



School of Education  
Tata Institute of  
Social Sciences, Mumbai



Prospectus 2025-26  
Post Graduate Programmes



# Content

---

WELCOME MESSAGE FROM VICE CHANCELLOR	4
WELCOME MESSAGE FROM DEAN	7
Vision Statement	8
1. About School of Education	9
List of Post Graduate Programmes	10
2. About Centres	11
Centre of Education	11
Centre of Excellence in Teacher Education (CETE)	11
3. Faculty and Academic Secretariat	12
4. Master of Arts in Education (Elementary)	27
5. Master of Arts in Education B.Ed.-M.Ed.	53
6. B.Ed.-M.Ed.	80
7. Master of Arts in Education and Technology	90
8. Life on Campus	92
9. Student Achievements	92
10. Placements	94
11. Fees	96
12. Contact Us	100

# WELCOME MESSAGE FROM VICE CHANCELLOR

With great pride and purpose, I welcome you to the Tata Institute of Social Sciences (TISS) —a symbol of knowledge, innovation, and transformative education. As you review this prospectus, you're not just exploring courses and facilities; you're entering a world where ambition thrives, curiosity is valued, and aspirations are shaped into reality.



TISS is dedicated to excellence. We are a community of thinkers, learners, researchers, and practitioners united by our commitment to advance and co-create knowledge and social innovations to make a better world. Our legacy is not just academic excellence; it is research that creates impact. Generations of scholars, educators, and students have contributed to a vibrant culture where intellectual rigour coexists with empathy and social responsibility. Our faculty are not only distinguished experts in their respective fields but also passionate mentors, guiding students to realise their full potential.

We believe that higher education should nurture visionary thinkers, compassionate citizens, and reflective practitioners to address social challenges. We should foster an inquisitive spirit, upholding integrity and respect for all. Our educational philosophy is rooted in relevance and adaptability, blending tradition with transformation. Our curricula are designed to inspire and engage students, seamlessly integrating interdisciplinary research and reflective practice. We equip students to acquire knowledge, forge new paradigms, lead, and contribute to society.

Education in TISS goes beyond classrooms. We firmly believe in experiential learning, as outlined in the National Education Policy, and encourage our students to engage in research, internships, entrepreneurship, and service projects from the start of their education. Our international partnerships and exchange programmes help our students and their knowledge partners embody the spirit of 'Vasudhaiva Kutumbakam', fostering cross-cultural understanding and nurturing the world as one family. Here, lasting friendships are formed, and barriers are broken down.

Our vibrant campuses are filled with student clubs, sports, cultural festivals, and volunteer activities. We support students' emotional intelligence, leadership, and sense of purpose. Our counselling, wellness, leadership, and career guidance services provide comprehensive support throughout their academic journey. Explore new interests, challenge your beliefs, and discover your true potential here.

We're delighted to have a rich blend of cultures, ideas, and viewpoints. Our alumni network, spanning continents, industries, and disciplines, comprises changemakers, innovators, and leaders who embody the spirit of TISS globally. We welcome you to this TISS family —a network that offers unwavering support and inspiration throughout your life and career. As you begin your academic journey at TISS, I invite you to contemplate your own aspirations and assess how they align with our shared vision. Here, you will encounter a supportive environment, access to world-class resources, and a community that celebrates your individuality. You will be challenged, inspired, and empowered to make a meaningful impact. Let your time with us be one of exploration and growth. Embrace opportunities, learn from setbacks, and pursue excellence with passion and perseverance. Shape your journey and make a boundless impact.

We warmly welcome you to TISS. Our university supports your ambitions, ignites your curiosity, and helps you become a leader for tomorrow. Together, let's strive for personal success and the betterment of humanity. We look forward to your remarkable contributions to our community and the world.

Best wishes for your journey ahead,

Prof. Badri Narayan Tiwari Vice Chancellor

## WELCOME MESSAGE FROM DEAN

---



**The School of Education**, at the Mumbai campus of Tata Institute of Social Sciences draws on the rich legacy of the TISS in research in Education. In the 1960s, as an input into the Kothari Commission Report, the Unit for Research in Sociology of Education contributed the first Sociological surveys of school education in India. In the early 2000s, the MA Education (Elementary) which was designed and taught as an inter-institutional programme was brought to TISS and established here. The School includes the Centre of Excellence in Teacher Education founded through and supported by grants from Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching and the TATA TRUSTS, and the Centre of Studies in Sociology of Education. The School of

Education has expertise in a range of education areas including Education Policy, Education and development, Sociology of Education, Cognition and Learning, educational technology, curriculum and pedagogy of mathematics, language, science and social sciences, teacher professional development and inclusive education. The faculty of the School are multidisciplinary and are active internationally and nationally in research and policy, and all have a rich publication record and are actively engaged in field initiatives. The School is also actively engaged with several states in the country and in the Global South in initiatives focussed on strengthening school quality and teacher professional development. The school has an active doctoral programme and attracts students from different parts of the country and South Asia. The alumni of the school are now spread over India and abroad, pursuing research and active in the field supporting initiatives and in teaching.

Prof. P. Gopinath

Dean, School of Education

## Vision Statement

---

**The vision of Tata Institute of Social Sciences** is to be an institution of excellence in higher education that responds to changing social realities, promoting dignity, equality, social justice, and human rights for all.

# 1. About School of Education

---

*Building the discipline of education to realise the vision of inclusive growth and development for all in India in school, higher education and informal and non formal education through research, teaching, field action and advocacy and networking, responding to the challenges and needs of the present and oriented to the future, building bridges between practitioners, administrators and university researchers.*

Indian education stands at an important juncture with the enactment of the Right to Education Act and a commitment to the expansion of post secondary quality education, and the vision of reinvigorated school and teacher education envisaged in the NEP 2020. The increase in diversity in classrooms has necessitated a large scale response in terms of understanding this diversity and supporting inclusion. Responses are needed both in school education and higher education curriculum, pedagogy and policy.

The School of Education (SoE), which was established in 2012, enhance areas of work in education in order to respond more comprehensively to the challenges facing Indian education and the global south.

- 1. Knowledge generation and capacity building of professionals for education,**
- 2. Teacher professional development,**
- 3. Curriculum, pedagogy and assessment**
- 4. Educational Technology**
- 5. Educational Development and Policy**
- 6. Quality and inclusion in school and higher education.**

The school offers a range of campus based and blended programmes of study/ professional education preparing teachers and professionals for the education sector. The School also offers short term and modular courses online and in blended learning (workshops +online) for working professionals including teachers in various aspects of education—to further strengthen expertise.

**Indian education** stands at an important juncture with the enactment of the Right to Education Act and the vision of NEP 2020. The School of Education (SoE), established in 2012, aims to enhance areas of work in education to address challenges facing Indian education.

**Postgraduate level programmes include:**

1. Master of Arts in Education (Elementary)
2. Master of Arts in Education
3. B.Ed.-M.Ed. (3 years) with 2-year exit BEd and lateral entry into MEd (2 years), recognized as an innovative programme by NCTE.
4. Master of Arts in Education and Technology

**Online certificate programmes offered:**

- Reflective Teaching with ICT (RTICT)
- Contemporary Education Perspectives and Research (CEPR)
- Professional Competencies for Excellence in Teaching (PCET)

**Professional development courses** are organized for various state governments in the areas of school leadership, professional competence of faculty of DIETs, SCERTs and teachers in areas such as educational technology, pedagogy and mentoring, action research, etc.

**List of Post Graduate Programmes**

---

Sr. No.	Name of the Programme	Duration (Years)	Total Credits
1	Master of Arts in Education (Elementary)	2	80
2	Master of Arts in Education	2	80
3(a)	B.Ed-M.Ed(Three Year with multiple entry-exit option)	3	120
(b)	B.Ed (Two-Years Exit from B.Ed-M.Ed Programme)	2	80
©	M.Ed (Two-Years by Lateral Entry into B.Ed-M.Ed Programme)	2	80
4	Master of Arts in Education and Technology	1	42

## 2. About Centres

---

### Centre of Education

The Centre of Education carries out research in areas of education quality, equality and inequality, and policy. Major recent research has been to understand urbanisation and education, and aspects of the Right to Education.

### Centre of Excellence in Teacher Education (CETE)

Starting as the Centre for Education, Innovation and Action Research (CEIAR), it was established in 2015 to engage with and promote innovation in school curriculum, teacher education and higher education curriculum and pedagogy, in 2020, the Centre was renamed as Centre of Excellence in Teacher Education (CETE) to highlight the focus on teachers and teacher education. CETE is supported through a seed grant from the Tata Trusts, and initial support from the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT: 2019-2020).

The Centre provides incubation and promotion of innovation that address the needs of Indian education and engages with innovative use of new technologies and media to raise relevance, quality, and standards of education. It engages with teaching, research, policy advocacy and collaboration to revitalise the sector of teacher education in India.

The Centre is active in fostering collaborations and inviting global expertise to steer research, training, and educational exchanges across cultures, and working closely with several State Governments.

The Centre's flagship action research programme, the Connected Learning Initiative (CLIX) (<http://clix.tiss.edu>), was awarded the UNESCO-King Hamad Prize for the Use of ICTs in Education (2017 edition) and also Open Education Awards for Excellence Resources, Tools and Practices under the category of Open Collaboration in 2019 from Open Education Consortium. Faculty of the Centre are engaged with major international and national research studies and field action collaborating with several state governments on themes including innovative financing in education, educational technology and teacher professional development, project based learning, world of work, etc. (<https://bit.ly/cetewebsite>).



### 3. Faculty and Academic Secretariat

#### Centre for Education

Dr. Disha Nawani M.A., M.Phil., Ph.D. (JNU)	Professor
Nilesh Gourkhede MA, MPhil (Edu), Pursuing Ph.D., TISS, NET Qualified	Assistant Professor

#### Centre of Excellence in Teacher Education

Prof. Padma Sarangapani M.Sc. (IIT-Madras), M.Phil., Ph.D. (Delhi)	Professor and Chairperson
Dr. Amina Charania M.Sc. (Mumbai), M.Sc., Ph.D. (IOWA State)	Associate Professor
Dr. Arindam Bose M.Sc. (Pune), M.Sc. (Madras), Ph.D. (TIFR)	Associate Professor
Dr. Gomathi Jatin Shah M.A. (IGNOU), Ph.D. (Mumbai), P.G.D.M.E. (Mumbai)	Associate Professor
Dr. Ruchi Kumar M.Sc. (Delhi), M.Ed. (Delhi), Ph.D. (TIFR)	Assistant Professor
Dr. Meera Chandran M.Sc. (Madras), M.A. (MKU), Ph.D. (TISS)	Assistant Professor
Dr. Poonam Sharma M.A., Ph.D. (TISS)	Assistant Professor
Dr. Nishevita Jayendran M.A. (Delhi), M.Phil. (Madras), Ph.D. (IIT-B)	Assistant Professor
Mr. Anil Mammen Verghese B.A. & M.A. in English Language & Literature, (Madras)	Professor of Practice
Dr. Anusha Ramanathan M.A., (Mumbai), M.Phil., (SNDT), Ph.D. (Mumbai)	Assistant Professor
Dr. Richa Sharma Ph.D.(JNU), M.A., M.ED. & B.ED.(University of Delhi)	Assistant Professor
Dr. Emon Nandi Ph.D.(JNU), M.Phil.(JNU), M.A.(JNU)	Assistant Professor

## School Secretariat

Ms. Pratima Zore M.Com (Mumbai)	Senior Academic Manager
Ms. Rajul Krishnan B.Com. (Mumbai)	Academic Assistant
Ms. Meena Shejwal B.Com. (Mumbai)	Academic Assistant
Ms. Reena Bhalerao B.Com. (Mumbai)	Academic Manager
Ms. Amruta Bhanage B.Com. (Mumbai)	Lower Division Clerk
Mr. Vishal Kshirsagar B.Com. (Mumbai), MPA (IGNOU)	Admin Executive
Ms. Nikhat Nasrin B.A. & M.A. (University of Calcutta), Diploma in Computer Application, DOEACC	Academic Assistant (online,blended programmes)

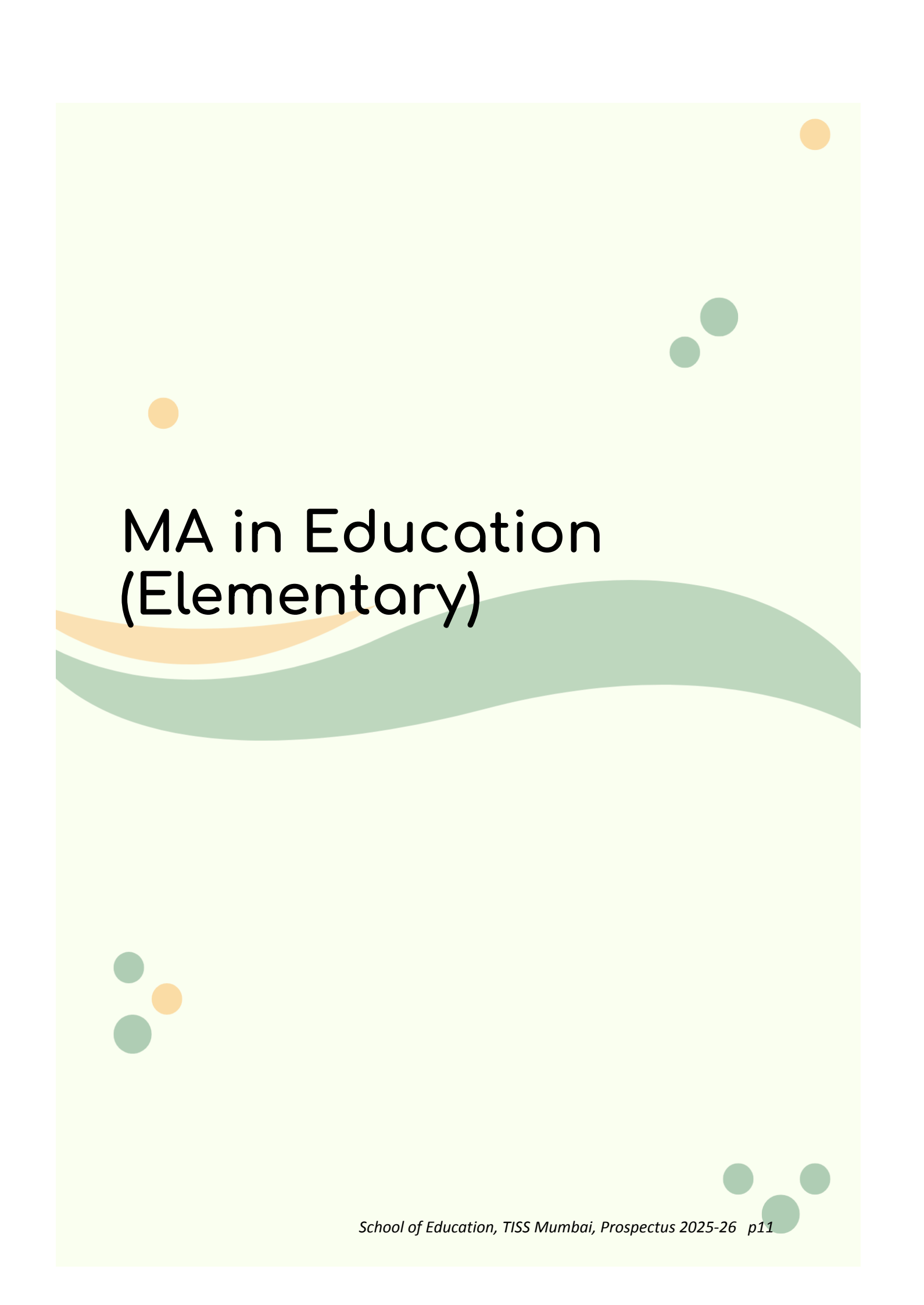


## Alumni of the School

---

Over the years, the alumni of our MA Education and B.Ed-M.Ed (Integrated) programmes have distinguished themselves across diverse spheres of the education ecosystem. Many have secured roles in academic institutions, serving as teachers, teacher trainers, and faculty in higher education, leveraging the strong research training and pedagogical foundations they acquired during their studies. Others have entered school systems, contributing as specialist subject teachers, curriculum designers, and school leaders, benefiting from rich field internships and practicum experiences built into our integrated curricula.

Alumni are also significantly involved in education policy implementation: they contribute to government bodies, think-tanks, and non-profit organisations, applying their deep understanding of pedagogy, social justice, and systemic reform to real-world challenges. Furthermore, a substantial number of graduates pursue higher education, including doctoral programmes in India and abroad, underscoring their strong academic preparation. Through these pathways, our alumni embody CETE's vision of being "catalysts for transformation" in teacher education and broader educational systems



# MA in Education (Elementary)

## 4. Master of Arts in Education (Elementary)

NAME OF THE PROGRAMME: Education (Elementary)
FINAL DEGREE AWARDED : MA in Elementary Education
SCHOOL : School of Education
CAMPUS: Mumbai
MODE : Blended Mode
NHEQF LEVEL : 6.5
TOTAL CREDITS: 80
DATE APPROVED BY BOS : 11 June, 2025
DATE APPROVED BY AC : 15 July, 2025
DATE OF LAST REVIEW : 14 August, 2025

### SUMMARY OF THE PROGRAMME

MA Education (Elementary) is a unique programme which allows students, especially practitioners to study full-time in a blended mode ( face to face & on-line pedagogy ). Twice a year (May-June and Oct-Nov), face to face classes are held in Mumbai campus for approximately a month each and rest of the curriculum gets transacted on-line through a Learning Management System devised for the same.

The Master of Arts in Education (Elementary) programme aims to enhance knowledge, capacities and orientations that are relevant to strengthening elementary education in the country. Students completing this programme develop a critical and reflective understanding of the core and foundational areas of education, including theory and research, with special reference to India. The programme is designed to include thematic, issue-based courses that are of current significance in the Indian context. Students also develop special expertise in chosen areas of study relating more directly to professional needs: for example, curriculum, pedagogy, teacher development, material development, education of children with special needs, leadership and management issues, gender issues in education, etc.

This programme has two distinctive features: It is conducted in dual mode, involving 10-12 days of contact classes and 14 weeks of distance learning every Semester. This model has been chosen as a way to facilitate participants to combine work with study. The contact classes are held at the Mumbai campus of TISS. Teaching-learning during the rest of the semester is carried out based on planned weekly classes with readings, self-study and regular assignments shared through the TISS Learning Management System - TISSOL.

The MA Education (Elementary) programme was collaboratively conceived by TISS; Homi Bhabha Centre for Science Education, Mumbai; Vidya Bhawan Society, Udaipur; Digantar, Jaipur; Eklavya, Bhopal and National Institute of Advanced Studies, Bangalore. These organisations have contributed significantly to research and innovative practices in the field of education. This gets reflected in the vibrant course curriculum of the programme. Professionals from these organisations and other experts in the field contribute to teaching in the programme. The programme is located in TISS, Mumbai and the degree is awarded by TISS.



## **PROGRAMME OBJECTIVES**

### **A. To develop a critical and reflective understanding of the following:**

- The historical and current context of elementary education, with regards philosophical aims and the perspective of development: economic, socio-cultural and political.
- The Indian education from a historical, sociological and comparative perspective, including policy and planning (national interest, international aid and lobbying, globalisation and privatisation).
- The school as a system, the classroom and the curriculum, and their macro and micro relationships to society, local society, childhood and children.

### **B. To understand, develop expertise in and relate to curriculum and pedagogy:**

- The nature of children's development/human development, socialisation (identity formation), cognition and learning.
- The nature of knowledge, culture and language (academic disciplines, local knowledge, and creative expression and culture).
- Testing and evaluation
- The school and the classroom, teachers and teaching.

