

CURRICULUM FRAMEWORK & SYLLABUS

**FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM
(2024-25)**

**SMT. KAPILA COLLEGE OF EDUCATION(AUTONOMOUS)
(RELIEF ROAD,SANTACRUZ (WEST)
MUMBAI-54**

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The ability to navigate the complexities of diverse subject matters of all core papers has resulted in a syllabus that not only meets academic standards but also fosters a stimulating and inclusive learning environment

With sincere gratitude,

Principal and Faculty

Smt. Kapila Khandvala College of Education

CURRICULUM FRAMEWORK FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM

INTRODUCTION

We are pleased to present the curriculum framework for the MA Ed (Dev Ed) program. This document focuses on outlining the complete content, topics, and objectives, learning outcomes, syllabus, teaching units, internal assessments and references covered within the program.

The framework has been carefully developed in accordance with the guidelines set forth by the University Grants Commission (UGC), ensuring according to the New Education Policy (2020) that even if the program is completed within a year, it stands as a comprehensive, standalone offering. Additionally, special attention has been given to the research component, which has been strategically spread across three semesters to provide a solid foundation for students.

Research Integration:

Unlike conventional approaches that reserve the research journey for the final semester, we have incorporated research elements throughout the program to enhance students' understanding and preparation. Recognizing that research may be a new experience for many students at the graduate level, our aim is to provide comprehensive support and ensure a firm foundation in research methodologies. This approach emphasizes the significance of addressing research skills within the curriculum.

Expert Involvement and Course Finalization:

The curriculum development process has involved valuable input from subject matter experts, resulting in the incorporation of their suggestions into several courses. However, we acknowledge that finalizing course details with all experts is still pending, which will be promptly addressed during the third phase of the project. This collaborative approach guarantees a well-rounded and refined curriculum that aligns with the latest advancements in the field.

Status of CORE and Elective Courses:

The CORE courses, having incorporated the suggestions from experts, have been finalised and done. However, for the Elective courses, discussions with relevant experts from various fields are essential to incorporate their valuable insights. These discussions will further enrich the curriculum and ensure its relevance and comprehensiveness.

Stand-alone offering

In accordance with the guidelines set forth by the University Grants Commission (UGC) according to the New Education Policy (2020), the program ensures that even if the program is completed within a year, it stands as a comprehensive, standalone offering.

In conclusion, this formal curriculum framework provides a comprehensive overview of the MA Ed (Dev Ed) program. It outlines the content, objectives, syllabus, teaching units and sub-units and reference and revised credit framework, ensuring compliance with UGC guidelines and addressing the specific needs of students. The incorporation of research elements and expert input further enhances the program's quality and prepares students for a successful academic journey.

We look forward to your feedback and collaboration as we strive to deliver an outstanding educational experience.

COURSES DEVELOPED FOR THE MA EDUCATION (DEVELOPMENT EDUCATION) PROGRAM

The following courses were developed by the curriculum experts and subject experts for the MA Education (Development Education) program:

S. No	Course No.	Name of the Course
		Core Courses
1	MADE-FC01	Understanding Education – Foundation Course
2	MADE-CC01	Education and Society
3	MADE-CC02	Philosophy and Education
4	MADE-CC03	Development Education and Education for Sustainability
5	MADE-CC04	Research Methods in Education and Social Sciences
6	MADE-CC05	Psychology of the Learner and the Teacher
7	MADE-CC06	Transformative Approaches in Curriculum Design and Pedagogy
		Elective Courses (3 out of 4)
8	MADE-EC01	Education for the Knowledge Economy
9	MADE-EC02	Diversity, Equity and Social Justice in Education
10	MADE-EC03	Education and Economic Development
11	MADE-EC04	The Education System – Players, Stakeholders & Beneficiaries
		Ability Enhancement Courses (1 out of 2)
12	MADE-AE01	Digital Pedagogy: Crafting Virtual Learning Experiences
13	MADE-AE02	Global Citizenship and Education – Policies & Practices
		Interdisciplinary Courses (1 out of 2)
14	MADE-ID01	Climate Change, Mitigation and Adaptation
15	MADE-ID02	Education, Conflict and Peace
		Project Based Course – Spread over 3 Semesters
16	MADE-RP01	Preparation of a Research Proposal – Project Work – Sem 2
17	MADE-RP02	Literature Review and Data Collection – Project Work – Sem 3
18	MADE-RP03	Data Analysis, Interpretations, Recommendations and Report Writing and Submission of Report – Project Work: Dissertation – Sem 4

