UNIVERSITY OF MUMBAI

Ordinances, Regulations and the Curriculum for the Master of Arts

M. A. (Education) 2 Years Degree Programme

(Semester I, II III & IV)

(As per Credit Based Choice System with effect from the academic year June 2021)

UNIVERSITY OF MUMBAI

Ordinances, Regulations, Scheme and Syllabus for the Master of Arts (M.A. in Education) Degree Programme as per CBCS

1.1 Credits: A course that is taught for 4 hours a week for a period of 15 weeks will carry six credits.

1.2. Course credits: To qualify in a given course, a student will have to acquire six credits in the course. Out of these, four credits are central teaching component and two credits are for the self-study component. The self study component will consist of academic tasks outside the classroom that will be assigned by the teacher from time to time. The self study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus. The self-study component will be given a weightage of 33% in the evaluation of the student. In case of courses with practical component/ field-work components, four credits are for theory course and two credits shall be practical component/filed-work component (regulation 5.1 to 5.9).

1. 3. M. A. Programme: A student who acquires a minimum of 100 credits over four semesters will be declared eligible for the award of the M.A. degree.

1.4. Courses: There shall be five types of courses: (i) Core Course; (ii) Elective Course; (iii) Interdisciplinary/Cross-disciplinary Courses; (iv) Audit Courses; (v) Project-based Courses; (vi) Ability Enhancement Courses

2. Rules for programmes not having a practical component

2.1: Four core courses shall be offered in semesters 1 and 2 each.

2.2. Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

2.3. The fourth semester shall consist of one ability enhancement course, one interdisciplinary/cross disciplinary course (I/C courses) and one project based course.

2.4 Each department will offer at least one I/C course during semester 4. The learner can choose any one course from this basket, including the course offered by his/her parent department. The preamble to this course will clearly specify the prerequisites for this course.

3. Project based courses

3.1 Project based courses will be offered in the fourth semester. Every learner will have to choose one project based course, which will be for ten credits. The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the parent department.

3.2: Every Teacher from every department will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigour suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.

3.3: The student will submit a list of his/her three most preferred topics in the order of preference by the fifth week of the third semester to the Head of the parent department.

3.4: Each Department will constitute a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.

3.5: All post graduate teachers in the Department will be guides for the project component

3.6: The project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.

3.7: If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.

3.8: The student will make a preliminary presentation in the seventh week of the fourth semester. The presentation will be attended by the guide and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.

3.9: The student will make a final presentation in the 10th to the 12th week of semester four. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as follows:
i) 10 marks for the quality of presentation
ii) 15 marks for answers to questions
The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the averages under the three heads.

3.10: The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy on a CD/DVD.

3.11: The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

3.12: The final dissertation will be evaluated out of 75 marks by the guide.
3.13: The project will be given a grade point as per the following scheme:

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40 – 44.99	4	D	Pass
45 – 49.99	5	C	Average
50 – 54.99	6	B	Above Average
55 – 59.99	7	B +	Good
60 – 69.99	8	A	Very Good
70 – 79.99	9	A +	Excellent
80 & Above	10	O	Outstanding
Note : The Subject weight will remain as earlier.			

3.14: A student who gets a letter grade F in the course will be deemed to have failed in the course
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3.15: A student who feels aggrieved by the grading received will have the option of applying to the project committee for re-evaluation of the project within a period of one week after the declaration of the result. . If the project committee feels that the claim is justified, it shall appoint a fresh examiner who will submit his/her evaluation in a week's time. If the marks by the re-evaluating examiner exceed the marks of the original examiner by a margin of 10% or more, the latter set of marks will be considered final.

3.16: The student who has got a letter grade F in the project course will have the option of resubmitting a revised version within 2 months from the date of declaration of the result. If a student fails this time too, he/she will not get any more chances and will be ineligible to be awarded the MA degree.

3.17: If a student is unable to submit his/her dissertation in the stipulated time or fails to make the presentations at the appointed time, he/she will be deemed to have failed the course and will have the option given in 3.16.

3.18: The schedule for preliminary presentation, final presentation and dissertation submission is displayed in the first week of the fourth semester.

3.19: Ethical Standards regarding Dealing with Human Participants:
Students should refrain from acts which he or she knows, or under the circumstances has reason to know, spoil the academic integrity of the academic program. Violations of academic integrity include, and not limited to: plagiarism; violation of the rights and welfare of human participants in research and practice; cheating, knowingly furnishing false information; misconduct as a member of department or college, and harm to self and others.

4. Evaluation of non-project courses

4.1: The examinations shall be of two kinds:
(i) Internal Assessment
(ii) Semester End Examination.

4.2.: The learner who obtains less than 40 % of the aggregate marks of the relevant examination in that course either in the internal assessment or in the end –semester examination will be awarded the letter grade F in that course.

4.3: Internal Assessment: The internal assessment shall be for 40 marks. Two internal assessment examinations shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the commencement of the semester. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announce in advance.

4.4: The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses.

4.5. Semester-End Examination: The semester end examination shall be for 60 marks.

4.6: If a student is absent from the internal or end semester examination in any course including the project course, he/she will get a grade point of 0 and a letter grade of F.

4.7: If a student fails in the internal examination of a core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

4.8: If a student fails in the end-semester examination of a core or elective course, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

4.9: If a student obtains the letter grade F in any course in a given semester, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

4.10: If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

5. Rules for MA programes with practical component/field work components are as follows:

5.1: Four core courses shall be offered in semesters 1 and 2 each.

5.2: Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

5.3: The fourth semester shall consist of one ability enhancement course (6 credits), one interdisciplinary/cross disciplinary course (6 credits) and one project based course (10 credits)
.
5.4: The semester having Practical Component / Field Work Component shall be given four teaching hours per week per theory (core/elective) course. Each core/elective course shall have 4 credits in such semester.

5.5. There shall be 2 credits Practical Components/ Field Work Component per theory course (core/elective) in a semester one to three. The credits for practical and theory courses are obtained separately.

5.6. There shall be 8 credits Practical Component/ Field Work Component in semester one and two. There shall be 10 credits Practical Component/ Field Work Component in semester three. There shall be no practical/field work component in semester four. The practical/field work component shall be elective in semester three.

5.7. Two hours of laboratory work/ Field work per week for 15 weeks shall be considered as 1 credit. Two practical hours/ Field work hours are equivalent to one hour of theory teaching.

5.9. Regulation 2.4 to 2.7 and 3.1 to 3.19 shall be applicable to M.A. programs with practical component / filed work component.

6. Evaluation of non-project courses and practical component /field work component for courses having practical/field work component.

6.1: The examinations shall be of two kinds:
(i) Internal Assessment
(ii) Semester End Examination.

6.2. The learner who obtains less than 40 % of the aggregate marks of the relevant examination in that course either in the internal assessment or in the end –semester examination will be awarded the letter grade F in that course.

6.3 Internal Assessment for theory courses: The internal assessment shall be for 40 marks. Two internal assessment examination shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the commencement of the semester. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announce in advance.

6.4 Internal Assessment for practical component/ field work component: The internal assessment shall be for 40 marks. The internal assessment is to be conducted by the course teacher. The practical/field work submission material (answer-sheets, journals, other submissions, etc.) for internal examination shall be masked before evaluation. The evaluated practical/field work submission material and marks shall be shown to the students on the date announce in advance.

6.5: The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses excluding practical component/ filed work component.

6.6: Semester-End Examination: The semester end examination shall be for 60 marks for theory courses (core /elective) and for practical component/field work component. The semester–end examination for practical component/ filed work component shall be conducted separately.

6.7: If a student is absent from the internal or end semester examination in any course including the project course and practical/filed-work component, he/she will get a grade point of 0 and a letter grade of F.

6.8: If a student fails in the internal examination of a core or elective course, or practical/filed work component, he/she will have to appear for the internal examination of the course when the course is offered again.

6.9: If a student fails in the end-semester examination of a core or elective course or practical/filed work component, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

6.10. If a student obtains the letter grade F in any course in a given semester including practical/filed work component, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

6.11. If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

6.12: The letter grade and the grade point for the course will be computed as in 3.13.

6.13: In any semester, the students GPA will be calculated

6.14. The semester wise GPA and CGPA shall be printed on the grade card of the student along with table 3.13.

6.15. The final semester grade card shall also have the aggregate percentage marks scored by the student in all the courses including practical/filed work component in which the student has obtained the relevant credits.

6.16. In case, if it is required to scale the internal assessment marks and end-semester examination marks to 400 marks per semester and 1600 marks for entire MA course, then internal assessment marks, end-semester examination marks and total marks shall be multiplied by factor 0.8.

6.17: The rules for gracing: the existing ordinance for gracing shall continue to be used.

