महात्मा गांधी केन्द्रीय विश्वविद्यालय, बिहार
Mahatma Gandhi Central University, Bihar
A Central University established by an Act of Parliament

Curriculum Guide

for

PG Diploma in Education (One Year)

under

Department of Educational Studies

School of Education
Mahatma Gandhi Central University
Motihari, East Champaran, Bihar-845 401
(http://mgcub.ac.in/school_of_education.php)

ABOUT SCHOOL OF EDUCATION:

Sā Vidyā Yā Vimuktaye (सा विद्या या विमुक्तये) having this Sanskrit shloka in context, School of Education came into existence in May, 2019. Presently School of Education is offering M.A. in Education, M.Phil in Education and Ph.D in Education programme from the academic year 2019- 20 under Department of Educational Studies having academically rich and experienced faculty members. The School of Education attempts to bridge the gap between the curriculum & pedagogy, theory & practice and policy perspective between the school and higher education institutions and therefore it has a plan of expansion by opening different programmes on Teacher Education; Education Policy & Planning; Curriculum, Pedagogy & Assessment etc. In recent times, teacher education has been looked at as one of the most important areas of thrust, worldwide, with this awareness and recognizing the challenges and need of teacher education in the country, the School of Education aims at imparting latest & best teacher education and accordingly, the curriculum of all the proposed courses are under formulation. We are aiming to make the School of Education as one of the destinations for teacher education in the country with fully equipped research facilities and pre-service & in-service teacher education programmes.

ABOUT DEPARTMENT OF EDUCATIONAL STUDIES:

The Department of Educational Studies under the School of Education came into existence on May, 2019. The Department is presently offering M.A. in Education, M.Phil in Education and Ph.D in Education from the academic year 2019-20. The genesis of Department of Educational Studies is new in the university and it has proposed to incorporate all elements of Discipline of Education.

Faculty Members: School of Education

|	
	Prof Asheesh Srivastava (**Professor, & Dean**) Department of Educational Studies, School of Education **Research & Areas of Interests/Specialization:** Educational Policies & Planning Contact: profasheesh@mgcub.ac.in
	Dr Mukesh Kumar (**Associate Professor & Head**) Department of Educational Studies, School of Education **Research & Areas of Interests/Specialization:** Educational Psychology; Guidance and Counselling; Primary Education & Distance Education
	Dr Rashmi Srivastava (**Assistant Professor**) Department of Educational Studies, School of Education **Research & Areas of Interests/Specialization:** Pedagogy & Assessment of Social Science, Educational Psychology, Inclusive Education, Citizenship Education
	Dr Manisha Rani (**Assistant Professor**) Department of Educational Studies, School of Education **Research & Areas of Interests/Specialization:** Elementary education and Early childhood care education, ET and ICT, Teacher Education, Environmental Education
	Dr Pathloth Omkar (**Assistant Professor**) Department of Educational Studies, School of Education **Research & Areas of Interests/Specialization:** Public Policy Education; Curriculum Studies; Liberal Arts Education; Inclusion and Diversities; Food Science Education; Well-being and Illness; Connectome Studies; Technology for Education; Human Science Education; Deep Ecology and Behaviour

मयि श्रीः श्रयतां यशः

CURRICULUM FRAMEWORK: (SEMESTER WISE)

SEMESTER-I

Name of the Course	List of the Course	Course Code	Credits
A. **Discipline Specific Core Courses (Compulsory)**			
DSC1	Foundations of Educational Studies	EDUC4301	4
DSC2	Analysis Techniques in Educational Research	EDUC4302	4
DSC3	Psychology of Learning and Development	EDUC4303	4
B. **Discipline Specific Elective Courses (Select any One)**			
DSE1	Inclusive Education	EDUC4304	4
DSE2	Educational Management, Administration, and Leadership	EDUC4305	4
DSE3	Peace and Value Education/SWAYAM Course	EDUC4306	4
C. **Skill Enhancement Courses/ Practicum (Compulsory))**			
SEC1	Dissertation-1 (Review, Formulation of Research Proposal, Tools Construction & Data Collection)	EDUC4321	4
D. **Mandatory Elective Non-Credit Course (Select any One)**			
MENC1	Indian Knowledge System (IKS) / SWAYAM Courses	EDUC4309	-
MENC2	Individualized Education Programme	EDUC4310	-
Total Credits			**20**

SEMESTER II

Name of the Course	List of the Course	Course Code	Credits
A. **Discipline Specific Core Courses (Compulsory)**			
DSC4	Teacher Education	EDUC4401	4
DSC5	Education Technology	EDUC4402	4
B. **Discipline Specific Elective Courses (Select Any One)**			
DSE4	Educational Measurement and Evaluation	EDUC4403	4
DSE5	Curriculum, Pedagogy & Assessment	EDUC4404	4
DSE6	Education for Sustainable Development and Deep Ecology	EDUC4405	4
C. **Skill Enhancement Courses/ Practicum (Compulsory))**			
SEC2	Dissertation-2 (Report Submission & Viva-voce)	EDUC4421	4
SEC3	Academic Writing	EDUC4422	**2**
SEC4	Tests and Experiments in Education	EDUC4423	**2**
D. **Mandatory Elective Non-Credit Course (Select any One)**			
MENC3	Global Citizenship Education (GCED) / SWAYAM Courses	EDUC4409	-
MENC4	Community Connect & School Internship	EDUC4410	-
Total Credits			**20**

Semester-I
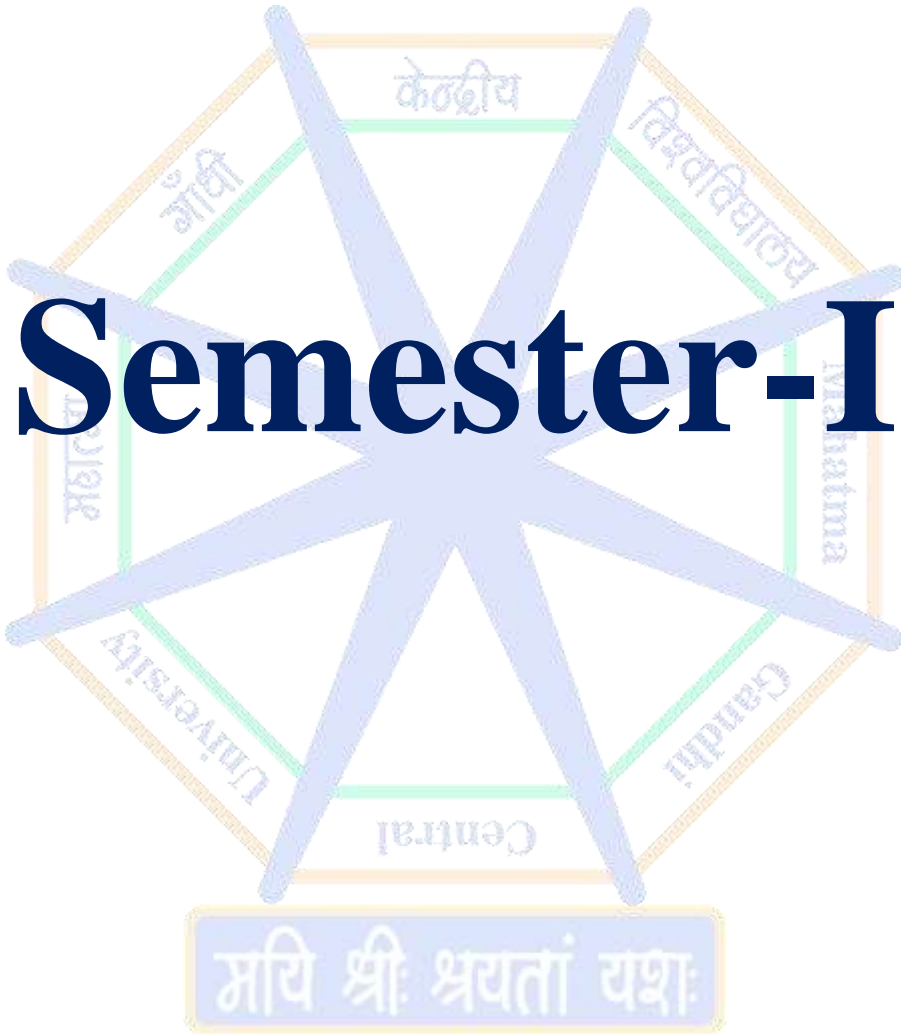
EDUC4301: FOUNDATION OF EDUCATIONAL STUDIES

Preliminaries of the Course:

Course Code: EDUC4301
Title of the Course: Foundations of Educational Studies
Type of the Course: Discipline Specific Core Course (DSC)
Nature of the Course: Theory
Cohort for which it is optional: M.A. Education (Semester-I)
No of Credits: 04
Maximum Marks: 100 (Internal-40 % & External-60 %,)

Course Objectives:

 On completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the historical context of education.*
- ✓ *Understand the development of education in the post-Independence period.*
- ✓ *Be well-versed with the philosophical and sociological underpinnings in education.*
- ✓ *Familiarize with the nature and functions of philosophical approaches of education as well as the various Indian and western schools of Philosophy.*
- ✓ *Acquaint with the different educational thinkers and their contribution in education.*
- ✓ *Know about the various authorities of education.*
- ✓ *Understand the role of stakeholders in school and higher education.*
- ✓ *Develop critical thinking, logical reasoning and problem-solving approach in the academic as well as real life situations of students.*

Course Contents:

Unit- 1: Historical Context of Education
Education: Its meaning, processes, purpose and aims; its liberal, interdisciplinary and trans-disciplinary nature; Education system in Vedic period, Buddhist period, Muslim period and British Period. Development of Education in the Post Independent period.

Unit- 2: Philosophical and Sociological Underpinnings in Education
Concept of Philosophy of Education; Branches of Philosophy and their Implications for Education; Indian Schools of Philosophy; Western Schools of Philosophy; Concept and approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory); Concept and types of Social Institutions (family, school and society) and their functions.

Unit-3: Educational Thinkers and their Contribution
Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, Savitri Bai Phule, Jiddu Krishnamurti; Western Thinkers: John Dewey, Paulo Freire, Nel Noddings, Wollstonecraft; National values enshrined in the Indian Constitution with special reference to education.

Unit-4: Agencies of Education

Role and issues related to control and autonomy of school and higher education by academic institutes; Ministry and other government agencies; Education as a system developed by society based on social, cultural, political, economic and social factors; Role of different stakeholders: Media, Technology, NGOs, Civil Society groups, Teacher Organisations, Family and Local Community in School and Higher Education.

Experiential Activities:
- Critical analysis of any one western or Indian philosopher.
- Preparation and presentation of a long answer with proper examples on the above-mentioned philosophical topic.
- Prepare a historical record consisting of the time periods, place of origin, and the educational implications of the Indian and western schools of thoughts with respect to the present time.
- A detailed study of one educational thinker concerning his ideas on the nature of the child, teacher, and school and their relevance and challenges in the contemporary context.
- Read the Position Paper titled 'Aims of Education' (NCF 2005 or any recent position paper) and present your understanding.
- Read the document on NCFSE 2023 and write a detailed report regarding the paradigm shift made.

Learning outcomes:
- The learners will know the concept of education and its interconnections with other relevant disciplines and its nature.
- The learners will understand the various theoretical concepts in education.
- The learners will establish the importance of education for all human beings.
- The learners will develop critical thinking and analytical ability to evaluate written texts and formulate their response to reality.
- The learners will understand the role of ethics, morals and values in education.
- The learners will be aware of the contribution of various Indian and western thinkers from the purview of philosophy and sociology.
- The learners will be reflective of the various Indian and western schools of thoughts and their education implications.
- The learners will be reflective on the philosophical and sociological underpinnings of education with its concern and relevance to the contemporary educational needs.

Mode of Transaction: Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.
- Brubacher, J. S. (1978). Philosophy of higher education. San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International perspectives on education. New York: Continuum

- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: VinodPustakMandir.
- Dewey, J. (1944). Democracy and education. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of education, Delhi: Isha Books.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
- Mathur, S.S.: Sociological Approach to Indian Education, VinodPustakMandir, Agra.
- Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Mukharji, S. (2007).Contemporary issues in modern Indian education. Authors Press.
- Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Pringe, R. (2004). Philosophy of education: Aims, theory, common sense and research. London: Continuum
- Singh, B.N. (2005). Education:Social Change and Economic Development, Jaipur: RBSA Publishers.
- Singh, M.S.(2007). Value education. Delhi : Adhyayan, Publication
- Sodhi, T.S. &Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
- Krishnamurti, J. On Education, Krishnamurti Foundation India

Additional Readings

- Brubacher, J. S. (1962) Eclectic philosophy of education. Prentice Hall, New Jercy: Engelwood Cliffs.
- Curren, R. (2003). A companion to the philosophy of education. Malden Mass: Blackwell
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). Curriculum and instruction. Berkeley, CA: McCutchan.
- Naqi, M. (2005) Modern philosophy of education, New Delhi: Anmol Publication Pvt.Ltd.
- Nussbaum, M. (2010). Not for Profit, Why democracy needs the humanities. Princeton: Princeton University Press
- Wynne, J. (1963). Theories of education. New York: Harper and Row. Saxena, S. (2001).
- Barrow, R., & Milburn G. (1986) A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York. (Concepts: Education; Schooling; Teaching; Ethics; Indoctrination; Knowledge; Learning.)
- Freire, P. (2005). Pedagogy of the oppressed. Continuum.
- Gore, M.S., Desai, I. P., &Chitnis S. (1967). Papers in Sociology of Education. NCERT: New Delhi. Ch 1 pp 1-18; Ch 2 pp33-51; Ch 3 pp 52-74; Ch 5 pp91- 106,111-126; Ch 6 pp 133-141.
- Jarvis, P (edited) (2002). The Theory and Practice of Teaching (2nd ed) Ch 4 P 39-51; Ch 17 P 237-247.
- Kumar, K. (2004). What Is Worth Teaching? India: Orient Blackswan.
- Noddings, N. (1995). Philosophy of Education. Westview Press
- Peters, R.S. (1966) Ethics and Education, Routledge, p.23-45.
- Schofield, H., The Philosophy of Education—An Introduction. Unit -1 The Concept 'Values' P 205-227; The Concept 'Culture' P 107-119

EDUC4302: ANALYSIS TECHNIQUES IN EDUCATIONAL RESEARCH

Preliminaries of the Course:

Course Code: EDUC4302
Title of the Course: Analysis Techniques in Educational Research
Type of the Course: Discipline Specific Core Course (DSC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester-I)
No of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective student will be able to

- ✓ *Understand the nature of positivist paradigms of research.*
- ✓ *Predict value of a quantitative data and its analysis.*
- ✓ *Formulate and test specific hypotheses.*
- ✓ *Generalize quantitative and qualitative data with confidence.*
- ✓ *Use appropriate analysis techniques to analyze qualitative data.*
- ✓ *Understand the post positivist paradigms of educational research.*

Course Contents:

Unit-1: Positivist Paradigm of Research-I
Positivism: History, and components of Positivism; Philosophical Foundations of the Positivist Paradigm; Types of Data & Scales of Measurement; Concept and nature of social reality; Experimental, Quasi-experimental, Correlational, Causal comparative, Quantitative, Randomized control trials

Unit-2: The Positivist Paradigm of Research-II
Testing of Hypothesis, Parametric Techniques, Non- Parametric Techniques, Correlation: Analysis of variance: Concept and uses; One-way ANOVA; Analysis of Co-variance: Concept and uses; Basic ideas of using of Software for analyzing qualitative data; Chi Square test and Mann-Whitney *U* test.

Unit-3: The Post-Positivist Paradigm of Research
Naturalistic, Phenomenological, Hermeneutic, Symbolic interaction; Ethnographic research and Ethnomethodology; Qualitative, Participatory action research, Critical theory, Neo-Marxist; Mixed method Research, Mixed models, Participatory Research.

Unit-4: Qualitative Data Analysis

Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Meta-Analysis, Concept of Triangulation, Grounded theory, and types of coding (Open Coding, Axial Coding, and Selective Coding).

Experiential Activities:
- Use Statistical Package for the Social Sciences in analysis of data with example
- Select a research topic of your choice, lay down its objectives and hypotheses, and describe that what type of statistics will be used to conduct the study
- Use of Qualitative data analysis softwares

Learning outcomes:
The Learning Outcomes of this course are as follows:

- Learner will know the concept of Positivist Paradigms of Research
- Learner will understand various advanced educational research
- Learner will understand the Post-positivist, constructivist, transformative, critical theory and pragmatic research.
- Learner will know the concept of qualitative and quantitative data analysis.

Mode of Transaction: Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Best, J. W., & Kahn, J. (1997).*Research in education*. New Delhi: Prentice -Hall of India Ltd.
- Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education.
- Bogdan, R.C., &Biklen, S. K. (1998) *Qualitative research for education:an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Borg, B.L.(2004).*Qualitative research methods*. Boston: Pearson.
- Borg, W.R. and Gall, M.D. (1983). Educational Research: An Introduction, New York: Longman, Inc.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.
- Asthana, H.S. & Bhushan, B. (2007): Statistics for Social Sciences. New Delhi: Prentice Hall.
- Best & Kahn (2011). Research in Education. New Delhi: PHI.

Additional Readings:
- Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Garrett, H.E. (2005): Statistics in Education and Psychology. New Delhi: Paragon International.