### **C. To develop a perspective on and the skills to design, plan and organise for:**

- Professional development of teachers (in and pre service).
- Curriculum design, textbooks and material development.
- Academic and administrative management systems (including organisation theory).
- Programme monitoring (bureaucratic system of supervision and local accountability).

### **D. To develop analytical, research and writing skills**

- To read and evaluate the worth of secondary literature, and extract relevant information from the same.
- Handle data.
- To pose relevant questions and plan for their investigation through appropriate methodological tools.

- To report to and communicate effectively with different audiences concerned with education—reviews, short reports, detailed reports, research papers of original findings.



## PROGRAMME OUTCOMES

- These objectives are located within a commitment to promoting the values of democracy, equality and equity, to look for and employ evidence based practice, to develop and connect one's work with the theoretical body of knowledge and sites of practice, and draw on, develop theory and practice and to communicate.
- Students completing this programme of study would all have knowledge in core and foundational areas of education in the Indian context, with a knowledge of theory, issues, and research. They would also have specialised in some areas, developing specific expertise. They would be able to relate the theory to their professional and/or research interests.

### Semester-wise Courses:

Semester	Course Type	Course Name	Credits
Semester 1 Credits: 20	Core	History of Education	4
		Educational Psychology	4
		Philosophy of Education	4
	Internship/Field Work/Labs/Capstone	Indian Society and its Educational Landscape	2
		ICT and Education	2
Electives	Select One OC Course	4	
Semester 2 Credits: 20	Core	Sociology of Education	4
		Education Research Method	2
	IKS	Indian Knowledge Systems	4
	Internship/Field Work/Labs/Capstone	Research Tools and Analysis	4
		Research	Research Proposal
	Skill Enhancement	Reading, Writing and Thinking in Education	2
Teaching, Learning and Assessment		2	
Semester 3 Credits: 20	Core	Curriculum & School	4
		Research Methods-2	4
	Skill Enhancement	Education Development, Monitoring and Evaluation	2
	Electives	Select two OC Courses**	8
Skill Enhancement	Design Thinking and Education	2	
Semester 4 Credits: 20	Core	Policy, Institution & Practice	4
		Language, Mind & Society	4
		Inclusive Education	2

	Research	Research Dissertation	8
	Skill Enhancement	Project Management	2
Total			80

**Note:**

1. The total number of credits and semester-wise listing of courses is provisional, and may undergo some changes.
2. Every semester the classes will be held for 10 days during on-campus Contact period and subsequently 14 weeks during the Distance period (online).
3. Basic Courses: The basic courses are compulsory and draw on the foundational areas of philosophy, sociology, economics, history and psychology. These address the need for an understanding of education in relation to areas such as metaphysics and the nature of knowledge, human nature, human development, learning and cognition, language and thought, the nature of Indian society and culture, education as a means of social transformation and social reproduction, etc. Basic courses introduce students to important theories, concepts and debates in these areas.
4. Optional Courses: There are two groups of optional courses. Group I relates to pedagogy areas and includes courses which relate to the school subjects/academic disciplines and examine curricular and pedagogic issues in these areas. The courses in this Group aim towards comprehending the nature of school knowledge and how children learn. It also includes organisation of learning processes covering curriculum, pedagogy and evaluation. Group II relates to thematic areas of contemporary significance. The courses in this Group provide opportunities to examine specific issues of particular relevance to Indian education.
5. Flexi options: Normally a student would be able to complete the programme in two years. There is also a flexible option of taking fewer courses in a semester and completing the programme over three years (up to four years). This is based on the prerequisites defined for each course.

\*\* Students will select three optional courses one each from Group I (Pedagogic stream) and Group II (Thematic stream) and the third from either Group I or Group II as given in the following Table.

Optional Group I		Optional Group II	
OC 1	First Language Pedagogy	OC 5	Education Leadership and Management
OC 2	Pedagogy of Mathematics	OC 6	Materials Design and Development
OC 3	Pedagogy of Social Studies	OC 7	Teacher Professional Development
OC 4	Science Education	OC 8	Gender and Education
		OC 9	Education of Children with Special Needs
		OC10	Caste, Tribe and Education
		OC11	ICT and Education
		BC7	Sociology of Education-2
		BC5	Child, Development, Cognition and Learning-2

## Course Content

---

### **BC10: History of Education**

This course on History of Education aims to explore the meanings, character and experiences of education as a historical entity largely in the context of modern India. The course intends to ask what is meant by history, education and history of education; what challenges and issues are in writing a history of the educational experiences of different social groups; how the changing meanings and experiences of colonialism, modern state, gender, caste, race, ethnicity, class have shaped education at various historical junctures; how the questions of justice, equity, freedom, dignity, diversity, rights, nationhood, exclusion, inclusion have played at the interface of the educational terrain in the past and in contemporary India.

### **BC 4 : Educational Psychology**

- To provide a developmental understanding of the elementary school child – physical, social, emotional and cognitive so as to be able to understand child development processes within and outside the school context, with a focus on the Indian situation.
- To generate critical discussions of developmental contexts and theoretical perspectives with the participants. To understand debates around issues such as nature and nurture; bi-directionality in development; the concept of intelligence; the role of play, the nature of mind, and emotion, etc. in order to engage with theory and research findings that is available both about children’s development as a larger issue and in the context of cognition, learning and schooling.
- To encourage participants to explore theory and research to establish linkages with classrooms and the educational setting.

- To understand development within a framework of contextual, economic, historical and socio-cultural factors within which both the child and the school are situated.

### **BC 1: Philosophy of Education**

- To develop a comprehensive perspective on education that enables us to understand relationships between different elements of elementary education; i.e. from classroom practices to the general aims of education.
- To help construct a theoretical framework and acquire knowledge/fundamentals that form a basis for making informed educational decisions/choices/judgments.
- 
- To develop the ability and disposition to reflect philosophically on relevant educational issues.
- To initiate the students into philosophy of education as a discipline – nature, content, method, task, function, and importance/relevance.

### **BC2 : Sociology of Education**

- To initiate learners into “thinking sociologically” about education
- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education, with particular reference to elementary education in India
- To understand the embeddedness of education in social structure and culture; to understand education as a social institution and its complex linkages with other major social institutions
- To provide an orientation to the political nature of school and the ideological, socio-economic and cultural forces shaping education
- To inculcate critical and comparative perspectives on the role of education in society
- To enhance capacities for the critical evaluation of the role of education in social change
- To enhance capacities for sociological reflection on education issues.

### **Indian Knowledge Systems:**

This course focuses on exploring select classic writings from Indian literature, emphasizing themes of peace, justice, ethics, duty, and resilience. It will cover epics, short stories, and poetry from 700 BCE to 1100 CE, along with select polemics from Sanskrit and Tamil traditions and folk songs. The course adopts a secular, critical, and liberal humanist approach to engage with the historical and socio-cultural contexts of these texts. By the end of the course, students will critically reflect on the cultural diversity of Indian literature, explore themes of justice and ethics, and discuss the concept of authorship in oral versus print traditions. The course also considers the

politics of translation and may incorporate bilingual approaches for deeper understanding.

### **ERM-1: Research Tools & Analysis**

The course will introduce students to the broad research paradigms, established research designs, data kinds and tools for analysis. The course is designed to introduce students to the diversity in educational research and theoretical ideas through an experiential engagement by encouraging them to analyse research studies in the field. Such a course intends to provide the necessary foundations to understand research in educational studies.

### **ERM-2: Research Proposal**

The course will develop students' competencies to create individual Research proposals, guided by the faculty supervisor and in collaboration with peers, by learning how to do a literature review, map main concepts and understand interrelationships to develop an initial conceptual framework, situate their research in a qualitative, quantitative or mixed research paradigm for planning research methodology.

### **PC: Reading, Writing and Thinking in Education**

This course aims to enable learners to evaluate ideas for their relevance in varied contexts and to use critical reading strategies to map to a variety of texts in the domain of education. It aims to ensure professional competence in critical reading and expression of thought, especially with respect to education.

### **BC7: Curriculum and School**

- The course builds on philosophy, sociology, child development and learning to develop an understanding of how and to what extent educational aims are realised in schools. The course is anchored around the idea of 'curriculum' as the plan for the implementation of educational aims, and therefore being the most important dimension of the design and conduct of learning.
- A critical perspective on the idea of curriculum (negotiated and socio-historical), its relationship to educational aims and societies.
- Using insights from philosophy, sociology, psychology of learning and group psychology/organisational theory to reflect on curriculum design and its realisation in schools and school systems.
- Critical understanding of curriculum as it obtains in Indian schools, assessing the quality of learning, and school improvement, and its relationship to textbook design, teacher preparation and examinations.
- Perspective on curricular issues and debates relevant to India and the third world, in the context of universalising elementary education, policy shifts and globalisation.

- Ability to critically appraise and modify or design curriculum in keeping with one's educational aims.

**BC8: Research Methods - 2**

- This course has been designed to give students an overview of research methods that can be used in education, to help develop a conceptual understanding of the epistemological, ontological and methodological issues that have emerged in research in the social sciences in general, and education in specific, to foster the knowledge and skills needed to formulate research questions, to design and implement studies by collecting, analyzing and interpreting data (using both quantitative and qualitative techniques) and presenting the findings, to augment the skills of preparing a research report and using material thereof for publication and presentation to different audiences, to inculcate the knowledge and analytical skills needed to understand and critically review theory-based research in scholarly publications and commissioned field study reports ( surveys, impact assessment and programme evaluation studies) in the field of education perspective on the factors
- To develop a critical/reflective influence on the scientific objectivity of social research, such as epistemological limitations, normalized value premises, cultural biases, and political pressures, which influence how findings are received and utilized, and an appreciation of ethical issues that arise when doing and disseminating research.

**BC 9: Policy Institution and Practice**

- Understanding education policy processes is a complex exercise since it requires understanding the historical legacy, contemporary political and social dynamics, existing theoretical knowledge base, interpretation of problems and also appreciating policies as they are mediated through various institutional structures in practice. This course is designed to help students analyse educational policies and their outcomes as embedded in three contexts: the perceived problems; the ideas and assumptions that underlie policy choices, and the institutional structures and processes that mediate these policies.
- Develop an understanding of the concept and role of policy in education
- Develop a critical understanding of state and non-state key actors and institutions in education in the contemporary context
- Develop an understanding of the process of policy formulation, implementation and outcomes in contemporary India
- Develop skills for Critical policy analysis and
- Identify key issues that require policy intervention.

**BC 6: Language, Mind and Society**

- To sensitise the participants to the nature and structure of language addressing such issues as language acquisition, variation and change;
- To make participants aware of how language is constitutive of being human;

- To develop a critical understanding of the role language plays in the construction of power structures in society and develop a critical awareness about the gendered use of language;
- To examine the relationship between multilingualism, cognitive growth, scholastic achievement and social tolerance;
- To examine the role of language in schools; and
- To appreciate the properties of India as a linguistic and sociolinguistic area and its implications for pedagogy.

### **BC11: Inclusive Education**

Inclusive Education is a core course drawing on the broader framework of intersectionality studies and aims to deconstruct the fallacy of normality while highlighting the role of intersectionalities that influence students' educational experiences. The course is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. This course focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Supporting learners through inclusive practices and the use of ICT and assistive technologies will form part of this course. This course will also emphasize the need to challenge existing assumptions, stereotypes and myths surrounding inclusive education and learners with diverse needs and abilities, the need to remove the barriers to inclusive education and to create and foster an accepting and enriching learning environment that celebrates diversity and inclusion where all kinds of learners can thrive and achieve their full potential.

### **PC: Project Management**

Many interventions in the educator sector take shape as projects with defined objectives, time and costs. Understanding the nature of project management and a familiarity with the tools and techniques of project planning and management are critical for successful professionals. This is a professional competency course that familiarises the students with key concepts of project management and introduces them to tools and techniques of project planning and management that they can deploy in their professional careers.

### **PC: EdTech**

The course aims to delve into the nature of learning and teaching and the role of technology in designing meaningful and authentic teaching and learning experiences in middle and high school education space. This course will use the framework of digital agency and constructivist learning environments, where students are able to engage as producers and not just as consumers in order to shape the interaction with technology for learning. Thus, technology resources and tools that promote digital agency in students will be explored. Principles embedded in learning sciences, constructivist pedagogies and instructional/learning design including universal design for learning will

be discussed with case based methods. This course will also discuss Game based learning with a focus on students creating games on their own, projects and problem based learning where students will use their creativity to create learning artefacts.

### **PC: Curriculum and Material Design**

This course will focus on the principles, practice and contextualised nature of curriculum and materials design. The course is aimed at building an understanding of the stages involved in the planning and development of curriculum, the need for them and the criteria for effective materials selection, adaptation and design, to examine issues on course evaluation and students' assessments.

### **EC: Understanding the Field**

This Experiential Learning Course is aimed at giving Education students an opportunity to intern or to work within an education or development related institution or organisation to understand its role and nature of work in the field of education. The broader objective is to help students understand what the 'field' is in the broader domain of educational studies; to gain experiential learning about different forms and structures of the 'field', its mechanism and functioning as to understand what works and what does not, and how things are conceptualised, visualised, designed and implemented; to provide an opportunity to engage with innovative/active educational practice in 'real' settings or at the grassroots, to understand and explore possibilities for education or development and change through interaction with practitioners; To connect classroom learning on varied aspects of education and development with practical field experience and to reflect on the same; through this experience, to develop more specialised knowledge and skills in some aspects of the professional practice of education or development related work.

### **Indian Society and its Educational Landscape:**

This course examines how India's education system is shaped by and reinforces social divisions such as caste, class, tribe, religion, gender, and geography. Through critical readings and field visits to local schools and institutions, students will explore the complex relationship between socio-economic context and educational opportunities. The course enables students to observe how educational practices reflect broader social realities and equips them to analyze the interconnectedness of diverse stakeholders within the education ecosystem. Students will develop both theoretical understanding and practical insights into the challenges and possibilities for addressing structural inequalities in Indian education.

## Group I

### **OC1: First Language Pedagogy**

- To enable participants to view questions of language pedagogy within the framework of an understanding of the nature of language and of linguistic diversity in India.
- To develop a sensitivity to and appreciation for speech variation, especially that associated with low-ranked social groups, while learning how to enable such children to master the standard forms of speech and writing.
- To help participants become familiar with issues of reading pedagogy and be able to critically assess textbooks and other teaching/learning materials.
- To help participants formulate goals of language pedagogy at the post-literacy stage, and to critically assess textbooks and other teaching/learning materials.
- To enable participants to critically assess present methods of evaluating children's language skills, and to develop alternative strategies

### **OC2: Pedagogy of Mathematics**

- Appreciate the place of mathematics in culture and in our common cultural heritage, and its application in diverse pursuits
- Understand the nature of modern mathematics and distinct features of mathematics
- Understand the psychological perspectives on the student as a learner
- Understand different underlying principles of organization of the mathematics curriculum and the approaches that follow from these principles
- Develop an overall knowledge of the main topics and the broad range of learning outcomes or competencies in the elementary school mathematics curriculum; appreciate differences and commonalities in elementary mathematics curricula across the world, and the use of technology.
- Understand the effective use of assessment 16 mathematics education, Enhancing
- Appreciate the need for equity in teaching and learning tools
- Appreciate the need for professional development of teachers and the role of research in mathematics education

### **OC3: Social Science Pedagogy**

- This course attempts to help students appreciate the significance of social studies in the educational process, as well as the relationship between education and social realities. How has society come to be the way it is? How does social transition take place? How do children understand the society they

live in? Why do children need to understand society? How can social science education contribute to this process?

- An overview of social studies and some of its disciplines that are generally seen in school curriculum.
- An appreciation of the fact that neither society nor its study is static in nature, but they tend to undergo transitions.
- Provide an idea of the history and contexts of disciplines of social studies as school subjects.
- Develop a critical understanding of teaching & learning of social studies.
- Encourage development of teaching-learning materials and methods that are aware of discourses of disciplines, as well as sensitive to learning requirements of children at different age groups

#### **OC4: Science Education**

- To introduce students to philosophy and history of science to understand the nature and structure of the discipline and issues of conceptualizing the subject matter of and method of science.
- To reflect on aims of science education from the point of view of educational aims, and to problematise the same.
- To understand the development of scientific thinking in children and its implications for curriculum.
- To reflect critically on curriculum design and pedagogic practices

### Group II

#### **OC5: Education leadership and Management**

- To familiarize students with the wide range of structural, leadership and managerial issues that affect school education.
- To deliberate on the concepts of management and their relevance and applicability to education in India
- To help students develop knowledge and skills in providing leadership and management of the school system and the school as a unit
- To explore and understand factors that influence the building of effective schools and support institutions within the education system and their interactions.

#### **OC6: Materials Design and Development**

- To bring earlier studied foundational theory courses to bear on questions of design and choice of materials for teaching-learning.
- To provide specialization in the design, preparation and evaluation of materials for teaching-learning.

- To understand the nature, design and development of print-based teaching learning materials such as textbooks (workbooks/sheets) children's literature, etc.
- To understand the nature, design and development of conventional teaching learning manipulands which are of importance for elementary education.
- To explore some newer/more expensive, electronic technologies such as radio, TV and computers in education.

#### **OC7: Teacher Professional Development**

- The overall aim is to engage students/practitioners with issues and ideas related to teacher identity, teacher practice, teacher development, the larger social, cultural, economic and political context in which teachers work and the immediate context of school/classroom needs and professional demands.
- To know the teacher: Examining issues of gender, caste, class, region, community and other socio-political aspects that influence the decision to become an elementary school teacher.
- To develop a demographic understanding of elementary school teachers: Understanding the teacher within the edifice of the school system, examining her position (socio-psychological, cultural, economic, political,) in the educational system and in society within a historical and contemporary perspective.
- To understand the professional needs of teachers: Focusing on getting to understand the basic assumptions/beliefs/conceptions teachers have about children, learning, knowledge and teaching-learning practices.
- To undertake a detailed analysis and study of elementary teacher education programmes: pre-service and in-service, curriculum content and pedagogic approaches, examining these against the assessed 'needs' of teachers. Evolving a perspective on the education of teachers, both pre-service, and in-service with on-site academic support, professional and personal development through a study of programmatic directions and structures.
- To examine the social, political and policy context of teaching as a profession.

#### **OC8: Gender and Education**

- This course is expected to cover certain key areas in gender and education. Emphasis would be on developing a broad gender perspective to education and schooling as a social sub-system, and developing an understanding of both historical and processual dimensions of gender and education. The focus would be on the Indian context, but feminist scholarship in other societal contexts will be drawn upon to explore the multiple and complex relationships of gender and education.
- To develop an understanding of the historical perspectives and experiences of women's education across different sociocultural contexts; the ability to discern gender in educational contexts (pedagogy and curriculum, school settings and policies);

- To gain a critical perspective on the ways in which education maintains and legitimates gender relations in society;
- To critically analyse policies and programmes for their gendered basis and outcomes. In all topics, gender will be explored in connection with other aspects of identity such as caste, class, ethnicity, religion and urban/rural background.

