

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>Basics in Research Methodology (Ability Enhancement and Value Added Course)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New Course introduced from 2025
Course code	<b>BEDE- AEVA-317</b>
Semester	IV
Number of credits	<b>02</b>
Maximum intake	50
Day/Time	Monday 11-12, Wednesday 10-11,
Name of the teacher/s	<b>Dr. Repudi Vijayalatha</b>
Course description	<p>i) A brief overview of the course</p> <p>Educational research has experienced remarkable growth in the past three decades, providing students with an increasingly sound base of knowledge from which to practice. As we proceed into the twenty first century, we need to face many challenges, questions, misconceptions etc. Research in Education is a search that provides knowledge, solution to problems in the field of education. Therefore the knowledge of research methodology is essential for all those who take an active role in conducting research or desire to keep themselves abreast of the new developments in education. The course facilitates the student teachers to solve complicated problems with greater understanding and foster enthusiasm for taking up research problems in a scientific and systematic manner.</p> <p><b>ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</b></p> <ul style="list-style-type: none"> <li>• To help student teachers to understand the basic foundation of educational research (<i>aligns with PO8</i>)</li> <li>• To develop research aptitude among student teachers (<i>aligns with PO8 &amp; PO12</i>)</li> <li>• To familiarize with different methods of educational research and prepare the detailed research report. (<i>aligns with PO3, PO8</i>)</li> </ul> <p><b>iii. Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• The student-teachers will develop a holistic and integrated understanding of conducting research in a scientific manner. (<i>Domain Specific outcome</i>)</li> <li>• The student-teachers will develop the details research report (Dissertation) by using appropriate research methods, relevant and valid research tools and techniques. (<i>Skill enhancement</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• The Student teacher shall focus on identifying the problems faced in the classrooms, community and issues related to education and suggest appropriate ways and means to overcome them in a scientific way using the basic knowledge of educational research. (<i>Value addition</i>)</li> </ul> <p><b>Course Content:</b></p> <p><b>Unit –I Introduction to Research in Education:</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Nature and Characteristics of Research – Need and purpose of Educational Research-Problems of Educational in India.</li> <li>2. Sources of Knowledge: Empirical and Non-empirical methods, Authority, and Deductive Reasoning, The Scientific Method.</li> <li>3. Qualitative and Quantitative Research in Education – Basic, Applied, Evaluation and Action Research and their Characteristics.</li> <li>4. Concept of Measurement – Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales.</li> </ol> <p><b>Unit –II Research Process and Methods:</b></p> <ol style="list-style-type: none"> <li>1. Research Paradigms in Education: Types of Quantitative, Qualitative, Mixed Methods of research and their Characteristics</li> <li>2. The Research Problem: Meaning, Sources of Research Problems; Identification &amp; stating the Research problem, Conceptualization and selecting the research problem in Quantitative and Qualitative Research.</li> <li>3. Review of the literature-purpose and Resource; Conducting the Literature Search: Using database and Internet, Internet Search Tools and Quality of Internet Resource.</li> <li>4. Hypothesis- Meaning, Characteristics, and Types and formulations of Hypotheses – Directional and Non-directional Hypotheses – Null Hypothesis – Testing of Hypothesis.</li> </ol> <p><b>Unit –III Sampling Design, Tools of Data Collection and Communicating Research:</b></p> <ol style="list-style-type: none"> <li>1. Concept of data, primary and Secondary data, Concept of population, meaning of sample, methods of sampling, sampling size, sampling error.</li> <li>2. Probability and Non probability Methods</li> <li>3. Tools of Research: Questionnaire, Schedules, Interview, Rating Scales, Attitude Scales, Interview, Check Lists, Observation and Focus Group Discussion.</li> <li>4. Preparing Research report as per APA format, References, Citations and Bibliography</li> </ol>
Course delivery	<ul style="list-style-type: none"> <li>• Classroom discussions for developing conceptual understanding.</li> <li>• Field engagement</li> <li>• Reviewing the research articles and dissertation</li> </ul>

Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> <li>1. Field based assignments</li> <li>2. Group / paired project works / presentations</li> <li>3. Classroom participation and attendance (5 weightage)</li> </ol> <p style="text-align: right;">} 20 weightage</p> <p>End-semester (mode of evaluation): Sit and write exam 30 weightage</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> <li>1. John W. Creswell, (2015). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Pearson publication.</li> <li>2. Craig A Merttler (2016)-Introduction to Educational Research. Sage Publication.</li> <li>3. Best J.W. &amp; James V. Khan (2016). Research in Education, Tenth Ed. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Frankel, J.R., Wallen, N.E. (2011). How to Design and Evaluate Research in Education. New York: McGraw Hill.</li> <li>5. Tuckman B.W.&amp; Harper B.Ed (2012) Conducting Educational Research. Sixth Ed. Rowman &amp; Littlefield Publishers Inc. New York.</li> <li>6. Fifth survey of educational research, 1988-92, Volume 1</li> <li>7. Mangal S K (2002). Statistics in Psychology and Education. Prentice Hall India Pvt. Ltd., New Delhi.</li> <li>8. Ram Ahuja (2001). Research Methods. Rawat Publications, Jaipur.</li> <li>9. Kerlinger, F.N. (1973). Foundations of Behavioral Research, Education and Psychological Inquiry. New York: Richard and Winston.</li> <li>10. Kothari CR (2004): Research Methodology – Methods &amp; Techniques, New Age International Publications, New Delhi.</li> <li>11. Lokesh Kaul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.</li> <li>12. Gay L R (1996): Educational Research – Competencies for Analysis and Applications. Prentice – Hall Inc. New Jersey.</li> </ol>

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>Indian Knowledge System and Teacher Development (Ability Enhancement and Value Added Course)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New course
Course code	<b>BEDE-AEVA-318</b>
Semester	<b>IV</b>
Number of credits	<b>4</b>
Maximum intake	50 (on first-come-first-served-basis <b>for B.Ed (English) course only</b> )
Day/Time	Monday 12-1 pm, Tuesday 10-11 am, Wednesday 11-12 am and Thursday 2-3 pm
Name of the teacher/s	<b>Prof. R.V. Anuradha</b>
Course description	<p>Include the following in the course description</p> <p><b>i)</b> A brief overview of the course  The course '<i>Indian Knowledge Systems and Teacher Development</i>' introduces student-teachers to the foundations, pedagogical approaches, and contemporary relevance of Indian Knowledge Systems. The course blends theoretical understanding with practice-oriented application, enabling student-teachers to integrate local knowledge, arts, ecology, and values into school curriculum and classroom processes. A distinct feature of the course is its emphasis on reflection, community engagement, and experiential learning</p> <p><b>ii)</b> Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)  The course will enable the student-teachers to:</p> <ul style="list-style-type: none"> <li>• understand and appreciate the importance of ancient knowledge to a society (PO 1 and 2)</li> <li>• get introduced to the overall organisation of Vedic corpus (PO 1 and 2)</li> <li>• understand the broad classification of Indian philosophical systems (PO 1 and 2)</li> </ul>