❖ Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
❖ Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3ʳᵈ edition). Boston: Allyn& Bacon.
❖ Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
❖ Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
❖ Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
❖ Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn& Bacon.
❖ Miles, M.B., &Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
❖ Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
❖ Seigal, S. Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
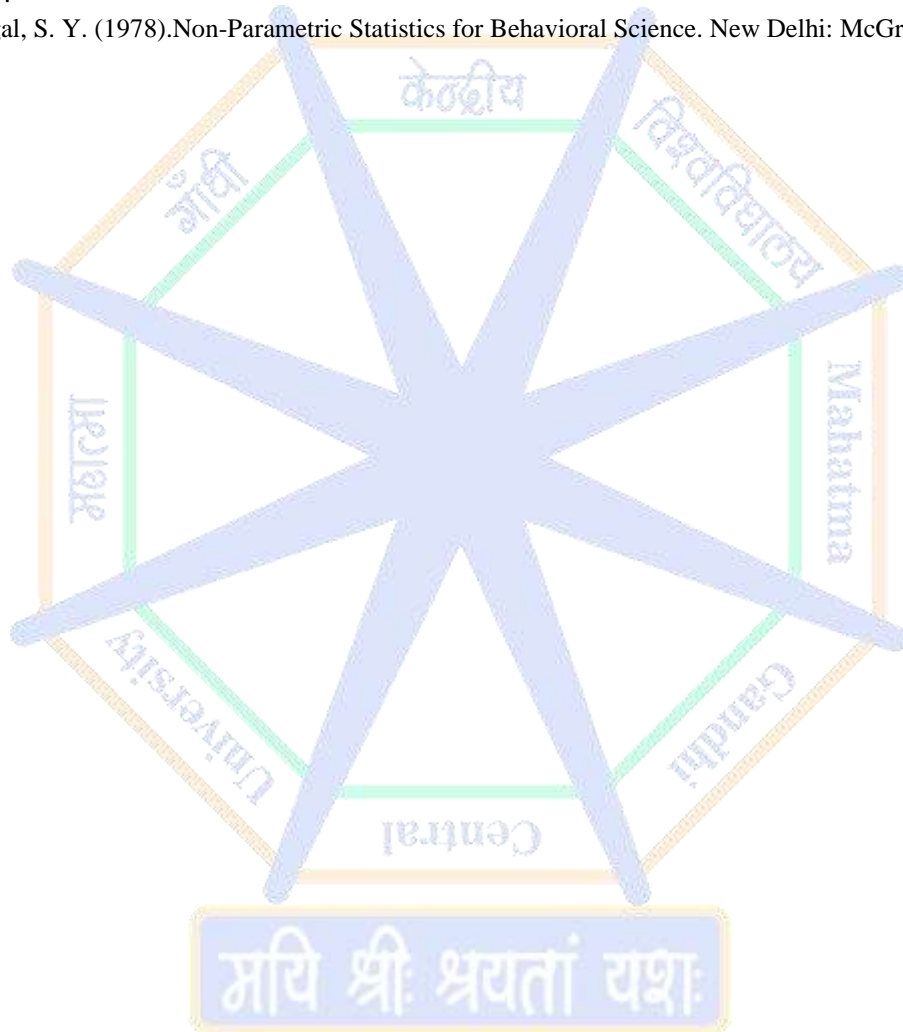
EDUC4303: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Preliminaries of the Course:
Course Code: EDUC4303
Title of the Course: Psychology of Learning and Development
Type of the Course: Discipline Specific Core Course (DSC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester-I)
No of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the different aspects of Educational Psychology.*
- ✓ *Explain the concept of growth and development.*
- ✓ *Understand the adjustment and maladjustment.*
- ✓ *Develop an understanding of meaning, nature, dimensions and basic conditions of learning.*
- ✓ *Describe multiple dimensions of learner's development and their implications on learning.*
- ✓ *Develop an understanding of the nature, dimension and factors influencing learning.*
- ✓ *Develop an understanding about Personality, Intelligence and its measurement.*
- ✓ *Understand psychological measurement, of all aspects of Educational Psychology.*

Course Contents:

Unit-1: Educational Psychology
Educational Psychology- Meaning, Nature, Scope and Function; Concept and relationship; Schools of Psychology- Cognitivism, Gestalt, Constructivism and Psychoanalysis; Methods of Educational Psychology– Observation, Case study, Survey, Differential, Sociometric and Experimental: Longitudinal and Cross-sectional; Adjustment- Meaning, Characteristics of a well-adjusted person and aspects of adjustment.

Unit-2: Growth and Development
Human Growth and Development- Concept and Relationship, Meaning, Stages and Dimension of development: Physical, Emotional, Cognitive, Moral, Social and language; Determinants of Development- Heredity and Environment; Principles of Growth and Development, Differences between Growth and Development; Theories of Development and their Educational implications- Piaget theory of cognitive development, Bruner's theory of cognitive development, Kohlberg's theory of moral development and Erik-Erickson theory of psycho-social development; Vygotsky's Socio-cultural theory, Individual differences-Concept and determinants: heredity and environment.

Unit -3: Learning and Motivation

Learning- Meaning, Nature and dimension of learning, Learning as a process and as an outcome; Factors Influencing learning; Theories of learning and their Educational Implications- Pavlov's Theory of Classical Conditioning, Skinner's Theory of Operant Conditioning, Kohler's Insight learning, Carl Roger's theory of Experiential learning, Lewin's field theory of learning and Gagne's theory of learning; Concepts and Theories of Motivation and their Educational Implications- Maslow's Humanistic theory of learning & McClelland's Achievement Motivation theory, Role of Home, School and Teachers in Motivation and Learning.

Unit-4: Personality & Intelligence

Personality- Meaning, Nature and Determinants of personality; Theories of Personality and their Educational Implications- Trait's theory, Type theory and Psychoanalytical theory; Intelligence- Meaning, Nature and types of Intelligence; Theories of Intelligence and their Educational Implications: Howard Gardner's multiple intelligence theory, Cattell theory of intelligence and Triarchic theory of intelligence; Mental Health & Hygiene- Concept, Principles of Mental hygiene; Défense Mechanism-concept and types.

Experiential Activities:
- Prepare a learner's Portfolio.
- Study and compare four learners with emphasis on their learning styles.
- Practical work on psychological test.

Learning outcomes:
- Learner will develop an understanding of Educational Psychology.
- Learner will develop educational, social, logical and psychological qualities.
- Learner will be familiar with various practical situations of life.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- Anastasi, A. (1992).*Psychological testing*.McMillan Co.
- Allport, G.W. (1961).*Patterns and Growth in personality.* Rinehart & Winston.
- Arora,R.(2005). *ShikshanAdhigamke Mano-Samajik Adhar.* Shiksha Prakashan.
- Ausubel D.P. & Feather, N.T.(1960). Theory of Achievement Motivation. Wiley Publishers.
- Bernard, H.W. (1972).*Psychology of learning and teaching*.McGraw Hill B.
- Bhatnagar, S.(2002).*Advanced Educational Psychology*.Bhargava Book House.
- Bhatia & Bhatia.(2006). *A Textbook of Educational Psychology.*Doaba house.
- Kuppuswamy, B.(2010). *Advanced Educational Psychology*. Sterling publishers Pvt Ltd.
- Lindgren, H.C.(1980). *Educational Psychology in the classroom*. Oxford University Press.
- Mangal, S.K. *Advanced Educational Psychology (2ndEdition).* Prentice Hall of India Pvt Ltd.
- Mohapatra, J.K., Mahapatra, M. & Parida, B.K.(2015).*Constructivism: The new paradigm*: *From theory to practice*. Atlantic Publishers.
- Singh, A.K. (2013). *Educational Psychology.* Bharti Bhawan.

- ❖ Piaget, J. &Inhelder, B.(1969).*The psychological of thechild*.Routledge Kegan Paul.
- ❖ Vygotsky, L.(1986). *Thought and language*.MA. The MIT Press.
- ❖ Wolman, B.B. *Contemporary Theories and systems in Psychology*. New York: Harper & Row.
- ❖ Woodworth, R.S.*Contemporary schools of Psychology*. Methuen & C0. Ltd.

Additional Readings:

- ❖ Berk, L.E.(2010).*Child development*(*8th Edition).* PHI Learning.
- ❖ DeCecco, J.P.& Crawford,W.R. (1974).*Educational Psychology: psychology of learning and instruction.* Englewood Cliffs. N.J. Prentice Hall.
- ❖ Gagne, R.M.(1985). *The Conditions of learning and theory of instruction (4th Edition).* New York. Holt, Rinehart and Winston
- ❖ Klausmeier, H.J., & Ripple, R.E.(1971). *Learning and Human abilities: Educational Psychology.*Harper & Row.
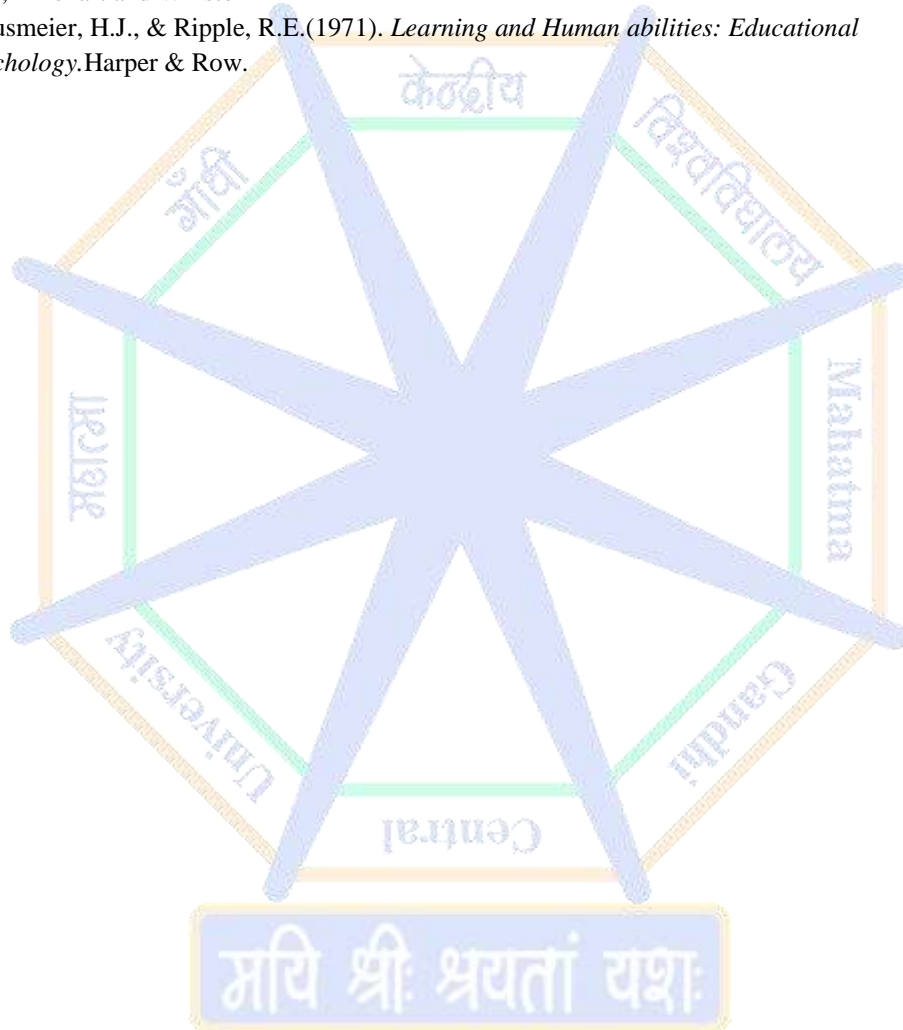
EDUC4304: INCLUSIVE EDUCATION

Preliminaries of the Course:

Course Code: EDUC4304
Title of the Course: Inclusive Education
Type of the Course: Discipline Specific Elective Course (DSC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester-I)
No of Credits: 04
Maximum Marks: 100 (Internal-40 %&External-60 %,)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to
   ✓ *Understand the context, and status of Inclusive Education.*
   ✓ *Conceptualize the meaning and significance of Inclusive education.*
   ✓ *Gain knowledge on policies and legislative frameworks of inclusion.*
   ✓ *Know the inclusive classrooms using inclusive pedagogy (teaching preparation, teaching strategies, evaluation of children with diverse needs.*
   ✓ *Equip them with the prerequisite, to manage children with diverse needs.*
   ✓ *Make the system of teaching and learning meaningful in an Inclusive setting.*
   ✓ *Plan the programme i.e. activities, events to solve the problems of contemporary alienations, and marginalization in education.*
   ✓ *Strive for innovative strategies to accomplish the goal of sensitizing, educating for all, learning for all and empowering for all.*

Course Contents:

Unit-1: Understanding Inclusion
Genesis of inclusion and paradigm shift from segregation to inclusion; Historical Policy Perspectives: Initiatives to promote inclusive education; International Focus: Salamanca 1994, UNCRPD, BMF, EFA, SDGs; National Focus: Constitutional provisions &obligations for education of diverse groups policies, guidelines, structures and Frameworks for Persons with disabilities in India

Unit-2: Understanding Diversity
Concept of Socio-Economically Disadvantaged Groups (SEDGs); Nature, Needs, Characteristics of disability, diversities, and barriers ; Classifications & types of disabilities, Persons with multiple disabilities Causes and prevention of disabilities; Intersectionalities in disability, Girls with disabilities, diversity due to socio-cultural and economic factors, education and employment of PWDs; Disability myths, taboos, stigmas, stereotypes,

marginalization, language(enabling vs disabling), attitudes, protection from cruelty and inhuman treatment and Protection from abuse, normalization of violence and exploitation.

Unit-3: Addressing Learners' Needs

Curricular Issues, Curriculum adaptation/modifications, Current Status and Ethical Issues of inclusive education in India; Content contextualization &Universal Design in Learning (UDL), Research Trends of Inclusive Education in India; Assessment and Evaluation-Continuous Comprehensive Evaluation (CCE); Alternative means for assessment and evaluation in inclusive classrooms. Its Infrastructure, Human Resource and Instructional Practices; Learning and learner support-assistive and adaptive devices, ICT for Inclusion

Unit-4: Teacher Preparation and Professionalism

Individualized Education Program (IEP) Personalized Learning Plans (PLP) and Institutional Development Plan (IDP) on Children with Diverse Needs (CWDN); Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children with special needs; Role of parents, head masters and teachers in ensuring equal educational opportunities for the children with special needs; Role of technology in preparation of inclusive education teachers and workforce.

Experiential Activities:

- Prepare the need-based profile of all children in a class. Critically analyse the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Identification of Diverse Learners in the classroom for Inclusion
- Review the characteristics of persons with disabilities/portraying the children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations about women and persons with disabilities.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices in the context of inclusive education.

Learning outcomes:

The Learning Outcomes of this course are as follows:
- Learner will know the context, status, concept of inclusive education.
- Learner will understand various classifications of disabilities
- Learner will understands the policy perspectives, initiatives taken at national and international platforms.
- Learner will establish the linkages between policies and legislative frameworks of inclusion.
- Learner will develop critical thinking and analytical ability to evaluate the policy formulations and the vision to reality.
- Learner will understand the role of inclusive classroom and ICT as agent for inclusion.
- Learner will know the curricular and co-curricular activities and evaluative strategies for persons with disabilities.
- Learner will reflect the various plans, policies and initiatives of inclusion.

- Learner will reflect on the preparation of teachers for inclusive classrooms and for innovative strategies to accomplish the goal of sensitizing, educating for all, learning for all and empowering for all.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- ❖ Addlakha, R. (Ed.). (2013). Disability studies in India: Global discourses, local realities. New Delhi: Routledge.
- ❖ Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- ❖ Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- ❖ Anand, S. (2013). Historicizing disability in India: Questions of subject and method. In Disability studies in India: Global discourses, local realities. New Delhi: Routledge.
- ❖ Barnes, C. (2010). A brief history of discrimination and disabled people. In The disability studies reader. Routledge.
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- ❖ Julka, A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges –
- ❖ Julka, A.(2014) Including Children with Special Needs: Primary Stage
- ❖ Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage
- ❖ Julka. A, Index of Inclusion (2012) NCERT, New Delhi.
- ❖ MHRD (2009), The Right of Children to Free and Compulsory Education Act,
- ❖ NCERT(2006), Position Paper : National Focus Group on Education of children
- ❖ NCERT(2006), Position Paper: National Focus Group on Problems of
- ❖ Scheduled Castes and Scheduled Tribe Children NCERT, DEGSN, New Delhi.
- ❖ UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- ❖ With Special Needs, NCERT;DEGSN, New Delhi
- ❖ World Bank (2003) Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
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Additional Readings:
- ❖ Algozzine, B., &Ysseldyke, J. (2006). Teaching students with medical, physical, and multiple disabilities: A practical guide for every teacher. Corwin Press.
- ❖ Booth, T., Ainscow, M., & Kingston, D. (2006). *Index for inclusion: Developing play, learning and participation in early years and childcare*. Centre for Studies on Inclusive Education, Bristol, UK.
- ❖ Chandra, P. (2017). *Building universities that matter: Where are Indian institutions going wrong?* Hyderabad: Orient Blackswan Private Limited.

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❖ Farrell, M. (2005). Key issues in special education. Routledge.

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❖ Oliver, M. (2009). *Understanding disability: From theory to practice* (2nd ed.). Basingstoke: Palgrave MacMillan.

❖ P. W. D. Act (1995). The persons with disabilities (Equal Opportunities, Protection of Rights and Full Participation) act, 1995, published in Part II, Section 1 of the extraordinary gazette of India. Ministry of

law, justice and company affairs (Legislative Department). Ministry of law, justice and company affairs (Legislative Department).

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❖ Singal, N. (2010). Education of children with disabilities in India. Background paper prepared for the Education for All Global Monitoring Report.

❖ Snyder, S. L., Brueggemann, B. J., & Garland-Thomson, R. (2002). Disability studies: Enabling the humanities.

❖ Swain, J., Cameron, C., & French, S. (2005). *Controversial issues in a disabling society*. Maidenhead, Berkshire, United Kingdom: Open University Press.

❖ Tiwary, M. K., Kumar, S., & Mishra, A. K. (2017). *Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India*. Hyderabad: Orient Blackswan Private Limited.

❖ Umadevi, M. R. (2010). Special Education: A Practical Approach to Educating Children with Special Needs. Neelkamal Publications Pvt. Ltd.