#### **OC9: Education of Children with Special Needs**


- To sensitize learners to the diversity in children's development and understand factors that influence developmental deviations
- To acquire knowledge of 18 contemporary and progressive thinking and perspectives on education of children with special needs
- To provide an introduction to methods, materials and programmes for curriculum planning and varied teaching methodologies and approaches to meet diverse needs.
- To provide an integrated and comprehensive understanding of curriculum development and practice them in multiple settings viz. mainstream schools, special and remedial schools, day care centers
- To acquaint learners with educational, welfare, rehabilitative policies, programmes and legislation relevant to the education of children with special

#### **OC10: Caste, Tribe and Education**

The broad objective of this course is to familiarise students with the issue of existing social realities with reference to caste/tribe based inequalities and its impact on education and vice-versa. This course may also lead to developing a new area for empirical probes in future, which can facilitate understanding educational problems and issues in the context(s) of caste/tribe culture, familiarise students with educational issues of the deprived communities through the policies and to identify and analyse caste-tribe based issues in education in the context of globalization and privatization of education. It is relevant to identify and analyze the link between caste(s) and education and how they impact each other and how this impacts at societal level in the context of national development in current times.

#### **OC11: ICT and Education**

The course aims to delve into the nature of learning and teaching and the role of technology in designing meaningful and authentic teaching and learning experiences. Drawing on contemporary discourse in the area of teaching and learning with technology, the course develops a critical awareness of the political economy of technology in education along with deeper understanding of the role of technology in teaching and learning. Through hands-on exploration and case studies a range of technology enabled programs, applications, and distant technologies will be explored to analyse their relevance for education, mechanisms of adoption and strategies for integration within the educational ecosystem.



# MA in Education

## 5. Master of Arts in Education

---

NAME OF THE PROGRAMME: Education	
FINAL DEGREE AWARDED : MA in Education	
SCHOOL : School of Education	
CAMPUS: Mumbai	
MODE : In Person	
NHEQF LEVEL: 6.5	TOTAL CREDITS: 80
DATE APPROVED BY BOS: (Revisions Approved) - 19 July, 2024	
DATE APPROVED BY AC : 11 June, 2025	
DATE OF LAST REVIEW : 15 July, 2025	

### SUMMARY OF THE PROGRAMME

The MA in Education programme aims to build a cohort of professional practitioners and researchers in the education domain who exemplify constitutional values and commitment to broader issues of social justice and equity in education. The programme aims to build their critical understanding of disciplinary perspectives in education with a strong emphasis on practice.

Students will be equipped to engage with persistent challenges within the field of education while gaining new insights into new and emerging challenges and innovations that could serve as critical counterpoints. Curriculum and pedagogic transformation are intrinsic considerations in the study of education, and the programme provides the necessary orientation for the same.

The programme offers courses in education studies, pedagogic studies, research, advanced specialisation optionals, a compulsory evaluated field attachment, and research leading to a dissertation. Courses are designed to combine field and theoretical knowledge and experience.

Spread over two years, the full-time MAED programme will enable students to specialise in two of these eight areas: (i) Language Education; (ii) Math Education; (iii) Science Education; (iv) Social Science Education; (v) Economics of Education; (vi) Education Development and Policy; (vii) Education Leadership and management (viii) Education Technology; (ix) Inclusive Education; (x) Teacher Education. Students will graduate with knowledge, understanding and skills for research and practice across levels of school and teacher education, along with two advanced specialisations.

The field of education needs professionals with a capacity to develop curriculum, train teachers, conduct evidenced-based research to influence education policies and practices, strengthen the pedagogy of discipline-based teaching at various levels of education, contribute towards knowledge generation and use of ICT and New Media in Education, administer educational institutions, and provide leadership and advocacy to achieve educational goals. After completing the MA ED programme, students have

diverse career opportunities, including positions in government organisations at national and state levels, research institutions, and civil society organisations / CSR initiatives / funding agencies with a focus on education.



## **PROGRAMME OBJECTIVES**

### **A. To develop a critical and reflective understanding of the following:**

- The historical and current context of education, encompassing philosophical aims and the perspective of development: economic, socio-cultural and political.
- The Indian education system from a historical, sociological and comparative perspective, including policy and planning formulation and implementation (national interest, international aid and lobbying, globalisation and privatisation).
- The education system, and different levels of education, the classroom and the curriculum, and their macro and micro relationships to society, local society, family, childhood and children.

### **B. To understand, develop expertise in and relate to curriculum, pedagogy and assessment:**

- The nature of human development/child development, socialisation (identity formation), cognition and learning.
- The nature of knowledge, culture and language (academic disciplines, local knowledge, and creative expression and culture).
- Assessment and Evaluation.
- The school and the classroom, teachers and teaching.

### **C. To develop a perspective on and the skills to design, plan and organise for:**

- Professional development of teachers (in and preservice).
- Curriculum design, textbooks and material development.
- Academic and administrative management systems (incl organisation theory).
- Programme monitoring (bureaucratic system of supervision and local accountability).

#### D. To develop analytical, research and writing skills

- To read, evaluate and analyse the worth of secondary literature, and extract relevant information from the same.
- To proficient handling of data.
- To pose relevant questions, formulate research inquiries and design plans for investigation through appropriate methodological tools.

To report to and communicate effectively with different audiences concerned with education—reviews, short reports, detailed reports, research papers of original findings.



#### PROGRAMME OUTCOMES

These objectives are grounded in the programme's commitment to nurture students' capabilities for scholarly engagement in education as discipline through proactive participation in on-ground educational experiences- whether as educators, teachers trainers, curriculum designers and developers, policy analysts/makers, researchers or as any other professional within the educational domain. Students completing this programme of study would all have knowledge in core and foundational areas of education in the Indian context, with a knowledge of theory, experience and issues of practice and research. They would also have specialised in some areas, developing specific expertise. They would be able to relate the theory to their professional and/or research interests.

#### SEMESTER-WISE LISTING OF COURSES

**Table 1: MA Education: Programme Structure\***

Semester/ Credits	Nature of the Course	Course Code	Course Title	Credits
Semester 1 Credits: 20	Core	ESC1	Sociology of Education (Social Marginality)	2
		ESC2	Educational Psychology (Learners and Learning)	2
		ESC3	Philosophy of Education - Part A	2
		ESC4	History of Education - Part A	2
	Field work	EL1	Education Ecosystems: Exploring Interconnectedness	4
	Skill Enhancement	PC1	Reading, Writing and Thinking in Education	2
		PC2	ICT Competencies for Lifelong Learning	2
Elective	ESP	Education Specialisation Elective 1 - Part A	4	
Semester 2 Credits: 20	Field work	EL2	Field Attachment (first winter vacation)	4

	Core	ESC1.1	Sociology of Education (Social Structure)	2
		ESC2.1	Educational Psychology (Development and Cognition)	2
		ESC5	Education Policy, Institutions and Practices	2
		ESC7	Inclusive Education	2
		ERM1.1	Introduction to Education Research Methods	2
	IKS	ESC12	Indian Knowledge Systems <sup>5</sup>	2
Semester 3 Credits: 20	Core	ERM1.2	Education Research Methods	2
		ERM2	Research Tools & Analysis	2
		ESC6	Curriculum, Pedagogy and Assessment	2
		ESC11	Teachers and Teaching	2
	Skill Enhancement	PC3	Designing Classroom Practice	2
		PC4	Project Management	2
		PC5	Theatre and Education	0
	Elective	ESE	Educational Studies Electives - Part B <sup>1</sup>	2
		ESP	Education Specialisation Elective 2 - Part A	4
	Research	RD1	Research Proposal	2
Semester 4 Credits: 20	Elective	ESP	Education Specialisation Elective 2 - Part B <sup>2</sup> / Thematic Electives /Choice Based Credit System Courses	4
	Skill Enhancement	PCE	Professional Competency Electives <sup>3</sup>	2
		PCE	Professional Competency Electives <sup>3</sup>	2
	Research	RD2	Research Seminar <sup>4</sup>	2
		RD3	Research Dissertation	10
Total Credits				80

<sup>1</sup> Students will choose any one of these advanced level courses: ESE3 - Philosophy of Education Part B, ESE4 - History of Education Part B in Semester 5.

<sup>2</sup> Only the Part B of Education Specialisation Electives will be offered in Semester 4 along with Thematic Elective courses.

<sup>3</sup> Students will choose any one from a basket of courses designed to build their professional competencies such as Monitoring & Evaluation; Design Thinking in Education; Educational Communication.

<sup>4</sup> This is a seminar conducted by Research Groups for the research students in that group and is led by the guides. The course consists of examination of literature and research methods in relation to the topics of the students.

<sup>5</sup> Indian Knowledge Systems course to be designed.

Note: Students must study Part A and B of at least ONE education specialisation area. This may be pursued in Semester 1 and 2 or in Semesters 3 and 4.

## Educational Studies Core

Name of Course	Credits
ESC1: Sociology of Education	2
ESC2: Educational Psychology (Learners and Learning)	2
ESC3: Philosophy of Education	2
ESC4: History of Education	2
ESC5: Education Policy, Institutions and Practices	2
ESC6: Curriculum, Pedagogy and Assessment	2
ESC7: Inclusive Education	2
ESC11: Teachers and Teaching	2
ESC12: Indian Knowledge Systems #	2

### Educational Studies Core (ESC)

Courses on educational studies are designed as multidisciplinary courses through which understanding and perspectives are developed on foundational disciplinary perspectives of education, schooling and society, aims of education, understanding of learners and learning and historical underpinnings of education. This group also includes courses pertaining to understanding the education system and policy. These courses are compulsory and elective to both preservice teacher preparation and post graduate studies in education. While each of the foundational disciplinary courses will be offered as compulsory courses to all students, they will have the option to choose one of the courses as an elective in their second semester. The latter courses will be at a more advanced level. This allows for students to develop their disciplinary orientation towards further specialisation as well as research

#### ESC1: Sociology of Education

This course is a compulsory introductory course on key sociological concepts pertaining to education to develop a critical understanding of the linkage between social marginality and education. The course is anchored in sociological theories to situate social marginalization as a dynamic process. The course introduces students to critical concepts of sociology of education to help them recognize that the marginalized identity is not intrinsic to the person but is a structural feature. Also, that the marginalized identity is not fixed or frozen for all times but is changeable. The course draws attention to the patterns of cultural hegemony that disadvantage children from socially marginalized groups within the educational system. It orients students to the conceptual and theoretical explanations for different categories of marginalization such as caste, class, gender, and disability. It introduces students to the insightful thoughts of leaders of emancipatory movements who have emphasized the potential of education

to ensure social justice and social equity. Students are exposed to the complexity of the existing educational system that reproduces marginality even as its stated purpose is to provide educational opportunities to all. Course teaching will include a combination of resource materials that provide empirical information, theoretical/conceptual understanding and practice-oriented discussions.

### **ESC2: Educational Psychology (Learners and Learning)**

This course starts with introducing lifespan perspective towards development, broader meaning of learning and how learning and development are interconnected. Then students will be exposed to some of the historical notions of learning coming from Western Philosophy. In unit 2 students will learn early theories of learning and cognitive development which look at learning as an individualized activity. In the third unit, learning is discussed from social cognition theories. In the last unit notions about self and identity are discussed followed by its implications on learning.

### **ESC3: Philosophy of Education**

This course on Philosophy of Education aims to introduce the fundamental pillars of philosophical thought traditions and their implications for education. The course will draw from key Indian and global thinkers to contextualise Philosophy of Education both theoretically and as practice in the classroom. There will also be opportunities to do or practice philosophy built into the course structure. Some of the key questions that will anchor the course are: What constitutes education? What is the relationship between knowledge and education? What is education potentially capable of? How have some key thinkers conceptualised education?

### **ESC4: History of Education**

The course on History of Education aims to provide an understanding of the Indian education system through an examination of educational institutions and practices within the country as they were impacted and shaped by different configurations of culture, politics and economics in different historical phases.

### **ESC5: Education Policy, Institutions and Practices**

Through this course students will learn key concepts related to policy processes, learn how policies are formulated, interpreted and implemented, and discuss the role of state and non-state actors in education. Students would also have an opportunity to familiarize themselves with available data sets on education, analyze education policies based on empirical evidence and apply their learning to review a few policies at the ground level.

### **ESC6: Curriculum, Pedagogy and Assessment**

Through this course the students will learn key concepts related to Curriculum development, learn how curriculum is shaped by contexts, how it is formulated, enacted and interpreted. They will be able to critically examine curricular documents and familiarise themselves with principles of curriculum organisation and assessments.

They would also have an opportunity to understand the significance of context of teaching and learning.

### **ESC7: Inclusive Education**

Inclusive Education is a core course drawing on the broader framework of intersectionality studies and aims to deconstruct the fallacy of normality while highlighting the role of intersectionalities that influence students' educational experiences. The course is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. This course focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Supporting learners through inclusive practices and the use of ICT and assistive technologies will form part of this course. This course will also emphasize the need to challenge existing assumptions, stereotypes and myths surrounding inclusive education and learners with diverse needs and abilities, the need to remove the barriers to inclusive education and to create and foster an accepting and enriching learning environment that celebrates diversity and inclusion and where all kinds of learners can thrive and achieve their full potential.

### **ESC11 (ES13): Teachers and Teaching**

The overall aim is to engage students/practitioners with the entire gamut of issues and ideas related to teacher identity, teacher practice, teacher development, the larger social, cultural, economic and political context in which teachers work and the immediate context of school/classroom needs and professional demands.

### **ESC12: Indian Knowledge Systems**

This course focuses on exploring select classic writings from Indian literature, emphasizing themes of peace, justice, ethics, duty, and resilience. It will cover epics, short stories, and poetry from 700 BCE to 1100 CE, along with select polemics from Sanskrit and Tamil traditions and folk songs. The course adopts a secular, critical, and liberal humanist approach to engage with the historical and socio-cultural contexts of these texts. By the end of the course, students will critically reflect on the cultural diversity of Indian literature, explore themes of justice and ethics, and discuss the concept of authorship in oral versus print traditions. The course also considers the politics of translation and may incorporate bilingual approaches for deeper understanding.

 **Educational Studies Electives Courses**

Course Code	Course Title	Credits
ESC1.1	Sociology of Education (Social Structure)	2
ESC2.1	Educational Psychology (Development and Cognition)	2
ESE3	Philosophy of Education	2
ESE4	History of Education	2

**ESC1.1: Sociology of Education (Social Structure)**

ESC1.1 provides learners an exploration of the interlinkages between education and society, with a keen focus on the dynamic, historical, cultural and political context of India. As education in India grapples with complex contradictions and disparities, this course equips students with the sociological frameworks and theories necessary to critically engage with these challenges. The course delves into the complexities that characterize education systems and their interplay with societal structures, culture, and policy dynamics. Building on the foundational concepts introduced in Sociology of Education Part-1, this course will help students develop the capacity to think sociologically about education, enabling a critical analysis of educational phenomena through the lens of sociological inquiry. Students will examine empirical trends to identify trends and developments that have contributed to persistence of unequal systems of education and reproduction of social inequality. Students will examine hegemonic processes, historical influences and policy developments to develop a critical perspective on the interlinkages between state, markets, society and education.

**ESC2.1: Educational Psychology (Development and Cognition)**

The course aims to provide an introduction to issues that lie at the interface of human development and learning, particularly that draw upon theoretical ideas on socio-emotive, moral and cognitive development. The last unit on creativity and intelligence attempts to extend their understanding from the previous units and use these constructs to reflect on the contemporary educational discourses.

**ESE3: Philosophy of Education**

This course on Philosophy of Education, is an elective two-credit course to fit into the two-year Masters format. The course aims to deepen the understanding that students would have from the ESC3 that introduces them to fundamental philosophical thoughts and contemporary ideas and practices in philosophy of education. This course aims to further students' understanding of philosophical concerns in education and their theorisation. This course will involve critical and deeper reading of some of the seminal works (both classical and contemporary) on philosophy of education in terms of understanding the relationship between knowledge and education, the ethical, social

and political issues in education, the role of knowledge and what counts as knowledge in educational research. It will encourage students to derive an understanding of the framing of discourses and nature of the philosophical inquiry in education. The course will allow students to relate classical and contemporary theory and practices in philosophy of education.

#### **ESE4: History of Education**

The elective course titled “Evolution of the Indian Education System” will enable the students to adopt a historical perspective in order to take up an in-depth exploration of the socio-cultural, political and economic aspects that shaped the education system in India. The course will focus on the 19<sup>th</sup> and the 20<sup>th</sup> century history of education in India.

### **Educational Research (ER)**

The research group of courses address the development of perspectives in education research and with a focus on building connections between theory and practice. Introducing students to and current research is aimed at developing a robust understanding of research and strengthening their skills to undertake research in future. The compulsory course on Educational Research Methods course will enable students to understand and build interlinkages between Education theory and research as well as introduce them to various education research methodologies. The course on research tools and analysis, also a compulsory course will enable them to develop specific skills in designing and conducting research in education.

#### **Education Research Courses**

Name of Course	Credits
ERM1: Education Research Methods	4
ERM2: Research Tools & Analysis	2

Research Dissertation	Credits
RD1: Research Proposal	2
RD2: Research Seminar	2
RD3: Research Dissertation	10

#### **ERM1: Education Research Methods**

The course will introduce students to the broad research paradigms, established research designs, data kinds and tools for analysis. The course is designed to introduce students to the diversity in educational research and the theoretical ideas through an experiential engagement by encouraging them to analyse research studies in the field. Such a course intends to provide the necessary foundations to understand research in educational studies.

## **ERM2: Research Tools & Analysis**

The course will introduce students to the broad research paradigms, established research designs, data kinds and tools for analysis. The course is designed to introduce students to the diversity in educational research and theoretical ideas through an experiential engagement by encouraging them to analyse research studies in the field. Such a course intends to provide the necessary foundations to understand research in educational studies.

## **RD1: Research Proposal**

The course will develop students' competencies to create individual Research proposals, guided by the faculty supervisor and in collaboration with peers, by learning how to do a literature review, map main concepts and understand interrelationships to develop an initial conceptual framework, situate their research in a qualitative, quantitative or mixed research paradigm for planning research methodology.

## **RD2: Research Seminar**

Seminar courses are a list of elective courses offered by faculty of the specific research groups to develop students' ability to engage with disciplinary research perspectives and development of discourses in a given disciplinary domain. These are specifically curated courses that will include cutting-edge literature and research papers which will be read together by faculty and students to immerse themselves within the specific disciplinary areas.

## **RD3: Research Dissertation**

Students are required to undertake research in education culminating in a 6-credit research dissertation. The dissertation will be based on research conducted in an education-related institution or organisation on a topic that is deemed to be of significance and relevance in the field of education. The course offerings of the MA education programme provides students with important and relevant questions that may be pursued through a systematic inquiry. Research can be undertaken in the areas of curriculum, pedagogy, curriculum, training, support to school systems, policy or education systems and any contemporary issues in the national and global education sector. Multiple sites can be identified for the conduct of this research which may include organisations or institutions or community organisations working in the field of education, including spaces of formal or informal learning within and outside school-related space.



## **Professional Competency (PC)**

These courses are designed to develop professional skills needed by students particularly with respect to ICT, Education communication and the use of art and media (new media and social media), and to develop knowledge and ability to engage in the

workplace. These will take place through lab and practicum courses as well as field sites of practice. All PC courses will be offered in a modular form to minimise student cognitive load due to the number of courses in one semester.

## Professional Competency Courses

Name of Course	Credits
PC1 : Reading, Writing and Thinking in Education	2
PC2 : ICT Competencies for Lifelong Learning	2
PC3 : Designing Classroom Practice	2
PC4 : Project Management #	2
PCE*: PCE1-Monitoring & Evaluation # ; PCE2-Design Thinking in Education; PCE3-Education Communication.	2
PC5 : Theatre and Education	2

\*Students will choose any one from the basket of courses designed to build their professional competencies.