- apply IKS-based pedagogical approaches in classroom situations (PO 9 and 10)
- reflect on the professional role of teachers in culturally diverse classrooms (PO 3,4 and 6)

**iii) Learning outcomes**

a) domain specific outcomes

At the end of the course the student teachers understand the Indian Knowledge Systems in terms of its definition, scope, and categories. They will be in a position to examine Indian epistemological frameworks and educational ideas and appreciate the holistic and interdisciplinary nature of IKS

b) value addition

The student teachers will be able to apply IKS-based pedagogical approaches in classroom situations and integrate local knowledge, culture, and ecology into school teaching. They will be in a position to:

- recognize the multifaceted nature of the knowledge contained in the Vedic corpus
- understand salient features of the philosophical systems belonging to the Vedic and non-Vedic schools
- develop a basic understanding of puranic repository and the issues addressed
- understand the broad contents and the importance of epics
- familiarize with the issues addressed in Niti-sastra
- appreciate the complimentary role played by Subhasitas in sharing some useful nuggets for life

c) skill-enhancement

- At the end of the course the student teacher would be able to develop inclusive, value-based, and environmentally responsible teaching practices and reflect on the professional role of teachers in culturally diverse classrooms. They will be in a position to learn the various IKS-based pedagogical approaches and use them in classroom situations

d) Employability quotient

Their ability to use IKS based knowledge in the classroom will definitely boost their employment chances.

**UNIT I: Indian Knowledge Systems – An Introduction**

- Indian Knowledge System – Definition, Importance
- IKS Corpus – A classification Framework
- Chaturdasa Vidyasthana
- History of IKS
- Some Unique Aspects of IKS

**Practicum:**

Discover IKS exercises on the Topic

**UNIT II: Indian Knowledge System – An Over view**

- Introduction to Vedas and Vedangas
- Distinctive Features of Vedic Life
- Development and Unique Features of Indian Philosophical Systems
- Vedic Schools of Philosophy and Non-Vedica Schools of Phylosophy

**Practicum:**

Discover IKS exercises on the Topic

**Unit III: Wisdom Through Ages**

- Puranas – An Encyclopaedic work
- Itihasas as a Source of Wisdom
- Niti Shastra and Subhashithas
- The Knowledge System of India as Practiced by Farmers, Artisans, and Forest Dwellers

**Practicum:**

Discover IKS exercises on the Topic

**UNIT IV: IKS-Based Pedagogical Approaches and Classroom Strategies**

- Pedagogic approaches emerging from Indian Knowledge Systems: oral, dialogic, reflective, and experiential learning traditions
- The Knowledge Triangle: Prameya, Pramana and Samasya
- Framework for Establishing Valid Knowledge: Deductive and Inductive Logic Framework
- Potential Fallacies in the Reasoning Process

	<p><b>Practicum:</b> Discover IKS exercises on the Topic</p>
Course delivery	<p>The course will be transacted through lectures, participatory discussion, seminar presentations by student-teachers. Classroom processes will include the use of narratives, case studies, documents, videos, documentaries, and films to support conceptual understanding and classroom application. Student-teachers will be encouraged to undertake self-study through the provision of appropriate learning resources. The course will also incorporate the use of ICT skills as part of teaching–learning processes.</p>
Evaluation scheme	<ul style="list-style-type: none"> <li>• Each Unit has a practicum which includes discovered IKS exercises. All the practicum exercises are compulsory. However, for the sake of assigning grades, the two best practicum exercises would be chosen for assigning internal marks (40% weight)</li> <li>• Semester-end Examination (60% weight)</li> </ul>
Reading list	<p><b>Essential Reading:</b></p> <p>Mahadevan B., Bhat, Vinayak Rajat, Nagendra Pavan R.N. (2022) Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning Pvt. Ltd.</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Ministry of Education. (2021). <i>Indian Knowledge Systems: Policy Framework</i>. IKS Division, Government of India.</li> <li>2. Ministry of Education. (2022). <i>Indian Knowledge Systems: An Introduction</i>. IKS Division, Government of India.</li> <li>3. Radhakrishnan, S. (1951). <i>Indian Philosophy</i> (Vols. I &amp; II). London: George Allen &amp; Unwin.</li> <li>4. Chattopadhyaya, D. (1986). <i>What is Living and What is Dead in Indian Philosophy</i>. New Delhi: People’s Publishing House.</li> <li>5. Chattopadhyaya, D. (2008). <i>Indian Philosophy: A Popular Introduction</i>. New Delhi: People’s Publishing House.</li> <li>6. Mohanty, J. N. (1992). <i>Classical Indian Philosophy</i>. New Delhi: Oxford University Press.</li> <li>7. Ganeri, J. (2011). <i>The Lost Age of Reason: Philosophy in Early</i></li> </ol>

*Modern India*. Oxford: Oxford University Press.

8. Sen, A. (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. New Delhi: Penguin.
13. Sharma, R. N. (2003). *Indian Education at the Crossroads*. New Delhi: Sterling Publishers.
14. Krishna, D., & Bilimoria, P. (Eds.). (1993). *Indian Philosophy: A Reader*. New Delhi: Oxford University Press.
15. Thapar, R. (2014). *The Past Before Us: Historical Traditions of Early North India*. New Delhi: Permanent Black.
16. Das, G. N. (2018). *Indian Knowledge Systems and Education*. New Delhi: PHI Learning.
17. Coomaraswamy, A. K. (1956). *The Transformation of Nature in Art*. New York: Dover Publications.
18. Kapila, K. (Ed.). (2000). *Art and Aesthetics in India*. New Delhi: Munshiram Manoharlal.
19. Vatsyayan, K. (1997). *The Square and the Circle of the Indian Arts*. New Delhi: Roli Books.
20. Ministry of AYUSH. (2018). *Traditional Knowledge Systems in India*. Government of India.
21. Rao, S. S. (2006). Indigenous knowledge organization: An Indian scenario. *International Journal of Information Management*, 26(3), 224-233.
22. Matilal, B. K. (2008). *Logic, Language and Reality: Indian Philosophies and Contemporary Issues (Vol. 2)*. Motilal Banarsidass.
23. Matilal, B. K. (2008). *Logic, Language and Reality: Indian Philosophies and Contemporary Issues (Vol. 2)*. Motilal Banarsidass.
24. Bag, A. K. (2015). Ideas and Researches on Physical Concepts in India. *Indian Journal of History of Science*, 50(3), 361-409.
25. Bag, A. K. (1982). Technology in India in the eighteenth-nineteenth century. *Indian journal of history of science*, 17(1), 82-90.
26. Mishra, L. C. (Ed.). (2003). *Scientific basis for Ayurvedic therapies*. CRC press.
27. *History of Ancient India (Set of 11 Volumes)*, 2023, Edited By: Dilip K. Chakrabarti, Publisher: Aryan Books International

