંશોધન પદ્ધતિઓ	https://baou.edu.in/assets/pdf/MLIE-02_slm.pdf

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2E02NCMED02	Philosophical Foundations of Education: Bharatiya and Western Perspectives	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Critically analyze the metaphysical, epistemological, and axiological foundations of Bharatiya Shiksha and interpret their educational implications for holistic development.

CLO2: Examine and evaluate the contributions of Bharatiya philosophical traditions in shaping self-development, value systems, and educational practices, and apply these principles in lesson planning and classroom contexts.

CLO3: Analyze and apply the principles of Yogic philosophies and philosophical attitudes such as *Nishkam Karma* and *Shatsampatti* to design learner-centered, value-based, and experiential teaching–learning practices.

CLO4: Analyze, compare, and synthesize Western philosophical perspectives with Bharatiya thought to derive educational implications related to aims, curriculum, pedagogy, discipline, and learner development.

CLO5: Construct reflective, ethical, and contextually relevant educational perspectives by integrating the ideas of modern Bharatiya thinkers with Bharatiya Knowledge Systems.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Foundations of Bharatiya Shiksha** 1.1. Bharatiya Metaphysics and Axiology (Based on Veds and Upnishads) and their implications on Education 1.2. Detailed study of Bharatiya Epistemology: Nature of knowledge: परा-अपरा विद्या (पारमार्थिक - व्यावहारिक), भावज्ञान & अपरोक्षानुभूति, Processes for creating, Conserving and Disseminating knowledge (IKS) 1.3. Philosophical foundation of Bharatiya Education: एकात्मता, Unity (Oneness) of Life, Goal of Life, holistic view of life, Co-existence, no struggle. 1.4. Identity markers of भारतीयता (Indianness); Profile of a स्थितप्रज्ञ (based on Geeta, canto II), Bharatiya Value System according to Yog Darshan of Patanjali)	Classroom Lecture (CL), Seminars Inquiry-Based Learning Research-Oriented Learning	CLO 1, CLO 2, CLO 4, CLO 5

2	**Bharatiya Philosophical thinking and its contribution to various aspects of Education** 2.1 Basic tanets of Shankar Vedant and Sankhya Darshan: Their implications / or deriving educational systems 2.2 Buddhism: Major ideas: Theory of causation (प्रतीत्यसमुत्पाद), Four potentials: मैत्री, करुणा, मुदिता and उपेक्षा in Buddhism and Yog Darshan, Ashtangyog 2.3 Meaning & Principle of self-Development: Gyanyoga & Karmayoga: meaning, Ways and means of acquiring knowledge: shatsampati & Nishkam Karma 2.4 Integration of Bharatiya Educational thinking in Lesson planning & practice teaching	Classroom Lecture (CL), Seminars Collaborative Learning (Peer Discussion) Experiential Learning (Practice-based Tasks)	CLO 3, CLO 5
3	**Western Philosophical Perspectives in Education** 3.1 Idealism: Metaphysics, Epistemology, and Axiology; educational implications with reference to aims of education, role of teacher and student, discipline, curriculum, and methods of teaching. 3.2 Naturalism: Metaphysics, Epistemology, and Axiology; educational implications with reference to aims of education, role of teacher and student, discipline, curriculum, and methods of teaching. 3.3 Pragmatism: Metaphysics, Epistemology, and Axiology; educational implications with reference to aims of education, role of teacher and student, discipline, curriculum, and methods of teaching. 3.4 Existentialism: Metaphysics, Epistemology, and Axiology; educational implications with reference to aims of education, role of teacher and student, discipline, curriculum, and methods of teaching	Classroom Lecture (CL), Seminars Collaborative Learning (Peer Discussion) ICT-Enabled Learning (Digital Resources) Self-Directed Learning (Guided Readings)	CLO 1, CLO 4
4	**Modern Bharatiya Thinkers and their Educational Ideas** 4.1 J. Krishnamurti: Basic Philosophical Concepts, Concept of Education, Objectives of Education, Teacher, Student, Curriculum 4.2 Pandit Deendayal Upadhyaya: Concept of Ekatma Manav-vad, Educational Thinking, 4.3 Sri Aurobindo: Aurobindo's Philosophy of Life, Aurobindo's Educational Philosophy,: Concept of Education,, Objectives of Education, Curriculum, Methods of Teaching, Role of teacher, Student, 4.4 Dr. Sarvapalli Radhakrishnan: Basic Principles of his Educational Philosophy, Concept of Education, Objectives of Education, Teacher, Student, Curriculum, Teaching Methods	Classroom Lecture (CL), Seminars, Collaborative Learning (Peer Discussion) ICT-Enabled Learning (Digital Resources), Field Visit	CLO 2, CLO 4, 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)
    - 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 philosophy) to be evaluated through Rubrics
    - Field visit reports (schools/institutions practicing alternative education)
    - Review of philosophical texts or research papers
  - Assignment: (05 marks)
  - Attendance: (05 Marks)

