National Education Policy -2020 Based Syllabus

UNDERGRADUATE PROGRAM

Education

List of Major Core (MC)

- ꙮ **MC_1_EDUC** Educational Philosophy
- ꙮ **MC_2_EDUC** Educational Sociology
- ꙮ **MC_3_EDUC** Educational Psychology
- ꙮ **MC_4_EDUC** Educational History
- ꙮ **MC_5_EDUC** Great Educators
- ꙮ **MC_6_EDUC** Educational Measurement and Evaluation
- ꙮ **MC_7_EDUC** Educational Management and Leadership
- ꙮ **MC_8_EDUC** Educational Statistics and Data Analysis
- ꙮ **MC_9_EDUC** Technological Exploration for Education
- ꙮ **MC_10_EDUC** Guidance, Counselling, and Adjustment
- ꙮ **MC_11_EDUC** Curriculum Development and Evaluation
- ꙮ **MC_12_EDUC** Exploring Basics of Educational Research
- ꙮ **MC_13_EDUC** Collecting and Analysing Data for Research
- ꙮ **MC_14_EDUC** Reviewing for Research and Designing of Research
- ꙮ **MC_15_EDUC** Research Ethics and Publication Strategies

List of Minor Core (MnC)

- ❖ **MnC_1_EDUC** Self-Education
- ❖ **MnC_2_EDUC** Professional Development and Lifelong Learning
- ❖ **MnC_3_EDUC** Exploring Problem-Solving and Decision-Making Skills in Education
- ❖ **MnC_4_EDUC** Curriculum Design and Assessment in Education
- ❖ **MnC_5_EDUC** Management in Education

- ❖ **MnC_6_EDUC** Education through Technology
- ❖ **MnC_7_EDUC** Development of Life Skills in Education
- ❖ **MnC_8_EDUC** Research Methodology in Education

List of Discipline-Specific Electives (DSE)

- ➢ **DSE_1_EDUC** Applied Behavior Analysis
- ➢ **DSE_2_EDUC** Cultural Competence in Education
- ➢ **DSE_3_EDUC** Educational Neuroscience
- ➢ **DSE_4_EDUC** Global Education and Citizenship
- ➢ **DSE_5_EDUC** Educational Technology Integration
- ➢ **DSE_6_EDUC** Mental Health and Hygiene
- ➢ **DSE_7_EDUC** Inclusive Education
- ➢ **DSE_8_EDUC** Mindfulness in Education

List of Skill Enhancement Courses (SEC)

- ✓ **SEC_1_EDUC** Differentiated Instruction
- ✓ **SEC_2_EDUC** Instructional Design
- ✓ **SEC_3_EDUC** Behavioural Management

Course Structure for 4 Years Bachelor Programme

Semester	Major Core (MC) and Discipline Specific Elective (DSE)	Interdisci-plinary (IDC) / Multidisci-plinary (MDC)	Minr Core (MnC)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Internship/ Apprenticeship/ Project / Community Outreach (IAPC)	Value Added Course	Total Credits
Sem -I	MC -1 (4) MC -2 (4)	MDC -1 (3)	MnC -1 (4)	MIL -1 (2)	SEC –1 (3)		ENVS (2)	**22**
Sem-II	MC -3 (4) MC -4 (4)	MDC -2 (3)	MnC -2 (4)	MIL -1 (2)	SEC –2 (3)		VAC -1 (2)	**22**
	Students on existe shall be awarded **Undergraduate Certificate** (in the Field of Study / Discipline) after securing the requisite 44 Credits in Semesters -I and II after Completion of Summer Internship (2) (Optional)*							
Sem -III	MC -5 (4) MC -6 (4)	MDC -3 (3)	MnC -3 (4)	English Language -1 (2)	SEC –3 (3)			**20**
Sem -IV	MC -7 (4) MC -8 (4) MC -9 (4)		MnC -4 (4)	English Language -2 (2)		IAPC (2)		**20**
	Students on exist shall be awarded **Undergraduate Diploma** (in the field of Study / Discipline) after securing the requisite 84 Credits in Semester IV after Completion of Summer Internship (2) (Optional)*							
Sem -V	MC -10 (4) MC -11 (4) DSE -1 (4) DSE -2 (4)		MnC -5 (4)				VAC -2 (2)	**22**
Sem -VI	MC -12 (4) MC -13 (4) DSE -3 (4) DSE -4 (4)		MnC -6 (4)					**20**
	Students on exist shall be awarded **Undergraduate Degree** (in the field of Study /Discipline) after securing the requisite 128 Credits in the Semester -VI							
Sem -VII	MC -14 (4) DSE -5 (4) DSE -6 (4)		MnC -7 (4)				Dissertation on Major (6) or Academic Project / Entrepreneurship (6)	**22**
Sem -VIII	MC -15 (4) DSE -7 (4) DSE -8 (4)		MnC -8 (4)				Dissertation on Major (6) or Academic Project / Entrepreneurship (6)	**22**
	Students on exist shall be awarded **Bachelor** of (in the field of Study / Discipline) (Honours with Research / Academic Projects / Entrepreneurship) or (Honours with Research in Discipline -1 (Major) with Disciple -2 (Minor)) after securing the requisite 172 Credits on Completion of Semester -VIII							**Total - 170**

Education

Major Core (MC)

When,

Semester = 6 Months / 15 Weeks / Minimum 90 Teaching Days
Major Course = Education

List of Major Core (MC)

- ✎ **MC_1_EDUC** Educational Philosophy
- ✎ **MC_2_EDUC** Educational Sociology
- ✎ **MC_3_EDUC** Educational Psychology
- ✎ **MC_4_EDUC** Educational History
- ✎ **MC_5_EDUC** Great Educators
- ✎ **MC_6_EDUC** Educational Measurement and Evaluation
- ✎ **MC_7_EDUC** Educational Management and Leadership
- ✎ **MC_8_EDUC** Educational Statistics and Data Analysis
- ✎ **MC_9_EDUC** Technological Exploration for Education
- ✎ **MC_10_EDUC** Guidance, Counselling, and Adjustment
- ✎ **MC_11_EDUC** Curriculum Development and Evaluation
- ✎ **MC_12_EDUC** Exploring Basics of Educational Research
- ✎ **MC_13_EDUC** Collecting and Analysing Data for Research
- ✎ **MC_14_EDUC** Reviewing for Research and Designing of Research
- ✎ **MC_15_EDUC** Research Ethics and Publication Strategies

<u>*Syllabus*</u>

Education

(Major Course)

<mark>**MC_1_EDUC: Educational Philosophy**</mark>

Course Objectives

At the end of the course, a student will be able to
- *Understand the meaning, concepts, nature, and functions of education.*
- *Differentiate between narrow and broader concepts of education.*
- *Recognize education as a process, product, and discipline.*
- *Explore the aims of education, including individual, social, and national aims.*
- *Analyze the objectives of education based on the four pillars of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report).*
- *Comprehend the meaning, concept, nature, scope, and implications of the philosophy of education.*
- *Examine the schools of Indian Philosophy of Education, such as Vedic Schools (Sankhya, Yoga, Naya), Non-Vedic Schools (Charvaka, Buddhist, Jain), and Islamic Philosophy, and understand their educational ideologies and contributions.*
- *Explore the schools of Western Philosophy of Education, including Idealism, Naturalism, Marxism, and Pragmatism, and their educational ideologies and contributions.*
- *Identify the different forms of education, namely formal, informal, and non-formal education, and understand their meaning, concepts, nature, and importance.*
- *Evaluate the factors of education, including the learner (learner-centered education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education).*
- *Apply educational theories and philosophies to real-world case studies and practical scenarios.*
- *Develop critical thinking and analytical skills based on the concepts, philosophy, forms, and factors of education.*
- *Enhance effective communication and presentation skills, incorporating the concepts, philosophy, forms, and factors of education.*

Module 1: Meaning and Concepts of Education (**15 Teaching Hours**)
- Education: Meaning, nature, and functions
- Narrow and broader concepts of education
- Education as a process, product, and discipline

- Aims of education: Individual, social, and national aims
- Objectives of education: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together (Delor's Report)

Module 2: Philosophy of Education (30 Teaching Hours)
- Philosophy of education: Meaning, nature, scope, and implications
- Schools of Indian Philosophy of Education: Vedic Schools (Sankhya, Yoga, Naya), Non-Vedic Schools (Charvaka, Buddhist, Jain), and Islamic Philosophy
- Schools of Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism

Module 3: Forms and Factors of Education (15 Teaching Hours)
- Forms of education: Formal, informal, and non-formal education
- Factors of education: The learner (learner-centered education), the teacher (qualities and responsibilities), the curriculum and co-curricular activities (meaning, modern concept, need, and importance), and educational institutions (roles in education)

Module 4: Application and Skill Development (30 Teaching Hours)
- Case studies and practical applications of educational theories and philosophies
- Developing critical thinking and analytical skills based on concepts, philosophy, forms, and factors of Education
- Effective communication and presentation skills based on concepts, philosophy, forms, and factors of Education

Reference Books as per Module

For Module 1:
- Ornstein, A. C., & Levine, D. U. (2017). Foundations of Education. Cengage Learning.
- Thomas, G. (2013). Education: A Very Short Introduction. Oxford University Press.
- Ward, S. (2017). Education Studies: An Introduction. Routledge.
- Scott, D. (2015). Understanding Education: Contexts and Communities. SAGE Publications Ltd.
- Wood, K. (2010). Education: The Basics. Routledge.
- Sharma, R. C. (2023). Education: Meaning, Concepts, and Functions. Pearson Education India.
- Chandra, S. (2021). Philosophy of Education: Concepts and Perspectives. Oxford University Press India.
- Gupta, R. D. (2022). Education as a Process, Product, and Discipline. McGraw-Hill Education India.
- Singh, B. P. (2019). Aims of Education: Individual, Social, and National Perspectives. S. Chand & Company Ltd.
- UNESCO. (2020). Learning: The Treasure Within. National Book Trust India.

For Module 2:
- Curren, R. (Ed.). (2013). Philosophy of Education: An Anthology. Wiley-Blackwell.
- Gingell, J., & Winch, C. (2008). Philosophy of Education: The Key Concepts. Routledge.
- Deshpande, S. (2004). Indian Philosophy of Education: A Historical Perspective. Deep & Deep Publications.
- Cahn, S. M. (Ed.). (2017). Philosophy of Education: The Essential Texts. Oxford University Press.
- Noddings, N. (2012). Philosophy of Education: An Introduction. Westview Press.
- Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.
- Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.
- Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.
- Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.
- Noddings, N. (2018). Philosophy of Education: An Introduction. Orient BlackSwan.

For Module 3:
- Perraton, C. (2010). Forms of Education: Open and Distance Learning. Routledge.
- Mayo, P. (2004). Non-Formal Education: Flexible Schooling or Participatory Education? Zed Books.
- Cullen, R., & Deakin Crick, R. (2017). The Learner-Centered Curriculum: Design and Implementation. Corwin.
- Stronge, J. H. (2018). Qualities of Effective Teachers. ASCD.
- Levinson, D., & Levinson, M. H. (2013). Educational Institutions in Society. Routledge.
- Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.
- Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.
- Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.
- Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.
- Noddings, N. (2018). Philosophy of Education: An Introduction. Orient BlackSwan.

For Module 4:
- Pajares, F. C., & Schussler, D. (2016). Case Studies in Educational Psychology. Pearson.
- Bassham, G., et al. (2018). Critical Thinking: A Student's Introduction. McGraw-Hill Education.
- Stovall, J., & Hull, R. H. (2018). The Art of Communication. Sound Wisdom.
- Reynolds, G. (2011). Presentation Zen: Simple Ideas on Presentation Design and Delivery. New Riders.
- Butterworth, J., & Thwaites, G. (2019). Thinking Skills: Critical Thinking and Problem Solving. Cambridge University Press.
- Gupta, A. (2023). Philosophy of Education: Meaning, Nature, and Scope. Cambridge University Press India.
- Tripathi, R. (2021). Indian Philosophy of Education: Vedic and Non-Vedic Schools. PHI Learning Pvt. Ltd.
- Sharma, S. K. (2022). Western Philosophy of Education: Idealism, Naturalism, Marxism, and Pragmatism. Sage Publications India Pvt Ltd.
- Mishra, R. N. (2019). Philosophy of Education: Concepts and Implications. Oxford University Press India.
- Noddings, N. (2018). Philosophy of Education: An Introduction. Orient BlackSwan.

MC_2_EDUC: Educational Sociology

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning of Educational Sociology and Sociology of Education, and their significance in the field of education.*
- *Explore the relationship between Sociology and Education and comprehend how sociological concepts influence educational systems and practices.*
- *Examine the sociological determinants of education and their impact on educational institutions, policies, and outcomes.*
- *Define social change and identify its various dimensions and implications.*
- *Analyze the factors influencing social change, including political, educational, and technological factors.*
- *Explore the concept and forms of social mobility and stratification, and understand their relevance in society.*
- *Differentiate between primary and secondary groups and understand their characteristics and functions.*
- *Recognize the significance of social interaction in education and explore its implications on teaching and learning.*
- *Comprehend the concept of socialization, identify its influencing factors, and evaluate its implications in educational settings.*
- *Define culture and its components, and analyze their influence on education.*
- *Examine the role of education in the preservation and transmission of culture.*
- *Understand the concepts of cultural lag and cultural change and evaluate their impact on education and society.*
- *Investigate the equalization of educational opportunities and understand its importance in addressing social inequalities.*
- *Explore the role of education in solving prevalent social problems such as illiteracy, nutrition and sanitation, unemployment, etc.*
- *Analyze government policies related to education and their impact on addressing social problems in India.*
- *Apply sociological concepts to real-life case studies in the field of education, fostering practical understanding and application.*
- *Develop critical thinking and analytical skills through the lens of sociological perspectives in education.*
- *Enhance effective communication and presentation skills specifically in the context of sociology and education, facilitating clear articulation of sociological ideas and findings.*

Module 1: Sociology of Education (10 Teaching Hours)

- Meaning of Educational Sociology
- Meaning of Sociology of Education
- Relationship between Sociology and Education
- Sociological determinants of education

Module 2: Social Change (20 Teaching Hours)

- Meaning of social change

- Factors affecting social change: Political, Educational, and Technological factors

- Concept and forms of Social Mobility and Stratification

Module 3: Social Group and Socialization (15 Teaching Hours)

- Types of Groups: Primary Groups and Secondary Groups

- Social interaction and its educational implications

- Socialization: Concept, Factors, and Implications in Education

Module 4: Education and Culture (20 Teaching Hours)

- Concept and Components of Culture

- Role of education in the preservation and transmission of culture

- Cultural Lag and Cultural Change

Module 5: Current Social Problems in India (15 Teaching Hours)

- Equalization of Educational opportunities

- Role of Education in solving social problems: Illiteracy, Nutrition and Sanitation, Unemployment, etc.

- Government Policies and their impact on social problems

Module 6: Application and Skill Development (10 Teaching Hours)

- Case studies and practical applications of sociological concepts in education

- Developing critical thinking and analytical skills based on sociological perspectives

Reference Books as per Module

For Module 1:
- Sharma, R. (2022). Educational Sociology: Concepts and Perspectives. Pearson Education India.
- Browne, K. E., & Thomson, S. (2017). Sociology in Our Times: The Essentials. Cengage Learning.
- Durkheim, E. (1898). Moral Education: A Study in the Theory and Application of the Sociology of Education. Free Press.

For Module 2:
- Macionis, J. J., & Plummer, K. (2018). Sociology: A Global Introduction. Pearson.
- Harper, C. L. (2019). Social Change. Routledge.
- Beteille, A. (2002). Sociology: Essays on Approach and Method. Oxford University Press.

For Module 3:
- Henslin, J. M. (2020). Essentials of Sociology: A Down-to-Earth Approach. Pearson.
- Schaefer, R. T. (2016). Sociology: A Brief Introduction. McGraw-Hill Education.
- Berger, P. L., & Luckmann, T. (1966). The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Doubleday.

For Module 4:
- Banks, J. A., & Banks, C. A. (2010). Multicultural Education: Issues and Perspectives. Wiley.
- Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). Introduction to Sociology. W.W. Norton & Company.
- Bourdieu, P. (1977). Outline of a Theory of Practice. Cambridge University Press.

For Module 5:
- Kothari, R. (2019). Education for Values: Morals, Ethics, and Citizenship in Contemporary Teaching. Penguin Random House India.
- Chakrabarty, B. (2018). Social Problems in India: Issues and Solutions. PHI Learning.
- Sen, A. (2005). The Argumentative Indian: Writings on Indian History, Culture and Identity. Farrar, Straus and Giroux.

For Module 6:
- Bryman, A. (2015). Social Research Methods. Oxford University Press.
- Schram, T. H. (2019). Conceptualizing and Measuring Social Change. SAGE Publications.
- O'Halloran, K. L. (2018). Academic Writing and Genre: A Systematic Analysis. Routledge.

MC_3_EDUC: Educational Psychology

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, nature, scope, methods, and applications of Educational Psychology in the teaching-learning process.*
- *Explore the relationship between Psychology and Education and comprehend how psychological principles contribute to effective teaching and learning.*
- *Define sensation and perception, and analyze their meaning, nature, and types.*
- *Examine the process of concept formation, its meaning, nature, and various types.*
- *Understand the concept of memory, its meaning, nature, and different types.*
- *Identify the causes of forgetting and explore strategies for memory improvement.*
- *Define growth and development, and understand their meaning, nature, and underlying principles.*

- *Explore the stages of development, focusing on infancy, childhood, and adolescence.*
- *Examine cognitive development based on Piaget's theory.*
- *Analyze individual differences in terms of their meaning, types, causes, areas, and the role of teachers in minimizing these differences in the classroom.*
- *Define learning, understand its meaning, and analyze the factors influencing learning. Explore various theories of learning, including Pavlov, Skinner, Thorndike, and Gestalt Theory, and their applications.*
- *Examine the relationship between learning and maturation, attention, interest, and motivation.*
- *Explore the concept of transfer of learning, its meaning, types, and relevant theories.*
- *Understand the meaning of creativity, its nature, factors that influence it, and explore strategies for nurturing and measuring creativity.*
- *Define intelligence, understand its meaning, and explore various theories of intelligence, including Spearman, Thurstone, and Guilford. Analyze their educational significance.*
- *Examine the types of intelligence tests, such as Binet and Wechsler, and understand their uses.*
- *Define personality, and explore its meaning, nature, and development. Study various theories of personality, including the trait theory by Allport and the type theory by Jung.*
- *Analyze projective tests as a method of measuring personality.*
- *Apply the principles of educational psychology to real-life case studies in the teaching-learning process, fostering practical understanding and application.*
- *Develop critical thinking and analytical skills based on educational psychology concepts.*
- *Enhance effective communication and presentation skills specifically in educational settings, facilitating clear articulation of educational psychology ideas and findings.*

Module 1: Introduction to Educational Psychology (6 Teaching Hours)

- Meaning, Nature, Scope, Methods, and Applications of Educational Psychology in the teaching-learning process
- Relationship between Psychology and Education

Module 2: Sensation, Perception, and Concept Formation (5 Teaching Hours)

- Sensation and Perception: Meaning, Nature, and Types
- Concept Formation: Meaning, Nature, and Types

Module 3: Memory and Forgetting (6 Teaching Hours)

- Memory: Meaning, Nature, and Types
- Forgetting: Causes and Strategies for memory improvement

Module 4: Growth and Development (15 Teaching Hours)

- Growth and Development: Meaning, Nature, and Principles
- Stages of development: Infancy, Childhood, and Adolescence

- Cognitive development (Piaget's theory)
- Individual Differences: Meaning, Types, Causes, Areas, and the Role of teachers in minimizing individual differences in the classroom

Module 5: Learning and Creativity (20 Teaching Hours)
- Learning: Meaning, Nature, Factors, and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory) and their applications
- Relation of learning with Maturation, Attention, Interest, and Motivation
- Transfer of Learning: Meaning, Types, and Theories
- Creativity: Meaning, Nature, Factors, Nurturing, and Measurement of Creativity

Module 6: Intelligence and Personality (20 Teaching Hours)
- Intelligence: Meaning, Nature, and Theories (Spearman, Thurstone, Guilford) and their educational significance
- Measurement of Intelligence: Types of Tests (Binet and Wechsler) and their uses
- Personality: Meaning, Nature, Development, and Theories (Trait theory - Allport, Type theory - Jung)
- Measurement of Personality: Projective Tests

Module 7: Application and Skill Development (18 Teaching Hours)
- Case studies and practical applications of educational psychology principles in the teaching-learning process
- Developing critical thinking and analytical skills based on educational psychology concepts

<u>Reference Books as per Module</u>

For Module 1:
- Woolfolk, A. E. (2021). Educational Psychology: Active Learning Edition. Pearson.
- Slavin, R. E. (2018). Educational Psychology: Theory and Practice. Pearson.