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>Technology in the Language Classroom (Ability Enhancement and Value Added Course)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	<b>BEDE-AEVA-319</b>
Semester	IV
Number of credits	<b>04</b>
Maximum intake	50
Day/Time	Tuesday 11-1, Thursday 3-5
Name of the teacher/s	<b>Dr. Kshema Jose</b>
Course description	<p>This course enables participants to critically evaluate a range of 1.0 resources and open source 2.0 tools in terms of how they impact teaching and learning in the ESL classroom. Since the course explores the potential of online tools to complement various pedagogies currently employed, it is expected that participants come equipped with a substantial understanding of L2 teaching/learning theories, and have formed opinions on how people learn, construct personal understandings and acquire knowledge.</p> <p>During the course, we re-explore various theories of classroom language learning, by integrating inputs from theoretical attributes and constructs of frameworks such as collaborative learning, constructivist learning, personalized learning, equity and inclusivity, and autonomy in language learning. By understanding how people learn, we look at ways in which digital tools can augment and address deficits in a face-to-face classroom; support and enhance teaching practice; and how we might alter instructional processes to ensure optimal language learning conditions in the ESL classroom.</p> <p>Questions posed during the course aim to understand how ICT tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of a wider range of resources (human and digital) enhance or impede learning processes? How are learning landscapes altered when social and interactional aspects are allowed? Do ICT tools have the ability to realize fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism? What are the advantages and frustrations of learner autonomy?</p> <p>Open educational web 2.0 resources are analyzed for elaboration of concepts of openness, collaboration and sharing, and creating, and to explore the skills and benefits learners gain from using such resources.</p>

We also learn new terms borrowed from other disciplines, like artifacts and affordances to better understand user-centeredness of web tools.

In the last part, the course introduces new theoretical inputs from Design theory and Game theory: how concepts of design, innovation and play can be applied to pedagogically sound use of technological tools in the ESL classroom. Since the larger objective of the course is to enable participants to arrive at an understanding of future literacies, we not only examine the strengths and weaknesses of digital tools, we also develop our own understanding of how integration of ICT tools into ESL lesson plans can facilitate newer literacy skills and create pedagogically sound technology-enhanced and blended learning environments.

### **Objectives:**

#### **Learning objectives:**

- Understand teaching approaches implicit in digital resources and evaluate their match with learning pedagogies
- Understand and utilize interaction patterns and meaning construction possible in digital learning environments and align them with learning objectives and outcomes
- Integrate existing digital tools-based tasks into language learning tasks
- Design rubrics for assessment
- Create new tasks using 2.0 tools to suit the needs of specific learner groups and demands of specific language learning environments

#### **Course content:**

- I. Introduction to digital literacy: We start with understanding the deictic nature of literacy; a historical perspective of how tools have shaped the nature of literacy and type, amount and dissemination of knowledge produced. The course then provides exploration opportunities to introduce you to ICT and web 2.0 tools available in the digital world. Discussion opportunities are provided to debate the implications of using digital technologies in ESL classrooms.
- II. Analysis and use of tools: Tools are analyzed with regard to their functionality and affordances. Frameworks of Blooms taxonomy, multiple intelligences and Dial-e framework are used to facilitate analyses and implementation of learning tasks available using 2.0 tools.
- III. Understanding new literacies: After developing an understanding of the practical aspects of using 2.0 tools in the language classroom, we pose questions regarding the nature and component skills of new literacies and their impact on second language learning.

	<p><b>Programme Specific Outcomes:</b></p> <table border="1" data-bbox="537 226 1466 485"> <tr> <td><b>Knowledge</b></td> <td><b>PO2</b></td> <td>acquire current and relevant procedural knowledge to teach English</td> </tr> <tr> <td><b>Skills</b></td> <td><b>PO4</b></td> <td>acquire analytical and problem-solving skills relevant to pedagogic transactions</td> </tr> <tr> <td><b>Application</b></td> <td><b>PO7</b></td> <td>employ ICT tools for effective classroom transactions</td> </tr> <tr> <td><b>Generic</b></td> <td><b>PO12</b></td> <td>pursue autonomous learning practices to become successful lifelong learners</td> </tr> </table> <p><b>Learning Outcomes:</b></p> <p>Students will be able to demonstrate ability to use 2.0 tools in ESL teaching, and express knowledge of the concept of ‘new literacies’.</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• critically evaluate a range of ICT tools in terms of their functionalities and affordances, especially with regard to user-centered design and interface deployment</li> <li>• understand the relation between nature of tools and quality of literacy</li> <li>• design tasks and task-appropriate rubrics for a range of 2.0 tools</li> <li>• locate gaps in design of tools and suggest areas for design modification</li> <li>• contextualize current ESL teaching practices based on issues emerging from research in digital literacy</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Contribute to a tool (probably the class Voice thread)</li> <li>2. Analysis of tasks that use 2.0 tools</li> <li>3. Assessment of a 2.0 tool</li> <li>4. Generate rubrics for an existing task that uses a 2.0 tool</li> <li>5. Build a task using a 2.0 tool and design rubrics</li> <li>6. Presentations (Podcasts, Blogs, Social networking, GALL, MALL, and Games)</li> <li>7. An exploratory paper on New literacy’s</li> <li>8. Contribute to other spider graphs, class discussion board, social bookmarking, and class FB</li> </ol> <p><b>Mode of Assessment:</b></p> <ul style="list-style-type: none"> <li>• Classroom participation, online discussion/ weekly self-reflective writing, paper presentation, 2.0 tools and tasks analysis, and task design: 50 %</li> <li>• Final Evaluation: 50%</li> </ul>	<b>Knowledge</b>	<b>PO2</b>	acquire current and relevant procedural knowledge to teach English	<b>Skills</b>	<b>PO4</b>	acquire analytical and problem-solving skills relevant to pedagogic transactions	<b>Application</b>	<b>PO7</b>	employ ICT tools for effective classroom transactions	<b>Generic</b>	<b>PO12</b>	pursue autonomous learning practices to become successful lifelong learners
<b>Knowledge</b>	<b>PO2</b>	acquire current and relevant procedural knowledge to teach English											
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<b>Application</b>	<b>PO7</b>	employ ICT tools for effective classroom transactions											
<b>Generic</b>	<b>PO12</b>	pursue autonomous learning practices to become successful lifelong learners											
Course delivery	Lecture –Discussion–Interactive Sessions, Panel Discussion, Presentations, Seminar and Experiential Learning and Sharing												
Evaluation scheme	40% Internal Test, Assignments, Presentations, End-semester 60% Written Exam												