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SUMMARY OF COURSES AND CREDIT FOR M.A.(EDUCATION) PROGRAMME
2021-22

The courses along with their credits are as follows

Components	Courses	Credits
Core Courses	1. Advanced Philosophy of Education 2. Advanced Psychology of Education 3. Curriculum Design and Development 4. ICT in Education 5. Advanced Sociology of Education 6. Research Methodology in Education 7. Teacher Education 8. Quality Management in Higher Education	**48**
Elective Courses *(Select any five)*	1. Modern Trends in Education 2. Elementary and Secondary Education 3. Women Education 4. Educational Management & Leadership 5. Guidance and Counselling 6. Open and Distance Learning 7. Economics of Education 8. History of Education	**30**
Ability Enhancement Courses *(select any one)*	1. Theatre in Education 2. Methods and Techniques of Teaching 3. Academic Communication and Writing	**06**
Interdisciplinary Courses *(select any one)*	1. Environmental Education and Sustainable Development 2.Peace Education and Sustainable Development 3. Work Education	**06**
Project Based Course	1.Dissertation	**10**
Total Credits		**100**

M.A. (Education) Curriculum Framework

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- I (Core Courses)				
Advanced Philosophy of Education	06	60	40	100
Advanced Psychology of Education	06	60	40	100
Curriculum Design and Development	06	60	40	100
ICT in Education	06	60	40	100
Total	**24**	**240**	**160**	**400**
Semester- II (Core Courses)				
Advanced Sociology of Education	06	60	40	100
Research Methodology in Education	06	60	40	100
Teacher Education	06	60	40	100
Quality Management in Higher Education	06	60	40	100
Total	**24**	**240**	**160**	**400**
Semester- III (Elective Courses) *(Select any Five)*				
1. Modern Trends in Education	06	60	40	100
2. Elementaryand Secondary Education	06	60	40	100
3. Women Education	06	60	40	100
4. Educational Management & Leadership	06	60	40	100
5. Guidance and Counselling	06	60	40	100
6. Open and Distance Learning	06	60	40	100
7. Economics of Education	06	60	40	100
8. History of Education	06	60	40	100
Total	**30**	**300**	**200**	**500**
Semester- IV (One *ability enhancement course, one interdisciplinary course/cross disciplinary and one project based course*)				
Ability Enhancement Courses *(select any one)* 1.Theatre in Education 2.Methods and Techniques of Teaching 3.Academic Communication and Writing	06	60	40	100
Interdisciplinary Courses *(select any one)* 1. Environmental Education and Sustainable Development 2.Peace Education and Sustainable Development 3. Work Education	06	60	40	100
Project based course(Dissertation)	10	25	75	100
Total	**22**	**145**	**155**	**300**

CORE COURSE (CC 1)
ADVANCED PHILOSOPHY OF EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                   Total Credits= 6

Course Objectives
- To develop an understanding of Philosophy and Education
- To critically evaluate the Indian philosophies
- To develop an understanding of Philosophical Perspectives of Education
- To critically analyse the thoughts of Indian thinkers and thoughts of Education
- To understand post modernism and education

Module 1: Understanding Philosophy & Education   **(Credits 2)**

Unit 1: Philosophy and Education
   a) Branches of Philosophy- Epistemology (Theory of Knowledge), Metaphysics, Axiology, Ontology
   b) Nature, Scope & Functions of Philosophy of Education
   c) Relationship between Philosophy and Education (Aims, Curriculum, Teaching Learning Process, Evaluation)

Unit 2: Indian Philosophies
   a) Educational Implications of the following Conventional Schools of Indian Philosophy
      i) Vedic ii) Yoga
   b) Educational Implications of the following Heterodox Schools Of Indian Philosophy
      i) Buddhism ii) Jainism
   C) Educational implications of Islamic and Christianity Thoughts

Unit 3: Philosophical perspectives of Education
   a) Essentialism &Perennialism
   b) Pragmatism & Naturalism
   c) Humanism& Existentialism

Module 2: Educational Thinkers and Thoughts on Education   **(Credits 2)**

Unit 4: Educational Implications from the contribution of the Eastern Thinkers

   a) Dr. ZakirHussain
   b) Sri Aurobindo Gosh
   c) Jiddu Krishna Murthy

Unit 5: Educational Implications from the contribution of the Western Thinkers

a) Plato
b) Karl Jaspers
c) Paulo Freire

Unit 6: Postmodernism & Education:

a) Concept of Postmodernism
b) Education in the Postmodern era (Regarding postmodernism, the aims of education are teaching critical thinking, production of knowledge, development of individual and social identity, self-creation.)
c) Educational Challenges in post-modern era

Module 3: Internal Assignment: (Credits2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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- http://www.objectivistcenter.org/cth--409-FAQ_Philosophy.aspx
- https://www.slideshare.net/arnieariasvalera/postmodernism-in-education

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Theory: 60   Internals: 40   **Total Marks 100**
                                                                         Total Credits= 6

Course Objectives

- To develop an understanding of educational Psychology
- To critically evaluate the theories of learning
- To develop an understanding of learner dynamics
- To develop an understanding of learner diversity
- To address the individual differences in the classroom
- To apply models of teaching for effective teaching and learning
- To develop an understanding of metacognition and development of self and identity

Module 1 -Application of Educational Psychology for Learning   (Credits 2)
Unit 1: Fundamentals in Educational Psychology

a) Psychology and Educational Psychology- concept, meaning and definition
b) Contribution of Educational Psychology to the learning process
c) Scope of educational psychology- the teacher, the learner, the learning environment and the learning resources

Unit-2 Critical Understanding of theories of Learning

a) Behavioral views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)
b) Cognitive views: Learning by discovery (Jerome Bruner) Information Processing (David Ausubel)
c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)

Unit-3 Understanding Learner Dynamics

a) Learning Styles-Kolb's Learning Style
b) Thinking Styles- - Sternberg's Thinking Styles
c) Mental health and Mental hygiene, Defense Mechanisms

Module -2 Application of Educational Psychology for Teaching   (Credits 2)

Unit-4 Learner Diversity

a) Personality- Theories of personality Western (cognitive -Ellis, humanistic -Berne) and Indian perspective (Vedic and Buddhist)

b) Intelligence - cognitive (J.P. Guildford, Emotional Intelligence and Multiple Intelligence

c) Creativity and Creative thinking contribution of E.D. Bono

Unit: 5 Educational needs of differently abled children

a) Catering to Individual Differences- Cognitive exceptional children, physically exceptional children, socio-cultural exceptional children

b) Emotional and Behavioral disorders - Attention Deficit Disorder Attention Deficit Hyperactive Disorder, Disruptive Behaviour Disorder

c) Inclusive Education- concept of mainstreaming, integration and inclusion, need and importance of inclusive education in the Indian context

Unit 6: Teaching for Thinking and Self Development

a) Models of Teaching: Inductive Thinking by Hilda Taba, Synectics by William Gordan

b) Metacognition- Meaning, development and teaching for Metacognition

c) Development of self and identity, Carol Dweck Self-Theory and Daryl Bem Self-perception Theory

Module 3: Internal Assignment: **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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CORE COURSE III (CC 3)
CURRICULUM DESIGN AND DEVELOPMENT

Theory: 60   Internals: 40   **Total Marks 100**
                                                                      Total Credits= 6

Course Objectives
- To explain the conceptual framework of Curriculum Development.
- To analyse the bases of Curriculum Development.
- To understand the conceptual framework and various Curriculum Design
- To study the theories of Curriculum Development
- To understand the Models of Curriculum Design
- To analyse the current trends in Curriculum Development.

Module 1: Curriculum Development: A Conceptual Framework (Credits 2)

Unit 1: Concept, Process and Strategies of Curriculum Development
   a) Concept, Need & Principles of Curriculum
   b) Process of Curriculum Development
   c) Elements and Strategies of Curriculum Development

Unit 2: Foundations of Curriculum Development
   a) Philosophical, Sociological and Psychological bases of Curriculum Development
   a) Changing role of the teachers in transacting curriculum
   b) Role of SCERT, NCTE, NCERT in Curriculum Development –

Unit 3: Curriculum Design

   a) Concept, Need and Significance of Curriculum Design
   b) Principles for Curriculum Design-Challenge and enjoyment, Breadth, Progression Depth , Coherence ,Relevance , Personalisation and choice
   c) Types of Curriculum Design- Subject centred, Learner centred, Problem centred

Module 2: Trends, Theories and Models of Curriculum (Credits 2)
Unit 4: Theories and Curriculum Development

   a) Curriculum and Constructivism
   b) Curriculum and Critical Theory
   c) Curriculum and Poststructuralist Theory

Unit5: Models of Curriculum Design
   a) Objectives model and the Process model,
   b) Tyler's model,
   c) Wheeler's model, Kerr's model

Unit6: Current Trends in Curriculum Development
   a) Autonomy and Curriculum Development.
   b) Curriculum for Inclusion- Need, Importance and Challenges
   c) E –learning and Curriculum Development

Module 3: Internal Assignment: (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Constructivism/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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ICT IN EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                    Total Credits= 6

Course Objectives

- To explain the conceptual framework of Information and Communication
- Technology in Education
- To apply the learning theories in ICT enabled Teaching-Learning Process
- To study the emerging Trends in the ICT enabled Teaching-Learning Process
- To study the various Instructional Designs
- To understand the development of various Instructional Design
- To study and understand the online resources and ethical practices in ICT enabled Teaching-Learning Process

Module 1: Information and Communication Technology in Education   (Credits 2)

Unit 1: Information and Communication Technology in Education
 a.   Concept of Information, Communication and Educational Technology
 b.   Role of ICT in Higher education and Teacher Education
 c.   Application of ICT in Research

Unit 2: Theories and Psychological Principle in the ICT enabled Teaching-Learning Process
   a) Application of Learning theories in E-learning context: Constructivism and Connectivism
   b) ICT enabled environment: Characteristics of e-learner and e-learning environment
   c) Psychological principles of ICT enabled classroom learning