Common Rubric for Seminar/Presentation/Experiential Learning (10 Marks)
(Applicable to: Seminar, Poster, Group Project, etc.)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	/2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	'
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to educational context	/2
Organization & Communication	Highly organized, logical, and	Generally well-	Some disorganization;	Poor organization;	/2

	coherent; ideas are clearly articulated with appropriate academic language and flow	organized with minor issues in clarity or flow	ideas lack clarity and coherence	unclear and difficult to follow	
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	/2

b. Summative Assessment: 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)	Application/ Analyse & above (A)	
I	CLO 1, CLO 2, CLO 4, CLO 5	**32**	1	1	11	13
II	CLO 3, CLO 5	**28**	1	1	10	12
III	CLO 1, CLO 4	**32**	1	1	11	13
IV	CLO 2, CLO 4, CLO 5	**28**	1	1	10	12
		120	**04**	**04**	**42**	**50**

(C) 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	1	3	2	-	-	2	2	2
CLO2	3	2	1	3	2	-	1	3	2	3
CLO3	2	3	1	2	1	-	2	3	2	3
CLO4	3	3	2	3	2	1	2	3	2	3
CLO5	3	2	3	2	3	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	-

- **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	योग मनोविज्ञान	डॉ। शांति प्रकाश आत्रेय	-	The International Standard Publications, Varanasi
5	भारतीय शिक्षा ग्रंथमाला भाग-1**,**2	इन्दु मति काटदारे	1 st/२०१८	पुनरुत्थान प्रकाशन सेवा ट्रस्ट**,** अहमदाबाद
6	Synthesis of Yoga	Shri Arvind	1948	Auro e book
7	Gyanyog	Swami Vivekanand	-	Ramkrishn Ashram
8	Karm Yog	Swami Vivekanand	-	Ramkrishn Ashram
9	Raj Yog	Swami Vivekanand	-	Ramkrishn Ashram
10	Perennial Psychology of Bhagvadgeeta	Swami Ram	2008	Himalayan Institute Press
11	Yoga and Psychotherapy	Swami Ram	1976	Himalayan Institute
12	Taittiriya Upanishad main text and bhashyas	Adi Shankaracharya,	-	गीता प्रेस गोरखपुर

13	Taittiriya Upanishad main text and bhashyas	Shrimad Ramanujacharya	-	गीता प्रेस गोरखपुर
14	કેળવણીના તાત્ત્વિક આધારો	શાસ્ત્રી જયેન્દ્ર દવે	ચતુર્થ, 2013	યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
15	ષડ્ દર્શન	જયંત પ્રે. ઠાકર	પ્રથમ, 2001	સ. પ. યુનિ. વલ્લભ વિદ્યાનગર
16	ગીતા દર્શન	રાધાકૃષ્ણ, અનુ. ચંદ્ર શંકર શુક્લ	-	
17	શૈક્ષણિક તત્વજ્ઞાન	હરિ પ્રસાદ જોશી	પ્રથમ, 2000	હરિપ્રસાદજોશી
18	भारतीय दर्शन	डॉ। महेन्द्र कुमार मिश्रा	प्रथम, 2017	अर्जुन पब्लिशिंग हाउस, नई दिल्ही
19	शिक्षा दर्शन	एम. के. मिश्रा, वी. पी. शर्मा	प्रथम, 2015	अर्जुन पब्लिशिंग हाउस, नई दिल्ही
20	सर्व दर्शन संग्रह	प्रो। उमाशंकर शर्मा	द्वितीय, 2004	चौखम्बा विदयाभवन, वाराणसी
21	Educational Philosophy of Sarvapalli Radhakrishnan	R.S. Pandey & Uma Rani Sharma	1 st, 1990	The Associated Publiushers
22	Modern Philosophies of Education	John S. Brubacher	5th Ed. / 1969	McGraw-Hill
23	Philosophical Foundations of Education	Howard A. Ozmon& Samuel M. Craver	9th Ed. / 2013	Pearson
24	An Introduction to Philosophy of Education	R. S. Peters	1973	Oxford University Press
25	Philosophies of Education in Cultural Perspective	Theodore Brameld	1955	Holt, Rinehart & Winston, London
26	Education and the Significance of Life	Jiddu Krishnamurti	1953	Harper & Row
27	Integral Humanism	Deendayal Upadhyaya	1965	Suruchi Prakashan
28	The Human Cycle & The Ideal of Human Unity	Sri Aurobindo	1997 (Reprint)	Sri Aurobindo Ashram
29	भारतीयताकीपहचान- Identity of Indianness	Vidya Nivas Mishra	1 st	Vani Prakashan
30	The Essentials of Indian Philosophy.	Hiriyanna, M.	1 st, 1995	Delhi: Motilal Banarsidass,