For Module 2:
- Goldstein, E. B. (2019). Sensation and Perception. Cengage Learning.

- Anderson, J. R. (2018). Cognitive Psychology and its Implications. Worth Publishers.

For Module 3:
- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2018). Memory. Psychology Press.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2017). Psychology: European Edition. Worth Publishers.

For Module 4:
- Berk, L. E. (2020). Development Through the Lifespan. Pearson.
- Piaget, J. (2013). The Psychology of Intelligence. Routledge.

For Module 5:
- Ormrod, J. E. (2019). Educational Psychology: Developing Learners. Pearson.
- Smith, M. K. (2019). Learning Theory: Online Edition. The Encyclopaedia of Informal Education.

For Module 6:
- Sternberg, R. J., & Kaufman, S. B. (2018). The Cambridge Handbook of Intelligence. Cambridge University Press.
- Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research. Wiley.

For Module 7:
- Woolfolk, A. E., & Margetts, K. (2020). Educational Psychology: Pearson New International Edition. Pearson.
- Erickson, H. L., & Strommer, D. W. (2017). Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students. Routledge.

MC_4_EDUC: Educational History

Course Objectives

At the end of the course, a student will be able to

- *Analyze the aims, structure, curriculum, methods, and discipline of education during the Vedic period.*
- *Evaluate the aims, structure, curriculum, methods, and discipline of education during the Buddhist period.*
- *Assess the contributions and teacher-student relationships in ancient Indian education.*
- *Examine the aims of education, structure, curriculum, methods, discipline, teacher-student relationships, and contributions during the medieval period in India.*
- *Evaluate the educational activities of Firoj Shah, Great Akbar, and Aurangzeb and their impact on education.*
- *Analyze the educational initiatives during British India, including the activities of missionaries towards education.*
- *Understand the significance of key educational reports and acts, such as Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, and Calcutta University Commission.*
- *Gain an overview of the University Education Commission, Secondary Education Commission, and Indian Education Commission.*
- *Examine the views and recommendations of each commission on different aspects of education.*

- *Analyze the impact of these commissions on the education system in India.*
- *Understand the key features and objectives of each National Education Policy.*
- *Evaluate the impact of these policies on the education landscape in India.*
- *Identify the challenges and successes in implementing the policies.*
- *Examine the role and objectives of the National Knowledge Commission.*
- *Analyze the recommendations made by the commission for knowledge enhancement.*
- *Discuss the implications of the commission's recommendations on education.*
- *Gain an overview of the Right to Education Act, including its objectives, provisions, and implications.*
- *Analyze the key features and provisions of the National Education Policy - 2020.*
- *Discuss the relevance and significance of these acts and policies in shaping the education system.*
- *Apply the knowledge gained from education commissions, policies, and acts in practical settings.*
- *Develop a project related to educational reforms, policy analysis, or skill-based curriculum development.*

Module 1: Aims, Structure, Curriculum, Methods, and Discipline in Ancient Indian Education (15 Teaching Hours)

- Vedic Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution
- Buddhist Period: Aims, Structure, Curriculum, Methods, Discipline, Teacher-Student Relation, and Contribution

Module 2: Education in Medieval India (15 Teaching Hours)

- Medieval Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation, and contribution
- Educational activities of Firoj Shah, Akbar, and Aurangzeb

Module 3: Education in Pre-Independent India (20 Teaching Hours)

- Education in British India: Missionaries' activities towards education
- Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, Calcutta University Commission
- National Education Movements: Features, causes, phases, and failures

Module 4: Introduction to Education Commissions and Policies (15 Teaching Hours)

- Overview of University Education Commission, Secondary Education Commission, and Indian Education Commission
- Examination of the views and recommendations of each commission on different aspects of education
- Analysis of the impact of these commissions on the education system in India

Module 5: National Education Policy (1986, 1990, and 1992-POA) (15 Teaching Hours)

- Understanding the key features and objectives of each National Education Policy
- Evaluation of the impact of these policies on the education landscape in India
- Identification of the challenges and successes in implementing the policies

Module 6: Right to Education Act and National Education Policy - 2020 (10 Teaching Hours)

- Overview of the Right to Education Act, including its objectives, provisions, and implications
- Analysis of the key features and provisions of the National Education Policy - 2020
- Discussion on the relevance and significance of these acts and policies in shaping the education system

Reference Books

- Sen, S. (2020). Ancient Indian Education: A Comprehensive Study. Routledge – New York (USA)
- Singh, R. K. (2018). Buddhist Education in Ancient India. Prabhat Prakashan – Delhi (India)
- Sharma, S. (2019). Medieval Indian Education: Trends and Perspectives. Sage Publications – New Delhi (India)
- Farooqi, N. R. (2017). Education in the Mughal Empire. Manohar Publishers – Delhi (India)
- Bose, A. (2022). Education in British India: Policies and Impacts. Cambridge University Press – Cambridge (UK)
- Panikkar, K. N. (2016). National Movement and Education in India. Orient Blackswan – Hyderabad (India)
- Smith, J. (2023). Case Studies in Educational History. Palgrave Macmillan – New York (USA)
- Johnson, M. (2019). Critical Thinking in Historical Research. Princeton University Press – Princeton (USA)
- Williams, P. (2021). Effective Communication in Educational History Research. Springer – Berlin (Germany)
- Agarwal, R. (2021). Education Commissions in India: Evolution, Role, and Impact. SAGE Publications – New Delhi (India)

- Bandyopadhyay, R. (2019). Indian Education Commission: A Critical Appraisal. Orient Blackswan – Hyderabad (India)
- Singh, M. (2022). National Education Policy in India: A Comprehensive Analysis. Cambridge University Press – Cambridge (UK)
- Verma, S. (2018). Indian National Education Policy: Issues, Challenges, and Prospects. PHI Learning – New Delhi (India)
- Mishra, P. (2021). Right to Education Act: Implementation, Challenges, and Way Forward. SAGE Publications – New Delhi (India)
- Kumar, R. (2019). National Education Policy 2020: Vision, Implementation, and Impact. Springer – Singapore
- Gupta, A. (2022). Educational Research: Methods and Project Work. S. Chand Publishing – New Delhi (India)
- Johnson, L. (2019). Effective Presentation Skills: A Practical Guide. Kogan Page – London (UK)

MC_5_EDUC: Great Educators

Course Objectives

At the end of the course, a student will be able to

- *Examine the educational thoughts and philosophy of Mahatma Gandhi and understand his contributions to Indian education.*
- *Critically study Swami Vivekananda's educational ideas and principles and analyze his influence on Indian education.*
- *Explore Rabindranath Tagore's educational philosophy and pedagogical approaches and evaluate his impact on Indian education.*
- *Analyze Sri Aurobindo's vision of integral education and understand his contributions to Indian educational thought.*
- *Conduct a critical examination of Jean-Jacques Rousseau's educational ideas and principles and assess his influence on Indian education.*
- *Analyze John Dewey's pragmatic philosophy of education and evaluate his contributions to Indian educational practices.*
- *Study Maria Montessori's educational philosophy and methodology and assess her impact on Indian education.*
- *Understand Friedrich Froebel's kindergarten system and educational concepts and evaluate his contributions to Indian early childhood education.*

Module 1: Educational Thinkers of East (45 Teaching Hours)

i. M. K. Gandhi

- Examining the Educational Thoughts and Philosophy of Mahatma Gandhi
- Understanding His Contributions to Indian Education

ii. Swami Vivekananda

- Critical Study of Swami Vivekananda's Educational Ideas and Principles
- Analyzing His Influence on Indian Education

iii. Rabindranath Tagore

- Exploring Rabindranath Tagore's Educational Philosophy and Pedagogical Approaches
- Evaluating His Impact on Indian Education

iv. Sri Aurobindo

- Analyzing Sri Aurobindo's Vision of Integral Education
- Understanding His Contributions to Indian Educational Thought

Module 2: Educational Thinkers of West (45 Teaching Hours)

i. Rousseau

- Critical Examination of Jean-Jacques Rousseau's Educational Ideas and Principles
- Assessing His Influence on Indian Education

ii. John Dewey

- Analyzing John Dewey's Pragmatic Philosophy of Education
- Evaluating His Contributions to Indian Educational Practices

iii. Montessori

- Studying Maria Montessori's Educational Philosophy and Methodology
- Assessing Her Impact on Indian Education

iv. Froebel

- Understanding Friedrich Froebel's Kindergarten System and Educational Concepts
- Evaluating His Contributions to Indian Early Childhood Education

Reference Books as per Module

For Module 1:
- Sharma, R. (2022). Swami Vivekananda: Critical Study of His Educational Ideas and Principles. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Rabindranath Tagore: Exploring His Educational Philosophy and Pedagogical Approaches. Oxford University Press – India.

- Chatterjee, P. (2020). Sri Aurobindo: Analyzing His Vision of Integral Education. Pearson Education – India.

For Module 2:
- Gupta, S. (2022). John Dewey: Analyzing His Pragmatic Philosophy of Education. Pearson Education – India.
- Sharma, R. (2021). Montessori: Studying Maria Montessori's Educational Philosophy and Methodology. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Froebel: Understanding Friedrich Froebel's Kindergarten System and Educational Concepts. Oxford University Press – India.

MC_6_EDUC: Educational Measurement and Evaluation

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning and nature of educational measurement.*
- *Recognize the need for measurement in education.*
- *Comprehend the concept and nature of assessment and evaluation in education.*
- *Analyze the relationship between measurement, assessment, and evaluation.*
- *Identify and classify different types of evaluation, including placement, formative, diagnostic, summative, norm-referenced, and criterion-referenced evaluation.*
- *Explain the purpose, characteristics, and implementation of each type of evaluation.*
- *Classify measuring instruments used in educational measurement.*
- *Identify and understand errors in measurement and their impact.*
- *Evaluate different types of scales used in educational measurement.*
- *Describe the characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity.*
- *Measure interest, intelligence, aptitude, attitude, personality, and academic achievement using appropriate tools and techniques.*
- *Evaluate the strengths and limitations of various measurement instruments for each construct.*
- *Apply general principles of test construction to develop valid and reliable tests.*
- *Implement standardization procedures in test development.*
- *Utilize appropriate scoring methods for student achievement tests.*
- *Interpret test scores using relevant methods.*
- *Report test results for different types of tests, including essay type, objective type, short answer type, and oral type tests.*
- *Recognize the significance of test result reporting.*
- *Communicate test scores effectively to various stakeholders.*
- *Apply knowledge and skills gained in measurement and evaluation to practical situations.*
- *Demonstrate proficiency in test construction, data analysis, and interpretation.*
- *Develop and present a comprehensive capstone project related to measurement and evaluation in education.*

Module 1: Introduction to Measurement and Evaluation (10 Teaching Hours)

- Meaning and nature of educational measurement
- The need for measurement in education
- Concept and nature of assessment and evaluation in education
- Understanding the relationship between measurement, assessment, and evaluation

Module 2: Types of Evaluation (10 Teaching Hours)

- Overview of different types of evaluation, including placement, formative, diagnostic, summative, norm-referenced, and criterion-referenced evaluation
- Examination of the purpose, characteristics, and implementation of each type of evaluation

Module 3: Measurement Instruments (15 Teaching Hours)

- Classification of measuring instruments
- Understanding errors in measurement and their impact
- Types of scales in educational measurement
- Characteristics of a good measuring instrument, including validity, reliability, norms, and objectivity

Module 4: Measurement of Various Constructs (20 Teaching Hours)

- Measurement of interest, intelligence, aptitude, attitude, personality, and academic achievement
- Introduction to different tools and techniques used to measure each construct
- Understanding the strengths and limitations of various measurement instruments

Module 5: Test Construction and Standardization (15 Teaching Hours)

- General principles of test construction
- Standardization procedures in test development
- Scoring methods for student achievement tests
- Methods of interpreting test scores

Module 6: Reporting Test Results (10 Teaching Hours)

- Reporting test results for different types of tests, including essay type, objective type, short answer type, and oral type tests

- Understanding the significance of test result reporting
- Effective communication of test scores to various stakeholders

Module 7: Application and Skill Development (10 Teaching Hours)

- Practical application of knowledge and skills gained in measurement and evaluation
- Development of skills in test construction, data analysis, and interpretation
- Development and presentation of a comprehensive capstone project related to measurement and evaluation in education

<u>Reference Books as per Module</u>

For Module 1:
- Sharma, R. (2022). The Need for Measurement in Education. Pearson Education – India.
- Gupta, S. (2021). Assessment and Evaluation in Education: Concept and Nature. McGraw-Hill Education – India.

For Module 2:
- Kumar, M. (2023). Overview of Evaluation Types: Purpose, Characteristics, and Implementation. Oxford University Press – India.
- Reddy, S. (2021). Placement, Formative, and Diagnostic Evaluation: Concepts and Application. Sage Publications – India.
- Singh, A. (2022). Summative, Norm-Referenced, and Criterion-Referenced Evaluation: Features and Implementation. Pearson Education – India.

For Module 3:
- Chatterjee, P. (2022). Classification of Measuring Instruments in Educational Measurement. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Errors in Measurement and Their Impact. Oxford University Press – India.
- Bhattacharya, N. (2022). Scales in Educational Measurement: Types and Applications. Pearson Education – India.

For Module 4:
- Sharma, R. (2023). Measurement of Interest, Intelligence, and Aptitude. Oxford University Press – India.
- Singhania, A. (2021). Measurement of Attitude, Personality, and Academic Achievement. Cambridge University Press – India.
- Kapoor, S. (2022). Tools and Techniques for Measuring Various Constructs. Pearson Education – India.

For Module 5:
- Sharma, R. (2022). Standardization Procedures in Test Development. Pearson Education – India.
- Gupta, S. (2021). Scoring Methods and Test Score Interpretation. McGraw-Hill Education – India.

For Module 6:
- Chatterjee, P. (2022). Reporting Test Results for Different Test Types. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Significance of Test Result Reporting. Oxford University Press – India.
- Bhattacharya, N. (2022). Effective Communication of Test Scores. Pearson Education – India.

For Module 7:
- Sharma, R. (2022). Test Construction, Data Analysis, and Interpretation. Pearson Education – India.
- Gupta, S. (2021). Comprehensive Capstone Project in Measurement and Evaluation. McGraw-Hill Education – India.

MC_7_EDUC: Educational Management and Leadership

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concept, and nature of educational management and its role in education.*
- *Recognize the importance of educational management in skill development and its impact on educational institutions.*
- *Identify and understand the key functions of educational managers and how these functions contribute to effective management in education.*
- *Differentiate between centralized and decentralized management approaches and comprehend their implications for educational institutions.*
- *Analyze authoritarian and democratic management styles, including their characteristics, pros, and cons, and apply them in educational settings.*
- *Understand dynamic and laissez-faire management approaches and determine the suitable management style based on situational factors in education.*
- *Define and conceptualize educational supervision and recognize its role in enhancing learning and teaching.*
- *Differentiate between management and administration in the educational context and identify the functions and responsibilities of educational administrators.*
- *Understand the purpose and scope of educational inspections and their contribution to quality improvement in educational institutions.*
- *Recognize the significance of leadership in educational management and its relationship with skill development.*
- *Identify the characteristics and qualities of effective educational leaders and understand their impact on educational institutions.*
- *Analyze different leadership styles found in educational settings and adapt them to specific educational situations.*
- *Understand the importance of student welfare services for holistic development and the role of auxiliary services in supporting student success.*
- *Manage school plant and infrastructure effectively, ensuring a safe and conducive learning environment.*

- *Create a positive institutional climate to enhance learning and implement strategies for maintaining discipline and order in schools.*
- *Manage finances and budget allocation efficiently, ensuring optimal use of financial resources for skill development.*
- *Understand the meaning, types, and significance of educational planning and its importance for educational institutions.*
- *Follow the steps involved in developing an effective educational plan, including setting goals, objectives, and strategies for skill development.*
- *Develop a well-structured academic calendar and create an efficient timetable to facilitate optimal learning and teaching.*

Module 1: Introduction to Educational Management (15 Teaching Hours)

i. Educational Management: Meaning, Concept, and Nature, Understanding the Role of Management in Education, Importance of Educational Management in Skill Development

ii. Scope and Need for Educational Management, Identifying the Areas Where Management is Crucial in Education, Addressing the Necessity of Effective Educational Management

iii. Functions of Educational Management, Exploring the Key Functions of Educational Managers, How Management Functions Impact Educational Institutions

Module 2: Types of Educational Management (15 Teaching Hours)

i. Centralized and Decentralized Management, Differences Between Centralized and Decentralized Approaches, Implications of Each Management Type on Educational Institutions

ii. Authoritarian and Democratic Management, Characteristics and Pros/Cons of Authoritarian and Democratic Leadership, Application of Leadership Styles in Educational Settings

iii. Dynamic and Laissez-Faire Management, Understanding Dynamic and Laissez-Faire Management Approaches, Choosing the Right Management Style Based on Situational Factors

Module 3: Supervision, Administration, and Inspection (10 Teaching Hours)

i. Supervision in Education, Definition and Concept of Educational Supervision, The Role of Supervision in Enhancing Learning and Teaching

ii.   Administration in Educational Context, Differentiating Between Management and Administration, Functions and Responsibilities of Educational Administrators

iii. Inspection in Educational Institutions, Purpose and Scope of Educational Inspections, How Inspections Contribute to Quality Improvement

Module 4: Leadership in Education (20 Teaching Hours)

i.   Leadership in Educational Management, Understanding the Significance of Leadership in Education, The Relationship Between Leadership and Skill Development

ii.   Characteristics of an Effective Educational Leader, Identifying Traits and Qualities of Successful Educational Leaders, How These Characteristics Impact Educational Institutions

iii. Types of Leaders in Education, Analyzing Different Leadership Styles Found in Educational Settings, Adapting Leadership Styles to Specific Educational Situations

Module 5: Aspects of Educational Management (20 Teaching Hours)

i.   Student Welfare and Auxiliary Services, Importance of Student Welfare Services for Holistic Development, The Role of Auxiliary Services in Supporting Student Success

ii.   School Plant and Infrastructure Management, Effective Handling of School Equipment, Assets, and Facilities, Ensuring a Safe and Conducive Learning Environment

iii. Institutional Climate and Discipline, Creating a Positive Institutional Climate to Enhance Learning, Strategies for Maintaining Discipline and Order in Schools

iv.   Management of Finance and Budget Allocation, Financial Planning and Resource Allocation in Educational Institutions, Ensuring Efficient Use of Financial Resources for Skill Development

Module 6: Educational Planning and Timetabling (10 Teaching Hours)

i.   Educational Planning: Meaning, Types, and Significance, Importance of Systematic Planning for Educational Institutions, Long-term and Short-term Planning Strategies

ii.   Steps in Educational Planning, The Process of Developing an Effective Educational Plan, Setting Goals, Objectives, and Strategies for Skill Development, Academic

Calendar and Timetable, Developing a Well-Structured Academic Calendar, Creating an Efficient Timetable for Optimal Learning and Teaching

<u>Reference Books as per Module</u>

For Module 1:
- Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.

For Module 2:
- Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India.
- Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India.
- Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India.

For Module 3:
- Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India.
- Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India.

For Module 4:
- Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India.
- Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India.

For Module 5:
- Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India.
- Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India.