# Courses proposed to be developed

### **PC1: Reading, Writing and Thinking in Education**

This course aims to enable learners to evaluate ideas for their relevance in varied contexts and to use critical reading strategies to map to a variety of texts in the domain of education. It aims to ensure professional competence in critical reading and expression of thought, especially with respect to education.

### **PC2: ICT Competencies for Lifelong Learning**

This course will introduce learners to a range of ICT tools that aid professionalism in the field of education and enable them to evaluate and select appropriate technologies based on aim, affordance and access.

### **PC3: Designing Classroom Practice**

This course empowers learners to design engaging and inclusive learning experiences that promote constructive dialogue and collaboration in diverse classroom settings. Through practical activities, analysis of real-world scenarios, and lesson plan development, learners gain the confidence to implement these practices regardless of resource constraints or student-teacher ratios. They will explore strategies for creating safe and supportive environments, catering to multi-level learners, and fostering positive social-emotional development.

### **PC4: Project Management**

Many interventions in the educator sector take shape as projects with defined objectives, time and costs. Understanding the nature of project management and a familiarity with the tools and techniques of project planning and management are

critical for successful professionals. This is a professional competency course that familiarises the students with key concepts of project management and introduces them to tools and techniques of project planning and management that they can deploy in their professional careers.

**PCE\*:**

### **PCE1: Monitoring and Evaluation**

Educational interventions in India and globally are increasingly required to demonstrate the impact of their programs and interventions by their donors. Such a requirement emerges from greater consciousness about efficient allocation of resources, not only because resources are limited but also because of the need to identify what works and what is worth investing in. In this practicum-based course, students will learn about monitoring and evaluation and also about how to integrate an 'evaluative thinking' approach in their work. With the help of hands-on activities and peer learning, the students will develop basic skills useful for performing key functions of monitoring, evaluation and learning in educational organisations.

### **PCE2: Design Thinking in Education**

Design Thinking (DT) deals with wicked problems and human-centred approaches to problem-solving. DT is iterative and foregrounds the importance of process over product in making meaningful interventions in education in the 21st century. It emphasises critical thinking, problem-solving, creativity, autonomous learning practices and learning process. Learners will be able to apply DT in varied areas of education.

### **PCE3: Educational Communication**

The course equips educators with the communication skills necessary to thrive in today's education sector. It explores communication theories, strategies for engaging diverse learners, fostering parental engagement, and the impact of social media on education. Through practical activities, educators develop their skills to become more confident and impactful communicators.

### **PC5 : Theatre and Education**

This practicum course ignites learners' creativity and equips them with the skills to become dynamic educators who can use theatre-based tools to create and model a learning environment that is collaborative and active and allows learners to critically question and express themselves in a safe environment. Theatre is about observing the world, people, and events, recreating it, questioning it and illuminating nuances. The course will build the learners' capacity for self-awareness and self-expression through theatre activities. Student-teachers will have opportunities to design and implement their own teaching activities based on these performance principles. To fully benefit from and enjoy this course, learners need to be ready to explore aspects of themselves

and their surroundings using performance tools. Learners can expect to engage in a fun, safe and creative environment that invites critical reflection and self-expression.

## **Experiential Learning from Field (EL)**

### **1. Experiential Learning from Field (EL)**

These courses are designed to provide students of education access to various occupational sites knowledge and understanding of practitioner knowledge.

Experiential Learning from Field Courses

Name of Course	Credits
EL1: Education Ecosystems: Exploring Interconnectedness	4
EL2: Field Attachment (first winter vacation)	4

### **EL1: Education Ecosystems Exploring Interconnectedness**

The course will enable students to explore the education ecosystem in India through guided readings and classroom discussions as well as experiential learning through field/site visits that will involve observation of the varied aspects of the site and also interaction with different stakeholders in education. This is offered as a practical course, accordingly 60 hours are allotted for a total of four credits.

### **EL2: Field Attachment (FA)**

Field Attachment (FA), an integral component of MA in Education programme, allows students to intern with education or development related organisations to develop specialised knowledge and skills of the professional practice of education or development related work. FA exposes students to the 'real' settings of educational practice; and to understand and reflect upon the integration of theory and practical field experience. Students get an opportunity to get involved in various aspects of education-related work which provides students with an opportunity to understand and explore possibilities for education or development and change through interaction with practitioners. Students are expected to document and present their understanding and reflection of the field experience while mapping and drawing connections with their learning from other theoretical courses. They develop a holistic understanding of the practice in education through Field Attachment under the guidance of a field mentor from the respective organisation. As part of field attachment students get to work with a vast variety of organisations and institutions across the country in government, philanthropic and private sectors including SCERT, RTE Forum, Pratham Education Foundation, TATA Trust, alternative schools etc. Students contribute to these organisations in a meaningful manner and immensely gain from the learning from the field in the larger societal realm.

Sr. No.	Organisation Name	Geographic location
1	Delhi SCERT	Delhi
2	Bihar SCERT	Patna
3	TS SCERT	Hyderabad
4	TN SCERT	Madras
5	KA DSERT	Bangalore
6	Navnirmithi	Bombay, Pune
7	Quest Alliance	Bangalore
8	Vidyodaya School	Gudalur, TN
9	HBCSE	Bombay
10	Ovee Trust	Yavatmal, Maharashtra
11	UPAY Foundation	Nagpur
12	Vedantu	Bangalore
13	Pratichi Trust	Calcutta
14	Language and Learning Foundation (LLF)	Delhi
15	Digantar	Jaipur
16	321 Foundation (for FLN)	Bombay, Bangalore
17	Bookworm Goa	Goa
18	Gandhi Ashram/Anand Niketan	Sewagram
19	Avehi Abacus, Mumbai	Bombay
20	Swatantra Talim	Lucknow
21	Dream a Dream	Multiple locations - Will determine later
22	Maharashtra State Faculty Development Academy (MSFDA)	Pune
23	Muktangan	Bombay
24	Peepul Foundation	Delhi/Bhopal
25	Central Square Foundation	Delhi / or others
26	SRC	Trivandrum
27	Bal Ashram	Delhi
28	Teach for India	Govandi, Mumbai
29	Apnishala	Mumbai
30	Ashram Shala	Nasik
31	Gateway School, Mumbai	Mumbai

Sr. No.	Organisation Name	Geographic location
32	Mantra 4 change	

33	Eklavya Foundation	Bhopal & Patna
34	RIE	
35	RIE	Bhopal
36	Makkala Jagriti	Banglore
37	Bachpan Banao	Gondia
38	NASEOH's- National Center for Handicapped	Mumbai
39	Disha India Foundation	Karnal, Haryana
40	The Sky Explorer	Mumbai
41	SCERT Gurgaon	Gurgaon
42	Involve	Varanasi
43	IGNOU	Delhi
44	SCERT Pune	Pune
45	Piramal Foundation	Ranchi
46	Kacchi Sadak	Chandigarh
47	Apnalaya	Mumbai
48	SCERT, Kerala	Kerala
49	Kotak Foundation	Mumbai
50	DERT, Shillong	Shillong
51	Anand Niketan	Wardha

### Education Specialisation Courses

This group of courses pertains to specialisations that are to be pursued by students at the masters level. Each student is expected to choose at least one specialisation area and study up to two courses in that area. Masters' research will be carried out in their area of specialisation. As given in the table below students will choose the specialisations from the curriculum and pedagogy and thematic sections. They will have the option to choose an OADC course in place of part two of their second specialisation.

### Education Specialisation Elective Courses

Sr. No		Credits
<b>Curriculum and Pedagogy Courses</b>		
1	Language Education	4+4
2	Math Education	4+4
3	Science Education	4+4
4	Social Science Education	4+4
<b>Thematic Courses</b>		
5	Teacher Education	4+4
6	Education Development and Policy	4+4
7	Educational Technology*	4+4
8	Inclusive Education	4+4
9	Economics and Financing of Education	4+4
10	Education Leadership and Management	4+4
<b>Thematic Elective Courses</b>		
1	Gender and Education**	4
2	Education, Nation-State and Globalisation	4
3	Cognition and Learning	4
4	Designing Educational Resources	4
5	Language, Mind and Society	4
6	Caste, Tribe and Education** #	4
7	Early Childhood Education	4
8	Education of Children with Special Needs	4
9	Childhood and Society	4
10	Assessment and Education	4
11	Education for Sustainable Development	4

## **Curriculum and Pedagogy Courses**

### **ESP1 : Language Education - 1**

This course delves into the complexities of teaching English as a second/third language in India's diverse classrooms through the frameworks of contemporary discourses on new literacies, multiliteracies, and critical and cultural literacies. We will explore how children learn language, analyse classroom dynamics, and examine effective strategies for fostering literacy and language skills. We will also critically evaluate resources and develop an understanding of the sociolinguistic context of English in India.

### **ESP2 : Language Education - 2**

This course builds upon the foundation of Language Education-1, focusing on the critical analysis of English language education in India. Through discussions, guest lectures, and engagement with practicing teachers, learners will develop a nuanced understanding of the complex issues surrounding language teaching. Learners will graduate with the ability to critically evaluate existing approaches and develop effective strategies for promoting successful language learning in Indian educational institutions across levels.

### **ESP3: Mathematics Education - 1**

The course is aimed at providing an overview of various aspects of the school mathematics and ways to enhance its meaningful pedagogy, understanding the learner and the processes of learning and build appreciation for the content of school mathematics. The objective is to enhance these components so as to lay a foundation for reflection and action in the area of pedagogy of school mathematics.

### **ESP4: Mathematics Education - 2**

The course would seek to expose learners to critiques of formal mathematics and its relevance to school mathematics on the one hand and to strengthen both pedagogic and subject matter knowledge of mathematics beyond primary level on the other.

### **ESP5: Science Education - 1**

This course provides an introduction to science education. Often science is presented as a vast body of facts and infallible information. This course in opposition would help science educators critically enquire about the nature of science and the scientific method. This course exposes students to engage with broader perspectives on the nature of science, the reciprocal relation between science and society, the aims of teaching science, science as a school discipline, curricular approaches to teaching science, etc.

### **ESP6: Science Education - 2**

This is an advanced course in science education and aimed for preparation of teacher educators. It introduces the idea of PCK in the first units and goes on discussing some of the crucial aspects of science PCK, namely, alternative conceptions, students' learning, and inclusivity in science education. It also provides opportunities to analyze and design educational resources, pedagogic strategies and interventions.

#### **ESP7: Social Science Education - 1**

The course offers a thorough exploration of foundational disciplines such as history, geography, and civics. Through understanding children's learning processes and effective teaching methods, it examines the relevance of social sciences in contemporary contexts. Delve into the historical evolution of these subjects within education and their practical application in curriculum development. This course aims to equip educators with the tools to foster critical thinking and prepare students to meaningfully engage with societal realities and concerns.

#### **ESP8: Social Science Education - 2**

The course examines social structures, practices and changes as well as theories, perspectives and ideologies inherent in them. The course intends to understand the above aspects so that education can be contextualized within the complexities of society and socio-political thought and action.

### **Thematic Courses**

#### **ESP9: Teacher Education - 1**

This course explores the idea of a teacher in the Indian context taking a historical/cultural approach to tracing the changing identity of 'teacher' and discourses on teacher preparation up to contemporary globalised times.

#### **ESP10: Teacher Education - 2**

This course explores the idea of a teacher in the Indian context taking a historical/cultural approach to tracing the changing identity of 'teacher' and discourses on teacher preparation up to contemporary globalised times.

#### **ESP11: Education Development and Policy - 1**

The course begins with a conceptual exploration of critical issues of development and maps the interlinkages between the twin domains of development and education. We will briefly trace the historical trajectory and mutual influences of development and education and global policy implications. Contemporary perspectives and frameworks are examined with a view to critically examine globalisation of education. We introduce key policy concepts and processes and use these conceptual tools to analyse significant policy developments in education. The contested nature of global policy agendas and policy transfers are discussed in the context of the sustainable development goals (SDGs). We examine the role of policy actors, state and non-state and their growing

influence in policy processes. Exploration of frameworks for policy analysis to conduct critical review of policy and educational development to help synthesise learnings from the course.

### **ESP12: Education Development and Policy - 2**

This course builds on students' understanding of historical and conceptual interlinkages in education development and policy and policy processes to deepen their understanding of the relationship between modernisation of Nation State and its influence on education development and reform. This course pays specific attention to the growing influence of transnational entities, and the globalisation of education policy and agendas. Through a study of various interventions and engagements of state and non-state actors at the global and national levels, students will be encouraged to analyse policy issues, their dimensions and implications for delivery of education. Some of the critical issues the course deals with are, large scale assessments, standardisation, global governance of teachers, through a selection of case studies, students will examine interlinkages between education provisioning processes and labour outcomes of education as well as study specific challenges such as disruptions due to conflict, global pandemics such as COVID 19 and climate change. Lastly, students will examine the role of various types of research, including evidence based research methodologies in shaping education policy and outcomes.

### **ESP13: Educational Technology 1 - Foundations**

The course aims to delve into the nature of learning and teaching and the role of technology in designing meaningful and authentic teaching and learning experiences in middle and high school education space.

### **ESP14: Educational Technology 2 - Designing Technology Enabled Learning Experiences**

This course will use the framework of digital agency and constructivist learning environments, where students are able to engage as producers rather than consumers in order to shape the interaction with technology for learning. Thus, technology resources and tools that promote digital agency in students will be explored.: principles embedded in learning sciences, constructivist pedagogies and instructional/learning design including universal design for learning will be discussed with case based methods. Game based learning with a focus on students creating games on their own, projects and problem based learning where students will use their creativity to create learning artefacts.

### **ESP15: Introduction to Inclusive Education**

This is an advanced specialisation course which is part of seven other specialisations offered by CETE. Each student is expected to choose two specialization areas and study upto two courses in each of them. This course is about recognizing the fallacy of the norm (Is anyone "normal"?) and getting to know people with disabilities as human beings, as family members, as friends. It is about recognizing and cherishing the infinite

variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. Through videos, observations of classrooms and other educational settings, large and small group discussions, we will learn about the significance of our attitudes, behaviour and assumptions towards disability and students with differences. This is also known as disability studies and the social model. This course also focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well-being are discussed.

### **ESP16: Practice of Inclusive Education**

This is an advanced specialisation course which is part of seven other specialisations offered by CETE. Each student is expected to choose two specialization areas and study upto two courses in each of them. This course is about recognizing the fallacy of the norm (Is anyone "normal"?) and getting to know people with disabilities as human beings, as family members, as friends. It is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. Through videos, observations of classrooms and other educational settings, large and small group discussions, we will learn about the significance of our attitudes, behaviour and assumptions towards disability and students with differences. This is also known as disability studies and the social model. This course also focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well-being are discussed.

### **ESP17: Economics and Financing of Education - 1**

This course will familiarize students with the debates, policies and practices that have informed the choices made by different countries to enhance economic development through education. It will introduce students to the different economic theories that form the bases for investments and financing in education, both public and private. It will also equip students to reflect on education reforms and their impact on societal goals of equity, efficiency, and quality of education.

### **ESP 18 : Economics and Financing of Education - 2**

This course will orient students toward global issues and challenges in financing education and supporting SDG-4. It will introduce students to different financing mechanisms starting from the traditional input-based financing to the new financing mechanisms, such as the Results Based Financing (RBF) or Direct Benefit Transfer (DBT) mechanisms. It will enable students to analyse the possible impact of different financing mechanisms on equity, quality and efficiency of the educational intervention. In addition, through an in-depth study of the selected financing mechanisms, the

course will provide students an exposure to the larger discourse of educational finance in India and in the Global South. This course aims to prepare students to develop the skill to initiate or participate in a dialogue with the funders (State and Non-State) of any educational interventions and understand the requirements to manage and evaluate such interventions.

### **ESP19: Education Leadership and Management - 1**

The 'Education Leadership and Management - Part 1' course would aim to introduce management and leadership theories and models and highlight the interconnectedness between them. It will enable the learner to unpack the meaning and nature of organizational change and facilitate change in their organizations for desired results. The course will help the learner study ways of viewing educational organizations through such theories and frameworks and attempt to develop an informed perspective towards adapting and applying them to educational organisations.

### **ESP20: Education Leadership and Management - 2**

The 'Education Leadership and Management - Part 2' course will introduce students to the structures and functioning of schools. It will orient students to the principles and practices of leadership/management and its role in school development. This will enable students to understand the complex nature of the school as an organization and critique the programmatic systems introduced for quality education. The course will also help students to develop, from a school leader's perspective, strategies, cultures, and structures that encourage creativity and innovation in the day to day functioning of schools. It will facilitate harnessing the leadership skills and cultural understandings needed to guide successful institution change in specific contexts and situations.



## **Thematic Elective Courses**

### **TE1: Gender and Education**

This course will cover certain key areas in gender and education. Emphasis would be on developing a broad gender perspective of education as a social sub-system, and developing an understanding of both historical and processual dimensions of gender and education. The course will attempt to develop an understanding of the historical perspectives and experiences of women's education across different sociocultural contexts, the ability to discern gender in educational contexts (pedagogy and curriculum, school settings and policies), gain a critical perspective on the ways in which education maintains and legitimizes gender relations in society, and to critically analyse policies and programmes for their gendered basis and outcomes. In all topics,

gender will be explored in connection with other aspects of identity such as caste, class, ethnicity, religion and urban/rural background. The focus would be on the Indian context, but feminist scholarship from other contexts will be drawn upon to explore the multiple and complex relationships of gender and education.

### **TE2: Education, Nation-State and Globalisation**

This course will attempt to understand the structural and ideological basis of education and its impact on schooling system through the lens of these conceptual formulations and their relationship to historically situated contexts of nation-building in the developing context. The course will also address competing notions of the nation and nationalism, and the politics of knowledge implicit in representations of the nation in textbooks.

### **TE3: Cognition and Learning**

The course structure is designed to provide the foundations in cognition which will in turn lead to better appreciation of ideas encountered in understanding human learning, thinking and reasoning. Such an orientation will also prepare students to face classroom learning situations with an informed perspective.

### **TE4 (OT4): Designing Educational Resources**

This is a course involving using theoretical ideas learnt previously on pedagogy, learning theory and inclusion to think critically about resources, understand concepts of experience and affordance, and design and develop resource prototypes. In this course there will be opportunities to explore a range of educational resources and forms of resources drawing on the rich collection in the Educational Resource Centre–Rachana: print, manipulands and multimedia and digital resources, as well as in different forms: games to didactic forms. A central part of the course is learning to think through theoretical frameworks and develop an original resource from concept to prototype–to use and reflect on user experience and use this to review and refine design. Participants will have the opportunity to explore and bring into practice a range of curricular ideas including ‘authentic learning’, project-based learning, experiential learning, localisation, collaboration, etc., and use practices of setting up learning objectives and awareness of learning outcomes. As they work through their resource design individually or collaboratively, presenting ideas and receiving feedback, they will iteratively develop their resource ideas along with critical awareness of their features and strengths. It is desirable that participants of this course have studied a pedagogical area.

### **TE5: Language, Mind and Society**

In this paper, we will study the nature and structure of language addressing such issues as language acquisition, variation and change. We will become aware of how language is constitutive of being human and understand the role language plays in the construction of power structures in society.

### **TE6: Caste, Tribe and Education**

This course critically explores the intersection of caste/tribe and education in India. It examines historical roots, inequalities, and reservation policies while addressing contemporary issues of access, discrimination, and globalization. Through lectures, discussions, and case studies, students engage with structural realities and policy debates shaping educational equity.