Unit 3: Emerging Trends in the ICT enabled Teaching-Learning Process
   a) Massive Open Online Courses (MOOC)– Concept and Characteristics
   b) E- Learning – Concept and Characteristics
   c) Blended Learning – Concept and Application in the Classroom

Module 2: Instructional Design and Ethical Practices   (Credits 2)

Unit 4: Instructional Design
   a) Concept of Instructional Design
   b) Models of Instructional Design: ADDIE, Dick and Carey Model
   c) Model of E-learning: Community of Inquiry (CoI) Model – Garrison and Anderson (2003)
Unit 5: Development of Instructional Design
a.   Stages of development of Instructional design
b.   Events of Instruction: Gagne's Nine Events of Instruction

c. Use of Media: Types of media, Choice of medias

Unit 6: Online Resources and Ethical Practices in ICT enabled Teaching-Learning Process

a. Online resources: Web 2.0 tools, Open Educational Resources, Digital evaluation tools
b. E-Learning Portals and database: e-Pathshala, SWAYAM, N List
c. Ethical Practices in ICT enabled Teaching-Learning Process: Copyright, Plagiarism, Creative Commons

Module 3: Internal Assignment: **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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CORE COURSE V (CC 5)
ADVANCED SOCIOLOGY OF EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                  Total Credits= 6

*Course Objectives***:**

- To develop the understanding of the basic concepts of Sociology and Education
- To create awareness of the various theoretical approaches to Sociology of Education
- To create the awareness of basic concepts of Multicultural Education
- To create the awareness of basic concepts of Human rights Education
- To create the awareness of basic concepts of Entrepreneurship in Education
- To develop the understanding of Social Stratification, Mobility and Modernization

Module 1: Fundamentals and Theoretical Approaches to Sociology of Education (Credits 2)

Unit 1: Society and Education
a) Meaning and Scope of Sociology of Education and Educational Sociology
b) Distinction between Educational Sociology and Sociology of Education
c) Concept, Types and Functions of Social Institutions

Unit 2: Theoretical Approaches to Sociology of Education
a) Symbolic Interactionism Theory –George Mead
b) Structural Functionalism –Talcott Parsons
c) Conflict Theory- Karl Marx

Unit 3:Multicultural Education
a) Meaning and Concept of Multicultural Education
b) Characteristics, goals and dimension of Multicultural Education
c) Principles of Teaching and Learning in a Multicultural Society

Module 2: Emerging Perspectives of Education (Credits 2)

Unit4: Human Rights Education
a) Nature, Meaning and Concept of Human Rights & Human RightsEducation
b) Types of Human Rights
c) Model of Human Rights Education- Value and Awareness, Accountability and Transformational

Unit 5:Entrepreneurship in Education
a) Entrepreneurship in Education- Concept, Need and Significance
b) Educating about, for and through entrepreneurship Value creation as the common core of entrepreneurial education
c) Entrepreneurship Competencies- Cognitive (Knowledge,Skills) and Non-Cognitive (Attitudes),Benefits of Education for Entrepreneurs

Unit 6: Social Stratification, Mobility and Modernization
a) Concept and Types of Social Stratification
b) Concept, and Types of Social Mobility- Factors affecting Education in relation to Social Stratification and Social Mobility with special reference to Indian Society.
c) Concept of Modernisation: Individual and Societal Modernity, Role of Education in Modernisation.

Module 3: Internal Assignment: (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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- Magre S ((2019) :Innovation, Intellectual Property Rights and Entrepreneurship DnyanPrasarak Publication Private Ltd.Mumbai
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- Singh, Y. K. (2009) Sociological Foundation of Education. New Delhi: A.P.H Publishing Corporation.
- Sodhi, T.S. &Suri, A. (2003) : Philosophical and Sociological Foundation of Education.Patiala:Bawa Publications
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- https://youtu.be/UldxQmDBfls
- **https://youtu.be/Eo75IjFVYhM**
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Theory: 60   Internals: 40   **Total Marks 100**
                                                                       Total Credits= 6

Course Objectives

- To explain the conceptual framework of educational research
- To explain the conceptual framework of research design
- To explain the types of variables and hypotheses in research.
- To explain the types of research
- To understand the various tool and techniques in research.
- To explain how to write a research report.

Module I: Educational Research and Research Design   **(Credits2)**

Unit 1: Educational Research
  a) Educational Research: Meaning, Scope of Educational Research, Types of Research: Fundamental, Applied and Action Research
  b) Ethical considerations in Educational Research: Sources Acquiring Knowledge, Scientific Method, Difference between Research Method and Research Methodology
  c) Research proposal: Meaning and Components of Research Proposal

Unit 2: Research Design

  a) Research Design: Meaning, Definition, Purpose and Components of Research Design
  b) Population and Sample: Concept, Sampling: Techniques of sampling, Types Probability and Non-Probability Sampling
  c) Review of Related Literature – Purpose, Need and Organization

Unit 3: Variables and Hypotheses

  a) Variables: Meaning, Types of variables (Independent, Dependent, Extraneous, Intervening and Moderator), Controlling Extraneous and Intervening Variables
  b) Hypothesis: Concept, Sources of hypothesis and Types of hypotheses (Research, Directional, Non-Directional, Null, Statistical and Question form)
  c) Formulating Hypothesis: Characteristics of a good Hypothesis, Testing of Hypothesis, Significance of Test, Errors in Testing of Hypothesis

Module II: Paradigm, Tools and Data Analysis in Research   **(Credits 2)**

Unit 4: Quantitative and Qualitative Research

a) **Quantitative Research**: Concept, Types: Descriptive Research, Co-relational Research, Causal-Comparative Research, Experimental Research, Survey Research
b) **Qualitative Research**: Concept, Types: Ethnography, Case Study and Historical research
c) **Experimental Designs**:
   i. Types: Pre-experimental design, Quasi-experimental design and True experimental design
   ii. Internal and External Experimental Validity, Factorial Design, Nested Design, Single Subject Design

Unit 5: Tools and Techniques of Research

a) Types of Measurement Scale and Research Tools
b) Types of Tools - Rating scale, Attitude scale, Opinionnaire, Questionnaire, Checklist, Semantic Differentiate scale, Psychological Test, Inventory and Observation
c) Steps of Preparing a Research Tool – Validity and Reliability: Concepts and Types method of estimating reliability, Item Analysis: Steps involved in Item – Analysis

Unit 6: Data Analysis and Report Writing

a) Quantitative Data Analysis -
   i. Parametric Techniques, Non- Parametric Techniques, Conditions for using parametric and non-parametric techniques
   ii. Data Analysis: Descriptive data analysis: Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Inferential data analysis: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis), Interpretation of result
b) Qualitative Data Analysis: Data Reduction and Classification, Analytical Induction and Constant Comparison.
c) Research Reporting: Types of Research Report, Format and Bibliography, Evaluation of Research Report, Purpose of research reporting.

Module 3: Internal Assignment: **(Credits2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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6. Kulbir Singh Siddhu (1992), Methodology of Research in Education, Sterling Publishers Private Limited pg, 252
7. Magre S,Francis R (2021),Classroom Dynamics :Action Research, Lambart Academic Publishing House, UK.

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CORE COURSE VII (CC 7)
TEACHER EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                  Total Credits: 6

Core Objectives:

- To explain the conceptual framework of Teacher Education.
- To understand Teacher Competencies.
- To study the various agencies of Teacher Education
- To create awareness of Innovative Practices in Teacher Education
- To explain Profession and Professionalism in Teacher Education
- To study various issues in Teacher Education

Module I: Teacher Education: Concept, Practicum and Agencies   (Credits 2)

Unit 1: Concept of Teacher Education
   a) Meaning, Nature, Need of Teacher Education.
   b) Scope and Objectives of Pre-service and In-service Teacher Education
   c) Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context

Unit2: Managing Practicum in Teacher Education
   a) Integration of theory of Practice
   b) Organization, Observation, Supervision and Assessment of Practice Teaching
   c) Principles and Organization of Internship, Concept and Types of feedback to Student Teachers.

Unit 3: Agencies of Teacher Education
   a) Agencies of Teacher Education at the State Level and their Role and Functions- State Institute of Education (SIE), SCERT, State Board of Teacher Education (GBTE), University Department of Education, S.S.A.
   b) Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NUEPA, NCTE, NCERT, RMSA.
   c) Agencies of Teacher Education at the International Level and Their Role and Functions- UNESCO.

Module II Teacher Education: Innovations, Professionalism and Issues Credits: 2

Unit 4: Innovations in Teacher Education
   a) Models of Teacher Education- Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models.

b) Reflective Teaching – Meaning and Strategies for Promoting Reflective Teaching

c) Innovative Practices in Teacher Education: Need, Significance, Types-Activity based Learning, Experiential Learning, Cooperative and Collaborative Learning

Unit 5: Teacher Education as a Profession

a) Professionalism: Concepts, Dimensions, Professional Ethics and Code of Conduct.

b) Performance Appraisal of Teachers 360- Self, Principal, students, colleagues and stakeholders

c) Research in Teacher Education- Areas, Trends, Implications.