M.A. EDUCATION (DEVELOPMENT EDUCATION) CURRICULUM FRAMEWORK

The table below shows the allotment of credits and marks for all the courses.

Course Code	Courses	Credits from Lectures /Contact	Credits from Out of Class Activities	Total Credits	External Marks	Internal Marks	Total Marks
Semester 1 (Core Courses)							
MADE-FC01	Understanding Education - Foundation Course	4	2	6	60	40	100
MADE-CC01	Education and Society	4	2	6	60	40	100
MADE-CC02	Philosophy and Education	4	2	6	60	40	100
MADE-CC03	Development Education and Education for Sustainability	4	2	6	60	40	100
Total for Semester 1		16	8	24	240	160	400
Semester 2 (Core Courses)							
MADE-CC04	Research Methods in Education and Social Sciences	4	2	6	60	40	100
MADE-CC05	Psychology of the Learner and the Teacher	4	2	6	60	40	100
MADE-CC06	Transformative Approaches in Curriculum Design and Pedagogy	4	2	6	60	40	100
MADE-RP01	Project-Based Course (Preparation of a Research Proposal)	1	2	3	25	75	100
Total for Semester 2		13	8	21	205	195	400
Semester 3 (Elective Courses) (Any Three from Four)							
MADE-EC01	Education for the Knowledge Economy	4	2	6	60	40	100
MADE-EC02	Diversity, Equity and Social Justice	4	2	6	60	40	100
MADE-EC03	Education and Economic Development	4	2	6	60	40	100
MADE-EC04	The Education System - Players, Stakeholders and Beneficiaries	4	2	6	60	40	100
MADE-RP02	Project-Based Course 2 (Preparation of a Literature Review and Description of Research Methodology)	1	2	3	25	75	200
Total for Semester 3		13	8	21	300	200	500
Semester 4 (One Ability Enhancement Course and One Interdisciplinary/Cross-disciplinary Course)							
Ability Enhancement Course (Any One from Two)							
MADE-AE01	Digital pedagogy: Crafting Virtual Learning Experiences	4	2	6	60	40	100
MADE-AE02	Global Citizenship and Education: Policies and Practices						
Interdisciplinary Course (Any One from Two)							
MADE-ID01	Climate Change, Mitigation and Adaptation	4	2	6	60	40	100
MADE-ID02	Education, Conflict and Peace						
Project-Based Course							
MADE-RP03	Dissertation (Guidance from Mentor, Data Analysis, Chapter Writing, Draft Submission, Draft Revision and Editing, Final Submission)	1	6	7	25	75	100
	Community Service		1	1			
Total for Semester 4		9	11	20	145	155	300
Total		51	35	86	890	710	710

SEMESTER I – FOUR CORE COURSES

I. CORE COURSES – COMPULSORY (7 COURSES OF 6 CREDITS EACH)

1. Understanding Education – Foundation Course
2. Education and Society
3. Philosophy and Education
4. Development Education and Education for Sustainability

SEMESTER I

CORE COURSE

UNDERSTANDING EDUCATION – FOUNDATION COURSE

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

Education can be perceived through various lenses, such as an industry, a product, a philosophy, a sociological institution, a process, or a project. In the 'What is Education - Foundation Course,' students have the opportunity to examine these perspectives and develop informed responses based on their own educational context and experiences. The module revolves around fundamental questions posed by Fielding and Moss (2011), which are crucial for comprehending education. These questions include the present and future purpose of education, the fundamental values of education, the nature of knowledge and learning – in different contexts - formal, informal, virtual or any other form, our conceptualization of education, our understanding of learners, educators, and community/society, and the notion of responsibility in education – who takes the responsibility of deciding who should learn what. They will also examine education from the perspectives of philosophy, sociology, psychology and in today's times commerce. Through readings, expert arguments, and personal experiences, students critically examine these questions within diverse educational contexts, sectors, and phases, with a focus on the Indian perspective.

