

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

# Curriculum Guide

for  
*Master of Arts in Education Programme*  
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](http://mgcub.ac.in/school_of_education.php))

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## **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

	<p><b>Prof Asheesh Srivastava</b> (Professor, &amp; Dean) Department of Educational Studies, School of Education <b>Research &amp; Areas of Interests/Specialization:</b> Educational Policies &amp; Planning Contact: <a href="mailto:profasheesh@mgcub.ac.in">profasheesh@mgcub.ac.in</a></p>
	<p><b>Dr Mukesh Kumar</b> (Associate Professor &amp; Head) Department of Educational Studies, School of Education <b>Research &amp; Areas of Interests/Specialization:</b> Educational Psychology; Guidance and Counselling; Primary Education &amp; Distance Education</p>
	<p><b>Dr Rashmi Srivastava</b> (Assistant Professor) Department of Educational Studies, School of Education <b>Research &amp; Areas of Interests/Specialization:</b> Pedagogy &amp; Assessment of Social Science, Educational Psychology, Inclusive Education, Citizenship Education</p>
	<p><b>Dr Manisha Rani</b> (Assistant Professor) Department of Educational Studies, School of Education <b>Research &amp; Areas of Interests/Specialization:</b> Elementary education and Early childhood care education, ET and ICT, Teacher Education, Environmental Education</p>
	<p><b>Dr Pathloth Omkar</b> (Assistant Professor) Department of Educational Studies, School of Education <b>Research &amp; Areas of Interests/Specialization:</b> 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</p>

## CURRICULUM FRAMEWORK: (SEMESTER WISE)

### SEMESTER-I

Nature of the Courses	Title of the Course	Course code	Credits
<b>A. Discipline Specific Core Courses (Compulsory)</b>			
DSC1	Foundations of Research in Education	EDUC4101	4
DSC2	Foundations of Educational Studies	EDUC4102	4
DSC3	Development of Education in India	EDUC4103	4
<b>B. Open Elective/SWAYAM Courses (Select Any One)</b>			
OEC1	Understanding of Self/SWAYAM Course	EDUC4104	4
OEC2	Guidance and Counselling/SWAYAM Course	EDUC4105	4
OEC3	Gender Education/ SWAYAM Course	EDUC4106	4
OEC4	Human Rights Education and Indian Constitution / SWAYAM Course	EDUC4107	4
<b>C. Skill Enhancement Courses/ Practicum (Compulsory)</b>			
SEC1	Tests and Experiments in Education	EDUC4121	2
SEC2	Seminar Presentations	EDUC4122	2
<b>D. Mandatory Elective Non-Credit Course (Select Any One)</b>			
MENC1	Development of Teaching Learning Material	EDUC4108	-
MENC2	Community Connect & School Internship	EDUC4109	-
<b>Total Credits</b>			<b>20</b>

\* DSC: Discipline Specific Core Course, DSE: Discipline Specific Elective Courses, OEC: Open Elective, PC: Practicum Courses & MENC

### SEMESTER-II

Nature of the Courses	Title of the Course	Course code	Credits
<b>A. Discipline Specific Core Courses (Compulsory)</b>			
DSC4	Psychology of Learning and Development	EDUC4201	4
DSC5	Analysis Techniques in Educational Research	EDUC4202	4
DSC6	Inclusive Education	EDUC4203	4
<b>B. Discipline Specific Elective Courses (Select Any One)</b>			
DSE1	Education for Sustainable Development and Deep Ecology	EDUC4204	4
DSE2	Educational Measurement and Evaluation	EDUC4205	4
DSE3	Peace and Value Education	EDUC4206	4
<b>C. Skill Enhancement Courses/ Practicum (Compulsory)</b>			
SEC3	Reading & Review of Research Papers	EDUC4221	2
SEC4	Academic Writing	EDUC4222	2
<b>D. Mandatory Elective Non-Credit Course (Select Any One)</b>			
MENC3	Internship on Hygiene, Cleanliness and Awareness	EDUC4207	-
MENC4	Individualized Education Programme	EDUC4208	-
<b>Total Credits</b>			<b>20</b>

\* DSC: Discipline Specific Core Course, DSE: Discipline Specific Elective Courses, OEC: Open Elective, PC: Practicum Courses & MENC

#### Note:

1. If any student wants to exit after one year of the program, candidate is required to complete Four Credit Exit Modules as per the decision of university authorities.
2. If any candidate wants admission in M.A. in Education 2<sup>nd</sup> Year (Semester-III), Admission may be given as per the recommendations of the departmental equivalence committee/departmental admission committee.
3. SWAYAM Course selection (As per the departmental Notification).

### SEMESTER-III

Nature of the Courses	Title of the Course	Course code	Credits
<b>A. Discipline Specific Core Courses (Compulsory)</b>			
DSC7	Teacher Education	EDUC4301	4
DSC8	Educational Management Administration and Leadership	EDUC4302	4
<b>B. Discipline Specific Elective Courses (Select Any One)</b>			
DSE4	Public Policy Education	EDUC4303	4
DSE5	Instructional Design	EDUC4304	4
DSE6	Educational Thinkers	EDUC4305	4
<b>C. Open Elective/SWAYAM Courses (Select Any One)</b>			
OEC5	Yoga & Health Education / SWAYAM Courses	EDUC4306	4
OEC6	Indian Knowledge System (IKS) / SWAYAM Courses	EDUC4307	4
OEC7	Gandhian Philosophy of Education/ SWAYAM Courses	EDUC4308	4
OEC8	Global Citizenship Education (GCED) / SWAYAM Courses	EDUC4309	4
<b>D. Skill Enhancement Courses/ Practicum (Compulsory)</b>			
SEC5	Dissertation-1(Review, Formulation of Research Proposal, Tools Construction& Data Collection)	EDUC4321	4
<b>E. Mandatory Elective Non-Credit Course (Select Any One)</b>			
MENC5	Research Ethics in Education	EDUC4310	-
MENC6	Life Skills (Global Skills)	EDUC4311	-
<b>Total Credits</b>			<b>20</b>

\* DSC: Discipline Specific Core Course, DSE: Discipline Specific Elective Courses, OEC: Open Elective, PC: Practicum Courses & MENC

### SEMESTER IV

Nature of the Courses	Title of the Course	Course code	Credits
<b>A. Discipline Specific Core Courses (Compulsory)</b>			
DSC9	Curriculum, Pedagogy and Assessment	EDUC4401	4
DSC10	Education Technology	EDUC4402	4
<b>B. Discipline Specific Elective Courses (Select any Two)</b>			
DSE7	Open & Distance Education	EDUC4403	4
DSE8	Technical Vocational Education and Training	EDUC4404	4
DSE9	Economics of Education	EDUC4405	4
<b>D. Skill Enhancement Courses/ Practicum (Compulsory)</b>			
SEC6	Dissertation-2(Report Submission & Viva-voce)	EDUC4421	4
<b>E. Mandatory Elective Non-Credit Course (Select Any One)</b>			
MENC7	Experiential Learning	EDUC4406	-
MENC8	Innovation & Entrepreneurship	EDUC4407	-
<b>Total Credits</b>			<b>20</b>

\* DSC: Discipline Specific Core Course, DSE: Discipline Specific Elective Courses, OEC: Open Elective, PC: Practicum Courses & MENC

# SWAYAM Course selection (As per the departmental Notification)

# Semester-I

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## **EDUC4101: FOUNDATIONS OF RESEARCH IN EDUCATION**

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### **Preliminaries of the Course:**

Course Code: EDUC4101

Title of the Course: Foundations of Research in Education

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 nature, purpose, scope, types of research in education.*
- ✓ *Explore the nature, purpose, scope of science research, and steps of research.*
- ✓ *Understand the characteristic of qualitative, quantitative and mixed research including their types.*
- ✓ *Familiarize with the philosophy of research and scientific revolution in research.*
- ✓ *Acquaint with how to conduct a literature search and develop a research proposal.*
- ✓ *Understand the concept of choosing a sampling design appropriate for a research study.*
- ✓ *Understand the principles of the research ethics.*

### **Course Contents:**

#### **Unit-1: Concept of Educational Research**

Meaning and scope of educational research, Basic Research, Applied Research and Action Research in Education, Steps of research. Meaning of scientific research (Replicability, Precision, Falsifiability, and Parsimony), Types of Scientific methods (Exploratory Explanatory and descriptive), Positivism and Post Positivism approach of research, Scientific activities (Problem-solving, theory-building, and Prediction, Research Objective, variables, hypothesis.

#### **Unit-2: Philosophy of Research**

Philosophy of Research, Development of epistemology: thought and Thinker, Social epistemology, Realism and Instrumentalism, Description, Causation, Prediction, and Explanation. Study and analysis of the work of Thomas Kuhn & Karl popper. Importance of epistemology in social science Education. Ethics in Research.

#### **Unit-3: Paradigms of Educational Research**

Concept, Characteristics and approaches of Quantitative and Qualitative research, Designs in educational research: Descriptive Research, Experimental Research, Non-Experimental Research, Casual Comparative, Correlation and Survey, Grounded Theory, Case Study, Narrative Research, Ethnography Research, Mixed method Research, and Ethnomethodology Research and Historical and Philosophical Research.

#### **Unit-4: Procedure of Research and Proposal Writing**

Concept of: Universe, Population, Sample and Sample Technique, Sampling Error. Tools of Research: Scale, Questionnaire, Interview, Observation, Participant Observation. Triangulation, validity, reliability, and standardization of tool in research. Format and style of research proposal, format and style of report writing, Citing of sources through Bibliography and References, Concept of Plagiarism.

#### **Experiential Activities:**

- Review of a book on ‘Research Methodology’ published by an International Publication House.
- Development of a Research Proposal on any research problem
- Preparation of a sampling design giving the objectives and research questions/hypotheses of a research study
- Preparation of any research tool: test, questionnaire, or interview schedule
- Preparation of any mixed methods designs
- Review of two research papers published in peer reviewed journals.

#### **Learning Outcomes:**

- Students will be able to comprehend the nature and process of undertaking research in education.
- Students will be able to compare the different methods of educational research.
- Students will be aware of the principles of code of ethics in conducting an educational research.
- Students will be skilled to select a research problem.
- Students will be skilled to write a case study and action research proposal.
- Students will be proficient to write a research report.

**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* (10<sup>th</sup> 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.
- ❖ Cohen, L., & Manion, L. (1994). *Research methods in education*. London: Routledge.
- ❖ Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- ❖ Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
- ❖ Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- ❖ Gay, L.R., & Airasian, P. (2003). *Educational research*. New Jersey: Upper Saddle River.



## Additional Readings:

- ❖ 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.
- ❖ Bryman, A and Duncan C. (1990). Qualitative Data Analysis for Social Scientists. London: Routledge.
- ❖ Bryman, A. (1988). Quantity and quality in social science research. London: Routledge
- ❖ Burns, R. B. (2000) Introduction to Research Methods. New Delhi: Sage Publication.
- ❖ Charles, C.M., & Merton, C.A.(2002).Introduction to educational research. Boston: Allyn and Bacon.
- ❖ Christensen, L. (2007). Experimental Methodology. Boston: Allyn& Bacon.
- ❖ Denzin, N.K.,&Lincoln, Y.S.(Eds.) (1994) *Handbook of qualitative research* London: Sage Publications.
- ❖ Diener, E.,&Crandall, R. (1978).*Ethics in social and behavioural research*. Chicago: University of Chicago Press.
- ❖ Dillon, W.R., & Goldstein, M. (1984).*Multivariate analysis methods and applications*. New York: John Wiley and Sons.
- ❖ Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
- ❖ Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- ❖ Husen, T.,&Postlethwaite, T.N. (Eds.) (1994).*The international encyclopaedia of education*. New York: Elsevier Science Ltd.
- ❖ Jill, P. & Penny, L. (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- ❖ Kaul, L. (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- ❖ Keeves, J.P. (Ed.) (1988). *Educational research, methodology and measurement: an international handbook* .Oxford:Pergamon.
- ❖ Kelly, A., &Lesh, R. (2000). *Handbook of research design in education*. Erlbaum Associates.
- ❖ Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication..
- ❖ Kerlinger, F.N. (2010). *Foundation of Behavioural Research*. New Delhi: Surjeet Publication.
- ❖ Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.
- ❖ Koul, Lokesh, (2002). *Methodology of Educational Research*. New Delhi: Vikas Publication
- ❖ Kundu, D.(2010).Advances in educational Researchin India Voll& II. New Delhi: Yash Publication.
- ❖ Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
- ❖ Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press.
- ❖ Machi, L. A. (2009).The Literature Review. California: Corwin Press.
- ❖ McMillan, J. H., & Schumacher, S. (2001). *Research in education*. New York: Longman.
- ❖ McMillan, J.H. (2003). *Educational Research: Fundamentals for the consumer*. Boston: Allyn& Bacon.
- ❖ McMillan, J.H.,&Schumacher, S. (2001) *Research in education*. New York: Longman.
- ❖ Mertens, D. M. (1997).Research Methods in Education and Psychology. New Delhi: Sage Publication.
- ❖ N.C.E.R.T. (2006). Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT.
- ❖ N.C.E.R.T. (2007). Sixth Survey of Educational Research: 1993-2000.(Vol. II).New Delhi: NCERT.
- ❖ O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage.
- ❖ Pandya, S. (2010).*Educational research*. New Delhi: APH Publishing Corporation.
- ❖ Peterson, R. A. (2000). Construction of Effective Questionnaires. New Delhi: Sage Publication.
- ❖ Sapsford, R. (1999). Survey Research. New Delhi: Sage Publication.
- ❖ Sax, G. (1979). Foundations of Educational Research. New Jersey : Prentice – Hall .
- ❖ Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
- ❖ Shank, G.D. (2002). Qualitative Research. Columbus, Ott: Merill, Prentice Hall.
- ❖ Sharma, B. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- ❖ Singh, A. K. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
- ❖ Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.

- ❖ Smith, M.L. & Glass, G.V. (1987). *Research and Evaluation in Education and the Social Sciences*. NJ: Prentice Hall.
- ❖ Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks: Sage.
- ❖ Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- ❖ Thomas, R. M. (2008). *Thesis and Dissertation*. California: Corwin Press.
- ❖ Travers, R. M. W. (1978). *An Introduction to Educational research* (4<sup>th</sup> edition). London: MacMillan.
- ❖ Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*, New York: McGraw Hill.
- ❖ Van, D. & Meyer, W.J. (1979). *Understanding Educational Research*. New York: Mc-Grow-Hill Book Company.
- ❖ Walford, Geoffrey. (2005). *Doing Qualitative Research*. London: Continuum.
- ❖ Wiersma, W. & Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education
- ❖ Wiersma, W. & Jurs, S.G. (2009). *Research Methods in education*. (9<sup>th</sup> edition). Delhi: Pearson Education.

## **EDUC4102: FOUNDATION OF EDUCATIONAL STUDIES**

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### **Preliminaries of the Course:**

Course Code: EDUC4102

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: Krieger.
- ❖ 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, Ludhiana: 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 Jersey: 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 pp 33-51; Ch 3 pp 52-74; Ch 5 pp 91- 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

## EDUC4103: DEVELOPMENT OF EDUCATION IN INDIA

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### Preliminaries of the Course:

Course Code: EDUC4103

Title of the Course: Development of Education in India

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

- ✓ *Develop understanding about the historical perspectives of education.*
- ✓ *Analyse the modern system of education in India.*
- ✓ *Explore about the contributions of various major Committees and Commissions on education set up from pre-independence to post independence.*
- ✓ *Enhance the knowledge of various initiatives regarding internationalization of education.*
- ✓ *Identify the importance of recent initiatives in the field of education and the provisions made for realizing it.*
- ✓ *Understand the multiple dimensions of holistic education in new world.*

### Course Contents:

#### Unit-1: Historical Development of Education in India

Vedic Education & Buddhist Education; British Education: Salient features and recommendations- Macaulay's Minutes (1835), Wood's Despatch (1854), Hunter Commission (1882), Lord Curzon's Educational Policy, Sadler Commission (1917), Basic Education and Zakir Hussain Committee (1938), Sargent Report (1944); Growth of National Consciousness; National Education Movement.

#### Unit-2: Modern System of Education in India

Salient features and recommendations- University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66); National Policy on Education (1968, 1986); Programme of Action (1992), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), RTE (2009), NEP (2020), NCFSE (2022).

#### Unit-3: Internationalization of Education

Global Ranking Frameworks (Times Ranking, QS Ranking, ARWU Frameworks); Delor's Report; Role of national and international agencies in Education, NAAC and NIRF, Effect of Liberalism on Education, GCED, Sustainable development.

#### Unit-4: Holistic Education in New World

Peace Education, Value education, Spiritual Education, Environmental Education Health education with reference to digital interventions; concept of equity and equality, multilingual and

multicultural education, positive psychology, economics of education and politics of education. Indian Knowledge system with Reference to NEP 2020.

### **Experiential Activities:**

- Study the role and responsibilities of teacher regarding Right to Education Act 2009 on schools.
- Critical Analysis of Health Education at community level.
- Comparative study of Educational Process in Government and Private Schools by taking one example of each.
- Prepare a detailed report on various indicators of sustainable development in the curriculum of any educational institution or at local level.
- Field visit to Ancient Institutions in ancient India

### **Learning Outcomes:**

- Learners will develop knowledge about the details history of Indian and modern Education system from ancient to modern.
- Learners will understand the internationalization of Education.
- They will also understand about holistic education in new world with reference to NEP 2020.

**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:**

- ❖ Altekar, A. S. (1951). *Education is Ancient India*. Banaras: The India Book House.
- ❖ Banerjee, J.P. (1985). *Education in Indian Past, Present and Future. Vol. 1*. Calcutta: Central Library.
- ❖ Biswas, A. & Agrawal, S. P. (1994). *Development of Education in India: A Historical survey of Educational Documents before & after Independence*. New Delhi: Concept Publication.
- ❖ Chatterjee, C. (1957). *Vedantic Education*. Lucknow: Gauranga Cultural Research Institute.
- ❖ Dhankar, N. (2010). *Education In Emerging Indian Society*. New Delhi: APH Publishing Corporation.
- ❖ Hiriyana, M. (1949). *The Essentials of Indian Philosophy*. London: George Allen & University.
- ❖ Keay, F. E. (1980). *Ancient Indian Education: Origins, Development & Ideals*. New Delhi: Cosmo Publications.
- ❖ Mitra, Veda (1964). *Education is Ancient India*. New Delhi: Arya Book Depot.
- ❖ Mohanty, J.(1995). *Modern Trends in Indian Education*, New Delhi: Deep & Deep Publication.
- ❖ Mukhopadhyay, B. & Barki, B. G. (1989). *Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. Stosius Inc/Advent Books Division.

### **Additional Readings:**

- ❖ Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market.
- ❖ National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- ❖ Nurullah S. S. and Naik J. P. (1951). *History of Education in India (1800-1947)*. Calcutta: Macmillan & Co Ltd.
- ❖ Rashmi, S. & Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.
- ❖ Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. Jaipur: A B D Publishers.

## EDUC4104: UNDERSTANDING OF SELF

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### Preliminaries of the Course:

Course Code: EDUC4104

Title of the Course: Understanding of self

Type of the Course: Open Elective Course (OEC)

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

- ✓ *Reflect on one's own experiences, self-understanding, aspirations and efforts towards becoming a humane individual and teacher.*
- ✓ *Develop effective communication skills including the ability to listen, observe etc.*
- ✓ *Build resilience within themselves to deal with conflicts at different levels and learn.*
- ✓ *Gain an understanding of the central concepts in defining 'self' and 'identity.'*
- ✓ *Reflect critically on factors that shape the understanding of 'self' and personality.*
- ✓ *Build an understanding about themselves, i.e. the development of self as a person as well as a teacher.*
- ✓ *Draw upon collective strengths to live in harmony with one's surroundings.*
- ✓ *Appreciate the critical role of teachers in promoting 'self' and students' wellbeing.*

### Course Contents:

#### Unit-1: Personality Development & Understanding of Self

Reflections and critical analysis of one's own 'self' and identity; Identifying factors in the development of 'self' and in shaping personality; Building an understanding about philosophical and cultural perspectives of 'Self' and individual personality; Developing an understanding of one's own philosophical and cultural perspectives as a trainee teacher

#### Unit-2: Development of Professional Self and Ethics

Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity; Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher; Reflections on experiences, efforts, aspirations, dreams etc. of peers; Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings; Understanding the role of teacher as facilitator and partner in well-being among learners

#### Unit-3: Role of Teacher in Developing Understanding of Self among Learners

Reflecting on one's own childhood and adolescent years of growing-up; Facilitating development of awareness about identity among learners; Developing skills of effective listening, accepting,



positive regard etc. as a facilitator; Exploring and understanding of community participation and engagement

#### **Unit-4: Developing Self-Awareness as a Teacher and As a Learner**

Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know about one's personality; Reflecting, recording and sharing of critical moments in one's life with presentations; Reflections on critical moments in the lives of peers; Exploring one's Strengths, Weaknesses, Opportunities and Challenges (SWOC analysis); Reflecting on likes, hopes, fears and pleasures through sentence completion exercises

#### **Experiential Activities:**

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers
- Introduction of Yoga, meditation as one of the important components to enhance student-teachers understanding of body and mind.