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Stanford Encyclopedia of Philosophy – Comprehensive articles on Idealism, Pragmatism, Existentialism, and other Western philosophies	https://plato.stanford.edu/
2	Internet Encyclopedia of Philosophy – Easy-to-understand resources on major Western philosophical schools and thinkers	https://iep.utm.edu/
3	Sri Aurobindo Ashram – Official repository of Sri Aurobindo's works and educational philosophy	https://www.sriaurobindoashram.org/sriaurobindo/writings.php
4	Krishnamurti Foundation India – Lectures, writings, and educational philosophy of J. Krishnamurti	https://www.jkrishnamurti.org/

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E02NCMED03	Sociological Foundation of Education	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Critically examine nature and scope of sociology of education and evaluate the interrelationship between sociology and education.

CLO2: Analyze the nature of Indian society and examine the role of education within its social structure with respect to its relationship with culture, democracy, and social stratification.

CLO3: Examine the changing social scenario and its impact on education in contemporary society through inquire and reflective practices.

CLO4: Critically evaluate the role of education in advancing human rights, fostering peace, and promoting equity and equality in society, while upholding cultural diversity and democratic values for sustainable social development.

CLO5: Examine the philosophies of social thinkers & reformist and apply them to contemporary educational practices and policies.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Education & Sociology:** 1.1. Concept of sociology of education and educational sociology, Nature and Scope of Sociology of Education Interrelationship between sociology and education 1.2. Education as a social sub-system: Relationship between education and other sub-systems 1.3. Education as Process of socialization: Meaning of socialization, Role of teacher & School for socialization of child 1.4. Sociological functions of education	Classroom Lecture, Seminar, CBL Collaborative Learning, SDL, ICT enable learning (LMS Based, blended learning, Role Play	CLO1
2	**Education in Social context** 2.1 Nature of Indian Society and Education	Classroom Lecture (CL),	CLO2 &

	2.2 Education & Culture**:** Characteristics of culture, concept of Enculturation and Acculturation, Types of culture, • Relationship between culture and education • Function of education with reference to culture 2.3 Democracy and Education: Meaning of Democracy, aims of education in democracy, Role of school and teacher to promote democratic values among students. 2.4 Meaning & Characteristics of social stratification, Education & Social Stratification 2.5 Education for national integration	, Seminar, Case Based learning (CBL) collaborative Learning, SDL, ICT enable learning, Role play,	CLO4
3	**Education in changing social scenario** 3.1 Social Change & Education: Meaning of Social change, Factors affecting social change, Role of education as an agent of social change, Effect of social change on education 3.2 Concept of modernization & Social mobility: Role of Education in Modernization 3.3 Human Rights Education: Concept, Goals & Need 3.4 Peace Education: Meaning, Aims & objectives,	Classroom Lecture (CL), , Seminar, Case Based learning (CBL) collaborative Learning, SDL, ICT enable learning,	CLO3 & CLO4
4	**Social Thinkers, Reformist & Education** 4.1 Dr Babashaheb Ambedker: Life of Dr Babasaheb Ambedker, Contribution to Indian society, His Philosophy as social reformist and its implication on education, Contribution of Dr Babasaheb Ambedker in Education 4.2 Savitribai Phule: Brief Biography, her thoughts on education, Savitribai Phule's contribution in Indian education as social reformist, Savitribai Phule's contribution for promoting women education 4.3 Pandurang Anthavle: Life of Anthavle, His philosophy as social reformist, Its' implications on education 4.4 Rabindranath Tagor: His philosophy and its educational implications 4.5 Nel Nodding: Brief Biography, Her Philosophy and Education with respect to care and moral education 4.6 Paulo Freire: Briel Biography, His View on Pedagogy & its educational implications	Classroom Lecture (CL), , Seminar, Collaborative Learning, SDL, ICT enable learning, Role play, Reflective practice	CLO 4 & CLO5