❖ Wappett, M., & Arndt, K. (Eds.). (2013). Emerging perspectives on disability studies. Springer.

❖ World Bank. (2007). People with disabilities in India: From commitments to outcomes. Human Development Unit, South Asia Region.

❖ Ysseldyke, J. E., Algozzine, R., &Thurlow, M. L. (2000). Critical issues in special education. Boston: Houghton Mifflin.

EDUC4305: Educational Management, Administration and Leadership

Preliminaries of the Course:

Course Code: EDUC4305
Title of the Course: Educational Management, Administration and Leadership
Type of the Course: Discipline Specific Elective Course (DSE)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester I)
No of Credits: 04
Maximum Marks: 100 (External-60%, Internal-40%)

Course Objectives:

On the completion of this course, it is expected that the prospective students will be able to

- ✓ *To understand the concept and process of educational management and administration.*
- ✓ *To understand the educational administration and management at different levels and their functioning.*
- ✓ *To enable students to understand various theories of educational management and administration.*
- ✓ *To acquaint the quality control measures in management*
- ✓ *To aware and understand about different contemporary issues in educational management and Administration*
- ✓ *To develop conceptual understanding of Indian policy perspective in educational management and planning.*
- ✓ *To enriching knowledge of managing human, financial and other resource.*
- ✓ *To understand the concept and procedures of educational planning.*

Course Contents:

Unit-1: Educational Management, Administration and planning

Concept, meaning, scope, functions and importance of educational management and administration, POSDCORB, CPM, PERT, SWOC analysis, Administration as a bureaucracy, Human relations approach to Administration, Taylorism, Organizational compliance, Organizational development, Organizational climate, Theories of Management: Classical, Neo-classical & modern.

Meaning, need, nature, scope, types, functions of educational Planning, Approaches of educational planning: Manpower approach, social demand approach, cost-effectiveness approach and social-justice approach, Role of institutional head in educational planning.

Unit-2: Leadership in Educational Administration

Meaning and nature of leadership, Approaches of leadership: Trait, Transformational, transactional, value based, cultural, psychodynamic and charismatic, Models of Leadership: Blake & Moutons Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model,

Hersey and Blanchard's Model, Leader-Member Exchange Theory, Central, state and local bodies of Educational Administration. Centralization and decentralization in India.

Unit-3: Inspection, Supervision and quality management

Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality gurus: walter shewart, Edward Deming. Educational supervision: Meaning, nature, need scope and approaches (traditional and Modern supervision); supervision as educational leadership, Inspection vs. Supervision, Academic vs. Administrative supervision.

Unit-4: Contemporary Issues of Educational management

Policy perspective on educational management: NEP 2020, Meaning, need for Planned change management, Three step-model of change management, Models of Change management, Different between cost benefit analysis and cost effective analysis, Central and state level bodies of educational management: NAAC, Performance indicators, Quality Council of India, International Network for Quality Assurance Agencies in Higher Education [INQAAHE]. Emerging trends in Educational Management, Importance's of Technology in Educational Management.

Experiential Activities:

- A Case study of one institution involving observation / measurement of principal's leadership style.
- Preparing a report on organizational climate of any secondary or senior secondary school based on primary or secondary data.
- Report on an Educational Institution on Quality Management.
- Action research of any one administrative problem of Institution

Learning outcomes:

The learning outcomes of this course are as follows:

- Learners will be able to understand the concept and process of educational management and administration
- Learners will be able to understand various theories of educational management and administration.
- Learners will develop the skills in preparing and maintaining the school records
- Learners will aware about different contemporary issues in educational management and Administration
- Learners will able to understand of Indian policy perspective in educational management and planning.
- Learners will enrich knowledge about managing human, financial and other resource.
- Learners will be able to uunderstand the concept and procedures of educational planning.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:

- Ananda W.P. Gurung. (1984). *General Principles of Management for Educational Planner and Administrators*.UNESCO.
- Bhagia, N.M. (1990). *Educational Administration in India and other Developing Countries*. Commonwealth Publishers.
- Bhatia, K.K & Singh, J. (2018). *Principles and practice of school management.* Tandaon publications books Market.
- Bhatnagar, R.P. & Agarwal, V. (2019). E*ducational Administration, Supervision, Planning and financing.* Surya Publication.
- Bush, T. & Les, B. (2002). *The principles & Practice of educational management*. Paul Chapman Publishing.
- Dash. B.N. (1996). *School Organization, Administration and Management.* Neel Kamal Publications Pvt. Ltd.
- Devegouda, A.C. (1973). A Handbook of Administration of Education in Mysore.Bangalore Book Bureau.
- Halpin, A.W. (1966). *Theory and Research in Administration*. New York: Macmillan Company.
- Kimbrough, R.B & Nunnery, M.Y. (1988). Educational Administration- an Introduction, Macmillan publishing Company, New Work.
- Koortz, H. & Weihrich, H. (2009). *Essential of management an international perspective.* Tata Mc Graw – Hill publishing Company Limited.
- Mukhopadhyay, M. (2005). *Total Quality Management in Education*. Sage Publications.
- Mahajan, Baldev and Khullar, K.K. (2002). *Educational administration in Central Government: Structures, Processes, and Future Prospects*. Vikas Publication house Pvt.Ltd.
- Mathur. S.S. (1990). *Educational Administration and Management*, Ambala: Indian publication
- MHRD (2020) National Educational Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Tilak, J.B.G. (1992). Educational planning at Grassroots. New Delhi: Ashish Publications

Additional readings:

- Pandya, S.R. (2011). Administration and Management of Education, Himalaya Publishing House.
- Roger, S. (1995). *Successful School Management*, McGraw Hill.
- Sindhu, K. S. (2015). *School Organization and Administration.* Sterling publishing.Limited.
- Shukhia, S.P. *Educational Administration Organisation & Health Education.* Shri Vinod Pustak Mandir publisher.
- Thakur, D and Thakur, D.N. (1997): Educational Planning an Administration, Deep and Deep Publication.

EDUC4306: PEACE AND VALUE EDUCATION

Preliminaries of the Course:

Course Code: EDUC4306
Title of the Course: Peace and Value Education
Type of the Course: Discipline Specific Elective Course (DSE)
Nature of the Course: Theory
Cohort for which it is Optional: M.A. Education (Semester-I)
No of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the need and importance of education for peace and values.*
- ✓ *Understand the nature, characteristics and types of values.*
- ✓ *Appreciate the developments in Peace Education in India and Abroad.*
- ✓ *Understand various methods, techniques and approaches of value development.*
- ✓ *Appreciate the preamble to the constitution and values inherent in it.*
- ✓ *Understand various models of value and peace education.*
- ✓ *Appreciate the importance of living together and imbibe in their attitude and behaviour.*

Course Contents:

Unit-1: Concept and Basic understanding of Peace and Values
Meaning, definition, nature and characteristics of peace and values; Sources of peace and values; Peace and Values with reference to Indian Knowledge System, Peace and Values prevalent in contemporary society, Absolute values and relative values; Conceptual framework of peace and values; Role of Education in transforming the society through peace and values.

Unit-2: Approaches of peace and value Education
Peace and Values in the Classroom; Peace and Values from the Pupil's Perspective; Approaches to Peace and Value Education; Role of Teacher in Fostering peace and Value among Students, NCFTE 2009 on Peace Education, Role of home, school and society in promoting peace and value education; Ambassadors of peace and their contribution.

Unit-3: Understanding and Evolution of Peace and Value Education
Understanding Peace and values in the individual, Social, National and International context; Evolution of Peace and value education in the world; Peace and Value Education in India and

its development; Creation of United Nations, UNESCO, UNICEF and their endeavours to promote Peace and value Education.

Unit-4: Paradigm Shift in Peace and Value Education

Paradigm shift in Peace and Value education; Models of Peace and Value education; Peace and Value education with reference to technological era in 21st century; Peace and Value based Curriculum development; State specific approach – At different levels; Integration of peace and values with all academic subjects.

Experiential Activities
- Street Play for demonstrating the importance of peaceful life.
- Field Visit to have real experience of peaceful existence of the society
- Preparation of a status report on value system prevailing in the society.

Learning Outcomes
- Students will gain theoretical and practical knowledge, concept, scope, aims of Peace and Value Education.
- They will also gain knowledge about NCFTE 2009 on Peace Education and the role of teachers and educational institutes in promoting peace and value education.
- The learners will come to know about Peace and classification of values and sources of values, need for value education in the 21st century, role of home, school and society to foster values among students and role of Value Education in resolving conflict.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
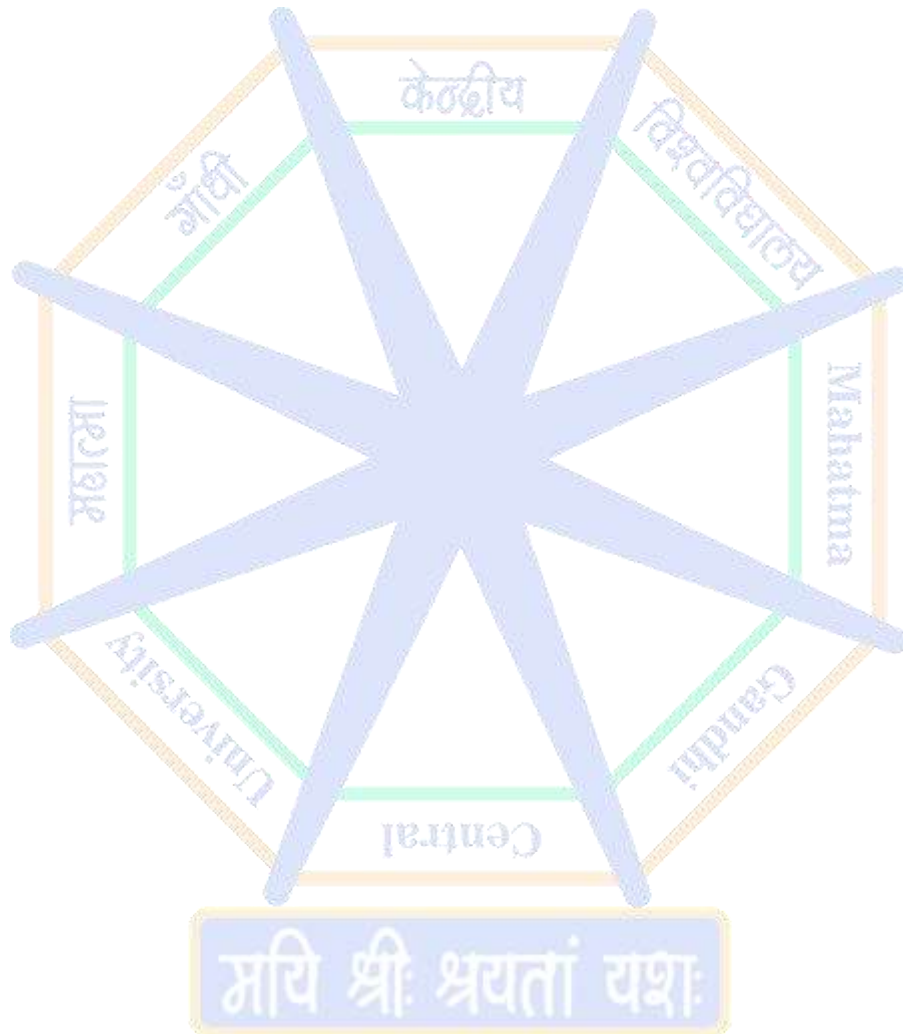- End Semester Examination (60% weightage)

Suggested Readings:

- Barash. & David. (2000*). Approaches to peace,* Oxford University Press, New York.
- NCERT National Curriculum Framework (2005). position paper, National Focus Groupon Education for peace, NCERT, New Delhi (2006).
- Timpson&William, M. (2002).*Teaching and Learning peace*. Madision, Wisconsin: AtwoodPublishing.
- Reardon. &Betty. (1988).*Comprehensive Peace education. Educations for globalResponsibility.* New York: Teachers College Press.
- Bernard J. (1957).*The sociological study of conflict" International sociologicalAssociation*. The nature of conflict UNESCO Paris.
- Galtung, J. (1996).*Peace by peaceful means: Peace and conflict, Development andCivilization, PRIO:* International Peace research institute of Oslo and sage publication.
- Kreidler, W.J. (1995). *Teaching, Conflict Resolution through Children's Litera*ture: NewYork: Scholastic

Additional Readings:

- Chitkara, M.G. (2015). Education and Human Value. New Delhi: APH Publishing Corporation

- ❖ Danesh, H.B.(2006). Towards an integrative theory of peace education. Journal of Peace Education Vol-3, Issue 1. https://www.tandfonline.com/doi/full/10.1080/17400200500532151?scroll=top&need Access=true
- ❖ Howlett, C.F. & Dewey, J. (2008). Encyclopedia of Peace Education. Teachers College, Columbia University. http://gatharshad.edu.af/wp-content/uploads/2016/04/2014-02-10-Peace-Education-Resource-Book-English.pdf

EDUC4321: DISSERTATION-1
(REVIEW, FORMULATION OF RESEARCH PROPOSAL, TOOLS CONSTRUCTION & DATA COLLECTION)

Preliminaries of the Course:

Course Code: EDUC4321

Title of the Course: Dissertation-1(Review, Formulation of Research Proposal, Tools Construction & Data Collection)

Type of the Course: Skill Enhancement Course (SEC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On the completion of this course, it is expected that the prospective students will be able
- ✓ *Enable students to understand the relevant literature to understand a subject.*
- ✓ *Enable students to understand the concept of review literature.*
- ✓ *Enable students to understand the significance of literature reviews in research papers and identify gaps in existing literature.*
- ✓ *Explore the different types of sources available for selecting a research problem.*
- ✓ *Acquire knowledge about preparation of a research proposal.*
- ✓ *Enable students to understand the concept regarding the research tool construction.*
- ✓ *Enable students to understand the process of standardization of research tools.*
- ✓ *Enable students to understand the appropriate analysis techniques of research tools.*

Course Contents:

Unit-1: Concept of review literature

Meaning and Purpose of the review of literature, The role of literature reviews in research papers, the difference between an Empirical paper and a Database paper, the difference between the review of the literature and a review of the related literature, the Importance of the rationale of the research paper, Sources of the review literature.

Unit-2: Formulation of Research proposal

Identification of Research problem, Sources of selecting research problem, Framing the Research Problem and Steps of writing Proposal.

Unit-3: Tool Construction

Concept, Nature, and Importance of the Tools in Research, Principal of the Tool Construction, Types of tools (Interview Schedule, Questionnaire, Observation Schedule,

Rating Scale, Checklist, Sociometric), Test (Achievement test, Intelligence test, Personality test, Attitude test).

Unit-4: Data collection of Tools and Techniques
Steps of Test Standardization, Preparation of the test (Achievement test, Intelligence test, Personality test, Attitude test, Interview Schedule, Questionnaire, Rating Scale, Checklist) Objectivity, Reliability, Validity, Norms, and Manual Development.

Experiential Activities:
- Review of two research papers from peer-reviewed journals.
- Prepare an Article/ Research Paper from your interest area.
- Presentation of research paper reviews.
- Developing a Research Proposal on a Research Problem.
- Prepare an achievement test and observe the achievement of students.
- Prepare a Questionnaire/Interview schedule/Rating Scale and Implement it in a school.

Learning outcomes:
The Learning Outcomes of this course are as follows:
- Learners will enhance their intellectual articulation ability.
- Learners will be able to identify the research gap.
- Learners will be able to prepare a research proposal.
- Learner will know the identification of the problem
- Learner will understand about the steps of research proposal
- Learner will know the about the exploration of a research problem and writing of a research Proposal on selected problem.
- Learners will prepare a research tool for his/her dissertation work.
- Learners will recognise appropriate tools for his/her dissertation.
- Learners will able to aware towards objectivity of research tools recognise the norms of research tools.
- Learners will able to understand the steps, and scale of measurement.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
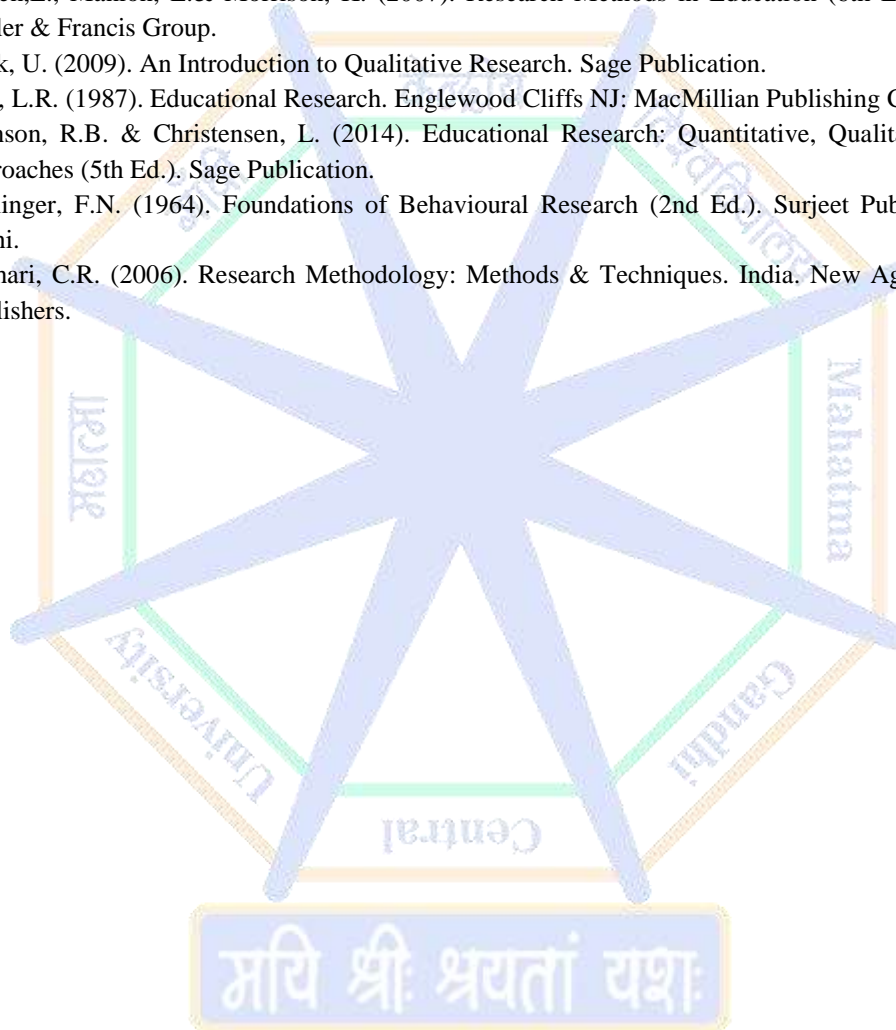- End Semester Examination (60% weightage)

Suggested Reading:
- Best, J. W. & Kahn, J. V. (2016). *Research in education* (10th edition). Delhi: Pearson Education.
- Dash, B.N. and Dash, N. (2003). *Educational Measurement, Statistics and Guidance Services,* New Delhi: Dominant Publisher and Distributor.
- Garrett, H. E. (2005).*Statistics in Psychology and Education.*New Delhi: Paragon International.
- Lal, J.P. (2006) *Educational Measurement and Evaluation*. New Delhi: Anmol Publications.
- Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey: Pearson Prentice Hall.
- Mohan. R. (2019). *Measurement Evaluation and Assessment in Education*, Second edition. PHI learning.