Unit 6: Issues in Teacher Education

a) Quality Management of Teacher Education

b) Globalization, Privatization and Autonomy in Teacher Education

c) Issues in Special Education and Integrated Teacher Education

Module 3: Internal Assignment: **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References:

1. Baquer, A. and Sharma, A. (1997). Disability: Challenges vs. Responses. CAN Pub.
2. Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
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4. Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
5. Daird, P. (1980). Curriculum Design and Development. New York: Harcott Brace.
6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
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8. Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
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SEMESTER II
CORE COURSE VII (CC 8)
QUALITY MANAGEMENT IN HIGHER EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                  Total Credits: 6

Course Objectives:

- To explain the Quality in Education.
- To understand Quality Management in Education.
- To understand the process of Quality Management in Higher Education
- To analyze the Models of Quality Management in Higher Education
- To identify the strategies for Quality improvement in Higher Education
- To study the challenges of Quality Management in Higher Education

Module I – Fundamentals of Quality Management in Higher Education (Credits 2)

Unit 1: Quality in Education
   a) Concept of Quality and Quality in Education: Indian and International perspective
   b) Concepts of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Processes, Quality Curriculum
   c) Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation

Unit 2: Quality Management: The Contexts
   a) Quality Management: Concept, Need and Significance
   b) Quality Management Principles and areas
   c) Quality systems in education :The seven parameters (NAAC)

Unit 3: Understanding the Process of Quality Management in Higher Education
   a) Quality Dimensions in Higher Education
   b) Quality improvement processes- Program Educational Objectives   (PEO) Program outcomes (PO) Course outcomes (CO) ...
   c) Contemporary Perspectives on Higher Education Quality Management,Benefits of the Quality Management Process

Module 2: Attaining Quality Management goals   (Credits 2)

Unit4: Quality Management Models in HEIs
   a) Total Quality Management
   b) Malcolm Baldridgeaward,Six Sigma
   c) ISO 9000 series

Unit5: Higher Education Quality Improvement Strategies

a) Professional Integrity for Educational Quality in Management Sciences
b) Quality Management and Academic Leadership
c) Best Practices in Higher Education for Quality Management- Identification, Implementation, Institutionalization, Internalization and Dissemination

Unit 6: Challenges in Quality Management in Higher Education

a. Culture, leadership, commitment and job satisfaction as antecedents of higher education service quality
b. Assessing service quality within the educational environment.
c. Role of research and Collaboration in Quality Management in Higher Education

Module 3: Internal Assignment: (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References:

1.Arcaro, J.(1997): Quality in Education: An Implementation Handbook, Vanity Books International New Delhi

2.Basterfield, D.et.al.(2010): Total Quality Management, Pearson Education Asia, Third Edition. New Delhi: prentice Hall is an imprint of.

3.Bhote, K.(2003): The Power of Ultimate Six Sigma, American Management Association,USA

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Mukherjee, P.N. (2010). Total Quality Management, New Delhi: PHI Learning Pvt.ltd.

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9.Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.

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11. Quality Management Principles and Policies in Higher Education

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ELECTIVE COURSE (EC- 1)
MODERN TRENDS IN EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                 Total Credits= 6

Course Objectives

- To understand the Role of Social Media in Education
- To understand the self development through service learning
- To develop an understanding of Cyber Education
- To develop an understanding of Global Citizenship education.
- To understand the various parameters of Academic Writings and Excellence in Education
- To develop an understanding of Outcome Based Education as student centric teaching learning process.

MODULE I: 21ˢᵗ Century Teaching Trends   **(Credit 2)**

Unit 1: Social Media in Education

a)   Social Media: History, Concept and meaning, Characteristics, Classification.
b)   Social Media platform used in Education: Functions, Advantage and Educational Implication of You-Tube, Face-book, e -newsletter, Google+ and Pin interest.
c)   Advantage and disadvantages of Social Media, Role of Social Media in Education,.

Unit 2: Self Development through Service Learning

a)   Service Learning : Concept and meaning, objectives, Need and significance
b)   Service learning as a pedagogy for self development,Relevance, benefits and outcomes of Service Learning
c)   Writing and maintaining reflective journal through service learning, identify community needs and choosing a service learning project.

Unit 3: Cyber Education
a)   Cyber Education:History, Concept and meaning, Characteristics, Need and significance
b)   Cyber bullying:Concept and meaning, terminology in cyber bullying ,types of cyber bullying,
c)   Role of Teachers and Parents, Prevention to Cyber Bullying. National Crime Prevention Council.

MODULE II: Modern Approaches toEducation   **(Credit 2)**

Unit4: Global Citizenship Education

a) Concept and Meaning: Global Education, Global Citizen and Citizenship, Global Citizenship Education.
b) Aims, Objectives and Pedagogical Principles of Global Citizenship Education,Strategies for Implementing Global Citizenship Education
c) Development of Social and Emotional skills through Global Citizenship Education

Unit 5: Academic Writing &Excellence in Education

a) Academic Writing: Concept, Principles, Characteristics, General Forms of Formatting
b) Publication of Academic Writings :online, Print ,Impact Factor ,Ethical consideration for online and offline academic writing, significance of academic writings , Referencing and Citation: Concept, Plagiarism- Concept, Types Prevention
c) Educational Excellence : Concept and meaning, Elements, Need and Significance

Unit 6: Outcome Based Education

a) Outcome based education: Concept and characteristics
b) Principles and Process of Outcome based education
c) Educational implications of Outcome based education in teaching, learning and evaluation

Module III: Internal Assessment(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

References-

1. Adkins, W. R. (1984). Life skills education: A video-based counseling/learning delivery system. *Teaching psychological skills: Models for giving psychology away. Monterey, CA: Brooks/Cole*.
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4. WHO. (1997). *Life Skills education for children and adolescents in schools.Geneva, Switzerland: World Health Organization Department of Mental Health*.
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6. Facilitators Manual on Enhancing Life Skills, Rajiv Gandhi National Institute of Youth Development.
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- http://cei.hkust.edu.hk/teaching-resources/outcome-based-education/institutional-resources/obe-principles-and-process
- https://www.ametuniv.ac.in/attachment/obe.pdf
- https://www.ametuniv.ac.in/attachment/obe.pdf
- https://www.youtube.com/watch?v=Djv_jhPDXG4&t=131s
- https://www.youtube.com/watch?v=3_GCLR0MjnE&t=637s
- https://youtu.be/E2Sgy-Phpkk
- https://youtu.be/t5xyGyovLdE

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ELECTIVE COURSE (EC- 2)
ELEMENTARY AND SECONDARY EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                               Total Credits= 6

Course Objectives

- To understand the basics and latest trends in elementary education
- To understand the various Commissions, Policies and Challenges of Elementary Education
- To develop deeper understanding of school organization and management
- To understand the Perspective of Secondary Education
- To understand the problems and challenges of secondary and higher secondary Education
- To understand importance of MIS, Assessment and Evaluation
-

Module 1: Perspectives of Elementary Education   (Credits 2)

Unit 1: Basics of Elementary Education

a) Elementary Education: Concept and meaning, objectives (primary and upper primary) and Universalization of Elementary Education
b) New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach, experience centered. Virtual class room & smart board.
c) Elementary School Curriculum& Evaluation - Principles, Objectives, Continuous Comprehensive Evaluation (CCE), and Competency based assessment.

Unit 2: Commissions, Policies & Challenges of Elementary Education

a) Constitutional Provisions and Directive Principles related to elementary education
b) National Policy of Education (2020) –Recommendation, Agencies: Role and functions of SCERT,NCERT and DIET,SSA
c) Challenges in Elementary Education

Unit 3: Elementary School Organization and Management

a) Concept: planning and management, planning of timetable,library and sports
b) Organizing various school activities – role of teachers, management
c) Classroom management in general and with special needs children.

Module 1: Perspectives ofSecondary Education(Credits 2)

Unit 4: Secondary and Higher Secondary Education

a) Secondary and Higher Secondary Education :Concept, Meaning, Objectives and status
b) Recommendations of various commissions : Muddliyar Commission, NPE 1986,POA 1992 & NPE 2020, National Scheme of Incentives to Girls for Secondary Education (2008)
c) The centrally sponsored scheme for reconstructing and strengthening teacher education institution at the secondary and senior secondary level- role and function of IASE's and CTE.

Unit 5:Problems and Challengesin Secondary and Higher Secondary Education

a) Universalization of secondary education- nature, issues and challenges

b) Alternative schooling- Problems and strategies

c) Education for the deprived- Problems, challenges and strategies- problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems.

Unit 6:Management Informal System (MIS) , Assessment & Evaluation

a) Management: Course mapping at senior secondary level, structure of MIS school mapping at secondary level.

b) Evaluation: CCE, formative and summative evaluation; non- referenced and criterion reference evaluation, evaluation of school experience/internship programmes.

c) Assessment: assessment of teaching proficiency; criterion, tools and techniques, Preparation of guidelines and schemes for internal assessment of secondary and higher secondary education.