### **TE7 (OT12): Early Childhood Education**

The course will enable students to understand the theoretical and philosophical perspectives on early childhood education, the principles of curriculum development, pedagogical techniques, and assessment methods in early childhood education. The course discusses the significant concepts of ECCE, such as the physical, cognitive, social, and emotional development in childhood, play-based and child-centered approaches to learning, and pedagogic practices that can be adopted for the holistic and all-around development of children. The course will also include exemplar resource materials that draw upon the themes of play-based and child-centered approaches to learning.

### **TE8: Education of Children with Special Needs**

This is an elective course offered by SES and CETE. The primary considerations of the coursework will be to develop learners' knowledge, skills and capabilities to develop pedagogies and practices to meet the learning objectives for children with special needs. This course engages with children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. This course will provide learners with an opportunity to understand the emotional, behavioural, and cognitive dimensions that put students on the spectrum of special needs.

### **TE9: Childhood and Society**

This course challenges the idea of a single "universal child" in education. Instead, it deliberates on ways in which childhood is shaped by social class, culture, and ethnicity. It examines children's experiences in family, community, schools and other institutional settings, and elaborates on how these experiences influence their learning. It looks at the idea of children's agency, and the representation of children in media and examines policy issues related to children. It equips students with essential tools to research childhood experiences.

### **TE10: Assessment in Education**

This 4-credit elective, *TE10: Assessment in Education* helps learners develop their knowledge of assessment in education with respect to policy, types and tools and use. The course focuses on designing and implementing effective practices within the classroom. Through practical activities, simulations, and peer feedback, learners will develop skills in designing, administering, and using formative assessment for learning. Learners will also explore various techniques like exit tickets and self-reflection journals,

while also integrating technology. Furthermore, analyzing assessment data will allow learners to plan differentiated instruction and communicate results effectively to various stakeholders and ponder upon the future of assessment in education.

**TE11: Education for Sustainable Development (ESD)**

This 4-credit practicum-based course is focused on emerging careers education with a focus on sustainability. Through case studies, real-world scenarios and self-reflection exercises, learners will discover career paths in education and reflect on their own aspirations to work towards education promoting a more sustainable future, especially within the Indian context.



# B.Ed and M.Ed



## 6. B.Ed.-M.Ed.

---

<b>NAME OF THE PROGRAMME: B.Ed.-M.Ed.(*)</b>	
<b>FINAL DEGREE AWARDED : Bachelor of Education – Master of Education</b>	
<b>SCHOOL : School of Education</b>	
<b>CAMPUS: Mumbai</b>	
<b>MODE : In Person</b>	
<b>NHEQF LEVEL: 7</b>	<b>TOTAL CREDITS: 120</b>
<b>DATE APPROVED BY BOS: (Revisions Approved) - 19 July, 2024</b>	
<b>DATE APPROVED BY AC : 11 June, 2025</b>	
<b>DATE OF LAST REVIEW : 15 July, 2025</b>	

### **SUMMARY OF THE PROGRAMME**

The B.Ed.-M.Ed. Innovative Programme is a three-year programme, with entry and exit options, to prepare educators for school pedagogy (English language, Science, Mathematics and Social Sciences).

The programme encompasses a wider spectrum of the study of education ranging from foundational courses to professional competency and field-based experiential learning courses. A strong curricular focus of practice offers students diverse experiences across various school contexts. Through school internship, students gain insight into the interconnectedness of these educational ecosystems. Inclusion is a fundamental aspect of the curricular orientation, influencing both programmatic offering and practice.

The programme employs an integrated, discipline-based approach to the formation of professional knowledge and practice by fostering communities of practice. It facilitates a proactive orientation to the institutional context of practice and the realities of schools. Also envisioning professional development as a continuous process, allowing students to explore potential opportunities through exposure to field and practicum-based activities. The curriculum of the revised programme is thoughtfully restructured to offer wider choices to learners and opportunities to specialise in distinct domains within educational studies.

The medium of instruction is English. Students are required to write their assignments, reports and examinations exclusively in English. The entire three-year B.Ed. M.Ed. programme has a total of 120 credits. The two-year B.Ed programme has a total of 80 credits, and the two-year M.Ed programme has a total of 80 credits.

## Requirements for lateral exit or Lateral entry

Stage of Exit or lateral entry	Minimum Eligibility Requirement	Award / Qualification	Credits
Entry in year two (ie start of 3rd semester of BEdMEd)	two-year B.Ed. programme	Master of Education (M.Ed.)	80 Credits
Exit after 2 Years (Four Semesters)(**)	Completion of all prescribed B.Ed. level courses, school internship, and practicum	Bachelor of Education (B.Ed.)	80 Credits

### Notes:

(\*)NCTE approved

(\*\*) Students who wish to exit with a B.Ed. degree need to inform the administration of their decision before beginning the fourth semester.

All three programmes include education studies (core and electives), education research courses, professional competency courses, experiential learning courses and education specialization elective courses. An additional school internship component is exclusive to the two-year B.Ed. programme. The students of two-year M.Ed. will have to mandatorily choose 'Teacher Education' as one of the education specialization elective courses.



### PROGRAMME OBJECTIVES

The programme aims to transform them into subject experts, equipped with a comprehensive understanding of curriculum, pedagogy, assessment and diverse applications of media and technology. It integrates education theory and practice through historical, psychological, sociological, and philosophical perspectives of a subject, alongside a deeper understanding of the social context of schools and learners. The programme prepares professionals to proactively engage with and reinvigorate the institutional contexts and work inclusively to achieve education for all.



### PROGRAMME OUTCOMES

The programme in Education is designed to:

1. Transform students into subject experts
2. equip students with comprehensive understanding of curriculum, pedagogy, assessment and diverse applications of media and technology

3. enable students integrate education theory and practice through historical, psychological, sociological, and philosophical perspectives of a subject, social context of schools and learners, and enhance their understanding of teaching;
4. prepare professionals to proactively engage with and reinvigorate the institutional contexts and work inclusively to achieve education for all.

## SEMESTER-WISE LISTING OF COURSES

### B.Ed.-M.Ed. Programme Structure

Integrated B.Ed-M.Ed: Programme Structure (Revised)				
Semester/ Credits	Nature of the Course	Course code	Revised courses	Credits
Semester 1 Credits: 20	Core	ESC1	Sociology of Education (Social Marginality)	2
		ESC2	Educational Psychology (Learners and Learning)	2
		ESC3	Philosophy of Education - Part A	2
		ESC4	History of Education - Part A	2
	Field work	EL4	Classroom Observations	2
	Skill Enhancement	PC1	Reading, Writing and Thinking in Education	2
		PC2	ICT Competencies for Lifelong Learning (non credit)	0
	Elective	ESP	Education Specialisation Elective 1 - Part A	4
PS1,5,9,13		Pedagogic Specialisation-1	4	
Semester 2 Credits: 20	Field work	EL2	Field Attachment	4
	Core	ESC13	The Adolescent Learner	2
		ESC1.1	Sociology of Education (Social Structure)	2
		ESC2.1	Educational Psychology (Development and Cognition)	2
		ESC7	Inclusive Education	2
	Elective	ESP	Education Specialisation Elective 1 - Part B <sup>1</sup>	4
		PS2,6,10,14	Pedagogic Specialisation - 2	4
Semester 3 Credits: 20	Internship/Field work	PF1	School Internship-1	8
		EL1	Education Ecosystems: Exploring Interconnectedness	4
	Core	ESC6	Curriculum, Pedagogy and Assessment	2
		ESC9	Technology for School Education	2
	Elective	PS3,7,11,15	Pedagogic Specialisation - 3	4
Semester 4 Credits: 20	Internship	PF2	School Internship - 2	10
	Core	ERM1.1	Introduction to Education Research Methods	2
		ESC10	Designing Digital Tools and Resources	2
	IKS	ESC12	Indian Knowledge Systems <sup>6</sup>	2
	Elective	PS4,8,12,16	Pedagogic Specialisation - 4	4
Semester 5 Credits: 20	Core	ESC5	Education Policy, Institutions and Practices	2
		ESC8	Analysing Educational Innovation	2
		ERM1.2	Education Research Methods	2
		ERM2	Research Tools & Analysis	2
	Skill Enhancement	PC4	Project Management	2
		PC5	Theatre and Education	2
	Elective	ESE	Educational Studies Elective - Part B <sup>2</sup>	2
		ESP	Education Specialisation Elective 2 - Part A	4
	Research	RD1	Research Proposal	2
Semester 6 Credits: 20	Elective	CBCS	Choice Based Credit System Course /Swayam	2
		ESP	Education Specialisation Elective 2 - Part B <sup>4</sup> / Thematic Electives	4

	Skill Enhancement	PCE	Professional Competency Course Electives <sup>5</sup>	2
	Research	RD2	Research Seminar <sup>3</sup>	2
		RD3	Research Dissertation	10
			Total Credits	120

## B.Ed.

B.Ed .Programme Structure (Revised)				
Semester/ Credits	Nature of the Course	Course code	Revised courses	Credits
Semester 1 Credits: 20	Core	ESC1	Sociology of Education (Social Marginality)	2
		ESC2	Educational Psychology (Learners and Learning)	2
		ESC3	Philosophy of Education - Part A	2
		ESC4	History of Education - Part A	2
	Field work	EL4	Classroom Observations	2
	Skill Enhancement	PC1	Reading, Writing and Thinking in Education	2
		PC2	ICT Competencies for Lifelong Learning (non credit)	0
	Elective	ESP	Education Specialisation Elective 1 - Part A	4
PS1,5,9,13		Pedagogic Specialisation-1	4	
Semester 2 Credits: 20	Field work	EL2	Field Attachment	4
	Core	ESC13	The Adolescent Learner	2
		ESC1.1	Sociology of Education (Social Structure)	2
		ESC2.1	Educational Psychology (Development and Cognition)	2
		ESC7	Inclusive Education	2
	Elective	ESP	Education Specialisation Elective 1 - Part B <sup>1</sup>	4
		PS2,6,10,14	Pedagogic Specialisation - 2	4
Semester 3 Credits: 20	Internship/Field work	PF1	School Internship-1	8
		EL1	Education Ecosystems: Exploring Interconnectedness	4
	Core	ESC6	Curriculum, Pedagogy and Assessment	2
		ESC9	Technology for School Education	2
	Elective	PS3,7,11,15	Pedagogic Specialisation - 3	4
Semester 4 Credits: 20	Internship	PF2	School Internship - 2	10
	Core	ERM1.1	Introduction to Education Research Methods	2
		ESC10	Designing Digital Tools and Resources	2
	IKS	ESC12	Indian Knowledge Systems <sup>6</sup>	2
	Elective	PS4,8,12,16	Pedagogic Specialisation - 4	4
			Total Credits	80

## Course Contents

---

### **Educational Studies Core**

Educational Studies Core (ESC) Courses on educational studies are designed as multidisciplinary courses through which understanding and perspectives are developed on foundational disciplinary perspectives of education, schooling and society, aims of education, understanding of learners and learning and historical underpinnings of education. This group also includes courses pertaining to understanding the education system and policy. These courses are offered in a dual mode, compulsory and elective to both preservice teacher preparation and post graduate studies in education. While each of the foundational disciplinary courses will be offered as compulsory courses to all students, they will have the option to choose one of the courses as an elective in their second semester. The latter courses will be at a more advanced level. This allows for students to develop their disciplinary orientation towards further specialisation as well as research

Name of Course	Credits
ESC1: Sociology of Education	2
ESC2: Educational Psychology (Learners and Learning)	2
ESC3: Philosophy of Education	2
ESC4: History of Education	2
ESC5: Education Policy, Institutions and Practices	2
ESC6: Curriculum, Pedagogy and Assessment	2
ESC7: Inclusive Education	2
ESC8: Analysing Educational Innovation	2
ESC9: Technology for School Education	2
ESC10: Designing Digital Tools and Resources	2
ESC11: Teachers and Teaching	2
ESC12: Indian Knowledge Systems #	2
ESC13: The Adolescent Learner	2
ESC1.1: Sociology of Education	2
ESC2.1: Educational Psychology (Development and Cognition)	2

### **ESC1: Sociology of Education**

This course is a compulsory introductory course on key sociological concepts pertaining to education to develop a critical understanding of the linkage between social marginality and education. The course is anchored in sociological theories to situate

social marginalization as a dynamic process. The course introduces students to critical concepts of sociology of education to help them recognize that the marginalized identity is not intrinsic to the person but is a structural feature. Also, that the marginalized identity is not fixed or frozen for all times but is changeable. The course draws attention to the patterns of cultural hegemony that disadvantage children from socially marginalized groups within the educational system. It orients students to the conceptual and theoretical explanations for different categories of marginalization such as caste, class, gender, and disability. It introduces students to the insightful thoughts of leaders of emancipatory movements who have emphasized the potential of education to ensure social justice and social equity. Students are exposed to the complexity of the existing educational system that reproduces marginality even as its stated purpose is to provide educational opportunities to all. Course teaching will include a combination of resource materials that provide empirical information, theoretical/conceptual understanding and practice-oriented discussions.

### **ESC2: Educational Psychology (Learners and Learning)**

This course starts with introducing lifespan perspective towards development, broader meaning of learning and how learning and development are interconnected. Then students will be exposed to some of the historical notions of learning coming from Western Philosophy. In unit 2 students will learn early theories of learning and cognitive development which look at learning as an individualized activity. In the third unit, learning is discussed from social cognition theories. In the last unit notions about self and identity are discussed followed by its implications on learning.

### **ESC3: Philosophy of Education**

This course on Philosophy of Education aims to introduce the fundamental pillars of philosophical thought traditions and their implications for education. The course will draw from key Indian and global thinkers to contextualise Philosophy of Education both theoretically and as practice in the classroom. There will also be opportunities to do or practice philosophy built into the course structure. Some of the key questions that will anchor the course are: What constitutes education? What is the relationship between knowledge and education? What is education potentially capable of? How have some key thinkers conceptualised education?

### **ESC4: History of Education**

The course on History of Education aims to provide an understanding of the Indian education system through an examination of educational institutions and practices within the country as they were impacted and shaped by different configurations of culture, politics and economics in different historical phases.

### **ESC5: Education Policy, Institutions and Practices**

Through this course students will learn key concepts related to policy processes, learn how policies are formulated, interpreted and implemented, and discuss the role of state and non-state actors in education. Students would also have an opportunity to

familiarize themselves with available data sets on education, analyze education policies based on empirical evidence and apply their learning to review a few policies at the ground level.

### **ESC6: Curriculum, Pedagogy and Assessment**

Through this course the students will learn key concepts related to Curriculum development, learn how curriculum is shaped by contexts, how it is formulated, enacted and interpreted. They will be able to critically examine curricular documents and familiarise themselves with principles of curriculum organisation and assessments. They would also have an opportunity to understand the significance of context of teaching and learning.

### **ESC7: Inclusive Education**

Inclusive Education is a core course drawing on the broader framework of intersectionality studies and aims to deconstruct the fallacy of normality while highlighting the role of intersectionalities that influence students' educational experiences. The course is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. This course focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Supporting learners through inclusive practices and the use of ICT and assistive technologies will form part of this course. This course will also emphasize the need to challenge existing assumptions, stereotypes and myths surrounding inclusive education and learners with diverse needs and abilities, the need to remove the barriers to inclusive education and to create and foster an accepting and enriching learning environment that celebrates diversity and inclusion and where all kinds of learners can thrive and achieve their full potential.

### **ESC8: Analysing Educational Innovation**

This course can be related with discussions on aims of education, perspectives in observations, importance of noticing and intervening, and the impact of policies on the school culture, etc.

### **ESC9: Technology for School Education**

The goal of this course is to develop a deeper understanding of the role of technology in teaching and learning, critically evaluating the value of ICT applications and programs in their teaching. It will also provide hands-on experience of designing lessons integrating technology in curriculum and pedagogy.

### **ESC10: Designing Digital Tools and Resources**

This course aims to enable students to design digital learning experiences by critically engaging with the subject matter, subject experts, faculty, learners and technology platforms, deeply aware of both the cognitive principles as well as the influences of

social conditioning. In the process of designing these tools and resources, the course will also orient student teachers on different ICT tools and resources which aids learning, develop an in-depth understanding and critical thinking around their educational value.

### **ESC11 (ES13): Teachers and Teaching**

The overall aim is to engage students/practitioners with the entire gamut of issues and ideas related to teacher identity, teacher practice, teacher development, the larger social, cultural, economic, and political context in which teachers work, and the immediate context of school/classroom needs and professional demands.

### **ESC12: Indian Knowledge Systems**

This course focuses on exploring select classic writings from Indian literature, emphasizing themes of peace, justice, ethics, duty, and resilience. It will cover epics, short stories, and poetry from 700 BCE to 1100 CE, along with select polemics from Sanskrit and Tamil traditions and folk songs. The course adopts a secular, critical, and liberal humanist approach to engage with the historical and socio-cultural contexts of these texts. By the end of the course, students will critically reflect on the cultural diversity of Indian literature, explore themes of justice and ethics, and discuss the concept of authorship in oral versus print traditions. The course also considers the politics of translation and may incorporate bilingual approaches for deeper understanding.

### **ESC13: The Adolescent Learner**

This course on adolescent development is intended to orient student-teachers to the various aspects of the life-stage of adolescence and enable them to foster and promote their development using appropriately relevant socio-emotional strategies within the classrooms and schools. It also enables learners to understand the importance of the role of family peers and community and make participative decisions for adolescents. The course facilitates the learner to adopt pedagogy and practices that can inculcate life-skills in adolescents and help the adolescents cope with the challenges of behavioral problems encountered in this stage.

## Educational Studies Electives Courses

Name of Course	Credit
ESE1: Philosophy of Education	2
ESE2: History of Education	2

## ESE1: Philosophy of Education

This course on Philosophy of Education, is an elective two-credit course to fit into the two-year Masters format. The course aims to deepen the understanding that students would have from the ESC3 that introduces them to fundamental philosophical thoughts and contemporary ideas and practices in philosophy of education. This course aims to further students' understanding of philosophical concerns in education and their theorisation. This course will involve critical and deeper reading of some of the seminal works (both classical and contemporary) on philosophy of education in terms of understanding the relationship between knowledge and education, the ethical, social and political issues in education, the role of knowledge and what counts as knowledge in educational research. It will encourage students to derive an understanding of the framing of discourses and nature of the philosophical inquiry in education. The course will allow students to relate classical and contemporary theory and practices in philosophy of education.

## ESE2: History of Education

The elective course titled “Evolution of the Indian Education System” will enable the students to adopt a historical perspective in order to take up an in-depth exploration of the socio-cultural, political and economic aspects that shaped the education system in India. The course will focus on the 19<sup>th</sup> and the 20<sup>th</sup> century history of education in India.



## Educational Research (ER)

The research group of courses address the development of perspectives in education research and with a focus on building connections between theory and practice. Introducing students to and current research is aimed at developing a robust understanding of research and strengthening their skills to undertake research in future. The compulsory course on Educational Research Methods course will enable students to understand and build interlinkages between Education theory and research as well as introduce them to various education research methodologies. The course on research tools and analysis, also a compulsory course will enable them to develop specific skills in designing and conducting research in education.

## Education Research Courses

Name of Course	Credits
ERM1: Education Research Methods	4
ERM2: Research Tools & Analysis	2

Research Dissertation	Credits
RD1: Research Proposal	2
RD2: Research Seminar	2
RD3: Research Dissertation	10

## ERM1: Education Research Methods

The course will introduce students to the broad research paradigms, established research designs, data kinds and tools for analysis. The course is designed to introduce students to the diversity in educational research and the theoretical ideas through an experiential engagement by encouraging them to analyse research studies in the field. Such a course intends to provide the necessary foundations to understand research in educational studies.

