



**SAVITRIBAI PHULE PUNE UNIVERSITY**

(Formerly University of Pune)

**DEPARTMENT OF EDUCATION AND EXTENSION**

*Under the*

**Faculty of Inter-Disciplinary studies**

*Syllabus for Two Year*

**M.A. (EDUCATION) PROGRAMME**

**SEMESTER PATTERN (2023)**



**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**DEPARTMENT OF EDUCATION & EXTENSION**

**Two Year M.A. (Education) Programme**

**(2023 Pattern)**

**M.A. (Education) I Year**

Semester	Course code	Title of the course	Credit	Hours	Marks	Theory/ Practical
<b>I Year I Semester</b>						
<b>Major Core</b>	EDU 501 MJ	Philosophy of Education	4	64	100	Theory
	EDU 502 MJ	Inclusive Education	4	64	100	Theory
	EDU 503 MJ	Basics of Teacher Education	2	32	50	Theory
	EDU 504 MJP	Visit & Report: Educational Governing Bodies	4	64	100	<b>Practical</b>
	EDU 505 MJ	Research Methodology in Education	4	64	100	Theory
<b>Major Elective (Any One)</b>	EDU 506 ME	Indian Education & Policies	4	64	100	Theory
	EDU 507 ME	Peace Education				
	EDU 508 ME	Governance and Management of Higher Education in India				
<b>Semester I Total Credits:</b>			<b>22</b>			
<b>I Year II Semester</b>						
<b>Major Core</b>	EDU 551 MJ	Sociology of Education	4	64	100	Theory
	EDU 552 MJ	Psychology of learner & Learning	4	64	100	Theory
	EDU 553 MJ	Global citizenship	2	32	50	Theory
	EDU 554 MJP	Design a Social Approach in Education	4	64	100	<b>Practical</b>
<b>Major Elective (Any One)</b>	EDU 555 ME	Exploring youth: Challenge & opportunity	4	64	100	Theory
	EDU 556 ME	Assessment and Evaluation				
	EDU 557 ME	Intellectual Communication and Collaboration in Education				
	EDU 558 OJTP	Field Work (Internship at N.G.O.'s in Education)	4	64	100	<b>Practical</b>
<b>Semester II Total Credits:</b>			<b>22</b>			
<b>First Year Total Credits: (Sem I &amp; Sem II)</b>			<b>44</b>			



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**M.A. (Education) II Year**

Semester	Course code	Title of the course	Credit	Hours	Marks	Theory/ Practical
<b>II Year III Semester</b>						
<b>Major Core</b>	EDU 601 MJ	Higher Education in India	4	64	100	Theory
	EDU 602 MJ	e-Learning: Principles, Procedure & Practices	4	64	100	Theory
	EDU 603 MJ	Educational Management	2	32	50	Theory
	EDU 604 MJP	Analysis of Curriculum & Pedagogy	4	64	100	<b>Practical</b>
<b>Major Elective (Any One)</b>	EDU 605 ME	Internationalization of Education	4	64	100	Theory
	EDU 606 ME	Leadership and Management				
	EDU 607 ME	Economics of Education				
<b>Research Project</b>	EDU 608 RP	Dissertation Part I (Proposal & Literature review) RP	4	64	100	<b>Research Project</b>
<b>Semester III Total Credits:</b>			<b>22</b>			
<b>II Year IV Semester</b>						
<b>Major Core</b>	EDU 651 MJ	Teacher Education for Sustainable Development	4	64	100	Theory
	EDU 652 MJ	Professional Development of teachers	4	64	100	Theory
	EDU 653 MJP	E-content Development	4	64	100	<b>Practical</b>
<b>Major Elective (Any One)</b>	EDU 654 ME	Guidance and counselling	4	64	100	Theory
	EDU 655 ME	Multimedia in Education				
	EDU 656 ME	Wellbeing Education				
<b>Research Project</b>	EDU 657 RP	Dissertation part II and III (Tool, Data collection & analysis and Report) RP	6	96	150	<b>Research Project</b>
<b>Total Credits:</b>			<b>22</b>			
<b>Second Year Total Credits: (Sem II &amp; Sem III)</b>			<b>44</b>			
<b>First Year and Second Year Total Credits: (Sem I, Sem II, Sem III &amp; Sem IV)</b>			<b>88</b>			

**Dr. Nisha Valvi**  
Course co- coordinator

**Dr. Geeta Shinde**  
Head of the Department



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**COURSE NAME: PHILOSOPHY OF EDUCATION**

**COURSE CODE:** EDU 501 MJ

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To develop understanding of the interrelationship between Philosophy and Education.
2. To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
3. To develop the appreciation of the basic tenet's principles and development of the major Western Schools of Philosophy.
4. To acquire knowledge of philosophizing dialogue for wisdom development.

**CONTENT:**

**UNIT – I EDUCATIONAL PHILOSOPHY AND LIFE OF TEACHER (CREDIT – 01)**

- 1.1 Relationship between Philosophy and Education.
- 1.2 Understanding the importance of Philosophy in the Life of teacher.
- 1.3 New trends of Philosophy: Post Modernism, Neoliberalism.

**UNIT – II INDIAN KNOWLEDGE SYSTEM (CREDIT - 01)**

- 2.1 Vedanta, Charvaka, Buddhism, Jainism, Sikhism, Islam.
- 2.2 Educational Implications with special reference to the following point.
  - Concept of Knowledge, reality & values
  - Aims and objectives of education
  - Pedagogy
  - Curriculum
  - Pupil-teacher Relationship

2.3 Educational thoughts of Thinkers: Swami Vivekanand, Ravindranatha Tagore, Mahatma Gandhi, Mahtma Jotirao Phule and Savitribai Phule, Dr. Babasaheb Ambedkar, J P Naik, Aurobindo Goash, Gijubhai Badheka.

### **UNIT – III WESTERN KNOWLEDGE SYSTEM**

**(CREDIT - 01)**

3.1 Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism.

3.2 Education Implications with special reference to the following point:

- Concept of Knowledge, Reality & Values
- Aims and Objectives of Education
- Pedagogy
- Curriculum
- Pupil-Teacher Relationship

3.3 Educational thoughts of Thinkers: Socrates, Plato, Aristotle, Rousseau, John Dewey, Karl.

### **UNIT – IV PHILOSOPHIZING DIALOGUE FOR WISDOM**

**(CREDIT - 01)**

4.1 Perspectives on Wisdom and Wisdom Development in Education.

4.2 Philosophizing the Dialogue way.

4.3 Gandhian Philosophical Dialogues for Education.

#### **LEARNING OUTCOMES:**

1. Student interpret the relation between Philosophy and Education.
2. Student describe the Educational implication of Indian Schools and Western Schools of Philosophy.
3. Student compare and contrast the Philosophical perspectives of the various Philosophers.
4. Student organize the Philosophical Dialogue for wisdom in the Education.

#### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Field visit

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Agrgarwal J.C. Gupta S., (2006). Great Philosopher and Thinkers on Education, Sipra Publications Deccan Books, New Delhi.
- Aruslsamy S, (2011). Philosophical and Sociological Perspectives on Education, Neelkamal Publishers, New Delhi.
- Bhatia S. & Sarin A. (2004). Philosophical Foundation of Education in India, ABD Publishers, Jaipur.
- Helskog, G. H. (2020) Philosophizing the Dialogues Way towards Wisdom in Education: Between Critical Thinking and Spiritual Contemplation. Routledge, London and New York
- Naqi (2005). Modern Philosophy of education, Anmol Publication, New Delhi.
- Randall Curren (2007). Philosophy of Education an anthology, Blackwell Publishing, Australia.
- Robin Barrow & Ronald woods ,2001, An Introduction to Philosophy of Education Routledge Falkar, London & New York.
- Mohammad T. Mrunanalini (2008). Philosophical Foundation of Education, Nilkamal Publication, Hyderabad.



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**COURSE NAME: INCLUSIVE EDUCATION**

**COURSE CODE:** EDU 502 MJ

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To understand the concept of Inclusive Education.
2. To understand the various types of disabilities.
3. To impart inclusive instructional strategies.
4. To gather information about Inclusive Institutes.

**CONTENT:**

**UNIT – I BASICS OF INCLUSIVE EDUCATION**

**(CREDIT – 01)**

- 1.1 Concept & Scope of Inclusive Education.
- 1.2 Need of Inclusive Education.
- 1.3 Policies & Practices of Inclusive Education in India.
- 1.4 Global Scenario of Inclusive Education.

**UNIT – II TYPES OF DISABILITIES**

**(CREDIT – 01)**

- 2.1 Visual: Complete, Low vision, Colour blindness, Night Blindness. Auditory and speech impaired: Deaf & Hard of hearing, Speech impaired, Deaf & Speech impaired.
- 2.2 Motor: One/both arms affected, One/both legs affected, fingers affected, immovable neck etc.
- 2.3 Cognitive and neurological disability: cerebral palsy, mental illness, autism, ADHD child: characteristics and catering to their needs.
- 2.4 Learning disabilities: Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia etc.

**UNIT – III INCLUSIVE INSTRUCTIONAL STRATEGIES****(CREDIT – 01)**

- 3.1 Instructional Strategies for various disabilities.
- 3.2 Individualized Education Plan (I.E.P).
- 3.3 Buddy system and circles of friends, Collaborative and co-operative learning.
- 3.4 Self-regulated learning, parent involvement.

**UNIT – IV INCLUSIVE INSTITUTES AND HUMAN RESOURCES****(CREDIT – 01)**

- 4.1 Infrastructural facilities for Inclusive Schools - PWD Act 1995 & 2021.
- 4.2 Qualities of Inclusive teacher.
- 4.3 Assistive Technology for Inclusion.
- 4.4 N.G.O. s in Inclusive Education.

**LEARNING OUTCOMES:**

1. Student explain concept, scope and policies of Inclusive Education.
2. Student identify learning needs of children depending on types of disabilities.
3. Student differentiate between different learning strategies for Inclusive Education instruction.
4. Student explain infrastructural facilities for Inclusive institutes.

**METHODS OF INSTRUCTIONS:**

- Seminar
- Lecture
- Presentation
- Field Work

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Alur, M. (2002). Education and children with special needs: from segregation to inclusion, New Delhi: Sage Publications.
- Dasgupta, P. R. (2002). Education for the Disabled (1998). Social Exclusion.
- Department of School Education and Literacy. (2011). Sarva Shiksha Abhiyan, Framework for implementation based on The Right of the Children to Free and Compulsory Education Act, 2009, Ministry of Human Resource and Development, Government of India, New Delhi.
- Das Ashima and et al., (2013) 'Inclusive Education', concept publishing company Pvt. Ltd., New Delhi.
- Ghosh, S. C. (2007). History of Education in India. New Delhi: Rawat Publications.
- MAANUM, J. L. (2009). The General Educator's Guide to Special Education (3rd edition). California: Corwin A SAGE publication.
- NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training, India: New Delhi.
- Naik, J.P. and Nurullah. (1975). A student's history of Education in India 1800-1973, 6<sup>th</sup> revised edition. Delhi: Macmillan Publishers.
- Sharma Prem Lata et al., (2012) 'Inclusive Education: What, Why and How', A book on Teacher Education, RIE Mysuru, NCERT Vani Press, Mysuru.



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**COURSE NAME: BASICS OF TEACHER EDUCATION**

**COURSE CODE:** EDU 503 MJ

**CREDIT:** 02

**COURSE OBJECTIVES:**

1. To develop understanding of the Teacher Education in India.
2. To develop understanding the Teacher Education Programmes and Agencies.