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

- Learner will know the context, status, concept of personality development.
- Learner will understand various classifications of self and identities
- Learner will understand the perspectives, professional and self-ethics
- Learner will establish the linkages between self and personality
- Learner will develop critical thinking and analytical ability to evaluate self-thoughts, personality and changes in the individual level.
- Learner will understand the role of reflective diary and self-awareness
- Learner will reflect the SWOC Analysis of self and others.
- Learner will reflect on the documentary films and movies for knowing of etiquette and participation in community engagement

**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:**

- ❖ Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from: [www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf)
- ❖ Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III ' Self and Growth Process' pg. 255-402, NCERT Pub
- ❖ Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

- ❖ Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
- ❖ Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda

**Additional Readings:**

- ❖ Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub
- ❖ Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- ❖ Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- ❖ Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- ❖ Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
- ❖ Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R.
- ❖ Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT Pub
- ❖ Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

## EDUC4105: GUIDANCE AND COUNSELLING

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### Preliminaries of the Course:

Course Code: EDUC4105

Title of the Course: Guidance and Counselling

Type of the Course: Open Elective Course (OEC)

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

- ✓ *Develop understanding of the concept and procedures of guidance & counselling.*
- ✓ *Help students learn principles and issues of different types of guidance & counselling.*
- ✓ *Enable the students to understand the concept of adjustment, mental health and mental hygienic.*
- ✓ *Familiarize the students with different policies, agencies and institutions related to guidance & counselling.*
- ✓ *Acquaint students with testing and non-testing techniques used in guidance & counselling Services.*

### Course Contents:

#### Unit-1: Concepts of Guidance

Guidance: concept, principles, purpose and significance of Guidance; Types of Guidance: educational, vocational/career, personal and Group Guidance; Steps and procedure of Guidance; Roles of the Parents and Teacher in Guidance, difference between Guidance & Counselling; Guidance and education: children with special needs, Guidance of the Gifted, Creative, Under-Achievers and First Generation Learners; Concept of Adjustment, adjustment mechanisms, mental health and mental hygienic.

#### Unit-2: Understanding of Counselling

Counselling: concept, nature, principle, purpose and significance of counseling; Types of counselling: Individual & Group Counselling, Peer Counselling, Multicultural Counselling etc; Steps and Procedures of Counseling; Approaches of counselling: Directive Counselling, Non directive Counselling, Eclectic; Basic Skills and characteristics of a counselor.

#### Unit-3: Policy perspectives, Institutions, Agencies, Services of Guidance & Counselling

Policy perspectives: NEP 2020; Agencies: International level: IAVEG, IAC, National level: DEPF-NCERT, SCERT, State level: CIRTES, UGC, AICTE, Local level: NGO; Guidance services and principles: Individual Inventory Service, Information Service, Preparation Service, Placement & Follow-up Service; Organization of Guidance Programme for Elementary and Secondary Schools; Evaluation of Guidance programs; Research, Issues, Trends in guidance and counselling.

#### **Unit-4: Tools and Techniques of Guidance and Counselling**

Testing of Guidance: Psychological test (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Interest Inventory, sociometry, and Personality Test); Non-Testing Techniques: Cumulative record, Anecdotal Record, Rating Scales, Observation, Role play, Case study, Questionnaire and Interviews; Theories of Counselling-Psychoanalytical Theory (Freud, Jung), Self-Concept/ Actualization Theory (Rogers, Maslow) and Behaviouristic Theory (Skinner)

**Experiential Activities**– Any two of the following:

- Preparing profile of any student of Secondary level.
- Study of Guidance Services in a School / Institution.
- Counselling Report of any student of Secondary level.

#### **Learning Outcomes:**

After completion this course, the learners able to-

- Understand about the different aspects of Guidance & Counselling.
- Aware about different aspect of Guidance services.
- Enrich knowledge about different test uses in practically.

**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:**

- ❖ Aggarwal J.C, (2005). *Career Information in Career Guidance Theory & Practice*. Doaba House, New Delhi.
- ❖ Aggarwal R. (2010). *Elementary Guidance and Counselling*. Shipra Publication, New Delhi.
- ❖ Aggarwal R.(2006). *Educational Vocational Guidance and Counselling*. Shipra Publication, New Delhi.
- ❖ Chandra R.(2007). *Career information and Guidance and Counselling*. Isha Books, Delhi.
- ❖ Chauhan S.S. (2007). *Principle and Techniques of Guidance*: Vikas Publishing House, New Delhi.
- ❖ David A. (2009), *Guidance and Counselling*. Commonwealth Publisher, Delhi.
- ❖ Gibson & M. Mitchell (2008), *Introduction to Counselling and Guidance*, PHI Learning, Pvt. Ltd., New Delhi.
- ❖ Gibson R. L. & Marianne M. H.(2008)., *Introduction to Counselling and Guidance*, Prentice Hall of India Ltd., New Delhi.
- ❖ Kochhar S K.(2006). *Educational and Vocational Guidance in Secondary Education*. Sterling Publications, Delhi.
- ❖ Koshy J. (2007). *Guidance and Counselling (Vol.IV)*. Dominant Pub. & Distributors, New Delhi.

#### **Additional Reading:**

- ❖ Mathur S.S. (2020). *Fundamentals of Guidance & Counselling*. Agrawal Publication: Agra, 2nd Edition
- ❖ Naik D. (2007). *Fundamentals of Guidance and Counselling*. Adhyayan Publishers, New Delhi.
- ❖ Pandey V.C. (2006) *Educational Guidance & Counselling*. Isha Books, Delhi.
- ❖ Rao S. N. (2006). *Counselling and Guidance*. McGraw Hill, Delhi.
- ❖ Rao S N & Hari H.S.(2004). *Guidance and Counselling*, Discovery Pub. House, New Delhi.
- ❖ Seligman L & Lourie, W. (2010), *Theories of Counselling and Psychotherapy Systems: Strategies & Skills*.
- ❖ Sharma, S.(2007). *Career Guidance & Counselling*. Kanishka Publishers: New Delhi

## EDUC4106: GENDER EDUCATION

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### **Preliminaries of the Course:**

Course Code: EDUC4106

Title of the Course: Gender Education

Type of the Course: Open Elective Course (OEC)

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

- ✓ *Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy*
- ✓ *Understand some important landmarks in connection with gender and education in historical and contemporary period*
- ✓ *Learn about gender education in curriculum*
- ✓ *Reflect on one's aspirations and possibilities in research in connection to gender education.*

### **Course Contents:**

#### **Unit-1: Understanding Gender education and Gender Issues**

Concept of gender education, Gender and patriarchy, Gender-bias, Gender stereotyping, Equity and equality in relation with caste, class, religion ethnicity, disability and region; Theories on gender and education: Application in Indian context, Gender Identities and Socialization Practices in family, schools and other formal and informal organization.

#### **Unit-2: Historical perspective of Gender education**

History of Women's Education in India its socio-cultural context; Gender and Educational Discourse in Post-Independence in India; Social and cultural stereotypes regarding girls' education; Issues and challenges for girls' education; Constitutional provisions and other measures/policies for promoting girls' education.

#### **Unit-3: Gender Education in Curriculum:**

Construction of gender education related curriculum framework since Independence: An analysis, Gender and the hidden curriculum, Teacher as an agent of change, Policies and Programs of Gender Education at Local, National and International level

## Unit-4: Gender Education and Research

Feminist Research and its Importance, Historical Background of Research in Women's studies; Areas of Research: Nature of Women's work, access to education, retention, child labor, workingwomen, Gender Neutrality, Transgender and related issues, Traditional Practices, attitude towards girls' education.

### Experiential Activities:

- Discuss gender equality with family members and community people and prepare a detailed report.
- Visit any nearby area and make a status report on child labor.
- Visit any school and explore the conditions of girls' education.
- In society see the relevance of gender education related theories and its practical aspect and accordingly list out the main observations.

### Learning Outcomes:

- The learners will understand and internalize the basic terms, concepts related to gender education and gender issues.
- They will also develop knowledge about historical perspective of gender education.
- Learners will be able to connect the link between gender and curriculum.
- They will also reflect on different research prospects with relation to gender education.

**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:

- ❖ Bhasin, K.(2000).*Understanding gender*. Kalifornowomen publisher.
- ❖ Ray, B. & Basu, A. (1999).*From Independence Towards Freedom: Indian Women Since 1947* OUP India.
- ❖ Chodhuri, M.(2004). *Feminism in India*. Zed Books Ltd
- ❖ Chakravarty, U.(2003).*Gendering caste through a feminist lens*. SAGE publishers.
- ❖ Davis, K., Evans, M., & Lorber, J.(2006). Handbook of Gender and Women's Studies. Sage publishers.
- ❖ Delamont, S. (1980). *The Sociology of Women: An Introduction Studies in Sociology*. Routledge publishers.
- ❖ Bertani, M. & Fonata, A.(2003) . *Society Must Be Defended: Lectures at the Collège de France 1975-1976*. Pan books Ltd.
- ❖ Freedman J. (2021). *Feminism*. Rawat Publisher.
- ❖ Geetha. (2007). *Gender*. Bhatkal & Sen publisher.
- ❖ Ghadially, R. (2007). *Urban Women in Contemporary India: A Reader*. Sage India.
- ❖ Karla, F.C.H.(2011).*Bloodchild Private Bodies, Public Texts: Race, Gender and a Cultural Bioethics*. Duke University Press.
- ❖ IGNOU: *Gender, School and Society* <https://egyankosh.ac.in/bitstream/123456789/46091/1/BES-129B1E.pdf>
- ❖ Kaplan, C. (2005). *An Introduction to Women's Studies: Gender in a Transnational World*. McGraw-Hill Professional publisher.

- ❖ Karat, B.(2005). *Survival and Emancipation: Notes from Indian Women's Struggles Survival and Emancipation*. Three Essays Collective publisher.
- ❖ Khullar, M. ( 2005).*WritingtheWomen'sMovement-AREader*. Zubaan publisher.
- ❖ Michael, K.( 2008).*TheGenderedSociety*.Oxford.
- ❖ Kumar, R. (1992). *HistoryofDoing*. KaliforWomen publisher.
- ❖ Sharmila. (2003). *Sociology ofgender*,Sage India

### **Additional Readings:**

- ❖ Bhasin, K.(2005).*Understanding Gender*. Women Unlimited Lips publisher
- ❖ Hilary, M.(2015),*Gender the basics*. Routledge publisher
- ❖ Margrit,P.,Ahmad, I.,&Reifeld, H.(2003).*FamilyandGender*,Sage publisher.
- ❖ Oberoi,P.(2006).*FreedomandDestiny:Gender,FamilyandPopularCultureinIndia*,Oxford UniversityPress.
- ❖ [Dasgupta](#), S., D.,Chkravarty, S.& Mathew, M. ( 2013),*Radical Rabindranath:Nation*,
- ❖ Sangari,KumkumandSudeshVaied.1994,Women&Culture,SNDTWomen'sUniversity Series
- ❖ Shira,Tarrant.2006.WhenSexBecameGender,NewYork:Routledge.Rege,Sharmila.2003.SociologyofGender,NewDelhi:Sage.
  
- ❖ Rege,Sharmila,2006,WritingCaste/WritingGender,ZubaanJohn,MaryE,200,'Women'sStudiesinIndia',Penguin
- ❖ Sharma, Arvind.2002. Women in Indian Religion. Oxford University Press.Sharma, Kumud and C.P. Sujaya.2012. Towards Equality Report,
- ❖ Pearson.Chakraborty,Uma.2003.GenderingcastethroughafeministLens.Zubaan
- ❖ Gulati,Saroj.1985.WomenandSociety:NorthernIndiain11thand12thcenturies,Delhi: Chanak

## EDUC4107: HUMAN RIGHTS EDUCATION & INDIAN CONSTITUTION

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### Preliminaries of the Course:

Course Code: EDUC4107

Title of the Course: Human Rights Education & Indian Constitution

Type of the Course: Open Elective Course (OEC)

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

- ✓ *Enable students to understand the concept of Human Rights and recognize it in real life.*
- ✓ *Enable students to understand the classification and theories of Human Rights.*
- ✓ *Enable students to understand the role of teachers, schools, and community in preserving Human Rights.*
- ✓ *Enable students to understand the Fundamental Rights and Directive Principles of State Policies.*
- ✓ *Enable students to understand the propositions of different conventions of commissions and committees on Human Rights.*
- ✓ *Enable students to understand the constitutional prevention of Human Rights in India and the role of government in promoting Human Rights Education.*
- ✓ *Enable students to understand the Acquainted with Human Rights and Value Education.*

### Course contents:

#### Unit-1: Understanding Human Rights

Meaning, Nature, and Classification of Human Rights, Interrelationship between Human Rights, Law and Social Science, Human Values, Theories of Civil Rights-Liberal, Positivist, and the Marxist theories of rights.

#### Unit-2: United Nations and Human Rights Convention

Universal Declaration of Human Rights (1948), International Convention on Economics, Social and Cultural Rights (1966), Helsinki Declaration (1964), Rights of Child Convention (1989), Convention on the Rights of Migrant Workers (1990), Vienna Declaration on Human Rights (1993), Convention against Racial Discrimination and woman rights (1979),



Convention on rights of person with disabilities (2006), ASEAN (2012) Declaration of Human Rights.

### **Unit-3: Human Rights and Indian Constitution**

Constitutional Perspective, Fundamental Rights, Directive Principles, Fundamental Duties and their interrelationship, Statutory protection of Human Rights, Constitution and Statutory Mechanism in India, Protection of SCs, STs, and OBCs and women enforcement of Human Rights in Indian Constitution.

### **Unit-4: Human Rights and Role of Education**

Philosophical Perspective towards Human Rights, Role of Social Reformer (Raja Ram Mohan Rai, Mahatma Gandhiji, B.R. Ambedkar, Ishwar Chandra Vidyasagar, Mother Terasa, Jyotiba Phule), Role of the Central and State Governments to Promoting Human Rights Education, UNESCO and Its Role in Human Rights Education for Social Change, UN Decade for Human Rights Education (1995-2004), Non-Governmental Organizations, Human Rights and Value Education, Human Rights Education in India, and Human Rights Education in Teaching-learning at School, College, and University Levels.

#### **Experiential Activities:**

- Compulsory field work
- Visit any two NGOs
- Observation of Organizations
- Street Show (Nukkad Natak)

#### **Learning Outcomes:**

The Learning Outcomes of this course are as follows:

- Learners will understand the importance of Human Rights Education.
- Learners will recognize the education for Human Rights.
- Learners will appreciate the need for promoting Human Rights and the roles and responsibilities of the teachers, parents, peers, and community.
- Learner will develop a critical understanding of the recommendations of various commissions and committees toward Human Rights.
- Learner will be Promoting Human Rights Education.

**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:**

- ❖ Dhaktode, S. S. (2012). *Human Rights and Indian Constitution: Dr B R Ambedkars Enduring Legacies*. BhasyaPrakashan.
- ❖ Joshi, K.C. (2018). *International Law And Human Rights*. Eastern Book Company.

- ❖ Myneni, S. R. (2020). *Human Rights Law*. Asia Law House.
- ❖ Sathe, S. P. and Narayan, S. (2019). *Liberty, Equality and Justice - Struggles for a New Social Order*. Eastern Book Company.
- ❖ Deshpande, A. B. (2017). *Human Rights: Law & Practice*. Central Law Publications.
- ❖ Kapoor, S. K. (2017). *Human Rights under International Law & Indian Law*. Central Law Agency.
- ❖ Sharma, G. And Shil, K. A. (2015). *Human Rights in India: Issues and Concerns*. Abhijeet Publications.
- ❖ Rashee, J. (2016). *Textbook on Human Rights Law and Practice*. Universal Law Publishing - An imprint of LexisNexis.
- ❖ Padma, T.& Rao, K.P.C. (2020). *The principal of Human Rights Law*. ALT Publications.
- ❖ Vadkar, P. (2000). *Concepts, Theories and Practice of Human Rights*. Rajat Publications. New Delhi.

### **Additional Readings:**

- ❖ UN Centre for Human Rights. (1989). *Elimination of all Forms of Intolerance and Discrimination Based on Religion or Belief*. UN Publication Division. New York.
- ❖ UN Centre for Human Rights.(1987). *World Campaign for Human Rights*. Human Rights Machinery. Geneva.
- ❖ UN Centre for Human Rights.(1996).*International Human Rights Standards for Law Enforcement* Geneva: World Campaign for Human Rights.
- ❖ UN Centre for Human Rights. (1992). *International Humanitarian Law and Human Rights*.Geneva World Campaign for Human Rights.
- ❖ UN Centre for Human Rights. (1993). *National Institutions for the Promotion and Protection of Human Rights* Geneva. World Campaign for Human Rights.
- ❖ UN Centre for Human Rights. (1990). *Special Issue on Implementation of International Human Rights Instruments*. New York.
- ❖ UN Centre for Human Rights. (1996). *The International Bill of Human Rights*, Geneva. World Campaign for Human Rights.
- ❖ UN High Commissioner for Human Rights. (1996). *An Introduction: Making Human Rights a Reality*. UN Publication Division. New York.
- ❖ UN World Campaign for Human Rights. (1990).*The African Charter on Human and People's Rights* Geneva. UN Publication Division.*UN Declaration of the Right to Development*. (1988). UN Department of Public Information. New York.
- ❖ UN Human Rights and Scientific and Technological Developments. (1982).UN Department of Public Information. New York.
- ❖ Alston, P. et al. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford Clarendon Press.
- ❖ An-Na'zm, A. and Francis Deng, et al. (1990). *Human Rights in Africa: Cross-Cultural Perspectives*. Brookings Institution, Washington.
- ❖ Banton, M. (1996). *International Action against Racial Discrimination*. Clarendon Press, Oxford.
- ❖ Bassiouni, M. Cherif, (1987). *Crimes against Humanity*, Dordrecht: Martinus Nijhoff.
- ❖ Bloed, A. and et al. (1993). *Monitoring Human Rights in Europe*. Dordrecht: Martinus Nijhoff.
- ❖ Buergenthal, T. and D. Shelton, (1995). *Protecting Human Rights in the Americas*. Strasburg.
- ❖ Buergenthal, T. and R. Norris, (1983). *Human Rights under the Inter-American System*, New York: Dobbs Ferry.
- ❖ Carey, J., U.N. (1970). *Protection of Civil and Political Rights*. Syracuse: Syracuse University Press.
- ❖ Ramcharan B.G. (1979). *Human Rights: Thirty Years after the Universal Declaration: Commemorative Volume on the Thirtieth Anniversary of the Universal Declaration of Human Rights*.Springer.
- ❖ Cassese, J, (1990). *Human Rights in Changing World*, Philadelphia. Temple University Press.
- ❖ Singh, S.K. (1994). *Bonded Labour and the Law*. Deep and Deep Publication. New Delhi.
- ❖ Tripathi, S.M. (1996). *The Human Rights Face of the Supreme Court of India*. Public Interest Litigation in the Apex Court. D.K. Publications. New Delhi.
- ❖ Vadaikukchery, J. (1996). *Human Rights and the Police in India*. APH Publishing. New Delhi.
- ❖ Verma, R.S. and Thokchom, I.B.S. (1998). *Law Relating to Custodial Death and Human Rights*. Verma Publications.