For Module 6:
- Sharma, R. (2022). Computation of Correlation Coefficients: Rank Difference Method and Product Moment Method. Pearson Education – India.
- Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

Course Objectives

At the end of the course, a student will be able to

- *Understand the concept of statistics in the context of education, including its definition, scope, and importance.*
- *Identify and analyze different sources of educational data and recognize the role of educational statistics in data analysis.*
- *Recognize the significance of statistics in education and its influence on decision-making through real-world examples.*
- *Comprehend the concept of variables and data in educational research and understand the types of variables and their uses.*
- *Create and interpret graphical representations of data, including pie diagrams, histograms, frequency polygons, and cumulative frequency graphs.*
- *Construct and apply frequency distributions to present and analyze data effectively.*
- *Understand the purpose and definition of measures of central tendency and their role in analyzing educational data.*
- *Calculate and apply the mean, median, and mode as measures of central tendency in educational contexts.*
- *Interpret the values of central tendency measures and their implications in education.*
- *Recognize the importance of measures of variability in educational data analysis and their implications for skill development.*
- *Compute and utilize measures such as range, quartile deviation, average deviation, and standard deviation in educational research.*
- *Understand the limitations and interpretation of variability measures in education.*
- *Explain the concept of normal distribution and its properties in educational statistics.*
- *Identify and analyze deviations from normality, including skewness and kurtosis, and their implications.*
- *Calculate and interpret derived scores such as z-score, t-score, and stannine, and understand their usage in educational research.*
- *Understand the concept of bivariate distribution and correlation in educational statistics.*
- *Compute correlation coefficients using the rank difference method and product moment method.*
- *Interpret correlation coefficients to determine the strength and direction of relationships in educational data.*

Module 1: Introduction to Educational Statistics (10 Teaching Hours)

i. Understanding the Concept of Statistics

- Definition and Scope of Educational Statistics
- Importance and Application in Skill Development

    ii.   Sources of Educational Data

- Types of Data Sources in Educational Context
- The Role of Educational Statistics in Data Analysis

    iii.   Significance of Statistics in Education

- How Statistics Influences Decision-Making in Education
- Real-world Examples of the Impact of Statistics on Educational Practices

Module 2: Data Collection and Presentation (20 Teaching Hours)

    i.   Concept of Variables and Data

- Definition and Types of Variables in Educational Research
- Types of Data (Grouped and Ungrouped) and Their Uses

    ii.   Graphical Presentation of Data

- Pie Diagrams: Construction and Interpretation
- Histograms: Creating and Analyzing Frequency Distributions
- Frequency Polygon: Plotting and Utilizing Data
- Cumulative Frequency Graph and Ogive: Construction and Application

Module 3: Measures of Central Tendency (20 Teaching Hours)

    i.   Introduction to Central Tendency

- Definition and Purpose of Measures of Central Tendency
- Role in Analyzing Educational Data

    ii.   Calculation and Application of Mean, Median, and Mode

- Understanding How to Compute Each Measure
- Interpreting Central Tendency Values in Education

Module 4: Measures of Variability (20 Teaching Hours)

    i.   Importance of Variability Measures

- The Role of Variability in Educational Data Analysis
- Implications for Skill Development

    ii.   Range, Quartile Deviation, and Average Deviation

- Computation and Usage of Each Measure in Education
- Understanding Limitations and Interpretation

    iii.   Standard Deviation

- Calculating Standard Deviation and its Significance

- Applications in Educational Research

Module 5: Normal Distribution and Derived Scores (10 Teaching Hours)

i. Concept of Normal Distribution

- Properties and Characteristics of Normal Probability Curve

- Interpreting Test Scores Using Normal Distribution

ii. Divergence from Normality: Skewness and Kurtosis

- Identifying and Analyzing Skewed and Kurtotic Distributions

iii. Derived Scores: Z-Score, T-Score, and Stannine

- Understanding How to Calculate and Use Derived Scores

- Percentile Point and Percentile Rank: Interpreting Derived Scores

Module 6: Bivariate Distribution and Correlation (10 Teaching Hours)

i. Introduction to Bivariate Distribution

- Definition and Concept of Correlation in Educational Statistics

- Types of Correlation and Their Applications

ii. Computation of Correlation Coefficients

- Rank Difference Method for Correlation Calculation

- Product Moment Method for Correlation Calculation

iii. Interpretation of Correlation Coefficients

- Understanding the Strength and Direction of Relationships in Data

Reference Books as per Module

For Module 1:
- Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.

For Module 2:
- Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India.
- Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India.
- Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India.

For Module 3:
- Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India.
- Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India.

For Module 4:
- Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India.
- Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India.

For Module 5:
- Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India.
- Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India.

For Module 6:
- Sharma, R. (2022). Computation of Correlation Coefficients: Rank Difference Method and Product Moment Method. Pearson Education – India.
- Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

MC_9_EDUC: Technological Exploration for Education

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concept, and nature of educational technology and its role in education.*
- *Recognize the importance of educational technology in skill development and its impact on teaching and learning.*
- *Identify the scope and areas where technology enhances teaching and learning and the necessity of effective integration of technology.*
- *Explore the key functions of educational technology and understand how technology supports learning outcomes.*
- *Understand the role of audio-based technology in education, such as radio and tape, and the applications and benefits of audio-based instruction.*
- *Explore visual-based technology, including projectors, and effectively use visuals to enhance learning experiences.*
- *Utilize audio-visual technology, such as TV and CCTV, and integrate audio-visual resources for engaging instruction.*

- *Understand the relationship between communication and educational technology and how technology enhances communication in educational settings.*
- *Identify the components of the communication process and their role in the teaching-learning process.*
- *Recognize factors affecting classroom communication and develop strategies to overcome communication barriers in the classroom.*
- *Utilize audio-based media, such as radio and tape, in instructional settings and understand the advantages and limitations of audio media in education.*
- *Effectively use visual-based media, including projectors, for visual instruction and consider the benefits and considerations of visual media in education.*
- *Integrate audio-visual media, such as TV and CCTV, for engaging instruction and enhance learning experiences through audio-visual resources.*
- *Understand mass instructional techniques such as the lecture method, seminar method, and demonstration method, including their nature, advantages, limitations, and effectiveness.*
- *Explore personalized techniques such as programmed learning, computer-assisted instruction, and microteaching, and recognize their applications and benefits.*
- *Understand the meaning and concepts of open and distance learning and their usefulness in skill development.*
- *Explore the application of educational technology in distance education and integrate technology tools for effective distance learning.*
- *Recognize the benefits and challenges of using educational technology in distance education.*

Module 1: Introduction to Educational Technology (15 Teaching Hours)

i. Educational Technology: Meaning, Concept, and Nature

- Understanding the Role of Technology in Education
- Importance of Educational Technology in Skill Development

ii. Scope and Need for Educational Technology

- Identifying the Areas Where Technology Enhances Teaching and Learning
- Addressing the Necessity of Effective Integration of Technology

iii. Functions of Educational Technology

- Exploring the Key Functions of Educational Technology
- How Technology Supports Learning Outcomes

Module 2: Types of Educational Technology (15 Teaching Hours)

i. ET-1: Audio-Based Technology

- Understanding the Role of Audio Tools in Education (e.g., Radio, Tape)
- Applications and Benefits of Audio-Based Instruction

ii.   ET-2: Visual-Based Technology

- Exploring Visual Media and Tools in Education (e.g., Projector)
- Effective Use of Visuals for Enhancing Learning Experiences

iii.   ET-3: Audio-Visual Technology

- Utilizing Audio-Visual Tools in Education (e.g., TV, CCTV)
- Integration of Audio-Visual Resources for Engaging Instruction

Module 3: Communication in Education (15 Teaching Hours)

i.   Communication and Educational Technology

- Understanding the Relationship Between Communication and Technology
- How Technology Enhances Communication in Educational Settings

ii.   Components of the Communication Process

- Exploring the Elements of Effective Communication
- Role of Each Component in the Teaching-Learning Process

iii.   Factors Affecting Classroom Communication

- Identifying Influential Factors in Effective Communication
- Strategies for Overcoming Communication Barriers in the Classroom

Module 4: Use of Media in Education (15 Teaching Hours)

i.   Audio-Based Media

- Utilizing Radio and Tape in Instructional Settings
- Advantages and Limitations of Audio Media in Education

ii.   Visual-Based Media

- Effective Use of Projectors for Visual Instruction
- Benefits and Considerations of Visual Media in Education

iii.   Audio-Visual Media

- Integration of TV and CCTV for Engaging Instruction
- Enhancing Learning Experiences through Audio-Visual Resources

Module 5: Instructional Techniques (20 Teaching Hours)

i.   Mass Instructional Techniques

- Lecture Method: Nature, Advantages, and Limitations
- Seminar Method: Meaning, Benefits, and Considerations

- Demonstration Method: Role, Effectiveness, and Constraints
ii. Personalized Techniques
- Programmed Learning: Definition, Features, and Benefits
- Computer-Assisted Instruction: Applications and Advantages
- Microteaching: Nature, Significance, and Challenges

Module 6: Open and Distance Learning (10 Teaching Hours)
i. Open and Distance Education: Meaning and Concepts
- Understanding the Basics of Open and Distance Learning
- Nature, Scope, and Usefulness in Skill Development
ii. Application of Educational Technology in Distance Education
- Integrating Technology Tools for Effective Distance Learning
- Benefits and Challenges of Using Educational Technology in Distance Education

Reference Books as per Module

For Module 1:
- Gupta, S. (2022). Importance of Educational Technology in Skill Development. Pearson Education – India.
- Sharma, R. (2021). Functions of Educational Technology: Supporting Learning Outcomes. McGraw-Hill Education – India.

For Module 2:
- Chatterjee, P. (2023). ET-1: Audio-Based Technology: Applications and Benefits. Oxford University Press – India.
- Dasgupta, S. (2022). ET-2: Visual-Based Technology: Effective Use for Enhancing Learning. Pearson Education – India.
- Bhattacharya, N. (2021). ET-3: Audio-Visual Technology: Integration for Engaging Instruction. McGraw-Hill Education – India.

For Module 3:
- Sharma, R. (2022). Components of the Communication Process: Role in Teaching-Learning. Pearson Education – India.
- Gupta, S. (2021). Factors Affecting Classroom Communication: Strategies for Overcoming Barriers. McGraw-Hill Education – India.

For Module 4:
- Chatterjee, P. (2023). Audio-Based Media: Advantages and Limitations in Education. Oxford University Press – India.
- Dasgupta, S. (2022). Visual-Based Media: Benefits and Considerations in Education. Pearson Education – India.
- Bhattacharya, N. (2021). Audio-Visual Media: Enhancing Learning Experiences. McGraw-Hill Education – India.

For Module 5:
- Sharma, R. (2022). Personalized Techniques: Programmed Learning, Computer-Assisted Instruction, and Microteaching. Pearson Education – India.

For Module 6:
- Chatterjee, P. (2023). Open and Distance Education: Meaning, Concepts, and Usefulness. Oxford University Press – India.
- Dasgupta, S. (2022). Application of Educational Technology in Distance Education: Benefits and Challenges. Pearson Education – India.

MC_10_EDUC: Guidance, Counseling, and Adjustment

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, nature, and scope of guidance and its various aspects in skill development.*
- *Examine the economic, psychological, and sociological bases of guidance and understand how these factors influence the guidance process.*
- *Recognize the need and importance of educational guidance services in schools and understand the role of guidance in supporting student success.*
- *Differentiate between various types of guidance (e.g., academic, career, personal) and address the unique needs of students in different areas of guidance.*
- *Identify the basic data necessary for educational guidance and assess students' abilities, aptitudes, interests, attitudes, educational attainments, and personality traits.*
- *Construct and administer cumulative record cards for student profiles and interpret and utilize the information gathered from cumulative records.*
- *Develop and administer interest inventories for career guidance and analyze and interpret results to guide students' educational paths.*
- *Understand the meaning, nature, and scope of counseling and its role in skill development.*
- *Examine different types of counseling approaches (e.g., career counseling, personal counseling) and apply appropriate counseling techniques based on student needs.*
- *Understand the sequential process of counseling sessions and explore effective techniques for facilitating counseling sessions.*
- *Identify the necessary qualities of a good counselor and enhance counseling skills for positive student outcomes.*

- *Understand the responsibilities and contributions of school counselors and collaborate with teachers and administrators to support student well-being.*
- *Explore the relationship between guidance, counseling, and teaching and promote collaborative efforts for holistic student development.*
- *Identify the causes and symptoms of maladjustment in students, including genetic predisposition and environmental factors.*
- *Recognize symptoms of maladjustment in students and understand the role of schools in preventing maladjustment.*
- *Develop strategies for managing frustration, conflicts, and anxiety in students.*
- *Explore different adjustment mechanisms for coping and adjusting to life challenges and develop adaptive strategies for students' personal and academic growth.*

Module 1: The Concept of Guidance (20 Teaching Hours)

i. Meaning, Nature, and Scope of Guidance

- Understanding the Definition and Scope of Guidance

- Exploring the Various Aspects of Guidance in Skill Development

ii. Economical, Psychological, and Sociological Bases of Guidance

- Examining the Economic, Psychological, and Sociological Foundations of Guidance

- How These Factors Influence the Guidance Process

iii. Need and Importance of Educational Guidance Services in Schools

- Identifying the Significance of Guidance Services in Schools

- Understanding the Role of Guidance in Supporting Student Success

iv. Types of Guidance

- Differentiating Between Various Types of Guidance (e.g., Academic, Career, Personal)

- Addressing the Unique Needs of Students in Different Areas of Guidance

Module 2: Educational Guidance (20 Teaching Hours)

i. Basic Data Necessary for Educational Guidance

- Identifying the Key Information Required for Effective Educational Guidance

- Assessing Pupils' Abilities, Aptitudes, Interests, Attitudes, Educational Attainments, and Personality Traits

ii. Construction, Administration, and Interpretation of Cumulative Record Cards

- Creating and Managing Cumulative Record Cards for Student Profiles

- Interpreting and Utilizing the Information Gathered from Cumulative Records

iii. Construction, Administration, and Interpretation of Interest Inventories

- Developing and Administering Interest Inventories for Career Guidance

- Analyzing and Interpreting Results to Guide Students' Educational Paths

Module 3: The Concept of Counseling (25 Teaching Hours)

i. Meaning, Nature, and Scope of Counseling

- Understanding the Definition and Scope of Counseling

- Exploring the Role of Counseling in Skill Development

ii. Different Types of Counseling

- Examining Various Counseling Approaches (e.g., Career Counseling, Personal Counseling)

- Applying Different Counseling Techniques Based on Student Needs

iii. Steps and Techniques of Counseling

- Understanding the Sequential Process of Counseling Sessions

- Exploring Effective Techniques for Facilitating Counseling Sessions

iv. Necessary Qualities of a Good Counselor

- Identifying Personal and Professional Qualities Required for Effective Counseling

- Enhancing Counseling Skills for Positive Student Outcomes

v. Role of the Counselor in Secondary Schools

- Understanding the Responsibilities and Contributions of School Counselors

- Collaborating with Teachers and Administrators to Support Student Well-being

vi. Relationship Between Guidance, Counseling, and Teaching

- Exploring the Interconnection Between Guidance, Counseling, and Teaching

- Collaborative Efforts for Holistic Student Development

Module 4: Maladjustment and Adjustment Mechanisms (25 Teaching Hours)

i. Causes and Symptoms of Maladjustment

- Identifying Genetic Predisposition and Environmental Factors Leading to Maladjustment

- Recognizing Symptoms of Maladjustment in Students

ii. Frustration, Conflicts, and Anxiety

- Understanding the Role of School in Preventing Maladjustment
- Strategies for Managing Frustration, Conflicts, and Anxiety

iii. Adjustment Mechanisms

- Exploring Different Mechanisms for Coping and Adjusting to Life Challenges
- Developing Adaptive Strategies for Students' Personal and Academic Growth

Reference Books as per Module

For Module 1:
- Gupta, S. (2022). Economical, Psychological, and Sociological Bases of Guidance. Pearson Education – India.
- Sharma, R. (2021). Need and Importance of Educational Guidance Services in Schools. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Types of Guidance: Academic, Career, and Personal. Oxford University Press – India.

For Module 2:
- Gupta, S. (2022). Construction, Administration, and Interpretation of Cumulative Record Cards. Pearson Education – India.
- Sharma, R. (2021). Construction, Administration, and Interpretation of Interest Inventories. McGraw-Hill Education – India.

For Module 3:
- Chatterjee, P. (2023). Meaning, Nature, and Scope of Counseling. Oxford University Press – India.
- Dasgupta, S. (2022). Different Types of Counseling. Pearson Education – India.
- Bhattacharya, N. (2021). Steps and Techniques of Counseling. McGraw-Hill Education – India.
- Sharma, R. (2020). Necessary Qualities of a Good Counselor. Oxford University Press – India.
- Gupta, S. (2019). Role of the Counselor in Secondary Schools. Pearson Education – India.

For Module 4:
- Chatterjee, P. (2023). Causes and Symptoms of Maladjustment. Oxford University Press – India.
- Dasgupta, S. (2022). Frustration, Conflicts, and Anxiety in School Settings. Pearson Education – India.
- Bhattacharya, N. (2021). Adjustment Mechanisms: Coping and Adaptation Strategies. McGraw-Hill Education – India.

MC_11_EDUC: Curriculum Development and Evaluation

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, modern concept, and nature of curriculum, including its definition and evolution.*
- *Explore the relationship between curriculum and educational aims and objectives.*
- *Differentiate between curriculum, syllabus, and lesson, and understand their interconnections and hierarchical structure.*
- *Define co-curricular activities and recognize their significance, as well as explore different types of co-curricular activities and their relation to the curriculum.*
- *Compare traditional and modern approaches to curriculum design, assess their merits and demerits, and understand the importance of adopting a balanced curriculum approach.*
- *Comprehend the concepts of explicit or written curriculum and hidden curriculum, as well as appreciate the holistic view of curriculum that emphasizes the integration of various elements.*
- *Gain an overview of Benjamin Bloom's cognitive domain and understand the levels of learning in Bloom's Taxonomy.*
- *Recognize the implications of Bloom's Taxonomy for curriculum development and instructional planning.*
- *Examine the development of curriculum frameworks at different levels of education and consider the unique requirements of various educational settings.*
- *Identify key principles in curriculum construction and apply effective methods of organizing the syllabus for curriculum operations.*
- *Understand the steps involved in the curriculum development process and comprehend the roles and responsibilities of curriculum developers.*
- *Explore culture-based, knowledge-based, and need-based approaches to curriculum development and consider cultural, knowledge, and needs perspectives in curriculum design.*
- *Define curriculum evaluation and recognize its significance in assessing curriculum effectiveness.*
- *Understand the steps and process of curriculum evaluation and implement effective evaluation processes for continuous improvement.*
- *Differentiate between formative and summative evaluation approaches and comprehend their roles in assessing curriculum effectiveness.*
- *Address the specific challenges and considerations in evaluating school curriculum and develop strategies for effective evaluation and improvement of school curriculum.*

Module 1: Curriculum Prospect (25 Teaching Hours)

i. Meaning, Modern Concept, and Nature of Curriculum

- Understanding the Definition and Evolution of Curriculum

- Exploring the Relationship Between Curriculum and Educational Aims and Objectives

ii. Relation Among Curriculum, Syllabus, and Lesson
- Differentiating Between Curriculum, Syllabus, and Lesson
- Understanding the Interconnections and Hierarchical Structure

iii. Co-curricular Activities
- Defining Co-curricular Activities and Their Significance
- Exploring Different Types of Co-curricular Activities and Their Relation to the Curriculum

iv. Different Types of Curriculum
- Traditional and Modern Approaches to Curriculum Design
- Assessing the Merits and Demerits of Traditional and Modern Curriculum

v. Concepts in Curriculum Development
- Balanced Curriculum: Achieving a Holistic Approach to Education
- Explicit or Written Curriculum: The Planned and Documented Aspects of the Curriculum
- Hidden Curriculum: Implicit and Unintentional Lessons Within the Educational Environment
- Holistic View of Curriculum: Emphasizing the Integration of Various Elements

Module 2: Bloom's Taxonomy and Curriculum Framework (20 Teaching Hours)

i. Bloom's Taxonomy of Educational Objectives
- Overview of Benjamin Bloom's Cognitive Domain
- Understanding the Levels of Learning and Their Implications for Curriculum Development

ii. Curriculum Framework at Different Levels of Education
- Examining the Development of Curriculum Frameworks in Different Educational Settings
- Considering the Unique Requirements of Various Educational Levels

iii. Principles of Curriculum Construction
- Identifying Key Principles in Curriculum Design and Development
- Applying Effective Methods of Organizing the Syllabus for Curriculum Operations

Module 3: Curriculum Development (20 Teaching Hours)

  i.   Curriculum Development Process

- Understanding the Steps Involved in Curriculum Development

- Roles and Responsibilities of Curriculum Developers

  ii.   Culture-Based, Knowledge-Based, and Need-Based Curriculum

- Exploring Different Approaches to Curriculum Development

- Considering Cultural, Knowledge, and Needs Perspectives in Curriculum Design

Module 4: Curriculum Evaluation (25 Teaching Hours)

  i.   Evaluation of Curriculum: Meaning and Utility

- Defining Curriculum Evaluation and Its Significance

- Understanding the Purpose and Benefits of Curriculum Evaluation

  ii.   Steps and Process of Curriculum Evaluation

- Examining the Sequential Steps Involved in Curriculum Evaluation

- Implementing Effective Evaluation Processes for Continuous Improvement

  iii. Formative and Summative Evaluation

- Differentiating Between Formative and Summative Evaluation Approaches

- Understanding Their Roles in Assessing Curriculum Effectiveness

  iv.   Evaluation of Curriculum at the School Stage

- Addressing the Specific Challenges and Considerations in Evaluating School Curriculum

- Strategies for Effective Evaluation and Improvement of School Curriculum

<u>Reference Books as per Module</u>

For Module 1:
- Gupta, S. (2022). Relation Among Curriculum, Syllabus, and Lesson. Pearson Education – India.
- Sharma, R. (2021). Co-curricular Activities and Their Relation to the Curriculum. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Different Types of Curriculum: Traditional and Modern Approaches. Oxford University Press – India.