Module III: Internal Assessment(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

SUGGESTED ACTIVITIES
- Preparing a report on the existing status of teachers, method of recruitment and salary structure.
- Visits to different types of secondary and senior secondary schools and preparation of school profiles
- Conduct interview with students, teachers parents of different schools and prepare a report on problems of secondary and senior secondary schools

- Observation of in service teacher education programmes at secondary and senior secondary level and prepare a report.
- Visit to Alternative education centers at secondary level and preparation of a report

Survey of educational needs of disadvantages and disabled

References-

1. Government of India (1986) National Policy on Education, New Delhi, MHRD.
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ELECTIVE COURSE (EC- 3)
WOMEN EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                  Total Credits= 6

Course Objectives

- To understand about Feminism and Approaches to feminism.
- To understand the Contribution of Women to Education.
- To understand the Laws that Safeguard Women Rights.
- To understand the Status of Rural and Tribal Women
- To focus on aspects of Women Welfare and Development
- To understand the Role of women in Entrepreneurship

Module 1: Perspectives of Women Education   (Credits 2)

Unit 1:Feminism
   a) Feminism: Concept,Meaning, Nature and Scope
   b) Types of feminism: nature and scope, issues of feminism.
   c) Feminist approaches: Indian- Anticaste, Cultural and Dalits, Western- Liberal ,Radical, Marxist and Socialist

Unit 2:Women and Education
   a) Recommendation of DurgabaiDeshmukh Committee towards Women Education
   b) Constitutional Rights of Women's
   c) Contribution of MDK Karve and Dr B.R. Ambedkar towards Women Education

Unit 3:Women Commissions and Laws
   a) Gender and human rights : special provision for women , National and State Commission For Women
   b) Special cases and guidelines : Vishakha judgement ,JyotiPande Case and Khairlanji,
   c) Women laws : Importance of Hindu Code Bill,DomesticViolence,Special Marriage Act

Module 2: Women Education, Development and Entrepreneurship   (Credits 2)

Unit 4:Rural and Tribal Women
   a) Concept of rural and tribal women
   b) Status of rural and tribal women: Social, political and Economical
   c) Issues: Political Representation, Economical Independency, health and Illiteracy.

Unit 5:Women and Development
   a) Women development in International Context: United Nations and its role in Development with special focus on Gender, Role of Women in Educational and Economical Development

b) Gender and development :Gender Auditing, Gender Budgeting, National Policies for the Empowerment of Women-2000
c) Policies of Govt. of Maharashtra for Women's Welfare and Development

Unit 6: Women and Entrepreneurship
a) Women Entrepreneurship :Concept, Meaning Need and Significance
b) Entrepreneurial Traits, Factors Contributing to Women Entrepreneurship, Strategies of Women Entrepreneurship Development
c) Role of women in Leadership and Management

Module III: Internal Assessment(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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- https://www.youtube.com/watch?v=RhPIRsMO93c&t=8s
- **http://cup.edu.in/school_education/node/26**
-
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Theory: 60   Internals: 40   **Total Marks 100**
                                                       Total Credits= 6

Course Objectives

- To understand the Management of Education
- To understand the Leadership in Education
- To understand Human Resource Management in organization
- To understand the importance of Management and Mentorship
- To understand finance management in Education

Module I: Management of Education and Leadership   (Credits 2)Unit 1:**Management of Education**

a) Management of Education: Concept, Scope, Need and Objectives and Functions of Management,
b) Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Ethics
c) Efficiency, Effectiveness and Performance of a Manager, Impact on Management of Education in Private and Self-financed Educational Institutions.

Unit 2: Leadership in Education

a) Leadership in Education:Concept of Leadership, Characteristics, Leader and Manager, Effective and Successful Leader
b) Approaches to Leadership: Trait, Transformational, Transactional, Psycho-dynamic, Charismatic, Social.
c) Golman's Leadership Styles: **The pacesetting leader, the authoritative leader, the affiliative leader, the coaching leader, the coercive leader** and**democratic leader.**

Unit 3: Human Resource Management in Organizations

a) Human Resource Management: Meaning, Nature, Objectives, Scope, Job analysis.
b) Staff Development : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development
c) Organizational Development: Components of OD process.

Module I: Management and Mentorship   (Credits 2)Unit 4: Managing People

a) Conflict Management: Concept &Meaning of Conflict and Conflict Management, Types of Conflict (**Interpersonal conflict, Intrapersonal conflict, Intragroup conflict, Intergroup conflict and Conflict between an individual and a group**), Causes of Conflict, Strategies of Conflict Management.
b) Anger Management: Sources of Anger, Strategies for handling Anger

c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time, Maintaining Relationships with Boss.

Unit 5: Mentoring Mentorship
a) Mentoring: concept of mentee and mentoring ,principles ,need and significance
b) Models of mentoring : One on –one Mentoring, Peer Mentoring, Group Mentoring, E-Mentoring, Speed Mentoring And Reverse Mentoring
c) Mentoring Skills and Role of mentor in Education

Unit 6: Finance Management in Education
a) Financial Planning : Objectives and Need for Financial Planning
b) Concept of Budget and Budgeting, Revenue Generation Strategies in Education.
c) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis

Module 3: Internal Assignment: **(Credit 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References:

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Theory: 60   Internals: 40   **Total Marks 100**
                                                                           Total Credits= 6

Course Objectives

- To understand the Basics of Guidance and Counselling
- To understand the Guidance for Special Needs and Counselling Approaches
- To understand Intervention Strategies and Ethical Considerationsin Counselling
- To develop an understanding of the relationship between work and mental health
- To understand the need of Occupational Information
- To understand importance of Psychometric Methods and Techniques for Guidance and Counselling

Module 1: Perspectives in Guidance and Counselling   (Credits 2)

Unit 1: Basics of Guidance and Counselling
  a) Guidance and Counselling: Concept, Meaning, Principles, Types, Need and Significance
  b) Agencies of Guidance: International, National, State and Local Levels.
     Process of Counselling: Stages and Skills
  c) Counsellor: Characteristics, Skills, Role and Functions.

Unit 2: Guidance for Special Needs and Counselling Approaches
  a) Guidance for Population with Special Needs - Mentally challenged Learners : Slow Learners, Mentally Retarded and Gifted,
  b) Women : Exploitation at Home and Work ,Senior Citizens : Emotional, Social and Physical Problems
  c) Counselling Approaches: Cognitively Oriented Counselling- Trait and Factor Affectively Oriented Counselling Approaches - Psycho analytic.

Unit 3: Counselling: Intervention Strategies and Ethical Considerations
  a) Counselling in Contemporary Times: Conflict Resolution, Stress Management and Life Style Planning.
  b) Intervention Strategies: Rational Emotive Therapy, Crisis Intervention and Disaster Management
  c) Legal and Ethical Considerations in Counselling

Module 2: Occupational Information and Psychometric Techniques   (Credits 2)

Unit 4: Work, Mental Health and Guidance Personnel
  a) Work and Mental Health : Meaning , Need and Significance

b) Relation between Work and Leisure and Work and Incentives, work and mental health factors affecting mental health
c) Role of Guidance Personnel in Promoting and Preserving Mental Health

Unit 5: Occupational Information & Job Satisfaction
a) Occupational Information: Need and Sources ,Job Satisfaction: Meaning and Factors
b) Methods of Collection, Filling, Classification, andDissemination of Occupational Information
c) Relationship between Job Analysis, Job specification and Job Profile

Unit 6: Psychometric Methods and Techniques for Guidance andCounselling
a) Psychological Tests: Intelligence Tests, Interest Inventories,Aptitude Tests, Achievement Tests, Attitude Scales,Personality Tests.
b) Testing Tools and Techniques: Socio-metric Technique, Case Study, Cumulative Record Card,Autobiography, Observation, Interviews, Home visits.
c) Ethical Basis in the Use of Psychological Tests and Tools

Module 3: Internal Assignment: (Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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ELECTIVE COURSE (EC- 6)
OPEN AND DIATANCE LEARNING

Theory: 60   Internals: 40   **Total Marks 100**
                                                                       Total Credits= 6

Course Objectives

- To develop an understanding of Open and Distance Learning (ODL)
- To develop an understanding of Curricular issues and trends of open and distance learning (ODL)
- To develop an understanding of Curriculum planning and transaction in open and distance learning (ODL)
- To develop an understanding of **Instructional Techniques &Materials and Learner Support Systems** in ODL
- To develop an understanding of Planning and management of open and distance learning (ODL**)**
- To develop an understanding ofProcess and Types of Evaluation in ODL

Module 1: Overviews,Curricular Issues, Trends and Curriculum Planning &Transaction of ODL   (Credits 2)

Unit 1: Overviews of ODL
a) Overview of Open and Distance Learning (ODL) : Concept, nature and Scope of ODL ,
b) Historical Perspective of ODL ,Significance of ODL in the Indian Context
c) Bases of Curriculum for ODL : Philosophical Sociological and Psychological Foundations of ODL

Unit 2: Curricular Issues, Trends and Curriculum Planning for ODL
a) Curricular Issues Related to ODL : Instructional Issues , Discipline Based Issues ,Individual Based Curriculum , Relevance Based Issues ,Curriculum and Ideology at Andragogic Level
b) Curricular Trends in ODL : Mass Community Education , National Development and Rural Development
c) Curriculum Planning for ODL: Theories of Learning and ODL. , Theories of Communication and ODL, Designing Instruction for ODL-I Setting Educational Goals II.Deciding Learning Experiences III. Organizing the Content IV. Deciding Evaluation Schemes

Unit 3: Curriculum Transaction in ODL
a) Curriculum Transaction in OD a. Instructional Design for ODL i. Analyzing system Requirements ii. Designing the System iii. Evaluating the System Effectiveness a. Learner Characteristics in ODL. b. Instructional Media in ODL. c. Evaluation: Continuous and Terminal Evaluation.
b) Enhancing Curricular Transactions :Embedding Study Skills in SLM , Counselling and Tutoring and Feedback Mechanisms-Assignments and Term End Exam

c) Role of ICT in ODL (Audio, Video, TV, Computers, Satellite Technology, Teleconferencing. Innovative Practices – Lab Based Learning, Net Based Learning. Project Based Learning, Summer Residential School"s

Module 2: Instructional Techniques,Planning , Management and Evaluation Process in ODL (Credits 2)

Unit 4: Instructional Techniques and Materials and Learner Support Systems in ODL
a) Instructional Techniques and Materials in ODL : Concept and Characteristics of Self Learning Materials (SLM) , Importance of SLM in ODL
b) Development of SLM in ODL and Criteria for Evaluation of SLM
c) Learner Support Systems: a. Need for Learner Supports System in Distance Education. b. Characteristics of Distance Learners c. Characteristics of Distance Learning d. Characteristics of Distance Education Institutions f. Characteristics of Distance Learning Materials.