**CONTENT:**

**UNIT – I TEACHER EDUCATION IN INDIA, CONCEPT AND STRUCTURE OF  
TEACHER EDUCATION (CREDIT – 01)**

- 1.1 Concept, Meaning and Scope, Need and Importance of Teacher Education.
- 1.2 Aims and Objectives of Teacher Education at different levels.
- 1.3 Qualification of Teacher: Pre-primary, Primary, Secondary and Higher Education.
- 1.4 Historical Development of Teacher Education.

**UNIT – II TEACHER EDUCATION PROGRAMMES AND AGENCIES (CREDIT - 01)**

- 2.1 Pre-service and In-service Teacher Education.
- 2.2 Orientation and Refresher courses.
- 2.3 Preparing teachers for Special and Inclusive Schools.
- 2.4 Agencies of Teacher Education – NCERT, SCERT, HRDC, Open University, Department of Education & Extension and NCTE.

**LEARNING OUTCOMES:**

1. Student explain concept, structure of teacher education in India.
2. Student discuss teacher education program and agencies of Teacher Education.

3. Student compare different agencies of Teacher Education.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Field Visit

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

Aggrawal, J.C. (1996). *Teachers and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt.

Balwaria, R., & Gupta, P. (2014). Historical Perspective of Teacher Education in India. *International Educational E-Journal*, 3(1), 54-65.

Dr. Sachdeva, M.S. (1996). *A New Approach to Teacher and Education in Indian Society*. Ludhina: Vinod Publications. Govt. of India. (1966).

The Education Commission (1964-66). New Delhi: Govt. of India. Govt. of India. (1986). *National Policy on Education -1986*. New Delhi: MHRD.

Mohanty, J. (2003). *Teacher Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.

Ranjan, R., Pandey, A., & Ranjan, V. (2014). Education in Pre Independence-Period-a review. *American International Journal of Research in Humanities, Arts and Social Sciences*, 5(1),137-142  
Salam, A., & Khan, Z.U. (2013).

Teacher Education at School Level in Assam. *International Global Research Analysis*, 2(11),28-31

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (2012). *Teacher Education*. Meerut: R.Lall Depot.

Singh, L.C. (1990). *Teacher Education in India: A Resource Book*. Delhi: NCERT.

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**COURSE NAME: VISIT AND REPORT: EDUCATIONAL GOVERNING BODIES**

**COURSE CODE: EDU 504 MJP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To gain insights into the functions and contributions of the National Institute of Educational Planning and Administration (NIEPA) in educational research and planning.
2. To explore the functions and initiatives of the State Council of Educational Research and Training (SCERT) in curriculum development and teacher education.
3. To examine the role and functions of Balbharti.
4. To investigate the functions, research activities, and educational initiatives of the Indian Institute of Science Education and Research (IISER).

**CONTENT:**

**PRACTICAL 1: VISIT AND REPORT ON NIEPA/NCERT**

**(CREDIT: 01)**

Learning Outcomes: By the end of this practical, participants will be able to:

**Steps:**

**Preparation and Scheduling**

**Orientation and Introduction**

**Guided Tour:**

- NIEPA's/NCERT facilities.
- Research centres.
- Libraries and Laboratories.
- Observe projects, initiatives, and research activities.
- Interaction with Researchers:
- Participate in seminars, workshops, or meetings conducted by NIEPA/NCERT researchers.

- Engage in discussions with researchers to learn about their projects, methodologies, and findings.
- Interviews and Discussions:
- Conduct interviews with NIEPA/NCERT officials and researchers to gain deeper insights into their roles and contributions.
- Ask about their involvement in policy formulation, research dissemination, and collaborations.

**Report Compilation:**

- Analysis and Reflection.
- Analyze the significance of NIEPA's work in the context of educational research and planning.
- Presentation and Discussion.

**PRACTICAL 2: VISIT AND REPORT ON SCERT, PUNE**

**(CREDIT: 01)**

**Steps:**

- Plan a visit to the local SCERT office or participate in a virtual session.
- Learn about SCERT's curriculum development, teacher training programs and resources.
- Engage with SCERT officials to understand their activities and initiatives.
- Compile a comprehensive report showcasing SCERT's contributions to education.

**PRACTICAL 3: VISIT AND REPORT ON BALBHARTI PUNE / IIE PUNE**

**(CREDIT: 01)**

**Steps:**

- Arrange a visit to Balbharti.
- Explore Balbharti's textbook development process, curriculum research, and innovations.
- Interact with Balbharti officials to learn about their roles and efforts.
- Prepare a detailed report showcasing Balbharti's contributions to curriculum and textbook development.

## **PRACTICAL 4: VISIT AND REPORT ON INDIAN INSTITUTE OF SCIENCE**

**EDUCATION AND RESEARCH PUNE**

**(CREDIT: 01)**

### **(Preparation and Contact:**

#### **Steps:**

- Plan Visit.
- Orientation and Introduction.
- Campus Tour.
- IISER campus.
- Laboratories.
- Research centres.
- Classrooms, and recreational areas.
- Observe ongoing research activities, student projects, and academic spaces.
- Interaction with Faculty and Researchers.
- Participate in seminars, lectures, or workshops conducted by IISER faculty and researchers.
- Engage in discussions with faculty members to learn about their research interests and projects.
- Research Facility Visits.
- Visit specific research facilities, laboratories, or centers that align with your academic interests.
- Observe advanced equipment, techniques, and experiments being conducted.
- Student Engagement.
- Documentation and Note-Taking.
- Interviews and Discussions.
- Report Compilation.
- Analysis and Reflection.
- Presentation and Discussion.
- Present your findings.

#### **LEARNING OUTCOME:**

1. Analyze the impact of NIEPA's/NCERT's work on educational development
2. Analyze the influence of SCERT on the state's education system.

Describe SCERT's role in curriculum development, teacher training, and educational support.

3. Analyze the influence of Balbharti's materials on student learning.
4. Analyze the impact of IISER's work on science education and research in India.

**METHOD OF INSTRUCTION:**

- Institute Visit



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**COURSE NAME: RESEARCH METHODOLOGY IN EDUCATION**

**COURSE CODE: EDU 505 MJ**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To understand the meaning & Nature of Educational Research.
2. To provide insight of methods and types of Educational Research.
3. To understand the necessity of Review of literature and Research.
4. To construct and use different kinds of Data Tools & Techniques.
5. To Formulate and test Hypothesis.
6. To understand about the fundamentals of Sampling theory and technique.

**CONTENT:**

**UNIT – I FUNDAMENTALS OF EDUCATIONAL RESEARCH**

**(CREDIT: 01)**

- 1.1 Perspective of Knowledge.
- 1.2 Meaning, Nature and Scope of Educational Research.
- 1.3 Review of Related Literature in Educational Research.
- 1.4 Criteria for Selecting Problem for Education Research.

**UNIT – II APPROACHES OF RESEARCH, SCOPE AND LIMITATION**

**(CREDIT: 01)**

- 2.1 Scope, Limitation and Delimitation of Research.
- 2.2 Paradigm of research, Fundamental, Policy, Applied and Action Research.
- 2.3 Quantitative Research: Descriptive Research, Experimental Research, Qualitative. Research: Historical Research, Case Study, Ethnographic.
- 2.4 Scope of Various Research Methods & Limitations of Various Research Methods.

**UNIT – III DESIGN OF RESEARCH****(CREDIT: 01)**

3.1 Identification and Selection of Problem.

3.2 Defining Variables: Dependent and Independent.

3.3 Formulation of research question, Hypothesis: Nature & Formulation.

3.4 Population, Sample and Sampling.

**UNIT – IV DATA COLLECTION AND ANALYSIS****(CREDIT: 01)**

4.1 Tools and Techniques of Data Collection, Standardization of Tools of Research.

4.2 Probability Curve- Characteristics and Application.

4.3 Descriptive & Inferential Data Analysis.

4.4 Write a research Report.

**LEARNING OUTCOMES:**

1. Student describe Fundamentals of Educational Research.
2. Student explain Approaches, Scope and Limitations of Research.
3. Student examine Design of Research.
4. Student develops & discuss Data Collection Tool and Analysis.
5. Student prepare Research Report.

**METHODS OF INSTRUCTIONS:**

- Seminar
- Lecture
- Presentation

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

## **REFERENCES:**

- Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.
- Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.
- Best, J.W. (1963). Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd.
- Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.
- Campbell, D.T. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay:
- Vakil, Fiffer & Simons Good, C.V. (1963). Introduction to Educational Research. New York: Applenton Century
- Guilford, J.P., & Truchter, B. (1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Gupta, S. P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.
- Kothari, C. R. (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.
- Kumar Ranjith. (2005). Research Methodology: A step by step guide for beginners. Delhi.



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**COURSE NAME: INDIAN EDUCATION AND POLICIES**

**COURSE CODE:** EDU 506 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To know education system in ancient and medieval period.
2. To understand the development of Education in British period.
3. To know recommendations of various commissions from independence.
4. To know the various provisions of the acts related to Education.

**CONTENT:**

**UNIT – I LANDMARKS IN INDIAN EDUCATION SYSTEM (CREDIT – 01)**

- 1.1 Education during Ancient period.
- 1.2 Education during Medieval period.
- 1.3 Missionaries Educational efforts till 1813, McCauley's Minute 1835, Woods Dispatch 1854.
- 1.4 Right to Education Act 2009 & Regulatory Bodies.

**UNIT – II BEFORE INDEPENDENCE (CREDIT – 01)**

- 2.1 Hunter Education Commission 1882-83.
- 2.2 Indian University Act-1904, Saddler University Commission -1917.
- 2.3 Hartog Committee- I 1929.
- 2.4 Wardha Scheme of Basic Education-1939, Sergent Commission 1944.

**UNIT – III AFTER INDEPENDENCE (CREDIT – 01)**

- 3.1 Dr. Radhakrishnan Commission 1948-49.
- 3.2 Mudliar Commission 1852-53, Kothari Education Commission 1964-66.

3.3 National Education Policy 1986 & NEP 1992.

3.4 New Educational Policy 2020.

#### **UNIT – IV OTHER EDUCATIONAL POLICIES**

**(CREDIT – 01)**

4.1 Educational Policies for Inclusive Education.

4.2 Educational Policies for Women & Minorities.

4.3 Educational Schemes-SSA, RMSA, RUSA and Mid-Day Meal Scheme.

4.4 Educational initiative-Swayam, Swayam Prabha, Udaan, Vidyanjali, Digilocker, Saransh, National Academic Depository.

#### **LEARNING OUTCOMES:**

1. Student examine landmarks in Indian Education System.
2. Student explain education in India before Independence.
3. Student discuss education in India after Independence.
4. Student examine various policies related to Education

#### **METHODS OF INSTRUCTIONS:**

- Lecture Method
- Group Discussion
- Seminar
- Poster Presentation

#### **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

#### **REFERENCES:**

Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.

Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.

Banerjee, J.P. (1979) Education in India: Past, Present, Future. Calcutta: Gupta and Co (Pw.) Ltd.

Indian Year Book on Education (Elementary Education). (1964) New Delhi: NCERT.

National Policy and Education. (1986), (2020). MHRD. New Delhi: Govt. of India.

Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers

Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

Report of the University Education Commission (1948-49) Ministry of Education  
Government of India.

Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech  
Publications.



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**COURSE NAME: PEACE EDUCATION**

**COURSE CODE:** EDU 507 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To identify empirically and critically evaluate central obstacles and problems for conflict resolution, conflict management, and durable peace.
2. To independently conduct a basic analysis of central obstacles and problems for conflict resolution, conflict management, and durable peace in an ongoing armed conflict as well as identify and motivate strategies to manage these obstacles and problems.
3. To actively and independently take part in seminar discussions, do short presentations as well as opposing and defending an independently written thesis.
4. To implement the strategies for peace:
  - Within themselves.
  - In their surrounding (home and workplace).
  - In the society.
  - For the purpose of implementing in the classroom.