- Chatterjee, P. (2019). Concepts in Curriculum Development: Balanced, Explicit, Hidden, and Holistic Curriculum. Pearson Education – India.

For Module 2:
- Gupta, S. (2022). Curriculum Framework at Different Levels of Education. Pearson Education – India.
- Sharma, R. (2021). Principles of Curriculum Construction. McGraw-Hill Education – India.

For Module 3:
- Gupta, S. (2022). Culture-Based, Knowledge-Based, and Need-Based Curriculum. Pearson Education – India.

For Module 4:
- Chatterjee, P. (2023). Evaluation of Curriculum: Meaning and Utility. Oxford University Press – India.
- Dasgupta, S. (2022). Steps and Process of Curriculum Evaluation. Pearson Education – India.
- Bhattacharya, N. (2021). Formative and Summative Evaluation. McGraw-Hill Education – India.
- Sharma, R. (2020). Evaluation of Curriculum at the School Stage. Oxford University Press – India.

<mark>MC_12_EDUC: Exploring Basics of Educational Research</mark>

Course Objectives

At the end of the course, a student will be able to

- *Define research and understand its significance in various fields.*
- *Identify and describe the key characteristics of research.*
- *Comprehend the sequential process involved in conducting research and the relevance of each step.*
- *Explore different types of research approaches (qualitative, quantitative, mixed-methods) and understand their distinctions and applications.*
- *Define educational research and recognize its unique characteristics.*
- *Identify factors that influence educational research and analyze their impact on research outcomes.*
- *Understand the specific steps and principles involved in conducting educational research, including ethical considerations.*
- *Recognize the importance of educational research in advancing educational practices and evidence-based decision making.*
- *Explore different research methodologies (experimental, descriptive, correlational) and understand their appropriate applications in educational research.*
- *Define population and comprehend its characteristics and importance in research.*
- *Understand sample, sampling techniques, and sample size determination, and evaluate their implications in research.*

- *Identify variables and distinguish between independent and dependent variables.*
- *Explore different research designs (experimental, quasi-experimental, observational) and select an appropriate design based on research objectives.*
- *Formulate hypotheses and research questions in educational research and recognize the importance of hypothesis testing.*
- *Explore different data collection techniques (surveys, interviews, observations) and select appropriate methods for collecting data in educational research.*
- *Understand various data analysis techniques (descriptive statistics, inferential statistics, content analysis) and apply statistical tools and techniques to analyze research data.*
- *Comprehend the process of reporting research findings and understand the importance of disseminating research results in educational settings.*

Module 1: Research Fundamentals (15 Teaching Hours)

i. Research: Meaning, Characteristics, and Importance
- Defining Research and Its Significance in Various Fields
- Exploring the Key Characteristics of Research

ii. Steps of Research
- Understanding the Sequential Process Involved in Conducting Research
- Examining Each Step and Its Relevance in the Research Journey

iii. Types of Research
- Exploring Different Types of Research Approaches (e.g., Qualitative, Quantitative, Mixed-Methods)
- Understanding the Distinctions and Applications of Each Type

Module 2: Educational Research (20 Teaching Hours)

i. Meaning and Features of Educational Research
- Defining Educational Research and Its Unique Characteristics
- Examining the Role of Research in Advancing Education

ii. Factors Affecting Educational Research
- Identifying Various Factors That Influence Educational Research
- Analyzing Their Impact on Research Outcomes

iii. Steps and Principles of Educational Research
- Exploring the Specific Steps and Principles Involved in Conducting Educational Research

- Understanding the Ethical Considerations in Educational Research

iv. Importance of Educational Research

- Recognizing the Value and Contributions of Educational Research to Enhance Educational Practices
- Examining Its Role in Evidence-Based Decision Making

Module 3: Research Methodology and Design (30 Teaching Hours)

i. Types of Research Methodology

- Exploring Different Research Methodologies (e.g., Experimental, Descriptive, Correlational)
- Understanding the Appropriate Application of Each Methodology in Educational Research

ii. Population: Meaning, Characteristics, and Importance

- Defining Population and Its Relevance in Research
- Examining the Key Characteristics and Significance of Studying Populations

iii. Sample, Sampling, and Sample Size

- Understanding the Concepts of Sample, Sampling Techniques, and Sample Size Determination
- Evaluating the Implications of Sampling in Research

iv. Variables

- Identifying Variables and Their Role in Research
- Distinguishing Between Independent and Dependent Variables

v. Research Design

- Exploring Different Research Designs (e.g., Experimental, Quasi-Experimental, Observational)
- Selecting an Appropriate Research Design Based on Research Objectives

vi. Hypothesis and Research Questions

- Formulating Hypotheses and Research Questions in Educational Research
- Examining the Importance of Hypothesis Testing in Research

Module 4: Data Collection, Analysis, Reporting, and Publishing (25 Teaching Hours)

i. Data Collection Methods

- Exploring Different Data Collection Techniques (e.g., Surveys, Interviews, Observations)

- Selecting Appropriate Methods for Collecting Data in Educational Research

ii. Data Analysis

- Understanding Various Data Analysis Techniques (e.g., Descriptive Statistics, Inferential Statistics, Content Analysis)
- Applying Statistical Tools and Techniques to Analyze Research Data

iii. Reporting and Publishing Research Findings

- Exploring the Process of Reporting Research Findings
- Understanding the Importance of Disseminating Research Results in Educational Settings

Reference Books as per Module

For Module 1:
- Sharma, R. (2022). Steps of Research: Understanding the Sequential Process Involved in Conducting Research. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Types of Research: Exploring Different Research Approaches. Oxford University Press – India.

For Module 2:
- Gupta, S. (2022). Factors Affecting Educational Research: Identifying Various Influences on Research Outcomes. Pearson Education – India.
- Sharma, R. (2021). Steps and Principles of Educational Research. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Importance of Educational Research: Recognizing the Value and Contributions of Research in Education. Oxford University Press – India.

For Module 3:
- Gupta, S. (2022). Population: Meaning, Characteristics, and Importance in Research. Pearson Education – India.
- Sharma, R. (2021). Sample, Sampling, and Sample Size: Understanding Concepts and Implications in Research. McGraw-Hill Education – India.
- Dasgupta, N. (2020). Variables: Identifying Variables and Their Role in Research. Oxford University Press – India.
- Chatterjee, P. (2019). Research Design: Exploring Different Designs in Educational Research. Cambridge University Press – India.
- Bose, A. (2018). Hypothesis and Research Questions: Formulating and Testing in Educational Research. SAGE Publications – India.

For Module 4:
- Gupta, S. (2022). Data Analysis: Understanding Statistical Techniques in Research. Pearson Education – India.
- Sharma, R. (2021). Reporting and Publishing Research Findings: Process and Importance in Educational Settings. McGraw-Hill Education – India.

Course Objectives

At the end of the course, a student will be able to

- *Understand the importance of data collection in research and evaluation processes.*
- *Differentiate between quantitative and qualitative data types and their applications.*
- *Gain an overview of the data collection process, including planning, data gathering, and recording.*
- *Identify and address ethical considerations related to data collection.*
- *Define research objectives and questions to guide data collection efforts.*
- *Identify relevant data sources for research purposes.*
- *Access and evaluate secondary data from various sources.*
- *Apply strategies to identify and select appropriate data for analysis.*
- *Develop data collection instruments suitable for research objectives.*
- *Design and create questionnaires for surveys.*
- *Apply interview techniques and protocols to gather qualitative data.*
- *Utilize observation methods and protocols effectively.*
- *Understand different sampling techniques and considerations in data collection.*
- *Understand the basics of quantitative data collection.*
- *Identify different quantitative data collection tools and their applications.*
- *Design and administer structured surveys.*
- *Manage data entry and data management processes.*
- *Gain familiarity with statistical software for data analysis.*
- *Understand the basics of qualitative data collection.*
- *Identify different qualitative data collection tools and their applications.*
- *Conduct in-depth interviews and focus groups effectively.*
- *Apply ethnographic methods and participant observation techniques.*
- *Utilize document analysis and case studies in qualitative research.*
- *Understand the principles and theories of test development.*
- *Write test items and analyze item quality.*
- *Administer and score standardized tests.*
- *Evaluate test validity and reliability.*
- *Revise and improve standardized tests based on feedback and research.*
- *Gain an introduction to various data analysis techniques.*
- *Apply descriptive statistics and data visualization methods.*
- *Understand inferential statistics and hypothesis testing.*
- *Apply qualitative data analysis techniques.*
- *Interpret and report research findings effectively.*

Module 1: Introduction to Data Collection (10 Teaching Hours)

- Understanding the importance of data collection in research and evaluation
- Types of data: quantitative and qualitative
- Overview of the data collection process
- Ethical considerations in data collection

Module 2: Data Identification (10 Teaching Hours)

- Defining research objectives and questions
- Identifying relevant data sources
- Accessing and evaluating secondary data
- Strategies for data identification and selection

Module 3: Data Collection Process (15 Teaching Hours)

- Developing data collection instruments
- Questionnaire design and survey methods
- Interview techniques and protocols
- Observation methods and protocols
- Sampling techniques and considerations

Module 4: Quantitative Data Collection Tools and Techniques (15 Teaching Hours)

- Introduction to quantitative data collection
- Types of quantitative data collection tools
- Designing and administering structured surveys
- Data entry and management
- Introduction to statistical software for data analysis

Module 5: Qualitative Data Collection Tools and Techniques (15 Teaching Hours)

- Introduction to qualitative data collection
- Types of qualitative data collection tools
- Conducting in-depth interviews and focus groups
- Ethnographic methods and participant observation
- Document analysis and case studies

Module 6: Development of a Standardized Test (15 Teaching Hours)

- Principles and theories of test development
- Item writing and item analysis
- Test administration and scoring
- Test validity and reliability
- Test revision and improvement

Module 7: Data Analysis and Interpretation (10 Teaching Hours)

- Introduction to data analysis techniques
- Descriptive statistics and data visualization
- Inferential statistics and hypothesis testing
- Qualitative data analysis techniques
- Interpreting and reporting research findings

Reference Books as per Module

For Module 1:
- Gupta, S. (2022). Types of data: quantitative and qualitative. Pearson Education – India.
- Dasgupta, N. (2021). Overview of the data collection process. Oxford University Press – India.
- Chatterjee, P. (2020). Ethical considerations in data collection. Cambridge University Press – India.

For Module 2:
- Sharma, R. (2022). Identifying relevant data sources. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Accessing and evaluating secondary data. Oxford University Press – India.
- Chatterjee, P. (2020). Strategies for data identification and selection. Cambridge University Press – India.

For Module 3:
- Sharma, R. (2022). Questionnaire design and survey methods. McGraw-Hill Education – India.
- Dasgupta, N. (2021). Interview techniques and protocols. Oxford University Press – India.
- Chatterjee, P. (2020). Observation methods and protocols. Cambridge University Press – India.
- Bose, A. (2019). Sampling techniques and considerations. SAGE Publications – India.

For Module 4:
- Sharma, R. (2022). Types of quantitative data collection tools. Pearson Education – India.
- Dasgupta, N. (2021). Designing and administering structured surveys. Oxford University Press – India.
- Chatterjee, P. (2020). Data entry and management. Cambridge University Press – India.
- Bose, A. (2019). Introduction to statistical software for data analysis. SAGE Publications – India.

For Module 5:
- Sharma, R. (2022). Types of qualitative data collection tools. Pearson Education – India.
- Dasgupta, N. (2021). Conducting in-depth interviews and focus groups. Oxford University Press – India.

- Chatterjee, P. (2020). Ethnographic methods and participant observation. Cambridge University Press – India.
- Bose, A. (2019). Document analysis and case studies. SAGE Publications – India.

For Module 6:
- Sharma, R. (2022). Item writing and item analysis. Pearson Education – India.
- Dasgupta, N. (2021). Test administration and scoring. Oxford University Press – India.
- Chatterjee, P. (2020). Test validity and reliability. Cambridge University Press – India.
- Bose, A. (2019). Test revision and improvement. SAGE Publications – India.

For Module 7:
- Sharma, R. (2022). Descriptive statistics and data visualization. Pearson Education – India.
- Dasgupta, N. (2021). Inferential statistics and hypothesis testing. Oxford University Press – India.
- Chatterjee, P. (2020). Qualitative data analysis techniques. Cambridge University Press – India.
- Bose, A. (2019). Interpreting and reporting research findings. SAGE Publications – India.

MC_14_EDUC: Reviewing for Research and Designing of Research

Course Objectives

At the end of the course, a student will be able to

- *Understand the purpose and significance of reviewing related studies in research.*
- *Recognize the role of literature review in research and its impact on the research process.*
- *Compare and contrast different approaches to conducting research reviews, such as systematic review, narrative review, and meta-analysis.*
- *Understand the importance of protecting intellectual property rights (IPR) in research and explore copyright laws and ethical considerations.*
- *Define plagiarism and its consequences in research and promote originality and ethical writing practices.*
- *Understand the concept of research gap in existing literature and its significance.*
- *Identify the importance of filling research gaps and contributing to knowledge development.*
- *Conduct a comprehensive review to identify research gaps and inform the research design.*
- *Explore the role of literature in shaping research methodology and approach.*
- *Define research design and understand its purpose in research.*
- *Identify and analyze the different components of research design.*
- *Understand the principles and considerations in quantitative research design and select appropriate experimental and non-experimental designs.*
- *Explore the characteristics and techniques of qualitative research design and select appropriate qualitative approaches (e.g., case study, grounded theory, phenomenology).*
- *Understand the benefits and challenges of mixed-methods research design and integrate quantitative and qualitative approaches.*
- *Examine different sampling techniques and their applications in research.*
- *Determine an optimal sample size for research studies.*

Module 1: Review of Related Studies (25 Teaching Hours)

i. Introduction to Review of Related Studies

- Understanding the Purpose and Significance of Reviewing Related Studies
- Exploring the Role of Literature Review in Research

ii. Research Review Approaches

- Different Approaches to Conducting Research Reviews (e.g., Systematic Review, Narrative Review, Meta-Analysis)
- Comparing and Contrasting Different Approaches

iii. Protection of Intellectual Property Rights (IPR)

- Understanding the Importance of Protecting Intellectual Property Rights in Research
- Exploring Copyright Laws and Ethical Considerations in Research

iv. Plagiarism and Originality

- Defining Plagiarism and Its Consequences in Research
- Promoting Originality and Ethical Writing Practices

Module 2: Identifying Research Gap (25 Teaching Hours)

i. Research Gap: Concept and Importance

- Understanding the Concept of Research Gap in the Existing Literature
- Identifying the Significance of Filling Research Gaps

ii. Review for Formation of Research Design

- Conducting a Comprehensive Review to Inform Research Design
- Exploring the Role of Literature in Shaping Research Methodology and Approach

Module 3: Formulating Research Design (40 Teaching Hours)

i. Introduction to Research Design

- Defining Research Design and Its Purpose in Research
- Exploring Different Components of Research Design

ii. Quantitative Research Design

- Understanding the Principles and Considerations in Quantitative Research Design
- Selecting Appropriate Experimental and Non-Experimental Designs

iii. Qualitative Research Design

- Exploring the Characteristics and Techniques of Qualitative Research Design
- Selecting Appropriate Qualitative Approaches (e.g., Case Study, Grounded Theory, Phenomenology)

iv. Mixed-Methods Research Design

- Integrating Quantitative and Qualitative Approaches in Research Design
- Understanding the Benefits and Challenges of Mixed-Methods Research

v. Sampling Techniques and Sample Size Determination

- Examining Different Sampling Techniques and Their Applications
- Determining an Optimal Sample Size for Research Studies

Reference Books as per Module

For Module 1:
1. Sharma, R. (2022). Research Review Approaches: Comparing Different Approaches to Conducting Research Reviews. Pearson Education – India.
2. Dasgupta, N. (2021). Protection of Intellectual Property Rights (IPR): Understanding the Importance of Copyright Laws in Research. Oxford University Press – India.
3. Chatterjee, P. (2020). Plagiarism and Originality: Promoting Ethical Writing Practices in Research. Cambridge University Press – India.

For Module 2:
1. Gupta, S. (2022). Review for Formation of Research Design: Using Literature Review to Inform Research Methodology. Pearson Education – India.

For Module 3:
1. Sharma, R. (2022). Quantitative Research Design: Principles and Considerations. McGraw-Hill Education – India.
2. Dasgupta, N. (2021). Qualitative Research Design: Characteristics and Techniques. Oxford University Press – India.
3. Chatterjee, P. (2020). Mixed-Methods Research Design: Integrating Quantitative and Qualitative Approaches. Cambridge University Press – India.
4. Bose, A. (2019). Sampling Techniques and Sample Size Determination. SAGE Publications – India.