Unit 5: Planning & Management of ODL
a) Planning & Management of ODL: a) Institutional Mechanisms for ODL b) Role of Distance Teacher in DL c) Emerging Profile of a Distance Teacher.
b) Academic Staff: Curriculum designers, Course Coordinators, Course Writers, Editors, Assessors and Evaluators, Academic counselors, Media Specialists.
c) Non Academic Staff : a) Planners & Decision Making Officers : Planning, Publishing, Printing Material, Distribution, Students Admission, Evaluation, Computer & Communications. b) Support Staff Technical Assistant. Computer Operators, Typists others.

Unit 6: Process and Types of Evaluation in ODL
a) Purpose & functions of Course Evaluation ,Techniques & Tools of Evaluation
b) Students Evaluation and Institutional Evaluation
c) Program Evaluation and Personnel Evaluation

Module 3: Internal Assignment: (Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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ELECTIVE COURSE (EC- 7)
ECONOMICS OF EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                                    Total Credits= 6

Course Objectives

- To develop an understanding of Conceptual Issues in Economics of Education
- To develop an understanding of Cost-Benefit Analysis, Pricing and Financing of Education
- To develop an understanding of Allocation of funds to Education in the 5-year Plans
- To develop an understanding of the Human Resource Development
- To develop an understanding of Education, Economic Development and Growth
- To develop an understanding of Productivity, Wastage Equity and Income Distribution in Education

Module 1: Conceptual Background and Cost of Education (Credits 2)

Unit 1: Conceptual Issues in Economics of Education
a) Meaning, definition, scope and importance of Economics of Education. 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.
b) Education as an industry, Education as consumption and Education as individual, social and national investment, Spill-over and inter-generational effects of education.
c) Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost. Unit cost of Education, External and Internal Efficiency of Education

Unit 2: Cost-Benefit Analysis, Pricing and Financing of Education
a) Meaning of cost-benefit analysis. Its purpose and problems, Profiles of age-education earnings. Calculation private marginal and benefit cost ratio, Interpretations and evaluation of rates of return on investment in education, Cost Effectiveness Analysis in Education. Difference between Cost-benefit and Cost –Effectiveness Analysis, Concept of Cost Consciousness in Education.
b) Pricing of Education: Micro and Macro aspects of pricing of education, Practical solution to the pricing of education especially at the tertiary level, Problem of capitation fees.
c) Financing of Education a. Sources of finance for education: private, public, fees, donations, b. Endowments and grants. Grant-in- aid principles and practices with special reference to higher education. c. Government's role in financing education at different levels with special reference to higher education.

Unit 3: Allocation of funds to Education in the 5-year Plans
a) The concepts of five year planning. Actual and estimated allocation of funds at different levels of education in the Five-year plans (I-IX Plans), Priority for education in the various five year plans, Priorities within education in the various five year plans.
b) Educational expenditure and national economy, Expenditure of education, public education at different levels (central state level) in India, Types of plans – Central, State and Institutional

Module 2: Economic Development, Growth, and Education (Credits 2)

Unit 4:Human Resource Development
   a) The concept of human resource development. Meaning, definition. Significance and Development of human resources through education. Need for manpower planning and Estimation of manpower requirements.
   b) Human capital and its relation to other form of resources and need for retraining. d. The problems of educated unemployment, underemployment and disguised unemployment
   c) Meaning and purpose of Economics of Teacher provision, Estimating the demand for and supply of teachers and the problems associated with the estimation, Policy implications of economics of teacher provision.

Unit 5:Education, Economic Development and Growth
   a) The concepts of economic development and economic growth. The interrelationship between education and economic development. Education as a prerequisite as an accelerator and a major determinant of economic development.
   b) Suggestions for improvement in the educational system for enhancing and sustaining economic development. Resource constraints and Resource
   c) Measuring the Contribution of Education to Economic Growth : a. Approaches other than Cost Benefit Analysis b. Correlation Approach c. Residual approach d. Manpower Forecasting Approach e. Wage-differential Approach

Unit 6:Productivity, Wastage Equity and Income Distribution in Education
   a) Productivity of the educational system and Learning for productivity objectives. Internal and external efficiency of the Educational system. c. Dual approach, Process approach, Product approach.
   b) Meaning, definition and significance of wastage in education e. Estimation of the drop-out rates at different levels of education f. Types of wastage: Money. Time Material resources, human capital and ideological.
   c) Education, Equity and Income Distribution: a. Educational equity measures (a) the equal opportunity criterion (b) the cost – benefit criterion, and (c) the ability to pay criterion. b. Education as a determinant of income variance, and the relevant contribution of different levels of education. c. Tools to assess the equity and income distribution d. The Gini coefficient, the Lorenz curve.

Module 3: Internal Assignment: **(Credit 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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ELECTIVE COURSE (EC- 8)
HISTORY OF EDUCATION

Theory: 60   Internals: 40   **Total Marks 100**
                                                      Total Credits= 6

Course Objectives

- To develop an understanding of Progress of education in Vedic, Post Vedic Education
- To develop an understanding of Progress of education in Buddhist and Islamic Education
- To develop an understanding of Progress of education during Pre Independent India
- To understand the educational progress of Indian education
- To understand the Various commission and policies on Education
- To understand the Problems Trends and Issues of Indian Education

Module 1: Progress of Education in Ancient and During Medieval Times(Credits 2)

Unit 1: Vedic and Post Vedic Education
a) Fundamentals of ancient Indian education ,Purpose of studying Vedas – Rig – Veda, Yajurveda, Atharvaveda, Samveda
b) Educational system – main characteristics ,Female education e. Swadhaya or self learning
c) Teacher – importance and duties ,Duties of a student ,Forms of educational institutions:- Gurukulas, Parishads and Sammel

Unit 2: Buddhist and Islamic Education
a) Buddhist Education System : Characteristics of Buddhist Education ,Pupil :- Meals, residence and curriculum
b) Methods of teaching ,Female Education ,Comparison of Buddhist and Brahmanical Education
c) Islamic Education a. Introduction to Islamic Education b. State patronage and Growth of education during this time c. Primary Education (Maktabs) d. Higher Education (Madarsas) e. Female Education f. Student and Teacher relationship

Unit 3:Anglicization, Indian Education and Educational Progress
a) Anglicization of Education 1836-1855 a. Exponents of Oriental Education b. The Anglicists c. Macaulay's Minutes and its effect d. Female Education e. Woods Dispatch – 1854:- Recommendations
b) Indian Education and Educational Progress a. Indian Education Commission – Recommendations regarding Primary, Secondary and University Education
c) The University Commission (1902) ,The Hartog Committee (1928-29) .The Filtration Theory of Education

Module 2: Commissions,Problems, Trends and Issues of Indian Education(Credits 2)

Unit 4: Indian Education and Educational Progress (1921-193)
a) Inter University Board
b) Establishment of new Universities
c) Teachers Training , Technical Education

Unit 5: Various commission and policies on Education
   a) Secondary Education Commission 1953, Education Commission 1964-66
   b) National Policy on Education 1986 ,Rammurthy Review Committee 1990
   c) National Commission on Teacher 1999 ,National house Committee 2004,

Unit 6:Problems Trends and Issues of Indian Education
   a) Problems of Indian Education a. Problems of wastage and stagnation b. Examination Reform c. Inclusive Education d. Education for Marginalized Group
   b) Trends and Issues in Education a. National Knowledge Commission b. Impact of Globalization on Higher Education
   c) Millennium Development Goal given by UNESCO Highlighting Education and Privatization of Higher Education

Module 3: Internal Assignment: (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

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Theory: 60   Internals: 40   **Total Marks 100**
                                                              Total Credits= 6

Course Objectives:

1. To understand the concept of Indian Theatre
2. To understand the history of Indian Theatre
3. To introduce theatre in education
4. To understand Modern Indian Theatre
5. To understand the concept of drama
6. To explain the relationship between drama and Communication Media

Module I: Theatre Education in India   **(Credits 2)**

Unit 1: Introduction of Indian Theatre
   a) Concept of Theatre - Meaning, Nature, Significance
   b) Components of Theatre – space, time, audience, performance
   c) Forms and styles of Theatre: Comedy and Tragedy, Melodrama, Musical Theatre, Street Theatre, Folk Theatre

Unit2: History of Indian Theatre
   a) Rituals and myths from regions of India
   b) NatyaShastra, NavRas, and foundation of Indian Theatre
   c) Classical Indian Theatre – Kathakali, Yakshgaan

Unit 3: Introduction to Theatre in Education
   a) History and Concept of Theatre in Education
   b) Significance and Benefits of Theatre in Education
   c) Theatre as a teaching tool & techniques