## EDUC4121: TESTS AND EXPERIMENTS IN EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4121

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-I)

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)





## EDUC4122: SEMINAR PRESENTATIONS

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### Preliminaries of the Course:

Course Code: EDUC4122

Title of the Course: Seminar Presentations

Type of the Course: Skill Enhancement Courses (SEC)

Nature of the Course: Practicum

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

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 contemporary issues in Education*
- ✓ *Collect multidimensional information about the contemporary issues*
- ✓ *Explore the real-world problems in society from the lenses of Education*
- ✓ *Acquire skills and knowledge about organizing seminars in a professional way*
- ✓ *Create awareness among the stakeholders on contemporary issues in Education*

### Course Contents:

#### Unit 1: Contemporary Issues in Education

The Ideas on which seminar could be organised: Indian Knowledge System; Global Citizenship Education; Food Education (Poison on our Plate); Yoga Education (Yoga and Life); Mental Health and Well Being Education; Stress, Depression and Education; Hunger and Malnutrition Education; Substance Abuse and Education; Understanding Self and Education; Humanism and Education; Border Issues and Peace Education; Development/ Migration/ Population and Education; Criminalisation of Politics and Education; Gender and Sensitization Education; Child Crisis and Early Childhood Care Education; Employment Crisis and Education; Poverty and Education; Marketization of Education; Media and Normalization of Violence Education ; Politics of Advertisements and Education; Conflicts of Religion, Gender, Ideology and Education; Traffic Awareness and Education; Global Warming and Climate Change Education; Cleanliness and Sanitation Education; Water Crisis and Sustainable Education

#### Unit 2: Reporting the Seminar Work

##### 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 topic of their interest (the contemporary issues)
- Each student has to submit the detailed report to the jury on the selected topic.

### **C. Evaluation (Assessment Component)**

- Every candidate is expected to showcase his/her performance in seminar by presenting the final report before the jury. The performance of the candidate's presentation in the Seminar 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 best seminar organizing practices across the institutions
- Organizing a national level seminar on contemporary issues of Education.
- Identification of local avenues, platforms, fund raising opportunities for organizing a seminar.

### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

- Learner will know the contemporary issues of 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)

## EDUC4108: DEVELOPMENT OF TEACHING LEARNING MATERIAL

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### Preliminaries of the Course:

Course Code: EDUC4108

Title of the Course: Development of Teaching Learning Material

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: Only satisfactory completion and no grading

### Course Objectives:

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

- ✓ *Understand the teaching learning materials.*
- ✓ *Explain the importance of TLM in enhancing student's learning.*
- ✓ *Enabling to distinguish the use of different TLM in different context.*
- ✓ *Enabling to prepare low cost TLM using locally available materials.*

### Course contents:

#### Unit-1: Basics of Teaching Learning Materials (TLM)

Meaning, Purposes, Needs, Types, Characteristics and Importance of TLM; Edgar Dale cone of experience; Preparation of T.L.M; Role of TLM in classroom

#### Unit-2: Application of Teaching Learning Materials (TLM)

Strategies of Using TLM; Strategies for Effective use of TLM; Identifying the need for developing new TLM; Participation of Students in Collection, Preparation Maintenance of TLMs.

### Experiential Activities:

- Prepare a TLM for two teaching points.
- Preparation of no cost and low-cost teaching learning materials on any two topics.

### Learning Outcomes:

- Learner will develop the concept of teaching learning materials.
- Learner will develop the understanding of teaching strategies, techniques and styles.
- Learner will be able to make better teaching learning materials during teaching.

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

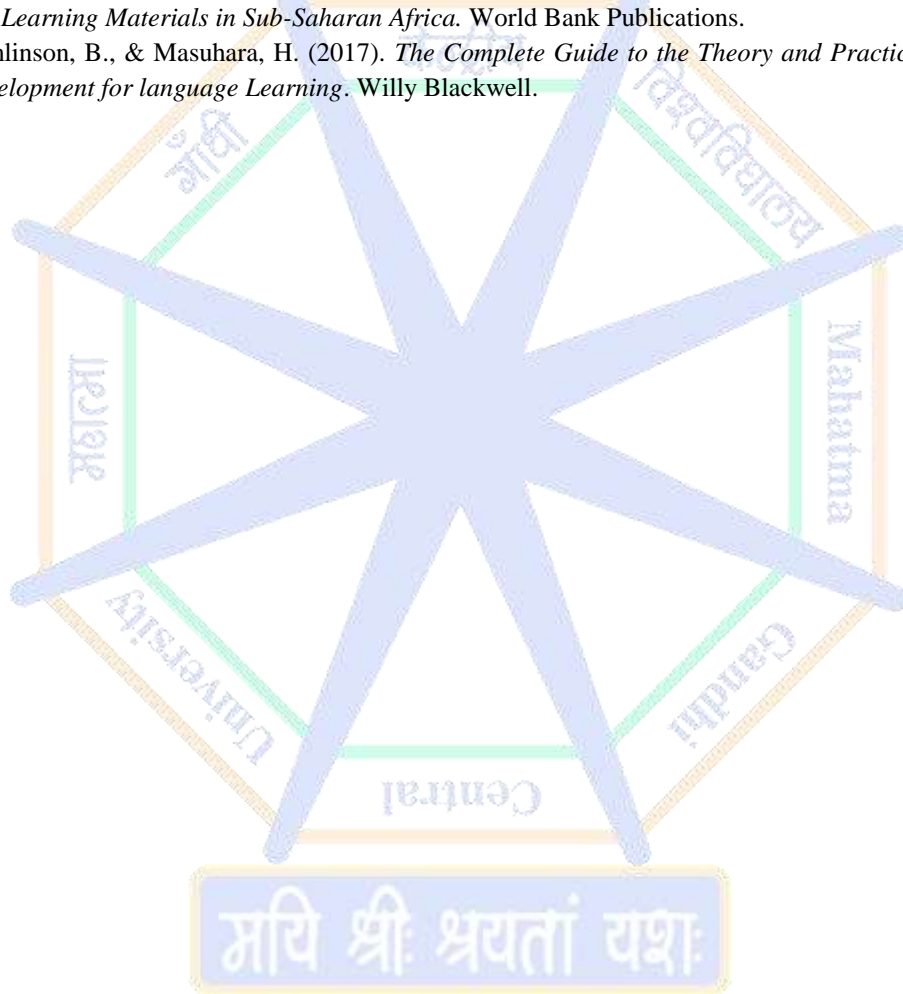
### Suggested Readings:

- ❖ Bhatnagar, A.B., & Bhatnagar Dr.A. (2018). *Pedagogy of Mathematics*. R. Lall Publishers.
- ❖ Fernandez, C.R., & Berwick, A. (2022). *Theory and Practice: Using Language Learning Materials*. Cambridge Scholars Publishing.

- ❖ Gulati, G. (2016). *Micro Teaching & Teaching Skills*. Rakhi Prakashan.
- ❖ Hicks, T. (2021). *Mindful Teaching with Technology*. Guilford Publication.
- ❖ Mangal, Dr., S.K.(2016). *Pedagogy of Mathematics: Principles of Teaching*. Arya.
- ❖ Mangal, S.K., & Mangal, S. (2017). *Learning and Teaching*. Shipra Publication.
- ❖ National Council of Educational Research and Training. (2006). *Teaching of Social*. GOI.
- ❖ Sharma, Dr, S. (2016). *Methods of Teaching Hindi*. Neelkamal.
- ❖ Siddiqui, M. (2021). *Training Methodology: Principles of Teaching*. Computech Publications Limited.
- ❖ Singh, I.D., Kaur, H., & Nagra, S.K. *Pathy samgri ka pathanaywmchintan*. Twenty first Century Publications.

### Additional Readings:

- ❖ Portmain, J., &Rechardsan, J. (2002). *Ganit ki Gatividhiyan*. Eklavya Prakashan.
- ❖ Read, T. (2015). *Where Have All the Textbooks Gone? : Towards sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa*. World Bank Publications.
- ❖ Tomlinson, B., & Masuhara, H. (2017). *The Complete Guide to the Theory and Practice of Materials Development for language Learning*. Willy Blackwell.





## EDUC4109: COMMUNITY CONNECT & SCHOOL INTERNSHIP

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### Preliminaries of the Course:

Course Code: EDUC4109

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-I)

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.

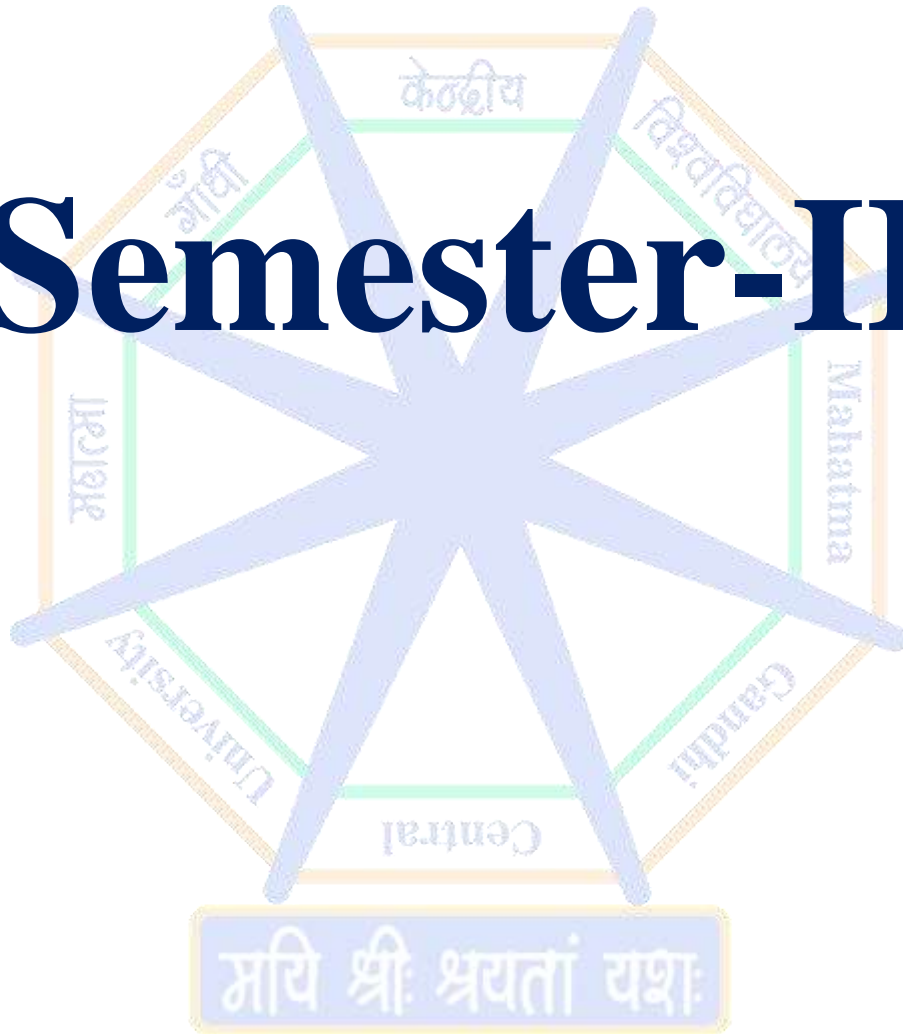
### Learning Outcomes:

- 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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# Semester-II



## **EDUC4201: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

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### **Preliminaries of the Course:**

Course Code: EDUC4201

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-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 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; Defence 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)

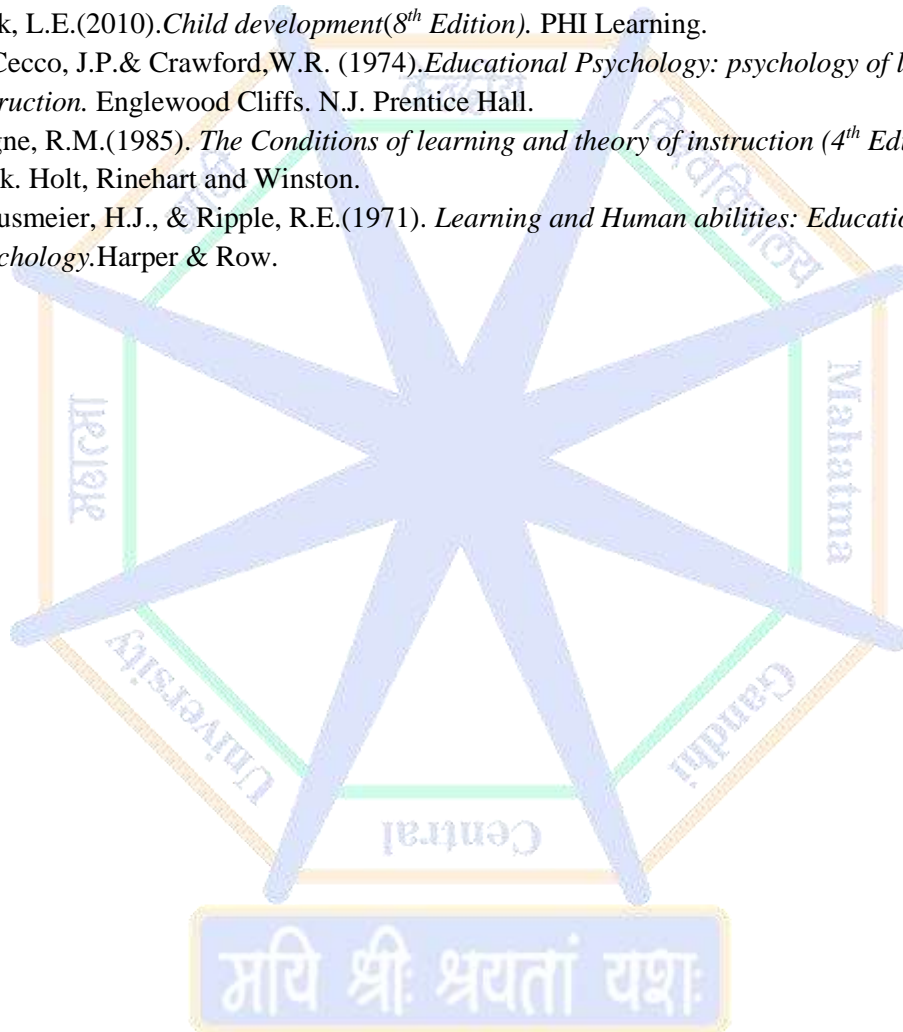
#### Suggested Readings:

- ❖ Anastasi, A. (1992). *Psychological testing*. McMillan Co.
- ❖ Allport, G.W. (1961). *Patterns and Growth in personality*. Rinehart & Winston.
- ❖ Arora, R. (2005). *Shikshan Adhigamke 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.
- ❖ Kuppaswamy, 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 (2<sup>nd</sup> Edition)*. 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 the child*.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 & CO. Ltd.

### **Additional Readings:**

- ❖ Berk, L.E.(2010).*Child development(8<sup>th</sup> 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 (4<sup>th</sup> Edition)*. New York. Holt, Rinehart and Winston.
- ❖ Klausmeier, H.J., & Ripple, R.E.(1971). *Learning and Human abilities: Educational Psychology*.Harper & Row.





## **EDUC4202: ANALYSIS TECHNIQUES IN EDUCATIONAL RESEARCH**

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### **Preliminaries of the Course:**

Course Code: EDUC4202

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-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 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 software's

#### **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:**

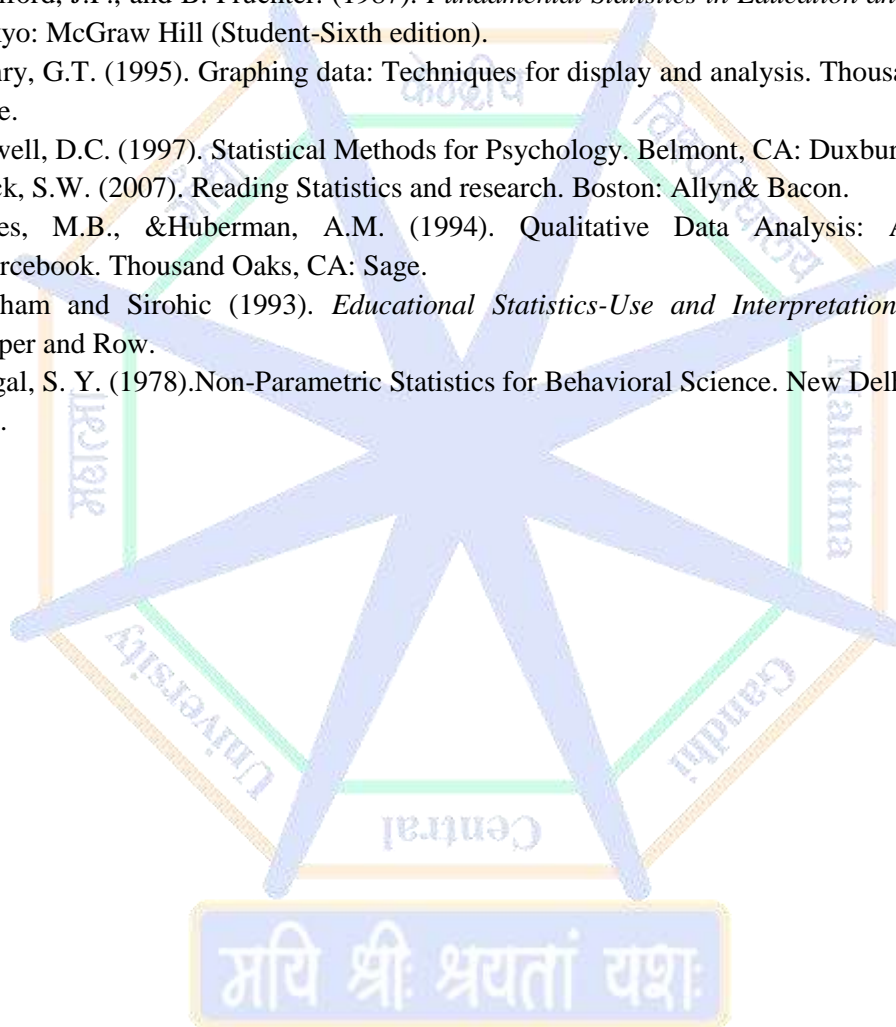
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

#### **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* (10<sup>th</sup> 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:

- ❖ Conover, 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*, (3<sup>rd</sup> 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.





## EDUC4203: INCLUSIVE EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4203

Title of the Course: Inclusive 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 (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; Inter-sectionality 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 understand 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.
- ❖ Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
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- ❖ Julka, A (2006) *Meeting special needs in schools” A manual*, NCERT, New Delhi
- ❖ 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*
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- ❖ *Scheduled Castes and Scheduled Tribe Children* NCERT, DEGSN, New Delhi.
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- ❖ *With Special Needs*, NCERT;DEGSN, New Delhi
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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.
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- ❖ Latikova M. (2010). *Teaching Speaking to Visually Impaired Learners*, LAP LAMBERT Academic Publishing.
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- ❖ Ministry of Law and Justice. (2016). *The Rights of Persons with Disabilities Act 2016*. Retrieved from The Controller of Publications Delhi
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- ❖ 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



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- ❖ Parasuraman, S., & Kolhe, V. (2015). *A TISS Initiative on enabling Inclusion & Accessibility' for Students with Disabilities in Higher Education*. Retrieved from Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra, India.
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- ❖ Shakespeare, T. (2014). *Disability rights and wrongs revisited*. Routledge.
- ❖ Sharma, P. L., Paily, M. U., & Gowramma, I. P. (2012). *Inclusive Education: What Why and How*. Mysore: Regional Institute of Education.
- ❖ Shukla, N. (2000). *Self-Learning Material on National Curriculum Framework for School Education and Education of Special Focused Groups*. New Delhi: Department of Education of Groups with Special Needs, NCERT.
- ❖ Singal, N. (2010). *Education of children with disabilities in India*. Background paper prepared for the Education for All Global Monitoring Report.
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- ❖ 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.
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- ❖ Wappett, M., & Arndt, K. (Eds.). (2013). *Emerging perspectives on disability studies*. Springer.
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- ❖ Ysseldyke, J. E., Algozzine, R., & Thurlow, M. L. (2000). *Critical issues in special education*. Boston: Houghton Mifflin.

मरि श्री श्रयतां यशः

## EDUC4204: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND DEEP ECOLOGY

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### Preliminaries of the Course:

Course Code: EDUC4204

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 evaluate 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](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, Stefan / 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 21<sup>st</sup> 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.

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## EDUC4205: EDUCATIONAL MEASUREMENT AND EVALUATION

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### Preliminaries of the Course:

Course Code: EDUC4205

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: Taylor & 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.