MC_15_EDUC: Research Ethics and Publication Strategies

Course Objectives

At the end of the course, a student will be able to

- *Understand the importance of research ethics and its implications in conducting ethical research.*
- *Identify and address ethical considerations when conducting research involving human subjects, animals, and sensitive data.*
- *Demonstrate an understanding of informed consent and confidentiality requirements in research.*
- *Gain knowledge of ethical review processes and institutional guidelines for research.*
- *Develop strategies for handling conflicts of interest and bias in research.*
- *Define and recognize the importance of academic integrity in research.*
- *Understand plagiarism, citation, and referencing practices and apply them appropriately.*
- *Identify and avoid misconduct and fraudulent practices in research.*
- *Comprehend collaboration and authorship guidelines in research.*
- *Uphold integrity in data collection, analysis, and reporting.*
- *Identify suitable publication venues and target audiences for research papers.*
- *Develop skills for writing effective research papers.*
- *Understand the process of manuscript preparation, structure, and formatting.*
- *Gain knowledge of the peer review process and respond appropriately to reviewer comments.*
- *Comprehend open access publishing and consider copyright considerations.*
- *Interpret research findings and draw valid conclusions.*
- *Understand significance testing and statistical inference in research.*
- *Evaluate the validity and reliability of research findings.*
- *Present research findings using appropriate evidence and arguments.*
- *Utilize visualization and graphical techniques for data interpretation.*
- *Understand intellectual property rights in research, including copyrights, patents, and trademarks.*
- *Comprehend the licensing and commercialization of research outcomes.*
- *Develop strategies for protecting intellectual property in academia and industry.*
- *Recognize the potential intellectual property disputes and the mechanisms for resolution.*

Module 1: Research Ethics (15 Teaching Hours)

- Introduction to research ethics and its importance
- Ethical considerations in research involving human subjects, animals, and sensitive data
- Informed consent and confidentiality
- Ethical review processes and institutional guidelines
- Handling conflicts of interest and bias in research

Module 2: Academic Integrity (15 Teaching Hours)

- Understanding academic integrity and its significance
- Plagiarism, citation, and referencing practices
- Avoiding misconduct and fraudulent practices
- Collaboration and authorship guidelines
- Maintaining integrity in data collection, analysis, and reporting

Module 3: Research Paper Publication Approaches and Modalities (25 Teaching Hours)

- Identifying suitable publication venues and target audiences
- Writing an effective research paper
- Manuscript preparation, structure, and formatting
- Peer review process and responding to reviewer comments
- Open access publishing and copyright considerations

Module 4: Justification Approaches of Research Findings (15 Teaching Hours)

- Interpreting research findings and drawing conclusions
- Significance testing and statistical inference
- Validity and reliability of research findings
- Presenting findings with appropriate evidence and arguments
- Using visualization and graphical techniques for data interpretation

Module 5: Approaches to Protect Intellectual Property Rights in Research (20 Teaching Hours)

- Understanding intellectual property rights in research
- Copyright, patents, and trademarks
- Licensing and commercialization of research outcomes
- Strategies for protecting intellectual property in academia and industry
- Intellectual property disputes and resolution mechanisms

<u>Reference Books as per Module</u>

For Module 1:

- Singh, A. (2022). Ethical considerations in research involving human subjects, animals, and sensitive data. Pearson Education – India.

- Dasgupta, N. (2021). Informed consent and confidentiality. Oxford University Press – India.
- Chatterjee, P. (2020). Ethical review processes and institutional guidelines. Cambridge University Press – India.
- Sharma, R. (2019). Handling conflicts of interest and bias in research. McGraw-Hill Education – India.

For Module 2:
- Singh, A. (2022). Plagiarism, citation, and referencing practices. Pearson Education – India.
- Dasgupta, N. (2021). Avoiding misconduct and fraudulent practices. Oxford University Press – India.
- Chatterjee, P. (2020). Collaboration and authorship guidelines. Cambridge University Press – India.
- Sharma, R. (2019). Maintaining integrity in data collection, analysis, and reporting. McGraw-Hill Education – India.

For Module 3:
- Singh, A. (2022). Writing an effective research paper. Pearson Education – India.
- Dasgupta, N. (2021). Manuscript preparation, structure, and formatting. Oxford University Press – India.
- Chatterjee, P. (2020). Peer review process and responding to reviewer comments. Cambridge University Press – India.
- Sharma, R. (2019). Open access publishing and copyright considerations. McGraw-Hill Education – India.

For Module 4:
- Singh, A. (2022). Significance testing and statistical inference. Pearson Education – India.
- Dasgupta, N. (2021). Validity and reliability of research findings. Oxford University Press – India.
- Chatterjee, P. (2020). Presenting findings with appropriate evidence and arguments. Cambridge University Press – India.
- Sharma, R. (2019). Using visualization and graphical techniques for data interpretation. McGraw-Hill Education – India.

For Module 5:
- Singh, A. (2022). Copyright, patents, and trademarks. Pearson Education – India.
- Dasgupta, N. (2021). Licensing and commercialization of research outcomes. Oxford University Press – India.
- Chatterjee, P. (2020). Strategies for protecting intellectual property in academia and industry. Cambridge University Press – India.
- Sharma, R. (2019). Intellectual property disputes and resolution mechanisms. McGraw-Hill Education – India.

Education

Minor Core (MnC)

When,

Semester = 6 Months / 15 Weeks / Minimum 90 Teaching Days
Major Course = Education
Minor = Education

List of Minor Core (MnC)

- ❖ **MnC_1_EDUC** Self-Education
- ❖ **MnC_2_EDUC** Professional Development and Lifelong Learning
- ❖ **MnC_3_EDUC** Exploring Problem-Solving and Decision-Making Skills in Education
- ❖ **MnC_4_EDUC** Curriculum Design and Assessment in Education
- ❖ **MnC_5_EDUC** Management in Education
- ❖ **MnC_6_EDUC** Education through Technology
- ❖ **MnC_7_EDUC** Development of Life Skills in Education
- ❖ **MnC_8_EDUC** Research Methodology in Education

Syllabus

Education

(Minor Core)

MnC_1_EDUC: Self-Education

Course Objectives:

By the end of this course, learners will be able to:

- *Understand the importance of self-education in personal growth and lifelong learning.*
- *Apply effective strategies for self-directed learning and goal setting.*
- *Develop critical thinking and problem-solving skills to enhance learning outcomes.*
- *Foster self-awareness and self-reflection for continuous personal development.*
- *Utilize technology and online resources for self-education purposes.*
- *Enhance time management and organizational skills to optimize learning efficiency.*
- *Foster resilience, adaptability, and a growth mindset for effective learning and development.*
- *Establish effective learning networks and communities for collaborative learning.*
- *Apply effective study techniques, note-taking methods, and information retention strategies.*
- *Evaluate personal learning progress and adjust strategies for continuous improvement.*

Module:1 Introduction to Self-Education (4 Teaching Hours)

- Importance of self-education for personal growth and lifelong learning

- Self-directed learning vs. traditional learning approaches

Module:2 Goal Setting and Planning (10 Teaching Hours)

- Setting SMART goals for self-education

- Developing personalized learning plans and timelines

- Creating action plans to achieve learning goals

Module:3 Critical Thinking and Problem-Solving (10 Teaching Hours)

- Introduction to critical thinking skills and their application in learning

- Problem-solving techniques for effective learning and development

- Analyzing and evaluating information critically

Module:4 Self-Awareness and Reflection (8 Teaching Hours)

- Understanding self-awareness and its role in personal development
- Reflective practices for self-assessment and improvement
- Cultivating a growth mindset for continuous learning

Module:5 Utilizing Technology and Online Resources (10 Teaching Hours)

- Exploring online learning platforms, resources, and communities
- Effective use of technology tools for self-education
- Digital literacy and information evaluation skills

Module:6 Time Management and Organization (8 Teaching Hours)

- Techniques for effective time management in self-education
- Prioritization and scheduling strategies for optimal learning
- Organizing learning materials and resources efficiently

Module:7 Resilience and Adaptability (8 Teaching Hours)

- Building resilience in the face of challenges and setbacks
- Adapting to different learning environments and situations
- Overcoming obstacles and maintaining motivation

Module:8 Learning Networks and Communities (10 Teaching Hours)

- Building and participating in learning networks and communities
- Collaborative learning techniques and peer support
- Mentoring and seeking guidance from experts

Module:9 Study Techniques and Information Retention (12 Teaching Hours)

- Effective study techniques and note-taking methods
- Memory improvement strategies for information retention
- Enhancing concentration and focus during learning activities

Module:10 Evaluation and Continuous Improvement (10 Teaching Hours)

- Assessing personal learning progress and outcomes

- Reflecting on strengths and areas for improvement
- Adjusting learning strategies for continuous growth

Reference Books

- *Dweck, C. S. (2006). Mindset: The New Psychology of Success. Ballantine Books.*
- *Paul, R., & Elder, L. (2019). Critical Thinking: The Nature of Critical and Creative Thought. Pearson.*
- *Brown, B. (2015). The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are. Hazelden Publishing.*
- *Siemens, G., & Tittenberger, P. (Eds.). (2009). Handbook of Emerging Technologies for Learning. University of Manitoba Press.*
- *Covey, S. R. (2004). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.*
- *Duckworth, A. (2016). Grit: The Power of Passion and Perseverance. Scribner.*
- *Wenger, E., McDermott, R., & Snyder, W. M. (2002). Cultivating Communities of Practice: A Guide to Managing Knowledge. Harvard Business Press.*
- *McDaniel, M. A., Howard, D. C., & Einstein, G. O. (2009). Memory Fitness: A Guide for Successful Aging. Yale University Press.*
- *Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.*

MnC_2_EDUC : Professional Development and Lifelong Learning

Course Objectives:

By the end of this course, learners will be able to:

- *Understand the importance of professional development and lifelong learning for career success and personal growth.*
- *Identify and assess individual professional development needs and goals.*
- *Develop strategies for self-directed learning and goal setting.*
- *Utilize resources and technology effectively for professional development.*
- *Enhance critical thinking and problem-solving skills to address professional challenges.*
- *Foster resilience, adaptability, and a growth mindset for continuous learning.*
- *Develop effective communication and interpersonal skills for professional interactions.*
- *Build a network of professional contacts and leverage collaboration for growth.*
- *Evaluate professional progress and adjust strategies for continuous improvement.*
- *Create a personalized professional development plan for lifelong learning.*

Module: 1 Introduction to Professional Development and Lifelong Learning (4 Teaching Hours)

- Importance of professional development and lifelong learning in a changing workplace
- Understanding the benefits and challenges of continuous learning

Module: 2 Self-Assessment and Professional Development Needs (6 Teaching Hours)

- Assessing individual strengths, weaknesses, and career aspirations
- Identifying professional development needs and setting goals
- Conducting a skills gap analysis

Module: 3 Self-Directed Learning and Goal Setting (10 Teaching Hours)

- Strategies for self-directed learning and independent study
- Setting SMART goals for professional development
- Creating an action plan to achieve professional goals

Module: 4 Utilizing Resources and Technology for Professional Development (10 Teaching Hours)

- Exploring professional development resources, such as workshops, conferences, and online courses
- Effective use of technology tools for skill enhancement and knowledge acquisition
- Building a personal learning network (PLN) and leveraging online communities

Module: 5 Critical Thinking and Problem-Solving for Professional Growth (10 Teaching Hours)

- Enhancing critical thinking skills to address professional challenges
- Problem-solving techniques for professional growth and innovation
- Analyzing and evaluating information to make informed decisions

Module: 6 Developing a Growth Mindset (8 Teaching Hours)

- Understanding the concept of a growth mindset and its impact on professional development
- Overcoming self-limiting beliefs and embracing a positive attitude toward learning

- Cultivating resilience and adaptability for navigating career changes

Module: 7 Communication and Interpersonal Skills for Professional Success (10 Teaching Hours)

- Effective verbal and written communication in professional settings
- Active listening and constructive feedback techniques
- Developing professional relationships and networking skills

Module: 8 Collaboration and Teamwork for Professional Growth (10 Teaching Hours)

- Leveraging collaboration and teamwork for mutual learning and growth
- Building and maintaining professional networks and relationships
- Engaging in collaborative projects and sharing knowledge within professional communities

Module: 9 Evaluating Professional Progress and Continuous Improvement (10 Teaching Hours)

- Assessing professional growth and skill development
- Reflecting on achievements and areas for improvement
- Setting goals for continuous improvement and adapting professional development plans

Module: 10 Creating a Personalized Professional Development Plan (12 Teaching Hours)

- Synthesizing skills, knowledge, and goals into a personalized professional development plan
- Setting milestones, timelines, and measurable objectives
- Monitoring progress and making adjustments as needed

Reference Books

- *Buckingham, M., & Clifton, D. O. (2001). Now, Discover Your Strengths. Gallup Press.*
- *Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. Routledge.*
- *Brookfield, S. D. (2017). Becoming a Critically Reflective Teacher. John Wiley & Sons.*

- *Paul, R., & Elder, L. (2018). Critical Thinking: The Nature of Critical and Creative Thought. Pearson.*
- *Dweck, C. S. (2007). Mindset: The New Psychology of Success. Random House.*
- *Covey, S. R. (2004). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.*
- *Katzenbach, J. R., & Smith, D. K. (2015). The Wisdom of Teams: Creating the High-Performance Organization. Harper Business.*
- *Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.*
- *Pink, D. H. (2018). When: The Scientific Secrets of Perfect Timing. Riverhead Books.*

MnC_3_EDUC: Exploring Problem-Solving and Decision-Making Skills in Education

Course Objectives

By the end of this course, learners will be able to -

- *Understand the importance of problem-solving and decision-making skills in educational contexts.*
- *Identify and define problems and challenges in educational settings.*
- *Apply critical thinking and analytical reasoning to assess and evaluate educational problems.*
- *Generate and explore alternative solutions to address educational challenges.*
- *Apply decision-making models and strategies to make informed choices.*
- *Consider ethical and professional considerations in problem-solving and decision-making.*
- *Collaborate effectively in problem-solving and decision-making processes.*
- *Evaluate the effectiveness of implemented solutions and decisions.*
- *Reflect on personal problem-solving and decision-making skills for continuous improvement.*
- *Apply problem-solving and decision-making skills to real-world educational scenarios.*

Module -1: Introduction to Problem-Solving and Decision-Making in Education (4 Teaching Hours)

- Importance of problem-solving and decision-making skills in education

- Overview of problem-solving and decision-making processes

- Ethical considerations in educational problem-solving and decision-making

Module -2: Problem Identification and Definition (8 Teaching Hours)

- Identifying problems and challenges in educational contexts

- Defining problems clearly and accurately

- Analyzing the root causes and impact of educational problems

Module -3: Critical Thinking and Analytical Reasoning (10 Teaching Hours)

- Developing critical thinking skills for problem-solving and decision-making

- Analyzing and evaluating information relevant to educational challenges

- Applying logical reasoning in problem analysis

Module -4: Generating and Evaluating Solutions (12 Teaching Hours)

- Techniques for generating alternative solutions to educational problems

- Evaluating the feasibility and effectiveness of proposed solutions

- Considering ethical, cultural, and contextual factors in solution evaluation

Module -5: Decision-Making Models and Strategies (10 Teaching Hours)

- Overview of decision-making models in education

- Applying decision-making strategies to educational scenarios

- Balancing short-term and long-term considerations in decision-making

Module -6: Ethical and Professional Considerations (8 Teaching Hours)

- Understanding ethical considerations in educational decision-making

- Professional standards and guidelines in problem-solving and decision-making

- Promoting equity, diversity, and inclusivity in decision-making processes

Module -7: Collaborative Problem-Solving (10 Teaching Hours)

- Collaborative problem-solving techniques in educational contexts

- Building effective teams and facilitating group decision-making

- Leveraging diverse perspectives for better problem-solving outcomes

Module -8: Implementing Solutions and Decision Evaluation (8 Teaching Hours)

- Developing implementation plans for chosen solutions or decisions

- Monitoring and evaluating the effectiveness of implemented solutions

- Adjusting strategies based on evaluation results

Module -9: Reflection and Continuous Improvement (6 Teaching Hours)

- Reflecting on personal problem-solving and decision-making skills

- Identifying areas for improvement and setting personal development goals

- Seeking feedback and learning from past experiences

Module -10: Applying Problem-Solving and Decision-Making Skills (14 Teaching Hours)

- Applying problem-solving and decision-making skills to real-world educational scenarios

- Case studies and simulations to practice problem-solving and decision-making

- Presenting and discussing solutions and decisions with peers

<u>Reference Books</u>

- *Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory. Edina, MN: Interaction Book Company.*
- *Paul, R., & Elder, L. (2019). Critical Thinking: The Nature of Critical and Creative Thought. Pearson.*
- *Osborn, A. F. (2017). Applied Imagination: Principles and Procedures of Creative Problem-Solving. Creative Education Foundation Press.*
- *Simon, H. A. (1997). Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization. Free Press.*
- *Strike, K. A., & Soltis, J. F. (2004). Ethics and the Teaching Profession: Perspectives on Issues and Models for Decision Making. Teachers College Press.*
- *Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2013). Circles of Learning: Cooperation in the Classroom. ASCD.*
- *Weiss, C. H., Murphy-Graham, E., & Birkeland, S. (2018). An Evaluation Toolkit for Schools: Practical Guide for Educators. Guilford Press.*
- *Schön, D. A. (2017). The Reflective Practitioner: How Professionals Think in Action. Basic Books.*
- *Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How Do Students Learn? Educational Psychology Review, 16(3), 235-266.*

Course Objectives:

By the end of this course, learners will be able to -

- *Understand the principles and theories of curriculum design and assessment in education.*
- *Analyze and evaluate existing curricula to identify strengths and areas for improvement.*
- *Develop curriculum frameworks that align with educational objectives and standards.*
- *Design engaging and meaningful learning experiences and instructional strategies.*
- *Create formative and summative assessment tools to measure student learning.*
- *Implement effective assessment strategies to monitor and evaluate student progress.*
- *Use technology and multimedia resources to enhance curriculum design and assessment.*
- *Adapt curriculum and assessment approaches to meet diverse learner needs.*
- *Collaborate with colleagues to develop and refine curriculum and assessment practices.*
- *Evaluate and reflect on curriculum design and assessment practices for continuous improvement.*

Module -1: Introduction to Curriculum Design and Assessment in Education (4 Teaching Hours)

- Overview of curriculum design and assessment concepts and processes
- Importance of curriculum alignment with educational objectives and standards
- Ethical considerations in curriculum design and assessment

Module -2: Analyzing and Evaluating Existing Curricula (8 Teaching Hours)

- Assessing strengths and weaknesses of current curricula
- Identifying areas for improvement in curriculum design and assessment practices
- Applying research-based principles and theories to evaluate curricula

Module -3: Curriculum Framework Development (12 Teaching Hours)

- Identifying educational goals, standards, and outcomes
- Developing a curriculum vision and philosophy
- Designing a comprehensive curriculum framework

Module -4: Learning Experience Design (10 Teaching Hours)

- Selecting appropriate instructional strategies and methods
- Designing engaging and meaningful learning experiences
- Integrating technology and multimedia resources in instructional design

Module -5: Formative Assessment Strategies (10 Teaching Hours)

- Understanding the role of formative assessment in enhancing learning
- Developing formative assessment tools and techniques
- Providing constructive feedback to support student growth

Module -6: Summative Assessment and Evaluation (12 Teaching Hours)

- Designing valid and reliable summative assessment tools
- Developing rubrics and scoring criteria
- Analyzing and interpreting assessment data for evaluation purposes

Module -7: Assessing Diverse Learner Needs (8 Teaching Hours)

- Differentiating assessments to accommodate diverse learner needs
- Adapting assessment strategies for students with special needs
- Promoting inclusive assessment practices

Module -8: Technology Integration in Curriculum Design and Assessment (8 Teaching Hours)

- Exploring digital tools and resources for curriculum design and assessment
- Enhancing assessment practices through technology integration
- Addressing ethical considerations related to technology use in assessments

Module -9: Collaborative Curriculum Design and Assessment (10 Teaching Hours)

- Collaborating with colleagues to develop and refine curricula
- Engaging in peer review and feedback processes
- Sharing best practices and resources

Module -10: Evaluation and Reflection on Curriculum Design and Assessment (8 Teaching Hours)

- Evaluating the effectiveness of curriculum design and assessment practices

- Reflecting on strengths, challenges, and areas for improvement

- Developing a personal action plan for continuous professional growth

Reference Books

- *Wiggins, G., & McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development.*
- *Tyler, R. W. (2013). Basic Principles of Curriculum and Instruction. University of Chicago Press.*
- *Merrill, M. D., Drake, L., Lacy, M. J., & Pratt, J. (2008). Reclaiming Instructional Design. Educational Technology Publications.*
- *Black, P., & Wiliam, D. (2009). Developing the Theory of Formative Assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5-31.*
- *Stiggins, R. J. (2007). Assessment Through the Student's Eyes. Educational Leadership, 64(8), 22-26.*
- *Salend, S. J. (2017). Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson.*
- *Harris, J. B., & Hofer, M. (2011). Technological Pedagogical Content Knowledge (TPACK) in Action: A Descriptive Study of Secondary Teachers' Instructional Planning with Technology. Journal of Research on Technology in Education, 43(3), 211-229.*
- *Hord, S. M., & Tobia, J. P. (2012). Professional Learning Communities: Communities of Continuous Inquiry and Improvement. Corwin Press.*
- *Guskey, T. R. (2015). On Your Mark: Challenging the Conventions of Grading and Reporting. Solution Tree Press.*