**CONTENT:**

**UNIT – I INTRODUCTION TO PEACE EDUCATION**

**(CREDIT – 01)**

- 1.1 Basic Concepts of Peace and Peace Education.
- 1.2 Importance of Peace and Peace Education.
- 1.3 Challenges and Issues of Peace Education.
- 1.4 Meaning, Objectives, Dimensions of Peace Education.

**UNIT – II PEACE EDUCATION: IMPORTANCE TO THE SOCIETY (CREDIT – 01)**

- 2.1 Theories of Peace Education.
- 2.2 Conflict management & Peace Education.
- 2.3 Human rights for Peace Education.
- 2.4 Thinkers & philosophers (Indian and Western).

**UNIT – III INITIATION OF PEACE (CREDIT – 01)**

- 3.1 Models of Peace Education.
- 3.2 Agencies of Peace (UN, UNESCO, UNICEF, NGOs).
- 3.3 Movements on the basis of timeline.
- 3.4 Role of Community: Family, Teachers, Students, Religion, Mass Media).

**UNIT – IV PEACE EDUCATION: INTERVENTION AND PREVENTION (CREDIT – 01)**

- 4.1 Development of Culture of Peace.
- 4.2 Self-Development for Peace (Workshop Recommended).
- 4.3 Peace as a Skill (Various Strategies).
- 4.4 Peace for Conflict and Violence Management.

**LEARNING OUTCOMES:**

1. Student explain various aspects of Peace Education.
2. Student discuss Peace and Conflict theories.
3. Student examine the development of culture and implement peace as a skill.
4. Student identify various agencies and models of peace education.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Workshops

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review

- Essay Writing

**REFERENCES:**

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[https://www.researchgate.net/publication/289122483\\_PEACE\\_EDUCATION\\_IN\\_21ST\\_CENTURY](https://www.researchgate.net/publication/289122483_PEACE_EDUCATION_IN_21ST_CENTURY) 7. <http://www.ijrhss.org/pdf/v2-i5/1.pdf>

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**SAVITRIBAI PHULE PUNE UNIVERSITY**

**DEPARTMENT OF EDUCATION & EXTENSION**

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**M.A. (Education) I Year I Semester**

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**COURSE NAME: GOVERNANCE AND MANAGEMENT OF HIGHER  
EDUCATION**

**COURSE CODE: EDU 508 ME**

**CREDIT: 04**

**LEARNING OBJECTIVES:**

1. To enable the learner to become effective manager of teaching /Administration of Education.
2. To understand the importance of the leadership behavior in educational management.
3. To enable learner to become & agents of change in various aspects of education i.e., Classroom management, Curriculum construction, Examination systems, Educational policies.
4. To acquaint the learner with the Central and State machinery for educational administration and management.
5. To understand the different motivational theories and their implications in educational organisations.
6. To develop an understanding of the planning of education in India and its Socio-economic context.
7. To enable learner to become & agents of change in various aspects of education i.e., Classroom management, Curriculum construction, Examination systems, Educational policies.

**CONTENT:**

**UNIT – I GOVERNANCE: CONCEPT AND THEORIES**

**(CREDIT – 01)**

- 1.1 Meaning and Definition of Governance.
- 1.2 Management – Concept, Need of Management, Characteristics of good Management.
- 1.3 Types of Governance.
- 1.4 Governance theories.

**UNIT – II MANAGEMENT: CONCEPT, PROCESS AND FUNCTIONS (CREDIT – 01)**

- 2.1 Management – Concept, Need of Management, Characteristics of good Management.
- 2.2 Development of modern concept of Educational Management from 1900 to present day - Taylorism, Management as process, Management as bureaucracy, Human relations Management.
- 2.3 Management at different levels-Elementary, Higher, secondary, Higher Education,
- 2.4 Role of Management - Principal, Time management techniques, Manager as a good leader, Group dynamics and motivation.

**UNIT – III COMMUNICATION, LEADERSHIP, EDUCATIONAL SUPERVISION AND MACHINERY FOR EDUCATIONAL ADMINISTRATION (CREDIT – 01)**

- 3.1 Communication: Communication skills, Barriers and distortions in communication, Information Systems - Modern Information Technology.
- 3.2 Leadership: Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership, Characteristics of effective educational leadership.
- 3.3 Educational Supervision: Concept, Functions of a supervisor, Defects in existing system of supervision, Remedies.
- 3.4 Machinery for Educational Administration: Role of Central Govt., State Govt., and local bodies in education at all levels.

**UNIT – IV TRENDS IN GOVERNANCE AND MANAGEMENT (CREDIT – 01)**

- 4.1 Decision Making: Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.
- 4.2 Trends in Educational Management: (i) Organizational Compliance. (ii) Organizational Development.
- 4.3 Modern trends in Educational Management.
- 4.4 New Trend in Governance and Management

**LEARNING OUTCOMES:**

- 1. Student understand the nature and implication of conflict in Educational Management.
- 2. Student understand the different ways of managing conflict in Educational Organisations.
- 3. Student understand the concept and importance of motivation in Educational Organisation.
- 4. Student understand the different motivational theories and their implications in Educational Organisations.

5. Student familiar with the new trends and techniques of education.

**METHODS OF INSTRUCTIONS:**

- Seminar
- Lecture
- Presentation

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

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Luthans, F. (1981). Organizational behaviour. Tokyo: McGraw-Hill International Book Co.

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**COURSE NAME: SOCIOLOGY OF EDUCATION**

**COURSE CODE: EDU 551 MJ**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To implement the understanding of Sociology and Education.
2. To implement the understanding of social reconstruction.
3. To actively and independently take part in seminar discussions, do short presentations as well as opposing and defending an independently written thesis.
4. To Implement the strategies for Educational Sociology:
  - Within themselves.
  - In their surrounding (home and workplace).
  - In the society.
  - For the purpose of implementing in the classroom.

**CONTENT:**

**UNIT – I SOCIOLOGICAL PERSPECTIVES**

**(CREDIT – 01)**

- 1.1 Basic Concepts and Nature of Sociology and Education.
- 1.2 Importance of Sociology and Education.
- 1.3 International relation between Sociology and Education.
- 1.4 Social landscapes and interrelation with Education:
  - Society
  - Family
  - School
  - Peer Group

## **UNIT – II EDUCATION AND SOCIALIZATION**

**(CREDIT – 01)**

- 2.1 Concept, Nature and Process of socialization.
- 2.2 Social stratification and Education.
- 2.3 Concept, Nature and Process of Social Mobility and Education.
- 2.4 International Understanding.

## **UNIT – III SOCIAL ISSUES AND PROBLEMS**

**(CREDIT – 01)**

- 3.1 Impact, Nature and Scope of Globalization.
- 3.2 Multicultural Education and its impact on society.
- 3.3 Nature and process of Global Citizenship.
- 3.4 Terrorism and Global problems to the Society.

## **UNIT – IV SOCIAL CHANGE AND ITS DIMENSIONS**

**(CREDIT – 01)**

- 4.1 Interrelation between Education, Social Change and Development.
- 4.2 Agents of Social Change.
- 4.3 Social Diversity and Education.
- 4.4 Secularism in Indian Context: History and Dimensions.

### **LEARNING OUTCOMES:**

1. Student explain various aspects Sociology and Education.
2. Student discuss Social Issues and Problems.
3. Student compare Education and Socialization.
4. Student identify sociological perspectives of Education.

### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Workshops

## **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

## **REFERENCES:**

Waddell., S. Agents of Change: Strategy and Tactics for Social Innovation.

Rury, J.L. Education and Social Change: Themes in the History of American Schooling.

Domina, T. Education and Society: An Introduction to the Sociology of Education

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Banks, J.A. Multicultural Education: Issues and Perspectives.

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**COURSE NAME: PSYCHOLOGY OF LEARNER AND LEARNING**

**COURSE CODE: EDU 552 MJ**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To understand the concept of Learning and the factors affecting learning internal and external factors.
2. To understand the theories of development and learning.
3. To understand the concept of Intelligence and creativity.
4. To understand the concept of teaching and models of Teaching & their utility in the Teaching learning process.

**CONTENT:**

**UNIT – I INTRODUCTION TO PSYCHOLOGY OF LEARNING (CREDIT – 01)**

- 1.1 Concept and Scope of Learning.
- 1.2 Major schools and their contributions in Education: Structuralism, Behaviourism, Psycho-Analytic.
- 1.3 Factor affecting learning: Internal & External factors.
- 1.4 Methods of study in psychology: Introspection/ Self reporting, Observation, Case study & Experiment.

**UNIT – II LEARNER, DEVELOPMENT AND LEARNING THEORIES (CREDIT – 01)**

- 2.1 Development concept and factors affecting development.
- 2.2 Development theories: Piaget's and Kohlberg's.
- 2.3 Learning theories: Gagne's and Bloom's.
- 2.4 Brain based Learning, Constructivism.

**UNIT – III INTELLIGENCE AND CREATIVITY****(CREDIT – 01)**

3.1 Concept of Intelligence.

3.2 Theories of Intelligence: Guilford, Gardner.

3.3 Types of Intelligence Test.

3.4 Creativity: Concept, Brain storming Technique & Synthetics.

**UNIT – IV MODELS OF TEACHING****(CREDIT – 01)**

4.1 Inquiry Training Model.

4.2 Inductive Thinking Model.

4.3 Role Playing Model.

4.4 Stress Reduction Model.

**LEARNING OUTCOMES:**

1. Student explain various aspects of Psychology of Learning.
2. Student discuss learner, development and learning theories.
3. Student examine the concept of intelligence and creativity
4. Student develop lesson plan according to models of teaching.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Aggarwal J. C. (2001). Basic ideas in Educational Psychology, Shipra Publisher, N. Delhi.
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**COURSE NAME: GLOBAL CITIZENSHIP EDUCATION**

**COURSE CODE: EDU 553 MJ**

**CREDIT: 02**

**COURSE OBJECTIVES:**

1. To develop SDG-4 Quality education in the wider global context.
2. To develop the role of individuals, society and government for inculcating values and attitudes about Global Citizenship Education.

**CONTENT:**

**UNIT – I UNDERSTANDING GCED WITHIN SDG-4**

**(CREDIT – 01)**

- 1.1 Introduction to the UN (United Nations).
- 1.2 Brief history of SDG-4.
- 1.3 Development process and implementation of SDG-4.7.
- 1.4 Stake holder engagement in ESD.

**UNIT – II EMERGENCE OF GCED AS GLOBAL EDUCATION**

**AGENDAS**

**(CREDIT - 01)**

- 2.1 Individual, society, government and non- government organization: Developing GCED.
- 2.2 Global Education for GCED.
- 2.3 Peace Education, Human rights, Intercultural Education and Educational for International Understanding (EIU): Aspect of GCED.
- 2.4 UN, UNESCO, UNICEF: As a change Agent.

**LEARNING OUTCOMES:**

1. Students describe the goal of SDG-4 with global context.
2. Students examine the role of individuals, society and government regarding the values and attitudes of GCED.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Field Visit

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

Akkari, A., & Maleq, K. (2020). Rethinking Global Citizenship Education: A critical perspective. In A. Akkari & K. Maleq (Eds.), *Global Citizenship Education. Critical and international perspectives* (pp. 205–217). Springer <https://doi.org/10.1007/978-3-030-44617-8>.

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**COURSE NAME: DESIGN A SOCIAL APPROACH IN EDUCATION**

**COURSE CODE: EDU 554 MJP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To Apply collaborative learning principles to design a lesson plan that promotes active participation and peer interaction.
2. To Establish and nurture an online learning community to explore the benefits and challenges of virtual collaboration.
3. To Design an inclusive lesson that caters to diverse learning needs through differentiated instruction strategies.
4. To Explore the ethical considerations of digital citizenship and practice responsible online interaction.