Module II: Theatre, Drama and Communication Media   **(Credits 2)**

Unit 4: Modern Indian Theatre
   a) Study of Indian Playwrights: Ravindranath Tagore, Vijay Tendulkar, BharatenduHarishchandra, BadalSarkar
   b) Study of Indian Directors: Vijaya Mehta, DamuKenkare, RatanThiyyam, SatyadeveDubey
   c) Brief study of new trends in Theatre at national and regional level: IPTA Movement, Navnatya movement, Third Theatre, Alternate Theatre

Unit 5: Drama and its theories: Indian and Western

a) Concept of Drama: Indian and Western
b) Elements and structure of drama according to Indian and Western Dramaturgy
c) Brief introduction to various 'isms' in relation to drama : realism, naturalism, symbolism, expressionism

Unit 6: Drama and Communication Media

a) Understanding Communication and Media in context of performing Art
b) Promotion and PR of performing Arts through Communication Media
c) Changing Technology and capacities, limitations of technology in Media

Module 3: Internal Assignment: (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

Suggested Task/Assignment Activities

a) Creating a performance of a story based on student's own experience
b) Analysis of a one-act play for theme, plot, structure and characterization
c) Identify and perform a ritual from the student's home region
d) Perform street theatre plays based on current issues
e) Critical analysis of anyone play of recognized writer
f) Script Writing
g) Report on the folk life
h) Workshop on developing short play/street play for educational, social and environmental relevance

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2) Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005
3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press.CCRT official website
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5) Chambers, W&R , Murray J.: Shape and Size, Nuffield Mathematics Project,published Nuffield Foundation, Great Britain, 1967.

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8) Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper,New Delhi: Wiley Eastern Limited, 1992

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16) International Dance Council – CID – www.cid-unesco.org

17) Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems,Problems&Suggestions.Delhi: B. R. Rhythms.

18) Chaote, J. S. (1991). Successful Mainstreaming, Allyn and Bacon

19) Aggarwal.J.C. (2004) Development of Education in India, Delhi, Shipra Publications

Suggested Reading:

1. **World Encyclopedia of Contemporary Theatre**: Asia/Pacific (World Encyclopedia of Contemporary Theatre) by Don Rubin, Routledge (2001)

2. **World Encyclopedia of Contemporary Theatre**: Europe (World Encyclopedia of Contemporary Theatre) by Don Rubin, Routledge (2001)

3. **Environmental Theatre** by Richard Shecaner

4. **World of Theatre :** Edition 2000 by Ian Herbert, Routledge (2000)

5. **Signs of Performance: An Introduction to Twentieth Century Theatre by** Colin Counsell, Routledge; I edition (July 22, 1996)

6. **The Oxford illustrated History of Theatre,** John Russell Brown, Oxford University Press, 1995.

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ABILITY ENHANCEMENT COURSE (AEC – 2)
METHODS AND TECHNIQUES OF TEACHING

Theory: 60   Internals: 40   **TotalMarks 100**
                                                                 Total Credits= 6

Course Objectives
1. To develop an understanding about the concepts of pedagogy and Andragogy.

2. To develop understanding of varied methods and approaches of teaching

3. To acquire understanding about the concepts and theories of Andragogy

4. To acquire knowledge of concept and structures of Blended Learning.
5. To acquire knowledge of concept and structures of Hybrid Learning.

6. To develop an understanding of Pedagogical Practices for Blended & Hybrid Learning

Module 1: Understanding Pedagogical and Andragogical Methodology   (Credits 2)

Unit 1: Concept of Pedagogy

a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning,
Need and its implications in Teacher Education,
b) Modern Method of Teaching – Concept, Characteristics, Process and advantages
c) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level
(Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

Unit 2: Understanding Methods and Approaches of Teaching

a) Traditional - Lecture-cum-Discussion Method, Self – Learning Method (SQ4R), Interactive
Techniques (questioning & brainstorming)
b) Contemporary - Problem-based Learning, Constructivist Approach (7 E's) & VAK (Visual,
Auditory & Kinesthetic) method
c) Collaborative - Cooperative Learning, Project Based Learning & Team Teaching

Unit 3: Concept of Andragogy

a) Concept of Andragogy in Education: Meaning, Principles and Competencies of Self-
    directedLearning.
b) Theory of Andragogy (Malcolm Knowles) &The Dynamic Model of Learner Autonomy.
c) Methods and Techniques of Andragogy- Design Thinking, Thinking Based Learning &
Competency Based Learning

Module 2: Tech- Centered Methods and Techniques of Teaching   **(Credits 2)**

Unit 4: Blended Learning

a) Blended Learning – Concept, Feature & Benefits
b) O'Connell 's (2016) Blended Learning Structures in Education
c) SAMR Model of Blended Learning

Unit 5 Hybrid Learning

a) Hybrid Learning – Concept, Features & Benefits
b) John Spencer's Hybrid Learning Structures in Education- The Differentiated Model, The Multi Track Model, The Split A/B Model, The Virtual Accommodation Model, The Independent Model
c) TPACK model of Technology Integration in the classroom.

Unit 6: Pedagogical Practices for Blended & Hybrid Learning

a) Web Conferencing, Social Bookmarking, Mashups and Digital Storytelling
b) Simulations, Serious Games and Virtual Worlds
c) Blogs, Wikis & E-portfolios

Module 3: Internal Assignment: **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/Nai Talim-Experiential Learning /Open Book Assignment/ Class test	10

References:

- "Flipping Your Remote Classroom." (2020). University of California Berkeley. Retrieved from teaching.berkeley.edu/flipping-your-remote-classroom.
- "Interactive Techniques." (August 2020). Kevin Yee. Retrieved from usf.edu/atle/documents/handout-interactive-techniques.pdf
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ABILITY ENHANCEMENT COURSE (AEC – 3)
ACADEMIC COMMUNICATION AND WRITING

Theory: 60   Internals: 40   **TotalMarks 100**
                                                                     Total Credits= 6

Course Objectives

1. To develop an understanding of Academic Communication Process
2. To develop an understanding of Academic Communication Skills
3. To examine the various avenues of   Academic Communication
4. To develop an Understanding of the process Academic Writing
5. To develop the skill in Academic Writing
6. To analyze the issues in Academic Writing

Module 1: Fundamental of Academic Communication   **(Credits 2)**

Unit 1: Understanding Academic Communication Process
   a) Academic Communication: Concept, Elements and Significance
   b) Models of communication: Linear, Interactional, and Transactional
   c) Types of communication: Target related & Process related,

Unit 2: Academic Communication Skills
   a) Academic Listening -Meaning and Stages
   b) Academic reading - Meaning and Stages
   c) Ethics and Etiquettes in academic communication -General & Social Media

Unit 3: Avenues of   Academic Communication
   a) Internal communication- Classroom communications & within the organization
   b) External communication- Seminar, conferences and Workshops
   c) Communicating with academic community- publishers for publication of articles and
      research paper

Module 2   : Fundamental of Academic Writing   **(Credits 2)**

Unit 4: Academic Writing and Writing Styles
   a) Academic Writing- Concept & styles (Narrative, Descriptive and Persuasive Writing)
   b) Scholarly papers- Theme- based paper, research paper and review paper
   c) Organizing academic writing **-** Writing of Abstract, Keyword and Executive Summary,

Unit 5: Understanding the process Academic Writing
   a) Writing a Theme paper- Criteria and Format
   a) Writing research Paper-Criteria and Format
   b) Writing a Review -Journal article and book (Criteria and Format)

Unit 6: Issues and Challenges in Academic writing
   a) Plagiarism - Process and Avoidance
   b) Publication -Process, Challenges and opportunities
   c) Indexing and Citation

Module 3: Internal Assignment: **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References:

- Academic Writing-A Guide for Management Students and Researchers, Mathukutty M Monippally, Badrinarayan Shankar Pawar · 2008 ISBN:9788132105473, 8132105478, Publisher: SAGE Publications
- Academic Writing ,By Luke Strongman   ISBN:9781443850544, Cambridge Scholars Publishing, 2013
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- TYBA (Education) Front Page Paper V Communication.pmd
- https://ecampusontario.pressbooks.pub/evolutionhumancommunication/chapter/chapter-1/
- https://www.jesoc.com/wp-content/uploads/2019/08/KC13_037.pdf
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- https://ideas.repec.org/a/cmj/seapas/y2015i8p273-282.html,
- https://hrmars.com/papers_submitted/113/External_Communication_and_Its_Influence_on_Secondary_Schools_Corporate_Image_A_Case_Study_of_Kitale_Academy_Secondary_School.pdf
- (Ethics and Etiquettes of Social Media: can we incorporate this topic in this unit) https://www.compukol.com/social-media-ethics-and-etiquette/)
- https://www.academia.edu/4347529/Preparing_And_Presenting_a_Seminar_A_Guide

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SEMESTER IV
INTERDISCIPLINARY COURSE (IDC – 1)
ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Theory: 60   Internals: 40   **TotalMarks 100**
                                                                       Total Credits= 6

Course Objectives

1. To develop an understanding of the environmental concepts, ecosystem and ecological pyramid
2. To develop an understanding of environmental issues and the various approaches of teaching environmental education.
3. To develop an understanding of sustainable development goals 2030 by United Nations Development Programme(UNDP)
4. To develop skills in sustainable practices in reducing ecological footprint
5. To develop an understanding and skills of Environmental Quality, Environmental Audit, Environmental Impact Assessment
6. To develop an understanding of Environmental initiatives, projects and laws

Module 1: Fundamentals of Environment and Environmental Education   (Credits 2)

Unit 1: Foundation of Environment
   a) Environmental Education: Concept, Scope and Need of Environmental education
   b) Ecosystem: Concept of Ecosystem, Structure of Ecosystem, Types of Ecosystem – Aquatic and Terrestrial Ecosystem
   c) Ecological pyramid: Concept and types of Ecological pyramid - Pyramid of numbers, Pyramid of biomass, and Pyramid of energy.