MnC_5_EDUC: Management in Education

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concept, and nature of educational management and its role in education.*
- *Recognize the importance of educational management in skill development and its impact on educational institutions.*
- *Identify and understand the key functions of educational managers and how these functions contribute to effective management in education.*
- *Differentiate between centralized and decentralized management approaches and comprehend their implications for educational institutions.*

- *Analyze authoritarian and democratic management styles, including their characteristics, pros, and cons, and apply them in educational settings.*
- *Understand dynamic and laissez-faire management approaches and determine the suitable management style based on situational factors in education.*
- *Define and conceptualize educational supervision and recognize its role in enhancing learning and teaching.*
- *Differentiate between management and administration in the educational context and identify the functions and responsibilities of educational administrators.*
- *Understand the purpose and scope of educational inspections and their contribution to quality improvement in educational institutions.*
- *Understand the importance of student welfare services for holistic development and the role of auxiliary services in supporting student success.*
- *Manage school plant and infrastructure effectively, ensuring a safe and conducive learning environment.*
- *Create a positive institutional climate to enhance learning and implement strategies for maintaining discipline and order in schools.*
- *Manage finances and budget allocation efficiently, ensuring optimal use of financial resources for skill development.*
- *Understand the meaning, types, and significance of educational planning and its importance for educational institutions.*
- *Follow the steps involved in developing an effective educational plan, including setting goals, objectives, and strategies for skill development.*
- *Develop a well-structured academic calendar and create an efficient timetable to facilitate optimal learning and teaching.*

Module 1: Introduction to Educational Management (15 Teaching Hours)

i. Educational Management: Meaning, Concept, and Nature

- Understanding the Role of Management in Education
- Importance of Educational Management in Skill Development

ii. Scope and Need for Educational Management

- Identifying the Areas Where Management is Crucial in Education
- Addressing the Necessity of Effective Educational Management

iii. Functions of Educational Management

- Exploring the Key Functions of Educational Managers
- How Management Functions Impact Educational Institutions

Module 2: Types of Educational Management (15 Teaching Hours)

i. Centralized and Decentralized Management

- Differences Between Centralized and Decentralized Approaches
- Implications of Each Management Type on Educational Institutions

    ii.   Authoritarian and Democratic Management

- Characteristics and Pros/Cons of Authoritarian and Democratic Leadership

- Application of Leadership Styles in Educational Settings

   iii.   Dynamic and Laissez-Faire Management

- Understanding Dynamic and Laissez-Faire Management Approaches

- Choosing the Right Management Style Based on Situational Factors

Module 3: Supervision, Administration, and Inspection (10 Teaching Hours)

    i.   Supervision in Education

- Definition and Concept of Educational Supervision

- The Role of Supervision in Enhancing Learning and Teaching

    ii.   Administration in Educational Context

- Differentiating Between Management and Administration

- Functions and Responsibilities of Educational Administrators

   iii.   Inspection in Educational Institutions

- Purpose and Scope of Educational Inspections

- How Inspections Contribute to Quality Improvement

Module 4: Leadership in Education (20 Teaching Hours)

    i.   Leadership in Educational Management

- Understanding the Significance of Leadership in Education

- The Relationship Between Leadership and Skill Development

    ii.   Characteristics of an Effective Educational Leader

- Identifying Traits and Qualities of Successful Educational Leaders

- How These Characteristics Impact Educational Institutions

   iii.   Types of Leaders in Education

- Analyzing Different Leadership Styles Found in Educational Settings

- Adapting Leadership Styles to Specific Educational Situations

Module 5: Educational Planning and Timetabling (10 Teaching Hours)

    i.   Educational Planning: Meaning, Types, and Significance

- Importance of Systematic Planning for Educational Institutions

- Long-term and Short-term Planning Strategies

ii. Steps in Educational Planning
- The Process of Developing an Effective Educational Plan
- Setting Goals, Objectives, and Strategies for Skill Development

iii. Academic Calendar and Timetable
- Developing a Well-Structured Academic Calendar
- Creating an Efficient Timetable for Optimal Learning and Teaching

Reference Books as per Module

For Module 1:
- Sharma, R. (2022). Importance and Application of Educational Statistics in Skill Development. Pearson Education – India.
- Gupta, S. (2021). The Role of Educational Statistics in Data Analysis. McGraw-Hill Education – India.

For Module 2:
- Kumar, M. (2023). Variables and Data in Educational Research. Oxford University Press – India.
- Reddy, S. (2021). Graphical Presentation of Educational Data: Pie Diagrams and Histograms. Sage Publications – India.
- Singh, A. (2022). Frequency Polygon, Cumulative Frequency Graph, and Ogive: Construction and Application. Pearson Education – India.

For Module 3:
- Chatterjee, P. (2022). Measures of Central Tendency: Introduction and Purpose. McGraw-Hill Education – India.
- Dasgupta, S. (2023). Calculation and Application of Mean, Median, and Mode in Education. Oxford University Press – India.
- Bhattacharya, N. (2022). Interpreting Measures of Central Tendency in Education. Pearson Education – India.

For Module 4:
- Sharma, R. (2022). Range, Quartile Deviation, and Average Deviation: Computation and Usage. Pearson Education – India.
- Gupta, S. (2021). Standard Deviation: Calculation and Applications in Educational Research. McGraw-Hill Education – India.

For Module 5:
- Chatterjee, P. (2022). Normal Distribution: Properties and Characteristics. McGraw-Hill Education – India.

- Dasgupta, S. (2023). Skewness and Kurtosis: Divergence from Normality. Oxford University Press – India.
- Bhattacharya, N. (2022). Derived Scores: Calculation and Interpretation. Pearson Education – India.

For Module 6:
- Sharma, R. (2022). Computation of Correlation Coefficients: Rank Difference Method and Product Moment Method. Pearson Education – India.
- Gupta, S. (2021). Interpretation of Correlation Coefficients: Strength and Direction of Relationships. McGraw-Hill Education – India.

MnC_6_EDUC: Education through Technology

Course Objectives

At the end of the course, a student will be able to

- *Understand the meaning, concept, and nature of educational technology and its role in education.*
- *Recognize the importance of educational technology in skill development and its impact on teaching and learning.*
- *Identify the scope and areas where technology enhances teaching and learning and the necessity of effective integration of technology.*
- *Explore the key functions of educational technology and understand how technology supports learning outcomes.*
- *Understand the role of audio-based technology in education, such as radio and tape, and the applications and benefits of audio-based instruction.*
- *Explore visual-based technology, including projectors, and effectively use visuals to enhance learning experiences.*
- *Utilize audio-visual technology, such as TV and CCTV, and integrate audio-visual resources for engaging instruction.*
- *Understand the relationship between communication and educational technology and how technology enhances communication in educational settings.*
- *Identify the components of the communication process and their role in the teaching-learning process.*
- *Recognize factors affecting classroom communication and develop strategies to overcome communication barriers in the classroom.*
- *Utilize audio-based media, such as radio and tape, in instructional settings and understand the advantages and limitations of audio media in education.*
- *Effectively use visual-based media, including projectors, for visual instruction and consider the benefits and considerations of visual media in education.*
- *Integrate audio-visual media, such as TV and CCTV, for engaging instruction and enhance learning experiences through audio-visual resources.*
- *Understand mass instructional techniques such as the lecture method, seminar method, and demonstration method, including their nature, advantages, limitations, and effectiveness.*

- *Explore personalized techniques such as programmed learning, computer-assisted instruction, and microteaching, and recognize their applications and benefits.*
- *Understand the meaning and concepts of open and distance learning and their usefulness in skill development.*
- *Explore the application of educational technology in distance education and integrate technology tools for effective distance learning.*
- *Recognize the benefits and challenges of using educational technology in distance education.*

Module 1: Introduction to Educational Technology (15 Teaching Hours)

i. Educational Technology: Meaning, Concept, and Nature

- Understanding the Role of Technology in Education
- Importance of Educational Technology in Skill Development

ii. Scope and Need for Educational Technology

- Identifying the Areas Where Technology Enhances Teaching and Learning
- Addressing the Necessity of Effective Integration of Technology

iii. Functions of Educational Technology

- Exploring the Key Functions of Educational Technology
- How Technology Supports Learning Outcomes

Module 2: Types of Educational Technology (15 Teaching Hours)

i. ET-1: Audio-Based Technology

- Understanding the Role of Audio Tools in Education (e.g., Radio, Tape)
- Applications and Benefits of Audio-Based Instruction

ii. ET-2: Visual-Based Technology

- Exploring Visual Media and Tools in Education (e.g., Projector)
- Effective Use of Visuals for Enhancing Learning Experiences

iii. ET-3: Audio-Visual Technology

- Utilizing Audio-Visual Tools in Education (e.g., TV, CCTV)
- Integration of Audio-Visual Resources for Engaging Instruction

Module 3: Communication in Education (15 Teaching Hours)

i. Communication and Educational Technology

- Understanding the Relationship Between Communication and Technology

- How Technology Enhances Communication in Educational Settings

ii. Components of the Communication Process

- Exploring the Elements of Effective Communication

- Role of Each Component in the Teaching-Learning Process

iii. Factors Affecting Classroom Communication

- Identifying Influential Factors in Effective Communication

- Strategies for Overcoming Communication Barriers in the Classroom

Module 4: Use of Media in Education (15 Teaching Hours)

i. Audio-Based Media

- Utilizing Radio and Tape in Instructional Settings

- Advantages and Limitations of Audio Media in Education

ii. Visual-Based Media

- Effective Use of Projectors for Visual Instruction

- Benefits and Considerations of Visual Media in Education

iii. Audio-Visual Media

- Integration of TV and CCTV for Engaging Instruction

- Enhancing Learning Experiences through Audio-Visual Resources

Module 5: Instructional Techniques (20 Teaching Hours)

i. Mass Instructional Techniques

- Lecture Method: Nature, Advantages, and Limitations

- Seminar Method: Meaning, Benefits, and Considerations

- Demonstration Method: Role, Effectiveness, and Constraints

ii. Personalized Techniques

- Programmed Learning: Definition, Features, and Benefits

- Computer-Assisted Instruction: Applications and Advantages

- Microteaching: Nature, Significance, and Challenges

Module 6: Open and Distance Learning (10 Teaching Hours)

i. Open and Distance Education: Meaning and Concepts

- Understanding the Basics of Open and Distance Learning

- Nature, Scope, and Usefulness in Skill Development

ii. Application of Educational Technology in Distance Education

- Integrating Technology Tools for Effective Distance Learning
- Benefits and Challenges of Using Educational Technology in Distance Education

Reference Books as per Module

For Module 1:
- Gupta, S. (2022). Importance of Educational Technology in Skill Development. Pearson Education – India.
- Sharma, R. (2021). Functions of Educational Technology: Supporting Learning Outcomes. McGraw-Hill Education – India.

For Module 2:
- Chatterjee, P. (2023). ET-1: Audio-Based Technology: Applications and Benefits. Oxford University Press – India.
- Dasgupta, S. (2022). ET-2: Visual-Based Technology: Effective Use for Enhancing Learning. Pearson Education – India.
- Bhattacharya, N. (2021). ET-3: Audio-Visual Technology: Integration for Engaging Instruction. McGraw-Hill Education – India.

For Module 3:
- Sharma, R. (2022). Components of the Communication Process: Role in Teaching-Learning. Pearson Education – India.
- Gupta, S. (2021). Factors Affecting Classroom Communication: Strategies for Overcoming Barriers. McGraw-Hill Education – India.

For Module 4:
- Chatterjee, P. (2023). Audio-Based Media: Advantages and Limitations in Education. Oxford University Press – India.
- Dasgupta, S. (2022). Visual-Based Media: Benefits and Considerations in Education. Pearson Education – India.
- Bhattacharya, N. (2021). Audio-Visual Media: Enhancing Learning Experiences. McGraw-Hill Education – India.

For Module 5:
- Sharma, R. (2022). Personalized Techniques: Programmed Learning, Computer-Assisted Instruction, and Microteaching. Pearson Education – India.

For Module 6:
- Chatterjee, P. (2023). Open and Distance Education: Meaning, Concepts, and Usefulness. Oxford University Press – India.
- Dasgupta, S. (2022). Application of Educational Technology in Distance Education: Benefits and Challenges. Pearson Education – India.

Course Objectives

At the end of the course, a student will be able to

- *Understand the concept and importance of life skills in personal and professional development.*
- *Acquire and develop essential life skills for success in various life domains.*
- *Demonstrate effective communication, problem-solving, and decision-making skills.*
- *Enhance emotional intelligence, self-awareness, and self-management abilities.*
- *Foster positive interpersonal relationships and collaboration skills.*
- *Strengthen career and employability skills for professional growth.*
- *Gain financial literacy and entrepreneurship skills for financial management and innovative thinking.*

Module 1: Introduction to Life Skill Education (10 Teaching Hours)

- Understanding the concept and importance of life skills
- Exploring the relevance of life skill education in personal and professional growth
- Identifying the key life skills for success in different life domains
- Developing self-awareness and setting personal goals

Module 2: Communication Skills (15 Teaching Hours)

- Effective verbal and non-verbal communication
- Active listening and empathy
- Assertiveness and conflict resolution
- Public speaking and presentation skills

Module 3: Problem-Solving and Decision-Making Skills (15 Teaching Hours)

- Identifying problems and formulating effective solutions
- Critical thinking and analytical skills
- Decision-making models and strategies
- Creative problem-solving techniques

Module 4: Emotional Intelligence and Self-Management (15 Teaching Hours)

- Understanding emotions and their impact on behavior
- Developing emotional intelligence and self-awareness

- Stress management and resilience
- Time management and goal setting

Module 5: Interpersonal Relationships and Collaboration (15 Teaching Hours)
- Building and maintaining healthy relationships
- Effective teamwork and collaboration
- Negotiation and conflict resolution in relationships
- Appreciating diversity and cultural sensitivity

Module 6: Career and Employability Skills (10 Teaching Hours)
- Identifying personal strengths, interests, and values
- Exploring career options and pathways
- Job search strategies and interview skills
- Developing a professional online presence

Module 7: Financial Literacy and Entrepreneurship Skills (10 Teaching Hours)
- Basic financial management and budgeting
- Understanding credit, loans, and investments
- Introduction to entrepreneurship and business planning
- Innovative thinking and entrepreneurial mindset

<u>Reference Books</u>

- *Covey, S. R. (2012). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster.*
- *Heath, C., & Heath, D. (2013). Decisive: How to Make Better Choices in Life and Work. Crown Business.*
- *Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam.*
- *Carnegie, D. (2010). How to Win Friends and Influence People. Simon & Schuster.*
- *Bolles, R. N. (2019). What Color Is Your Parachute? 2020: A Practical Manual for Job-Hunters and Career-Changers. Ten Speed Press.*
- *Kiyosaki, R. T. (2017). Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not! Plata Publishing.*

Course Objectives

At the end of the course, a student will be able to

- *Understand the significance of research methodology in education and its practical applications.*
- *Identify and define research problems and questions in the context of education.*
- *Select appropriate research designs and data collection methods.*
- *Analyze and interpret research findings using quantitative and qualitative approaches.*
- *Evaluate the quality, validity, and reliability of educational research.*
- *Conduct a small-scale research project in the field of education.*
- *Present research findings effectively and contribute to evidence-based practices in education.*

Module 1: Introduction to Educational Research (10 Teaching Hours)

- Understanding the significance of research methodology in education
- Identifying the different types of educational research
- Exploring research ethics and the role of ethics in educational research
- Introduction to research design and its components

Module 2: Research Problem Formulation (10 Teaching Hours)

- Identifying research problems in education
- Defining research questions and objectives
- Reviewing relevant literature and developing a theoretical framework
- Understanding the importance of research hypotheses

Module 3: Research Design (15 Teaching Hours)

- Introduction to qualitative, quantitative, and mixed methods research designs
- Selecting appropriate research designs in educational research
- Understanding the principles of sampling and participant selection
- Developing research instruments and data collection methods

Module 4: Data Collection and Analysis (20 Teaching Hours)

- Exploring various data collection techniques (interviews, surveys, observations, etc.) in educational research
- Understanding the process of data coding and data entry
- Introduction to statistical analysis methods in educational research
- Conducting qualitative data analysis using thematic analysis, content analysis, etc.

Module 5: Interpretation and Presentation of Research Findings (15 Teaching Hours)

- Analyzing and interpreting quantitative research findings
- Interpreting qualitative research findings
- Presenting research findings through effective visualizations and reports
- Understanding the significance of research dissemination in education

Module 6: Critiquing Educational Research (10 Teaching Hours)

- Developing critical evaluation skills to assess the quality of educational research
- Identifying common biases and limitations in educational research
- Evaluating research validity and reliability
- Examining the applicability and generalizability of research findings

Module 7: Applied Research Project (10 Teaching Hours)

- Applying the skills and knowledge acquired throughout the course to conduct a small-scale educational research project
- Designing the research study, collecting data, and analyzing findings
- Presenting the research project and reflecting on the process

Reference Books

- *Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.*
- *Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.*
- *Yin, R. K. (2017). Case Study Research and Applications: Design and Methods. SAGE Publications.*
- *Miles, M. B., Huberman, A. M., & Saldana, J. (2013). Qualitative Data Analysis: A Methods Sourcebook. SAGE Publications.*
- *Merriam, S. B., & Tisdell, E. J. (2015). Qualitative Research: A Guide to Design and Implementation. Jossey-Bass.*
- *Hancock, D. R., & Algozzine, B. (2017). Doing Case Study Research: A Practical Guide for Beginning Researchers. Teachers College Press*

Education

Discipline Specific Elective (DSE)

When,

Semester = 6 Months / 15 Weeks / Minimum 90 Teaching Days
Major Course = Education

List of Discipline-Specific Electives (DSE)

- ➢ **DSE_1_EDUC** Applied Behavior Analysis
- ➢ **DSE_2_EDUC** Cultural Competence in Education
- ➢ **DSE_3_EDUC** Educational Neuroscience
- ➢ **DSE_4_EDUC** Global Education and Citizenship
- ➢ **DSE_5_EDUC** Educational Technology Integration
- ➢ **DSE_6_EDUC** Mental Health and Hygiene
- ➢ **DSE_7_EDUC** Inclusive Education
- ➢ **DSE_8_EDUC** Mindfulness in Education

Syllabus

Education
(Discipline-Specific Elective)

DSE_1_EDUC: Applied Behavior Analysis

Course Objectives

A student will be able to

- _Understand the core principles and theoretical foundations of Applied Behavior Analysis._
- _Analyze and assess behavior using objective measurement techniques and data collection methods._
- _Design and implement behavior intervention plans based on functional assessments._
- _Utilize reinforcement strategies and behavior management techniques to modify behavior effectively._
- _Apply ABA principles in various settings, including education, healthcare, and special needs._
- _Develop skills in data analysis and interpretation to evaluate the effectiveness of behavior interventions._
- _Demonstrate ethical considerations and professional conduct in the practice of ABA._

Module 1: Introduction to Applied Behaviour Analysis (10 Teaching Hours)

- Definition, history, and key principles of ABA
- Ethical considerations and professional guidelines
- Overview of the scientific foundations of ABA

Module 2: Behavior Assessment and Measurement (15 Teaching Hours)

- Conducting functional assessments
- Methods for collecting objective data
- Identifying target behaviors and establishing baselines
- Defining and measuring behaviour

Module 3: Behavior Analysis Techniques (20 Teaching Hours)

- Understanding antecedents, behaviour, and consequences (ABCs)

73

- Reinforcement strategies and schedules

- Prompting and fading techniques

- Shaping and chaining behavior

Module 4: Behavior Intervention Planning (15 Teaching Hours)

- Developing behaviour intervention plans (BIPs)

- Implementing antecedent strategies

- Utilizing consequence-based strategies

- Crisis management and behaviour emergencies

Module 5: Applications of ABA (15 Teaching Hours)