Reading list	<p><b><u>Essential Reading:</u></b></p> <p><b>Required reading</b></p> <p><i>Core reading: Selected excerpts from</i></p> <ol style="list-style-type: none"><li>1. Kinzer and Verhoeven (ed) (2008) <i>Interactive literacy education</i>. NJ: Lawrence Erlbaum Associates.</li><li>2. Stein. (2008) <i>Multimodal pedagogies in diverse classrooms</i>. NY: Routledge.</li><li>3. Juwah (ed) (2006) <i>Interactions in online education</i>. NY: Routledge.</li><li>4. Khan (2007) <i>Flexible learning in an information society</i>. Infoscl.</li><li>5. Coiro et al (ed) (2010) <i>Handbook of research on new literacies</i>. NJ: Lawrence Erlbaum Associates.</li><li>6. Mayer (ed) (2005) <i>The Cambridge handbook of multimedia learning</i>. Cambridge: CUP.</li><li>7. Luckin. (2010) <i>Redesigning learning contexts</i>. NY: Routledge.</li><li>8. Weller. (2007) <i>Virtual learning environments</i>. NY: Routledge.</li></ol>
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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>Contemporary India and Political Economy of Education (Perspectives in Education)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with changes A way of seeing something Understanding of the relative importance of things
Course code	<b>BEDE-FE-320</b>
Semester	IV
Number of credits	<b>02</b>
Maximum intake	52
Day/Time	Monday 2-3, Tuesday 2-3, Wednesday 12-1, Thursday 10-11
Name of the teacher/s	<b>Dr. S. Nageswara Rao</b>
Course description	<p>The course on Contemporary India and Political Economy of Education aims to develop an understanding of Indian Economy, Policies, and Education related to Economic aspects, fundamental concepts of Economics, Theory of Human Capital, Education as an investment, Cost benefit analysis in Education, Economic growth and development, different methods for assessing growth input and output relating to efficiency in Education, concept of national income, Educational Policy, Planning and Finance, objectives, structure and steps of Educational Planning, Critical appraisal of Educational Policies, Planning &amp; Finance and Contemporary India and finally Policy aspects of Economy reforms and Education in connection with Liberalization, Privatization, Globalization, Privatization of State Education, role of international institutions (IMF, World Bank, and WTO), unemployment and Industrial Policy. This Paper provides an overview about Political Economy of Education.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To make the student understand the Economic concepts generally used in our daily life and the Economic importance of Education.</li> <li>• To make the student understand the influence of Economic thought on Education.</li> <li>• To make the student acquainted with the relationship between Education and Economy.</li> <li>• To develop understanding about the benefit and costs of the Education and its role in Human and Economic development.</li> <li>• To develop understanding about Education both as investment and consumption.</li> <li>• To enable them to understand the contemporary developments in Economics of Education.</li> <li>• To enable them to understand Educational Policies, Planning, and Finance Management.</li> </ul>

- To enable them to understand the impact of reforms initiated in India and their implications in the field of Education.

**Learning outcomes:**

1. To assess the effect of economic thought on education and economic concepts.
2. Understand the relationship between education and economy.
3. Create sensitivity to the educational policies, planning, financial policies.
4. Critically evaluate the impact of reforms and an over view about political economy of education.

**Course Content:**

**Unit-I: Introduction to Economics of Education**

- Concept of Economics of Education
- Meaning, Nature and scope of Economics of Education
- Economic aspects of Education – Fundamental concepts of Economics (classification of goods, utility)
- Relationship between Economics and Education
- Concept of Political Economy of Education

**Unit-II: Theory of Human Capital**

- Concept of Physical, Human Capital
- The role of Economics of Education in Human Capital
- Educational benefits – Investment in Human Capital
- Education as an investment, Education as consumption and demand for Education
- Cost benefit analysis in Education

**Unit-III Economic development and efficiency in Education**

- Concept of Education and Economic growth
- Economics characteristics of Education – Methods of assessing growth
- Human development and its measures (input and output relationship and efficiency in Education)
- Education and Social Economic development (Educational productivity and efficiency)
- Concept of National income

**Unit-IV: Educational Policy, Planning and Finance**

- Nature scope of Educational Planning – Need for Educational planning and Approaches of Educational Planning
- Objectives, structure and steps of Educational Planning
- Assumption and issues in designing Educational Policy by using Economics
- National and State budgets, critical appraisal of allocation of

	<p>finance for Education</p> <ul style="list-style-type: none"> <li>• Critical appraisal of Educational Policies, Planning and Finance in Contemporary India</li> </ul> <p><b>Unit-V: Policy aspects of Indian Economy, reforms and Education</b></p> <ul style="list-style-type: none"> <li>• Economic liberalization policies in India and their impact on Education</li> <li>• Privatization of State Education – Public, Private partnership in Education</li> <li>• Globalization and Education – Role of international institutes IMF, World Bank &amp; WTO, etc.</li> <li>• Relationship between poverty, schooling and education</li> <li>• Unemployment and industrial policy</li> </ul>
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	Internal 40% Test-Assignments- Project work & Presentation End-semester 60% Written test
Reading list	<p><b>Essential:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Economics of Education, S. Natarajan</li> <li>2. Economics of Indian Education, Baljit Singh</li> <li>3. Economic aspects of Education, M.D. Joshi</li> <li>4. Contemporary Economics, Spencer, Milton.H.</li> <li>5. National Income Analysis, Schlutz C.L.</li> <li>6. Human Capital, Gray, S.Becker</li> <li>7. Educational Planning in India, Naik J.P</li> <li>8. Education Planning–An Introduction, Prof. K. Chalam</li> <li>9. Introduction to Indian Economy, Meera Naidu, A. Srivalli, S. Merolyan, Tasleem Sulthana</li> <li>10. Investment in Education, V.K.R.V. Rao</li> </ol> <p><b>Additional Reading:</b></p> <ol style="list-style-type: none"> <li>1. Economics: An Introductory Analysis, Samuelson</li> <li>2. The Economics of Education, Chon.E., Lexington Mass – D.C. Heath Company(1972)</li> <li>3. Economics of Education, Mark Blaug, Penguin, London (1970)</li> <li>4. Principals of Economics, Marshall</li> <li>5. General Economics, G. Subramanyam</li> <li>6. Economics of Welfare, Pigou</li> <li>7. Introduction to Economics, Cairn Cross</li> <li>8. The Nature and Significance of Economics, Robbins</li> <li>9. History of Economic Thought, Haney L.H.</li> <li>10. Contribution of Education to Economic growth, Edward F. Dennison</li> <li>11. Research in Economics of Education, Panchamuchi, Fifth Survey of Educational</li> <li>12. Research 1988-92: Trend Reports Vol I, New Delhi, NCERT</li> </ol>