- **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 Presentation assess through rubrics
  - Submission of report based on survey assess through rubrics
  - Writing theme paper/review paper assess through rubrics
  - Group discussion based on scenario-based case study
  - Mini Group project
  - Poster presentation (Research based or conceptual) assess through rubrics
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Internal Summative Assessment 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	11	13
II	CLO2 & CLO 4	30	1	1	10	12
III	CLO 3 & CLO 4	30	1	1	11	13
IV	CLO 4 & CLO 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**	**1**	**1**	**1**	**-**	**1**	**-**	**1**	**1**	**2**
CLO2	**2**	**1**	**-**	**1**	**-**	**1**	**1**	**2**	**1**	**2**
CLO3	**2**	**1**	**1**	**2**	**1**	**1**	**-**	**1**	**3**	**2**
CLO4	**1**	**1**	**-**	**1**				**3**	**1**	**3**
CLO5	**3**	**1**	**-**	**1**	**-**	**1**	**1**	**2**	**2**	**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	Introduction to Sociology	Anjana Chaudhary	2018	Wisdom Press, New Delhi
2	Sociological Foundations to education	Yogeshkumar Singh	1015	A P H Publishing Corporation, New Delhi
3	Sociological Foundations to education	Vijendra Sharma	2011	Lakshay Publication, New Delhi
4	Sociology of Education	B V Shah & K B Shah	2021	Rawat Publication
5	Philosophical and sociological Bases of Education	S Samuel Ravi	2015	PHI Learning Private Limited, New Delhi
6	Philosophical and sociological perspectives of Education	J C Agrawal	2012	Shipra Publication
7	The Sociology of Education: A Systematic Analysis	Ballentine, Jeanne H., Hammack, Floyd M.	2012	Pearson, Boston.
8	Educational Sociology	Bhat M.S.	2013	APH Publications, New Delhi
9	A Sociological Approach to Indian Education	S. S. Mathur	2008	Vinod Pustak Mandir, Agra.
10	Sociology of Education	Chanda, S. S. & Sharma R. K	2002	Atlantic Publishers, new Delhi

11	The human rights education handbook:Effective practices for learning, Action & Change	NANCY FLOWERS ,Marcia Bernbaum, Kristi Rudelius-Palmer, and Joel Tolman	2000	Human Rights Resource Center University of Minnesota
12	કેળવણીના સામાજિક પાયા	હરિપ્રસાદ જોષી	2006	સૌરાષ્ટ્ર યુનિવર્સીટી યુ જી.સી અન-એઆઈન પ્રકાશન

- **Online Resources (Open Source)**

Sr. No.	**Description of Resource(s)**	**Weblink**
1	Position paper, on National Focus Group on "Education for peace", NCERT, New Delhi	https://ncert.nic.in/depfe/pdf/education_for_peace.pdf
2	Books on Education for Sustainable Development: A roadmap, on UNESCO Digital Library	https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en
3	OER for the concept and agent of socialisation	https://oercommons.org/courseware/lesson/11774/overview
4	Reading material on Paulo Freire by epgpathshala module	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
5	Module of epg pathashala on Savitribai Phule	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M015924/ET/146475552224ET.pdf
6.	Epgpathshala material on human right	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
7.	Epgpathshal module on Dr Babashaheb Ambedkar & Education	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==
8.	Epgpathshal module on Education & Society	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw==

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSI (Work Experience Course)	P2E02NCMED04	Internship in School	0-4-0	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Critically analyses the teaching, learning and various administrative processes of the school through observation and participation.

CLO2: Apply acquired theoretical knowledge effectively in teaching, learning, evaluation and administrative activities within the school context.

CLO3: Demonstrate teaching, administrative, and leadership functions by critically understanding the roles performed by school principals and teachers through observation and interviews.

CLO4: Examine school profile, pedagogical practices, issues, challenges, and leadership concerns through interviews and classroom observations.

CLO5: Evaluate school functioning through SWOT analysis and formulate an effective School Development Plan (SDP) to enhance institutional performance and development.

CLO6: Critically reflect on teaching experiences and professional development, and develop a comprehensive portfolio demonstrating learning, self-improvement, and field-based engagement.

Description of course:

The course "Internship in School" is an essential component of the Master of Education (M.Ed.) program, designed to provide future teacher educators with authentic field-based experiences. During this internship, student teachers are placed in schools at either the elementary or secondary level, depending on their area of specialization. The primary objective of this course is to bridge the gap between theoretical knowledge and practical application. Student teachers actively engaged in the day-to-day functioning of the school are expected to carry out a variety of academic and administrative tasks as prescribed in the curriculum. These tasks may include classroom observation, lesson planning, teaching practice, student assessment, participation in co-curricular activities, and involvement in school management processes. Each student teacher is guided by a designated mentor teacher (supervisor) from the respective institution who provides continuous support, feedback, and professional guidance throughout the internship period. The duration of the internship program will be 15 days.