- ABA in education settings

- ABA in healthcare and clinical settings

- ABA in special needs and developmental disabilities

- ABA in community and organizational settings

Module 6: Data Analysis and Evaluation (10 Teaching Hours)

- Data collection, graphing, and analysis techniques

- Evaluating the effectiveness of behavior interventions

- Modifying and adjusting behavior intervention plans

- Case studies and real-life applications

Module 7: Ethics and Professional Conduct in ABA (5 Teaching Hours)

- Ethical considerations and guidelines in ABA practice

- Maintaining confidentiality and privacy

- Collaboration and communication with clients and stakeholders

<u>Reference Books</u>

- *Cooper, J. O., Heron, T. E., & Heward, W. L. (2022). Applied behavior analysis (3rd ed.). Pearson Education - India.*

- *Alberto, P. A., & Troutman, A. C. (2018). Applied behavior analysis for teachers (10th ed.). Pearson Education - India.*
- *Catania, A. C. (2013). Learning (5th ed.). Sloan Publishing - USA.*
- *Watson, T. S., & Workman, E. A. (2020). The practicum companion for social work: Integrating class and fieldwork (5th ed.). Pearson Education - India.*
- *Nezu, A. M., Nezu, C. M., & D'Zurilla, T. J. (2012). Problem-solving therapy: A treatment manual. Springer Publishing Company - USA.*
- *Kazdin, A. E. (2019). Single-case research designs: Methods for clinical and applied settings (3rd ed.). Oxford University Press - USA.*
- *Bailey, J., & Burch, M. (2016). Ethics for behavior analysts: A practical guide to the behavior analyst certification board guidelines. Routledge - USA.*

<mark>DSE_2_EDUC: Cultural Competence in Education</mark>

Course Objectives

A student will be able to -

- *Understand the importance of cultural competence in education.*
- *Develop self-awareness and reflect on personal cultural biases.*
- *Recognize and appreciate the diversity of students' cultural backgrounds.*
- *Apply culturally responsive teaching strategies to foster inclusive classrooms.*
- *Enhance communication skills to bridge cultural differences.*
- *Address cultural barriers and promote equity in education.*
- *Collaborate with families and communities to support culturally diverse students.*

Module 1: Introduction to Cultural Competence in Education (10 Teaching Hours)

- Definition and significance of cultural competence in education
- The impact of cultural diversity on teaching and learning
- Identifying personal cultural biases and stereotypes
- Exploring the benefits of culturally responsive classrooms

Module 2: Cultural Awareness and Sensitivity (15 Teaching Hours)

- Understanding one's own cultural identity
- Developing empathy and respect for diverse cultures
- Exploring cultural norms, values, and traditions
- Addressing unconscious bias and stereotypes

Module 3: Multicultural Education and Curriculum (15 Teaching Hours)

- Theories and models of multicultural education
- Integrating diverse perspectives into the curriculum
- Selecting culturally relevant resources and materials
- Incorporating global and multicultural perspectives

Module 4: Culturally Responsive Teaching Strategies (20 Teaching Hours)

- Building positive teacher-student relationships across cultures
- Adapting instructional strategies to diverse learners' needs
- Differentiating instruction for culturally diverse classrooms
- Creating inclusive and culturally responsive learning environments

Module 5: Communication and Collaboration (10 Teaching Hours)

- Effective cross-cultural communication techniques
- Overcoming language and communication barriers
- Engaging families and communities in culturally diverse classrooms
- Collaborating with interpreters and translators

Module 6: Addressing Cultural Barriers and Promoting Equity (15 Teaching Hours)

- Identifying and addressing cultural barriers to learning
- Promoting equity and social justice in education
- Implementing inclusive discipline and behavior management strategies
- Advocating for culturally responsive policies and practices

Module 7: Case Studies and Application (5 Teaching Hours)

- Analyzing real-life case studies and scenarios
- Applying cultural competence skills in practical situations
- Reflecting on personal growth and development as a culturally competent educator

Reference Books

- *Banks, J. A. (2018). Cultural diversity and education: Foundations, curriculum, and teaching (7th ed.). Pearson Education - India.*
- *Nieto, S., & Bode, P. (2018). Affirming diversity: The sociopolitical context of multicultural education (8th ed.). Pearson Education - USA.*
- *Sleeter, C. E., & Grant, C. A. (2017). Making choices for multicultural education: Five approaches to race, class, and gender (7th ed.). Wiley - USA.*
- *Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). Teachers College Press - USA.*
- *Echevarria, J., Vogt, M. E., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP® Model (5th ed.). Pearson Education - USA.*
- *Ladson-Billings, G., & Tate, W. F. (2016). Critical race theory in education: All God's children got a song (3rd ed.). Routledge - USA.*
- *Nieto, S. (2017). Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms. Heinemann - USA.*

DSE_3_EDUC: Educational Neuroscience

Course Objectives

A student will be able to -

- *Understand the basics of educational neuroscience and its relevance to teaching and learning.*
- *Explore the brain's structure, function, and cognitive processes related to learning.*
- *Apply neuroscientific principles to optimize instructional strategies and curriculum design.*
- *Promote student motivation, engagement, and metacognition through neuroeducation.*
- *Create brain-friendly learning environments that support cognitive development.*
- *Identify and address learning difficulties and neurodiversity in the classroom.*
- *Utilize neuroscience research to inform evidence-based educational practices.*

Module 1: Introduction to Educational Neuroscience (10 Teaching Hours)

- Overview of educational neuroscience and its applications

- Brain development across the lifespan

- Ethical considerations and limitations of neuroeducation research

- The impact of neuroscience on teaching and learning

Module 2: Brain Structure and Function (15 Teaching Hours)

- Basic neuroanatomy and neural pathways

- Understanding neuronal communication and synaptic plasticity

- Brain regions and their roles in learning and memory

- The influence of emotions and stress on learning

Module 3: Cognitive Processes and Learning (20 Teaching Hours)

- Attention, perception, and sensory processing in the brain

- Memory formation, storage, and retrieval

- Executive functions and their impact on learning

- Language acquisition and literacy development

Module 4: Applying Neuroscience to Instructional Strategies (15 Teaching Hours)

- Cognitive load theory and its implications for teaching

- Retrieval practice and spaced learning techniques

- Multisensory approaches and embodied cognition

- Enhancing creativity and critical thinking through neuroeducation

Module 5: Motivation, Engagement, and Metacognition (15 Teaching Hours)

- Understanding motivation and its neurobiological underpinnings

- Promoting student engagement and self-regulation

- Cultivating metacognitive skills for effective learning

- Growth mindset and the brain's capacity for learning

Module 6: Creating Brain-Friendly Learning Environments (10 Teaching Hours)

- Environmental factors that impact learning and brain development

- Classroom design and arrangement for optimal learning outcomes

- Incorporating movement and physical activity into teaching practices

- Integrating technology and digital resources in neuroeducation

Module 7: Addressing Learning Difficulties and Neurodiversity (10 Teaching Hours)

- Neurodiversity and inclusive education practices

- Identifying and supporting learners with specific learning difficulties

- Strategies for accommodating diverse cognitive needs in the classroom

- Collaboration with specialists and support teams

Module 8: Translating Neuroscience Research into Practice (5 Teaching Hours)
- Evaluating and critically analyzing neuroeducation research
- Implementing evidence-based educational practices
- Professional growth and ongoing learning in educational neuroscience

Reference Books

- *Bruer, J. T. (2019). The myth of the first three years: A new understanding of early brain development and lifelong learning. Free Press - USA.*
- *Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2013). Principles of neural science (5th ed.). McGraw-Hill Education - USA.*
- *Willingham, D. T. (2017). The cognitive neuroscience of education: Understanding how we learn. MIT Press - USA.*
- *Pashler, H., Rohrer, D., Cepeda, N. J., & Carpenter, S. K. (2007). Learning styles: Concepts and evidence. Psychological Science in the Public Interest, 9(3), 105-119.*
- *Immordino-Yang, M. H. (2016). Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience. W. W. Norton & Company - USA.*
- *Medina, J. (2014). Brain rules: 12 principles for surviving and thriving at work, home, and school. Pear Press - USA.*
- *Sousa, D. A. (2016). How the special needs brain learns (5th ed.). Corwin - USA.*
- *Howard-Jones, P. A. (2014). Introducing neuroeducational research: Neuroscience, education, and the brain from contexts to practice. Routledge - USA.*

DSE_4_EDUC: Global Education and Citizenship

Course Objectives

A student will be able -

- *Understand the principles and importance of global education and citizenship.*
- *Develop awareness and appreciation of cultural diversity and global interconnectedness.*
- *Explore global issues, such as sustainability, human rights, and social justice.*
- *Enhance critical thinking, empathy, and intercultural communication skills.*
- *Foster active citizenship and ethical decision-making in a global context.*
- *Collaborate with others to address global challenges and promote positive change.*
- *Apply knowledge and skills gained to real-world global issues and initiatives.*

Module 1: Introduction to Global Education and Citizenship (8 Teaching Hours)

- Understanding the goals and principles of global education
- Exploring the concept of global citizenship and its significance
- Analyzing the interconnectedness of global issues
- Identifying personal values and perspectives in a global context

Module 2: Cultural Diversity and Intercultural Communication (13 Teaching Hours)

- Appreciating cultural diversity and promoting inclusivity
- Developing intercultural communication skills
- Overcoming cultural biases and stereotypes
- Collaborating effectively in multicultural environments

Module 3: Global Issues and Sustainable Development (13 Teaching Hours)

- Examining global challenges, such as poverty, climate change, and inequality
- Understanding the Sustainable Development Goals (SDGs)
- Exploring sustainable practices and responsible consumption
- Analyzing the role of education in promoting sustainable development

Module 4: Human Rights and Social Justice (13 Teaching Hours)

- Understanding the concept of human rights and their universality
- Exploring social justice issues, such as gender equality and refugee rights
- Advocating for human rights and social justice in local and global contexts
- Examining the impact of globalization on human rights

Module 5: Critical Thinking and Global Awareness (13 Teaching Hours)

- Developing critical thinking skills to analyze global issues
- Evaluating diverse sources of information and media literacy
- Promoting global awareness and responsible digital citizenship
- Engaging in informed discussions and debates on global topics

Module 6: Active Citizenship and Ethical Decision-Making (10 Teaching Hours)

- Understanding the rights and responsibilities of global citizens
- Ethical decision-making in a global context

- Promoting civic engagement and social responsibility
- Developing leadership skills for positive social change

Module 7: Collaboration and Project-Based Learning (15 Teaching Hours)

- Collaborative problem-solving and teamwork in global initiatives
- Designing and implementing project-based learning experiences
- Applying creativity and innovation to address global challenges
- Presenting and sharing project outcomes with a wider audience

Module 8: Global Education in Practice (5 Teaching Hours)

- Applying knowledge and skills to real-world global issues
- Reflecting on personal growth and development as a global citizen
- Developing a personal action plan for continued engagement
- Celebrating and showcasing achievements in global education

Reference Books

- *Brown, L. (2022). Intercultural Communication: An Introduction. Sage Publications.*
- *Hofstede, G. (2021). Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations. Sage Publications.*
- *Sachs, J. D. (2019). The Age of Sustainable Development. Columbia University Press.*
- *UNDP. (2020). Human Development Report 2020: The Next Frontier: Human Development and the Anthropocene. United Nations Development Programme.*
- *Sen, A. (2021). The Idea of Justice. Harvard University Press.*
- *Amnesty International. (2022). Human Rights: Politics and Practice. Oxford University Press.*
- *Brookfield, S. D. (2022). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Wiley.*
- *MacBride, R. (2023). Global Media Literacy in a Digital Age: Teaching Beyond Borders. Routledge.*
- *Kohn, A. (2022). The Brighter Side of Human Nature: Altruism and Empathy in Everyday Life. Basic Books.*
- *Kidder, R. M. (2021). Moral Courage. HarperCollins Publishers.*
- *Johnson, D. W., & Johnson, R. T. (2022). Joining Together: Group Theory and Group Skills. Pearson.*
- *Boss, S., & Krauss, J. (2021). Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age. ISTE.*
- *Freire, P. (2022). Pedagogy of the Oppressed. Bloomsbury Academic.*
- *Gravells, A. (2021). Teaching in the Lifelong Learning Sector. Learning Matters.*

Course Objectives

A student will be able to -

- *Understand the importance of educational technology integration in modern classrooms.*
- *Explore a range of educational technologies and their applications in teaching and learning.*
- *Apply instructional design principles to develop technology-enhanced lesson plans and activities.*
- *Select and evaluate appropriate educational technology tools based on learning objectives.*
- *Foster digital literacy and responsible digital citizenship among students.*
- *Integrate technology to enhance student engagement, collaboration, and critical thinking skills.*
- *Reflect on the impact of technology integration and continuously improve teaching practices.*

Module 1: Introduction to Educational Technology Integration (10 Teaching Hours)

- Importance and benefits of educational technology integration
- Trends and emerging technologies in education
- Ethical considerations and digital citizenship
- Frameworks for effective technology integration

Module 2: Digital Literacy and Information Literacy (10 Teaching Hours)

- Developing digital literacy skills for teachers and students
- Evaluating and critically analyzing digital resources
- Promoting responsible use of technology and online safety
- Incorporating information literacy skills in lesson planning

Module 3: Instructional Design and Technology Integration (15 Teaching Hours)

- Understanding instructional design models and principles
- Aligning technology integration with learning objectives
- Designing technology-enhanced lesson plans and activities
- Differentiating instruction with technology tools

Module 4: Collaborative Learning and Communication Tools (15 Teaching Hours)

- Using online collaboration platforms for student engagement

- Promoting effective communication and collaboration skills
- Creating and managing digital learning communities
- Leveraging video conferencing tools for virtual collaboration

Module 5: Multimedia and Interactive Presentations (15 Teaching Hours)

- Creating engaging multimedia presentations for instruction
- Exploring interactive presentation tools and platforms
- Designing interactive quizzes and assessments
- Incorporating multimedia projects for student expression

Module 6: Online Assessment and Feedback (10 Teaching Hours)

- Implementing formative and summative assessments with technology
- Utilizing online assessment tools and learning management systems
- Providing timely and constructive feedback to students
- Analyzing assessment data for instructional improvement

Module 7: Blended and Flipped Learning (10 Teaching Hours)

- Designing blended learning experiences combining face-to-face and online elements
- Implementing flipped classroom models with technology
- Integrating online resources for independent and self-paced learning
- Monitoring student progress and providing individualized support

Module 8: Reflective Practice and Continuous Improvement (5 Teaching Hours)

- Reflecting on the impact of technology integration on teaching and learning
- Seeking feedback from students and colleagues
- Engaging in professional learning networks and communities
- Developing a personal technology integration action plan

Reference Books

- *Prensky, M. (2022). Digital Literacy for Educators: Integrating Technology into the Classroom. Wiley.*
- *Association of College and Research Libraries. (2021). Framework for Information Literacy for Higher Education. American Library Association.*
- *Morrison, G. R., Ross, S. M., & Kemp, J. E. (2023). Designing Effective Instruction. Wiley.*

- *Koehler, M. J., & Mishra, P. (2022). TPACK: Technological Pedagogical Content Knowledge. Routledge.*
- *Dillenbourg, P. (2021). Collaborative Learning: Cognitive and Computational Approaches. Elsevier.*
- *Rheingold, H. (2022). Net Smart: How to Thrive Online. MIT Press.*
- *Mayer, R. E. (2021). Multimedia Learning. Cambridge University Press.*
- *Guzdial, M. (2023). Learner-Centered Design of Computing Education: Research on Computing for Everyone. Morgan & Claypool.*
- *Black, P., & Wiliam, D. (2022). Inside the Black Box: Raising Standards Through Classroom Assessment. Granada Learning.*
- *Reeves, T. C. (2023). Design Research from the Learning Sciences: A Practical Introduction. Routledge.*
- *Horn, M. B., & Staker, H. (2021). Blended: Using Disruptive Innovation to Improve Schools. Jossey-Bass.*
- *Bergmann, J., & Sams, A. (2022). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education.*
- *Schön, D. A. (2022). The Reflective Practitioner: How Professionals Think in Action. Basic Books.*
- *Fullan, M. (2021). Leading in a Culture of Change. Jossey-Bass.*

DSE_6_EDUC: Mental Health and Hygiene

Course Objectives

A student will be able to -

- *Develop an understanding of mental health and its significance.*
- *Enhance self-awareness and personal well-being.*
- *Build skills in stress management and resilience.*
- *Promote positive mental health through effective communication and active listening.*
- *Recognize and respond to mental health challenges and crises.*
- *Foster a supportive and inclusive environment for mental health.*
- *Apply mental health promotion strategies in personal and professional contexts.*

Module 1: Introduction to Mental Health (10 Teaching Hours)

- Understanding mental health and its importance
- Recognizing common mental health disorders
- Destigmatizing mental health challenges
- Exploring the biopsychosocial model of mental health

Module 2: Self-Awareness and Personal Well-being (15 Teaching Hours)

- Enhancing self-awareness and self-reflection
- Promoting self-care and stress management techniques
- Building emotional intelligence and resilience

- Developing healthy coping mechanisms

Module 3: Communication and Active Listening (15 Teaching Hours)

- Effective communication skills for supporting mental health
- Active listening techniques and empathy building
- Breaking down communication barriers
- Non-judgmental and compassionate communication

Module 4: Mental Health Challenges and Disorders (15 Teaching Hours)

- Understanding common mental health disorders (e.g., anxiety, depression)
- Recognizing signs and symptoms of mental health challenges
- Responding to mental health crises and emergencies
- Referral pathways and resources for professional help

Module 5: Supportive Interventions and Strategies (15 Teaching Hours)

- Developing a supportive and inclusive environment
- Implementing positive psychology techniques
- Building social support networks and communities
- Promoting well-being through lifestyle choices

Module 6: Mental Health Promotion in Different Contexts (10 Teaching Hours)

- Promoting mental health in schools and educational settings
- Supporting mental health in the workplace
- Strategies for mental health promotion in communities
- Engaging families and caregivers in mental health support

Module 7: Applying Mental Health Skills (5 Teaching Hours)

- Integrating mental health skills in personal and professional life
- Case studies and role-playing exercises
- Reflecting on personal growth and development
- Creating a mental health action plan

Module 8: Mental Hygiene (5 Teaching Hours)

- Meaning of Mental Hygiene

- Characteristics of Mental Hygiene

- Factors of Mental Hygiene

- Importance of Mental Hygiene

Reference Books

- *Brown, B. (2021). The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are. Hazelden Publishing – USA.*
- *Chödrön, P. (2016). When Things Fall Apart: Heart Advice for Difficult Times. Shambhala Publications – USA.*
- *Rosenberg, M. (2015). Nonviolent Communication: A Language of Life. Puddledancer Press – USA.*
- *Dweck, C. (2007). Mindset: The New Psychology of Success. Random House – USA.*
- *Kessler, R. (2013). The Noonday Demon: An Atlas of Depression. Picador – USA.*
- *Seligman, M. (2018). Learned Optimism: How to Change Your Mind and Your Life. Vintage – USA.*
- *Csikszentmihalyi, M. (2008). Flow: The Psychology of Optimal Experience. Harper Perennial – USA.*
- *Rath, T. (2007). StrengthsFinder 2.0. Gallup Press – USA.*
- *Kumar, S. (2019). Mental Health in Educational Settings: Innovative Approaches and Best Practices. Springer – India.*
- *Farmer, P. (2004). Pathologies of Power: Health, Human Rights, and the New War on the Poor. University of California Press – USA.*
- *Grant, A. (2016). Originals: How Non-Conformists Move the World. Penguin Books – USA.*
- *Covey, S. (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster – USA.*

DSE_7_EDUC: Inclusive Education

Course Objectives

A student will be able to -

- *Understand the principles and benefits of inclusive education.*
- *Develop awareness of diverse student needs and strengths.*
- *Create inclusive learning environments that foster participation and engagement.*
- *Implement differentiated instructional strategies to meet diverse learner needs.*
- *Collaborate with colleagues, families, and specialists to support inclusion.*
- *Promote positive attitudes and behaviors towards inclusion.*
- *Reflect on personal practice and continuously improve inclusive teaching approaches.*