- Koul, L. (2008). *Methodology of educational research*. New Delhi: Viksha Publishing House Pvt. Ltd.
- Peterson, R. A. (2000). *Construction of effective questionnaires*. New Delhi: Sage Publication.
- Pandey, P. & Pandey, M. M. (2015). Research Methodology: Tools and Techniques, Bridge Centre.
- Sharma, R.A. (2019). *Essentials of Measurement in Education and Psychology*. Meerut: Anu Books.
- Sidhu, K. S. (2009). *New Approaches to Measurement and Evaluation*. Sterling Publishers, New Delhi.
- Singh, A. K. (2019). Test, Measurement, and Research Methods in Behavioural Sciences. New Delhi: Bharti Bhawan.

Additional Readings:

- Anderson, G. (1990). Fundamentals of Educational Research. The Falmer Press. London.
- Cohen,L., Manion, L.& Morrison, K. (2007). Research Methods in Education (6th Ed.). Routledge: Tayler & Francis Group.
- Flick, U. (2009). An Introduction to Qualitative Research. Sage Publication.
- Gay, L.R. (1987). Educational Research. Englewood Cliffs NJ: MacMillian Publishing Company.
- Johnson, R.B. & Christensen, L. (2014). Educational Research: Quantitative, Qualitative & Mixed approaches (5th Ed.). Sage Publication.
- Kerlinger, F.N. (1964). Foundations of Behavioural Research (2nd Ed.). Surjeet Publications, New Delhi.
- Kothari, C.R. (2006). Research Methodology: Methods & Techniques. India. New Age International Publishers.

EDUC4309: INDIAN KNOWLEDGE SYSTEM

Preliminaries of the Course:

Course Code: EDUC4309
Title of the Course: Indian Knowledge System
Type of the Course: Mandatory Elective Non-Credit Course (MENC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester-I)
No of Credits: 02
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On the completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the Indian Knowledge Systems: Origin, Evolution and Ontological position*
- ✓ *Conceptualize the importance of indigenous Language and Literature*
- ✓ *Indian Knowledge Approaches- Time, Language, Environment, Management*
- ✓ *Gain knowledge about ancient sciences of life and mind thought processes*
- ✓ *Self-Exploration and Self Knowledge for Personal development as a citizen*
- ✓ *Understand the Indian Knowledge System as a Torchbearers of Ancient and Modern system of education*

Course Contents:

Unit-1: Foundational Concepts Indian Knowledge System: An Introduction
Importance of Ancient Knowledge; Defining Indian Knowledge System; Introduction to Vedas; Indian Philosophical Systems - Development and Unique Features; Vedic Schools of Philosophy; Jaina School of Philosophy, Bauddha School of Philosophy; Components of a Language, Number System in India-Historical Evidence; The Concept of Zero and its Importance, Large Numbers and Their Representation; Measurements for Time, Distance, and Weight. The Knowledge Triangle;Framework for Establishing Valid Knowledge: Deductive/Inductive Logic Framework,Technological Concept of IKS, Technological Revolution from Ancient Vedic Period to Modern Era.

Unit-2: Humanities, Social Sciences and STEAM in IKS
Health, Wellness and Psychology, Ayurveda, Definition of Health; Disease Management: Diagnostic Techniques, Sleep and Food -Importance to Health; Indian Approach to Psychology;The Body-Mind-Intellect-Consciousness Complex; Introduction of Indian Medical System: Ayurveda, Siddha, Unani, Homeopathy, Yoga and naturopathy; The Contribution of Ancient Medicine to Modern Medicine; Prominent Ancient Doctors and Healers and their Contributions; Unique Aspects of Indian Mathematics; Great Mathematicians and their Contributions; Unique Aspects of Indian Astronomy; Historical

Development of Astronomy in India; Mining and Ore Extraction; Metals and Metalworking Technology: Gold Extraction Process; Iron and Steel in India: Iron and Steel in India, Indian Architecture - A Historical Perspective; Vāstu-sāstra - The Science of Architecture: Literary Sources.

Experiential Activities:
- Father-Son Conversation in Taittiriya-upaniṣad
- Pañcatantra - A Treatise on Statecraft through Stories
- An Ecosystem for Sanskrit Language Processing
- Four Stages of Speech
- Measurement of Time-An Illustration from Purana
- Tarka: The Indian Art of Debate
- Fun and Practicality in Indian Mathematics
- Arthasastra on Town Planning
- Impact of Yoga Way of Life on Emotional Intelligence of Managers
- Dinacarya: Daily Regimen for Health and Wellness
- The Five Layered Consciousness of an Individual
- Ramayana on Great Attributes, Dos, and Don'ts of a human being

Learning outcomes:
The Learning Outcomes of this course are as follows:
- Learner will know the context, status, concept of Indian Knowledge System
- Learner will understand various aspect of Indian Knowledge System
- Learner will understand the ancient science and town planning
- Learner will establish the linkages between health, medicine and mathematics in ancient times
- Learner will develop critical thinking and analytical ability to evaluate the ancient system of education with modern world of science education.
- Learner will reflect the various plans, best practices of indigenous system.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- ❖ Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan

- ❖ Histrory of Science in India Volume-1, Part-I, Part-II, Volume VIII, by SibajiRaha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014)
- ❖ Pride of India: A Glimpse into India's Scientific Heritage, Samskrita Bharati, New Delhi
- ❖ Sampad and Vijay (2011). "The Wonder that is Sanskrit", Sri Aurobindo Society, Puducherry.
- ❖ Acarya, P.K. (1996). Indian Architecture, MunshiramManoharlal Publishers, New Delhi.
- ❖ Banerjea, P. (1916). Public Administration in Ancient India, Macmillan, London.
- ❖ Kapoor Kapil, Singh Avadhesh (2021). "Indian Knowledge Systems Vol – I & II", Indian Institute of Advanced Study, Shimla, H.P

- Mahadevan, B., Bhat VinayakRajat, Nagendra Pavana R.N. (2022), "Introduction to Indian Knowledge System: Concepts and Applications", PHI Learning Private Ltd. Delhi.
- Dr. Nair, S. N. "Echoes of Ancient Indian Wisdom, The Universal Hindu Vision and Its Edifice"
- Publications Division. (2021). india 2021 (english) (pop)
- Publications Division. (2021). bharat 2021 (hindi) (pop)
- Publications Division. (2021). india - art and architecture in ancient and medieval periods (english) (pop)
- Publications Division. (2021). india - society, relgion and literature in ancient and medieval periods (english) (pop)
- Chaitanya Deva, b. (2021). an introduction to indian music (english) (pop)
- Ranade, M.G. (2021). rise of the maratha power (english) (pop)
- Mahida, D. S. (2021). yogsachitra (hindi) (pop)
- Tanwar, R. (2021). bharat - vibhajankikahani (hindi) (pop)
- Singh, H. S. (2019). asiatic lion - reviving the pride of gir (eng) (del)
- Publications Division. (2019). india government and economic life in ancient and medieval periods (english) (pop)
- Chopra, p. n. (2019). india`s struggle for freedom (english) (pop)
- hari, v. (2016). a work of beauty - the architecture & landscape of rashtrapatibhavan (del)
- Arnold, D. Science, Technology and Medicine in Colonial India
- Bilimoria, P. & Sridhar, M. K. (eds) Traditions of Science: Cross-Cultural Perspectives, Essays in Honour of Prof. B.V. Subbarayappa
- Biswas, A. K. Gleanings of the Past and the Science Movement
- Biswas, A. K. (ed.) History,Science and Society in the Indian Context
- Bose, D.M., Sen, S.N., &Subbarayappa, B.V. A Concise History of Science in India
- Chattopadhyaya, D. History of Science and Technology in Ancient India 3 vols
- Chattopadhyaya, D. (ed.) Studies in the History of Science in India 2 vols
- Dasgupta, S. Jagadis Chandra Bose and the Indian Response to Western Science
- Dash, S. (ed.) New Lights on Manuscriptology: A collection of articles of Prof. K.V. Sarma
- Habib, S. I. &Raina, D. (eds) Situating the History of Science: Dialogues with Joseph Needham
- Habib, S. I. &Raina, D. (eds) Social History of Science in Colonial India
- Narlikar, J.V. (ed.) Science in India vol. XIII part 8 in History of Science, Philosophy and Culture in Indian Civilization
- Neugebauer, O. The Exact Sciences in Antiquity
- Rao, P.R.K. (ed.) Science and Technology in Ancient India
- Shukla, K.S. &Sarma, K.V. Āryabhaṭīya of Āryabhaṭa
- Delire, J. M. Les mathématiques de l'autelvédique: Le BaudhāyanaŚulbasūtra et son commentaireŚulbadīpikā
- Keller, A. Expounding the Mathematical Seed: A Translation of Bhāskara I on the Mathematical Chapter of the Āryabhaṭīya 2 vols
- Abhyankar, S.K. Bhāskarācārya'sBījagaṇita and its English Translation
- Iyer, N.C. The BṛhatSaṁhitā of VarāhaMihira
- Bhat, M. R. Varāhamihira'sBṛhatSaṁhitā 2 vols
- Rangacharya, M. Gaṇita-sāra-sangraha of Mahāvīrācārya
- Rao, S. B. & Uma, S. K. Karaṇakutūhalam of Bhāskarācārya II
- Bag, A.K. Mathematics in Ancient and Medieval India
- Bag, A.K. &Sarma, S.R. (eds) The Concept of ÅšÅ«nya
- Rao, S. B. Indian Mathematics and Astronomy: Some Landmarks
- Rao, S. B. Vedic Mathematics and Science In Vedas
- Colebrooke, H. T. Algebra with Arithmetic and Mensuration: From the Sanscrit of Brahmegupta and Bhascara
- Datta, B. Ancient Hindu Geometry: The Science of the Åšulba
- Divakaran, P. P. The Mathematics of India: Concepts, Methods, Connections

- ❖ Heroor, V. D. The History of Mathematics and Mathematicians of India
- ❖ Heroor, V. D. Gaá¹‡ita BhÄ• rati: A Quiz Book on Mathematics and Mathematicians of India
- ❖ Raju, C.K. Cultural Foundations of Mathematics: The Nature of Mathematical Proof and the Transmission of Calculus from India to Europe in the 16th c. CE, vol. X part 4 in History of Science, Philosophy and Culture in Indian Civilization
- ❖ Abhyankar, K. D. Pre-Siddhantic Indian Astronomy
- ❖ Abhyankar, K. D. &Siddharth, B.G. Treasures of Ancient Indian Astronom
- ❖ Rao, S. B. Indian Astronomy: An Introduction
- ❖ Rao, S. B. Ancient Indian Astronomy: Planetary Positions and Eclipses
- ❖ Rao, S. B. Bhaskara I and His Astronomy
- ❖ Rao, S. B. Aryabhata I and His Astronomy
- ❖ Rao, S. B. Indian Astronomy: A Primer
- ❖ Rao, S. B. &Venugopal, P. Eclipses in Indian Astronomy
- ❖ Rao, S. B. &Venugopal, P. Transits and Occultations in Indian Astronomy
- ❖ Chatterjee, S. K. Indian Calendric System
- ❖ Kulkarni, R.P. &Bedekar, V. V. Glimpses of Chemistry in Ancient and Medieval India
- ❖ Ray, A. P. C. A History of Hindu Chemistry
- ❖ Ray, P. History of Chemistry in Ancient and Medieval India
- ❖ Bag, A. K. (ed.) History of Technology in India, Vol. 1: From Antiquity to c. 1200 AD
- ❖ Biswas, A. K. Mineral Processing to Elemental Science in the Medieval World: India and Europe
- ❖ Biswas, A. K. (ed.) Science in Archaeology and Archaeo-Materials
- ❖ Mital, K.V. (ed.) History of Technology in India, Vol. 3: From 1801 to 1947 AD
- ❖ Agrawal, D. P. Harappan Technology and its Legacy
- ❖ Deloche, J. The Ancient Bridges of India
- ❖ Deloche, J. Studies on Fortification in India
- ❖ Deloche, J. Contribution to the History of the Wheeled Vehicle in India
- ❖ Agrawal, D.P. Ancient Metal Technology and Archaeology of South Asia (A Pan-Asian Perspective)
- ❖ Anantharaman, T.R. The Rustless Wonder: A Study of the Iron Pillar at Delhi
- ❖ Jagadish, Measurement System in Karnataka (AD 325 to 1700)
- ❖ Srinivasan, S. Mensuration in Ancient India
- ❖ Singh, B. R. Indian Family System: The Concept, Practices and Current Relevance
- ❖ Narain, S. Doctors Scientists and Engineers of Ancient India
- ❖ Devasthhali, G. V. Mimamsa: The Ancient Indian Science of Sentence Interpretation
- ❖ Bist, B. S. BrihadVimanasastra - Ancient Indian Science of Aeronautics
- ❖ Lele, W. K. Methodology of Ancient Indian Sciences
- ❖ Sengupta, A. Ancient Indian Aeronautical Science
- ❖ Gopal, L. The Gurusamhita: An Ancient Text on Weathter-Forecasting (An old and Rare Book)

Additional Reading:

- ❖ Michel Danino, educational modules: "Science in Ancient India" http://www.academia.edu/23254393/Science_in_Ancient_India_-_an_educational_module
- ❖ Michel Danino, educational modules:"Technology in Ancient India" http://www.academia.edu/23305766/Technology_in_Ancient_India_-_Michel_Danino
- ❖ HAMSI: History of Astronomical and Mathematical Sciences in India http://www.hamsi.org.nz/
- ❖ Annals of the Bhandarkar Oriental Research Institute, Poona (ABORI)
- ❖ Ancient India, Bulletin of the Archaeological Survey of India, New Delhi (AI)
- ❖ Ars Orientals, Michigan Publications on East Asia, 104 Lane Hall. The University of Michigan, Ann Arbon, Michigan-48109. (AOM)
- ❖ Bulletin of the American School of Oriental Research Baltimore (USA) (BASOR)
- ❖ Assam Quarterly, Gauhati (AQG)
- ❖ Bhavan's Journal, Mumbai (BJ)
- ❖ Darshan Internal, Moradabad (DI)

- ❖ Indian Horizons, Indian Council for Cultural Relations New Delhi (IH)
- ❖ Aranyakam, Sanskrit PrasaraParisad, Prakashpuri, Ara (Bihar)-802301 (Arn.)
- ❖ Adhyayana-Anusandhana : Institute of Higher Studies and Research Bapu Bazar, Jaipur (AAIHSR)
- ❖ Anveaa, Research Journal of L.B. ShastriKendriya Sanskrit Vidyapeetha, New Delhi (Anv.)
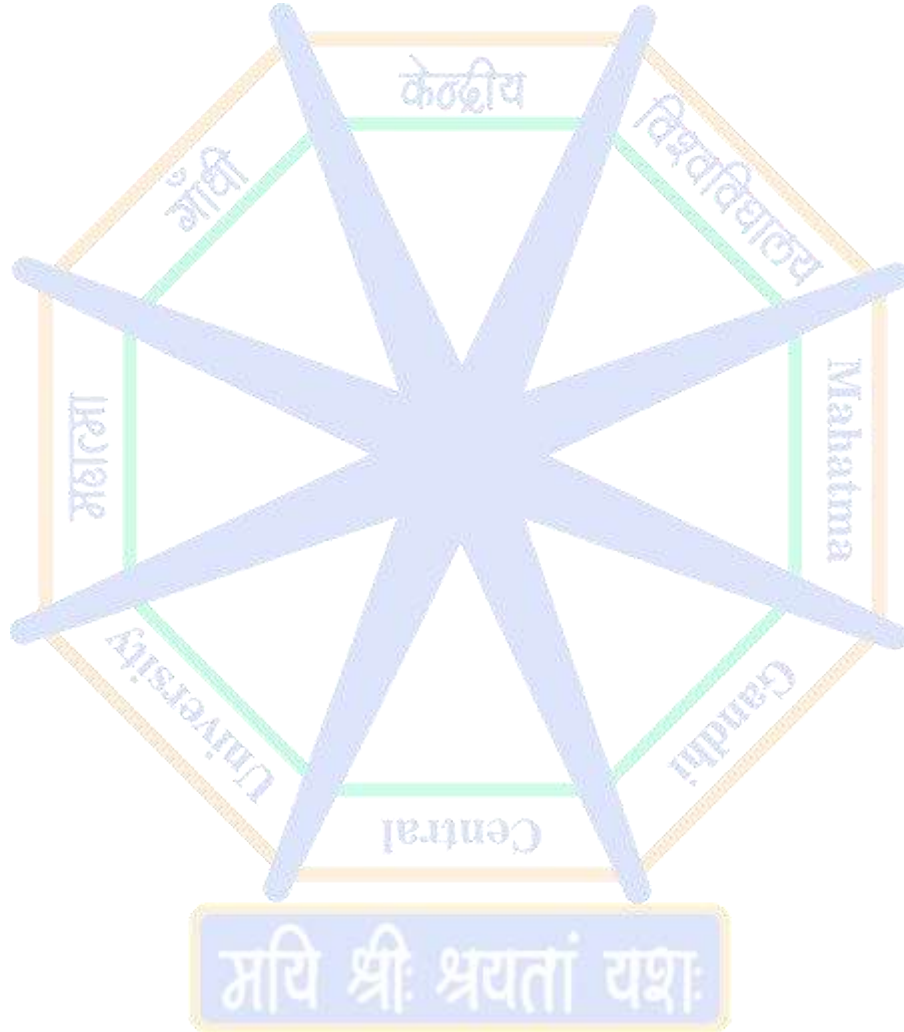
EDUC4310: INDIVIDUALIZED EDUCATION PROGRAMME