**CONTENT:**

**PRACTICAL – I COLLABORATIVE LESSON DESIGN**

**(CREDIT – 01)**

**Activity Steps:**

- Form small groups of students.
- Choose a specific topic or subject area.
- Brainstorm and collaboratively design a lesson plan that includes interactive activities, group discussions, and opportunities for peer teaching.
- Create materials and resources to support the lesson, such as handouts, multimedia presentations, or online resources.
- Present the lesson plan to the class, highlighting the collaborative elements and how they enhance learning.

## **PRACTICAL – II VIRTUAL LEARNING COMMUNITY**

### **CREATION OBJECTIVE**

**(CREDIT – 01)**

#### **Activity Steps:**

- Divide students into pairs or small groups.
- Choose an online platform (e.g., discussion forum, social media group, or virtual classroom) to create a virtual learning community.
- Initiate discussions, share resources, and collaborate on projects within the virtual community.
- Reflect on the experience as a group, discussing the effectiveness of virtual collaboration, communication challenges, and strategies for engagement.
- Prepare a presentation highlighting the key takeaways and insights from the virtual learning community experiment.

## **PRACTICAL – III INCLUSIVE CLASSROOM DESIGN AND DIFFERENTIATED**

### **INSTRUCTION**

**(CREDIT – 01)**

#### **Activity Steps:**

- Analyze a hypothetical or real classroom scenario with diverse learners, including students with varying abilities, backgrounds, and learning styles.
- Choose a specific lesson topic and develop a plan that incorporates Universal Design for Learning (UDL) principles and differentiated instruction techniques.
- Create multiple versions of the lesson materials to accommodate different learning preferences (e.g., visual, auditory, kinesthetic).
- Implement the lesson in a simulated classroom setting or through role-playing exercises.
- Reflect on the experience, discussing the effectiveness of the inclusive strategies, challenges faced, and potential improvements.

## **PRACTICAL – IV ETHICAL DIGITAL CITIZENSHIP AND ONLINE**

### **INTERACTION**

**(CREDIT – 01)**

#### **Activity Steps:**

- Present students with various online scenarios involving ethical dilemmas, such as cyberbullying, plagiarism, privacy concerns, or misinformation.

- Engage students in group discussions to analyze and discuss the ethical implications of each scenario.
- Collaboratively develop guidelines for responsible and ethical digital behavior in educational settings.
- Role-play different online interactions, applying the established guidelines.
- Reflect on the role-play experiences and engage in a class-wide discussion on the importance of ethical digital citizenship in education.

#### **LEARNING OUTCOMES:**

1. **Design and Implement Collaborative Learning Activities:** Students will be able to design and implement lesson plans that incorporate collaborative learning activities, fostering active participation and peer interaction among students.
2. **Effectively Engage in Virtual Collaboration:** Students will be able to initiate and sustain meaningful discussions, share resources, and work collaboratively within an online learning community, demonstrating effective engagement in virtual collaboration.
3. **Apply Inclusive Teaching Strategies:** Students will be able to design and implement inclusive lesson plans that cater to diverse learning needs through differentiated instruction strategies, thereby creating an environment where all students can access and engage with the content.
4. **Demonstrate Ethical Digital Citizenship:** Students will be able to apply ethical principles to their online interactions, making responsible and respectful decisions in digital environments, and understanding the importance of promoting ethical digital behaviour in education.

#### **METHODS OF INSTRUCTIONS:**

- Workshop and Peer Feedback
- Discussion
- Presentation
- Case-Based Discussion
- Role-Playing



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**COURSE NAME: EXPLORING YOUTH: CHALLENGES & OPPORTUNITY**

**COURSE CODE: EDU 555 ME**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To develop an understanding of transforming education towards SDG 4.7.
2. To promote social and emotional learning, innovate digital pedagogies and empower youth.
3. To describe the power of youth in the conflict zone.
4. To organize an action plan for strengthening the ESD.

**CONTENT:**

**UNIT – I SOCIETY AND YOUTH: QUESTIONS FOR REFLECTION (CREDIT – 01)**

- 1.1 Societal Dimensions of Youth.
- 1.2 Understanding the Role of Youth in Society.
- 1.3 Relationship of Teachers and Youth Demand for Climate Change Education.
- 1.4 Cultivating Respect in the society.

**UNIT – II RECRUITMENT OF YOUTH IN CONFLICT ZONES (CREDIT – 01)**

- 2.1 Prevention of Violent Extremism Through Youth.
- 2.2 Fostering the values for peace.
- 2.3 Push and Pull factor for peace.
- 2.4 Action plan for peace education.

### **UNIT III ENGAGING YOUTH IN VOLUNTEERING**

**(CREDIT – 01)**

- 3.1 Volunteer and Service Learning Project (VSLP).
- 3.2 Arts, Sports and Community Volunteering Opportunities.
- 3.3 Role of the mentor/teacher in youth engagement.
- 3.4 Youth Development Training Program.

### **UNIT IV- UNESCO AND YOUTH: PARTICIPATION, PARTNERSHIP AND EMPOWERMENT**

**(CREDIT – 01)**

- 4.1 UNESCO's Youth Forum.
- 4.2 Youth and ICT.
- 4.3 Youth in ESD.
- 4.4 Exploring Participation in Various Programs.

#### **LEARNING OUTCOMES:**

1. Students interpret the relationship among society, teachers and youth.
2. Students design posters for awareness programs for youth empowerment.
3. Students make plans for peace programs for conflict zones.
4. Students organize visit and write report on ESD activities.

#### **METHOD OF INSTRUCTION:**

- Project Based Learning
- Lecture cum discussion
- Place-Based Learning

#### **ASSESSMENT STRATEGIES**

- Seminars
- Paper Review
- Essay writings

## REFERENCES:

- Bennett, M. J. (2009). *Moral education and character formation: An introduction*. Routledge.
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**COURSE NAME: ASSESSMENT AND EVALUATION**

**COURSE CODE:** EDU 556 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To understand the concept of assessment and evaluation.
2. To understand the concept of assessment of learning.
3. To comprehend the assessment for learning.
4. To appreciate the idea of learning as construction of knowledge.

**CONTENT:**

**UNIT – I INTRODUCTION TO ASSESSMENT & EVALUATION (CREDIT – 01)**

- 1.1 Concept of Test, Measurement, Examination, Appraisal, Evaluation and their inter relationships.
- 1.2 Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- 1.3 Forms of assessment: -
  - (i) Formative, Summative, Prognostic; Diagnostic; Norm Referenced; Criterion Referenced based on purpose.
  - (ii) Teacher made; Standardized based on nature & scope.
  - (iii) Oral, Written, Performance based on mode of response.
  - (iv) Internal, External, Self-peer, & Teacher Based on Context & Authentic Assessment; School-based assessment.
  - (v) Based on nature of information gathered (Quantitative, Qualitative)
- 1.4 Importance of Assessment & Evaluation for Quality Education – as a Tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.

**UNIT – II ASSESSMENT OF LEARNING****(CREDIT – 01)**

- 2.1 Concept of Cognitive, Affective, Psychomotor domain of learning.
- 2.2 Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- 2.3 Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based).
- 2.4 Construction of achievement tests- steps, procedure and uses & Construction of diagnostic test – Steps, uses & limitation.

**UNIT – III ASSESSMENT FOR LEARNING****(CREDIT – 01)**

- 3.1 Need for CCE its importance and problems faced by teachers.
- 3.2 Meaning & Construction of process-oriented tools– observation schedule; check-list; rating scale; anecdotal record.
- 3.3 Assessment of group processes– Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- 3.4 Quality assurance in tools– Reliability (Test-retest; equivalent forms, split half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.

**UNIT – IV CONSTRUCTION INTERPRETATION AND REPORTING OF STUDENT'S PERFORMANCE****(CREDIT – 01)**

- 4.1 Interpreting student's performance.
  - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages).
  - (ii) Graphical representation (Histogram, Frequency Curves).
  - (iii) NPC – percentile.
- 4.2 Grading – Meaning, types, and its uses.
- 4.3 Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- 4.4 Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

**SESSION WORKS TO BE CARRIED OUT IN TUTORIAL SESSIONS:**

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific).
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process-oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers (Teacher made).

**LEARNING OUTCOMES:**

1. Preservice teacher's quire assessment and evaluation process.
2. Preservice teachers acquire assessment of learning.
3. Preservice teachers acquire assessment for learning.
4. Preservice teachers explain construction interpretation and reporting of students' performance.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Practical work
- Interaction Session
- Assignments

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

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- Popham, W.J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.
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**COURSE NAME: INTELLECTUAL COMMUNICATION AND COLLABORATION  
IN EDUCATION**

**COURSE CODE: EDU 557 ME**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. Understand the importance of intellectual communication and collaboration in educational contexts.
2. Develop effective communication skills to convey pedagogical concepts, instructional strategies, and research findings.
3. Apply collaborative strategies to enhance mentorship, reflective practice, and innovative teaching methods.
4. Develop effective strategies for communicating research concepts and findings to diverse audiences.

**CONTENT:**

**UNIT – I INTRODUCTION TO INTELLECTUAL COMMUNICATION AND COLLABORATION (CREDIT – 01)**

- 1.1 Defining Intellectual Communication: Concepts and Significance.
- 1.2 The Interplay of Communication and Collaboration in Learning.
- 1.3 Barriers to Effective Intellectual Communication and Collaboration.
- 1.4 Strategies for Overcoming Communication Challenges in Educational Settings.

**UNIT – II COMMUNICATION STRATEGIES FOR EFFECTIVE PEDAGOGY (CREDIT – 01)**

- 2.1 Verbal and Nonverbal Communication Techniques for Effective Teacher Education.
- 2.2 Enhancing Instructional Clarity through Active Listening and Questioning.

2.3 Utilizing Visual Aids and Multimedia for Effective Presentation of Pedagogical Concepts.

2.4 Crafting Clear and Compelling Educational Materials for Teacher Training.

### **UNIT – III COLLABORATION FOR MENTORING AND**

#### **REFLECTIVE PRACTICE**

**(CREDIT – 01)**

3.1 Models of Collaborative Teacher Mentorship: Benefits and Challenges.

3.2 Navigating Group Dynamics in Mentorship and Reflective Group Discussions.

3.3 Fostering Critical Thinking through Collaborative Analysis of Teaching Practices.

3.4 Peer Coaching and Collaborative Reflection: Strategies for Continuous Professional.

### **UNIT – IV INTELLECTUAL COMMUNICATION IN RESEARCH**

**(CREDIT – 01)**

4.1 Communicating Research Concepts and Frameworks Effectively.

4.2 Presenting Research Proposals: Clarity, Engagement, and Persuasion.

4.3 Disseminating Research Findings through Scholarly Articles and Publications.

4.4 Ethical Considerations in Intellectual Communication in Research: Honesty and Attribution.

#### **LEARNING OUTCOMES:**

1. Recognize the significance of intellectual communication and collaboration in educational contexts.
2. Apply effective communication strategies to convey pedagogical concepts, instructional methods, and research findings clearly.
3. Implement collaborative approaches to mentorship, reflective practice, and innovative teaching among educators.
4. Demonstrate the ability to convey complex research concepts clearly and comprehensively.

#### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with NVivo*. Sage.
- Kamler, B., & Thomson, P. (2014). *Writing for peer reviewed journals: Strategies for getting published*. Routledge.
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- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
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**COURSE NAME: FIELD WORK (INTERNSHIP AT N.G.O' S IN EDUCATION)**

**COURSE CODE: EDU 558 OJTP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To gain an understanding of social realities and problems affecting education of vulnerable groups.
2. To understand, appreciate and develop ability to critically evaluate the programs and policies concerning education.
3. To acquire skills of systematic observation, critical analysis and develop a spirit of inquiry.
4. To learn and implement educational interventions.
5. To develop skills of recording.
6. To respect values and ethics of education profession through field practicum.
7. To acquire skills and knowledge about establishment of institutions / Schools / NGOs.

**FIELD INSTRUCTION:**

The proposed M.A. Education Programme is divided between theory as well as practical studies. While conceptualizing the credit apportionments, the Choice Based Credit System (CBCS) proposed for the course is for 88 credits (22 credits for each semester) of which 80 credits are allotted to theory, 4 credits for internship/field work and 4 credits for Visit & Report Educational Governing Bodies. This practical exposure through Field work is given to the students during the 2nd semester of study through various programs such as orientation Programme, observation visits, concurrent field work, study tour/visit and mini research.

- **Field Work/Internship shall comprise of:**

Sr. No.	Programme	Duration
Unit No. 1	Orientation Programme	6 days * 1hour = 6 Hours
Unit No. 2	Skill lab/Workshop	6 days * 1hour = 6 Hours
Unit No. 3	Visits	02 visits
Unit No. 4	Internship	21 days   52Hour
		64 Hours

- **Marks distribution:**

Sr. No.	Details	Marks
1.	Attendance for orientation	5 marks
2.	Attendance for workshop	5 marks
3.	02 Reports for each visit (15*2marks)	30 marks
4.	Remarks of host institution for internship	20 marks
5.	Internship observation report	Presentation
		File & Dairy
	Total	100 marks

## **CONTENT:**

### **UNIT – I UNIT NO 1: ORIENTATION PROGRAMME**

**(CREDIT – 01)**

- 1.1 Introduction & Orientation of Internship - The M.A. Education students will be oriented to nature of field work and internship in education.
- 1.2 Need and importance of Internship.
- 1.3 Details of varied NGO's -The student will also be acknowledged about the guidelines for observation visits and internship with NGO.
- 1.4 Ethics and profession code of conduct of NGO:
  - Duration of the Programme shall be of 6 days.
  - Attendance in the orientation Programme is compulsory.
  - This Programme shall comprise of speakers drawn from practitioners, professional social workers from the field and from academia.
  - Field work is a part of the curriculum which is compulsory for all the students. The students have to bear the expenses of the above-mentioned field activities.

## **UNIT – II SKILL LABS / WORKSHOPS FOR CONDUCTING MINI**

### **RESEARCH**

**(CREDIT – 01)**

- 2.1 Required Skills Guidance - The Department faculty members shall decide on appropriate, need based skill labs/workshops for the students.
- 2.2 Research Orientation- The theme, duration, external experts shall be decided by the faculty members in the Department meeting and executed accordingly. Through this student will be acquainted with research requirements.
- 2.3 Duties as Intervention - key observation, recording and reporting skills, interviewing skills, other requirements such as working days, hours, agency timings and other such details of practice learning., involvement of learner and instructor, Learner's responsibility towards host institution and the institution of learning.
- 2.4 Details regarding records and their submission should be maintained.

## **UNIT – III OBSERVATION VISITS**

**(CREDIT – 01)**

Any two observation visits for the M.A. (Education) students will be mandatory. That may include visit to:

- 3.1 Public School & Private School.
- 3.2 Anganwadi, Pre-Primary, Secondary School.
- 3.3 Special School, Inclusive school – Any special disability School\ NGO.
- 3.4 N.G.O. working for children or any other educational institution distinct in nature.

## **UNIT – IV INTERNSHIP WITH /SCHOOL/N.G.O./ CORPORATE FOR**

### **CSR/EDUCATIONAL INSTITUTION**

**(CREDIT – 01)**

This will be compulsory for the M.A. education students in urban, rural or tribal area.

Through these students are expected to:

- 4.1 Understand the social system with the dynamics within an educational institution in different settings.
- 4.2 Analysis of the institution's social eco-system, the approaches, and the strategies of intervention used by the government and non-government organizations.
- 4.3 Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.

4.4 Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and taking on responsibility.

- The team visiting shall be coordinated by at least two faculty members and two student representatives of Education department. The team shall undertake at least one such visit to:

I) Understand the learning objectives.

II) Find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose and incidental expenses shall be reimbursed.

**CODE OF CONDUCT FOR STUDENTS:**

1. Shall read, understand and comply with institute policies and take responsibility for actions.
2. Shall abide by the institutions policy to value and support an institute community that is diverse in gender, caste, creed, religion, region, nationality, educational background, talent, skill, and experience.
3. To note, to follow principles of progressive discipline and any violence on the campus, destruction of the institute's property, manhandling of a person in the campus, and misbehavior with girl students will be viewed seriously.
4. Erring persons will be liable for academic or financial consequences, if sustained they will be liable to disciplinary action such as suspension or rustication for specific period etc.
5. To Note that defacing of the campus buildings, walls by writing on them or sticking bills, posters is prohibited. Also damaging the notices and posters displayed in the departments is forbidden.
6. Academic integrity must be maintained while pursuing academic studies. To falsify or alter records of academic performance is an academic misconduct.
7. To note that all types of malpractices and unfair means in the examination hall inclusive of the assault on invigilators, misbehaving in the examination hall, enabling other students to be dishonest and impersonation are serious and punishable offences.
8. Participate in various events, seminars, workshops organized by the institution and contribute towards their success.

**LEARNING OUTCOMES:**

1. Students Can understand role of NGO.
2. Students can explain\explore role and services of Gov.
3. Students can establish their own NGO and School.
4. Understanding Real-World Application: Understanding the workplace, operating, procedures, the department/company and its products, and other organizational concepts. In addition, this would include knowledge added to existing classroom knowledge, such as new applications or new skills.
5. Career Awareness: Internships often provide the opportunity to take a peek at what working for accompany or in an industry would be like. Objectives could include learning about career positions and occupations along with the qualities and training required to obtain those positions.
6. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific group.
7. Acquire skills in planning, organizing, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.



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**COURSE NAME: HIGHER EDUCATION IN INDIA**

**COURSE CODE:** EDU 601 MJ

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To develop the understanding of Higher Education.
2. To implement and understand the policies and plans in Higher Education.
3. To actively and independently take part in seminar discussions, do short presentations as well as opposing and defending an independently written thesis.
4. To implement the strategies for Higher Education:
  - Within themselves
  - In their surrounding (home and workplace)
  - In the society
  - For the purpose of implementing in the classroom

**CONTENT:**

**UNIT – I HIGHER EDUCATIONS: RETROSPECT AND PROSPECTS (CREDIT – 01)**

- 1.1 Aims and objectives of higher education.
- 1.2 Indian Higher Education: The Legacy, Scope and Nature.
- 1.3 Development of Higher Education in India.
- 1.4 Higher Education for betterment.

**UNIT – II INDIAN HIGHER EDUCATION: POLICIES AND PLANS (CREDIT – 01)**

- 2.1 The Constitutional Provisions Regarding Indian Higher Education.
- 2.2 The Evolving Policy Perspectives in Higher Education.
- 2.3 Recommendations and various policy schemes of Higher Education.
- 2.4 Higher Education in the context of New Education Policy 2020.

**UNIT – III INDIAN HIGHER EDUCATION: CONCERNS  
AND DEVELOPMENTS**

**(CREDIT – 01)**

- 3.1 Higher Education and Problem of Contemporary Indian Society.
- 3.2 Evaluation in Higher Education.
- 3.3 Emergence of Open and Distance learning (ODL) at the Tertiary level.
- 3.4 Quality Assurance and Accreditation in Higher Education.

**UNIT – IV THE PROGRESSIVE SOCIAL ROLE OF A UNIVERSITY  
TEACHER IN INDIA**

**(CREDIT – 01)**

- 4.1 The evolving professional roles of a University Teacher.
- 4.2 Teachers Intervention in Social Change: Some issues.
- 4.3 Teachers Organizations.
- 4.4 Reforms in Higher Education.

**LEARNING OUTCOMES:**

1. Student explain various aspects of Higher Education.
2. Student discuss Higher Education plans and policies.
3. Student examine the development of higher education in India.
4. Student identify various agencies and models of higher education.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Workshops

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Ozmon, H., Craver, S. M. Philosophical Foundations of Education.
- National Knowledge Commission (NKC). Higher Education in India: Vision and Action
- Tilak B.G. Higher Education in India: Issues, Concerns, and New Directions.
- Pillai, V. N. Transforming Higher Education: A Comparative Study.
- Pandey, J. N. Indian Constitution: A Comprehensive Study.
- Kumar, S. Higher Education in India: The Need for Change.
- Report: National Education Policy 2020 (NEP 2020)
- Kumar, R. New Education Policy 2020: An Insight.
- Aggarwal, J.C. Education and Social Change in India.
- Pannalal, Assessment and Evaluation in Higher Education.
- Kumar, V. Distance Education: Concepts and Principles.
- Dixit, S. Quality Assurance in Higher Education: An International Perspective.
- Herve, J.P. University Teaching: A Guide for Graduate Students.
- Ming-tak Hue., Willis, P. Teachers as Agents of Social Change.
- Sharma, R.N. Teachers and Teacher Organizations: Profiles, Perspectives, and Policies.
- Bandyopadhyay, M., Govinda. Higher Education Reforms in India: Experience and Perspectives.



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**COURSE NAME: E-LEARNING: PRINCIPLES, PROCEDURE AND PRACTICES**

**COURSE CODE: EDU 602 MJ**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To describe the use of Educational Technology in education.
2. To explain the communication process and its importance in education.
3. To describe the steps involved in developing Instructional Design.
4. To develop an Instructional Design for interactive multimedia.
5. To explain the models of Instructional Design.
6. To make the student familiar with new trends, and techniques in education along with e-learning.
7. To enable the student to become a good practitioner of Educational technology and e-learning.

**CONTENT:**

**UNIT – I EDUCATIONAL TECHNOLOGY AND TEACHING (CREDIT – 01)**

- 1.1 Development of the concept of ET, Difference between teaching and Instruction, conditioning & training.
- 1.2 Educational Technology as System Approach.
- 1.3 ET- Learning, Evaluations, Research, Stages, and Levels of Teaching.
- 1.4 Global and National Overview of ET Policy.

**UNIT – II MULTIMEDIA IN EDUCATION (CREDIT - 01)**

- 2.1 Multimedia growth and development.
- 2.2 Multimedia Applications- CAI, CAL, CBT.

- 2.3 Computer and interactivity.
- 2.4 Telemetric in education and training.

### **UNIT – III INSTRUCTIONAL DESIGNS AND COMMUNICATION**

#### **MODES IN EDUCATION**

**(CREDIT - 01)**

- 3.1 Formulation and Design of instructional strategies- lecture, team teaching, discussion, panel discussion, seminars & tutorials.
- 3.2 Models of ID – ADDIE and Dick and Carrey.
- 3.3 Concepts of Communications, Modes of communication- Speaking and listening, Writing and reading visualizing and observing.
- 3.4 Models of communication- David Berlo’s SMCR model of communication, Shanon’s model of communication.

### **UNIT – IV E-LEARNING- PRINCIPLES, PROCESS AND PRACTICES**

**(CREDIT - 01)**

- 4.1 E-learning definitions, scope, trends, attributes & opportunities.
- 4.2 Pedagogical designs & e-learning.
- 4.3 Assessments, feedback, e-moderation, and Management and implementation of e-learning.
- 4.4 Online Learning Management System, Online Learning Course Development.

#### **LEARNING OUTCOMES:**

1. Students explain various aspects of Educational Technology in education.
2. Students discuss Instructional Designs and Communication Modes in Education.
3. Students examine the development of e-learning in India.
4. Students identify various agencies and models of e-learning.

#### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Presentation
- Workshop

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

- Blake, B., and Sahlin, D. (2006). Flash 8: A Beginner's Guide. New Delhi: Dreamtech Publisher.
- Dececoo, J. P. (1964). Educational Technology: Readings in Programmed Instruction.
- E.Balagurswamy, (2011), Computer Programming and Utilization, Tata-McGrawHill Publications, New Delhi.
- Gupta, S., and Gupta, A. (2006). Flash 8 in Simple Steps. New Delhi: Dreamtech Publisher.
- Holzner, S. and et.al. (2007). Visual Basic 2005 Programming Black Book with CD.
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- Kent, W. A. (1987). Computer Assisted Learning in the Humanities and Social Sciences. Oxford: Black Well Publishing. London: Holt, Rinehart & Winston.
- Mangal, S. K. (1988). Fundamentals of Educational Technology (Essential of Teaching & Learning). Ludhiana: Prakash Brothers. New Delhi: Dreamtech Publisher.
- Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). Educational Television. Agra: National Psychological Corporation.
- Perry, G. (1998). Teach Yourself Visual Basic-6 in 21 days. New Delhi: Tech Media.
- Poore Megan, 2013, Using Social Media in the Classroom a best practice guide, SAGE publication, New Delhi.
- Sampath, K. (1982). Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, A. R. (1985). Educational Technology. Agra: Vinod Pustak Mandir.
- Sharma, R. A. (1986). Educational Technology. Meerut: International Publishing House.



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**COURSE NAME: EDUCATIONAL MANAGEMENT**

**COURSE CODE:** EDU 603 MJ

**CREDIT:** 02

**COURSE OBJECTIVES:**

1. To enable the student to become an effective manager of teaching /Administration of Education.
2. To enable students to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, and Educational policies.

**CONTENT:**

**UNIT – I MANAGEMENT: CONCEPT, PROCESS AND FUNCTION (CREDIT – 01)**

- 1.1 Management – concept, Need of Management, Characteristics of good Management.
- 1.2 Management at different Levels-Elementary, Higher, secondary, Higher Education, Time Management.
- 1.3 Development of modern concept of Educational Management from 1900 to present – day. Taylorism, Management as process, Management as bureaucracy, Human relations to Management.
- 1.4 Leadership – Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.

**UNIT – II APPLICATION OF MANAGEMENT CONCEPT IN ACADEMIC AREAS OF THE EDUCATIONAL SYSTEMS AND PLANNING IN EDUCATION (CREDIT - 01)**

- 2.1 Curriculum development /Evaluation.
- 2.2 Teaching Learning Processes.

2.3 Evaluation Assessment (Management, Manager, Teacher, student, Parents) - Self Appraisal.

2.4 Professional Growth- In-service Training.

**LEARNING OUTCOMES:**

1. Students explain concept and the management at different levels.
2. Students explore teaching learning processes.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Field Visit

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

Chandrasekaran, P. Educational Planning and Management, Sterling Publication Pvt. Ltd.

Choudhary, N.M., Management in Education. A. P.H. Publishing corporation, New Delhi.

Hardwick, L. Administrative Strategy and Decision making.

Karla, A. Efficient School Management and Role of Principals.

Lambal, T. P., Saxena, V.R. et.al. Educational Administration Planning and Supervision, Delhi Daoba house.

Mathur, S. S. Educational Administration and Management.

Mathur, S. S. Educational Administration Principles and Practices.

Mukharji, S. N. Administration of Education in India- S.N.

Pandya, S. R. Administration and management of Education, Himalaya Publishing House.

Sachdeva, M.S. School Organisation and Administration.

Sidhu, U.S. School Organisation and Administration.

Vashost, S.R. Theory of Educational Administration.



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**COURSE NAME: ANALYSIS OF CURRICULUM & PEDAGOGY**

**COURSE CODE: EDU 604 MJP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To analyze a curriculum and assess its alignment with intended Learning outcomes and Instructional strategies.
2. To critically analyze pedagogical strategies and learning activities in a curriculum.
3. To examine the assessment methods employed in a curriculum and their impact on Student Learning.
4. To develop a comprehensive syllabus for a specific subject, Incorporating learning Objectives, Content, Assessments, and Instructional strategies.

**CONTENT:**

**PRACTICAL I - CURRICULUM MAPPING AND ALIGNMENT (CREDIT – 01)**

**Steps:**

- **Gather Curriculum Documents:** Collect the relevant curriculum documents, including course outlines, syllabi, and learning objectives.
- **Identify Components:** Break down the curriculum into its components, such as learning objectives, content modules, assessments, and teaching methods.
- **Analyze Alignment:** Examine the alignment between learning objectives, content, and assessments. Note any discrepancies or gaps.
- **Assess Coherence:** Evaluate the coherence of the curriculum, ensuring that learning objectives progress logically and build on each other.

**Provide Recommendations:** Based on the analysis, provide recommendations for improving alignment and coherence within the curriculum.

## PRACTICAL II - PEDAGOGICAL STRATEGIES AND LEARNING ACTIVITIES

### ANALYSIS

(CREDIT – 01)

#### Steps:

- **Select Curriculum Segment:** Choose a specific segment of the curriculum (e.g., a module or unit) to analyze.
- **Identify Pedagogical Strategies:** Identify the pedagogical strategies employed in the selected segment, such as lectures, discussions, group work, etc.
- **Analyze Learning Activities:** Examine the learning activities associated with each pedagogical strategy. Evaluate their relevance, engagement, and alignment with learning objectives.
- **Critique Effectiveness:** Critically assess the effectiveness of the chosen pedagogical strategies and learning activities in facilitating student understanding and achievement.  
Recommend Enhancements: Based on the analysis, suggest enhancements or alternative strategies that could better align with the learning objectives and promote active learning.

## PRACTICAL III - ASSESSMENT DESIGN AND ANALYSIS

(CREDIT – 01)

#### Steps:

- **Review Assessment Methods:** Review the assessment methods utilized in the curriculum, such as quizzes, exams, projects, etc.
- **Assessment-Objective Alignment:** Analyze how well each assessment aligns with the stated learning objectives. Identify strengths and areas for improvement.
- **Evaluate Authenticity:** Assess the authenticity of assessments in reflecting real-world tasks and skills relevant to the learning objectives.
- **Check Validity and Reliability:** Examine the validity and reliability of assessment instruments. Consider whether they accurately measure the intended learning outcomes.  
Propose Assessment Adjustments: Based on the analysis, propose adjustments to assessment design that would better evaluate student achievement and align with instructional strategies.

## **PRACTICAL IV - DESIGNING A SYLLABUS FOR [ANY SUBJECT] (CREDIT – 01)**

### **Steps:**

- Step 1: Define Learning Objectives
- Step 2: Determine Content and Topics
- Step 3: Plan Assessments
- Step 4: Design Instructional Strategies
- Step 5: Develop a Course Schedule
- Step 6: Include Policies and Resources
- Step 7: Review and Refine
- Step 8: presentation

### **LEARNING OUTCOMES:**

1. Evaluate the effectiveness of curriculum mapping in ensuring a well-structured and aligned curriculum.
2. Analyze various pedagogical strategies and their alignment with different learning styles and objectives.
3. Evaluate the authenticity, validity, and reliability of assessment instruments used.
4. Design a syllabus that aligns learning objectives, content, assessments, and instructional methods effectively.

### **METHODS OF INSTRUCTIONS:**

- Discussion
- Presentation
- Case-Based Discussion

### **REFERENCES:**

- Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. Jossey-Bass.
- Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher*. Jossey-Bass.
- Brookfield, S. D., & Preskill, S. (2016). *The discussion book: Fifty great ways to get people talking*. Jossey-Bass.
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- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide*. Jossey-Bass.
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- Gronlund, N. E. (2013). *Assessment of Student Achievement*. Pearson.
- Nilson, L. B. (2016). *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Stylus Publishing.
- Nitko, A. J., & Brookhart, S. M. (2018). *Educational Assessment of Students*. Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.



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**COURSE NAME: INTERNATIONALIZATION OF EDUCATION**

**COURSE CODE: EDU 605 ME**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To develop understanding of internationalisation approaches appropriate to diverse educational contexts.
2. To develop knowledge and understanding of the global context of education.
3. To get acquainted with the globalisation in different educational contexts and examine the variety of institutional and sectoral responses.

**CONTENT:**

**UNIT – I INTRODUCTION**

**(CREDIT – 01)**

- 1.1. Meaning, Need, Importance.
- 1.2. Liberalization, Privatization and Globalization.
- 1.3. Impact of LPG on Education.
- 1.4. Localization concept and its impact.

**UNIT – II INSTITUTIONS RELATED TO INTERNATIONALIZATION**

**(CREDIT – 01)**

- 2.1. UNESCO.
- 2.2. WTO.
- 2.3. UN-ECOSOC.
- 2.4. Global Civil Societies and NGOS.

### **UNIT – III ISSUES RELATED TO INTERNATIONALIZATION**

**(CREDIT – 01)**

- 3.1. Quality, Quantity and Equality in Education.
- 3.2. Socio-economic and political issues.
- 3.3. Indigenous and cultural issues.
- 3.4. Education & Human Rights Issues.

### **UNIT – IV DYNAMISM IN INTERNATIONALIZATION**

**(CREDIT – 01)**

- 4.1. Multicultural Education.
- 4.2. ICT and its educational impacts.
- 4.3. Adopting and adapting best practices.
- 4.4. Global Citizenship.

#### **LEARNING OUTCOMES:**

1. Student analyse the variety of curriculum internationalization approaches appropriate to diverse educational contexts.
2. Student demonstrate knowledge and understanding of the global context of education.
3. Student evaluate the complexity of teaching and learning in increasingly culturally diverse educational environments.
4. Student explore the impact of globalization in different educational contexts and examine the variety of institutional and sectoral responses.

#### **METHODS OF INSTRUCTIONS:**

- Lecture Method
- Group Discussion
- Seminar
- Assignment

#### **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

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**COURSE NAME: LEADERSHIP AND MANAGEMENT**

**COURSE CODE: EDU 606 ME**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To understand the concept of educational leadership and Management.
2. To know the qualities required for effective leader.
3. To Understand leadership and macro and micro level.
4. To understand the theories of management and educational conflict.

**CONTENT:**

**UNIT – I EDUCATIONAL LEADERSHIP: CONCEPT AND THEORIES (CREDIT – 01)**

- 1.1 Meaning, Concept, Nature, Functions & importance of educational leadership.
- 1.2 Types of educational leadership & Leadership Styles- Traditional, Transactional, Transformational, Inspirational leadership.
- 1.3 Theories of leadership – Great man Theory, Behavioural Theory, Contingency Theory.
- 1.4 Qualities of Effective leaders & Importance of communication and team building.

**UNIT – II LEADERSHIP ETHICS AND VALUES (CREDIT – 01)**

- 2.1 Ethical Consideration in Educational leadership.
- 2.2 Role of Values and Morals in decision Making.
- 2.3 Democracy, Community and Accountability in Leadership.
- 2.4 Managing conflict and role of effective educational leadership.

**UNIT III - MANAGEMENT: CONCEPT, PROCESS AND THEORIES (CREDIT – 01)**

- 3.1 Management-Concept, Need, Meaning, Characteristics and Functions of Management.
- 3.2 Development of modern concept of educational management: Taylorism, Management as process.
- 3.3 Management theories: Classical management school, Neo classical management school, Modern Management theories and their implications for educations.
- 3.4 Human resource management and financial management & Budgeting.