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## EDUC4206: PEACE AND VALUE EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4206

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-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 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 21<sup>st</sup> 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:**

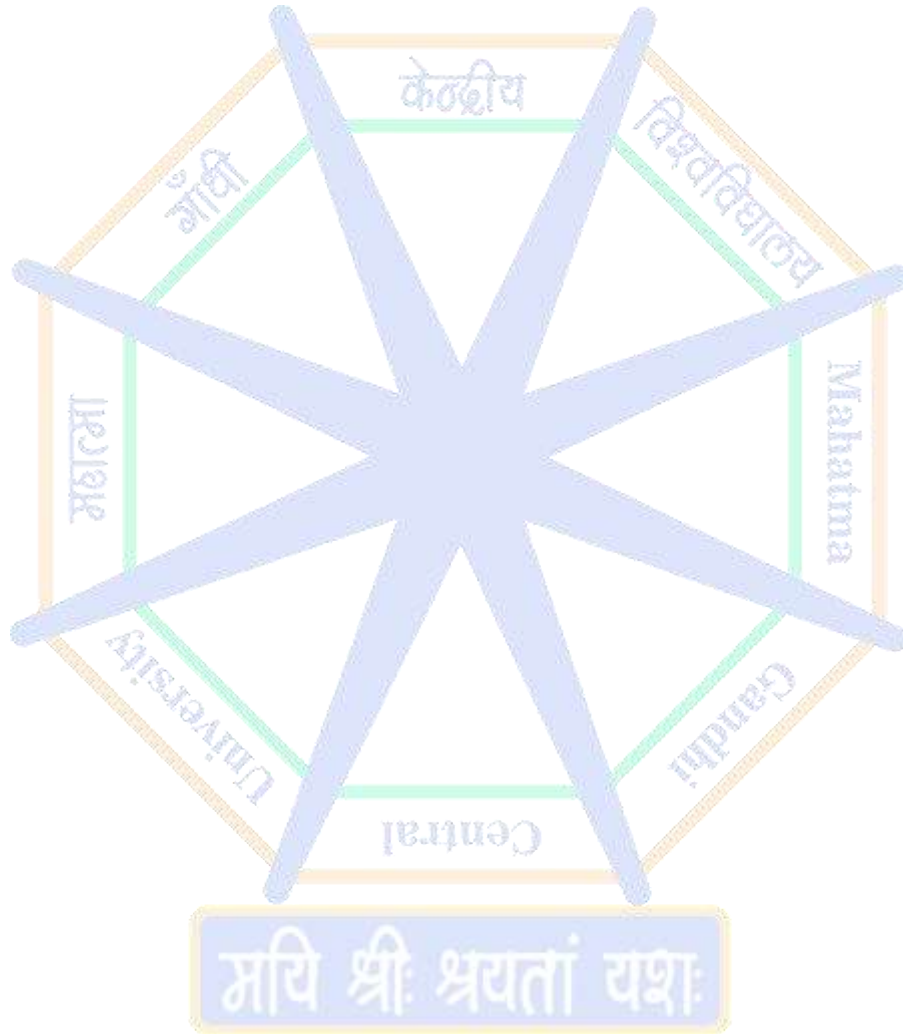
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

#### **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 and Civilization, PRIO*: International Peace research institute of Oslo and sage publication.
- ❖ Kreidler, W.J. (1995). *Teaching, Conflict Resolution through Children’s Literature*: 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&needAccess=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>



## EDUC4221: READING AND REVIEW OF RESEARCH PAPERS

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### Preliminaries of the Course:

Course Code: EDUC4221

Title of the Course: Reading and Review of Research Papers

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

- ✓ *Enable students to understand reading and conceptual thinking skills.*
- ✓ *Enable students to understand critical thinking regarding social and research issues.*
- ✓ *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 difference between review literature and review of related literature.*
- ✓ *Enable students to understand the idea regarding the theories, hypothesis, and topic formulation on new problems.*
- ✓ *Enable students to understand the structure and components of research papers.*
- ✓ *Enable students to understand the effective strategies for locating and accessing academic research papers.*
- ✓ *Enable students to understand the significance of literature reviews in research papers and identify gaps in existing literature.*

### Course Contents:

#### Unit-1: Concept of Review of the Research Paper

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: Process of Writing a Research Paper

Concept of a research paper (Steps of writing a research paper with special focus on doing review of literature, Difference between Bibliography and References, different citation styles (APA, MLA, Chicago, etc.), properly formatting in-text citations, Research and Publication Ethics.



## 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.

## Learning Outcome:

The Learning Outcomes of this course are as follows:

- Learners will be able to be an academic critique on contemporary issues.
- Learners will enhance their intellectual articulation ability.
- Learners will be able to identify the research gap.
- Learners will be able to write a research paper with proper references.
- Learners will be able to prepare a research proposal.

**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)

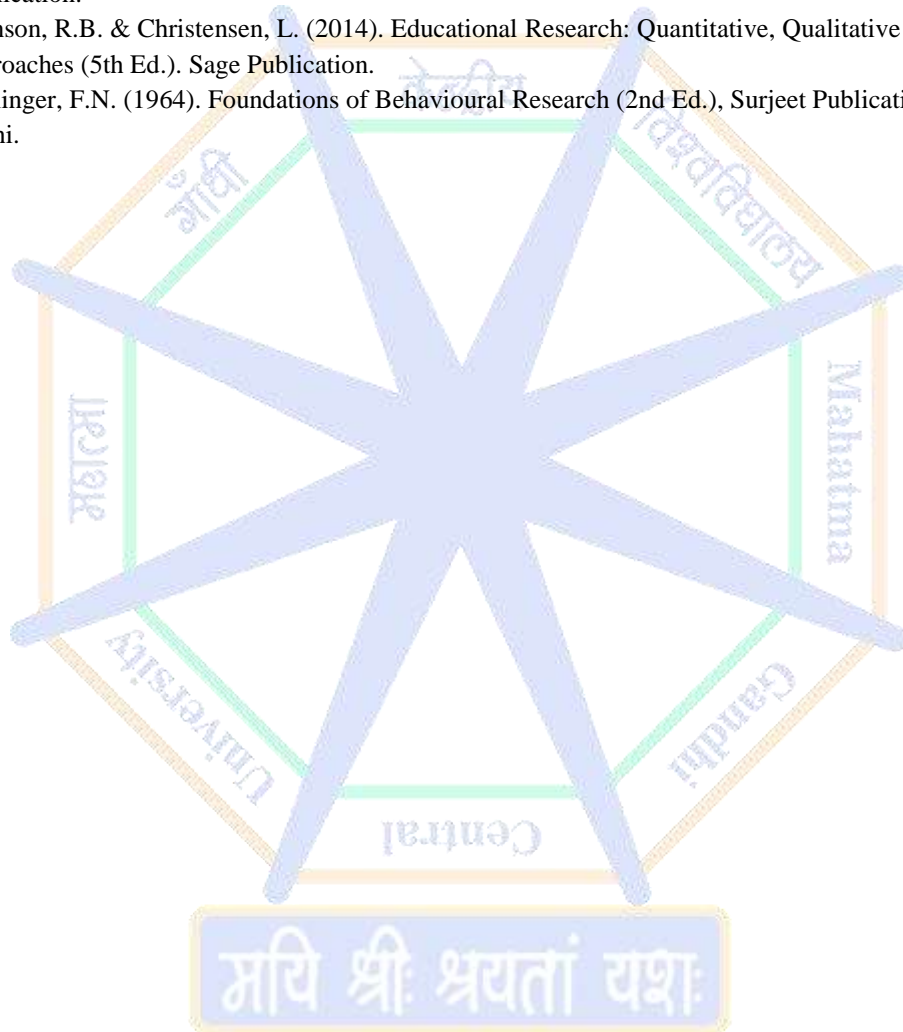
## Suggested Readings

- ❖ Arlene, F. (2010). *Conducting a research literature review: From Internet to paper* (3<sup>rd</sup> Ed.). Sage Publication.
- ❖ McMillan, J.H. & Schumacher, S. (1997). *Research in Education- A Conceptual Introduction*. Pearson.
- ❖ Bailey, S. (2015). *Academic writing: a handbook for international students*. London and New York: Routledge.
- ❖ Ling, M. P. (2016). *Preparing Literature Review: Qualitative and Quantitative Approach*. Routledge.
- ❖ Khan, K.S., K., K. J., & Antes, G. (2003). Five steps to conducting a systemic review. *Journal of the Royal Society*.
- ❖ Kabir, S. M. S. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines* (3<sup>rd</sup> Ed.) Book Zone Publication, Chittagong.
- ❖ Ridley, D. (2008). *The Literature review: a step-by-step guide for students*. Sage Publication: Landon.
- ❖ Singh, Y. (2009). *Fundamentals of Research Methodology and Statistics*. New Age International (P) Ltd.: New Delhi.
- ❖ Upadhyay, S. (2021). *Literature Review: Handbook*. Lap Lambert Academic Publishing.
- ❖ Cargill, M., & O'Connor, P. (2009). *Writing Scientific Research Articles: Strategy and Steps*. John Wiley & Sons.

## Additional Readings:

- ❖ Hartley, J. (2004). Reading and Writing Book Reviews Across the Disciplines. *Journal of the American Society for Information Science and Technology*, 57(9)
- ❖ Anderson, G. (1990). *Fundamentals of Educational Research*. The Falmer Press. London.
- ❖ Pautasso, M. (2013). Ten Simple Rules for Writing a Literature Review. *PLOS Computational Biology*. 9(7).

- ❖ Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th Ed.). Routledge: Taylor & Francis Group.
- ❖ Flick, U. (2009). An Introduction to Qualitative Research. Sage Publication.
- ❖ Gay, L.R. (1987). Educational Research. Englewood Cliffs NJ: MacMillan 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.
- ❖ 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.



## EDUC4222: ACADEMIC WRITING

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### Preliminaries of the Course:

Course Code: EDUC4222

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 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). *Introduction to Academic Writing*. Pearson. [https://edisciplinas.usp.br/pluginfile.php/3928474/mod\\_resource/content/1/Introduction%20to%20Academic%20Writing.pdf](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 (7<sup>th</sup> Edition)*. <https://psy-journal.hse.ru/data/2021/11/14/1444762739/APA%202020%207th%20Ed.pdf>

मरि श्रीः श्रयतां यशः

## EDUC4207: INTERNSHIP ON HYGIENE, CLEANLINESS AND AWARENESS

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### Preliminaries of the Course:

Course Code: EDUC4207

Title of the Course: Internship on hygiene, Cleanliness and awareness

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 youth in realising the goal of a clean, green, and hygiene India.
- ✓ Use the Swachh Bharat Mission to help young people grow and improve their management and leadership skills.

### Course Content

Creation and submission of the SBI proposal in the required format, as well as submission of the final report; Teamwork, Implementation of the Proposal Plan, Evidences Captured of the Activities Carried Out - Before and After Photos, Video Clippings, Youtube Videos, Questionnaires and Interviews; Presentation of the interns' work from the internship period; Obtaining feedback in any format (video/feedback form) from the village chief, sarpanch, or residents.

### Learning Outcomes

- Learners will understand the need and importance of swachhata.
- They will realize the sense of responsibility as a responsible citizen.

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

### Suggested Readings:

- ❖ Official website of Swachh Bharat Abhiyan. <https://swachhbharat.mygov.in/>



## EDUC4208: INDIVIDUALIZED EDUCATION PROGRAMME

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### Preliminaries of the Course:

Course Code: EDUC4208

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-II)

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 special reference to NCF2022 & 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 be understanding of the 21<sup>st</sup> century need of the child

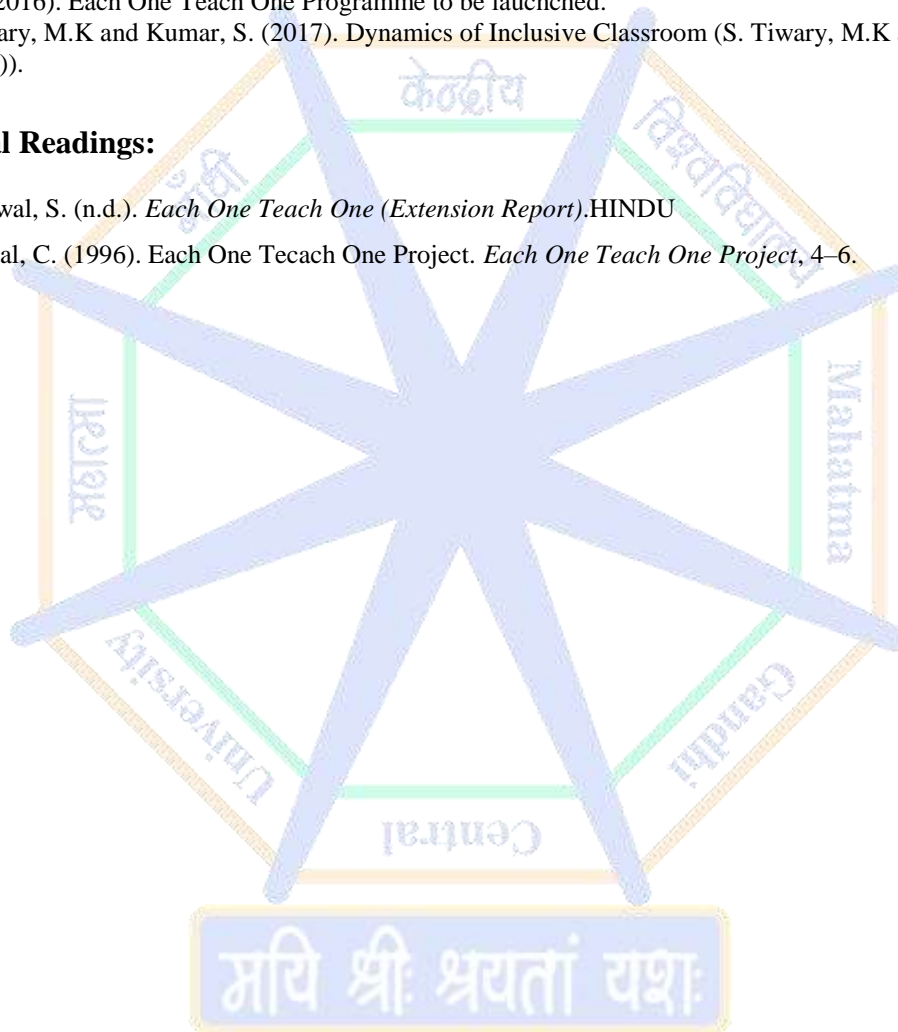
**Mode of Transaction:** Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching, Project based

**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 launched.
- ❖ 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 Teach One Project. *Each One Teach One Project*, 4–6.







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# Semester-III

## EDUC4301: TEACHER EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4301

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 III)

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 21<sup>st</sup> 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 be 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 be 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.

## **EDUC4302: Educational Management, Administration and Leadership**

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### **Preliminaries of the Course:**

Course Code: EDUC4302

Title of the Course: Educational Management, Administration and Leadership

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

Nature of the Course: Theory

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

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 understand 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*. Tandan publications books Market.
- ❖ Bhatnagar, R.P. & Agarwal, V. (2019). *Educational 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](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.



## EDUC4303: PUBLIC POLICY EDUCATION

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### **Preliminaries of the Course:**

Course Code: EDUC4303

Title of the Course: Public Policy 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-III)

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

- ✓ *Think critically about the process of policymaking.*
- ✓ *Identify and map the market interests, stakeholders, institutions, and political cultures that surround any issue, particularly in different domestic policy environments, and to understand how these interests form and operate differently in different places.*
- ✓ *Understand the basic nature of the policy process and provide an opportunity to the student to learn the basic areas of public policy formulations.*
- ✓ *Explore and recognize how policy interacts with the broader social, political, and ethical environment.*
- ✓ *Assess the factors of a political environment relevant to policy advocacy and engagement.*

### **Unit-1: Introduction to Public Policy Education**

Concept, Nature, Scope and Importance of Public Policy Education, Evolution of Public Policy Education and Policy Sciences, Significance of Public Policy Education and Public Activism, Policy as a Political Activity, Institutionalism, Public Choice, and Strategic Planning

### **Unit-2: Approaches to Public Policy Analysis**

The Process Approaches, the Heuristic Approach, Logical Positivist Approach, Phenomenological Approach & Participatory Approach and Normative Approach, Global Policy Process, LPG, Neo-Liberalism, and New World Order, Transnational Actors: Impact on Public Policy Making, Impact of Globalization, Liberalization on Policy Making, The nexus of State, Market and Public domains

### **Unit-3: Theories and Process of Public Policy Making**

Theories and Models of Policy Making, Perspectives of Policy Making Process, Institutions of Policy Making: Government, Media and Civil Societies (NGO's), Policy Cycle Framework, Policy Sectors, Networks, and Political Feasibility.

## Unit-4: Policy Implementation and Evaluation

Concept of Policy Implementation, Techniques of Policy Implementation, Concept of Policy Evaluation, Constraints of Public Policy Evaluation

### Experiential Activities:

- Policy analysis with respect to formulation on pertinent issues
- Organizing Discourses on National Policies
- Advocacy of policy among stakeholders

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- Learner will know the context, status, concept of policy making.
- Learner will understand various aspects of public policy education
- Learner will understand the policy perspectives, initiatives taken at national and international level for formulation of the policy
- Learner will establish the linkages between policies and legislative frameworks of State and its activism in policy making.
- Learner will develop critical thinking and analytical ability to evaluate the policy formulations and their vision to reality.
- Learner will understand the role of policy approaches and engagement of stakeholder in formulations
- Learner will know the policy implementation and policy evaluation process.
- Learner will reflect the various plans, policies and initiatives of the state.

**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 J.E., (2006). Public Policy-Making: An Introduction. Boston, Houghton.
- ❖ John Rawls (1971). A Theory of Justice. Harvard University Press.
- ❖ Fischer, Frank, (1995). Evaluating Public Policy Chicago: Nelson Hall.
- ❖ John, Peter (2012). Analysing Public Policy, 2nd ed..Routledge, Taylor and Francis Group, London.

### Additional Readings:

- ❖ Ashford, D. (Ed.) (1992). History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.
- ❖ Bardach, Eugene (1977). The Implementation Game: What Happens After a Bill Becomes a Law. Cambridge, MA: MIT.
- ❖ Barker, Anthony, and B. Guy Peters (Eds.) (1993). The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy. Ithaca, NY: University of Pittsburgh Press.

- ❖ Barzelay, Michael (1992). *Breaking Through Bureaucracy: A New Vision for Managing in Government*. UCP, Berkeley, CA.
- ❖ Bergerson, Peter J. (Ed.) (1991). *Teaching Public Policy: Theory, Research and Practice*. Westport, RI: Greenwood Press.
- ❖ Birkland Thomas A. (2005). *An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making*. Armonk; M.E. Sharpe.
- ❖ Brewer, Gary D., and Peter de Leon (1983). *The Foundations of Policy Analysis*. Homewood, IL.: The Dorsey Press.
- ❖ Dahl, Robert and Charles Lindblom (1976). *Politics, Economics and Welfare*. New York.
- ❖ Dror. Y. (1989). *Public Policy making Re-examined*, 2nd ed.. San Francisco, Chandler.
- ❖ Dye Thomas (2008). *Understanding Public Policy*. Singapore, Pearson Education.
- ❖ Dye Thomas R. (2004). *Understanding Public Policy*, Tenth Edition. Pearson Education, New Delhi.
- ❖ Gerston Larry N. (2004). *Public Policy Making: Process and Principles*. Armonk, M.E. Sharpe.
- ❖ Hill Michael (2005). *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.
- ❖ Howlett, Michael, and M. Ramesh (1995). *Studying Public Policy: Policy Cycles and Policy Subsystems*. OUP, Toronto.
- ❖ Jay M. Shafritz (Ed.) (1998). *International Encyclopedia of Public Policy and Administration*. Westview Press.
- ❖ Jones, C.O. (1970). *An Introduction to the Study of Public Policy*. Belmont, Prentice -Hall.
- ❖ Lasswell Harold (1971). *A Preview of Policy Sciences*, New York, Elsevier.
- ❖ Lerner, D. and H. D. Lasswell (eds.) (1951). *The Policy Sciences*. Stanford, Stanford University Press.
- ❖ Lindblom, C.E., and E.J., Woodhouse (1993). *The Policy making Process*, 3rd ed.. New Jersey., Prentice - Hall.
- ❖ McCool, Daniel C. (Ed.) (1995). *Public Policy Theories, Models, and Concepts: An Anthology*. NJ: Prentice-Hall.
- ❖ Michael Howlett and M. Ramesh (2003). *Studying Public Policy*. Ontario: Oxford University Press.
- ❖ Moran Mitchel and Robert Goodin (2006). *The Oxford Handbook of Public Policy*. Oxford University Press, New York.
- ❖ Nachmias, David (1979). *Public Policy Evaluation: Approaches and Methods*. New York: St. Martin's Press.
- ❖ Pal, Leslie A. (1992). *Public Policy Analysis: An Introduction*, 2nd ed.. Toronto: Nelson.
- ❖ Sabatier. Paul. A (1999). *Theories of Policy Process*. West view Press, Colarado, USA.
- ❖ Travers, Max (2007). *The New Bureaucracy, Quality Assurance and it Critics*. University of Bristol, Bristol.
- ❖ Xun Wu et.al (2013). *The Public Policy Primer*. Routledge, London.