Preliminaries of the Course:

Course Code: EDUC4310
Title of the Course: Individualized Education Programme
Type of the Course: Mandatory Elective Non- Credit Course (MENC)
Nature of the Course: Theory and Practicum
Cohort for which it is compulsory: M.A. Education (Semester-I)
No of Credits: 02
Maximum Marks: Only satisfactory completion and no grading

Course Objectives:

On completion of this course, it is expected that the perspective students will be able to

- ✓ *Know the strength of each and every student.*
- ✓ *Know the various plans for Individual diffident students.*
- ✓ *Identify the strategies to implement the plan.*
- ✓ *Use appropriate evaluation techniques for diverse learners.*

Course Contents:

Unit-1: General background and information about the child
Identify the diverse learners; Family-background, Pre-natal, natal, post-natal history, Developmental history, Economic status, Mental status, Social status, Emotional status, Learning style, Educational performance other relevant factors

Unit-2: Planning and Management of IEP
Planning of classroom for diverse learners with specialreferencetoNCF2022&NEP2020; Educational Evaluation methods for diverse learners, Infrastructure, Human resource and instructional practices, Curriculum adaptation for diverse learners, Assistive and adaptive technology for diverse learners, Development of lesson plans to teach local students

Experiential Activities:
- Prepare Case Study of the child and maintain the progress
- Conduct survey of any school
- Classrooms activities; Physical, Language, Self-help, cognitive development
- Field Mapping and Need analysis of the child
- Multi Grade Multi Level Learning
- Programme Learning

Learning Outcomes:
- Students will develop lesson plan for different types of students
- Learners will to know the strength of students
- Learners will have understanding of the 21st century need of the child

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Suggested Readings:

- ❖ Kupper, L. (2020). *A Guide to the Individualized Education Program* (K. Kupper, L And Jean (Ed.)). U.D Department Of Education.
- ❖ Mangal, S. (2010). *Educating Exceptional Children*.
- ❖ Ministry of Human Resource Development. (2020). *National Education Policy*.
- ❖ *National Curriculum Framework for Foundational Stage*. (2022).
- ❖ Strait, J and Joyce, J. (2009). *Each One,Teach One; A methodological approach for national disaster school response*. Hamline University.
- ❖ T. (2016). *Each One Teach One Programme to be lauchched*.
- ❖ Tiwary, M.K and Kumar, S. (2017). *Dynamics of Inclusive Classroom* (S. Tiwary, M.K and Kumar (Ed.)).

Additional Readings:

- ❖ Jaiswal, S. (n.d.). *Each One Teach One (Extension Report)*.HINDU
- ❖ Uppal, C. (1996). Each One Tecach One Project. *Each One Teach One Project*, 4–6.
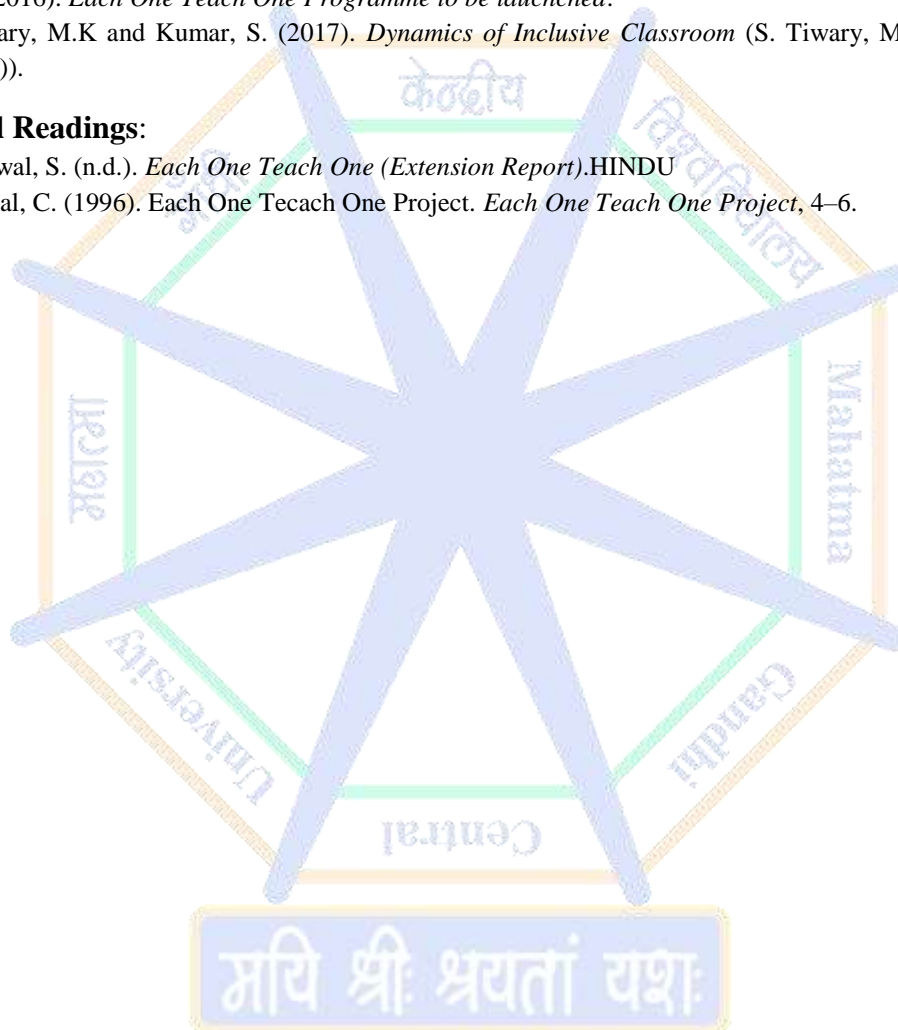
Semester-II
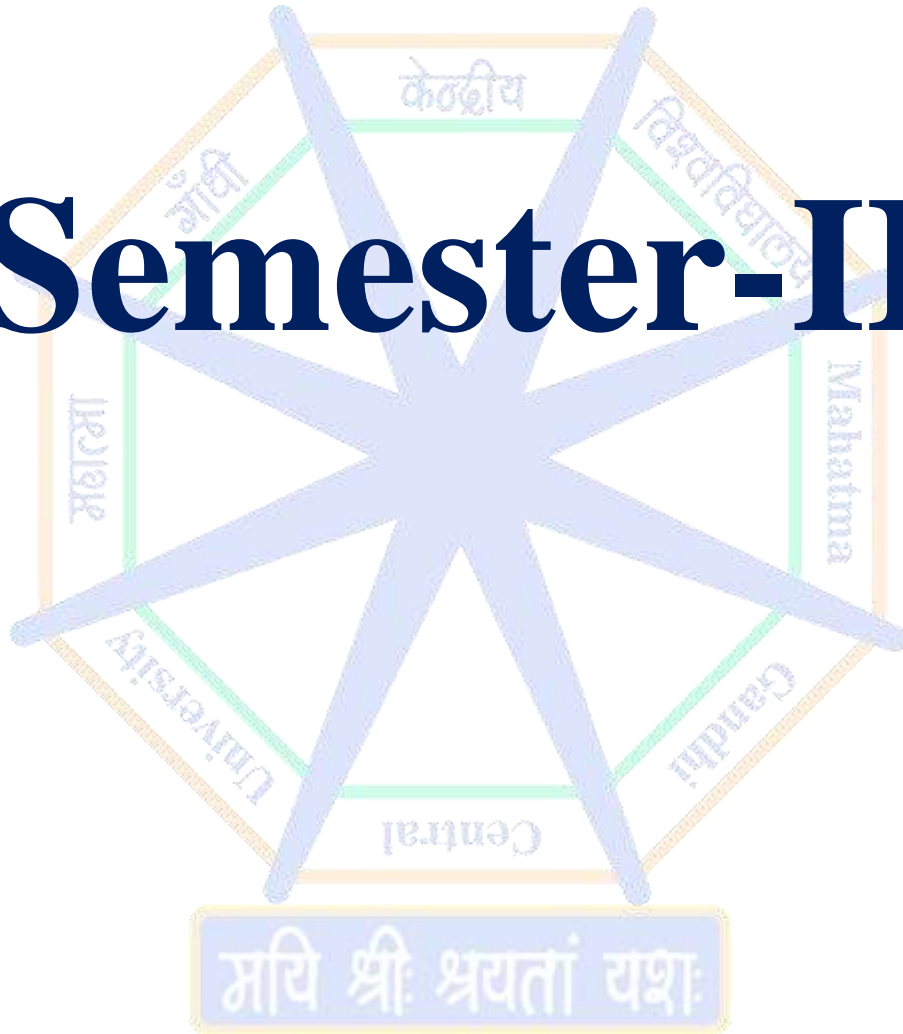
EDUC4401: TEACHER EDUCATION

Preliminaries of the Course:

Course Code: EDUC4401
Title of the Course: Teacher Education
Type of the Course: Discipline Specific Core Course (DSC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester II)
No of Credits: 04
Maximum Marks: 100 (External-60%, Internal-40%)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to

- ✓ *Enable students to understand the concept, objectives, and scope of Teacher Education.*
- ✓ *Enable students to understand the Historical perspectives of Teacher Education in India.*
- ✓ *Enable students to understand the Global Scenario of Teacher Education with special reference to India.*
- ✓ *Enable students to understand the different agencies of Teacher Education in India and their roles and functions.*
- ✓ *Enable students to understand the different Types and Method of Teacher Education.*
- ✓ *Enable students to understand the Innovative practices of Teacher Education.*
- ✓ *Enable students to understand the knowledge about the Teaching Profession.*
- ✓ *Enable students to understand the Professional ethics of Teachers and Teacher Educators.*
- ✓ *Enable students to understand the new trends in Teacher Education.*

Unit-1: Introduction to Teacher Education
Meaning, nature, scope, and objectives of Teacher Education, Development of Teacher Education in Pre-independent and Post-independent India, Teacher Education as an Interdisciplinary Perspective, Changing context of Teacher Education in the Global Scenario with special reference to India (Guru--Professional), The role of UNESCO, NCERT, SCERT, DIET, BRC,CRC in Teacher Education, National Curriculum Framework for Teacher Education (1998, 2009), Justice Verma Committee Report.NEP 2020 Paradigm Shift in Teacher Education.

Unit-2: Management of Teacher Education
Planning and organizing Teacher Education for different levels of School Education, Quality Management in Teacher Education; Pre-service, In-service, Quality and regulatory

dimension- strengthening the regulatory framework of Teacher Education; Genesis of NCTE; Functions of NAAC and other Apex agencies, Different Teacher Education Activities.

Unit-3: Models of Teacher Education

Models of Teacher Education – Concurrent & Consecutive; Behaviouristic, Competency-Based, and Inquiry oriented Teacher Education Models, Innovative Practices in Teacher Education (Cooperative, Constructivism and Reflective Teaching-Learning), Transactional Approaches in Teacher Education - Expository, Collaborative, and Experiential learning, Teacher Education from the Perspective of Schulman, Deng, and Luke & Habermas.

Unit-4: Professionalism in Teacher Education

Concept of Profession and Professionalism in Teacher Education, Teaching as a Profession, Continuous Professional Development for Teachers and Teacher Educators, Professional Ethics, Appraisal of Teachers and Teacher Educators, Changing role of Teacher in the 21st Century, ICT-integrated, Teacher Education (TPACK); Value-Based Teacher Education, Vocationalization in Teacher Education.

Experiential Activities:

- Arranged a class for the reflective teaching-learning situation
- Design an experiential learning material.
- Prepare a demonstration for vocational skill development.
- Developed a constructivism lesson plan.

Learning Outcome:

The Learning Outcomes of this course are as follows:

- Learners will be able to acquire certain basic concepts of Teaching as a Profession.
- Learners will able to perform on Reflective Teaching-Learning process.
- Learners will be capable to participate in Experiential & collaborative Teaching-Learning methods.
- Learners will be able to inculcate theme value and respect for the Professional ethics of a teacher.
- Learners will able to adept with 21st-century skills.
- Learners will be able to Practice emerging Techniques of Teacher Education.

Mode of Transaction: Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Reading:
- ❖ Mukerjee, S.N. (1968). Education of Teacher in India. Vol. I & Vol. II, Delhi. S. Chand and Co.

- ❖ NCTE .(2009). National Curriculum Framework for Teacher Education. Towards Preparing Professional and Human Teacher.
- ❖ Panda, B.N. & Tewari, A.D. (1997). *Teacher Education*. New Delhi. A.P.H. Publishing Corporation.
- ❖ Pushpanadham, K. (2020). Teacher Education in the Global Era Perspective and Practices. Springer.
- ❖ Radha, M. (2019). Teacher Education. (Second Edition). PHI.
- ❖ Rajput,J.S., Walia K. (2002). Teacher Education in India. Sterling Publishers Pvt. Ltd.
- ❖ Saxena, R. N., Mishra,K. B., & Mohanty,K. R.(2021).Teacher Education. R. Lall Book Depot.
- ❖ Schon,D.A.(1983). The reflective Practitioner: How professional think in action. London: Temple Smith.
- ❖ Srivastava, R.C. (2020). Teacher Education in India Issues and Perspectives. Astral International Pvt.Ltd.
- ❖ Udai, V. (2006). Modern Teacher Training, New Delhi: Anmol Publication.
- ❖ Hamond, D. L. (2006). Powerful Teacher Education: Lessons from Exemplary Programs; Jossey-Bass, A Wiley Imprint.

Additional Reading:

- ❖ Delors, J. (1996).Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century.
- ❖ Dunkin, J. M. (1987).The International Encyclopaedia of Teaching and Teacher Education.Pergamon .
- ❖ Govt.of India. (1966). Reports of the National Education Commission, 1964-1966. New Delhi: Ministry of Education.
- ❖ Matthew,J., Koehler, and Mishra, P.(2016). Handbook of technological pedagogical content knowledge for educators. Routledge.
- ❖ Musset, P. (2010). Initial Teacher Education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD Countries and a Literature Review on Potential Effects", OECD Education Working Papers, No. 48, OECD Publishing
- ❖ MHRD. (1990). Towards an Enlightened and Humane Society (Acharya Ramamurti Committee Report). Department of Education. Govt. of India. New Delhi.
- ❖ MHRD.(1985). Report of the National Commission on Teachers (1983-85). New Delhi; Govt of India.
- ❖ MHRD. (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective, New Delhi; Govt of India.
- ❖ NCTE (1998). Curriculum Framework for Quality Teacher Education. NCTE. Publication: New Delhi.
- ❖ NCTE (2021). National Professional Standards for Teachers. Preliminary Draft.
- ❖ NCERT (2005). National Curriculum Framework. Govt. of India: New Delhi
- ❖ Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book House.
- ❖ Passi, B. K. (1976). Becoming a Better Teacher: Microteaching Approach, Ahmedabad. Sahitya Mudranalaya.
- ❖ Pollard, A. (2002). Reflective Teaching: Effective and evidence informed Professional Practice. London: Continuum.
- ❖ Reimers,M.F.(2020). Empowering Teachers to Build a Better World. Springer.
- ❖ Schulman, L. (1987). Knowledge and teaching: Foundations of the new reform: Harvard Educational review, 63,p 163-182.

EDUC4402: EDUCATION TECHNOLOGY

Preliminaries of the Course:

Course Code: EDUC4402

Title of the Course: Education Technology

Type of the Course: Discipline Specific Core Course (DSC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of the course, it is expected that the prospective students will be able to

- ✓ *Define the concept of educational technology in detail.*
- ✓ *Classify the models of educational technologies.*
- ✓ *Explain the emerging trends and role of educational technology in an instructional environment.*
- ✓ *Discuss the application of educational technology in education, in general and in the teaching-learning process in particular.*
- ✓ *Apply the e-learning approaches of educational technology for learning.*
- ✓ *Discuss the implications of various theories and principles of learning while teaching and training with technology.*
- ✓ *Create E portfolios, online and offline assessment tools in education.*

Course Contents:

Unit-1: Basics of Educational Technology (ET)

Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and nonformal groups)

Unit-2: Different Models of Educational Technology

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit-3: Emerging Trends in e-learning

Social learning (Web tools for learning), Open Educational Resources and Licencing, E Inclusion - Concept of E Inclusion, Application of Assistive technology in E -learning, Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net   Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.

Unit-4: Application of Educational Technology

Digital pedagogy, Use of ICT in Evaluation, Administration and Research: E portfolios, Cloud computing, Artificial Intelligence, Machine Learning, ICT in Research, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development; Usage and integration of Green ICT.