Unit 2: Environmental Issues and Concerns
   a) Climate Change, Ozone layer depletion (causes, effect and Remedies)
   b) Loss of Biodiversity, Land mis-management (causes, effect and Remedies)
   c) Energy Crisis (causes, effect ,precautions and alternate energy sources)

Unit 3: Foundation to Environmental Education
   a) Environmental Education: Concept, Principles and Significance
   b) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007)
   c) Approaches to teaching environmental education: Interdisciplinary approach and Multidisciplinary approach.

Module 2: Environment Education and Sustainable Development Practices (Credits 2)Unit 4: Practices for sustainable Environment
   a) Sustainable Development Goals (SDG's 2030): Concept and significance, Components -17 SDG's
   b) Sustainable Environment Management: Meaning and Significance – Rainwater Harvesting,

c) Mangrove Management, Disaster Management
c) Paradigm shift from Environmental education to Sustainable development – Concept and Significance

Unit 5: Environmental Management
a) Environmental Quality: Concept, need to protect environment quality
b) Environmental Audit: Objectives, Elements of audit, process of environmental audit
c) Environmental Impact Assessment (EIA) : Significance, process of EIA.

Unit 6: Environment Initiatives, Projects and Laws
a) Concept and Significance of Movements: Raleganj Siddhi Movement, Green Peace Movement, Tarun BharatSangh Movement.
b) Concept and Significance of Projects: Tiger project, Narmada BachaoAndolan
c) Concept and Significance of Laws: Laws of conservation and Protection: Environment Protection Act, Wildlife Protection Act and Noise Pollution Act.

Module 3: Internal Assessment   (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

Suggested Tasks:

1. Conduct activities like tree plantations, Go Green drives, various competitions based on environment
2. Awareness activity in community/school regarding various environmental issues through an exhibition/display
3. Critically analyze the implementation of action plan on Education for sustainable development at global level.
4. Calculate your ecological/carbon footprint and state ways to reduce the carbon footprint.
5. Conduct an environmental audit and report on any development/ industrial projects.
6. Study the impact of any goods purchased on the environment with reference to its manufacturing, packaging and transportation cost.

References:

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SEMESTER IV
INTERDISCIPLINARY COURSE (IDC – 2)
PEACE EDUCATION AND SUSTAINABLE DEVELOPMENT

Theory: 60   Internals: 40   **TotalMarks 100**
                                                                   Total Credits= 6

Course Objectives

1. To develop an understanding of Peace and Peace Education and Education for Peace
2. To understand the approaches and historical development of Peace Education
3. To understand the Challenges and Strategies of Peace Education
4. To Explore an Integration of Peace Education in Curriculum
5. To develop an understanding of Theories, Models & Culture of Peace
6. To develop an understanding of Conflict Management and Peace building

Module 1: Perspectives of Peace Education   **(Credits 2)**

Unit 1: Understanding Peace and Peace Education
   a) Peace: Concept, Need and Significance, Types-Positive & Negative
   b) Peace Education: Concept, Basic Assumptions, Nature &Scope, Types, Goals, Aims & Objectives
   c) Education for Peace: Concept Causes – choosing path of Peace, Peacemaker, Peace Education is an ethical imperative; Peace Education is practical imperative, Peace Education as Transformative Education.

Unit 2: Approaches of Peace & Peace Education
   a) Approaches of Peace : Power Politics, World Order, Conflict Resolution, Non-Violence and Transformation
   b) Approach to Peace Education at various stages- Early Childhood, Elementary Education, Secondary Education, Higher Education, and Adult Education.
   c) Historical Development of Peace Education, Peace Education in India and its Development

Unit 3: Agencies, Challenges and Strategies of Peace Education
   a) Agencies of Peace Education- Family, Social Media, Communities, NGOs
   a) Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
   b) Strategies of teaching Peace Education- Meditation, Yoga , Dramatization, Debate

Module 2: Practices in Peace Education (Credits 2)

Unit 4: Integration of Peace Education in Curriculum
a) Subject Context - Language, Social Sciences, Mathematics, Science, Art & Craft, Subject perspectives
b) Methods of teaching- Cooperative Learning ,Story telling ,Group Discussion , Service learning, Peer Teaching ,Experimental Teaching ,Brainstorming ,Inquiry based learning and teaching ,Role play , Dialogues ,Energizer
c) Curricular and Co-Curricular Activities

Unit 5: Theories, Models & Culture of Peace
a) Peace Theories : Healthy Relationship and Connections Theory, Individual Change Theory
b) Models of Peace Education :Flower petal Model, Integrated Model
c) Culture of Peace : Concept, Achievement of Culture of Peace, Building blocks of Peace Culture, Developing Culture of Peace through curricular and co-curricular activities

Unit 6: Conflict Management and Peace building
a) Concept, Types and causes of Conflict, Strategies of Conflict Management
b) Conflict Triad and Peace Triad (Galtung/Reimann) in Peace Building
c) Role of Teacher as Peace Builder

Module 3: Internal Assessment (Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

Suggested tasks:

- Prepare a poster on the topic "Peace Education for Sustainable Development" and present it online.
- Visit any NGO working towards culture of peace and present a case study.
- Create a concept map of Strategies of Conflict Management (can make use of digital tools for concept mapping like MindMeister,MindMup, Bubbl.us
- Organize any group activity in a school/college to promote peace. Create a video of the same and submit it along with report.

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- https://www.youtube.com/watch?v=sV6m2a0v3Bc&t=64s
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- https://www.youtube.com/watch?v=z2treLpizmA&t=125s

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Theory: 60   Internals: 40   **TotalMarks 100**
                                                                  Total Credits= 6

Course Objectives

- To develop an understanding on the Concept of Work Education
- To develop an understanding of the Aims and Objectives of teaching Work Education
- To develop an understanding of the various aspects of Work Education
- To develop an understanding of the curriculum in Work Education
- To develop skills on interdisciplinary approach of Work education
- To develop an understanding of the social context of Work Education.

Module I: Work Education: Commissions, Policies and Approaches   (Credits 2)

Unit 1: Work Education
   a) Concept, Meaning, Objectives and Nature of Work education
   b) Work education – Characteristics, Principles, Need and Significance ,Areas of Work Education – i) Socially Useful Productive Work ii) Occupational exploration and innovative practices in work education.
   c) Strategies to promote Work Education: Field trips, field visits, community engagement, reflective journal writing, case studies.

Unit 2: Work Education: Commission and Policies
   a) Recommendations of Commissions for Work Education- Secondary Education Commission, Kothari Commission,
   b) Recommendations of Policies for Work Education- NEP 1986, Programme of Action 1992 and NEP 2020
   c) Role of State Government, Central Government, Universities, NGO's for Work Education

Unit 3: Approach of Work Education
   a) Methods for Teaching Learning activities related to work education –Demonstration Method, Project Method, Excursion Method and Discussion Method
   b) Evaluation in Work Education: Design of Work Education and Work Book, Practical Work and attainment, Developing certain tools, e.g. rating scale, check-list, Teacher's record, Observation schedule
   c) Qualities function and role of teacher in Work Education

Module 2: Theoretical and Practical Aspect of WorkEducation   **(Credits 2)**

Unit 4: Work education and Curriculum
   a) Syllabus of Work education, classification of students, planning of sessions, Planning of Sessions of Work education – Activities related to the better fulfilment of basic needs. Activities related to environmental awareness, Activities related to socialservice, Activities related to cultural heritage, and National integration.
   b) Relationship with other subjects in the school curriculum:Place of Work Education in the school curriculum.
   c) Difference of Work Education with Work Experience, Basic Education and Vocational Education.

Unit 5: Work Education in the Social Context
   a) Utility of Social Service Project – Removal of Social distances, importance of literary drive, first-aid, floor relief, etc.
   b) Utilization of Community Resources for Audio-Visual materials for teaching Work Education.
   c) Role of community in reference to work education

Unit 6:Multipurpose School for Work Education and Development
   a) Concept, Meaning, Need, Significance and Role of Multipurpose School
   b) Criteria for selection of Work Education in Schools, Teacher Education Institution and Higher Education
   c) Work Education and Development: Individual, Social, Political and Economic, National and International.

Module 3: Internal Assessment   **(Credits 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim-Experiential Learning /Open Book Assignment/ Class test	10

Suggested Tasks:

- Suggest any four skills related to language which can be acquired through any activity under work education
- Prepare a list of activities related to community service.
- Write any three activities related to environmental awareness.
- Design any topic using any one method of teaching work education.
- Prepare a detailed Report on Work Education in the National Education Policy 2020.

References:

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- Magre S,(2018) NaiTalim: Pedagogical Perspectives, Dnyan Prasarak Publication Private Ltd.Mumbai.
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- https://librarykvs.files.wordpress.com/2018/11/syllabus-for-work-education.pdf

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