## EDUC4304 INSTRUCTIONAL DESIGN

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### Preliminaries of the Course:

Course Code: EDUC4304

Title of the Course: Instructional Design

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

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-III)

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

- ✓ *Apply knowledge of the Instructional Design and Designing Instruction incorporating Best Practices for Information Processing.*
- ✓ *Adapt instruction based on basic Psychological Theories.*
- ✓ *Develop Pedagogical Designs and apply Models of Instructional Design, -will use Communication Technologies and Handheld Technologies.*
- ✓ *Develop Instructional Design unit in their Specified Subject.*
- ✓ *Develop material and upload on Handheld Technology.*

### Course Contents:

#### Unit-1: Introduction of Instructional Design

Instructional Design: Meaning, Concept, Principles & characteristics, Historical Perspective, Types of Instructional Design, System Approach to Instructional Design, Information Processing, Components of Instructional Design, Instructional Objectives and Instructional design.

#### Unit-2: Models of Instructional Design

Use of Instructional Design, Levels of Instructional Design, Difference between Theory and Model of Instructional Design: An overview of Dick and Carey Model, ASSURE Model, ADDIE Model, TPACK, Gagne's Nine Events of Instructional Design, Five Es of Constructivism, Nine Elements of Constructivist Instructional Design

#### Unit-3: Technological basis of Instructional Design

Concept of Information and Communication Technology, Technology Integration Teaching & Learning styles, Approaches of E-learning and instructional design, Pedagogical Design for e-learning, Feedback & Assessment practices in Instructional Design, Multimedia in Instructional Design, Computer Assisted Instructional Design.

#### Unit-4: Psychological Basis of Instructional Design

B.F. Skinner's Behaviourist Theory, Jean Piaget & Jerome Bruner's Cognitivist theory and Lev Vygotsky's Constructivism Theory and its application to instruction: Knowledge,



Learning, Motivation and implications on instructional Design; Types of Learners, Learning Styles, and Interactivity, Motivation, Memory and Retention: Meaning and Theories.

### **Experiential Activities:**

- Use ADDIE Model to organize and streamline for production of any course content.
- Make a Theoretical Framework with the use of Gagne's Nine Events of Instructional Design for Improvement of Students' Intellectual Skills.
- Prepare a Real-Life Problem Related Framework With the use of Five E's of Constructivist Model.
- Prepare a Checklist or Rubric for Under Graduate Students Assessment.
- Find out the Instructional Components in any Curriculum/Syllabus.

### **Learning Outcome:**

After learning this module, the learner will

- Understand the information processing skills of the students for whom the instructions are designed.
- Explain the instructional design and process.
- Explain the components of instructional design and objectives.
- Explain, analyse and applies Models of Instructional Design

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

### **Mode of Assessment:**

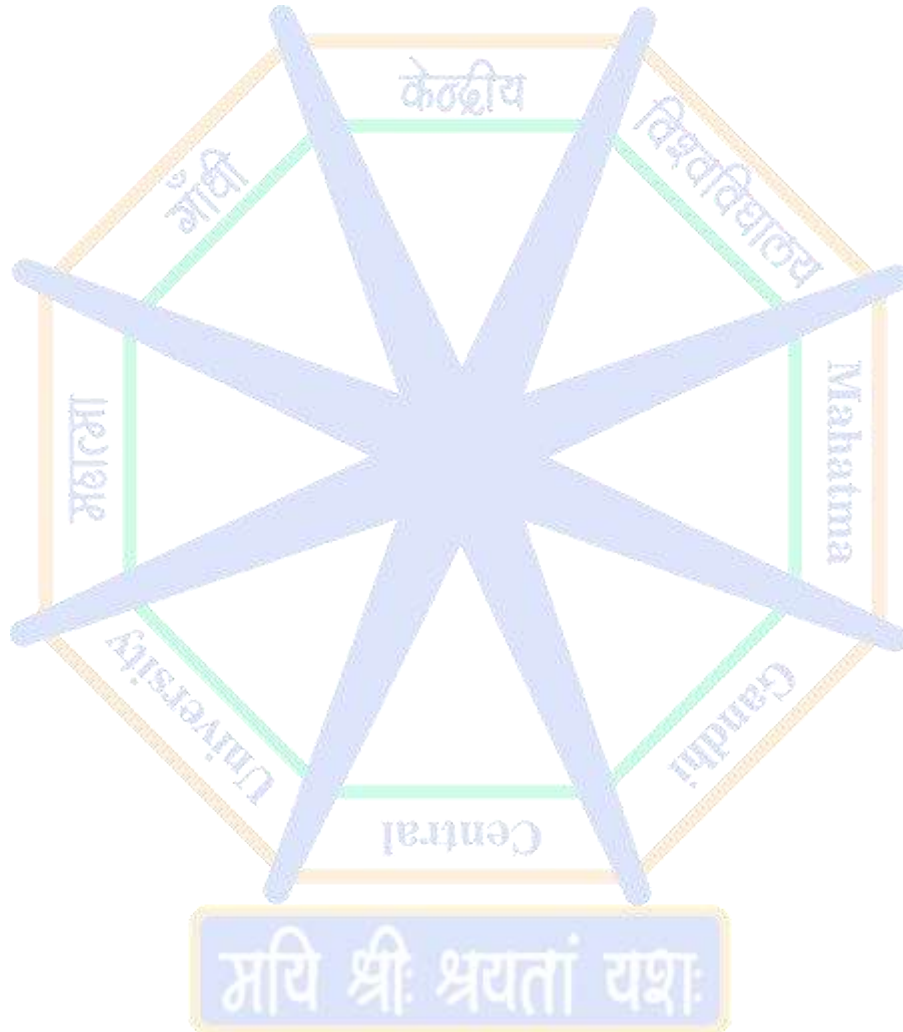
- Continuous Comprehensive Internal Assessment (CICA) (40% weightage)
- End Semester Examination (60% weightage)

### **Suggested Reading**

- ❖ Dick, W., Carey, L. and Carey, J.O. (2001). *The Systematic Design of Instruction*. (5th Edition). Addison-Wesley Educational Publishers, Inc Savery,
- ❖ John. R. (2006). Overview of Problem-based Learning: Definitions and Distinctions, *Interdisciplinary Journal of Problem-based. Learning* 1(1)
- ❖ Keller, J.M. (1983), "Motivational design of instruction," In C.M. Regolith (Ed.). *Instructional design theories and models: An overview of their current status*. Hillsdale, NJ: Erlbaum.
- ❖ Keller, J.M. (1987a, Oct.). "Strategies for stimulating the motivation to learn." *Performance and Instruction*, 26(8), 1-7. (EJ 362 632)
- ❖ Keller, J.M. (1987b). *IMMS: Instructional materials motivation survey*. Florida State University.
- ❖ Keller, J.M. & Keller, B.H. (1989). *Motivational delivery checklist*. Florida State University.
- ❖ Porter, L.W. & Lawler, E.E. (1968). *Managerial attitudes and performance*. Homewood, IL: Dorsey Press.
- ❖ Schamber, L. (1994). "Relevance and information behavior." *Annual Review of Information Science and Technology*, Medford, NJ: Learned Information, Inc. (EJ 491 620)

### Additional Readings:

- ❖ Small, R.V. (1992, Apr.). "Taking AIM: Approaches to instructional motivation." *School Library Media Activities Monthly*, 8(8), 32-34.
- ❖ Taylor, R.S. (1986). *Value-added processes in information systems*. Norwood, NJ: Ablex. (ISBN: 0-89391-273-5)
- ❖ Wlodkowski, R.J. (1981). "Making sense out of motivation: A systematic model to consolidate motivational constructs across theories," *Educational Psychologist*, 16(2), 101-110.
- ❖ Dick, W., Carey, L. and Carey, J.O. (2001). *The Systematic Design of Instruction*. (5th Edition). Addison-Wesley Educational Publishers, Inc





## EDUC4305: EDUCATIONAL THINKER

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### Preliminaries of the Course:

Course Code: EDUC4305

Title of the Course: Educational Thinker

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

Nature of the Course: Theory

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

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 of education, the personality of great educators, and innovative practices in education.*
- ✓ *Enable students to understand the Values of Indian Society, Western Society and Educational Practices for their implementation.*
- ✓ *Enable students to understand the role of Teachers, schools, and community in the preservation of Indian heritage, Western heritage and achievement of national goals.*
- ✓ *Enable students to understand the contributions of Indian and Western philosophies and their implications in education.*
- ✓ *Enable students to understand the propositions of different philosophical schools in educational practices.*
- ✓ *Enable students to understand the multicultural merger in Indian, and Western philosophy and its impact on modern educational thoughts.*

### Course Contents:

#### Unit-1: Classical Indian Educational Thinkers

Mahatma Buddha, Adi Shankaracharya, Maharishi Patanjali, Kapil, Chanakya, Swami Dayanand Saraswati, Swami Vivekananda with special reference to aims of Education, Pedagogy, and Ideals of Education along with their Educational Implications.

#### Unit-2: Modern Indian Educational Thinkers

Shri Aurobindo, Rabindranath Tagore, Madan Mohan Malviya, Mahatma Gandhi, Baba Saheb Ambedkar, Gijubhai Badhekha, J. Krishnamurti, with special reference to aims of Education, Pedagogy, and Ideals of Education along with their Educational Implications

#### Unit-3: Classical Western Educational Thinkers

Plato, Rene Descartes, John Locke, Immanuel Kant, Pestalozzi, Wollstonecraft, and Jean Jacques Rousseau with special reference to aims of Education, Pedagogy, and Ideals of Education along with their Educational Implications.

#### Unit-4: Modern Western Educational Thinkers

Karl Marx, Friedrich Nietzsche, John Dewey, Bertrand Russell, Nel Noddings, Paulo Freire, and Jean-Paul Sartre with special reference to aims of Education, Pedagogy, and Ideals of Education along with their Educational Implications.

#### Experiential Activities:

- Ask Thought Provoking Questions
- Educational Tour.
- Community connects.
- Role Play.

#### Learning Outcomes:

The Learning Outcomes of this course are as follows:

- Learners will recognize the vibrant educational thinker of Indian and Western.
- Learners will develop a philosophical outlook in their real life.
- Learners will interpret the contribution of various world schools of Philosophy in Education.
- Learners will analyse the concept and process of getting knowledge.

**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

- ❖ Ahmed, S. (2007). *World's Great Educationists*. New Delhi: Anmol Publications Pvt. Ltd.
- ❖ Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- ❖ Black, N., et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers. Broudy.
- ❖ Kumar, S. (2000). *Educational Philosophy in Modern India*. New Delhi: Anmol Publications Pvt. Ltd.
- ❖ Mohanty, J. (1982.). *Indian Education in the Emerging Society*. New Delhi: Sterling.
- ❖ Mukeraji, S.N. (1961). *History of Education in India*. Baroda: Acharya Book Depot.
- ❖ Nayak, B.K. (2013). *Text Book of Foundation of Education*. Cuttack. Odisha. Kitab Mahal
- ❖ Rena, R. (1971). *Introduction to Indian Philosophy*. New Delhi: Tata Mac. Graw Hill Row.
- ❖ Mc Dermott, J. J. (1973). *The Philosophy of John Dewey Vol. 2*. New York: Putnam Merrill.
- ❖ Mookerji, R. (1960). *Ancient Indian Education – Brahmanical and Buddhist*. Delhi: Motilal Banarsidas.
- ❖ .Purkait, B.R. (2000). *Principles and Practices of Education*. Kolkata. New Central Book Agency.
- ❖ Rusk, R. R.(1929).*Philosophical Bases of Education*, London, U.K. Oxford University of London Press Ltd.
- ❖ Saxena, N. R. S. (2012). *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.

### Additional Readings:

- ❖ Mukerjee, H.B. (1962). *Education for Fullness*. Bombay: Asia Publishing House.
- ❖ Patel, M. S. (1953). *Educational Philosophy of Mahatma Gandhi*. Ahmadabad.
- ❖ Navajeevan, Pathak, R. P. (2007). *Philosophical and Sociological Perspectives of Education*. New Delhi: Atlantic Publishers.
- ❖ Al-Attas and Naqub, S. M. (1979). *Aims and Objectives of Islamic Education*. Jeddah: King Abdul University.
- ❖ H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
- ❖ Chaube, S.P. & Chaube, A. (1994). *Foundations of Education*. New Delhi: Vikas Publications.
- ❖ Jasta, H.R. (1999). *Spiritual Values and Education*. New Delhi: Prabhat Prakashan.
- ❖ Khan, M.S. (1986). *Islamic Education*. New Delhi: Anish Publishing House.
- ❖ Rande, E. (1963). *Vivekananda's rousing call to the nation*. Calcutta: Swastik Prakasham.
- ❖ Sharma, P. (2006). *Philosophy of Education*. New Delhi: APH Publishing Corporation.
- ❖ Sharma, S.R. (1997). *Philosophy of Education in India*. New Delhi: Mohit Publications.
- ❖ Ziauddin Alavi, S.M. (1995). *Muslim Educational Thought in the Middle Ages*. New Delhi: Atlantic Publishers.
- ❖ Mohan, J. (1994). *Indian Education in the Emerging Society*. New Delhi: Sterling Publishers Pvt. Ltd.
- ❖ Altekar, A. S. (1992). *Education in Ancient India*. Varanasi: Manohar Prakashan.
- ❖ Mookerji, R.K. (1947). *Ancient Indian Education (Brahmanical and Buddhist)*. Landon: Mac Milan and Co. Ltd.
- ❖ Agnihotri, R. (1994). *Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan*, Jaipur: Rajasthan Hindi Granth Academy.
- ❖ Gore. M. S. (1982). *Education and Modernization in India*. Jaipur: Rawat Publications
- ❖ Kabir, H. (1982). *Education in New India*. London: George Allen an Unwin
- ❖ Naik, J. P., Nurullah, S. (1974). *A students' History of Education in India (1800-1973)*, New Delhi: Orient Longman Ltd.
- ❖ Ghosh, S.C. (1995). *The History of Education in Modern India (1757- 1986)*. New Delhi: Orient Longman Ltd.
- ❖ Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974). *Source Book on Environmental Education for elementary Teacher Educators*. New Delhi: NIEPA.

मरि श्रीः श्रयतां यशः

## EDUC4306: YOGA & HEALTH EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4306

Title of the Course: Yoga & Health Education

Type of the Course: Open Elective Course (OEC)

Nature of the Course: Theory

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

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

- ✓ *Acquire knowledge about yoga and health education.*
- ✓ *Describe the historical development of yoga in India.*
- ✓ *Know the major schools of yoga and explain various kinds of asanas and its benefits.*
- ✓ *Develop the skills in organizing the health education programmes in schools.*
- ✓ *Differentiate between physical exercise and yoga and acquire knowledge about physical fitness and its importance.*
- ✓ *Understand about concept of food and nutrition.*
- ✓ *Acquire knowledge about common communicable and non -communicable diseases and its preventive measures and understand the diet modification in the treatment of under-weight and obesity.*

### Course Content:

#### Unit-1: Understanding of Yoga Education

Meaning and Definition of Yoga & Personality, Objectives of Yoga & Personality Development, Effectiveness of Yoga; Types of Yoga, Historical development of yoga in India; Aim, scope and Components of yoga education; School of yoga and eight limbs of yoga.

#### Unit-2: Yoga Asanas and physical exercise

Methods and Benefits of selected Asanas and Pranayama; Physical Exercises, Types: Aerobic, Anaerobic; Effects of Physical Exercises on various systems - Circulatory, Muscular, Digestive and Respiratory systems; Difference between Physical Exercises and Yoga - Fitness components and its importance - Effect of Physical Exercises on human body systems.



### Unit-3: Concept of Health Education

Meaning, Definition, Aims, Objectives and Importance of Health Education; Personal Hygiene and mental health-meaning definition and importance; Health Education in Schools -Health Instruction, Health Services; Safety Education: Importance with reference to Schools, Play fields, Road, School and Home.

### Unit-4: Food and Nutrition:

Meaning of Food, Classification, Constituents of Food, Vitamins and Deficiency Diseases; Meaning and types of Nutrition, Malnutrition - Causes and remedies; Communicable and non-communicable diseases-types and preventive measures; Balanced Diet and Diet for Obesity and Underweight.

#### Experiential Activities:

- Preparation and presentation of detailed report on some selected asanas and their benefits.
- Conduct a Survey in nearby community to check mental health of the people living there.
- Visit to any nearby school to observe and analyse health services and prepare a report of it.

#### Learning Outcomes:

- Learners will develop the understanding of yoga, physical exercises and health education.
- They will know the different type of diseases and concept of food and nutrition.
- They will lead a healthy a prosperous 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)

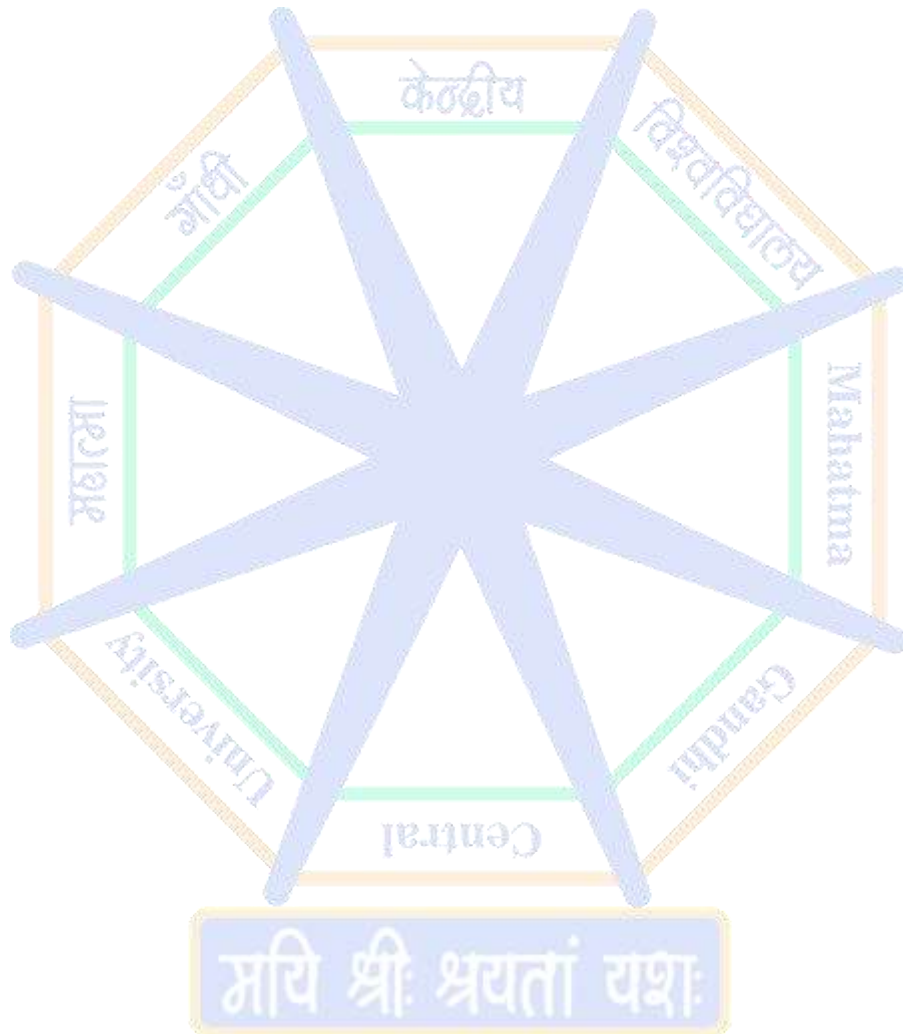
#### Suggested readings:

- ❖ Kumar, A. (2015). *Yoga: A way of life*. Khel Sahitya Kendra.
- ❖ Bucher C. A.( 1979). *Foundations of Physical Education*. C.V. Mosby St. Louis.
- ❖ Dash, B.N. (2004). *Trends and issues in Indian education*. Dominant Publishers.
- ❖ Dash. B.N. (2007). *Health and Physical Education*. New Delhi, Neelkamal publications
- ❖ Bud, G. (1992). *Physical fitness a way of life*. Macmillan publishing company.
- ❖ Goel S. L. (2008). *School health education*. Deep & Deep Publications.
- ❖ Govindan. M., (2009).*B.Ed study material*, DDE, Annamalai University. Course-11: Yoga, Health and Physical Education, TNTEU 128
- ❖ Hariharan .S&Tirunarayanan .C. (1969). “*Essentials of Physical Education*”, kalyani publishers, New Delhi, 2003.
- ❖ Chandra,H. & Krishnan, P. (2005). “*Health Education and Physical Education*. Surject Publications.
- ❖ Khurana, S. Suresh, P and Kalsi. R. (1962). *Health Education and community Pharamacy*. Research in Education, Inc.