### **ERM2: Research Tools & Analysis**

The course will introduce students to the broad research paradigms, established research designs, data kinds and tools for analysis. The course is designed to introduce students to the diversity in educational research and theoretical ideas through an experiential engagement by encouraging them to analyse research studies in the field. Such a course intends to provide the necessary foundations to understand research in educational studies.

### **RD1: Research Proposal**

The course will develop students' competencies to create individual Research proposals, guided by the faculty supervisor and in collaboration with peers, by learning how to do a literature review, map main concepts and understand interrelationships to develop an initial conceptual framework, situate their research in a qualitative, quantitative or mixed research paradigm for planning research methodology.

### **RD2: Research Seminar**

Seminar courses are a list of elective courses offered by faculty of the specific research groups to develop students' ability to engage with disciplinary research perspectives and development of discourses in a given disciplinary domain. These are specifically curated courses that will include cutting-edge literature and research papers which will be read together by faculty and students to immerse themselves within the specific disciplinary areas.

### **RD3: Research Dissertation**

Students are required to undertake research in education culminating in a 6-credit research dissertation. The dissertation will be based on research conducted in an education-related institution or organisation on a topic that is deemed to be of significance and relevance in the field of education. The course offerings of the MA education programme provides students with important and relevant questions that may be pursued through a systematic inquiry. Research can be undertaken in the areas of curriculum, pedagogy, curriculum, training, support to school systems, policy or education systems and any contemporary issues in the national and global education sector. Multiple sites can be identified for the conduct of this research which may include organisations or institutions or community organisations working in the field of education, including spaces of formal or informal learning within and outside school-related space.



## Professional Competency (PC)

---

### Professional Competency (PC)

These courses are designed to develop professional skills needed by students particularly with respect to ICT, Education communication and the use of art and media (new media and social media), and to develop knowledge and ability to engage in the workplace. These will take place through lab and practicum courses as well as field sites of practice. All PC courses will be offered in a modular form to minimise student cognitive load due to the number of courses in one semester.

### Professional Competency Courses

Name of Course	Credit
PC1: Reading, Writing and Thinking in Education	2
PC2: ICT Competencies for Lifelong Learning	2
PC3: Designing Classroom Practice	2
PC4: Project Management #	2
PCE*: PCE1-Monitoring & Evaluation # ; PCE2-Design Thinking in Education; PCE3-Education Communication.	2
PC5: Theater and Education	2

**\*Students will choose any one from the basket of courses designed to build their professional competencies.**

**# Courses proposed to be developed**

#### **PC1: Reading, Writing and Thinking in Education**

This course aims to enable learners to evaluate ideas for their relevance in varied contexts and to use critical reading strategies to map to a variety of texts in the domain of education. It aims to ensure professional competence in critical reading and expression of thought, especially with respect to education.

#### **PC2: ICT Competencies for Lifelong Learning**

This course will introduce learners to a range of ICT tools that aid professionalism in the field of education and enable them to evaluate and select appropriate technologies based on aim, affordance and access.

#### **PC3: Designing Classroom Practice**

This course empowers learners to design engaging and inclusive learning experiences that promote constructive dialogue and collaboration in diverse classroom settings. Through practical activities, analysis of real-world scenarios, and lesson plan development, learners gain the confidence to implement these practices regardless of

resource constraints or student-teacher ratios. They will explore strategies for creating safe and supportive environments, catering to multi-level learners, and fostering positive social-emotional development.

#### **PC4: Project Management**

Many interventions in the educator sector take shape as projects with defined objectives, time and costs. Understanding the nature of project management and a familiarity with the tools and techniques of project planning and management are critical for successful professionals. This is a professional competency course that familiarises the students with key concepts of project management and introduces them to tools and techniques of project planning and management that they can deploy in their professional careers.

#### **PCE\***

##### **PCE1: Monitoring and Evaluation**

Educational interventions in India and globally are increasingly required to demonstrate the impact of their programs and interventions by their donors. Such a requirement emerges from greater consciousness about efficient allocation of resources, not only because resources are limited but also because of the need to identify what works and what is worth investing in. In this practicum-based course, students will learn about monitoring and evaluation and also about how to integrate an 'evaluative thinking'<sup>2</sup> approach in their work. With the help of hands-on activities and peer learning, the students will develop basic skills useful for performing key functions of monitoring, evaluation and learning in educational organisations.

##### **PCE2: Design Thinking in Education**

Design Thinking (DT) deals with wicked problems and human-centred approaches to problem-solving. DT is iterative and foregrounds the importance of process over product in making meaningful interventions in education in the 21st century. It emphasises critical thinking, problem-solving, creativity, autonomous learning practices and learning process. Learners will be able to apply DT in varied areas of education.

##### **PCE3: Educational Communication**

The course equips educators with the communication skills necessary to thrive in today's education sector. It explores communication theories, strategies for engaging diverse learners, fostering parental engagement, and the impact of social media on education. Through practical activities, educators develop their skills to become more confident and impactful communicators.

##### **PC5 : Theater and Education**

This practicum course ignites learners' creativity and equips them with the skills to become dynamic educators who can use theatre-based tools to create and model a learning environment that is collaborative and active and allows learners to critically question and express themselves in a safe environment. Theatre is about observing the

world, people, and events, recreating it, questioning it and illuminating nuances. The course will build the learners' capacity for self-awareness and self-expression through theatre activities. Student-teachers will have opportunities to design and implement their own teaching activities based on these performance principles. To fully benefit from and enjoy this course, learners need to be ready to explore aspects of themselves and their surroundings using performance tools. Learners can expect to engage in a fun, safe and creative environment that invites critical reflection and self-expression.

### Experiential Learning from Field (EL)

These courses are designed to provide students of education access to various occupational sites knowledge and understanding of practitioner knowledge.

#### Experiential Learning from Field Courses

Name of Course	Credits
EL1: Education Ecosystems: Exploring Interconnectedness	4
EL2: Field Attachment (first winter vacation)	4
EL3: Classroom Observations	2
PF1 : School Internship -1	8
PAF2: School Internship -2	10

#### EL1: Education Ecosystems Exploring Interconnectedness

The course will enable students to explore the education ecosystem in India through guided readings and classroom discussions as well as experiential learning through field/site visits that will involve observation of the varied aspects of the site and also interaction with different stakeholders in education. Moreover, since Education as a discipline is characterized by an emphasis on both theory and praxis, i.e. the reflective experience of educational practice, the course will enable an understanding of the education ecosystem both through relevant discussions on prescribed readings/resources as well as experiential learning through visits to different sites.

#### EL2: Field Attachment (FA)

Field Attachment (FA), an integral component of MA in Education programme, allows students to intern with education or development related organisations to develop specialised knowledge and skills of the professional practice of education or development related work. FA exposes students to the 'real' settings of educational practice; and to understand and reflect upon the integration of theory and practical field experience. Students get an opportunity to get involved in various aspects of education-related work which provides students with an opportunity to understand

and explore possibilities for education or development and change through interaction with practitioners. Students are expected to document and present their understanding and reflection of the field experience while mapping and drawing connections with their learning from other theoretical courses. They develop a holistic understanding of the practice in education through Field Attachment under the guidance of a field mentor from the respective organisation. As part of field attachment students get to work with a vast variety of organisations and institutions across the country in government, philanthropic and private sectors including SCERT, RTE Forum, Pratham Education Foundation, TATA Trust, alternative schools etc. Students contribute to these organisations in a meaningful manner and immensely gain from the learning from the field in the larger societal realm.

### **EL3: Classroom Observation:**

The course is organized to include a blend of practical experiences of sitting in a classroom and gaining insights from literature in the field.

### **PF1 and PF2: School Internship**

School internship is meant to give student-teachers a holistic experience of what it means to be a school teacher. During the period of internship student-teachers will be placed in a school for one year. It is offered in the 3rd and 4th semester during the 2nd year of the course. Student-teachers (STs) spend 2 days (Wednesday and Thursday) in addition to a block teaching period of around 3 to 4 weeks per semester, in the school for one year observing overall functioning of the school and teaching and learning for first-hand experience to be trained as future educators. Student-teachers are assigned one or two teacher-mentors (TM) in their chosen pedagogical specialisation. They are expected to work with the teacher-mentors and learn and reflect on the practice and work of teachers in schools. Student-teachers are expected to observe school activities and classroom teaching and processes during the 3rd semester.

Apart from the teacher-mentors, student-teachers are assigned a faculty-mentor (FM) from the CETE, based on their pedagogical specialisation. Teacher-mentors and faculty-mentors guide, supervise and evaluate the students' activities, reflections and classroom teaching. Fortnightly reflection seminars are organised for the student-teachers on Tuesdays from 2.00 p.m. to 4.00 p.m. to present their school experiences, learning and reflections and share the same with the other fellow students.



## **Electives**

---

### **Pedagogy Specialization Courses**

#### **PS1: Pedagogy of Language -1**

This course aims to introduce to the trainee-teachers the socio-cultural paradigms that impact language usage and in effect language teaching and learning in India. It brings to fore the linguistic diversity available in India and multilingualism as a universal human ability and not a contrived concept

#### **PS2: Pedagogy of Language -2**

This course envisages engagement of students with the discourse of English pedagogy, get a sense of the possibilities and challenges in teaching, acquaint with some of the current practices and research, and eventually apply some of the ideas and practices in their own practice.

#### **PS3: Pedagogy of Language -3**

This course aims to sensitise the trainee teachers to the demands of material design and equip them with tools to be able to design and/or acquire appropriate material and resources.

#### **PS4: Pedagogy of Language -4**

The course aims to understand the vocabulary, nature and processes involved in measurement, assessment and evaluation, understand macro and micro-perspective, develop and use the tools to critically analyse educational action in contextual settings, design and try out different ways of assessment.

#### **PS5: Pedagogy of Mathematics -1**

This course seeks to situate the knowledge of mathematics that student teachers bring to the classroom in a broader context of understanding mathematics as a discipline.

#### **PS6: Pedagogy of Mathematics -2**

The course aim to develop the pedagogical content knowledge required for teaching specific topics in secondary and senior secondary mathematics curriculum. The key topics of number system (including whole number operations, rational numbers, ratios and proportions, integers)and algebra is delved in detail to develop robust pedagogical content knowledge.

#### **PS7: Pedagogy of Mathematics -3**

The Course aims to develop the pedagogical content knowledge required for teaching specific topics in secondary and senior secondary mathematics curriculum. The key topic domains in mathematics - geometry, and data handling are pursued with an aim to develop the knowledge required for teaching these at different levels.

#### **PS8: Pedagogy of Mathematics -4**

The course is designed to discuss the issues and challenges of assessment in mathematics education with a particular focus on assessment students for learning. This course takes a macro and micro perspective at issues of assessment in mathematics.

**PS9: Pedagogy of Science -1**

This course would help teachers critically enquire the nature of science and the scientific method. Also, the ideas of presenting and questioning the epistemological basis of science in this course is to promote inquiry.

**PS10: Pedagogy of Science -2**

This course aims to understand aims of teaching science, engage with the secondary curriculum and the key concepts. Teachers are expected to engage with children's ideas in science and teach in ways that bring about deeper conceptual understanding about the natural world.

**PS11: Pedagogy of Science -3**

This course aims to understand concepts, critical analyses, teaching planning, resource designing and developing assessment processes in the chemistry subject at the secondary school level.

**PS12: Pedagogy of Science -4**

At the end of this course the learners will be able to understand concepts, critical analyses, teaching planning, resource designing and developing assessment processes in the Physics subject at the secondary school level.

**PS13: Pedagogy of Social Science -1**

The aim of this course is understanding the epistemological structure of the discipline which helps teachers to identify the epistemological differences or similarities across the disciplines/subjects they teach in their school.

**PS14: Pedagogy of Social Science -2**

This course is an attempt to lay foundations for understanding the social science content- pedagogy in general. It aims to build on inputs received in the first course in general and particularly from the Nature of Discipline course of Social Sciences.

**PS15: Pedagogy of Social Science -3**

This course follows Pedagogical Content Knowledge I and therefore, needs to be looked at in a continuum. It examines disciplinary issues impacting the understanding and transaction of social science subject domains particularly; History, Geography and Political Science.

**PS16: Pedagogy of Social Science -4**

The course will enable prospective teachers to reflect on the objectives of learning social science and to identify the indicators of such learning. They will learn to make assessment tasks related to different indicators. They will study the range of responses and performance of students to different assessment tasks and analyse the factors that explain the responses.



## Education Specialisation Courses

---

This group of courses pertains to specialisations that are to be pursued by students at the masters level. Each student is expected to choose at least one specialisation area and study up to two courses in that area. Masters' research will be carried out in their area of specialisation. As given in the table below students will choose the specialisations from the curriculum and pedagogy and thematic sections. They will have the option to choose an OADC course in place of part two of their second specialisation.

### Education Specialisation Elective Courses

Curriculum and Pedagogy Courses		Credits
1	Language Education	4+4
2	Math Education	4+4
3	Science Education	4+4
4	Social Science Education	4+4
Thematic Courses		
5	Teacher Education	4+4
6	Education Development and Policy	4+4
7	Educational Technology*	4+4
8	Inclusive Education	4+4
9	Economics and Financing of Education	4+4
10	Education Leadership and Management	4+4
Thematic Elective Courses		
1	Gender and Education**	4
2	Education, Nation-State and Globalisation	4
3	Cognition and Learning	4
4	Designing Educational Resources	4
5	Language, Mind and Society	4
6	Caste, Tribe and Education** #	4
7	Early Childhood Education	4
8	Education of Children with Special Needs	4
9	Childhood and Society	4
10	Assessment and Education	4
11	Education for Sustainable Development	4

### Curriculum and Pedagogy Courses

#### ESP1: Language Education - 1

This course delves into the complexities of teaching English as a second/third language in India's diverse classrooms through the frameworks of contemporary discourses on new literacies, multiliteracies, and critical and cultural literacies. We will explore how

children learn language, analyse classroom dynamics, and examine effective strategies for fostering literacy and language skills. We will also critically evaluate resources and develop an understanding of the sociolinguistic context of English in India.

### **ESP2: Language Education - 2**

This course builds upon the foundation of Language Education-1, focusing on the critical analysis of English language education in India. Through discussions, guest lectures, and engagement with practicing teachers, learners will develop a nuanced understanding of the complex issues surrounding language teaching. Learners will graduate with the ability to critically evaluate existing approaches and develop effective strategies for promoting successful language learning in Indian educational institutions across levels.

### **ESP3: Mathematics Education - 1**

The course is aimed at providing an overview of various aspects of the school mathematics and ways to enhance its meaningful pedagogy, understanding the learner and the processes of learning and build appreciation for the content of school mathematics. The objective is to enhance these components so as to lay a foundation for reflection and action in the area of pedagogy of school mathematics.

### **ESP4: Mathematics Education - 2**

The course would seek to expose learners to critiques of formal mathematics and its relevance to school mathematics on the one hand and to strengthen both pedagogic and subject matter knowledge of mathematics beyond primary level on the other.

### **ESP5: Science Education - 1**

This course provides an introduction to science education. Often science is presented as a vast body of facts and infallible information. This course in opposition would help science educators critically enquire about the nature of science and the scientific method. This course exposes students to engage with broader perspectives on the nature of science, the reciprocal relation between science and society, the aims of teaching science, science as a school discipline, curricular approaches to teaching science, etc.

### **ESP6: Science Education - 2**

This is an advanced course in science education and aimed for preparation of teacher educators. It introduces the idea of PCK in the first units and goes on discussing some of the crucial aspects of science PCK, namely, alternative conceptions, students' learning, and inclusivity in science education. It also provides opportunities to analyze and design educational resources, pedagogic strategies and interventions.

### **ESP7: Social Science Education - 1**

The course offers a thorough exploration of foundational disciplines such as history, geography, and civics. Through understanding children's learning processes and effective teaching methods, it examines the relevance of social sciences in contemporary contexts. Delve into the historical evolution of these subjects within education and their practical application in curriculum development. This course aims to equip educators with the tools to foster critical thinking and prepare students to meaningfully engage with societal realities and concerns.

### **ESP8: Social Science Education - 2**

The course examines social structures, practices and changes as well as theories, perspectives and ideologies inherent in them. The course intends to understand the above aspects so that education can be contextualized within the complexities of society and socio-political thought and action.

## **Thematic Courses**

---

### **ESP9: Teacher Education - 1**

This course explores the idea of a teacher in the Indian context taking a historical/cultural approach to tracing the development of the teacher education system in India through different reports and discourses on teacher preparation up to contemporary globalised times. The adult learning theories that inform the pedagogy in teacher education and development of knowledge, skills and attitudes are discussed in connection with the exploration of teacher education curriculum. The process of teacher professional development, its challenges and interconnections between pre and in service teacher education are explored.

### **ESP10: Teacher Education - 2**

This course explores the governance of teacher education in India historically and in contemporary times. Issues and challenges in designing, facilitation and management of teacher professional development initiatives as well as interventions that have worked are discussed as case studies. The issues of scale and use of blended learning models for teacher professional development will be discussed along with localised models like collaborative lesson planning and lesson study.

### **ESP11: Education Development and Policy - 1**

The course begins with a conceptual exploration of critical issues of development and maps the interlinkages between the twin domains of development and education. We will briefly trace the historical trajectory and mutual influences of development and education and global policy implications. Contemporary perspectives and frameworks are examined with a view to critically examine globalisation of education. We introduce

key policy concepts and processes and use these conceptual tools to analyse significant policy developments in education. The contested nature of global policy agendas and policy transfers are discussed in the context of the sustainable development goals (SDGs). We examine the role of policy actors, state and non-state and their growing influence in policy processes. Exploration of frameworks for policy analysis to conduct critical review of policy and educational development to help synthesise learnings from the course.

### **ESP12: Education Development and Policy - 2**

This course builds on students' understanding of historical and conceptual interlinkages in education development and policy and policy processes to deepen their understanding of the relationship between modernisation of Nation State and its influence on education development and reform. This course pays specific attention to the growing influence of transnational entities, and the globalisation of education policy and agendas. Through a study of various interventions and engagements of state and non-state actors at the global and national levels, students will be encouraged to analyse policy issues, their dimensions and implications for delivery of education. Some of the critical issues the course deals with are, large scale assessments, standardisation, global governance of teachers, through a selection of case studies, students will examine interlinkages between education provisioning processes and labour outcomes of education as well as study specific challenges such as disruptions due to conflict, global pandemics such as COVID 19 and climate change. Lastly, students will examine the role of various types of research, including evidence based research methodologies in shaping education policy and outcomes.

### **ESP13: Educational Technology 1 - Foundations**

The course aims to delve into the nature of learning and teaching and the role of technology in designing meaningful and authentic teaching and learning experiences in middle and high school education space.

### **ESP14: Educational Technology 2 - Designing Technology Enabled Learning Experiences**

This course will use the framework of digital agency and constructivist learning environments, where students are able to engage as producers rather than consumers in order to shape the interaction with technology for learning. Thus, technology resources and tools that promote digital agency in students will be explored.: principles embedded in learning sciences, constructivist pedagogies and instructional/learning design including universal design for learning will be discussed with case based methods. Game based learning with a focus on students creating games on their own, projects and problem based learning where students will use their creativity to create learning artefacts.