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY - YDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS**

Course title	<b>ART IN EDUCATION</b> <b>(Ability Enhancement and Value Added Course)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	<b>BEDE-AEVA-321</b>
Semester	IV
Number of credits	<b>02</b>
Maximum intake	50
Day/Time	Monday 10-11, Wednesday 2-3 and Friday 11-12
Name of the teacher/s	<b>Prof. R.V. Anuradha and Dr. R. Vijayalatha</b>
Course description	<p>It has been felt for long that school education ought to have an integrated approach to different issues of social, cultural, economic and technological concerns to promote ideals in society. In modern education, along with the core subjects like science and, humanities, Art Education is equally necessary for an integrated development of the learners. The approach of teaching art education varies at different stages of school education. In the primary stage, children can copy efficiently but their imagination starts manifesting in creative work only at the upper primary stage. Exploration of their surroundings and reasoning also begin at this stage due to expansion of their mental abilities. At this stage they start expressing their imagination and personal experiences in the form of arts, in other words ‘Art Experience’ which in turn helps in germinating aesthetic sensibility in their mental vicinity.</p> <p>The present course helps the student teachers to develop an awareness and appreciation of various art forms and their culture and draw linkage between various art forms. They also appreciate cultural and learning diversity in the classroom and community and develop a sense of how learning happens in the classroom. This will pave way to use the art as a pedagogical tool in their teaching learning process. With these natural ideas kept in mind, the following objectives have been framed to actualize the natural creating abilities and aesthetic sensibilities of the learners.</p> <p><b><u>Objectives:</u></b>  After completing the course, the student teachers would be able to:</p> <ul style="list-style-type: none"> <li>• Identify the genesis of art and develop an understanding about Art Education and its place in school curriculum (aligns with PO1)</li> </ul>

- Appreciate artistic values of objects, arts and developing sensitivity of the students æsthetic abilities. (aligns with PO1, PO2)
- Conceptualize the significance of Indian Aesthetics
- Use Arts Education for the development of cognitive, affective and psycho-motor domains among students (aligns with PO9, PO10, PO11)
- Understand Rasa view of Aesthetics of Arts (aligns with PO5)
- Adopt Linguistic Approach to Aesthetics (aligns with PO2, PO11, PO12)

**Learning Outcomes:**

The student teacher will:

- Enhance their understanding on Aesthetic Education and its contribution to the development of creative self expression among the student teachers (*Domain Specific*)
- Showcase their original creative ideas and aesthetic potentialities in the form of Teaching Aids at an exhibition. (*Skill Enhancement*)
- Develop a comprehensive conceptualization of Indian Aesthetics (National, Regional and Local Specified art forms) (*Value Added*)

**Course Contents:**

The course is designed and spread over three units, the details are as follows:

**UNIT-1: AESTHETICS AND ARTS**

1. Meaning and concepts of Arts and aesthetics
2. Knowledge of Indian Arts and Artists–(Classical, folk and contemporary)
3. Knowledge of Indian Craft Traditions
4. Visual Arts, Performing Art forms and their educational implications
5. Indian festivals and its artistic significance.

**UNIT-2: VISUAL ARTS AND CRAFTS**

1. Architecture, sculpture, drawing, printmaking, pottery, photography, video, filmmaking, design painting, carvings and handicrafts: Experimentation with different materials of Visual Art, such as Rangoli, Pastel, Poster, Pen and Ink, Materials, Clay, Nirmal Paintings of Adilabad, Golkonda Style of Paintings, Nakashi Painting.
2. Exploration and experimentation with different methods of Visual Arts, like Painting, block Printing, Collage, Clay Modeling, Paper Cutting and Folding.
3. Display of Art works

	<p><b>UNIT-3: OVER VIEW OF PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY</b></p> <ol style="list-style-type: none"> <li>1. Indian Music: Forms of Indian Classical music – Carnatic and Hindusthani (Vocal and Instrumental), and Folk music forms</li> <li>2. Dance: Introduction to Bharatha’s Natyasastra: Classical dance forms of India.</li> <li>3. Theatre arts: Forms of Indian theatre, Bhasa, Kalidasa and Shudraka the Indian play wrights. Contemporary Indian Drama, Indian cinema: multilingual and multi-ethnic film art</li> <li>4. Puppetry: Indian puppet theatre</li> <li>5. Life sketches of prominent artists and their contributions.</li> </ol>
Course delivery	-Hands on Experience, Field Visit
Evaluation scheme	<p>Internal assessment: All the practicum tasks are compulsory. However, for the sake of assigning grades, the two best practicum tasks would be chosen for assigning internal marks (20 weight)</p> <p>Preparing/developing a teaching learning material and show case during Teaching Aids Exhibition (30 weight)</p>
Reading list	<p><b><u>Essential Reading:</u></b></p> <ol style="list-style-type: none"> <li>1. Aesthetic Experience according to Abhinav gupta. Rome, Serie Orientale XI, 1956.</li> <li>2. Anandavardhana’s Dhvanyaloka, tr. By K. Krishnamoorthy. Dhawar: Karnataka University, 1974.</li> <li>3. Coomaraswamy, A.K. Arts and Crafts of India and Ceylon. London:</li> <li>4. Elton, William ed., Aesthetics and Language. Oxford, 1959.</li> <li>5. Kowalchuk, Elizabeth A 1999. “Perceptions of Practice: What Art Student Teachers Say. They</li> <li>6. Learn And Need To Know.” Studies in Art Education 41 (1):71-90.</li> <li>7. National Art Education Association. 1999. Standards For Art Teacher</li> <li>8. Preparation. Reston, Va: National Art Education Association.</li> <li>9. Ray, Niharranjan, An Approach to Indian Art-Chandigarh: Punjab University Publication, 1974.</li> <li>10. Raghavan, V., The Number of Rasas. Adyar: Vasanta Press, 1940.</li> </ol> <p><b><u>Additional Reading:</u></b></p> <ol style="list-style-type: none"> <li>1. Burke, E., <i>A Philosophical Enquiry into the Origen of our Ideas of the Sublime and Beautiful</i>, ed. J.T. Boulton. London: Riutledge and Kegan paul, 1958. Bussagli, Mario, ‘Universal value of</li> <li>2. India Aesthetics. <i>East and West</i>, January, 1956.</li> <li>3. Choice, Benedetto, <i>Aesthetic as Science of Expression and General Linguistics</i>, tr. Douglas Anislie. London, Peter Owen, 1965.</li> <li>4. Coleman, Francis J. ed. <i>Contemporary Studies in Aesthetics</i>. New</li> </ol>