**UNIT IV- MANAGEMENT: APPROACHES, CONFLICT MANAGEMENT IN EDUCATIONAL ORGANIZATION (CREDIT – 01)**

- 4.1 Meaning and nature of conflict management.
- 4.2 Sources, Types and dynamics of conflicts and Principles of managing conflict.
- 4.3 Levels, Styles, Approaches of management, Skills of management.
- 4.4 Role of institution's head in conflict management.

**LEARNING OUTCOMES:**

1. Student enlist different qualities of leadership.
- 2 Student explain characteristics and the functions of management.
- 3 Student analyse theories of management and leaderships.
- 4 Student assess the financial management and budgeting.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminar
- Presentation
- Group Discussion

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

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**COURSE NAME: ECONOMICS OF EDUCATION**

**COURSE CODE:** EDU 607 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To develop an understanding of Planning, Financing and Cost of Education.
2. To develop and understanding of the link between the educational system and economic development.
3. To develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

**CONTENT:**

**UNIT – I CONCEPTUAL BACKGROUND AND COST OF EDUCATION (CREDIT – 01)**

- 1.1 Meaning, Definition, Scope and Importance of Economics of Education.
- 1.2 The relationship between education and the economic system.  
The role of the economic system in (i) financing of education, and (ii) absorbing the educated manpower.
- 1.3 Education as an Industry.
- 1.4 Education as consumption and education as individual, social and national investment.

**UNIT – II PRICING OF EDUCATION, FINANCING OF EDUCATION (CREDIT - 01)**

- 2.1 Micro and Macro aspects of pricing of education (Theoretical Study).
- 2.2 Practical solution to the pricing of education especially at the tertiary level.
- 2.3 Sources of finance for education: private, public, fees, donations.
- 2.4 Endowments and grants. Grant-in- aid principles and practices with special reference to higher education.

### **UNIT – III ECONOMIC DEVELOPMENT AND EDUCATION**

**(CREDIT - 01)**

- 3.1 The concepts of economic development and economic growth.
- 3.2 The interrelationship between education and economic development.
- 3.3 Education as a prerequisite as an accelerator and a major determinant of economic development.
- 3.4 Suggestions for improvement in the educational system for enhancing and sustaining economic development. Education and economic development in urban and rural areas.

### **UNIT – IV MEASUREMENT OF CONTRIBUTION OF EDUCATION**

#### **TO ECONOMIC GROWTH**

**(CREDIT - 01)**

- 4.1 Measuring the Contribution of Education to Economic Growth.
- 4.2 Productivity and Wastage in Education.
- 4.3 Education, Equity and Income Distribution.
- 4.4 Educational expenditure and national economy.

#### **LEARNING OUTCOMES:**

1. Student explain concept, financing and cost of education.
2. Student discuss the educational system and economic Development.
3. Student explore Economic Development and Role Education.

#### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Field visit
- Presentation

#### **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

## REFERENCES:

- Balsara, M. (1996) *New Education policy and Development Challenge*, New Delhi. Kanishka Publishers.
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**COURSE NAME: DISSERTATION PART I (PROPOSAL AND  
LITERATURE REVIEW)**

**COURSE CODE: EDU 608 RP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To understand steps involved in writing of educational research proposal.
2. To understand importance of research proposal in the process of educational research.
3. To understand importance of review of related literature and research.
4. To get acquainted with skills of making review of related literature and research.

**CONTENT:**

**I - DISSERTATION**

**(CREDIT - 02)**

The provision of Dissertation provides for students to do research on the topic of his/her choice. The topic and the plan of the dissertation will be decided in consultation with of faculty member and will be approved by the Post Graduate Academic Committee /Department committee. The Post Graduate Academic Committee/Department Committee shall consider the applications of the students to write a dissertation in view of the merits of the students and his/her research plan (For colleges, Post Graduate Academic Committee).

**II - RESEARCH PROPOSAL**

**(CREDIT - 01)**

**III - REVIEW OF RELATED LITERATURE AND RESEARCH**

**(CREDIT - 01)**

- Purpose and need at different stage of research
- Sources and Types
- Recording of various references-notes taking etc.
- Online/ offline references

**EVALUATION SCHEME:**

- The student is requiring preparing Research Proposal on the selected topic and presenting it.
- It will be evaluated by a panel of two examiners, out of which one will be his/her research guide (Internal Examiner) and one will be external examiner.
- Student require to review related references of his/her research topic and prepare report and submit to the department/ college. It will be evaluated by 25 marks on the basis of following criteria.

1. Various sources traced (Online /Offline, Print Form).	4 Marks
2. Relatedness of selected literature to the research topic.	4 Marks
3. Usefulness justified.	4 Marks
4. Review report Writing	10 Marks
5. Reference Writing (APA Style)	3 Marks

**LEARNING OUTCOME:**

1. Student describe fundamentals of educational research
2. Student explain approaches, scope and limitations of research.
3. Student examine design of research.
4. Student discuss data collection tool and analysis

**METHOD OF INSTRUCTION:**

- Seminar
- Lecture
- Presentation

**REFERENCES:**

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**COURSE NAME: TEACHER EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**COURSE CODE: EDU 651 MJ**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To understand the concepts and principles of sustainable development in the context of education.
2. To explore the role of teachers in promoting sustainable practices and values.
3. To explore instructional strategies to integrate sustainability across the discipline.
4. To reflect on personal and professional practices to model sustainability.

**CONTENT:**

**UNIT – I INTRODUCTION TO SUSTAINABLE**

**DEVELOPMENT IN EDUCATION**

**(CREDIT – 01)**

- 1.1 Nature, meaning and concept education of sustainable development.
- 1.2 Historical perspectives on sustainability in education.
- 1.3 The role and scope of education in achieving sustainable development.
- 1.4 Importance of sustainability in educational perspective.

**UNIT – II DIMENSIONS OF SUSTAINABILITY IN**

**TEACHER EDUCATION**

**(CREDIT – 01)**

- 2.1 Exploring the inter-relationship between environmental, social, and economic sustainability.
- 2.2 Explore strategies for teaching environmental literacy in the classroom.
- 2.3 Discuss approaches for promoting cultural diversity and social inclusion in education.
- 2.4 Sustainable economic practices in teaching and learning process.

**UNIT – III THE ROLE OF TEACHERS IN  
SUSTAINABLE DEVELOPMENT**

**(CREDIT – 01)**

- 3.1 Educating and raising awareness about the sustainable development.
- 3.2 Incorporating sustainability into the curriculum.
- 3.3 Modelling sustainable behaviour and role of teachers in sustainable development.
- 3.4 Fostering a sense of responsibility in teachers with respect to sustainable future.

**UNIT – IV PRACTICES IN SUSTAINABLE DEVELOPMENT**

**(CREDIT – 01)**

- 4.1. Pedagogical strategies for teaching sustainable development.
- 4.2 Technology and innovation in promoting sustainable teacher education.
- 4.3 Assessment and evaluation of curriculum of sustainable teacher education.
- 4.4 Community engagement and partnerships policy frameworks and initiatives in teacher education for sustainability.

**LEARNING OUTCOMES:**

1. Students will identify the role of sustainability in education.
2. Explain dimensions of sustainability in teacher education.
3. Analyse role of teacher in sustainable development.
4. Incorporating sustainable development practices into education.
5. Explore the strategies of sustainable development.

**METHODS OF INSTRUCTIONS:**

- Lecture Method
- Group Discussion
- Seminar
- Poster Presentation

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

Ergas, o. Education for Sustainable Development: Challenges, Strategies, and Practices in a Globalizing World.

V. K. Bansal. Environmental Education and Sustainable Development in India.

Environmental Education in India: A Socio-cultural Perspective by Vinod Kumar Kanvaria

Walter L. F. and Srivastava, P. S. Sustainable Development in Higher Education: An Indian Perspective.

Giri, A. K. Sustainable Development and Environmental Education in India.

Srivastava, P. S. Sustainable Education: A Vision for India's New Millennium.

Walter L. F., Brandli, L. L., et.al. Sustainability: Perspectives from the Humanities and Social Sciences.

R. Nandagopal and B. Anandarajan. Teacher Education for Sustainable Development: Emerging Issues and Challenges.



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**COURSE NAME: PROFESSIONAL DEVELOPMENT OF TEACHERS**

**COURSE CODE:** EDU 652 MJ

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To understand the meaning, concept, & concerns of professional development.
2. To know the trends and impact of professional development on Teacher educator.
3. To study the basic characteristics of teacher and teaching profession.
4. To make aware of new innovative practices of professional teaching.
5. To understand the policies and practices of professional development of teachers.
6. To Understand the foundations, types and different models of professional development.
7. To develop skills in teacher educator for professional development.

**CONTENT:**

**UNIT – I EDUCATIONAL PROFESSIONAL DEVELOPMENT:  
CONCEPT AND CONCERNS**

**(CREDIT – 01)**

- 1.1 Concept and need for continuing professional development of a teacher areas of professional development.
- 1.2 Professional development Issues, concerns, programmes and practices at International, National & Local level.
- 1.3 Roles, responsibilities and professional ethics of teacher and teacher educators.
- 1.4 Skills- Foundation skills, Communication skills, Emotional intelligence, Motivation skill, Self-leadership skill, Critical thinking skill.

**UNIT – II TEACHER EFFECTIVENESS AND PROFESSIONAL GROWTH (CREDIT - 01)**

- 2.1 Teacher Effectiveness: Meaning and Definition, Measurement of teachers' effectiveness, criteria for measuring.
- 2.2 Cognitive flexibility: teaching functions, uses of hardware and software; attitude towards profession, self and others, teaching strategies, teacher-indirectness and classroom performance.
- 2.3 Professional Growth: Meaning and purposes, strategies of professional growth, self-study, acquisition of higher learning, conducting research and publications.
- 2.4 Teachers Accountability- Meaning, teachers role in school, community and the nation, Parent Teacher Association, Assessing accountability. Research trends in professional development.

**UNIT – III EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT MODELS,  
STRATEGIES AND RESOURCES FOR EDUCATORS (CREDIT - 01)**

- 3.1 Teacher professional development models:
- Individually Guided Development
  - Development and Improvement
  - Observation & Assessment
  - Inquiry
  - Tracking Progress and Incentivizing Professional Learning
  - The Pandemic Model
- 3.2 Strategies- Strategies for analysing teacher behaviour- Flauder's interaction Analysis Categories(FIAC), Other evaluative scales of teacher behaviours, General Teaching Competence Scale(GTC) and Teacher Assessment Batting(TAB).
- 3.3 Resources- Online course, Webinars, Mentoring, Books, Social media & com, Graduate Programs & Higher Education Munities, Teaching conferences.
- 3.4 Elements of Effective Professional Development.

**UNIT – IV VALUE EDUCATION, POLICIES AND PRACTICE TOWARDS  
NATIONAL AND GLOBAL DEVELOPMENT (CREDIT - 01)**

- 4.1 Online Teacher Training Program– SWAYAM, COURSERA etc.
- 4.2 Individual and collaborative research.
- 4.3 Use of Innovative trends and practices.

#### 4.4 Standards for Professional Development of Teachers.

##### **LEARNING OUTCOMES:**

1. Analyse the role of reflective practice in ongoing professional development.
2. Develop and implement a personalized professional development plan based on individual goals and needs.
3. Evaluate the effectiveness of different professional development strategies and methods.
4. Collaborate with peers and colleagues to enhance professional growth through shared learning experiences.
4. Apply technology and digital resources to support continuous learning and skill development.
5. Assess and address diversity and equity issues in professional development initiatives.
6. Explore current trends and research in education and their implications for professional growth.

##### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Presentation

##### **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

##### **REFERENCES:**

- Bergmark, U. (2023). Teachers professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development. *Professional Development in Education*, 49(2), 210-224.
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Bringing context and educational leadership together: Fostering the professional development of school principals. *Professional development in education*, 49(1), 4-15.