Course Content
During the internship program, student teachers are required to engage in the following activities: 1. Orientation to school internship (2 days) 2. Visit to special school & preparing the report (1 day) 3. Study the administration process: Admission, organisation of examination, understanding of the timetable and workload, work distribution 4. Delivering a motivational speech 5. Preparing the report on the school profile, including the history of the school, resources of the school (physical as well as human) 6. Study the adolescent/disciplinary problems in school & strategies used by teachers to deal with them. 7. Preparing the rubric-based assessment tool to assess any competencies of the student. 8. Delivering two innovative lessons (art integrated, sports integrated, constructivist, experiential learning-based, ICT-enabled pedagogy, advanced pedagogy, etc) 9. Conducting an interview with the school principal to understand the administrative and leadership role & identify the leadership challenges 10. Conducting an interview with a school teacher to understand teachers' role as leaders, professional development and challenges 11. Reflective report on self-improvement 12. Conducting swot analysis for the school & developing a school development plan (SDP) 13. Study the PTM/SMC mechanism of the school 14. Study the pedagogical practices of the school

- **Assessment Methodologies**

(A) Internal Assessment (50 Marks)

Sr. No.	Exam Pattern	Weightage of marks
1	Internship Portfolio Evaluation	40
2	Participation in Discussion/ Presentation/ VIVA/ Other Components	05
3	Attendance	05
4	**Total**	**50**

(B) External Assessment (50 Marks)

Sr. No.	Exam Pattern	Weightage of marks
1	Internship Portfolio Evaluation	40
2	Participation in Discussion/ Presentation/ VIVA/ Other Components	10
3	**Total**	**50**

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	1	3	--	-	1	-	3	1
CLO2	3	3	-	-	-	3	3	2	1	3
CLO3	2	2	2	1	-	2	3	1	1	1
CLO4	-	1	1	3	-	-	1	-	2	-
CLO5	1	1	1	3	-	2	2	1	2	1
CLO 6	1	1	1	1	3	2	1	1	3	-

Values to the **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	-

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2E02NEMED01	Educational Planning and Leadership	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Apply the principles of educational planning within educational context to improve the effectiveness of teaching learning process

CLO2: Analyse different levels and approaches of educational planning in school context to improve educational practices

CLO3: Critically analyze the significance of institutional planning, and design comprehensive school plans by integrating appropriate implementation strategies.

CLO4: Demonstrate effective leadership practices to enhance the teaching–learning process within the school by examine the school leadership role & functions.

CLO5: Analyse different leadership styles, behaviors, theories, and Models and apply appropriate leadership approaches in educational contexts.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Introduction to Educational Planning** 1.1. Concept of educational planning: Salient features, of educational planning, Need & importance of educational planning 1.2. Principles of planning & Problems of planning 1.3. Level of planning: Mirco & Macro 1.4. Approaches to educational planning: Social-demand approach, Cost- Benefit/Rate Returns approach, Manpower Requirement or forecasting approach, Synthetic (Eclectic) Approach	Classroom Lecture (CL), Seminar, Case-Based Learning (CBL), Institutional visit, collaborative Learning, Self-Directed Learning (SDL), , ICT enabled learning (LMS Based, blended learning)	CLO1 & CLO2

2	**Institutional Planning** 2.1 Concept of institutional planning: Nature and characteristics of an Institutional planning, Scope of Institutional planning, Need & importance of IP 2.2 Steps of Institutional planning 2.3 Implementation Strategy for Institutional Planning, Role of administrator, principal and teachers in Institutional Planning 2.4 Concept of School Plan & Development of school plan, Importance	Classroom Lecture (CL) , Seminar, Case-Based Learning (CBL), Institutional visit, collaborative Learning, SDL, ICT enabled learning	CLO3
3	**Introduction to Educational Leadership** 3.1 Concept of leadership, Concept of educational leadership, Goal & objectives of educational Leadership, challenges of educational leader 3.2 Approaches to leadership: Trait Approach, situational approach, functional approach 3.3 Role & Functions of school teacher as leaders 3.4 Functions of school principal as leader	Classroom Lecture (CL), Seminar, Case-Based Learning (CBL) ,Collaborative Learning, Self-Directed Learning (SDL), , ICT enabled learning, Role play, Experiential learning Research-Oriented Learning, Institutional visit	CLO4 & CLO5
4	**Leadership Style & Models** 4.1 Leadership behaviour 4.2 Theories of leadership: Trait theory, Situational theory, transactional theory, transformational theory, 4.3 Style of leadership: Autocratic, democratic, laissez faire, Transformational Leadership in Educational Management 4.4 Models of Leadership & its application in Education 4.5 (Blacke & Mouton's Managerial Grid model, Fiedler's Contingency model, Tri-dimensional model, Hersey & Blanchand's model)	Classroom Lecture (CL), Seminar, Case-Based Learning (CBL), Collaborative Learning, Self-Directed Learning (SDL), ICT enabled learning, Role play, Experiential learning, Institutional visit, Research-Oriented Learning	CLO4 & CLO5