	<p>York: McGraw, Hill. 1968.</p> <ol style="list-style-type: none"><li>5. Dickie, George <i>Art and the Aesthetic: An Institutional Analysis</i>.</li><li>6. Day, Micheal D., Ed. 1997. <i>Preparing Teachers Of Art</i>. Reston, Va: National Art Education Association.</li><li>7. Goetz, H., India: <i>Five Thousand Years of India Art</i>. London:</li><li>8. Goodman, Nelson, <i>Languages of Art: An Approach to a Theory of Symbols</i>. Indianapolis: Hackett Publishing Co., 1976.</li><li>9. Parsons, M.J. and Blocker, G. (1993). <i>Aesthetics and Education</i>. Urbana: University of Illinois Press.</li></ol>
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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY - YDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS**

Course title	<b>Sustainable Development and Environmental Education (Ability Enhancement and Value Added Course)</b>
Category	New course
Course code	<b>BEDE-AEVA-322</b>
Semester	<b>IV</b>
Number of credits	2
Maximum intake	50
Day/Time	Wednesday 3-4, Thursday 11-12 and Friday 10-11
Name of the teacher	<b>Dr. Thirupathi Reddy Maram</b>
Course description	<p><b>Include the following in the course description</b></p> <p><b>i) A brief overview of the course:</b></p> <p>This course is designed for student teachers, offering a dual exploration into both the critical aspects of Sustainable Development and holistic personal and societal growth. It begins by tracing the evolution of Sustainable Development (SD) and Environmental Education (EE), from early environmental awareness to the comprehensive framework of Education for Sustainable Development (ESD).</p> <p>The student teachers will examine how SD addresses current needs without compromising future generations, highlighting the pivotal role of the Sustainable Development Goals (SDG) as a global blueprint for economic, social, and environmental sustainability, emphasizing cross-sector collaboration.</p> <p>Concurrently, the course delves into principles vital for individual and collective well-being. Student teachers will explore strategies for fostering Social Harmony (SH) and integrating an Environment-Friendly Lifestyle (EFL) into educational practices. The course also addresses Family Enlightenment (FE), focusing on strengthening family dynamics, and guides participants toward Self-Realization (SR) through introspection.</p> <p>Finally, it underscores the importance of Fundamental Rights and Duties (FR&amp;D), equipping student teachers to instill civic responsibilities and ethical conduct in future generations. This comprehensive programme empowers student teachers with the theoretical insights and practical applications necessary to cultivate conscious, responsible, and engaged citizens ready to lead towards a regenerative future.</p> <p><b>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</b></p>

Upon successful completion of this course, student teachers will be able to:

**a. Knowledge and understanding:**

- PO1. Understand the conceptual frameworks of Environmental Education (EE), Sustainable Development (SD), and Education for Sustainable Development (ESD), applying this knowledge to curriculum development.
- PO2. Design pedagogical strategies that effectively convey the principles of meeting present needs without compromising future generations within teacher training programmes.

**b. Skills related to one's Specialization:**

- PO3. Integrate Sustainable Development Goals (SDG) into their teaching practices, fostering interdisciplinary collaboration for economic, social, and environmental sustainability.
- PO4. Develop approaches for cultivating Social Harmony (SH) among students, promoting peaceful coexistence and collective progress within educational settings.

**c. Application of knowledge and skills:**

- PO5. Educate student teachers to adopt and advocate for an Environment-Friendly Lifestyle (EFL), translating sustainable practices into classroom activities and community engagement.
- PO6. Facilitate learning experiences that address Family Enlightenment (FE), enhancing future teachers' understanding of healthy family dynamics, communication, and intergenerational support.

**d. Generic learning outcomes:**

- PO7. Guide student teachers in processes of Self-Realisation (SR), encouraging introspection, personal development, and the discovery of their unique potential and purpose in education.
- PO8. Instill in their students a comprehensive understanding of Fundamental Rights/Duties (FR/D), civic responsibilities, and ethical conduct essential for contributing to a just and vibrant society.
- PO9. Critically assess contemporary challenges and various pedagogical methods in EE and ESD, adapting and innovating teaching strategies for diverse and evolving educational contexts.

**iii) Learning outcomes—**a) domain specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient  
**(Please highlight the portion that subscribes to a/b/c/d)**

	<p>Upon successful completion of this course, student teachers will be able to:</p> <p><b>a. Domain Specific Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive understanding of the historical evolution, core concepts, and interconnections between Environmental Education, Sustainable Development, and Education for Sustainable Development.</li> <li>2. Explain the fundamental principles of Social Harmony, Family Enlightenment, Self-Realisation, and Fundamental Duties as they relate to holistic individual and societal development.</li> </ol> <p><b>b. Value Addition:</b></p> <ol style="list-style-type: none"> <li>3. Cultivate a heightened sense of ethical responsibility and civic duty, enhancing their capacity to model and inspire these values in aspiring teachers and students.</li> <li>4. Develop a more integrated perspective on education, recognizing the interconnectedness of environmental sustainability, social responsibility, personal growth, and familial well-being.</li> </ol> <p><b>c. Skill-Enhancement</b></p> <ol style="list-style-type: none"> <li>5. Develop advanced skills in designing and implementing curricula that integrate principles of SD, EE, and the holistic development aspects for teacher training programs.</li> <li>6. Enhance student teachers' ability to facilitate reflective practices and critical thinking among teacher trainees regarding societal challenges, environmental ethics, and personal values.</li> </ol> <p><b>d. Employability Quotient:</b></p> <ol style="list-style-type: none"> <li>7. Position themselves as expert facilitators and curriculum developers capable of leading initiatives in ESD and holistic education.</li> <li>8. Equip future teachers with the interdisciplinary knowledge and values necessary to address complex global challenges, thereby enhancing the employability and societal impact of their students.</li> </ol>
Course delivery	Lecture/Seminar/Role-play/Project work/flipped classroom/Case study methods
Evaluation scheme	<ul style="list-style-type: none"> <li>• <b>Internal Assessment:</b> Internal (30%): Formative assessment – Project work (15 marks)</li> <li>• <b>End-semester:</b> (Summative Assessment) Semester-end examination (sit and write): 70% (35 Marks)</li> <li>• Total 50 Marks</li> </ul>