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**COURSE NAME: E-CONTENT DEVELOPMENT**

**COURSE CODE: EDU 653 MJP**

**CREDIT: 04**

**COURSE OBJECTIVES:**

1. To define clear learning objectives and structure for a Massive Open Online Course (MOOC).
2. To develop multimedia content that engages learners and supports learning objectives.
3. To design and implement effective discussion forums and peer learning activities.
4. To design assessments, provide feedback, and gather insights for course improvement.

**CONTENT:**

**PRACTICAL I - DEFINING LEARNING OBJECTIVES AND**

**STRUCTURE**

**(CREDIT – 01)**

**Steps:**

- Select a subject or topic for the MOOC.
- Define specific learning objectives aligned with the subject.
- Organize the course into modules or units.
- Determine the sequence of topics within each module.
- Identify content delivery methods, such as videos, readings, quizzes, and assignments.
- Create an initial course structure and outline.

## **PRACTICAL II - CREATING ENGAGING MULTIMEDIA CONTENT (CREDIT – 01)**

### **Steps:**

- Choose key concepts or topics for the MOOC.
- Develop video lectures or presentations for each topic.
- Design interactive elements, such as quizzes, polls, and discussions.
- Identify and integrate supplementary materials, such as readings, case studies, or simulations.
- Ensure multimedia content aligns with learning objectives and promotes active learning.
- Method of Instruction:
- Hands-on Workshop: Participants will use multimedia tools to create videos, quizzes, and interactive elements.
- Peer Review: Participants will review and provide feedback on each other's multimedia content.

## **PRACTICAL III - FACILITATING INTERACTIVE DISCUSSIONS AND PEER**

### **LEARNING**

**(CREDIT – 01)**

### **Steps:**

- Identify topics or questions for discussion forums.
- Develop thought-provoking discussion prompts that relate to the course content.
- Set clear guidelines for participation and interaction.
- Facilitate discussions by providing guidance, summaries, and follow-up questions.
- Create collaborative activities that require peer interaction and learning.
- Method of Instruction:
- Group Discussion: Participants will brainstorm discussion prompts and share strategies for effective facilitation.

## **PRACTICAL IV - ASSESSMENTS, FEEDBACK, AND**

### **COURSE EVALUATION**

**(CREDIT – 01)**

### **Steps:**

- Design formative and summative assessments for the MOOC.
- Align assessment criteria with learning objectives and content.

- Develop rubrics or guidelines for evaluating assignments.
- Provide constructive feedback on participant submissions.
- Create a course evaluation survey to gather insights for improvement.

### **LEARNING OUTCOMES:**

1. Design a structured outline for course modules and topics.
2. Design interactive elements to promote learner engagement.
3. Create opportunities for peer learning and collaborative activities.
4. Design a course evaluation survey to gather participant feedback.

### **METHODS OF INSTRUCTIONS:**

- Brainstorming Session
- Hands on Experience
- Peer Review

### **REFERENCES:**

- Anderson, T., Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distributed Learning*, 12(3), 80-97.
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**COURSE NAME: GUIDANCE AND COUNSELLING**

**COURSE CODE:** EDU 654 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. To develop understanding of meaning, need, functions and types of guidance.
2. To get acquainted with the tools and techniques of guidance.
3. To get acquainted with the need and various ways of collection and dissemination of occupational information.
4. To develop understanding of meaning characteristics and types of counselling.
5. To get acquainted with process and techniques of Counselling.
6. To get acquainted with the importance of placement and follow up services.
7. To get acquainted with meaning, purposes and out-line of job-study
8. To develop understanding about Counselling- research, issues and trends.

**CONTENT:**

**UNIT – I BASICS OF GUIDANCE**

**(CREDIT – 01)**

- 1.1 Guidance- Meaning, Nature, Functions and Purposes.
- 1.2 Basic Principles and Functions of Guidance.
- 1.3 Need of Guidance, Process of Guidance.
- 1.4 Types of Guidance - Personal, Educational, Career, Health, Marital.

**UNIT – II OCCUPATIONAL INFORMATION, PROCESS AND TECHNIQUES (CREDIT - 01)**

- 2.1 Guidance for maladjustment- Identification of maladjusted children's and the principles of dealing with them.
- 2.2 Techniques of Guidance-Home visits. Interview, Observation.

2.3 Collection, Need, Sources and Methods of Classification of Occupational information.

2.4 Job profiles, Job satisfaction.

**UNIT – III NATURE AND THERAPIES OF COUNSELLING (CREDIT - 01)**

3.1 Meaning, Need, Characteristics, Principles of Counselling.

3.2 Process and types of Counselling - Directive, Non directive and Eclectic.

3.3 Effective Counsellor, Increasing need of Counsellor in present set –up.

3.4 Counselling therapies:

- Client Centered Therapy (Carl Rogers)
- Rational Emotive Therapy (Albert Ellis)

**UNIT – IV PLACEMENT AND FOLLOW UP SERVICES (CREDIT - 01)**

4.1 Placement- Aims and Types.

4.2 Placement services- Responsibility of the School and Community.

4.3 Follow up services- Importance and Purposes.

4.4 Research – Issues & Trends.

**LEARNING OUTCOMES:**

1. To impart knowledge of basics of Guidance and Counselling.
2. To familiarize the students with applied and positive perspectives of Guidance and Counselling.
3. To provide practical training in psychological assessment, conducting guidance and Counselling programs.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Presentation
- Discussion
- Field Visits

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

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**COURSE NAME: MULTIMEDIA IN EDUCATION**

**COURSE CODE:** EDU 655 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. Explore a brief history of multimedia in education.
2. Learn how learning theories influence the development of multimedia product.
3. Learn the phases involved in multimedia planning, design and production.
4. Use various advanced multimedia authoring tools in education.
5. Design and create interactive multimedia products.

**CONTENT**

**UNIT – I INTRODUCTION TO MULTIMEDIA**

**(CREDIT – 01)**

- 1.1 History, Meaning, Nature of multimedia.
- 1.2 Functions and Principles of multimedia.
- 1.3 Theories of Multimedia Learning: Cognitive Theory of Multimedia (Mayer 1997).
- 1.4 Multimedia and Communication Theory.

**UNIT – II MULTIMEDIA GROWTH & DEVELOPMENT**

**(CREDIT - 01)**

- 2.1 Educational multimedia.
- 2.2 Multimedia & virtual reality.
- 2.3 Computer & Interactivity.
- 2.4 Multimedia & education in future.

**UNIT – III ADVANCED MEDIA IN EDUCATION**

**(CREDIT - 01)**

- 3.1 Advanced media in Education: An overview.
- 3.2 Broadcast Media: Radio and Television & Non-Broadcast Media: Audio and video.

3.3 Educational & Other Media: Edmodo, Google Classroom, M Teams, Moodle, Facebook, Instagram, WhatsApp, Telegram, Twitter, Blogs.

3.4 Web sites, Web browsers, databases and its uses.

#### **UNIT – IV COURSEWARE DEVELOPMENT PROCESS**

**(CREDIT - 01)**

4.1 Media courseware development.

4.2 Developing courseware for audio.

4.3 Developing courseware for video.

4.4 Developing courseware for computer.

#### **LEARNING OUTCOMES:**

1. Use multimedia resources/technology in communicating, collaborating, conducting research, solving problems, and creating products.
2. Promote equitable, ethical, and legal use of multimedia resources.
3. Understand the impact of multimedia resources on student learning, school culture, and communities.
4. Use a variety of multimedia resources to support student learning.
5. Use multimedia resources to extend communication outside the classroom to the home and possibly the community.

#### **METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Presentation

#### **ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

## REFERENCES:

- Baddeley A.D (1986) working memory Oxford, England Oxford University Press.
- Beichner, R. J. (1994). Technology competencies for new teachers: Issues and suggestions. in J. J. Hirschbuhl (Eds.), Computers in education. CT: The Duskin Publishing Group.
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**COURSE NAME: WELLBEING EDUCATION**

**COURSE CODE:** EDU 656 ME

**CREDIT:** 04

**COURSE OBJECTIVES:**

1. Role and responsibilities of stakeholders/ society.
2. Best practices for promoting well-being of student.
3. Develop student into good citizens.

**CONTENT**

**UNIT – I WELLBEING EDUCATION**

**(CREDIT – 01)**

- 1.1 Understanding of well-being.
- 1.2 Need for promotion of well-being.
- 1.3 Teacher well-being: Need and importance.
- 1.4 Role of school and community for promotions teacher’s wellbeing.

**UNIT – II TEACHER AS FACILITATOR**

**(CREDIT - 01)**

- 2.1 Role of teachers for promotion of well-being of children’s.
- 2.2 Counselling series by teacher.
- 2.3 Role of special teachers.
- 2.4 Method and activities models in wellbeing.

**UNIT – III MANAGEMENT OF WELL-BEING**

**(CREDIT - 01)**

- 3.1 Key issues of adolescence.
- 3.2 Challenge to manage of well-being of adolescence.
- 3.3 Depression bullying.

3.4 Substance adolescence and Trauma.

**UNIT – IV ACTIVITIES IN PROMOTION OF WELL-BEING**

**(CREDIT - 01)**

4.1 Understanding myself.

4.2 Improving relationship.

4.3 Controlling Anger.

4.4 Learning to say no.

**LEARNING OUTCOMES:**

1. Understand wellbeing of expresses and importance.
2. Understand teacher's wellbeing and role of school for promotion.
3. Understand and apply the teacher's role of facilities for promotion of wellbeing.
4. Understand and explain how to manage various issues of adolescence wellbeing
5. Proper plan and implement wellbeing promotion activities for adolescence /school children.

**METHODS OF INSTRUCTIONS:**

- Lecture
- Seminars
- Presentation
- Discussion
- Assignment

**ASSESSMENT STRATEGIES:**

- Group Discussion
- Paper Review
- Essay Writing

**REFERENCES:**

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Common Emotional and Behavioural problems, Expressions India,  
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Adolescent Peer Educators' Orientation Course in Life Skills, Gender & Wellbeing,  
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Prerana Mohite, Namita Bhatt. "From Home to School: Mapping Children's Transition in the  
Indian Context", Research in Comparative and International Education, 2008

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**COURSE NAME: DISSERTATION PART II AND PART III (TOOL, DATA  
COLLECTION AND ANALYSIS AND REPORT)**

**COURSE CODE: EDU 657 RP**

**CREDIT: 06**

**COURSE OBJECTIVES:**

1. To identify suitable tool, to adapt identified tool.
2. To develop data Collection tool according to nature of inquiry.
3. To apply various statistical tools and techniques for data analysis.
4. To conclude analysed data.

**CONTENT:**

**RESEARCH PROJECT – I STUDENTS HAS TO PREPARE AS PER THE ABOVE**

**OBJECTIVES**

**(CREDIT: 04)**

- Select/ adapt/ develop appropriate data collection to relate to own topic.
- Student has to finalize data analysis tool along with data presentation for the data collected by above selected tool of own research topic.

**EVALUATION SCHEME:**

- Poster Presentation of tool of Data collection - 25 Marks **(CREDIT: 02)**
- Data Analysis
- Evaluation sheet will be prepared for above two credits by college committee/ departmental committee.

**LEARNING OUTCOME:**

1. Student identify suitable tool, to adapt identified tool.
2. Student developed data Collection tool according to nature of inquiry.

3. Student explain approaches, scope and limitations of research.
4. Student examine design of research.
5. Student discuss data collection tool and analysis.

**METHOD OF INSTRUCTION:**

- Seminar
- Lecture
- Presentation/ Practical work

**REFERENCES:**

- Agrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.
- Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.
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