### **ESP15: Introduction to Inclusive Education**

This is an advanced specialisation course which is part of seven other specialisations offered by CETE. Each student is expected to choose two specialization areas and study upto two courses in each of them. This course is about recognizing the fallacy of the norm (Is anyone “normal”?) and getting to know people with disabilities as human beings, as family members, as friends. It is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. Through videos, observations of classrooms and other educational settings, large and small group discussions, we will learn about the significance of our attitudes, behaviour and assumptions towards disability and students with differences. This is also known as disability studies and the social model. This course also focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Personal, family, school, community and environmental factors related to students’ academic, physical, emotional and social well-being are discussed.

#### **ESP16: Practice of Inclusive Education**

This is an advanced specialisation course which is part of seven other specialisations offered by CETE. Each student is expected to choose two specialization areas and study upto two courses in each of them. This course is about recognizing the fallacy of the norm (Is anyone “normal”?) and getting to know people with disabilities as human beings, as family members, as friends. It is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. Through videos, observations of classrooms and other educational settings, large and small group discussions, we will learn about the significance of our attitudes, behaviour and assumptions towards disability and students with differences. This is also known as disability studies and the social model. This course also focuses on how the educational, behavioural, social, ecological, transitional, and vocational needs of a variety of learners can be addressed in general education settings. Personal, family, school, community and environmental factors related to students’ academic, physical, emotional and social well-being are discussed.

#### **ESP17: Economics and Financing of Education - 1**

This course will familiarize students with the debates, policies and practices that have informed the choices made by different countries to enhance economic development through education. It will introduce students to the different economic theories that form the bases for investments and financing in education, both public and private. It will also equip students to reflect on education reforms and their impact on societal goals of equity, efficiency, and quality of education.

#### **ESP 18 : Economics and Financing of Education - 2**

This course will orient students toward global issues and challenges in financing education and supporting SDG-4. It will introduce students to different financing

mechanisms starting from the traditional input-based financing to the new financing mechanisms, such as the Results Based Financing (RBF) or Direct Benefit Transfer (DBT) mechanisms. It will enable students to analyse the possible impact of different financing mechanisms on equity, quality and efficiency of the educational intervention. In addition, through an in-depth study of the selected financing mechanisms, the course will provide students an exposure to the larger discourse of educational finance in India and in the Global South. This course aims to prepare students to develop the skill to initiate or participate in a dialogue with the funders (State and Non-State) of any educational interventions and understand the requirements to manage and evaluate such interventions.

### **ESP19: Education Leadership and Management - 1**

The 'Education Leadership and Management - Part 1' course would aim to introduce management and leadership theories and models and highlight the interconnectedness between them. It will enable the learner to unpack the meaning and nature of organizational change and facilitate change in their organizations for desired results. The course will help the learner study ways of viewing educational organizations through such theories and frameworks and attempt to develop an informed perspective towards adapting and applying them to educational organisations.

### **ESP20: Education Leadership and Management - 2**

The 'Education Leadership and Management - Part 2' course will introduce students to the structures and functioning of schools. It will orient students to the principles and practices of leadership/management and its role in school development. This will enable students to understand the complex nature of the school as an organization and critique the programmatic systems introduced for quality education. The course will also help students to develop, from a school leader's perspective, strategies, cultures, and structures that encourage creativity and innovation in the day to day functioning of schools. It will facilitate in harnessing the leadership skills and cultural understandings needed to guide successful institution change in specific contexts and situations.

## **Thematic Elective Courses**

---

### **TE1: Gender and Education**

This course will cover certain key areas in gender and education. Emphasis would be on developing a broad gender perspective of education as a social sub-system, and developing an understanding of both historical and processual dimensions of gender and education. The course will attempt to develop an understanding of the historical perspectives and experiences of women's education across different sociocultural contexts, the ability to discern gender in educational contexts (pedagogy and curriculum, school settings and policies), gain a critical perspective on the ways in

which education maintains and legitimizes gender relations in society, and to critically analyse policies and programmes for their gendered basis and outcomes. In all topics, gender will be explored in connection with other aspects of identity such as caste, class, ethnicity, religion and urban/rural background. The focus would be on the Indian context, but feminist scholarship from other contexts will be drawn upon to explore the multiple and complex relationships of gender and education.

### **TE2: Education, Nation-State and Globalisation**

This course will attempt to understand the structural and ideological basis of education and its impact on schooling system through the lens of these conceptual formulations and their relationship to historically situated contexts of nation-building in the developing context. The course will also address competing notions of the nation and nationalism, and the politics of knowledge implicit in representations of the nation in textbooks.

### **TE3: Cognition and Learning**

The course structure is designed to provide the foundations in cognition which will in turn lead to better appreciation of ideas encountered in understanding human learning, thinking and reasoning. Such an orientation will also prepare students to face classroom learning situations with an informed perspective.

### **TE4: Designing Educational Resources**

This is a course involving using theoretical ideas learnt previously on pedagogy, learning theory and inclusion to think critically about resources, understand concepts of experience and affordance, and design and develop resource prototypes. In this course there will be opportunities to explore a range of educational resources and forms of resources drawing on the rich collection in the Educational Resource Centre—Rachana: print, manipulands and multimedia and digital resources, as well as in different forms: games to didactic forms. A central part of the course is learning to think through theoretical frameworks and develop an original resource from concept to prototype—to use and reflect on user experience and use this to review and refine design. Participants will have the opportunity to explore and bring into practice a range of curricular ideas including ‘authentic learning’, project-based learning, experiential learning, localisation, collaboration, etc., and use practices of setting up learning objectives and awareness of learning outcomes. As they work through their resource design individually or collaboratively, presenting ideas and receiving feedback, they will iteratively develop their resource ideas along with critical awareness of their features and strengths. It is desirable that participants of this course have studied a pedagogical area.

### **TE5: Language, Mind and Society**

In this paper, we will study the nature and structure of language addressing such issues as language acquisition, variation and change. We will become aware of how language

is constitutive of being human and understand the role language plays in the construction of power structures in society.

#### **TE6: Caste, Tribe and Education**

The broad objective of this course is to familiarise students with the issue of existing social realities with reference to caste/tribe based inequalities and its impact on education and vice-versa. This course may also lead to developing a new area for empirical probes in future, which can facilitate understanding educational problems and issues in the context(s) of caste/tribe culture, familiarise students with educational issues of the deprived communities through the policies and to identify and analyse caste-tribe based issues in education in the context of globalization and privatization of education. It is relevant to identify and analyze the link between caste(s) and education and how they impact each other and how this impacts at societal level in the context of national development in current times.

#### **TE7: Early Childhood Education**

The course will enable students to understand the theoretical and philosophical perspectives on early childhood education, the principles of curriculum development, pedagogical techniques, and assessment methods in early childhood education. The course discusses the significant concepts of ECCE, such as the physical, cognitive, social, and emotional development in childhood, play-based and child-centered approaches to learning, and pedagogic practices that can be adopted for the holistic and all-around development of children. The course will also include exemplar resource materials that draw upon the themes of play-based and child-centered approaches to learning.

#### **TE8: Education of Children with Special Needs**

This is an elective course offered by SES and CETE. The primary considerations of the coursework will be to develop learners' knowledge, skills and capabilities to develop pedagogies and practices to meet the learning objectives for children with special needs. This course engages with children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. This course will provide learners with an opportunity to understand the emotional, behavioural, and cognitive dimensions that put students on the spectrum of special needs.

#### **TE9: Childhood and Society**




This course challenges the idea of a single "universal child" in education. Instead, it deliberates on ways in which childhood is shaped by social class, culture, and ethnicity. It examines children's experiences in family, community, schools and other institutional settings, and elaborates on how these experiences influence their learning. It looks at the idea of children's agency, and the representation of children in media and examines policy issues related to children. It equips students with essential tools to research childhood experiences.

#### **TE10: Assessment in Education**

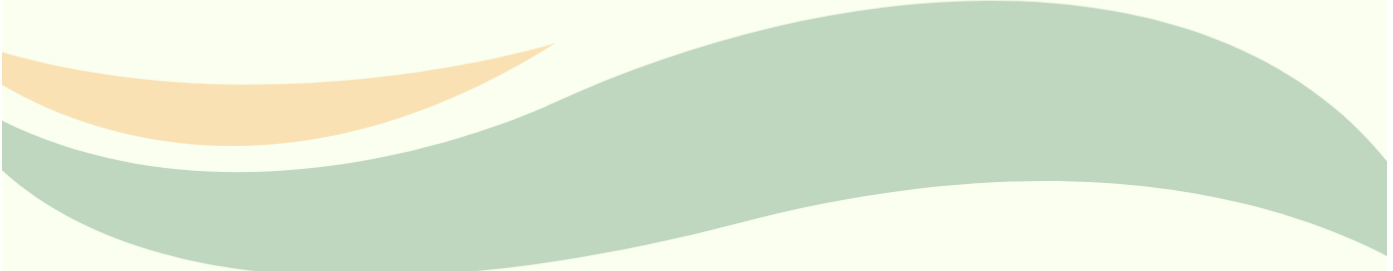
This 4-credit elective, *TE10: Assessment in Education* helps learners develop their knowledge of assessment in education with respect to policy, types and tools and use. The course focuses on designing and implementing effective practices within the classroom. Through practical activities, simulations, and peer feedback, learners will develop skills in designing, administering, and using formative assessment for learning. Learners will also explore various techniques like exit tickets and self-reflection journals, while also integrating technology. Furthermore, analyzing assessment data will allow learners to plan differentiated instruction and communicate results effectively to various stakeholders and ponder upon the future of assessment in education.

#### **TE11: Education for Sustainable Development (ESD)**

This 4-credit practicum-based course is focused on emerging careers education with a focus on sustainability. Through case studies, real-world scenarios and self-reflection exercises, learners will discover career paths in education and reflect on their own aspirations to work towards education promoting a more sustainable future, especially within the Indian context.



# MA in Education and Technology



## 7. Master of Arts in Education and Technology

---

NAME OF THE PROGRAMME: Education and Technology	
FINAL DEGREE AWARDED: MA in Education and Technology	
SCHOOL: School of Education	
CAMPUS: Mumbai	
MODE: Blended	
NHEQF LEVEL: 6.5	TOTAL CREDITS: 42
DATE APPROVED BY BOS: (Revisions Approved) - 11 June, 2025	
DATE APPROVED BY AC : 11 July, 2025	
DATE OF LAST REVIEW : 14 August, 2025	

### SUMMARY OF THE PROGRAMME

The MA in Education and Technology program is a full-time (one year) /part-time (two year) program aimed at building critical knowledge and pedagogies, equitable and sustainable perspectives, and practice in the area of education technology for established and aspiring professionals in the area.

The education technology arena has grown exponentially in recent years- especially in the COVID-19 lockdown period. However, the knowledge and research to guide practice in the area- especially in the Indian context is insufficient. Given the diversity of the nation and socio-economic spread with a set of complex quality and equity issues, the widespread body of evolving knowledge in education technology needs in-depth engagement. Most of the industry leaders in education technology do not have an educational degree, and most of the educators have a very limited understanding of technology. This leaves a huge gap in the knowledge and implementation of meaningful integration of technology in educational ecosystems. With the growing demand for education technology products and services in commercial, government and non-government sectors there is an urgent need to educate the established and emerging education technology educators, designers, implementers, providers, and policymakers in the area of education and its intersection with technology.

As defined by Association for Educational Communications and Technology (AECT),

'Educational technology is the study and ethical application of theory, research, and best practices to advance knowledge as well as mediate and improve learning and performance through the strategic design, management and implementation of learning and instructional processes and resources.'

This proposed MA programme is in sync with the definition of education technology by AECT, postulating to promote understanding, researching, critical analysing and applying meaningful, efficient and scalable technologies to improve learning, teaching and education systems. As a field of study, this education technology programme will draw from core disciplines of education (philosophy, policy, pedagogy, teacher development, etc.), learning sciences or human development, technology, and

management related to products or education technology programmes. The programme will also connect different subject areas like mathematics, languages, sciences, social sciences, arts, etc in education integrating subject, pedagogy, and technology knowledge in the courses it offers.



### **PROGRAMME OBJECTIVES**

The objective is to develop research and practice-based knowledge about contemporary issues, teaching and learning pedagogies, design development, adoption, and policy in education technology in the global and Indian education systems.

Building critical knowledge and pedagogies, equitable and sustainable perspectives, and practice in the area of education technology for the established and aspiring professionals in the area.



### **PROGRAMME OUTCOMES**

After completing the programme, learners may pursue or advance in various career pathways including but not limited to:

- Education Technology specialists working with schools, colleges, universities, organisations, governments, and companies
- Leadership positions within schools and colleges for technology-enabled teaching and learning
- Education Technology product, project and program management with for-profit and non-profit organisations and companies
- Research & development of educational technologies such as tools, platforms and data with research labs, organisations, and companies
- Learning and instructional design professional
- Research with academic institutions, organisations, and companies
- Pursue doctoral research (PhD) in Education Technology and allied fields
- Start new ventures for equitable and sustainable EdTech
- Create one's own niche area(s) of expertise

### **SEMESTER-WISE LISTING OF COURSES**

Our program is structured to accommodate working professionals in education, educational publishing, educational technology and other relevant areas. The

curriculum is transacted face to face over 10 weeks; a distance learning approach is adopted including synchronous and asynchronous activities.

To know more about the programme, our faculty, student and alumni experiences visit the Life@TISS [YouTube playlist](#).

### Distinctive features of the course

- Prepare yourself to make your mark in EdTech with a curriculum designed and taught by national and international academicians, industry leaders and expert practitioners in their field.
- Bring your ideas to the world with the Capstone project, where you apply what you learn with design-based research, product discovery, management perspective, value proposition and more!
- Blended delivery, combining onsite presence on campus and on field with synchronous online classes in the evening to suit schedules of working professionals.

### Distribution of Credit Hours

Total: 42 Credits (Education Core Courses: 12 Credits, Education Technology Courses: 16 Credits, Capstone: 6 Credits, Electives/Specialization Courses: 6 Credits, Seminars: (2 Credits)		
Course code	Details	Credits
ES	Education Studies Core Courses	12
ET	Education Technology Core Courses	16
ETS	Specialization/Elective Courses	6
CP	Capstone Project	6
SC	Seminar Course	2
PC	Professional Competency Courses (optional) <sup>1</sup>	0
	<b>Total Credits</b>	<b>42</b>
<sup>1</sup> Will be offered from 2024-25 cohort		

### 7.8. Semester-wise Listing of Courses

Semester	Nature of the Course	Course Code	Course Title	Credits
Semester 1 Credits: 21	Core	ES01	Key Ideas and Concepts in Education	2
		ES02	Learners and Learning	2
		ES03	Curriculum, Schools and Teacher	2
		ET01	Teaching and Learning with Technology in the 21st Century	2
	ET02	Learning Design and Technology in Education	2	
	Skill Enhancement	ET03	Product Management for Education Technology-1	2
		ET07	Emerging Technologies for Education	2
SC01		Seminar Course	2	

Semester	Nature of the Course	Course Code	Course Title	Credits
	Capstone Project	CP01	Capstone Research Proposal	3
	Elective	ETS02	Computational Thinking	2
	Value Added	PC1	Reading, Writing & Thinking in Education	0
Semester 2 Credits: 21	Core	ES04	Social Marginality and Inclusive Education	2
		ES05	Policy, Institutions and Practices	2
		ET05	Policy in Education Technology-An Introduction	2
		ET06	Adoption in Education Technology	2
	Skill Enhancement	ET04	Product Management for Education Technology-2	2
		ET08	RTICT Course on any one subject pedagogy	2
	Elective (Any Two)	ETS01	Technology Enabled Learning Support for Teachers	2
		ETS03	Assessment using Technology	2
		ETS04	Assistive Technology for Education	2
	Indian Knowledge Systems	ES06	Indian Knowledge Systems	2
	Capstone Project	CP01	Capstone Research Report	3
	Value Added	PC	Professional Competency Courses (Non-credit)	0
				<b>Total Credits</b>

Note: Course delivery is in blended mode. Part-time options are available

## Course Contents

### ES01: Key Ideas and Concepts in Education

As a part of core papers to be offered in various Masters Programmes (One Year) by the centre, this course is primarily informed by the philosophical inquiries in the domain of education. Effectively, this course will be a journey *from* acquiring a philosophically nuanced understanding of some of the most crucial concepts of/in education *to* becoming capable of reflecting, analyzing and evaluating the existing practices and policies concerning education in a way that forms the basis for making informed decision, choices and judgements pertaining to education.

### ES02: Learners and Learning

The Learners and Learning course introduces students to various learning theories, the development milestones through different ages and enables them to understand learning and analyse and make sense of learners' experience with an additional focus on the socio-emotional aspects and its influence on learners and learning. It will help students engage with the different assumptions about learners and learning, discuss the evolving conditions necessary for creating learning environments, and understand its implications for planning teaching activities in their school contexts. Students will be able to view learning as a highly individualistic pursuit on one hand and learning in the

context of the environment on the other hand in addition to understanding the impact of technology and new sciences on learning.

### **ES03: Curriculum, Schools and Teacher**

The objectives of this course are to develop a deep understanding of the school as a space of teaching and learning through the intricate interaction and negotiation between school structures, curriculum, teachers and students within the larger social, cultural, economic and political context of Indian schooling. The course is anchored around the idea of 'curriculum' and 'Teachers' as the plan for the implementation of educational aims, and therefore being the most important dimension of the design and conduct of learning.

### **ET01: Teaching And Learning with Technology in the 21st Century**

This course aims to delve into the nature of learning and teaching and the role of technology in designing meaningful and authentic teaching and learning experiences in the schools and schooling system. The course will draw on contemporary concepts, models and standards in the area of teaching and learning with technology. Applications which have demonstrated student-centred use of technology, record of improving understanding of subjects, and resonates higher order thinking and critical skills and other 21st century skills will be explored. It will discuss the role of teachers using technology in the classroom, integrating with curriculum and making the learning connected and authentic for the students. Further, the course will also touch upon different types of teaching and learning settings which use technology as blended, distance or in virtual forms. It will explore the role and beliefs of teachers in technology enabled learning through the framework of Technological Pedagogical Content Knowledge (TPACK) (Kohler & Mishra, 2006) and overview exemplary technology enabled methods for sustaining continuous professional development. International and national cases from the literature on programmes on technology integration in K-12 and higher education will be used to substantiate exemplary use and challenges of technology integration.

### **ET02: Learning Design and Technology in Education**

This course aims to enable learners to design digital learning experiences by critically engaging with the subject matter, subject experts, faculty, learners and technology platforms—deeply understanding both the cognitive principles as well as the influences of social context.

This specialisation will also connect the traditional theories of instructional design with the contemporary literature in learning sciences and offer learners an opportunity to engage in reflective and evidence-based learning design. The course will look at the application of learning design across schooling systems including curriculum, pedagogy,

resources etc, along with designing for higher education, including technology-enabled distance and blended learning.

### **ET03: Product Management for Education Technology - 1**

This course will equip learners with the ability to drive and lead product management in EdTech.

The course will provide learners with an understanding of-

- 1) The fundamentals of Product Management
- 2) Familiarity with the context of managing products for Government Organizations,  
Non-Profit Organization and For-Profit Organizations
- 3) How to manage EdTech products
- 4) How to perform Competitive Analysis and Product Critique of leading EdTech products

### **ET07: Emerging Technologies for Education**

This course critically engages with the new and emerging technologies such as augmented, virtual and extended reality applications, AI and data based modeling, assistive technologies as well as tinkering hardware and software to examine their relevance for education. Through a mix of hands-on activities and theoretical readings the course offers a foundational exploration of these technologies for new possibilities in the teaching-learning process along with evaluation of ethical considerations.