Reading list	<p><b>Essential reading:</b></p> <ol style="list-style-type: none"> <li>1. Bhamra, T., &amp; Lofthouse, V. (2016). <i>Design for sustainability: a practical approach</i>. Routledge.</li> <li>2. Dower, N., &amp; Williams, J. (2016). <i>Global citizenship: A critical introduction</i>. Routledge</li> <li>3. Ellis, M. (2015). <i>The critical global educator: Global citizenship education as sustainable development</i>. Routledge.</li> <li>4. Gupta, A., &amp; Mitra, A. (Eds.). (2020). <i>Vasudhaiva Kutumbakam: Relevance of India's Ancient Thinking to Contemporary Strategic Reality</i>. Aryan Books International.</li> </ol> <p><b>Additional reading:</b></p> <ol style="list-style-type: none"> <li>5. Blewitt, J. (2012). <i>Understanding sustainable development</i>. Routledge.</li> <li>6. Carley, M., &amp; Christie, I. (2017). <i>Managing sustainable development</i>. Routledge.</li> <li>7. Elliott, J. (2012). <i>An introduction to sustainable development</i>. Routledge.</li> <li>8. Rogers, P. P., Jalal, K. F., &amp; Boyd, J. A. (2012). <i>An introduction to sustainable development</i>. Routledge.</li> <li>9. Sachs, J. D. (2015). <i>The age of sustainable development</i>. Columbia University Press.</li> </ol>
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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>School Leadership and Management (Perspectives in Education)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	b. New Course introduced from 2025
Course code	<b>BEDE- FE-323</b>
Semester	IV
Number of credits	<b>02</b>
Maximum intake	50
Day/Time	Thursday 12-1, Friday 12-1
Name of the teacher/s	<b>Dr. Repudi Vijayalatha</b>
Course description	<p>i) A brief overview of the course</p> <p>School leadership &amp; Management course is crucial for B.Ed students to understand because they play a significant role in shaping the school culture, student outcomes and their overall success. Understanding school leadership and management can help the B.Ed students in developing essential skills for future leadership roles, appreciate the complexities of school administration, contribute to school improvement by enhancing student learning outcomes.</p> <p><b>ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</b></p> <ul style="list-style-type: none"> <li>• To help the student teachers to understand the diversity in India, its structure, its governance, issues, challenges and school leadership needs the basic foundation of educational research (<i>aligns with PO1 &amp; PO10</i>)</li> <li>• To make the students teachers critically think in relation to education leadership and its potential application to different contexts. (<i>aligns with PO6 &amp; PO9</i>)</li> <li>• To facilitate the student teachers in trying new ideas, practices, skills and behaviors in their work place/ organization. (<i>aligns with PO12</i>)</li> </ul> <p><b>iii. Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• The student-teachers will develop a comprehensive understanding of school structure, its governance, issues and challenges and emerge as a effective leader. (<i>Domain Specific outcome</i>)</li> <li>• The student-teachers will critically examine the diversity of schools, their</li> </ul>

	<p>governance structure, leadership, autonomy and accountability mechanism. (Skill enhancement)</p> <ul style="list-style-type: none"> <li>The Student teachers will reflect on various issues and challenges related to school organization and suggest appropriate ways to overcome them. (Value addition)</li> </ul> <p><b>Course Content:</b></p> <p><b>Unit –I Introduction to School Organization and Management:</b></p> <ol style="list-style-type: none"> <li>5. Meaning and definition, Scopes of School Organization and Management, Inter relationship between school management, administration and organization.</li> <li>6. Aims, objectives and functions of School Management, Types and principles of School Management</li> <li>7. Characteristics of Institutional planning, Management and Administrative elements of school.</li> </ol> <p><b>Unit –II School Management of Material &amp; Human Resource:</b></p> <ol style="list-style-type: none"> <li>5. School plant- location, building, classroom, furniture, sanitation and other essentials</li> <li>6. School resource- library, laboratory, hostels and mobilization of resources (Grant-in-Aid, School budget)</li> <li>7. School timetables-Master timetable, Subject wise timetable, Teacher wise timetable, School records and registers (Academic &amp; Administrative)</li> </ol> <p><b>Unit –III Understanding Indian School System:</b></p> <ol style="list-style-type: none"> <li>5. School as a normative organization vis-à-vis school as a socio-emotional-cultural space for learning.</li> <li>6. Schools under different managements – Central government schools- Navodaya Vidyalaya’s, Kendry Vidyalaya’s, Railway Schools, Sainik Schools, National Open Schools, State Government Schools- Residential Schools-TSWRS, TTWRS, MJPTBCWRS, TSRSS, and Model Schools.</li> <li>7. Studying the diversity of schools in India; their structure, governance, socio-political and cultural contexts, funding, management, autonomy and accountability mechanisms, support systems.</li> </ol>
Course delivery	<ul style="list-style-type: none"> <li>Classroom discussions for developing conceptual understanding.</li> <li>Field engagement</li> <li>Group- work, case-based approached</li> </ul>
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> <li>1. Field based assignments</li> <li>2. Group / paired project works / presentations</li> <li>3. Classroom participation and attendance (5 weightage)</li> </ol> <p style="text-align: right;">} 20 weightage</p>