#### Additional Readings:

- ❖ Nanda V.K. (1997 ). *Health Education*. Anmol Publications Pvt Lts.
- ❖ Parl. K.(2003).*Text book of Preventure and Social Medicine*. Banarsi dasBhanot Publishers.
- ❖ Chandra,S. & Krishnan, P. (2005). *Health Education and Physical Education*. Surject Publications.

- ❖ Show, D. & Kaushick S.(2007) . *Lesson planning-Teaching Methods and class Management in Physical Education*. Khal Sahitya Kendra.
- ❖ Singh, A.&Aruna G. (2007). *Yoga education: Philosophy and practice*.Deep & Deep Publications.
- ❖ Singh, A.(2003). *Essentials of Physical Education*. kalyani publishers.
- ❖ Thomas.J.P. (1972). *Organization of Physical Education*. Gnanodaya Press.





## EDUC4307: INDIAN KNOWLEDGE SYSTEM

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### Preliminaries of the Course:

Course Code: EDUC4307

Title of the Course: Indian Knowledge System

Type of the Course: Open Elective Course (OEC)

Nature of the Course: Theory

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

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

- ✓ *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: Indian Knowledge System: An Introduction

Importance of Ancient Knowledge; Defining Indian Knowledge System; Nuances of an Oral Tradition, Typical Presentation Style - Sutras, Encryptions; Organisation of the Book. Introduction to Vedas; Indian Philosophical Systems - Development and Unique Features; Vedic Schools of Philosophy; Jaina School of Philosophy, Baudha School of Philosophy, Carvāka School, Wisdom through the Ages: Puranas- Ramayana, Mahabharata, Niti-Sastras -

#### Unit-2: Foundational Concepts of Indian Knowledge System

Components of a Language, Number System in India-Historical Evidence; The Concept of Zero and its Importance, Large Numbers and Their Representation, Place Value of Numerals, Decimal System; Measurements for Time, Distance, and Weight; Pingala and the Binary System. The Knowledge Triangle;the Means of Valid Knowledge; Samsaya-Ambiguities in Existing Knowledge; Framework for Establishing Valid Knowledge: Deductive/Inductive Logic Framework, Potential Fallacies in the Reasoning Process, Established Tenets in a Field of Study, Technological Concept of IKS, Technological Revolution from Ancient Vedic Period to Modern Era.

### **Unit-3: STEAM in Indian Knowledge System**

Unique Aspects of Indian Mathematics; Great Mathematicians and their Contributions; Unique Aspects of Indian Astronomy; Historical Development of Astronomy in India; The Indian S & T Heritage; Mining and Ore Extraction; Metals and Metalworking Technology: Gold Extraction Process, Copper Mining and Extraction Process, Lead and Silver; Iron and Steel in India: Iron and Steel in India, Indian Architecture - A Historical Perspective; Vāstu-sāstra - The Science of Architecture: Literary Sources; Vāstu-purusa-mandala; Eight Limbs of Vastu.

### **Unit-4: Humanities and Social Sciences in IKS**

Health, Wellness and Psychology, Ayurveda, Definition of Health; Tri-dosas-Relationship to Health; Disease Management: Diagnostic Techniques, Sleep and Food -Importance to Health, Drugs and Physical Therapy; Yoga Way of Life - Relevance to Health and Wellness; Indian Approach to Psychology; The Tri-guna System; The Body-Mind-Intellect-Consciousness Complex, Arthasāstra-Governance and Administration; Introduction of Indian Medical System: Ayurveda, Siddha, Unani, Homeopathy, Yoga and naturopathy; Medical education in Ancient India; The Contribution of Ancient Medicine to Modern Medicine; Prominent Ancient Doctors and Healers and their Contributions

#### **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 understands 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)

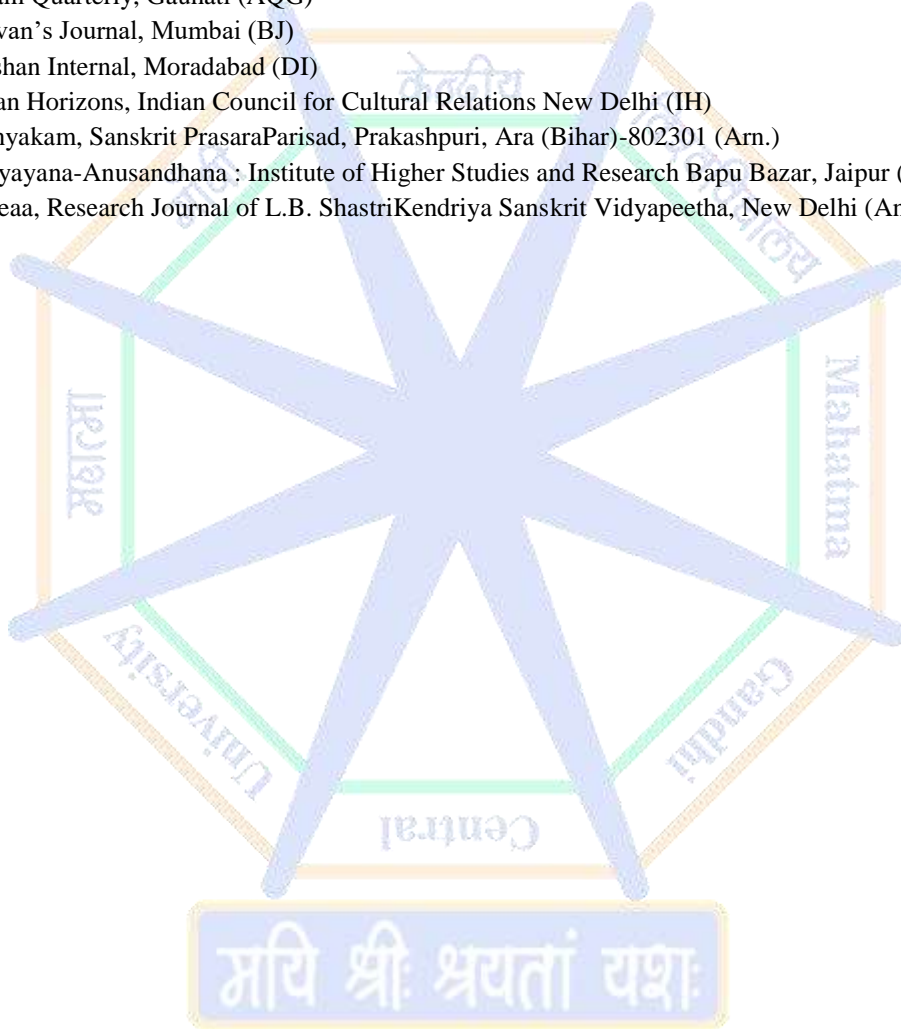
## Suggested Readings:

- ❖ Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan
- ❖ History 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, religion 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'autelvédiq: 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's Bījagaṇita and its English Translation
- ❖ Iyer, N.C. The BṛhatSaṁhitā of Varāhamihira
- ❖ Bhat, M. R. Varāhamihira's BṛhatSaṁhitā 2 vols
- ❖ Rangacharya, M. Gaṇita-sāra-sangraha of Mahāvīracārya
- ❖ 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 Āśānya
- ❖ 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 Brahmeḡupta and Bhāscara
- ❖ Datta, B. Ancient Hindu Geometry: The Science of the Āśulba
- ❖ Divakaran, P. P. The Mathematics of India: Concepts, Methods, Connections
- ❖ Heroor, V. D. The History of Mathematics and Mathematicians of India
- ❖ Heroor, V. D. Gaṇita Bhāṣā: 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 Astronomy
- ❖ Rao, S. B. Indian Astronomy: An Introduction
- ❖ Rao, S. B. Ancient Indian Astronomy: Planetary Positions and Eclipses
- ❖ Rao, S. B. Bhāskara I and His Astronomy
- ❖ Rao, S. B. Āryabhata 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
- ❖ Devasthali, G. V. Mimamsā: The Ancient Indian Science of Sentence Interpretation
- ❖ Bist, B. S. BrihadVimānasastra - 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 Weather-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](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](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 Orientalis, Michigan Publications on East Asia, 104 Lane Hall. The University of Michigan, Ann Arbor, 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.)





## EDUC4308: GANDHIAN PHILOSOPHY OF EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4308

Title of the Course: Gandhian Philosophy of Education

Type of the Course: Open Elective Course (OEC)

Nature of the Course: Theory

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

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, particularly the younger generation, to the thoughts and ideas of Gandhi and its place in the contemporary world.
- ✓ Enable students to understand the, understand the concept and process of Vocational education.
- ✓ Enable students to understand the, understand the concept of Gandhi's view on Rights and Duties.
- ✓ Enable students to understand the, understand the Gandhian perspective of health and hygiene.

### Course Contents:

#### Unit-1: Understanding of Gandhian Philosophy

Philosophy of Gandhi in education with respect of child development; Meaning, Concept, Nature, Scope and Need, Process, Importance and Principles of experiential learning of Gandhi; Basic Education of Gandhi's- in Vocational Skills and Learning, Community development programme of Gandhi; Gandhi's perspective on Man, Women, Society and Marriage.

#### Unit-2: Understanding of Gandhian Educational Practices

Meaning and Concept of mental health, Criteria of good mental health, promoting positive Mental health at school Gandhian perspective of Health and Hygiene related to Sanitation. Gandhi's view on Rights and Duties. Gandhian perspective model on Village Panchayat.

### Experiential Activities:

- To visit at Gandhi Museum and Chandrahiya Tour.
- To create poster for awareness in a School / Institution.
- Enabling students with Planting, Crafting, and Drawing.

- Presentation on Gandhian approaches for Human Well beings.

### Learning Outcomes:

The learning Outcomes of this course are as follows:

- Learner will develop the Gandhian thought and his values towards humanity.
- Learner will develop the mind, think creatively, independently and critically.
- Learner will develop the participate as a civically engaged member of society and provide community service.
- Learner will develop the knowledge and skills to avoid crisis situations and solving problems when occur.

**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:

- ❖ Bhattacharyya, Buddhadeva (1969). *Evolution of the political philosophy of Gandhi.:* Calcutta Book House.
- ❖ Brown, Judith, M. (1972). *Gandhi's rise to power: Indian politics 1915-1922.*Cambridge University Press, 1972.
- ❖ Brown, Judith, M. (1977). *Gandhi and civil disobedience the Mahatma in Indian politics, 1928-1934.* Cambridge University Press.
- ❖ Prasad, R. (1949). *Satyagraha in Champaran,* Navajivan Publishing House.
- ❖ Prasad, R. (2017). *Champaran me Mahatma Gandhi,* Sarv Seva Sangh Publication.

### Additional Readings:

- ❖ Bondurant, Joan V. (1959). Conquest of violence. *The Gandhian philosophy of conflict.* Oxford University Press.
- ❖ Gandhi, M.K. (1999). *Hind swaraj.* Navajivan Publishing House.
- ❖ Gandhi, M.K. (2001). *An autobiography or the story of my experiments with truth.* Navajivan Publishing House.
- ❖ Huxley, Aldous (1937). *Ends and Means.*Harper.
- ❖ Kumar, Ravinder (2003) (Ed.). *Essays on Gandhian politics: The Rowlett Satyagraha of 1919.* Oxford: Clarendon Press.
- ❖ Nanda, B.R. (1998). *Making of a nation: India's road to Independence.* Harper Collins.
- ❖ Pushyamitra. (2019). *Jab Neel ka Dag Mita:* Champaran, Rajkama
- ❖ Unnithan, T.K.N. (1979). *Gandhi and Social change.* Rawat.
- ❖ Verma, V. P. (1980-81, 4th Revised and Enlarged Edition). *Political philosophy of Mahatma Gandhi and sarvodaya.* Laxmi Narayan Aggarwal.

## EDUC4309: GLOBAL CITIZENSHIP EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4309

Title of the Course: Global Citizenship Education

Type of the Course: Open Elective Course (OEC)

Nature of the Course: Theory

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

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

- ✓ *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

#### Unit-2: GCED in the context of Indian ethos

Pedagogical Principles of GCED, Significance of 21<sup>st</sup> century skills in Creating Global Citizens, Experiential learning through Community Engagement, Teaching learning practices for developing globally competent learners, Universal human values

#### Unit-3: Holistic perspectives of GCED

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

#### **Unit-4: GCED and the way forward**

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.

#### **Learning 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 contexts.
- 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 Educación Comparada*, 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 impact assessment 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*. *Journal of 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.



## EDUC4321: DISSERTATION-1

(REVIEW, FORMULATION OF RESEARCH PROPOSAL, TOOLS CONSTRUCTION & DATA COLLECTION)

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### 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-III)

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 and Framing the Research Problem with Steps.

#### 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: Taylor & 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.

महि श्रीः श्रयतां यशः

## EDUC4310: RESEARCH ETHICS IN EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4310

Title of the Course: Research Ethics in 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-III)

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 need and importance of ethics in research and publication.*
- ✓ *Enable students to understand about the different aspects of Publication Misconduct.*
- ✓ *Enable students to understand about the open access publications, OER & open license and Plagiarism.*
- ✓ *Enable students to understand about the citation databases.*

### Course Content

#### Unit-1: Conceptual Understanding of Ethics in Research and Publication

Concept of Ethics, Need and importance of ethics in research and publication, Violation of ethics in research and publication; Publication Misconduct: Concept, types, problems and identification of publication misconduct

#### Unit-2: Open Access Publication, Plagiarism and Databases

Open access publications and initiatives; Concept of OER and open license; Plagiarism: Concept, types, consequences of plagiarism; plagiarism detection & avoiding; Use of plagiarism software like, Urkund; Citation databases: Web of Science, Scopus, Google Scholar, and Research Gate.

### Experiential Activities:

- Write a respective assignment and check the plagiarism of that document.

### Learning outcomes:

The learning outcomes of this course are as follows

- Learners will develop the understanding about the ethics in research and publication.
- Learners will develop the understanding about the different aspects of Publication Misconduct.

- Learners will develop the understanding about the open access publications, OER& open license and Plagiarism.
- Learners will develop the understanding about the citation databases.

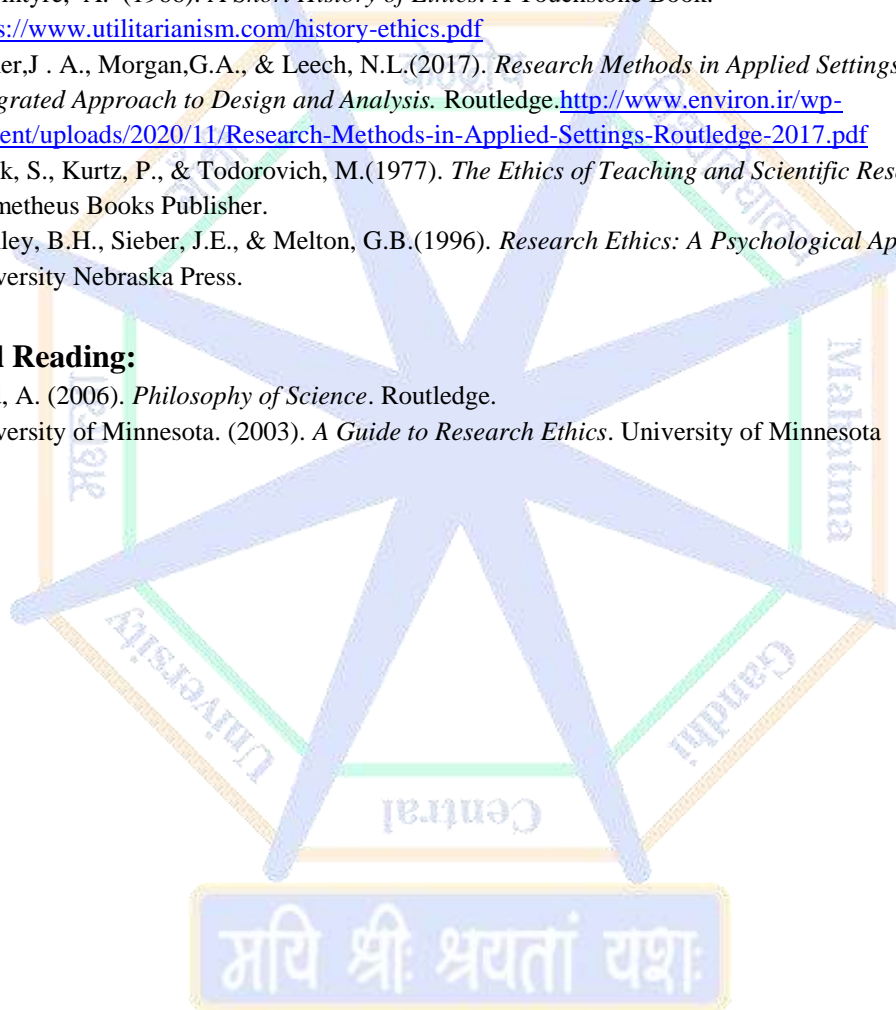
**Mode of Transaction:** Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching, Project based

**Suggested Readings:**

- ❖ Bos, J.(2020).*Research Ethics for Students in the Social Sciences*. Springer.
- ❖ Letkowitz,J. (2023). *Values and Ethics of Industrial-organizational psychology (Applied Psychology Series)*. Taylor & Francis Ltd.
- ❖ MacIntyre, A. (1966). *A Short History of Ethics*. A Touchstone Book.  
<https://www.utilitarianism.com/history-ethics.pdf>
- ❖ Gliner,J . A., Morgan,G.A., & Leech, N.L.(2017). *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*. Routledge.<http://www.viron.ir/wp-content/uploads/2020/11/Research-Methods-in-Applied-Settings-Routledge-2017.pdf>
- ❖ Hook, S., Kurtz, P., & Todorovich, M.(1977). *The Ethics of Teaching and Scientific Research*. Prometheus Books Publisher.
- ❖ Stanley, B.H., Sieber, J.E., & Melton, G.B.(1996). *Research Ethics: A Psychological Approach*. University Nebraska Press.

**Additional Reading:**

- ❖ Bird, A. (2006). *Philosophy of Science*. Routledge.
- ❖ University of Minnesota. (2003). *A Guide to Research Ethics*. University of Minnesota





## EDUC4311: LIFE SKILLS (GLOBAL SKILLS)

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### Preliminaries of the Course:

Course Code: EDUC4311

Title of the Course: Life Skills (Global Skills)

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-III)

No of Credits: 02

Maximum Marks: Only satisfactory completion and no grading

### Course Objective:

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

- ✓ Enable students to understand the human values and importance of life skills.
- ✓ Enable students to understand the potential as human being.
- ✓ Enable students to cope with emotions in his/her real life.
- ✓ Enable students to believe in sharing, caring, and peaceful living.

### Course Contents:

#### Unit-1: Overview of Life Skills & Personal and Academic Skills

Meaning and Significance of Life Skills, Personal Development, Interpersonal Skills, Intrapersonal Skills, Emotional Intelligence Skills, Physical, Mental and Spiritual Fitness, Setting and Achieving Goals, Resume Writing, Interview and Group Discussion, Presentation Skills. Leadership Skills.