Experiential Activities:
- Developing effective PPTs as E-Resource (Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation)
- Explore and write a report on online textual repositories
- Prepare a report on mobile based Apps for text e-resources
- Prepare a flayer, brochure, info graphics, invitations by using e-softwares.

Learning Outcomes:
- Learners will understand the concept of educational technology
- Learners will know the different models of educational technology.
- They will familiarize with the emerging trends of educational technology and applications of educational technology.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- Anderson, T. (2004). *The theory and practice of online learning.* Canada: AU Press.
  Beetham, H., & Sharpe, R. (2007). *Rethinking Pedagogy for a Digital Age.*   Routledge Publisher.

- Beetham, H., Freitas, S.D., & Sharpe, R. (2010). *Rethinking learning for a Digital Age.* Routledge Publisher.

- Bergmann, J., &Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.
- Bhushan, A. and Ahuja, M. (1992). *Educational Technology - Theory and Practice in Teaching Learning Process.* Vivek Prakshan publisher.

- Clarke, A. (2008). *E-Learning Skills.* Palgrave Macmillan Publisher.
- Collis, B. (1996). Tele-Learning: From Television to the World Wide Web and Beyond. JALN.

- ❖ Ellington, H., Percival. F.& Race. P (2005). *Handbook of Educational Technology,* Kogan Page Ltd.
- ❖ Gagne, R.M. (1968): "Educational Technology as Technique" ET.
- ❖ Ge, X., Ifenthaler., D., & Spector, J. M. (2015). *Emerging technologies for STEAM education*: Full STEAM ahead. Springer.
- ❖ Green, L. R. (2002). *Technoculture: From alphabet to cybersex.*
- ❖ Harasim, L. (2012). Learning theory and online technologies. Routledge Publication.
- ❖ Kulkarni, S.S. (1986). Introduction to Educational Technology, New Delhi: Oxford & IBH publishing Co.
- ❖ Kumar, K. L. (1996). Educational Technology, New Age International publishr.
- ❖ Leithwood, K., &Mcadie, P. (2006). *Teaching for deep understanding*. Corwin Press, Sage Publication.
- ❖ Levinson, M. (2010). *From fear to Facebook: one school's journey.* International Society for Technology in Education.
- ❖ Loveless, A., & Ellis, V. (2001). *ICT, Pedagogy and the Curriculum*. Routledge Publication.
- ❖ Maier, P., Barnett, L. Warren, A., Brunner, D. (1998). *Using Technology in Teaching and Learning.*Kogan.
- ❖ Michael Spector, J. (2014). *Foundations of Educational Technology.*Routledge Publication.
- ❖ Mirabito, Michael M.A. (1994). *New Communication Technologies, Boston.* Focal Press.
- ❖ Mohanty, (1992). *Educational Technology.* Deep and Deep Publication.

Additional Readings

- ❖ Naidoo, Vis (2003): *ICT in Education Policy: Reflecting on Key Issues*. Vancouver publisher.
- ❖ Ng, W. (2016). *New Digital Technology in Education*. Springer International Publication.
- ❖ Pachler, N., & Daly, C. (2011). *Key Issues in e- Learning*. London, UK: Continuum Publication.
- ❖ Romiszowoki, A.J. (1981). *The Selection and Use of Instructional Media.* Kogan.
- ❖ Sampath, K. Paneerselvan, A. Santhanam, S. (1983*). Introduction to Educational Technology,* Sterling publishers.
- ❖ Sampath. K & Santhanam. S (1990). *Introduction to Educational Technology.*Sterling Publishers Pvt ltd.
- ❖ Schofield, J. W. (1995) Computers and Classroom Culture. CambrdgeUniversity Press.
- ❖ Sharma, M.(1985). *Systems Approach, Its Applications in Education*. Bombay: Himalaya Publishing House.
- ❖ Sharma, R.A. (2004). *Technological Foundations of Education,* Third Edition.
- ❖ Shortis, T. (2001). *The Language of ICT.* Routledge Publication.
- ❖ Skinner, B.F. (1968). *The Technology of Teaching.*Appleton Century, Crafts.
- ❖ Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools. ISTE.*International Socityfor Technological Education.
- ❖ Solomon, G., & Schrum, L. (2014). Web 2.0 how-to for educators. International society for technology in education.
- ❖ Spaulding, S.C. (1972): Technological Devices in Education, AECT International.
- ❖ Tan, H.(2012). *Technology for education and learning.* Springer Science & Business Media.
- ❖ Thornburg, Hershel D. (1984) Introduction to Educational Psychology, New York: West Publishing Company .
- ❖ Usha, R. (1991*). Educational Technology, First Edition.* Himalaya Publishing House.
- ❖ Vygotsky, L.S. (1978). *Mind in Society: Development of Higher Psychological Processes,*

Cambridge, MA: Harvard University Press.

❖ Wheeler, K. A., &Bijur, A. P. (Eds.). (2000). *Education for a sustainable future: a paradigm of hope for the 21st century (Vol. 7).* Springer Science & Business Media.

❖ Williams, P. J. (2013). *Technology education for teachers.* Springer Science & Business Media.
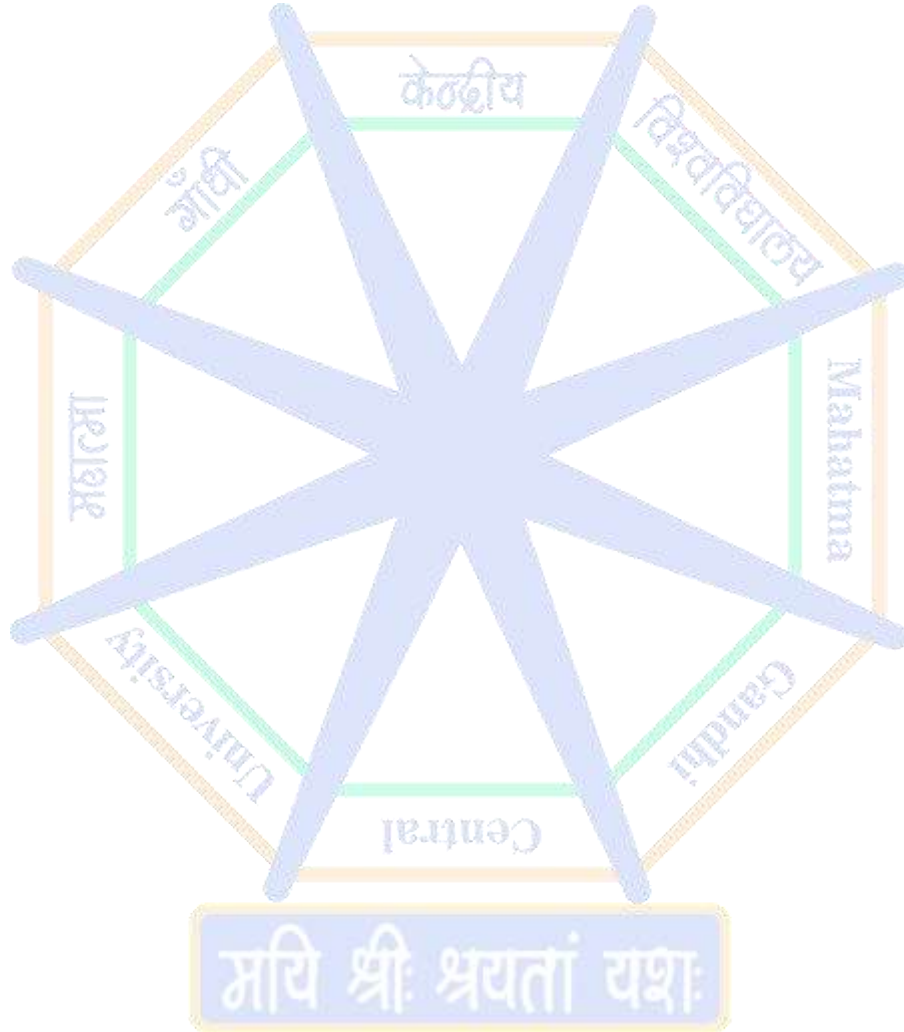
EDUC4403: EDUCATIONAL MEASUREMENT AND EVALUATION

Preliminaries of the Course:

Course Code: EDUC4403

Title of the course: Educational Measurement and Evaluation

Type of the Course: Discipline Specific Elective Course (DSE)

Nature of the Course: Theory

Cohort for which it is Optional: M.A. Education (Semester II)

No. of Credits: 04

Maximum Marks: 100 (External-60%, Internal-40%)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to

- ✓ *Understand about a clear perspective on the concept, needs, and nature of measurement and evaluation.*
- ✓ *Enable students to understand the various practices applied in educational measurement and evaluation.*
- ✓ *Enable students to understand the different scales of measurement.*
- ✓ *Enable students to understand the difference between measurement, assessment, and evaluation.*
- ✓ *Enable students to understand the skills and competencies in constructing and standardizing tools.*
- ✓ *Enable students to understand the acquaint with the new trends of educational measurement and evaluation.*
- ✓ *Enable students to understand the use of technology in assessment& Evaluation.*
- ✓ *Enable students to understand the ability to explain and apply appropriate statistical techniques of measurement and evaluation in the field of education.*

Course Contents:

Unit-1: Fundamentals of Measurement and Evaluation

Meaning, Concept, and Need of Measurement, Assessment and Evaluation, Types of Measurement Scale, Interrelationship among Measurement and Evaluation, Norm-Referenced Test & Criterion-Referenced Test, Marking & Grading, Choice-Based Credit system, Rubrics for Performance Assessment.

Unit-2: Tools & Techniques in Measurement and Evaluation

Forms, Types & Uses, Subjective and Objective types of examination, Summative and Formative Assessment (360 Degree Assessment, Parakh);Tools of Measurement (Interview, Questionnaire, Schedules, Rating Scale, Likert scale, Thurstone scale), Test (Intelligence, Interest, Performance, Achievement, Attitude, Aptitude, Personality)

Unit-3: Construction & Standardization of Research Tools

Meaning and Characteristics of Standardized Test and Teacher made Test, General principles and steps of Tool construction; Item analysis, Difficulty level & Discrimination value, Initial Try-out and Final try out and Manual Construction of the research Tools.

Unit-4: Evaluation of Tools

Objectivity, Validity, Reliability and Usability, Norms, Factors affecting Reliability & Validity, Relation Between Reliability and Validity, Test Adequacy; True score, Derived scores - Standard scores, Use of Standardized test: Percentile Rank, T, Z & Stanine, and transformation of standard score from the raw score, Data processing and recording: Use of Computer in Evaluation (SPSS).

Experiential Activities:
- Prepare an objective-type question paper for the student test.
- Conduct Formative Assessment Activities (such as quizzes, discussions, or presentations).
- Developed a rating scale to know the attitude of students.
- Construct a questionnaire and collect data from the students.

Learning Outcome:

The Learning Outcomes of this course are as follows:

- Learners will be able to acquire knowledge about different tools for measuring human abilities and Potentialities.
- Learners will know the modern concept of evaluation and its applicability.
- Learners will recognize the new trends in evaluation.
- Learner will develop Skills in the construction of Diagnostic test and organize remedial teaching.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings

- Best, J. W. & Kahn, J. V. (2008). *Research in education* (10th edition). Delhi: Pearson.
- Dash, B.N. and Dash, N.(2003). *Educational Measurement, Statistics, and Guidance Services.* New Delhi. Dominant Publisher and Distributor.
- Garrett, H. E. (2005).*Statistics in Psychology and Education*. New Delhi: Paragon International.
- Lal, J.P. (2006).*Educational Measurement and Evaluation*. New Delhi: Anmol Publications
- Linn, R.L. and Miller, M.D. (2005). *Measurement and Assessment in Teaching*. New Jersey: Pearson Prentice Hall.
- Mohan. R. (2019). *Measurement Evaluation and Assessment in Education*. Second edition. PHI learning.

- ❖ Pandey, P.& Pandey, M.M. (2015). Research Methodology: Tools and Techniques. Bridge Centre.
- ❖ Sharma, R.A. (2019).*Essentials of Measurement in Education and Psychology*. Meerut: Anu Books.
- ❖ Sidhu, K.S. (2009). *New Approaches to Measurement and Evaluation*. Sterling Publishers. New Delhi.
- ❖ Singh, A. K. (2019). Test, Measurement, and Research Methods in Behavioural Sciences. New Delhi: Bharti Bhawan.
- ❖ Thorndike, R.L. & Hagen, E. (1970). Measurement and Evaluation in Psychology and Evaluation. New York, Wiley.

Additional Readings

- ❖ Anderson, G. (1990). Fundamentals of Educational Research. The Falmer Press. London.
- ❖ Cohen,L., Manion, L.& Morrison, K. (2007). Research Methods in Education (6th Ed.). Routledge: Tayler & Francis Group.
- ❖ Flick, U. (2009). *An Introduction to Qualitative Research*. Sage Publication.
- ❖ Gay, L.R. (1987). *Educational Research. Englewood Cliffs NJ*: MacMillian Publishing Company.
- ❖ Johnson, R.B. & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative & Mixed approaches* (5th Ed.). Sage Publication.
- ❖ Kerlinger, F.N. (1964). *Foundations of Behavioural Research* (2nd Ed.). Surjeet Publications, New Delhi.
- ❖ Kothari, C.R. (2006). *Research Methodology: Methods & Techniques*. India. New Age International Publishers.
- ❖ Kumar, R. (2011). *Research Methodology- A step by step guide for beginners* (3rd Ed.). Sage Publication.
- ❖ Peterson, R. A. (2000). *Construction of effective questionnaires*. New Delhi: Sage Publication.
- ❖ Asthana, B. (2005). *Measurement and Evaluation in Psychology and Education*. Agra: Shri Vinod Pustak Mandir.
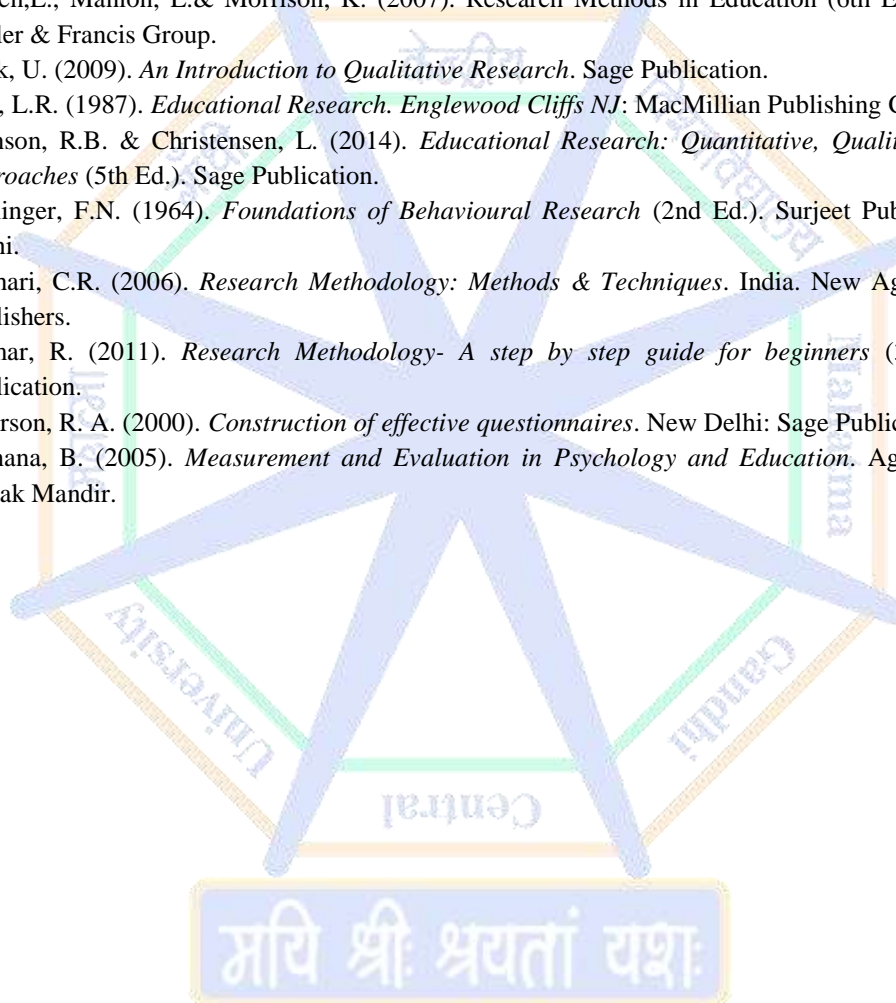
EDUC4404: CURRICULUM, PEDAGOGY AND ASSESSMENT

Preliminaries of the Course:

Course Code: EDUC4404
Title of the Course: Curriculum, Pedagogy and Assessment
Type of the Course: Discipline Specific Elective Course (DSE)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester II)
No. of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of the course, it is expected that the prospective students will be able to

- ✓ *Enable students to understand the perspectives of the curriculum and comprehend the concept, components, and nature of curriculum development.*
- ✓ *Acquainted with curriculum designing and models of curriculum and acquaint with curriculum content, curriculum implementation and process of curriculum evaluation.*
- ✓ *Familiar with the recent trends and issues in curriculum development and familiar with the process of designing the curriculum.*
- ✓ *Enable students to understand the essential differences between pedagogy for children and andragogy for adults.*
- ✓ *Enable students to understand the difference between the theories of pedagogy and andragogy.*
- ✓ *Enable students to understand the child and adult learning theories applied to pedagogy and andragogy and identify their own meta-cognitive abilities in the assessment.*
- ✓ *Enable students to understand the integration of technology into pedagogy to enhance student engagement and learning outcomes.*
- ✓ *Enable students to understand the impact of cultural, social and psychological factors on teaching and learning.*

Course Contents:

Unit-1: Introduction to Curriculum
Meaning and nature of Curriculum; Distinctive features of Curriculum and Syllabus, Difference between curriculum and syllabus; Components and sources of curriculum; History of Curriculum in India and Abroad; Foundations and determinants of Curriculum-Philosophical, Psychological, and Socio-Cultural; Concept and scope of Curriculum; Perspectives, principles, process, and steps of curriculum

Unit-2: Curriculum Planning and Construction Process
Curricula Overview- Components and sources of planning and designing Curriculum; Approaches and Types of Curriculums Designing and various theories of Curriculum: Taba,

Wheeler, Tyler and Oliva's theories; Models of Curriculum (Scientific, non-scientific, and humanistic)) Construction and Curriculum Implementation; Principles of Curriculum Development.