	End-semester (mode of evaluation): Sit and write exam 30 weightage
Reading list	<p><b><u>References:</u></b></p> <ol style="list-style-type: none"> <li>1. Aggarwal, J.C. (2007). School Management. New Delhi: Shipra publication. 193</li> <li>2. Famulavo, Joseph (1986). Hand Book of Human Resource Administration. New York: McGraw-Hill.</li> <li>3. Haseen, Taj (2008). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.</li> <li>4. <a href="http://mhrd.gov.in/inclusive_education">http://mhrd.gov.in/inclusive education</a></li> <li>5. <a href="http://mhrd.gov.in/rashtriya-madhyamik-shiksha-abhiyan">http://mhrd.gov.in/rashtriya-madhyamik-shiksha-abhiyan</a></li> <li>6. Mohanthy, Jagannath (2007). Educational Management Supervision School Organization. Hyderabad: Neelkamal Publications Pvt. Ltd.</li> <li>7. Mohd., Akhtar Siddiqui (1991). Inservice Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>8. Naik, J.P. (1976). Equality, Quality and Quantity - The Elusive Triangle in Indian Education. Bombay: Allied Publishers.</li> <li>9. National Curriculum Framework for Teachers (2009). New Delhi: NCTE.</li> <li>10. National Curriculum Framework (2005). New Delhi: NCERT.</li> <li>11. Tilak, Jandhyala B.G. (1992.) Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.</li> <li>12. Total Quality Management for Tertiary Education (2003). Bangalore: NAAC.</li> <li>13. Walia, J.S. (2004). Education in Emerging Indian Society. Paul Publishers.</li> <li>14. Walker, James W. (1980). Human Resource Planning. New York: McGraw-Hill.</li> <li>15. <a href="http://www.censusindia.gov.in">www.censusindia.gov.in</a></li> <li>16. <a href="http://www.naac-india.com">www.naac-india.com</a></li> <li>17. <a href="http://www.ncte-india.org">www.ncte-india.org</a></li> </ol>

**Semester – IV**  
**BEDE-CES-325 (Community Engagement and Service)**  
**Dissertation**

**Credits: 2**

**Marks: 50 (25+25)**

Dissertation work is designed with an objective to make every student to conduct a systematic Research and understand the research methodological procedures learnt theoretically. Dissertation work has to be initiated during internship during fourth semester, like identification of the problem, planning for the research by having discussion with the mentor and collecting data. Then the actual work is carried out during Post Internship. An external jury will be conducted for 25 marks whereas 25 marks will be assigned through internal assessment.

The Research work shall be reported in five chapters. The format suggested for dissertation is presented below:

**Title Page (title of the problem)**

**Preliminaries:**

**Certificate (supervisor/mentor and principal of the college shall sign on the certificate)**

**Declaration (student shall sign on the declaration certificate) Acknowledgement Table of Contents**

**Table of figures/graphs Abstract (about 250-300 words including 4-5 keywords) Full report**

**@cauterization**

No	Title	Details
<b>Chapter-I</b>	<b>Introduction</b>	A comprehensive introduction to the topic under study shall be provided. Need & significance of the study; problem statement and Rationale; Operational definitions & study delimitations shall be presented.
<b>Chapter-II</b>	<b>Review of Related Literature</b>	<p>Indian studies and foreign studies shall be presented separately (at least twenty recent studies). Reviews shall be mentioned precisely including author(s) name, year of publication, study title and main aim of the study, research method, sample and tools of the study and major findings. All references shall be cited as per APA.</p> <p><b>Example:</b>  <i>Irdalsina., Paidi &amp; Djukri (2020)</i> conducted an investigation on Implementation of Technology-based Guided Inquiry to Improve TPACK among Prospective Biology Teachers. The study aimed at analyzing the impact of the technology-based guided inquiry to improve students' TPACK ability. This study is employed by a one-group pre-test and post-test design.</p>

		The research was Conducted on 47 students selected with purposive sampling technique. The study tools consist of a test and a questionnaire. The data was analyzed using a paired sample t-test and descriptive statistics. The results showed that students' understanding of TPACK according to all assessment aspects can be categorized as “very good”. In details, the content knowledge had a higher post test score than the pre-test. Therefore, it can be concluded that the application of technology-based guided inquiry has a significant impact to improve the students’ understanding of TPACK including Content Knowledge(CK), Pedagogical Knowledge (PK)and Technological Knowledge (TK).
<b>Chapter-III</b>	<b>Methodology</b>	Research method; Research design; objectives, hypotheses, variables, population, sample, sampling techniques/sample rationale, details of the tool(s), data Collection & statistical techniques used.
<b>Chapter-IV</b>	<b>Data Analysis</b>	Data analysis with respect to hypotheses testing should be presented. Tables/ Graphs wherever required shall be placed.
<b>Chapter-V</b>	<b>Summary, Findings &amp; Conclusions</b>	Summary of the study, (a brief note on each of the chapters in a page or two). findings & discussions, conclusions, study implications /Major Recommendations should be presented.
	<b>References Appendices</b>	As per APA style references shall be presented Tools developed / adopted for research & list of schools and other required information can be appended.

### Important Instructions

- Each student shall select a topic and work under the supervision of a faculty member/ mentor. Students are expected to prepare research proposal in consultation with the mentor & preferable adopt a standardized tool available as per the requirement of the study / problem or can develop a tool with good validity.
- Dissertation work will be evaluated by a jury of one internal examiner (Faculty member who guided & supervised the study) and one external examiner on the day of the dissertation practical examination from other colleges and it carries 25 marks.
- Each student shall submit two soft bound copies of dissertation before the examination.
- Dissertation can be neatly typed and can be limited to 15,000 to 20,000 words. 30-50 pages.
- A4 size Executive Bond paper shall be used for typing on both sides of the paper.
- The font is Times New Roman and font size is 12 points with double space. The setting of text shall be with Justify alignment.
- A margin on left sides is 1.25”/3.18cm while on right, top and bottom it is 1.0”/2.54cm.
- All other guide lines shall be followed as per the APA 7<sup>th</sup> edition manual of reporting.
- Pass marks in Practicum (Dissertation Viva-Voce Examination) shall be 50%.

- Plagiarism clearance: The dissertation should be checked for plagiarism by the Supervisor before submission on Turnitin. All sources cited in the body of the dissertation must be acknowledged. Once the dissertation is ready for submission, a soft copy of the dissertation has to be submitted to the Supervisor for the plagiarism check. The University allows a maximum of a similarity index of 10% for dissertation to be submitted. An index equal to or above 10% needs to be reworked before submission.
- Submission and evaluation: Two spiral copies of the dissertation duly plagiarism checked by the Supervisor needs to be submitted in the Office of the Controller of Examinations. The dissertation will be evaluated by the Supervisor and one external examiner, chosen by the department concerned, who is familiar with the area of work. A final grade arrived at by the two examiners will be submitted in the Office of the Controller of Examinations.

**Note: You may refer any education thesis of our University and follow the same**