

National Education Policy -2020 Based Syllabus

UNDERGRADUATE PROGRAM

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

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)	Interdisciplinary (IDC) / Multidisciplinary (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 exist 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
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- ↔ MC_14_EDUC Reviewing for Research and Designing of Research
- ↔ MC_15_EDUC Research Ethics and Publication Strategies

Syllabus

Education

(MAJOR COURSE)

MC_1_EDUC: Educational Philosophy

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

Reference Books as per Module

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

Reference Books as per Module

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

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_8_EDUC: Educational Statistics and Data Analysis

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

Reference Books as per Module

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.

MC_12_EDUC: Exploring Basics of Educational Research

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.

MC_13_EDUC: Collecting and Analysing Data for Research

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

Reference Books as per Module

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

Reference Books

- 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.

MnC_4_EDUC: Curriculum Design and Assessment in Education

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.

MnC_7_EDUC: Development of Life Skills in Education

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

Reference Books

- 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.

MnC_8_EDUC: Research Methodology in Education

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)

- 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

Reference Books

- 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.*

DSE_2_EDUC: Cultural Competence in Education

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.

DSE_5_EDUC: Educational Technology Integration

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

Reference Books

- 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

Skill Enhancement Course (SEC)

When,

Semester = 6 Months / 15 Weeks / Minimum 90 Teaching Days

Major Course = Education

List of Skill Enhancement Courses (SEC)

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

Syllabus

Education

(SKILL ENHANCEMENT COURSE)

SEC_1_EDUC: Differentiated Instruction

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.

Reference Books

- 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.

SEC_3_EDUC: Behavioural Management

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.