Unit-3: Pedagogy, Pedagogical Analysis

Concept and Stages of Pedagogy and Pedagogical Analysis and Critical Pedagogy; Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model); Andragogy in Education: Concept, Meaning, Principles, Competencies of Self-directed Learning; Theory of Andragogy (Malcolm Knowles), the Dynamic Model of Learner Autonomy, Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis and Heutagogy of Education.

Unit-4: Assessment in Curriculum and Pedagogy of Education

Assessment Meaning, nature, perspectives (assessment for Learning, assessment of learning, and Assessment as Learning)-Types of Assessment, Relations between objectives and outcomes; Assessment of Cognitive, Affective, and Psychomotor Domains of learning; Feedback Devices, Guidance as a Feedback Devices: Assessment of Portfolios; Criteria and approaches for Curriculum Evaluation, Recent trends in Curriculum Evaluation.

Experiential Activities:
- Write a report on the Montessori way of teaching-learning in the early years.
- Conduct Formative Assessment Activities (such as quizzes, discussions, or presentations).
- Activities on NCF for School Education 2023
- Activities on NCF for Teacher Education 2023

Learning Outcome:

The Learning Outcomes of this course are as follows:

- The learners understand various perspectives, and processes of the curriculum.
- The learners will reflect on the preparation of curriculum and implementation of the curriculum and evaluation of the curriculum.
- The learners will get acquainted with the conceptual background of assessment and its types.
- The learners will develop knowledge of resources of ICT for assessment.
- The learners will be able to apply the theoretical knowledge of assessment in real life.

Mode of Transaction: Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
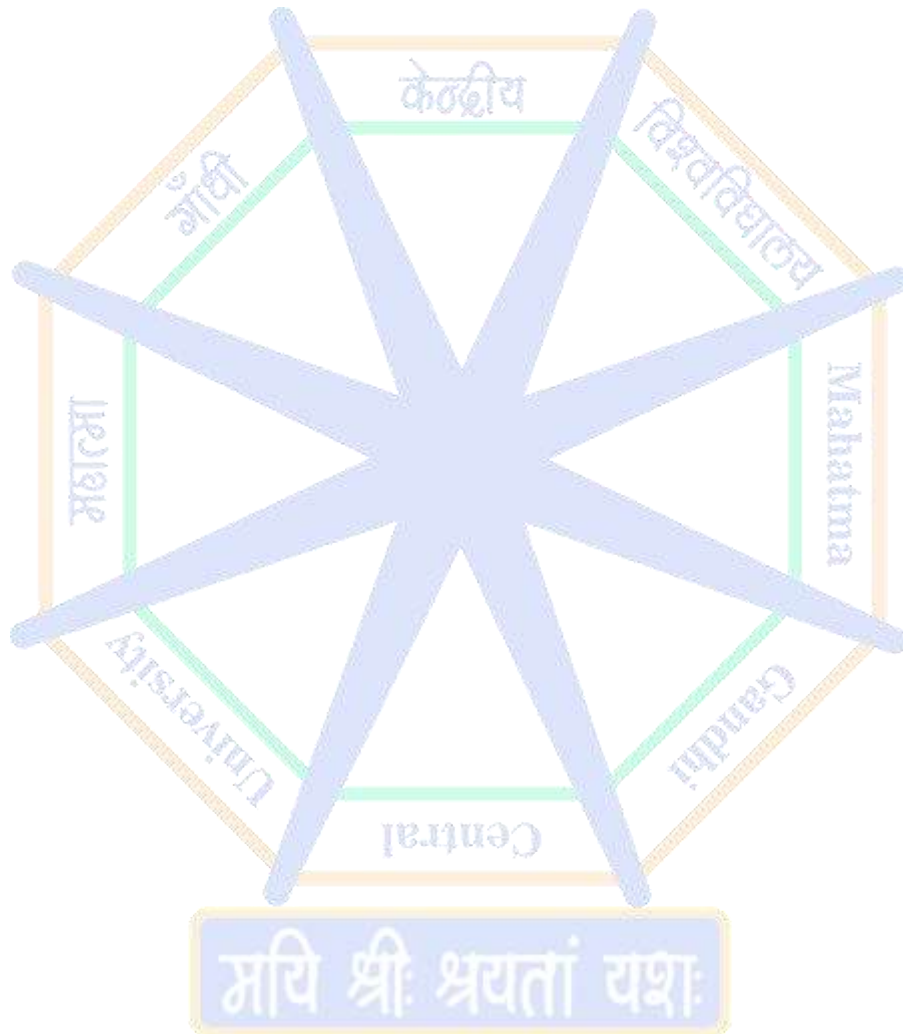- End Semester Examination (60% weightage)

Suggested Readings:

- Bhatia, K.S.Jindal, S. (2016). *A Textbook of Curriculum, Pedagogy and Evaluation*.Paragon International Publishers.
- Baumgartner, L., & Merriam, S. B. (1999). Adult learning and development: Multicultural stories. Malabar, FL: Krieger.
- Cohen, J. R.,Swerdlik,M.E.(2018). Psychological Testing and Assessment.McGraw Hill Education.
- Cranton, P. (2006). Understanding and promoting transformative learning: A guide for educators of adults (2nd ed.). San Francisco: Jossey-Bass.
- Garnett, F. (2010). Heutagogy and the craft of teaching. The Heutagogic Archives.
- Giroux, H. A. (2011). *On critical pedagogy*. New York: Bloomsbury Publishing.
- Flinders D. J. (1977). The Curriculum studies. New Delhi: Atlantic Publisher.
- Freire, P. (1996). *Pedagogy of the oppressed*. New York: Penguin Books.
- Radha, M. (2016). *Measurement Evaluation and Assessment In Education*. PHI Learning Pvt Ltd.
- Knowles, M. (1988). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, New Jersey: Cambridge Publishing
- Shrama, K. V. (2019). *Assessment And Learning*. Laxmi Publication.
- Tappin, R. M. (2014). Adult development and andragogy theories: Application to adult learning environments. Author: Amazon Digital Services.
- Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
- Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.

Additional Readings:

- Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian Publishers Distributors.
- Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Union.
- Barbezat, D. P. & Bush, M. (2013). Contemplative practices in higher education: Powerful methods to transform teaching and learning. San Francisco: Jossey-Bass.
- Beetham. H. & Sharps, R. (2013).*Rethinking pedagogy for a digital age: Designing for 21st century learning*. New York: Routledge Publishing.
- Blaschke, L.M., Kenyon, C. &Hase, S. (2014). Experiences in self-determined learning. Amazon Digital Services.
- Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J. Hardman, J. & Amory, A. (2014). *Activity theory, authentic learning and emerging technologies: Towards transformative higher education pedagogy*. New York: Routledge Publishing.
- Bradshaw, M., & Lowenstein, A. (2013). Innovative teaching strategies in nursing and related health professions. Jones & Bartlett Learning.
- Breivik, P. S. (1998). Student learning in the information age. Phoenix, AZ: Oryx Press.
- Brookfield, S. D. (2004). The power of critical theory: Liberating adult learning and teaching. San Francisco: Jossey-Bass.
- Brown, S. T., Kirkpatrick, M. K., Mangum, D., & Avery, J. (2008). A review of narrative pedagogy strategies to transform traditional nursing education. *The Journal of Nursing Education,* 47(6), 283-286.
- Burns, S. M., Mendel, S., Fisher, R., Cooper, K., & Fisher, M. (2013). Critical thinking in nurse anesthesia education: A pilot study. *Journal of Curriculum and Teaching*, 2(1), 8.
- Crumly, C. (2014). Pedagogies for student-centered learning. Online and on-ground. Amazon Digital Services: Fortress Press.
- Daily-Hebert, A. & Dennis, K. (2014). Transformative perspectives and processes in higher education. New York: Springer.\
- Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT.

- ❖ Doyle, T. &Zakrajsek. (2011). *Learner-centered teaching: Putting the research on learning into practice.* Sterling. VA: Stylus Publishing.
- ❖ Eberle, J. (2009). Heutagogy: What your mother didn't tell you about pedagogy and the conceptual age. In 8th European Conference on E-Learning, University of Bari, Italy, 29-30 October 2009 (p. 181). Academic Conferences Limited.
- ❖ Falchikov, N. (2001). Learning together: Peer tutoring in higher education. New York: Routledge.
- ❖ Fernandez, N., Dory, V., Ste-Marie, L. G., Chaput, M., Charlin, B., & Boucher, A. (2012). Varying conceptions of competence: an analysis of how health sciences educators define competence. Medical Education, 46(4), 357-365.
- ❖ Fried, J. (2012). Transformative learning through engagement: Student affairs practice as experiential pedagogy. Sterling, VA: Stylus Publishing.
- ❖ Fullan, M. (2012). Stratosphere: Integrating technology, pedagogy and change knowledge. Upper Saddle River. NJ: Pearson Publishing.
- ❖ Goodson, I., Gill, S. Steinberg, S. &Friere, M.A. (2014). Critical narrative as pedagogy. New York: Bloomsbury Publishing.
- ❖ Halstead, J. (2011). Navigating the new pedagogy: Six principles that transform teaching. New York: Rowman and Littlefield Publishing.
- ❖ Hase, S. & Kenyon, C. (2013). Self-determined learning: Heutagogy in action. New York: Bloomsbury Publishing.
- ❖ Huba, M. E., & Freed, J. E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Boston: Allyn& Bacon.
- ❖ Illeris, K. (2009). Contemporary theories of learning: Learning theorist in their own words. Oxford, UK: Routledge.
- ❖ Illeris, K. (2009). Contemporary theories of learning: Learning theorist in their own words. Oxford, UK: Routledge.
- ❖ Inoue, Y. (2007). Online education for lifelong learning. Hershey, PA: IGI Global.Jossey-Bass.
- ❖ Kapplinger, B. &Robak, S. (1014). Changing configurations in adult education in transitional times: International perspectives in different countries. Berlin: Peter Lang Publishers.
- ❖ Kerry, T. (2013). Applying the principles of Heutagogy to a postgraduate distance-learning programme. Self-Determined Learning: Heutagogy in Action.
- ❖ Kelley, A. V. (1977). Curriculum Theory and Practice. London: Harper and Row.
- ❖ Kirstein, K.D., Schieber, C. E., Flores, K.A. &Olswang, S. (2013). Innovations in teaching adults: Proven practices in higher education. CreateSpace Amazon Digital Publishing.
- ❖ Lee, A., & Danby, S. (2011). Reshaping doctoral education: International approaches and pedagogies. Florence, KY: Routledge, Taylor & Francis Group.
- ❖ Leone, S. (2013). Characterization of a personal learning environment as a lifelong learning tool. New York: Springer.
- ❖ Mamidi,M., R.& Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.
- ❖ McNeill, John D. & Wiles, John. (1990). The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan
- ❖ NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT.
- ❖ NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT.
- ❖ NCERT: School Curriculum Some Problems and Issues, NCERT, New Delhi, 1980.
- ❖ Ryan, M., & Ryan, M. (2015). Sustainable pedagogical change for embedding reflective learning across higher education programs. In Teaching Reflective Learning in Higher Education (pp. 213-227). Springer International Publishing.
- ❖ Schunk, D. H. (2000). Learning theories: An educational perspective (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- ❖ Steffe, L. P., & Gale, J. (Eds.). (1995). Constructivism in education. Hillsdale, NJ: Lawrence
- ❖ UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO.

❖ Weimer, M. (2013). Learner-Cantered teaching: Five key changes to practice. San Francisco: Jossey-Bass.

❖ Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.

EDUC4405: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND DEEP ECOLOGY

Preliminaries of the Course:

Course Code: EDUC4405
Title of the Course: Education for Sustainable Development and Deep Ecology
Type of the Course: Discipline Specific Elective Course (DSE)
Nature of the Course: Theory
Cohort for which it is optional: M.A. Education (Semester-II)
No of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the basic concept of Sustainable Development, the environmental, social and economic dimensions.*
- ✓ *Know the history of the Sustainable Development idea.*
- ✓ *Be able to discuss the conflicts which are involved in the Sustainable Development concept on the national as well as on the global scale.*
- ✓ *Be familiar with potential strategic options for Sustainable Development (efficiency, sufficiency).*
- ✓ *Be able to discuss the (dis-)advantages of instruments for Sustainable Development.*
- ✓ *Understand the Sustainable Development challenge for companies, their responsibility and their potentials for action.*
- ✓ *Understanding of theory and concepts of sustainable development.*
- ✓ *Understanding of the major issues affecting sustainable development.*
- ✓ *Knowledge of methods for assessing the achievement of sustainable development, how do we measure progress? What are the tools used for decision-making.*

Course Contents:

Unit-1: Basics of Sustainable Development
Meaning, Nature, Scope and historical perspective of sustainable development**;** Components and pillars of sustainable development**;** Curriculum and its Vision in Curriculum Documents at Elementary, Secondary and Higher Secondary Levels; Parameters and approaches of sustainable development.

Unit-2: Concept of Deep Ecology and Environmental Ethics
Meaning, Nature, Scope and historical perspective of deep ecology; Indigenous Knowledge system, Best Practices of ancient times, Green Economy, Green ICT, Green Schools, Green Curriculum, Green Education; Environmental Ethics and Concept of Natural resources and its

exploitation-reasons and remedies; Meaning and patterns of industrialisation Education 4.0, Concept of inequitable growth, Global and regional dimension

Unit-3: Initiatives and policies towards sustainable development
Policies and Initiatives at global level (Brundtland Commission); State and Regional level Policies and initiatives cum measures; Meaning of civil society and community and their initiative; Local Level Policies and programs on Sustainable Development

Unit-4: Strategies for Sustainable Development
Reflective and innovative practices; Role of Community knowledge in sustainable development; Importance of Cooperation, Linkages and Partnership; Harness technology - concept and usage

Experiential Activities:
- Conduct a Survey of any nearby community and observe how people are knowingly or unknowingly exploiting the natural resources. Make a detailed report and suggest preventive measures.
- Prepare a project on harness technology and science for sustainable development.
- Critically analyse the importance of community knowledge in sustainable development.
- Make a detailed report on reflective and innovative practices for sustainable development with suitable examples.

Learning Outcomes:
The Learning Outcomes of this course are as follows:
- Learner will know the context, status, concept of sustainable development.
- Learner will understand various aspects of sustainable science
- Learner will understand the policy perspectives, initiatives taken at national and international platforms with respect to SDGs
- Learner will establish the linkages between policies and legislative frameworks on natural resources, Environmental ethics.
- Learner will develop critical thinking and analytical ability to evaluate the policy formulations and their vision to industrialization Education 4.0
- Learner will understand the role of mitigation of natural resources
- Learner will know the deep ecological activities and evaluative the relationship between nature and ecology
- Learner will reflect the various plans, policies and initiatives of SDGs at local, regional and global level

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- ❖ Brundtland Commission. (1987). Brundtland report. Oslo-Norway: United Nations.

❖ OECD (2008b): People and Biodiversity Policies. Impacts, Issues and Strategies for Policy Action, Paris

❖ OECD (2009): Promoting Consumer Education. Trends, Policies and Good Practices, Paris

❖ World Resources Institute. "Earth Trends, The Environmental Information Portal." On line http://earthtrends.wri.org

❖ World Summit on Sustainable Development. Johannesburg 2002. http://www.johannesburgsummit.org

❖ Worldwatch Institute (2015): State of the World 2015: Confronting Hidden Threats to Sustainability, Washington, DC (Island Press)

Additional Readings:

❖ Buchholtz, Ann K. / Carroll, Archie B. (2009): Business & Society, 7th ed., (South-Western, Cengage)

❖ Crane, Andrew / Matten, Dirk (2010): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd ed., Oxford (Oxford University Press)

❖ Duflo, Esther / Banerjee, Abhijit V. (2001): Poor Economics. A Radical Rethinking of the Way to Fight Global Poverty, New York (PublicAffairs) soz 3.19 2012 93

❖ Hart, Stuart L. (2005): Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems, Philadelphia, PA (Wharton School)

❖ Hoffmann, A. J. / Woody, J. G. (2008): Climate Change: What's Your Business Strategy? Boston, MA (Harvard Business School Publishing)

❖ http://pubs.wri.org/pubs_pdf.cfm?PubID=3758

❖ International Institute for Sustainable Development. Various articles. Winnipeg, Manitoba, Canada. At http://www.iisd.org/about/

❖ Nieuwenhuis, Paul (2014): Sustainable Automobility. Understanding the Car as a Natural System, Cheltenham/Northampton (EE)

❖ OECD (2007): Instrument Mixes for Environmental Policy, Paris

❖ OECD (2008a): Conducting Sustainability Assessments, Paris

❖ OECD (2011): Towards Green Growth, Paris

❖ OECD (2012a): OECD Environmental Outlook 2050+, Paris

❖ OECD (2012b): Environmental Performance Reviews: Germany 2012, Paris

❖ OECD (2014): How was Life? Global Well-being since 1820, Paris

❖ Perkins, Dwight H. / Radelet, Stefen / Lindauer, David L. (2006): Economics of Development, 6th ed., New York / London (W.W. Norton)

❖ Perman, Roger et al. (2011): Natural Resource and Environmental Economics, 4th ed., Harlow (Pearson)

❖ Piketty, Thomas (2014): Capital in the Twenty-First Century, Cambridge, MA / London (Harvard University Press)

❖ Rainey, David Lloyd (2008): Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership, Cambridge (Cambridge Univ. Press)

❖ Randers, Jorgen (2012): 2052: A Global Forecast for the Next Forty Years, launched by the Club of Rome, Post Mills VT (Chelsea Green Publishing)

❖ Reinhardt, Forest L. / Vietor, Richard H. K. (1996): Business Management and the Natural Environment, Cincinnati, OH (South-Western)

❖ Sachs, J. D. (2008): Common Wealth. Economics for a Crowded Planet, London

❖ Schaltegger, S. / Burritt, R. / Petersen, H. (2003): An Introduction to Corporate Environmental Management. Striving for Sustainability, Sheffield

❖ Skidelsky, Robert / Skidelsky, Edward (2012): How Much Is Enough? Money and the Good Life, New York, NY (Other Press)

❖ Stern, Nicholas (2007): The Economics of Climate Change: The Stern Review, Cambridge (Cambridge University Press)

❖ Strange, Tracey / Bayley, Anne (2008): Sustainable Development. Linking Economy, Society, Environment, OECD Insights, Paris

❖ Sukhdev, Pavan (2012): Why Corporation 2020? The Case for a New Corporation in the Next Decade, Washington, DC etc. (Island Press)

❖ Sustainability. 2003. "The 21st Century NGO." http://www.sustainability.com

❖ TEEB (2010): The Economics of Ecosystems and Biodiversity: Mainstreaming the Economics of Nature: A Synthesis of the Approach, Conclusions and Recommendations of TEEB

❖ Todaro, Michael P. / Smith, Stephen C. (2011): Economic Development, 11th ed., Boston (Addison-Wesley)

❖ United Nations. "Working List of Indicators of Sustainable Development." In Agenda 21. On line http://www.un.org/esa/sustdev/indisd/english/worklist.htm

❖ United Nations. 2001. *Indicators of Sustainable Development: Guidelines and Methodologies*. New York: United Nations.