#### Unit-2: Universal Human Values and Flourishing

21<sup>st</sup> century life skills, Universal Human Values of Truth, Love, Care and Compassion, Love & Care pedagogy for human flourishing, Life skills identified by WHO, Sustainable living & global well-being, Value and Cherishing of Life.

### Experiential Activities:

- Joyful activities
- Role Play
- Field Visit
- Invited motivational talks
- Modelling
- Dialogue/Lecture Method
- Brainstorming

### Learning Outcome:

The Learning Outcomes of this course are as follows:

- Learner will mould positive mindset in the students.

- Learner will respect and accept oneself and others.
- Learner will be an achiever irrespective of various barriers.
- Learner will mould responsible citizens.
- Learner will value and cherish one's life.

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

**Suggested Reading:**

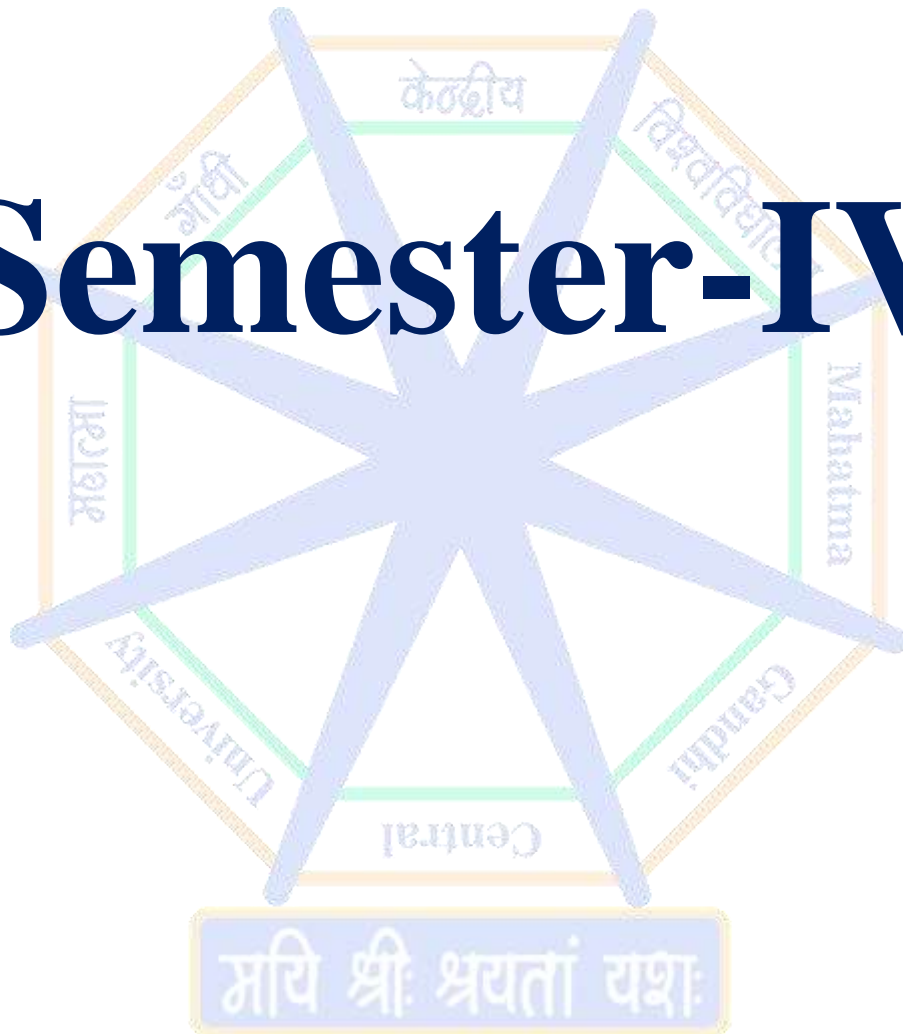
- ❖ Government of India (2020). *National education Policy*.
- ❖ UGC. (2019). *Curriculum for Life Skills (Jiwan Kaushal)*.
- ❖ Barun K. Mitra, (2017). "Personality Development & Soft Skills", Oxford Publishers, Third impression,
- ❖ ICT Academy of Kerala, (2016). "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd.
- ❖ Daniel Goleman, (2006). "Emotional Intelligence" Bantam Dell publisher, New York.
- ❖ Caruso, D. R. and Salovey P, (2004). "The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership",
- ❖ Shiv Khera, (2003). *You Can Win*, Macmillan Books, New York
- ❖ Noddings, N. (2003). "Happiness and Education", Cambridge University Press, New York.
- ❖ Delor's report (1996) – *Learning: The Treasure within*, UNESCO.

**Additional Reading:**

- ❖ Larry James, (2016). "The First Book of Life Skills"; First Edition, Embassy Books.
- ❖ Remesh S., Vishnu R.G., (2016). "Life Skills for Engineers", Ridhima Publications, First Edition,
- ❖ John Wiley & Sons, Kalyana, (2015). "Soft Skill for Managers"; First Edition; Wiley Publishing Ltd.
- ❖ *The Ace of Soft Skills: (2013). Attitude, Communication and Etiquette for Success*, Pearson Education; 1 edition.
- ❖ Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- ❖ Noddings, N. (1995). *Teaching themes of care. The Phi Delta Kappan*, (675-679).



# Semester-IV



## EDUC4401: CURRICULUM, PEDAGOGY AND ASSESSMENT

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### Preliminaries of the Course:

Course Code: EDUC4401

Title of the Course: Curriculum, Pedagogy and Assessment

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

Nature of the Course: Theory

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

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.*

### 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:

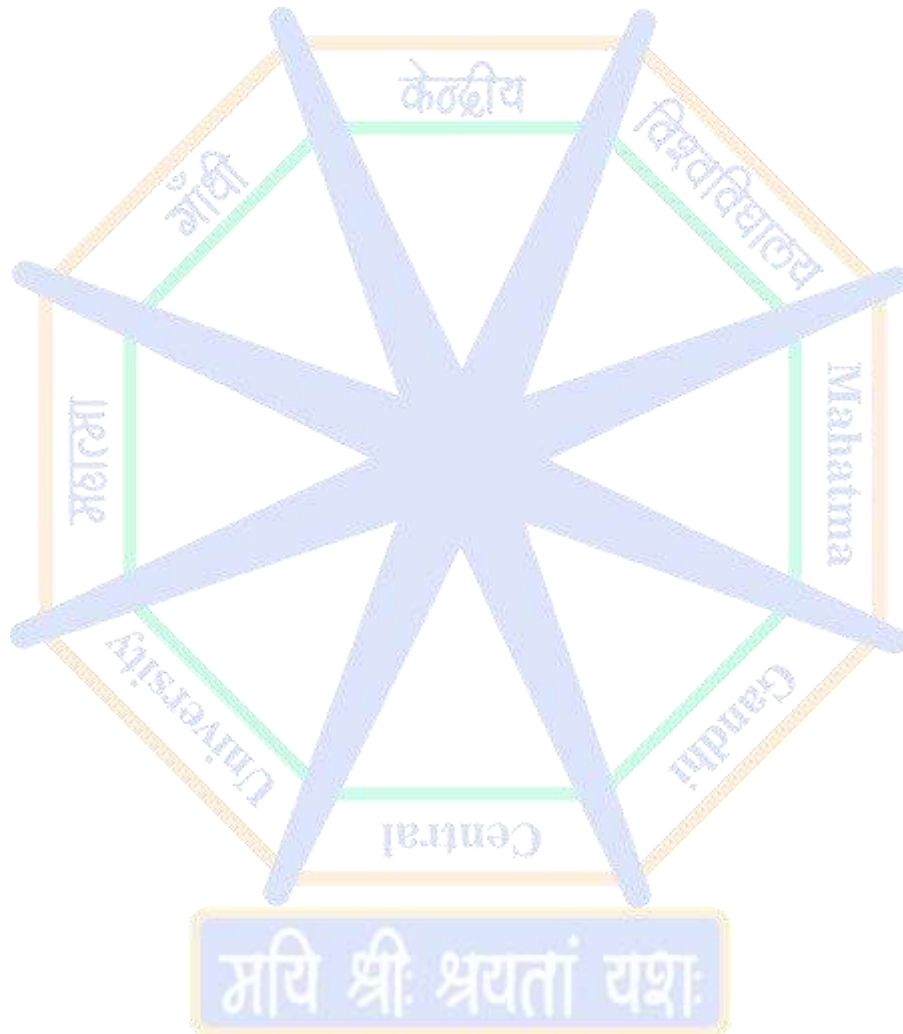
- ❖ Bhatia, K.S.Jindal, S. (2016). *A Textbook of Curriculum, Pedagogy and Evaluation*. Paragon International Publishers.
- ❖ Baumgartner, L., & Merriam, S. B. (1999). *Adult learning and development: Multicultural stories*. Malabar, FL: Krieger.
- ❖ Cohen, J. R., Swerdlik, M.E. (2018). *Psychological 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, Ralph W. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- ❖ Tyler, Ralph 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-Centered teaching: Five key changes to practice. San Francisco: Jossey-Bass.
- ❖ Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.



## EDUC4402: EDUCATION TECHNOLOGY

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### 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-IV)

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 flyer, brochure, info graphics, invitations by using e-sofwares.

#### 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.



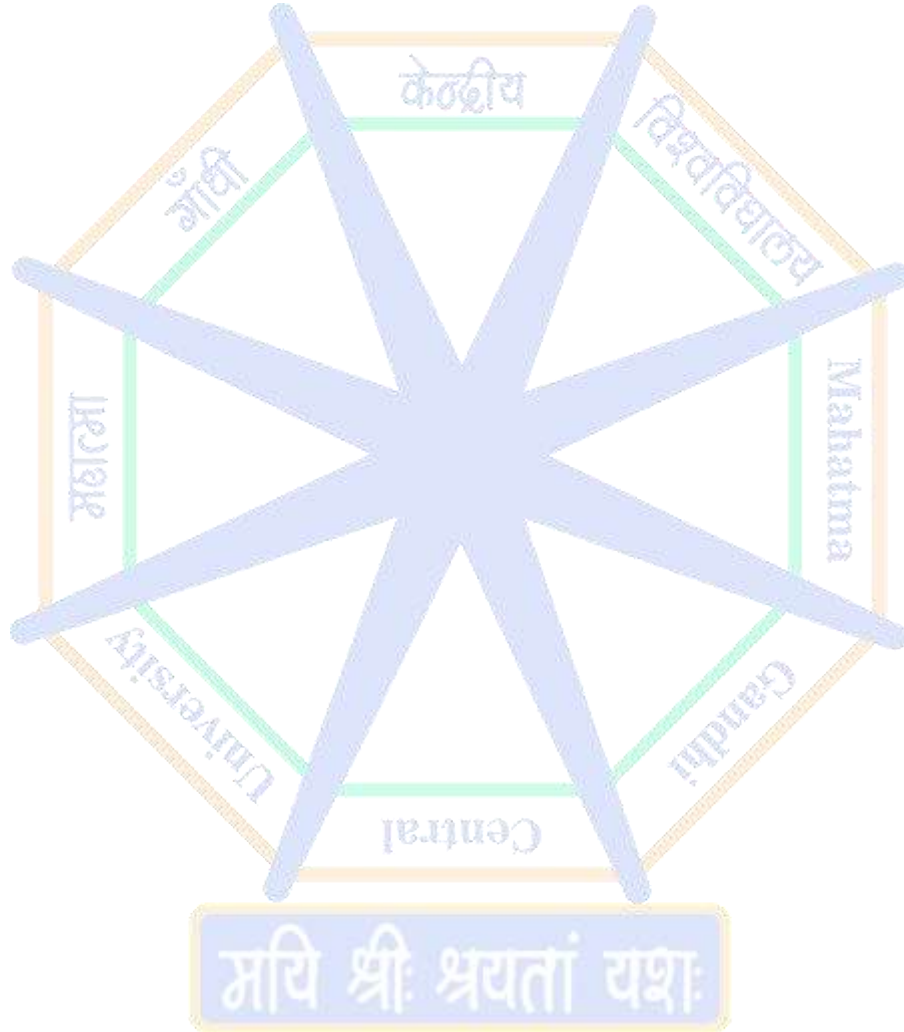
- ❖ Ellington, H., Percival, F. & Race, P. (2005). *Handbook of Educational Technology*, Kogan Page Ltd.
- ❖ Gagne, R.M. (1968): "Educational Technology as Technique" ET.
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- ❖ Harasim, L. (2012). *Learning theory and online technologies*. Routledge 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*. CambridgeUniversity 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 Societyfor 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: OPEN & DISTANCE EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4403

Title of the Course: Open & Distance Education

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

Nature of the Course: Theory

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

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 concept of open and distance education.*
- ✓ *Enable students to understand regulatory bodies at different level of education.*
- ✓ *Enable students to understand the curriculum related different aspects of open and distance education.*
- ✓ *Enable students to understand Self-learning materials and Academic counseling.*
- ✓ *Enable students to understand the technology related different invention in ODL.*
- ✓ *Enable students to understand the evaluation process in ODL.*
- ✓ *Enable students to understand mechanisms for maintenance the quality and Standard of Distance Education.*
- ✓ *Enable students to understand the real life experience through different programmes of ODL.*

### Course Contents

#### Unit-1: Overview of Open and Distance Learning (ODL)

Concept, Nature, Scope, and Significance of ODL; Growth of ODL in India at School Level and Higher Education Level; Types of ODL Institutions and their regulatory bodies at different level of education; Different models of ODL

#### Unit-2: Curriculum Perspectives in ODL

Basics of Curriculum for ODL: Philosophical, Sociological, Psychological and Economical foundations of curriculum for ODL; Curriculum Planning and Transaction for ODL; Educational Technology in ODL: Electronic media and Mass Media, ICT in ODL with applications; MOOCs in ODL

#### Unit-3: Self-Learning Materials (SLM), Academic Counselling and Learner Support Services

Concept, Characteristics, Need and Types of SLM; Development Process of SLM and Dimension of Quality SLM; Concept, Need, Importance and Process of Academic

Counselling; Criteria, Qualities and Skills of an academic counselor; Need and Importance of Learners Support Services in ODL.

#### **Unit-4: Evaluation and Quality Maintenance in Distance Education (DE)**

Concept, Need, Process and Types of Evaluation in ODL; Difference between evaluation in Traditional Education and ODL; Quality Assurance and Mechanism for Maintenance of Standards in Distance Education

#### **Experiential Activities:**

Any one of the following

- Visit to any Open and Distance Learning Centre and prepare report it.
- Interact with students and teachers of Open and Distance Learning and prepare a report about the facing problems and issues of them.
- Prepare a report about the ODL at Higher Education Level in India.

#### **Learning outcomes:**

The learning outcomes of this course are as follows

- Learners will develop the understanding of open and distance education.
- Learners will develop the understanding about the regulatory bodies at different level of education.
- Learners will develop the understanding about the curriculum related different aspects of open and distance education.
- Learners will develop the understanding about Self-learning materials and Academic counseling.
- Learners will develop the understanding about the technology related different invention in ODL.
- Learners will develop the understanding about the evaluation process in ODL.
- Learners will develop the understanding about the mechanisms for maintenance the quality and Standard of Distance Education.
- Learners will develop the understanding about the real life experience through different programmes of ODL.

**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)

#### **Suggestive Readings:**

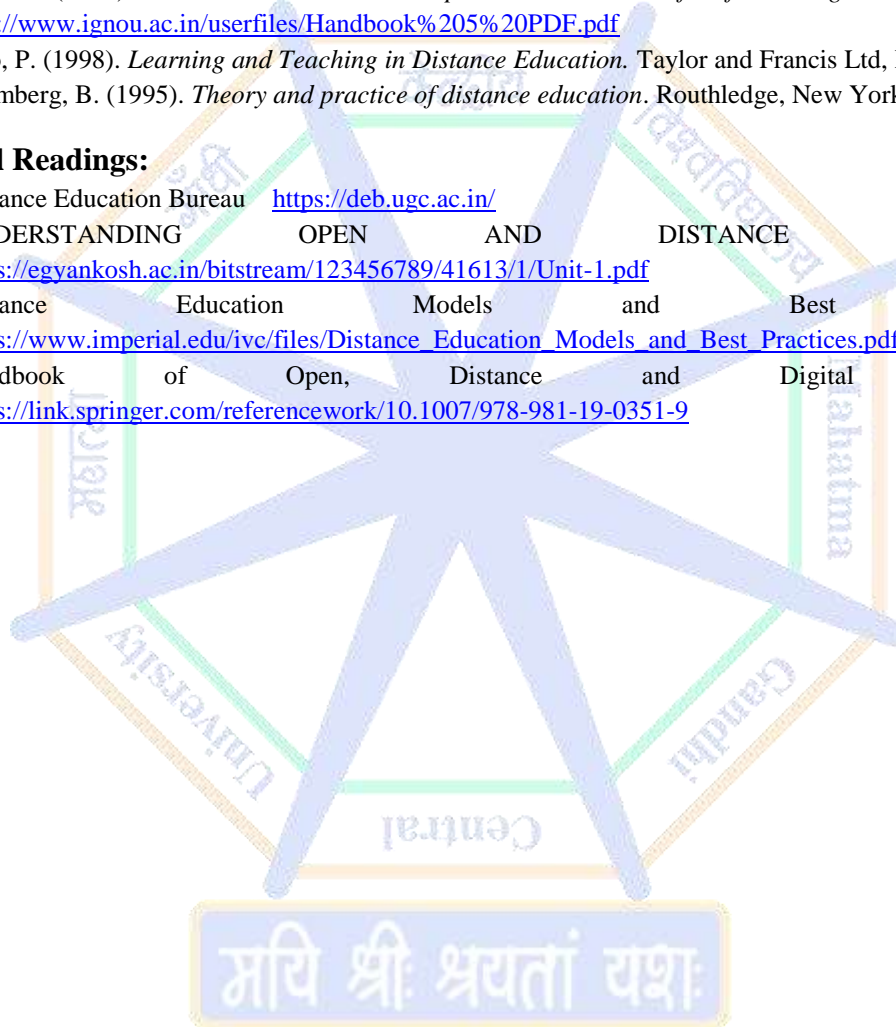
- ❖ Rao, V. K. (2012). *Distance Education*. APH Publication.
- ❖ Rao, V. K. (2002). *Encyclopaedia of Educational Development: Distance Education*. APH Publication.
- ❖ Verma, R. (2005). *Distance Education - In Technological Age*. Anmol Publications (Pvt) Ltd.
- ❖ Verma, R. (2007). *Education-Open and Distance Education - In Global Society*. Anmol Publications.
- ❖ Study Materials of Open and Distance Education. (2022). Uttarakhand Open University. <https://www.uou.ac.in/sites/default/files/slm/MAED-604.pdf>
- ❖ Moore, M. G. & Anderson, W.G. (2003) *Handbook of Distance Education*. Lawrence Erlbaum Associates Publishers, London. <https://www.geocities.ws/mrteddy/bl4.pdf>



- ❖ UNESCO. (2002). *Open and Distance Learning: Trends, Policy and Strategy Considerations*. UNESCO. <https://www.saide.org.za/resources/Library/Moore%20-%20UNESCO%20ODL%20trends%20policy%20and%20strategy%20.pdf>
- ❖ IGNOU. (2002). *Stride Handbook-1: Open and Distance Learning*. IGNOU. <http://www.ignou.ac.in/userfiles/Handbook%201%20PDF.pdf>
- ❖ IGNOU. (2002). *Stride Handbook-3: Academic Counselling in Open and Distance Learning*. IGNOU. <http://www.ignou.ac.in/userfiles/Handbook%203%20PDF%20compressed.pdf>
- ❖ IGNOU. (2002). *Stride Handbook-4: Assessment and Evaluation in Distance Learning*. IGNOU. <http://www.ignou.ac.in/userfiles/Handbook%204%20PDF.pdf>
- ❖ IGNOU. (2002). *Stride Handbook-9: Support Services in Distance Education*. IGNOU. <http://www.ignou.ac.in/userfiles/Handbook%209%20PDF.pdf>
- ❖ IGNOU. (2004). *Stride Handbook -5: Development and Revision of Self-Learning Materials*. IGNOU. <http://www.ignou.ac.in/userfiles/Handbook%205%20PDF.pdf>
- ❖ Otto, P. (1998). *Learning and Teaching in Distance Education*. Taylor and Francis Ltd, New Delhi.
- ❖ Holmberg, B. (1995). *Theory and practice of distance education*. Routhledge, New York.