### **SC01: Seminar Course**

EdTech Talks is a seminar series hosted by the EdTech research group at CETE. These seminars are aimed at exposing the learners in the MA in Education and Technology program to diverse viewpoints and industry perspectives and also encouraging meaningful dialogue and knowledge sharing with educators, researchers and industry experts from various fields related to education technology.

### **CP01: Capstone Research Proposal**

The MA Education and Technology capstone project (worth 6 credits) is designed to provide students with practical skills in edtech research and design. The project commences with research workshops that focus on essential research methods, including design-based research.

Students will have the opportunity to select or be assigned a field site for their capstone project. With the guidance of a field mentor and faculty member, they will complete a project that could entail creating an artefact, curriculum, prototype design, or conducting a pilot/usability study. In addition, they will design and implement an

evaluation study specific to their field of expertise or provide guidelines and recommendations for policy/design/implementation.

### **ETS02: Computational Thinking**

This course introduces MA students to key concepts in computational thinking, different CT curricula and pedagogical approaches – ranging from a fully unplugged (without the use of computers) to an approach using computers to hybrid approaches. The course will provide an exposure to data oriented approaches to computing so as to get them thinking about the data centric vs computation centric approach. The course will also focus on assessing both unplugged and plugged activities.

### **ES04: Social Marginality and Inclusive Education**

This is a core education course across all MA Education offered by CETE. The course is about engaging with core concepts and theoretical frameworks drawing from sociology of education. The course also draws from disability studies and the social model. It will enable students to recognise the fallacy of the norm (Is anyone “normal”?). It is about recognising and cherishing the infinite variety and difference every student brings to the classroom and moving beyond deficit discourses. Through videos, observations of classrooms and other educational settings, large and small group discussions, the course will engage students with the significance of our attitudes, behaviour and assumptions towards

### **ES05: Policy Institutions and Practices**

Understanding education policies, institutions that mediate these policies, and the ground-level practices and experiences of implementing the policies is a complex exercise. But the influence of various domestic and international policy actors, the dynamism of our socio-economic, cultural, and political systems, and a continuous process of decision-making, interpretation, and reform make this an exciting field of study. Those working in the education sector are often assumed to have an understanding of prevailing policies, are expected to work within the established norms, and contribute to the realisation of policy goals. In many cases, in the absence of this knowledge and understanding getting officially and systematically transmitted, there are limitations on the extent to which one can meaningfully shape, influence, and negotiate policies. Given that education professionals are deeply embedded in policy spaces – as duty bearers under various legal and policy norms, as mediators of policies, as those who are directly impacted by policies, and as those who enjoy collective rights to influence policy discourses – understanding the key concepts and key policy texts becomes essential.

*In this course, students will learn key concepts related to policy processes, learn how policies are formulated, interpreted and implemented, and discuss the role of state and non-state actors in education. Students would also have an opportunity to apply their learning to review one policy at the ground level.*

### **ET05: Policy in Education Technology-An Introduction**

This course provides learners with an overview of the socio-political landscape of EdTech, the evolution of the intellectual history of the field; formulation, reception, resistance, suggestions and evaluation of EdTech policies and experiments; the subsequent dialogues, and public debates. It has been generated in India and the world. With the emphasis on inculcating a deep understanding of the complexities of the field, learners are equipped to engage with the hope, hype, realities, and concerns surrounding the key ideas in the space. Students will be able to synthesize these concepts to be reflective critical examiners and stakeholders of research, policy, and schemes in the space.

**ET06: Adoption in Education Technology**

This course aims to orient the multiple adoption models and frameworks prevalent in the global and national landscape and equip learners to explore, situate, and critically evaluate the evidentiary base of the multiple adoption models to have their intended results across policy in education and different socio, economic, educational and cultural realities.

Case studies of large and small Education Technology interventions documenting spread, scale and sustainability will be discussed and mapped to the frameworks and literature in adoption of education technologies. Programme evaluation of education technology programmes from the adoption perspective will be discussed.

**ET04: Product Management for Education Technology - 2**

This course will equip learners with the ability to understand and build products for EdTech.

The course will provide learners with an understanding of-

1. Build a product idea
2. Build prototypes
3. Testing prototypes
4. Continuous improvement loops
5. Showcasing products

**ET08: RTICT Course on any one subject pedagogy - (*Learners will have to select any one of the following RTICT courses*)**

1.	1. S-01b: Communicative English Language Teaching - <i>Communicative English Language Teaching</i>	It focuses on building on the classroom practices and possibilities studied in Part 1 and delves into the principles of language teaching. Brown, Richards, Cook, Murcia-Olshtain and Kumaravadivelu are some of the theorists referred to in the course.
----	--	---

	<i>(Interplay of Learning and Materials)</i>	
2.	S-02a: Reflective Mathematics Teaching (Geometric Reasoning)	This 2-credit course is part of the series of introductory courses on <i>Reflective Mathematics Teaching</i> . The theoretical perspectives, and practical components in this course take practitioners through some of the important ideas in Pedagogy of Mathematics like student learning, math anxiety, processes of mathematics and teaching of geometry through using ICT.
3.	S-02b: Reflective Mathematics Teaching (Proportional Reasoning)	This 2-credit course is Part 'b' in the series of introductory courses on <i>Reflective Mathematics Teaching</i> . This course will provide learners with opportunities to develop their understanding of mathematics pedagogy by engaging them in practice-based tasks on proportional reasoning. It will help learners to reflect on their practices through participation in mathematics teacher communities. The course facilitates the use of technology-enabled student modules on "proportional reasoning" in the classroom. Learners will also explore different mathematical resources in depth during the course. It will help them to develop their subject matter knowledge around certain concepts and develop lesson plans collaboratively by integrating these concepts.
4.	S-03b: Interactive Science Teaching (PCK)	This course will expose teachers to major issues in science education through readings, videos and activities. simultaneously as they work through the course material to make the connections between broad issues and specific content in the modules.
5.	S-04a: Pedagogy of Social Science - Concepts, Skills, and Resources	This 2-credit course is a part of the <i>Reflective Teaching with ICT</i> programme. This course aims at helping teachers to refresh and revisit their understanding of pedagogical content knowledge in social sciences as well as to develop and use their knowledge of ICT to make their work more impactful and dynamic.
6.	S-04b: Pedagogy of Social Science (Teaching and Assessment)	This 2-credit course is a part of the <i>Reflective Teaching with ICT</i> programme. This course aims at helping teachers to refresh and revisit their understanding of pedagogical content knowledge in social sciences as well as to develop and use their knowledge of ICT to make their work more impactful and dynamic.

### **ETS01: Technology Enabled Learning Support for Teachers**

The objectives of this course are to develop a deep understanding of concepts related to teacher professional development, including teachers' professional identity,

knowledge, and learning. Learners will be able to synthesize these concepts to build and nurture online teacher communities of practice and networks for continuous teacher support and professional development. The focus will be on integrating knowledge of teachers' identity, professional knowledge, and learning with technology tools by identifying features and affordances for online and virtual teacher support at scale. The Concerns-based adoption model (CBAM) will be used to understand how complex scaled programmes to facilitate change in teacher's practice can be monitored and evaluated.

### **ETS03: Assessment using Technology**

Assessment Using Technology introduces learners to types of assessment and explores the ways in which technology is used in assessment at all levels of education.

### **ETS04: Assistive Technology for Education**

This course provides an in-depth exploration of assistive technology and its critical role in enhancing the quality of life and inclusion of individuals with disabilities. Through a multidisciplinary approach, students will examine the principles, development, and ethical considerations surrounding assistive technology, and gain practical experience in assessing, selecting, and implementing assistive technology solutions. We will discuss and demonstrate a wide range of assistive technologies, spanning from low-, mid- to high-tech solutions. Both high and low incidence disabilities will be covered, ensuring a comprehensive understanding of diverse student needs.

### **ES06: Indian Knowledge Systems**

This course focuses on exploring select classic writings from Indian literature, emphasizing themes of peace, justice, ethics, duty, and resilience. It will cover epics, short stories, and poetry from 700 BCE to 1100 CE, along with select polemics from Sanskrit and Tamil traditions and folk songs. The course adopts a secular, critical, and liberal humanist approach to engage with the historical and socio-cultural contexts of these texts. By the end of the course, students will critically reflect on the cultural diversity of Indian literature, explore themes of justice and ethics, and discuss the concept of authorship in oral versus print traditions. The course also considers the politics of translation and may incorporate bilingual approaches for deeper understanding.

## 8. Life on Campus

---

Beyond classrooms, CETE students actively engage in a wide spectrum of activities that enrich their academic journey, promote creativity, and build professional competencies.

### SIFAR

The annual CETE student festival **Sifar** was organised from 21 to 22 March 2025 around the theme '**SifAir**' **GPT 4.0**, exploring AI in education, ethics, and social justice. The event opened with a Nukkad Natak performance and an inaugural ceremony, followed by a series of student-led activities. Highlights included an **Immersive Art workshop** on collaborative art creation, **Spin a Tale**, an innovative storytelling session that challenged participants to create stories related to AI and social justice, and a talk by Prof. Anusha Ramanathan on **AI Tools for Academics and Fun**. Students also staged a skit on the arrival of AI in schools and participated in a morning movement and well-being workshop. A major highlight was the alumni-led panel discussion, **Transforming Education and Work**, which explored how AI-powered tools are reshaping learning and professional practice. This year's SIFAR also included an evening Alumni Meetup.



## Riyaz

**Riyaz**, CETE's student-led magazine, continues to provide a vibrant platform for dialogue among students, faculty, and alumni. Its collaborative editorial process draws from class discussions and shared experiences to produce thematic issues. **Riyaz Vol. 6, Issue 1**, titled **Time Travel of Education**, featured multimodal contributions ranging from reflective articles to illustrations, highlighting the evolving nature of educational philosophies, pedagogies, and technologies. Articles such as *Who is Novice-Who is Veteran*, *Academia Vs Me*, *Open Knowledge System*, and *Reimagining Legal Literature*, examined diverse concerns from pedagogical content knowledge to the democratisation of digital knowledge.

## 9. Student Achievements

---

Students of CETE distinguished themselves through research, publications, awards, and creative contributions across national and international platforms. Their work reflects both academic rigour and innovative practice, with recognition spanning conferences, journals, competitions, and exhibitions.

Four students presented papers based on their masters dissertations at the ELT@I Conference 2024 held at Guwahati. Ann Ria Reji's paper on Short Films and Critical Public Pedagogy, was selected out of 367 papers for the first prize.

At the epiSTEME-10 Conference, 2025, CETE students, Maitrayee, Shubhangi, Ananya, and Garima, along with Dr. Rafikh Shaikh, presented a study which aimed to understand how students and professionals from a social science institute estimated large numbers of orders 10 to the power of 11 and 10 to the power of 13 on a number line.

## 10. Placements

---



### Job Placements

The Placement Committee has been dedicated to preparing students for their professional journeys. The committee successfully connected the students with 47 organisations, providing valuable exposure to diverse career pathways and helping them to hone their professional engagement skills.

Key inputs include

- **CV-building workshop** with multiple rounds of peer-reviewed drafts,
- **Narrating Your Story**, an interactive session to help students craft compelling interview narratives.

Organisations participating in SoE Placements			
Sr.no	Organisation Name	Sr.no	Organisation Name
1	Singhania Education Services	26	PeepullIndia
2	Dmart Foundation	27	Vidyadhara School
3	Equibeing	28	Apni Shala Foundation
4	Tata Trust	29	Antarang foundation

5	Agha Khan Education Services	30	SEF Simple Education Foundation
6	TrainingInbox	31	Indian Education Collective
7	Ennoble Social Innovation	32	Gateway School
8	Madhi Foundation	33	AIMEE
9	Seeds2Saplings	34	Mantra 4 change
10	Vikramshila	35	Development communication Trust
11	Eklavya Foundation	36	Ayang trust
12	Education Alliance	37	Disha India Community school
13	School of Ultimate Leadership Foundation	38	Kashid Foundation (*)
14	Mantra4change	39	AIMME International
15	Jhamtse Gatsal	40	Piramal Foundation
16	IPE Global	41	Ahmedabad University
17	Samparak Foundation	42	Arisa Lab
18	The Next School	43	Riverside School
19	Samparak Foundation	44	Darohar
20	The Next School	45	CSF
21	Udaan Foundation	46	Science Park Hyderabad Initiative
22	Ratan Sagar	47	Ayang trust
23	Sterlite	48	Placed
24	Adani International School	50	Magic bus
25	Antarang Foundation	51	White International School



## Field Placements

Organisations participating in SoE Field Placements			
Sr.no	Organisation Name	Sr.no	Organisation Name
1	Delhi SCERT	26	Central Square Foundation
2	Bihar SCERT	27	SRC
3	TS SCERT	28	Bal Ashram
4	TN SCERT	29	Teach for India
5	KA DSERT	30	Ashram Shala
6	Navnirmiti	31	Gateway School, Mumbai
7	Quest Alliance	32	Mantra 4 change
8	Vidyodaya School	33	Eklavya Foundation
9	HBCSE	34	RIE
10	Ovee Trust	35	RIE
11	UPAY Foundation	36	Makkala Jagriti

12	Vedantu	37	Bachpan Banao
13	Pratichi Trust	38	NASEOH's- National Center for Handicapped
14	Language and Learning Foundation (LLF)	39	Disha India Foundation
15	Digantar	40	The Sky Explorer
16	321 Foundation (for FLN)	41	SCERT Gurgaon
17	Bookworm Goa	42	Involve
18	Gandhi Ashram/Anand Niketan	43	IGNOU
19	Avehi Abacus, Mumbai	44	SCERT Pune
20	Swatantra Talim	45	Piramal Foundation
21	Dream a Dream	46	Kacchi Sadak
22	Maharashtra State Faculty Development Academy (MSFDA)	47	Apnalaya
23	Muktangan	48	SCERT, Kerala
24	Peepul Foundation	49	Kotak Foundation
25	DETT, Shillong		
26	Anand Niketan		

## 11. Fee Structure

Components		Master of Arts in Education (Elementary)				
		Semester				
		I	II	III	IV	TOTAL
FEE	Tuition Fee	17,600	17,600	17,600	17,600	70,400
	Examination Fee	1,100	1,100	1,100	1,100	4,400
CHARGE S	Field Education / Internship / Experiential Learning Charges	8000	0	0	8000	16,000
	IT Charges	2,200	2,200	2,200	2,200	8,800
	Library Charges	1650	1650	1650	1650	6,600
	Other Charges( ID Card, Convocation & Misc.) *	2750	0	0	0	2,750
FUNDS	Students' Competency Fund	6,000	6,000	6,000	6,000	24,000
	Lab/Studio Fund	0	0	0	0	0
	Development Fund	10,000		10,000		20,000
	Students' Union Fund *	550	550	550	550	2,200
	Alumni Fund *	0	550	0	0	550
	Health Care Fund*	2,200	0	2,200	0	4,400
DEPOSIT S	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)*	11,000	0	0	0	11,000
	Semester wise Course Fees	63,050	29,650	41,300	37,100	1,71,100
	Yearly Fees	92,700		78,400		
	Total Course Fees	1,71,100				
OTHER CHARGE S	Hostel and Dining Hall Charges:	To be paid to the service provider directly by the students who avail the facility.				
	Dining Hall (Advance) Charges					
	Hostel & Electricity Charges					
	Total Charges					

Components		Master of Arts in Education and M.Ed				
		Semester				
		I	II	III	IV	TOTAL
FEE	Tuition Fee	17,600	17,600	17,600	17,600	70,400
	Examination Fee	1,100	1,100	1,100	1,100	4,400
CHARGE S	Field Education / Internship / Experiential Learning Charges	8,800	8,800	8,800	8,800	35,200
	IT Charges	2,200	2,200	2,200	2,200	8,800
	Library Charges	1,650	1,650	1,650	1,650	6,600
	Other Charges( ID Card, Convocation & Misc.) *	2750	0	0	0	2,750
FUNDS	Students' Competency Fund	9,900	9,900	9,900	9,900	39,600
	Lab/Studio Fund	6,600	6,600	6,600	6,600	26,400
	Development Fund	11,000	0	11,000	0	22,000
	Students' Union Fund *	550	550	550	550	2,200
	Alumni Fund *	0	550	0	0	550
	Health Care Fund*	2,200	0	2,200	0	4,400
DEPOSIT S	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)*	11,000	0	0	0	11,000
	Semester wise Course Fees	75,350	48,950	61,600	48,400	2,34,300
	Yearly Fees	1,24,300		1,10,000		
	Total Course Fees	2,34,300				
OTHER CHARGE S	Hostel and Dining Hall Charges:	To be paid to the service provider directly by the students who avail the facility.				
	Dining Hall (Advance) Charges					
	Hostel & Electricity Charges					
	Total Charges					

Components		B.Ed.-M.Ed.						
		Semester						
		II	III	III	IV	V	VI	TOTAL
FEE	Tuition Fee	17,600	17,600	17,600	17,600	17,600	17,600	17,600
	Examination Fee	1,100	1,100	1,100	1,100	1,100	1,100	1,100
CHARGE S	Field Education / Internship / Experiential Learning Charges	6600	6600	8800	8800	8800	8800	6600
	IT Charges	2200	2200	2200	2200	2200	2200	2200
	Library Charges	1650	1650	1650	1650	1650	1650	1650
	Other Charges( ID Card, Convocation & Misc.) *	2750	0	0	0	0	0	2750
FUNDS	Students' Competency Fund	6600	6600	9900	9900	9900	9900	6600
	Lab/Studio Fund	4400	4400	6600	6600	6600	6600	4400
	Development Fund	11000	0	11000	0	11000	0	11000
	Students' Union Fund *	550	550	550	550	550	550	550
	Alumni Fund *	0	550	0	0	0	0	0
	Health Care Fund*	2200	0	2200	0	2200	0	2200
DEPOSIT S	Cautions Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)*	11,000	0	0	0	0	0	11,000
	Semester wise Course Fees	67650	41250	61600	48400	61600	48400	
	Yearly Fees	108900		110000		110000		
	Total Course Fees	328900						
OTHER CHARGE S	Hostel and Dining Hall Charges:	To be paid to the service provider directly by the students who avail the facility.						
	Dining Hall (Advance) Charges							
	Hostel & Electricity Charges							
	Total Charges							

Components		Master of Arts in Education and Technology	
		Semester	
		I	II
FEE	Tuition Fee	1,40,000	1,40,000
	Examination Fee	1,000	1,000
CHARGES	Field Education / Internship / Experiential Learning Charges	0	0
	IT Charges	28,000	28,000
	Library Charges	6,500	6,500
	Other Charges( ID Card, Convocation & Misc.) *	2500	0
FUNDS	Students' Competency Fund	6000	6000
	Lab/Studio Fund	0	0
	Development Fund	10,000	0
	Students' Union Fund *	500	500
	Alumni Fund *	0	2000
	Health Care Fund*	0	0
DEPOSITS	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)*	10,000	0
	Semester wise Course Fees	204500	184000
	Yearly Fees	3,88,500	
	Total Course Fees	3,88,500	
OTHER CHARGES	Hostel and Dining Hall Charges:	To be paid to the service provider directly by the students who avail the facility.	
	Dining Hall (Advance) Charges		
	Hostel & Electricity Charges		
	Total Charges		

## 12. CONTACT US

---

Centre of Education  
MS Gore Academic Block  
Malti & Naoroji Campus  
Deonar Farm Road  
Deonar Mumbai 400088

Centre of Excellence in Teacher Education  
Health Centre Building  
TISS Main Campus  
VN Purav Marg  
Deonar Mumbai 400088

[academics-soe@tiss.ac.in](mailto:academics-soe@tiss.ac.in)