- **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)
  - Seminar (Rubric based Assessment)
  - Submission of report based on survey (for e.g. "Teacher Perception of School Leadership.")
  - Writing theme paper (for e.g. Challenges in Educational Planning in Developing Countries)
  - Group discussion based on scenario-based case study
  - Developing school development plan
  - Mini Group Project
  - Poster Presentation (for e.g. Role and function of school principal as leader)
  - Roll Pay
- Assignment: (05 marks)
- Attendance: (05 Marks)

b. Internal Summative Assessment: 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	30	1	1	11	13
II	CLO 3	32	1	1	10	12
III	CLO 4 & CLO5	30	1	1	10	12
IV	CLO 4 & CLO5	30	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	2	1	-	1	-	-	3	1	1	1
CLO2	-	-	-	2	-	-	3	-	1	1
CLO3	1	-	-	1	-	-	3	1	2	1
CLO4	-	1	-	2	-	1	3	-	-	-
CLO5	-	1	-	1	-	-	3	1	1	2

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	Educational leadership and social change	Talvi Marja & Digumarti Rao	1996	Discoversy publication house, new Delhi
2	Educational leadership: Ambiguity, professionals and Managerialism	Eric Hoyle & Mike Wallace	-	Sage Publication
3	School Leadership	Louis J Rubin	-	Rand Mcnally & Company
4	Education in India :Problems & Perspectives	M..Das	2004	Atlantic Publishers
5	Educational Leadership: An Interdisciplinary Perspectives	Robert L Granger	-	Intext Educational Publishers
6	Educational Administration, Planning, Supervision & Financing	Khanna S. D	2000	Doaba Hous, Book seller & Publishers, Delhi
7	Handbook of Leadership: A Survey of the Literature	Stogdill R M	1974`	New York Free Press
8	Understanding Educational Leadership: People, Power and Culture	Hugh Busher	-	Open university Press

9	Encyclopedia of Educational Leadership and Administration	Fenwick W. English	2006	SAGE Publication
10	Educational Planning: An Introduction	S.K.Chalam	1985	Vishalandhara Publishing House
11	Educational planning	Shree Prash	2024	Gyan Publishing House.
12	Educational Administration, School Organization and	J C Agrawal	1967	Acharya Book, New Delhi
13	Educational Administration: Emerging Trends, Kanishka Publishers,	Bhatnagar and Aggarwal	1986	Kanishka Publishers, New Delhi.
15	Administration of Educational Planning and Finance	S.N Mukherji.	1970	Acharya Book, New Delhi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	PDF of book on Educational Planning and Management	https://www.kssjaincollegeofedu.in/wp-content/uploads/2023/10/Course112-2nd-Half-Chapter-5-Eng-Version.pdf
2	PDF of Discussion paper presented by J.P Naik on institutional Planning	https://archive.org/details/InstitutionalPlanning-J.P.Naik-1969/page/n1/mode/2up
3	Epgpathshala video link for theories of leadership	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=zyPAGF9U30iLDU59H3prTg==
4	E- resources for reading of educational planning by UNESCO	https://unesdoc.unesco.org/ark:/48223/pf0000076370.locale=en
5	E- resources for reading of educational planning by UNESCO	https://unesdoc.unesco.org/ark:/48223/pf0000396617.locale=en
6.	E-resources for reading politics in educational planning by UNESCO digital library	https://unesdoc.unesco.org/ark:/48223/pf0000075037.locale=en

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2E02NEMED02	Contemporary Educational Policies and Framework	4-0-1	120	04

- **Course Learning Outcomes (CLOs)**

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

CLO1: Explain and analyze the concept, determinants, and processes of educational policy formulation at national and international levels.

CLO2: Critically examine major educational policies and frameworks in India, including NPE (1968, 1986/92), NEP 2020, and curriculum frameworks, and interpret their implications for education.

CLO3: Evaluate educational acts and school-level initiatives (RTE, SSA, RMSA, Samagra Shiksha, NIPUN Bharat) in terms of access, equity, and quality in education.

CLO4: Analyze and interpret emerging frameworks (NHEQF, NCRF, ICT policy) and global agendas (SDG 4, EFA) in shaping contemporary educational practices.

CLO5: Develop informed perspectives on educational policies by integrating theoretical understanding with practical implications for teaching, learning, and educational development.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Foundations and Evolutions of Educational Policies in India** 1.1. Concept, Need and Process of Educational Policy Formulation 1.2. Determinants of Educational Policy: Political, Social, Economic, and Cultural Factors 1.3. Role of International Agencies in Policy Development (UNESCO, UNICEF, World Bank) 1.4. Role of National Agencies in Policy Development (UGC, NCTE, NCERT)	Classroom Lecture (CL) Seminars Case-Based Learning (CBL) Collaborative Learning – group discussion ICT-Enabled Learning	CLO1, CLO5
2	**Educational Policies and Frameworks in India** 2.1 National Policy on Education (1968, 1986, Modified 1992): Key Features and Reforms 2.2 National Education Policy-2020: Vision, Principles, and major reforms 2.3 National Curriculum Framework 2005: Principles and Pedagogical Shifts, National Curriculum Framework-School education-2023: Innovations and Competency-based learning 2.4 National Curriculum Framework for Teacher Education 2009: Major Highlights	Classroom Lecture (CL) Seminars Case-Based Learning (CBL) Collaborative Learning ICT-Enabled Learning	CLO1, CLO5