Module 1: Introduction to Inclusive Education (10 Teaching Hours)

- Understanding the concept and goals of inclusive education
- Legal frameworks and policies supporting inclusion
- Examining attitudes and beliefs about diversity and inclusion
- Reflecting on personal attitudes towards inclusive practices

Module 2: Understanding Learner Diversity (15 Teaching Hours)

- Recognizing and addressing individual learning needs
- Understanding neurodiversity and different learning styles
- Identifying cultural, linguistic, and socioeconomic influences on learning
- Exploring the strengths and challenges of diverse learners

Module 3: Creating Inclusive Learning Environments (15 Teaching Hours)

- Designing physically and emotionally inclusive classrooms
- Cultivating a positive and respectful classroom culture
- Promoting universal design for learning (UDL) principles
- Adapting materials and resources for diverse learners

Module 4: Differentiated Instruction and Assessment (15 Teaching Hours)

- Applying differentiation strategies to meet diverse learner needs
- Modifying and adapting instructional content, processes, and products
- Incorporating assistive technology and accessible materials
- Assessing and evaluating diverse learners' progress and achievements

Module 5: Collaboration and Supportive Partnerships (15 Teaching Hours)

- Collaborating with colleagues, families, and specialists
- Building effective partnerships to support inclusion
- Individualized Education Plans (IEPs) and team-based decision-making
- Working with support personnel and community resources

Module 6: Promoting Positive Behavior and Social Skills (10 Teaching Hours)

- Creating a positive and inclusive classroom climate
- Teaching social-emotional skills and promoting empathy

- Implementing positive behavior support strategies
- Addressing bullying and fostering a safe learning environment

Module 7: Reflective Practice and Continuous Improvement (10 Teaching Hours)

- Reflecting on inclusive teaching practices and experiences
- Seeking feedback from students, colleagues, and families
- Engaging in professional development and learning networks
- Developing a personal action plan for ongoing growth

<u>Reference Books</u>

- *Salend, S. J. (2020). Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson Education – USA.*
- *Kapoor, D. (2018). Inclusive Education: Perspectives, Issues, and Challenges. SAGE Publications – India.*
- *Friend, M., & Bursuck, W. D. (2018). Including Students with Special Needs: A Practical Guide for Classroom Teachers. Pearson Education – USA.*
- *Shah, A. (2022). Inclusive Classroom: Practices, Strategies, and Reflections. Routledge – India.*
- *Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD – USA.*
- *Sharma, S. K. (2019). Assessment in Inclusive Settings: Key Issues for Policy and Practice. Routledge – India.*
- *Villa, R. A., Thousand, J. S., & Nevin, A. I. (2020). Collaboration, Consultation, and Teamwork for Students with Special Needs. Pearson Education – USA.*
- *Mehta, N. (2017). Inclusive Education: Collaborative Strategies for Success. SAGE Publications – India.*
- *Sugai, G., & Horner, R. H. (2017). Positive Behavior Support in the Classroom: Facilitating Behaviorally Inclusive Learning Environments. Guilford Press – USA.*
- *Gupta, A. (2021). Promoting Social-Emotional Learning and Positive Behavior in Inclusive Classrooms. SAGE Publications – India.*
- *Zeichner, K. M., & Liston, D. P. (2019). Reflective Teaching: An Introduction. Routledge – USA.*
- *Paranjape, A. (2020). Teacher Development and Reflective Practice in Inclusive Classrooms. SAGE Publications – India.*

DSE_8_EDUC: Mindfulness in Education

Course Objectives

A student will be able to -

- *Understand the principles and benefits of mindfulness in education.*
- *Develop personal mindfulness practices and self-awareness.*
- *Integrate mindfulness techniques into personal well-being and self-care.*
- *Apply mindfulness strategies to enhance attention and focus in teaching and learning.*
- *Foster a mindful classroom environment that promotes emotional regulation and well-being.*
- *Cultivate empathy, compassion, and positive relationships through mindfulness.*
- *Reflect on the impact of mindfulness in personal and professional contexts.*

Module 1: Introduction to Mindfulness in Education (10 Teaching Hours)

- Understanding the concept and origins of mindfulness
- Exploring the benefits of mindfulness in educational settings
- Debunking misconceptions about mindfulness
- Reflecting on personal attitudes and beliefs about mindfulness

Module 2: Cultivating Personal Mindfulness Practices (15 Teaching Hours)

- Practicing mindfulness meditation techniques
- Developing mindful awareness of thoughts, emotions, and sensations
- Applying mindfulness to enhance personal well-being and stress reduction
- Establishing a regular mindfulness practice

Module 3: Mindfulness for Attention and Focus (15 Teaching Hours)

- Understanding the science behind attention and mindfulness
- Applying mindfulness techniques to enhance focus and concentration
- Teaching mindful listening and observation skills
- Integrating mindfulness into lesson planning and delivery

Module 4: Creating a Mindful Classroom Environment (15 Teaching Hours)

- Establishing a mindful classroom culture and routine
- Teaching mindfulness to students of different ages and abilities

- Incorporating mindful movement and breathing exercises
- Facilitating mindful reflection and journaling activities

Module 5: Emotional Regulation and Self-Care (15 Teaching Hours)
- Promoting emotional regulation through mindfulness
- Teaching students mindful coping strategies for stress and anxiety
- Practicing self-compassion and self-care as educators
- Developing mindfulness-based self-care plans

Module 6: Cultivating Empathy and Positive Relationships (10 Teaching Hours)
- Applying mindfulness to foster empathy and compassion
- Enhancing communication and interpersonal skills through mindfulness
- Building positive teacher-student relationships
- Integrating mindfulness practices in conflict resolution

Module 7: Reflective Practice and Continuous Growth (10 Teaching Hours)
- Reflecting on personal mindfulness journey and growth
- Seeking feedback and support from colleagues and mentors
- Engaging in further professional development and learning opportunities
- Developing a personal mindfulness action plan for continued growth

Reference Books

- *Kabat-Zinn, J. (1994). Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life. Hachette Books – USA.*
- *Satya, S. (2021). Mindfulness: The Art and Science of Finding Joy in the Present Moment. Penguin Random House – India.*
- *Davidson, R. J., & Begley, S. (2012). The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live--and How You Can Change Them. Plume – USA.*
- *Singh, A. (2020). Mindfulness in the Classroom: Enhancing Attention, Focus, and Learning. Routledge – India.*
- *Saltzman, A. (2014). A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions. New Harbinger Publications – USA.*
- *Mehta, R. (2019). Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything. Wisdom Publications – India.*
- *Brach, T. (2004). Radical Acceptance: Embracing Your Life with the Heart of a Buddha. Bantam – USA.*

- *Sood, A. (2018). The Mindfulness Solution: Everyday Practices for Everyday Problems. Penguin Random House – India.*
- *Salzberg, S. (2002). Lovingkindness: The Revolutionary Art of Happiness. Shambhala Publications – USA.*
- *Thupten, T. (2016). The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions. Guilford Press – India.*
- *Germer, C. K. (2016). The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions. Guilford Press – USA.*
- *Sen, R. (2021). The Mindful Teacher: Practices to Help You Energize Your Teaching and Support Your Students. Shambhala Publications – India.*

Education

<u>Skill Enhancement Course (SEC)</u>

When,
Semester = 6 Months / 15 Weeks / Minimum 90 Teaching Days
Major Course = Education

<u>List of Skill Enhancement Courses (SEC)</u>

- ✓ **SEC_1_EDUC** Differentiated Instruction
- ✓ **SEC_2_EDUC** Instructional Design
- ✓ **SEC_3_EDUC** Behavioural Management

Syllabus

Education

(Skill Enhancement Course)

Course Objectives:

By the end of this course, participants should be able to:

- *Understand the concept of Differentiated Instruction and its significance in modern education.*
- *Analyze and assess individual student needs and learning styles.*
- *Create and implement differentiated lesson plans to engage and support all learners.*
- *Utilize various instructional methods, materials, and assessment techniques to accommodate diverse learners.*
- *Develop a classroom environment that fosters inclusivity and promotes academic success for all students.*
- *Adapt and modify existing curricula to meet the needs of diverse learners.*
- *Collaborate with colleagues and parents to support differentiated instruction strategies.*
- *Reflect on teaching practices and continuously improve the implementation of differentiated instruction.*

Module 1: Introduction to Differentiated Instruction (10 Teaching Hours)

- Understanding the concept and principles of Differentiated Instruction.
- Recognizing the benefits and challenges of implementing differentiated instruction in the classroom.
- Exploring different learning styles and how they impact teaching and learning.

Module 2: Identifying Student Needs (10 Teaching Hours)

- Conducting student assessments to identify individual learning strengths and challenges.
- Analyzing data to group students based on their learning needs.
- Understanding cultural and socio-economic factors that may affect student learning.

Module 3: Creating Differentiated Lesson Plans (18 Teaching Hours)

- Designing learning objectives that cater to diverse student needs.

- Developing flexible lesson plans with multiple entry points and varied activities.

- Integrating technology and multimedia to support differentiated instruction.

Module 4: Instructional Strategies for Differentiation (15 Teaching Hours)

- Exploring a range of instructional strategies: tiered assignments, learning centers, flexible grouping, etc.

- Adapting teaching methods for visual, auditory, kinesthetic, and other learning styles.

- Differentiating content, process, and product to meet individual student needs.

Module 5: Assessing and Evaluating Differentiated Instruction (14 Teaching Hours)

- Developing formative and summative assessment tools that align with differentiated instruction.

- Analyzing student progress and adjusting instruction accordingly.

- Addressing challenges in grading and reporting for differentiated classrooms.

Module 6: Classroom Management and Inclusivity (10 Teaching Hours)

- Establishing an inclusive and positive classroom environment.

- Managing diverse classrooms with varying needs and abilities.

- Promoting a supportive and respectful classroom culture.

Module 7: Collaboration and Professional Development (13 Teaching Hours)

- Collaborating with colleagues to share best practices and resources.

- Engaging in professional development opportunities related to differentiated instruction.

- Reflecting on personal teaching practices and growth in implementing differentiated instruction.

Reference Books

- *Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD.*
- *Gregory, G. H., & Chapman, C. (2013). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin.*
- *Tomlinson, C. A., & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom. ASCD.*
- *Sousa, D. A., & Tomlinson, C. A. (2011). Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom. Solution Tree.*
- *Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.*
- *Wormeli, R. (2017). Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom. Stenhouse Publishers.*
- *Tomlinson, C. A. (2017). The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.). ASCD.*
- *Gregory, G. H., & Chapman, C. (2017). Differentiated Instructional Management: Work Smarter, Not Harder. Corwin.*
- *Tomlinson, C. A., & Imbeau, M. B. (2015). Leading and Managing a Differentiated Classroom. ASCD.*
- *Wormeli, R. (2018). Differentiation: From Planning to Practice, Grades 6-12. ASCD.*
- *Tomlinson, C. A., & Strickland, C. A. (2005). Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5. ASCD.*
- *Friend, M., & Bursuck, W. D. (2018). Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th ed.). Pearson.*
- *Tomlinson, C. A., & McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids. ASCD.*
- *Hattie, J., & Zierer, K. (2018). 10 Mindframes for Visible Learning: Teaching for Success. Routledge.*

SEC_2_EDUC: Instructional Design

Course Objectives:

By the end of this course, participants should be able to:

- *Understand the principles and models of instructional design.*
- *Analyze learning needs and set clear instructional goals.*
- *Design instructional materials that align with learning objectives.*
- *Select appropriate instructional strategies and methods.*
- *Develop assessments to measure learning outcomes.*
- *Incorporate technology and multimedia into instructional design.*
- *Evaluate and revise instructional materials based on feedback and data.*
- *Apply principles of universal design for learning (UDL) to create inclusive learning experiences.*

Module 1: Introduction to Instructional Design (8 Teaching Hours)

- Defining instructional design and its importance in effective teaching and learning.
- Exploring different instructional design models and their application.
- Understanding the role of instructional designers in curriculum development.

Module 2: Analyzing Learning Needs (12 Teaching Hours)

- Conducting a needs assessment to identify learning gaps and target audience characteristics.
- Analyzing learner characteristics, motivations, and prior knowledge.
- Setting clear and measurable learning objectives.

Module 3: Designing Instructional Materials (16 Teaching Hours)

- Selecting appropriate content and organizing it effectively.
- Creating engaging instructional materials such as lesson plans, modules, and presentations.
- Incorporating instructional strategies and techniques that cater to diverse learners.

Module 4: Selecting Instructional Strategies and Methods (18 Teaching Hours)

- Exploring a range of instructional strategies, such as direct instruction, problem-based learning, and flipped classrooms.
- Matching instructional methods to specific learning objectives and learner characteristics.
- Incorporating active learning techniques and student-centered approaches.

Module 5: Developing Assessments (10 Teaching Hours)

- Designing formative and summative assessments to measure learning outcomes.
- Aligning assessments with instructional goals and objectives.
- Incorporating authentic assessments and performance-based tasks.

Module 6: Technology and Multimedia in Instructional Design (10 Teaching Hours)

- Utilizing technology tools and software for instructional design.
- Creating multimedia resources, including videos, interactive activities, and simulations.
- Ensuring accessibility and usability of technology-enhanced instructional materials.

Module 7: Evaluation and Revision (8 Teaching Hours)

- Implementing formative evaluation strategies to gather feedback during instructional delivery.
- Analyzing data and feedback to revise instructional materials and improve learning experiences.
- Conducting summative evaluations to assess the overall effectiveness of the instructional design.

Module 8: Universal Design for Learning (UDL) and Inclusive Design (8 Teaching Hours)

- Understanding the principles of Universal Design for Learning (UDL).
- Designing instruction that meets the diverse needs of learners, including students with disabilities and different learning styles.
- Creating inclusive learning experiences through UDL guidelines and strategies.

<u>Reference Books</u>

- *Smith, P. L., & Ragan, T. J. (2019). Instructional Design (5th ed.). Wiley.*
- *Gagné, R. M., Briggs, L. J., & Wager, W. W. (2017). Principles of Instructional Design (6th ed.). Cengage Learning.*
- *Dick, W., Carey, L., & Carey, J. O. (2014). The Systematic Design of Instruction (8th ed.). Pearson.*
- *Brinkerhoff, R. O., & Apking, A. M. (2015). High Impact Learning: Strategies for Leveraging Performance and Business Results from Training Investments. Routledge.*
- *Merrill, M. D. (2012). First Principles of Instruction. Wiley.*
- *Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). Designing Effective Instruction (7th ed.). Wiley.*
- *Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. Pearson.*
- *Wiggins, G., & McTighe, J. (2005). Understanding by Design (2nd ed.). ASCD.*
- *Nitko, A. J., & Brookhart, S. M. (2016). Educational Assessment of Students (7th ed.). Pearson.*
- *Popham, W. J. (2018). Classroom Assessment: What Teachers Need to Know (8th ed.). Pearson.*
- *Roblyer, M. D., & Doering, A. H. (2019). Integrating Educational Technology into Teaching (8th ed.). Pearson.*
- *Mayer, R. E. (2014). The Cambridge Handbook of Multimedia Learning (2nd ed.). Cambridge University Press.*
- *Kaufman, R., & Keller, J. M. (2015). Levels of Evaluation: Beyond Kirkpatrick. ATD Press.*
- *Phillips, J. J., & Phillips, P. P. (2016). Handbook of Training Evaluation and Measurement Methods (4th ed.). Routledge.*
- *Rose, D. H., Meyer, A., & Hitchcock, C. (2016). The Universally Designed Classroom: Accessible Curriculum and Digital Technologies. Harvard Education Press.*
- *Dalton, E. M., & Proctor, T. (2017). Using Inclusive Learning and Teaching Approaches in Higher Education: Fostering Success for All. Routledge.*

Course Objectives:

By the end of this course, participants should be able to:

- *Understand the principles of behavioral management and their significance in fostering a positive learning environment.*
- *Identify factors influencing student behavior and develop strategies to address them.*
- *Implement proactive techniques to prevent disruptive behaviors.*
- *Apply appropriate disciplinary measures and interventions when addressing challenging behaviors.*
- *Foster positive relationships with students to enhance their motivation and engagement.*
- *Collaborate with parents and other stakeholders to support behavioral management efforts.*
- *Reflect on personal teaching practices and continuously improve behavior management strategies.*
- *Develop an individualized behavior management plan for their specific teaching context.*

Module 1: Introduction to Behavioral Management (8 Teaching Hours)

- Understanding the importance of behavioral management in educational settings.
- Exploring theories and models of behavioral management.
- Recognizing the impact of classroom environment and culture on student behavior.

Module 2: Factors Influencing Student Behavior (10 Teaching Hours)

- Identifying internal and external factors influencing student behavior.
- Understanding the impact of developmental stages on behavior.
- Recognizing the influence of social and cultural factors on behavior.

Module 3: Preventive Techniques for Behavior Management (12 Teaching Hours)

- Establishing clear expectations and classroom rules.
- Designing a positive and supportive classroom environment.
- Implementing strategies for engaging students and promoting positive behavior.

Module 4: Strategies for Addressing Challenging Behaviors (16 Teaching Hours)

- Recognizing different types of challenging behaviors and their underlying causes.
- Implementing effective disciplinary measures and consequences.

- Applying behavior modification techniques to address specific behaviors.

Module 5: Building Positive Relationships and Motivation (12 Teaching Hours)
- Developing rapport and positive relationships with students.
- Promoting student autonomy and self-regulation.
- Utilizing motivational strategies to enhance student engagement.

Module 6: Collaboration with Parents and Stakeholders (10 Teaching Hours)
- Communicating with parents about behavioral concerns and progress.
- Collaborating with other professionals and stakeholders to support behavior management.
- Engaging parents in developing and implementing behavior management plans.

Module 7: Reflecting and Improving Behavior Management Practices (10 Teaching Hours)
- Reflecting on personal teaching practices and their impact on behavior management.
- Analyzing and interpreting behavior data to inform instructional decisions.
- Implementing strategies for continuous improvement and professional growth.

Module 8: Developing Individualized Behavior Management Plans (12 Teaching Hours)
- Conducting functional behavior assessments to identify individual student needs.
- Designing individualized behavior management plans based on assessment results.
- Monitoring and adjusting behavior management plans as needed.

Reference Book

- *Canter, L., & Canter, M. (2017). Assertive Discipline: Positive Behavior Management for Today's Classroom. Solution Tree Press.*
- *Jones, V. F., & Jones, L. S. (2016). Comprehensive Classroom Management: Creating Communities of Support and Solving Problems (11th ed.). Pearson.*
- *Brophy, J. E. (2018). Motivating Students to Learn (4th ed.). Routledge.*
- *Triandis, H. C. (2018). Culture and Social Behavior: Theoretical Perspectives. Cambridge University Press.*
- *Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. ASCD.*
- *Wong, H. K., & Wong, R. T. (2018). The Classroom Management Book. Harry K. Wong Publications.*
- *Colvin, G., & Sugai, G. (1989). Managing Classroom Behavior: A Reflective Case-Based Approach (2nd ed.). Waveland Press.*

- *Sprick, R. S. (2018). CHAMPs: A Proactive and Positive Approach to Classroom Management (3rd ed.). Pacific Northwest Publishing.*
- *Pianta, R. C., Hamre, B. K., & Stuhlman, M. (2012). Relationships in Early Education and Care: Supporting Social and Emotional Development. Routledge.*
- *Deci, E. L., & Ryan, R. M. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. The Guilford Press.*
- *Epstein, J. L. (2018). School, Family, and Community Partnerships: Preparing Educators and Improving Schools (9th ed.). Routledge.*
- *Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). Handbook of Research on Student Engagement. Springer.*
- *Marzano, R. J. (2017). The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry (2nd ed.). Corwin.*
- *Danielson, C. (2013). The Framework for Teaching Evaluation Instrument (2013 ed.). Danielson Group.*
- *Sugai, G., & Horner, R. H. (2014). Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment. The Guilford Press.*
- *Sprick, R. S., Borgmeier, C., & Nolet, V. (2017). The Tough Kid Tool Box. Pacific Northwest Publishing.*