### Additional Readings:

- ❖ Distance Education Bureau <https://deb.ugc.ac.in/>
- ❖ UNDERSTANDING OPEN AND DISTANCE EDUCATION <https://egyankosh.ac.in/bitstream/123456789/41613/1/Unit-1.pdf>
- ❖ Distance Education Models and Best Practices [https://www.imperial.edu/ivc/files/Distance\\_Education\\_Models\\_and\\_Best\\_Practices.pdf](https://www.imperial.edu/ivc/files/Distance_Education_Models_and_Best_Practices.pdf)
- ❖ Handbook of Open, Distance and Digital Education <https://link.springer.com/referencework/10.1007/978-981-19-0351-9>





## **EDUC4404: TECHNICAL VOCATIONAL EDUCATION AND TRAINING**

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### **Preliminaries of the Course:**

Course Code: EDUC4404

Title of the Course: Technical Vocational Education and Training

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

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-IV)

No of Credits: 4

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

- ✓ *Understand the concept of Technical and Vocational Education and Training.*
- ✓ *Be well-versed with the skillsets required in 21<sup>st</sup> century workforce.*
- ✓ *Familiarize with the concept of Entrepreneurship and Entrepreneur.*
- ✓ *Acquaint with the understanding of Entrepreneurship as a career option.*
- ✓ *Mitigate and understand the national skills qualification framework.*

### **Course Contents:**

#### **Unit-1: Understanding TVET from Indian Perspective**

Meaning and Concept of Technical and Vocational Education and Training, Digitalization of Vocational Education; Initiatives taken by NCERT in the area of TVET in School Education, Initiatives in Higher Education; Concept of the 64 Kalas and the Indian perspective in regard to TVET; Underpinnings of Indian Education Policies of pre and post independent era in regard to vocational education, skill development NSQF, Atmanirbhar Bharat, Skill India Campaign, MSDE, NPSDE; Skills required in 21<sup>st</sup> Century Workforce: Life skills, Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Green Skills.

#### **Unit-2: Understanding TVET from the Global Perspective**

Documents and Reports of various International Agencies in regard to TVET: OECD, ILO, UNESCO; TVET from the lenses of SDG and Education 4.0; Emerging Trends in the world in the area of TVET; Probable avenues present across globe for skill development and Entrepreneurship; Understanding the TVET system of the developed nations: South Korea, Japan, Australia, Germany, USA

#### **Unit 3: TVET for the 21<sup>st</sup> Century**

- Skills required in 21<sup>st</sup> Century Workforce: Life skills, Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Green

Skills; Digitalization of Vocational Education; Initiatives taken by NCERT, NITTTR, MSDE in the area of TVET in School Education, Teacher Education and Higher Education; Formal and Non-Formal modes of trainings in TVET.

## Unit 4: Emerging Trends in TVET

- Global interaction and participation, Structuring skill through Advanced Technology Factor; Conflicting Environmental Factors and challenges in relation to TVET; Preparing TVET for the future, TVET'S contribution in addressing emerging challenges, Emerging teaching Pedagogies in regard to TVET.

### Experiential Activities:

- Organize a workshop to interact with the industry professional to understand their perspective on TVET.
- Visit the nearby community and explore the probable avenues present in the area of TVET and Entrepreneurship.
- Explore the pathways to mainstream TVET in school and higher education institutes
- Organize a workshop to make the community aware of the TVET opportunities.
- Make a report on the local crafts and provide suggestion regarding how these can be promoted on a national level.
- Explore the mindsets of the students, youth, parents as well as stakeholders of educational institutions in regard to TVET.

### Learning outcomes:

- Learners will develop strong technical and vocational skills.
- Learners will have the knowledge of skill sets required in 21st century workforce.
- Learners will develop the understanding regarding the need of TVET and entrepreneurship in the era of Industry 4.0. and Education 4.0
- Learners will have the understanding of innovation management and the use of green skills and various skill Upgradation in TEVT
- Learners will develop the concept of vocation development.
- Learners will be aware of the probable avenues regarding startups.

**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)

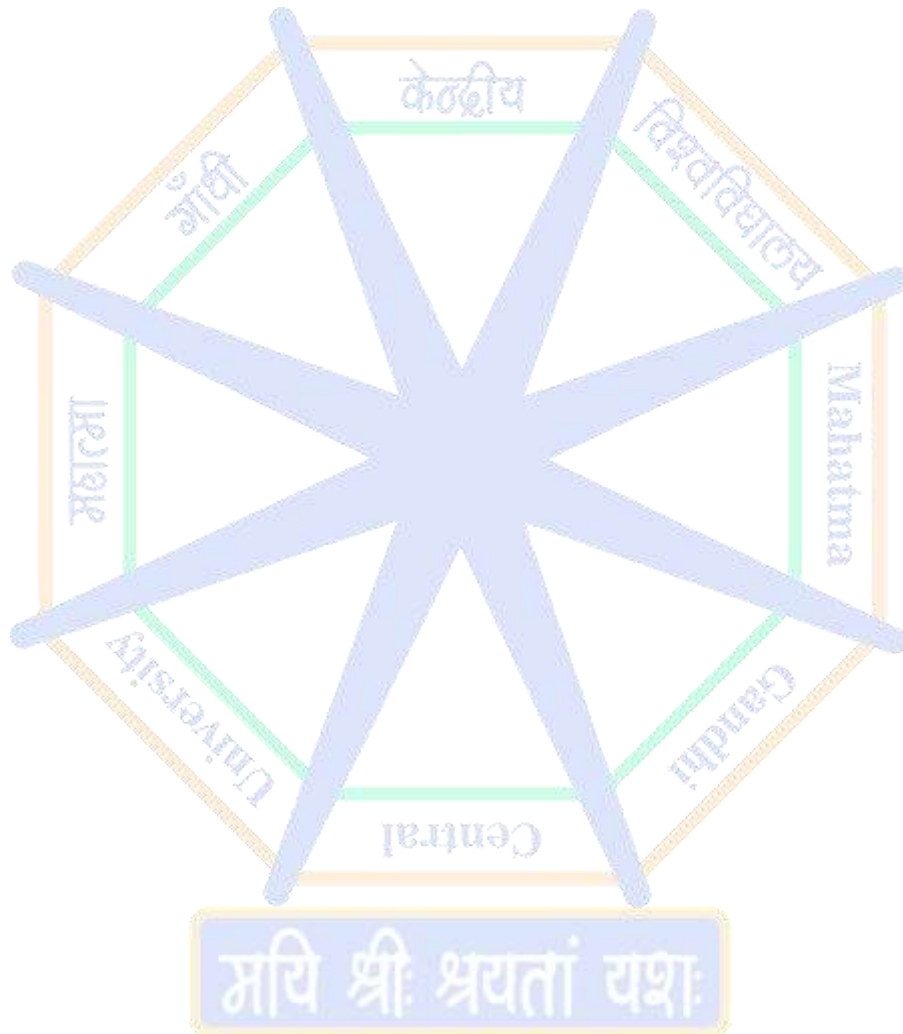
### Suggested Readings:

- ❖ Carree, M. A., Thurik, A. R. (2010) "The impact of entrepreneurship on economic growth" In: Audretsch, D. B., Acs, Z. J. (eds). Handbook of Entrepreneurship Research. Berlin: Springer Verlag, 2010.
- ❖ Mehrotra, V.S. (2020). Employability skills: National Council of Educational Research and Training.

- ❖ Mehrotra, V.S. (2018). Employability skills: National Council of Educational Research and Training

### Additional Readings

- ❖ Audretsch, D. B., Grilo, I., Thurik, A. R. (eds). (2007). The Handbook of Research on Entrepreneurship Policy. Cheltenham, UK: Edward Elgar.
- ❖ Thurik, A. R., Audretsch, D. B., Stam, E. (2013). "The rise of the entrepreneurial economy and the future of dynamic capitalism" Technovation 33:8-9: 302-310.
- ❖ Thurik, A. R., Carree, M. A., van Stel, A. J., Audretsch, D. B. (2008). "Does self-employment reduce unemployment?" Journal of Business Venturing 23:6: 673-686.



## EDUC4405: ECONOMICS OF EDUCATION

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### Preliminaries of the Course:

Course Code: EDUC4405

Title of the Course: Economics of Education

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

Nature of the Course: Theory

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

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 the students understand the perspectives and the conceptual issues on economics of education.*
- ✓ *Make the students understand the concepts of economic development, human capital, and human resource development.*
- ✓ *Make the students explore the extent various types and levels of education contribute to economic development.*
- ✓ *Familiarize the students with the understanding of cost analysis in education.*
- ✓ *Acquaint the students with the understanding of how to forecast human power.*
- ✓ *Develop among students the understanding of resource generation and utilisation in higher education.*
- ✓ *Make students comprehend the processes of generating and utilizing sources and resources of finances for education.*
- ✓ *Make the students explore the concept of educational finance.*

### Course Contents:

#### Unit-1: Understanding Economics of Education

Concept, Scope and Importance of Economics of Education; The relationship between economic system and education; Education as consumption, Education as Investment; Inputs of different planning commissions on economics of education; Recent trends in economics of education; Education as a Prerequisite to Economic Development.

#### Unit-2: Cost Analysis in Education

Taxonomy of Cost of Education: Social & Private, Opportunity Cost, Unit Cost (Average and Marginal Cost); Concept of Cost Benefit Analysis, its purpose and problems; Concept of Cost Effective Analysis in Education; Difference between Cost Benefit and Cost Effective analysis; Input-Process-Output Model of Educational Production System; Economic returns to higher education with respect to Cost Effectiveness of Analysis in Education.



### **Unit-3: Manpower Planning and Resource Generation**

Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Rate of Return approach in Education; Human Capital Theory; Concepts of Human Development Index (HDI); Concept of the Human Resource Development; Sustainable Development Goals; Need for Manpower planning and requirements; Human Capital theory, signalling theory; Exploring the resource generation avenues with respect to the foreign universities.

### **Unit-4: Understanding Educational Finance**

Concept of Educational Finance; Sources of Finance for Education; Educational Finance at micro and macro level; Government's role in the finance education at different levels with special reference to higher education; educational expenditure of national economy; Concept of budgeting; Concerns on Education from Economics point of view

#### **Experiential Activities:**

- Analysis of the annual budget with detailed emphasis in reference to the effect of economics of education on the quality of education.
- Visit a university website and write a report on the institutional budget
- Visit the educational institution and explore about the various platforms for resource generation.
- Reflective analysis on the NITI AAYOG strategies to observe the recent transformations in education.

#### **Learning Outcomes:**

- Learners will be capable to interlink their knowledge of economics with respect to education.
- Learners will be able to comprehend their understanding of cost analysis in education.
- Learners will be able to acquire competency in the purview of educational finance.
- Learners will be able to inculcate the ability of budgeting.
- Learners will develop the concept and skills regarding various avenues of resource generation within institution.

**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:**

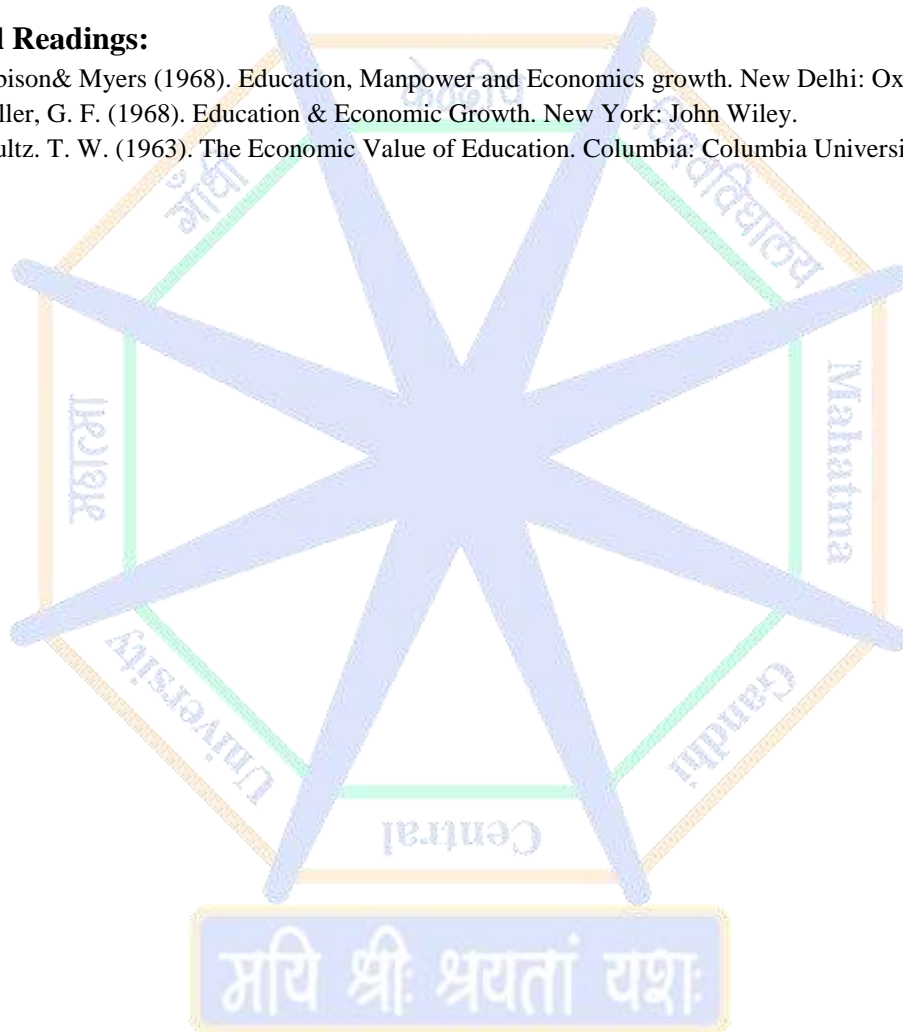
- ❖ Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.
- ❖ Bhushan, S. (2010). Public Financing and Deregulated Fees in Indian Higher Education. New Delhi: Bookwell Publications.
- ❖ Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.
- ❖ Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
- ❖ Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.



- ❖ Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
- ❖ Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
- ❖ PscharoPulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
- ❖ Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.
- ❖ Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.
- ❖ Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
- ❖ Vaizey John. (1962). Economics of Education. London: Faber & Faber.

**Additional Readings:**

- ❖ Harbison & Myers (1968). Education, Manpower and Economic growth. New Delhi: Oxford & IBH.
- ❖ Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.
- ❖ Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.



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

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### **Preliminaries of the Course:**

Course Code: EDUC4421

Title of the Course: Dissertation & 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-IV)

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

- ✓ Carry on 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.

## EDUC4406: EXPERIENTIAL LEARNING

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### Preliminaries of the Course:

Course Code: EDUC4406

Title of the Course: Experiential Learning

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-IV)

No of Credits: 02

Maximum Marks: Only satisfactory completion and no grading

### Course Objectives:

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

- ✓ Enable students to understand the concept, scope, need and significance of experiential learning.
- ✓ Enable students to understand the concept of Nai Talim.
- ✓ Enable students to understand the community engagement.
- ✓ Enables students to understand Life- long learning to participate in making a positive contribution to the society.

### Course Contents:

#### Unit-1: Understanding of Experiential Learning

Experiential Learning: Concept, nature, importance and scope; Objectives and principles; Issues and concerns.

#### Unit-2: Approaches of Experiential Learning

Inference of Contemporary relevance of Nai Talim, work education, and experiential learning; Inference of community engagement.

### Experiential Activities:

- Survey on village sanitation practices.
- Mock assembly/ mock parliament.
- Create a Resume/CV

### Learning Outcomes:

The learning outcomes of this course are as follows:

- Learners will develop concept and Objective of experiential learning.
- Learners will develop to participate as a civically engaged member of society and provide community service.

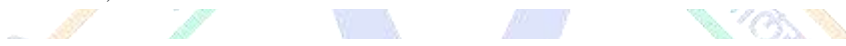
**Mode of Transaction:** Lecture Method, Demonstration Method, Classroom Discussion, Brainstorming, Inquiry-based Teaching, Project based

**Suggestive Readings:**

- ❖ Kolb, David A., (1939). *Experiential learning: experiences as the source of learning and development*. Englewood Cliffs, N.J. Prentice-Hall,
- ❖ Kolb, A. Y., & Kolb, D.A. (2017). *The Experiential Educator: Principles and Practices of Experiential Learning*. Experiences Based Learning Systems, Kaunakakai, HI.

**Additional Readings:**

- ❖ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- ❖ Linn, P. L., Howard, A., and Miller, E. (Eds). (2004). *The handbook for research in cooperative education and internships*. Mahwah, NJ: Lawrence Erlbaum Associates.
- ❖ Moore, D. T. (2010). *Forms and issues in experiential learning*. In D. M. Qualters (Ed.) *New Directions for Teaching and Learning* (pp. 3-13). New York City, NY: Wiley.
- ❖ Wurdinger, D. D., & Carlson, J. A. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, MD: Rowman & Littlefield Education.



## EDUC4407: INNOVATION & ENTREPRENEURSHIP

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### Preliminaries of the Course:

Course Code: EDUC4407

Title of the Course: Innovation & Entrepreneurship

Type of the Course: Mandatory Elective Non-Credit Course (MENC)

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-IV)

No of Credits: 2

Maximum Marks: Only satisfactory completion and no grading

### Course Objectives:

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

- ✓ *Understand the concept of Innovation and Entrepreneurship in regard to the SDG 4 and Industry 4.0.*
- ✓ *Be well-versed with the skillsets required in 21<sup>st</sup> century workforce.*
- ✓ *Familiarize with the concept of Entrepreneurship and Entrepreneur.*
- ✓ *Acquaint with the understanding of Entrepreneurship as a career option.*

### Course Contents:

#### Unit-1: Understanding Innovation

Meaning and Concept of Innovation and Creativity; Concept, scope, characteristics and factors influencing Innovation Management; Innovation from the lenses of SDG 4 and Education 4.0; Skills required in 21<sup>st</sup> Century Workforce: Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Green Skills.

#### Unit-2: Understanding Entrepreneurship

Meaning and Concept of Entrepreneurship; Entrepreneurship from the lenses of SDG and Education 4.0; Values, qualities, attitudes and competencies of an Entrepreneur; Entrepreneurship as a career option: Understanding the market; Up-skilling and re-skilling; Entrepreneurship development process.

### Experiential Activities:

- Organize a workshop on communicative skills.
- Visit the nearby community and explore the existing entrepreneurial trends among the youth.
- Visit the nearby university/educational institute and explore probable avenues for entrepreneurship.
- Organize a workshop where the local people and the villagers will be made aware about the important information regarding innovation and entrepreneurship development process.
- Make a report on the local crafts and provide suggestion regarding how these can be promoted on a national level.
- Organize a workshop on various business idea for start-ups



### Learning outcomes:

- Learners will develop strong communicative and self-management skills.
- Learners will have the knowledge of skill sets required in 21st century workforce.
- Learners will develop the understanding regarding the need of innovation and entrepreneurship in the era of Industry 4.0.
- Learners will have the understanding of innovation management and the use of green skills.
- Learners will develop the concept of enterprise development.
- Learners will be aware of the probable avenues regarding entrepreneurship.

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

### Suggested Readings:

- ❖ Carree, M. A., Thurik, A. R. (2010) "The impact of entrepreneurship on economic growth" In: Audretsch, D. B., Acs, Z. J. (eds). Handbook of Entrepreneurship Research. Berlin: Springer Verlag, 2010.
- ❖ Mehrotra, V.S. (2020). Employability skills: National Council of Educational Research and Training.
- ❖ Mehrotra, V.S. (2018). Employability skills: National Council of Educational Research and Training

### Additional Readings

- ❖ Audretsch, D. B., Grilo, I., Thurik, A. R. (eds). (2007). The Handbook of Research on Entrepreneurship Policy. Cheltenham, UK: Edward Elgar.
- ❖ Thurik, A. R., Audretsch, D. B., Stam, E. (2013). "The rise of the entrepreneurial economy and the future of dynamic capitalism" Technovation 33:8-9: 302-310.
- ❖ Thurik, A. R., Carree, M. A., van Stel, A. J., Audretsch, D. B. (2008). "Does self-employment reduce unemployment?" Journal of Business Venturing 23:6: 673-686.

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मयि श्रीः श्रयतां यशः