3	**Educational Acts and School Education Initiatives** 3.1 Right of Children to Free and Compulsory Education Act-2009: Provisions and Implications 3.2 SSA, RMSA Abhiyan at Elementary and Secondary Level 3.3 Samagra Shiksha: Integrated School Education Reforms 3.4 NIPUN Bharat Mission: foundational literacy and numeracy	Classroom Lecture (CL) Seminars Case-Based Learning (CBL) Collaborative Learning	CLO3, CLO5
4	**Emerging Frameworks and Contemporary Trends in Education** 4.1 National Higher Education Qualification Framework (NHEQF): Learning Outcomes and Levels 4.2 National Credit Framework: credit transfer and Lifelong Learning 4.3 National Policy on ICT in School education: digital integration in Education 4.4 Global Frameworks and Agendas: • Sustainable Development Goal 4 • Education for All (EFA)	Classroom Lecture (CL) Seminars Case-Based Learning (CBL) Collaborative Learning	CLO4, 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)
  - Short analytical quizzes (concept-based on policies, frameworks, and acts)
  - Thematic seminar presentations (e.g., NEP 2020, NCF 2023, RTE Act, SDG 4) to be evaluated through Rubrics
  - Poster presentations (policy frameworks, schemes, or comparative analysis) to be evaluated through Rubrics
  - Assignment-Based Learning: Analytical essays (e.g., comparison of NPE and NEP), case-based assignments (implementation of policies in schools), policy critique (e.g., analysis of NEP 2020 provisions)
  - Group projects (analysis of educational schemes like SSA, Samagra Shiksha, NIPUN Bharat) to be evaluated through Rubrics
  - Field visit reports (schools implementing government schemes/policies)
  - Review of policy documents or research papers related to educational reforms
- Assignment: (05 marks)
- Attendance: (05 Marks)

Common Rubric for Assessment Tasks : Seminar/Presentation/Experiential Learning/Other Component **(10 Marks)**

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates a comprehensive, accurate, and in-depth understanding	Shows clear understanding with minor gaps	Displays basic understanding with noticeable gaps	Shows a limited or incorrect understanding	/2
Analysis & Critical Evaluation	Provides clear analysis, comparison, and critical interpretation supported by logical arguments	Shows adequate analysis with some critical views	Limited analysis; largely descriptive with minimal interpretation	Lacks analysis; only descriptive with no critical perspective	/2
Application & Contextual Relevance	Effectively applies concepts to educational contexts	Demonstrates some application with reasonable relevance	Minimal or weak application to context	No application to the context	/2
Organization & Academic Presentation	Well-structured, coherent, and logically organized with clarity in expression and proper formatting	Generally organized with minor issues in clarity and formatting	Some organization but lacks clarity	Poorly structured and unclear	/2
Use of Evidence & Originality & Referencing	Uses relevant data, examples, and references effectively; demonstrates originality and in-depth thinking	Uses some relevant examples/data with limited originality and with some references	Limited use of evidence, references, and originality	No supporting evidence and lacks references	/2

(b) Summative Assessment: 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)	Application/ Analyse & above (A)	
I	CLO1,CLO5	**32**	1	1	11	12
II	CLO2,CLO5	**28**	1	1	10	11
III	CLO3,CLO5	**32**	1	1	11	12
IV	CLO4,CLO5	**28**	1	1	10	11
		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	1	3	2	1	-	2	2	2
CLO2	3	2	1	3	2	-	-	3	2	3
CLO3	2	3	1	2	1	-	2	3	2	3
CLO4	3	2	1	3	2	2	1	2	2	3
CLO5	3	3	2	2	2	1	2	3	3	3

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Publisher
1	National Education Policy 2020	Government of India	Ministry of Education
2	National Curriculum Framework 2005	NCERT	NCERT
3	National Curriculum Framework 2023	NCERT	NCERT
4	Teacher Education: Reflections towards Policy Formulation	NCTE	NCTE
5	Education in Emerging India	B. R. Goel & K. K. Goel	Deep & Deep Publications

6	Educational Administration, Planning and Finance	M. L. Jangira	NCERT
7	Contemporary India and Education	B. K. Passi & S. S. Yadav	NCERT
8	Indian Education: Its Development Since Independence	J. C. Aggarwal	Shipra Publications
9	Educational Policies and Programmes	J. C. Aggarwal	Shipra Publications
10	School and Society	S. S. Mathur	Agrawal Publications