❖ US Department of Energy. 2002. "Principles and Guidelines for Sustainable Business and Industry." In Smart Communities Network. On line http://www.sustainable.doe.gov/business/bukey.shtml

❖ Victor, Peter (2008): Managing Without Growth. Slower by Design, Not Disaster, Cheltenham, UK / Northampton, MA (EE)

❖ Weizsäcker, E. v. et al. (2009): Factor Five. Transforming the Global Economy Through 80 % Improvements in Resource Productivity. A Report to the Club of Rome, London / Sterling, VA (Earthscan)

❖ Where are the Poor: Experiences with the Development and Use of Poverty Mapping,

❖ World Bank. 2002. *World Development Report 2002: Building Institutions for Markets.* New York: Oxford University Press. On line http://econ.worldbank.org/wdr

❖ World Bank. 2003. *World Development Report 2003: Sustainable Development in a Dynamic World.* New York: Oxford University Press. On line http://econ.worldbank.org/wdr

❖ World Business Council for Sustainable Development and UNIDO. 2002. *Developing Countries and Technology Cooperation*. Go to link at http://www.wbcsd.ch/newscenter/media.htm

❖ World Development Report 2003. "Chapter 3, Institutions for Sustainable Development." On line http://econ.worldbank.org/wdr

❖ World Resources Institute http://pathways.wri.org. Various power point presentations.

EDUC4421: DISSERTATION-2
(REPORT SUBMISSION &VIVA-VOCE)

Preliminaries of the Course:

Course Code: EDUC4421
Title of the Course: Dissertation-2(Report Submission & Viva voce)
Type of the Course: Skill Enhancement Course (SEC)
Nature of the Course: Practicum
Cohort for which it is compulsory: M.A. Education (Semester-II)
No of Credits: 04
Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of the course, it is expected that the prospective students will be able to

- ✓ *Carryon educational research in a restricted field under appropriate supervisor from the field. As stated in the Examination Ordinances.*
- ✓ *The dissertation shall be a core paper for all the students and each student is required to select one topic for dissertation under the guidance of a faculty member of the Department.*
- ✓ *Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of one of the members of the teaching faculty of the Department. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted before the commencement of the preparatory holidays for the examination of Semester 2nd of the course*
- ✓ *The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem. The list of priority areas will be notified by the HOD (Head of the Department) from time to time.*
- ✓ *Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred to someone or him by the University or any other university/institution.*

EDUC4422: ACADEMIC WRITING

Preliminaries of the Course:

Course Code: EDUC4422
Title of the Course: Academic Writing
Type of the Course: Skill Enhancement Courses (SEC)
Nature of the Course: Practicum
Cohort for which it is optional: M.A. Education (Semester-II)
No of Credits: 02
Maximum Marks: 50 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective students will be able to
- ✓ *Reflect on their communicative behaviour.*
- ✓ *Improve their communicative behaviour performance.*
- ✓ *Build capacities for self-criticism and facilitate self- growth.*
- ✓ *Enhance their listening & writing skills.*

Unit-1: Introduction
Academic writing: concept, need and purpose, and its importance; Introduction to the conventions of academic writing, basic rules of academic writing; Introduction to the Writing Process, Literature Review; Thesis Writing: Selection of topic, thesis statement, developing the thesis, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Unit-2: Process and Types of Academic writing
Writing skills such as research paper Writing, report writing, note-taking; Critical Thinking: Syntheses, Analyses, and Evaluation; Structuring an Argument: Introduction, Interjection, and Conclusion; Literature Management Matrix, Plagiarism, Introduction, Types of Plagiarism; Avoiding Plagiarism: Summarizing and Paraphrasing; Referencing, Citations, Incitation's, Author Metrics, Open Educational Resources for Learning and Research.

Experiential Activities:
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Workshop on use of English in Academic Writing.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Go through a good research paper on a comprehensive topic and write a research review.
- Workshop on academic writing skill and report writing.
- Write a conference paper and present it any Seminar/conference.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- Learner will know the difference between academic writing and general writing
- Learner will understand about the a professional way of writing
- Learner will know the about the process of writing
- Learner will understand the citations, incitation and paraphrasing

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:

- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:

- ❖ Bailey, S. (2015). *Academic writing: a handbook for international students.* London and New York: Routledge.
- ❖ Craswell, G. (2004). *Writing for academic success.* Sage Publication.
- ❖ Jordan, R. R. (2004). *Academic writing course.*London: Nelson/Longman.
- ❖ Crème, P. & Lea, M. (2008). Writing at university: a guide for students. Open University press.

Additional Readings:

- ❖ Oshima, A. & Hogue, A. (2013). Introduyction to Academic Writing. Pearson. https://edisciplinas.usp.br/pluginfile.php/3928474/mod_resource/content/1/Introduction%20to%20Academic%20Writing.pdf
- ❖ London School of Hygiene & Tropical Medicine (2020). Academic Writing Handbook – Guidance for students.https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf
- ❖ American Psychological Association. (2020).Publication Manual of American Psychological Association (7th Edition).https://psy-journal.hse.ru/data/2021/11/14/1444762739/APA%202020%207th%20Ed.pdf

EDUC4423: TESTS AND EXPERIMENTS IN EDUCATION

Preliminaries of the Course:

Course Code: EDUC4423
Title of the Course: Tests and Experiments in Education
Type of the Course: Skill Enhancement Course (SEC)
Nature of the Course: Practicum
Cohort for which it is compulsory: M.A. Education (Semester-II)
No of Credits: 02
Maximum Marks: 50 (External-60 %, Internal-40 %)

Course Objectives:
On completion of this course, it is expected that the prospective students will be able to
- ✓ *Understand the child / case in the overall context*
- ✓ *Collect multidimensional information about the participants in test & experiments*
- ✓ *Explore the different types of tests and experiments in psychology*
- ✓ *Acquire knowledge about experiments and tests in psychology*
- ✓ *Acquire skills of conducting test and experiments in psychology*

Course Contents:

Unit-1: Laboratory Experiments
The test and experiments is not limited to psychology, however few of the following
Learning theories, Reaction Time, Attention, Concept Formation, Memory, Association, Classroom Interaction, Sociometry, Psycho-Physical, Sensation and Perception

Unit-2: Laboratory Tests
Creativity**,** Intelligence**,** Interest**,** Adjustment**,** Motivation**,** Personality**,** Aptitude**,** Attitude**,** Reading Comprehension and Aspiration

A. Assignment Component
- ▪ Title of the topic
- ▪ Declaration by the students
- ▪ Certificate of the mentor (Paper Coordinator/Teacher)
- ▪ Introduction
- ▪ Objectives of the study
- ▪ Importance and purpose of the study
- ▪ Procedures
- ▪ Learning outcomes
- ▪ Personnel experiences and reflections of the students
- ▪ References
- ▪ Appendices

- Any other related matter (If you would like to add)

B. Instructional Component

- Each student can take up any one test and experiments (the above list)
- Each student has to submit the record to the jury on the test & experiments conducted.

C. Evaluation (Assessment Component)

- Every candidate is expected to showcase his/her performance in Test and Experiments in Education by presenting the final report before the jury. The performance of the candidate's presentation in the Test and Experiments in Education shall be evaluated by a jury consisting of a minimum of one External Examiner (Subject Expert) and one Internal Examiners (Paper Coordinator). The average marks of the two examiners will be forwarded to the Controller of Examinations of the University with the kind information and permission of the chairperson of the practicum (Dean of the School).

Experiential Activities:

- Exploring the individuals, institutions and organizations as a case
- Collect multidimensional information about the participants in test &experiments
- Identification of local schools, child in difficulties to help them in their learning

Learning outcomes:

The Learning Outcomes of this course are as follows:

- Learner will know the test and experiments in education.
- Learner will understand about organizing seminars in a professional way
- Learner will know the about the available fund-raising avenues and institutions giving funding for organizing a seminar, conferences, workshops

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

Mode of Assessment:

- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

EDUC4409: GLOBAL CITIZENSHIP EDUCATION

Preliminaries of the Course:

Course Code: EDUC4409
Title of the Course: Global Citizenship Education
Type of the Course: Mandatory Elective Non-Credit Course (MENC)
Nature of the Course: Theory
Cohort for which it is compulsory: M.A. Education (Semester-II)
No of Credits: 02
Maximum Marks: Only satisfactory completion and no grading

Course Objectives:

On the completion of this course, it is expected that the prospective students will be able to
- ✓ *Enable students to understand the perspectives of Global Citizenship Education.*
- ✓ *Bring awareness among learners to be active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.*
- ✓ *Enable students to understand GCED in the context of Indian Ethos.*
- ✓ *Develop knowledge, skills, values, and attitudes that support responsible commitment to human flourishing and global well-being.*
- ✓ *Enrich Learners with the holistic perspectives of GCED.*
- ✓ *Understand major global as well local issues.*
- ✓ *Provide learners the perspectives regarding GCED: A Way Forward*

Course Contents:
Unit-1: Understanding Global Citizenship Education
SDG Goal 4 (Target 4.7), Concept of Citizenship, Global Citizenship & Global Citizenship Education, Core learning domains of GCED (Cognitive, socio-emotional, behavioural), UNESCO's 1974 recommendation, Delors Commission Report (1994), Attributes of Global Citizen, Aims of Global Citizenship Education, Pedagogical Principles of GCED, Significance of 21st century skills in Creating Global Citizens, Experiential learning through Community Engagement, Teaching learning practices for developing globally competent learners, Universal human values

Unit-2: GCED: In the context of Indian ethos and the way forward
Themes associated with GCED (cultural diversity, human rights, peace & value education, gender sensitivity), VasudhaivaKutumbakam, Vision of National Education Policy 2020, Preamble of Indian Constitution, Interconnectedness between Indian ethos and modern education, Lifelong learning for global citizenry, Learners role in addressing global as well as local issues, Role of technology in preparing global citizen,Transformative intent of global citizenship education with special reference to curriculum, pedagogy, assessment and learning outcome.

Experiential Activities:
- Conduct a survey of any nearby community and prepare a list of local issues and brainstorm to find the probable solutions/arrange a focus group discussion with stakeholders
- Identify the best global practices as well as youth led initiatives of recent times which contributed significantly in addressing global issues like human rights, migration, peace and sustainable development, and make a detailed report.
- Critically analyse the potential and limitation of technology in addressing complex global issues
- Make a detailed report of at least one reflective and innovative practice adopted by any institution or an individual for bringing inclusivity in society. Refer with suitable examples.

Leaning outcomes:
- Learners will be able to comprehend and link their knowledge with different global issues as well as local issues.
- Learners will be sensitive to understand the nuances of global issues and act responsibly to address the issues.
- Learners will become proactive in identifying and finding solutions to local problems with the help of current and emerging development happening across the globe.
- Learners will be capable of realizing the essence of Indian ethos to bring transformative change at local and global levels.
- Learners must acquire 21st-century skills, vocational skills and STEAM-related skills for better interconnectedness and fostering GCED in a broad multidisciplinary context.
- Learners must develop competencies in new/unfamiliar contexts to generate solutions to specific problems/issues relating to GCED.

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching, Project based

Mode of Assessment:
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

Suggested Readings:
- UGC. (2021). *Educational Framework for Global Citizenship in Higher Education*. India
- MHRD. (2020). *National Education Policy*. India
- APCEIU. (2020). GCED Learning and Assessment: An Analysis of Four Case Studies in Asia
- UNESCO Bangkok. (2018b). *Preparing Teachers for Global Citizenship Education: A Template,* Paris: UNESCO.
- UNESCO. (2016a). *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All,* Paris: UNESCO.
- UNESCO. (2015). *Global Citizenship Education: Topics and Learning Objectives,* Paris: UNESCO
- UNESCO. (2014a). *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century,* Paris: UNESCO.
- NCERT. (2005). *National Curriculum Framework.* India
- Delors, J, et al. (1996). *Learning: The treasure within.* Report to UNESCO of the International Commission on Education for the Twenty-First Century. Paris, UNESCO.

Additional Reading:

- ❖ Henck, A. (2018). Looking Beyond the Classroom: Integrating Global Citizenship Education throughout Your Whole School. *Childhood Education,* 94(4), pp. 75-77.
- ❖ Bamber, P., Lewin, D. and White, M. (2018). (Dis-) Locating the transformative dimension of global citizenship education. *Journal of Curriculum Studies,* Issue 2, pp. 204-230.
- ❖ McEvoy, C. (2017). Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets. Paris, UNESCO.
- ❖ Center for Universal Education at Brookings. 2017. *Measuring Global Citizenship Education: A Collection of Practices and Tools*. Washington, D.C., The Brookings Institution
- ❖ OECD (2016), "PISA 2018 draft reading framework", *OECD working paper*, OECD, Paris.
- ❖ Nesterova, Y. and Jackson, L. (2016). Transforming Service Learning for Global Citizenship Education: Moving from Affective-Moral to Social-Political. *Revista Española de EducaciónComparada,* Issue 28, pp. 73-90
- ❖ Oxfam. (2015), Education for Global Citizenship, a guide for schools.
- ❖ .O'Reilly, T. and Sabatini, J. (2013), *Reading for understanding: How performance moderators and scenarios impactassessment design* (ETS Research Report No. RR-13-31).
- ❖ Chang, G.C. (2013). Learning to Live Together through Global Citizenship Education. Presentation at the UNESCO Forum on Global Citizenship Education. Bangkok, Thailand.
- ❖ Tawil, S. (2013). Education for 'Global Citizenship': A framework for discussion. UNESCO Education Research and Foresight (ERF) Working Papers Series. No. 7. Paris, UNESCO.
- ❖ United Nations. (2012). United Nations Secretary-General's Global Education First Initiative. New York, UN.
- ❖ *Gaudelli, W. (2009). Heuristics of global citizenship discourses towards curriculum enhancement. Journalof Curriculum Theorizing, Vol. 25, No. 1, pp. 68–85*
- ❖ Priestley, M. and Sime, D. (2005). *Formative Assessment for All: A Whole School Approach to Pedagogic Change.*
- ❖ APCEIU. (2005). National curriculum framework for school education. *Journal of Education for International Understanding, 1*(pilot issue), 49–66.
- ❖ UNESCO. (2002). Contributing to Peace and Human Development in an Era of Globalization through Education, the Sciences, Culture and Communication. Paris, UNESCO.
- ❖ UNESCO. (1995). Declaration and Integrated Framework for Action: Education for peace, human rights and democracy. Paris, UNESCO.
- ❖ UNESCO. (1974). Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms. Paris, UNESCO.

EDUC4410: COMMUNITY CONNECT & SCHOOL INTERNSHIP

Preliminaries of the Course:

Course Code: EDUC4410
Title of the Course: Community Connect & School Internship
Type of the Course: Mandatory Elective Non-Credit Course (MENC)
Nature of the Course: Practical
Cohort for which it is compulsory: M.A. Education (Semester-II)
No of Credits: 02
Maximum Marks: Only satisfactory completion and no grading

Course Objective:

On completion of this course, it is expected that the prospective students will be able to

- ✓ *Engage the learners in experiential learning and provide them hands on experiences.*
- ✓ *Develop and enhance the leadership and management skills of the learners by engaging them for community work and school internship.*
- ✓ *Develop the social and educational skills among the learners.*
- ✓ *Develop the spirit of collaboration and cooperation among learners.*

Course Content:
Community connect through social and awareness program and through other social and educational activities; Connect with collaborating institutes and invite them to university space for its curricular activities; Microteaching, lesson plans and School observation; Practical teaching and submission of internship report.

Learning Outcomes:

- Learners will develop the social skills
- They will get the field and classroom exposure which will help them in holistic development

Mode of Transaction: Lecture Method**,** Demonstration Method**,** Classroom Discussion, Brainstorming**,** Inquiry-based Teaching

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