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Ministry of Education, Government of India – Policies and initiatives	https://www.education.gov.in/
2	NCERT Official Website – NCF, textbooks, policy documents	https://ncert.nic.in/
3	NCTE Official Website – Teacher education policies and frameworks	https://ncte.gov.in/
4	UGC Official Website – Higher education policies and guidelines	https://www.ugc.gov.in/
5	NEP 2020 Official Document	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6	UNESCO – Global education policies and SDG 4	https://www.unesco.org/en/education
7	UNICEF – Education programmes and reports	https://www.unicef.org/education
8	World Bank – Education sector policies and reports	https://www.worldbank.org/en/topic/education
9	NIPUN Bharat Mission – FLN resources and guidelines	https://nipunbharat.education.gov.in/
10	Samagra Shiksha – Scheme details and documents	https://samagra.education.gov.in/

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2E02NSMED01	Research Proposal Designing	0-2-0	**60**	02

- **Course Learning Outcomes (CLOs)**

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

CLO1: Critically evaluate and synthesize existing educational research literature using diverse academic databases to identify gaps and emerging research opportunities.

CLO2: Analyze and construct a well-defined research problem, formulating clear and measurable research objectives.

CLO3: Design and justify research questions and hypotheses, while systematically identifying and analyzing relevant variables influencing the research problem.

CLO4: Critically appraise various research designs and methodologies and select and apply the most appropriate design and approach for a given research context.

CLO5: Develop and present a comprehensive research proposal, integrating scholarly writing with accurate referencing in APA format.

Description of course:

The dissertation is a core component of the Master of Education (M.Ed.) program, to develop research insights and skills in the student teachers. The all over weightage is given to the dissertation is 10 credits and 250 marks in the program. Each student teacher is required to select one educational research problem for research work as a part of dissertation from the area of educational studies under the guidance of a faculty member of the respective educational institutes. Evaluation of the research work will be done by internal and external examinations. As a part of the dissertation in 2nd semester every student teacher shall submit a Research Proposal on an educational problem under the guidance and supervision of member of the faculty of the institute. The weightage of this Research proposal is 2 credit, and 50 marks and evaluation will be done through presentation of Research proposal and viva voce at internal and external level.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	**Designing the Research Foundation** 1.1 Selection and Refinement of Dissertation Topic: Identification, refinement, feasibility and significance of the selected research topic. 1.2 Review of Related Literature and Research Gap: Search, selection, review and synthesis of relevant literature; identification and justification of the research gap. 1.3 Research Problem, Objectives, Research Questions and Hypotheses: Formulation and alignment of the research problem, objectives, research questions and hypotheses, wherever applicable. 1.4 Variables, Operational Definitions and Theoretical Foundation/Conceptual Framework: Identification and operationalization of variables; development of relationships among variables and Theoretical Foundation/conceptual framework.	Classroom Lecture (CL) Seminar, Case-Based Learning (CBL) Collaborative Learning – group discussion ICT-Enabled Learning	CLO1, CLO2, CLO3
2	**Designing the Research Proposal** 2.1 Structure and Essential Components of a Research Proposal: title, introduction, rationale, significance, problem statement, objectives, questions/hypotheses, variables, literature review, research gap and methodology. 2.2 Research Methodology in the Proposal: Research approach and design; population and sample; sampling technique; research tools; data collection procedure and proposed data analysis. 2.3 Scholarly Writing, Citation and Referencing: in-text citation; APA referencing; plagiarism and academic integrity. 2.4 Quality Criteria for a Research Proposal: Clarity, relevance, originality, feasibility, methodological appropriateness and alignment among all components of the proposal.	Classroom Lecture (CL) Seminars Case-Based Learning (CBL) Collaborative Learning ICT-Enabled Learning	CLO3, CLO4, CLO5
The above topics shall be dealt with primarily through practical and application-oriented activities rather than as theoretical content. Each student teacher will work on the research topic selected for his/her M.Ed. dissertation and progressively develop the research proposal through literature review, identification of the research gap, formulation of the research problem, objectives, research questions hypotheses, variables, conceptual framework and methodology. Illustrations, exercises and workshop activities may also be based on diverse research topics and contemporary research problems in the field of Education. The emphasis shall be on the actual development, refinement and completion of a research proposal rather than on the theoretical study of research concepts.			

- **Assessment Methodologies**

(A) Internal Assessment: (25 Marks)

a. Formative Assessment (15 Marks)

- Quiz (05 Marks)
- Proposal Presentation (05 marks)
- Attendance: (05 Marks)

b. Summative Assessment (Assessment of Learning): Mid-term test: 10 marks

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

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Quiz, Research Proposal Presentation, 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	-	3	-	2
CLO2	-	-	3	3	-	3	-	-	3	3
CLO3	-	-	3	3	-	-	-	-	-	3
CLO4	-	-	3	-	-	-	-	-	3	-
CLO5	-	-	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%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/