Course Objectives

1. Develop understanding of the fundamental meaning of education, knowledge, and learning.
2. Introduce concepts of educational quality and access.
3. Introduce critical perspectives to the analysis of the purpose of education.
4. Develop awareness of key stakeholders for education ownership and creation.
5. Foster critical thinking to examine the dynamics of education determining responsible education.
6. Address different perspectives of education as an industry, a product, a philosophy, a sociological institution, a process, and a project

Learning Outcomes

The students will be able to:

1. Describe meaning and nature of education, knowledge, and learning.

2. Explain aims and concepts of education for all and quality in education.
3. Evaluate purpose of education and its evolution over time, highlighting differences between countries in both developing and developed contexts.
4. Analyse dynamics of ownership, creation, and decision-making in education.
5. Examine roles of stakeholders in education and their responsibilities for fulfilling the purpose of education.
6. Compare multifaceted nature of education as industry, product, philosophy, process, and project, and its implications for learners, educators, and society.

Course Modules

MODULE 1: INTRODUCTION TO EDUCATION

UNIT 1: MEANING OF EDUCATION, KNOWLEDGE, AND LEARNING (T)

- a. Meaning, Nature, and Structure of Education
- b. Values underlying Education
- c. Meaning and Nature of Knowledge and Learning

UNIT 2: CONCEPTS IN EDUCATION (S)

- a. Aims of education
- b. Quality in Education (Meaning, Criteria, Importance)
- c. Education for All (Meaning, Importance, Challenges)

UNIT 3: PURPOSE OF EDUCATION (S)

- a. Purpose of Education (Globally and in India)
- b. Evolution of Purpose in Education and Future direction
- c. Difference in Developed and Developing Countries

MODULE 2: STAKEHOLDERS RESPONSIBILITIES FOR EDUCATION

UNIT 4: STAKEHOLDERS IN EDUCATION (P)

- a. Ownership: Private and Public
- b. Creation: Formal and Informal
- c. Processes and dynamics guiding decision-making in education

UNIT 5: RESPONSIBILITY FOR EDUCATION (T)

- a. Responsibility for Education (Meaning, Importance)
- b. Stakeholders Responsible for Education (Implications for Content and Objectives)
- c. Role of schools in educating citizens and addressing inequality

UNIT 6: DIVERSE PERSPECTIVES IN EDUCATION: (T)

1. Education as an Industry, Philosophy, Process, and Project

2. Meaning of Knowledge and Learning
3. Image of learners, educators, learner contexts, community, and society

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Reflective Essay: Reflect on your personal experiences as a learner and discuss your understanding of the purpose of education. Analyze how your experiences have shaped your beliefs about the fundamental values and ethics that should underpin education. (20 Marks)

Assignment 2: Case Study Analysis: Select a specific educational setting (e.g., a school, community center, NGO) and conduct a case study to explore its educational purpose, values, and ethics. Analyze the ways in which knowledge and learning are facilitated in this context, considering both formal and informal approaches. (20 marks)

Assignment 3: Experiential Learning Reflection: Engage in an experiential learning activity related to education and reflect on your experience. Discuss how the activity has influenced your concept of education, your image of learners and educators, and your understanding of the role of community/society in education. (20 marks)

Reference Section

1. Bartlett and Clemens, (2017) Chapter 1: Introduction: What is Education? A Polemical Question from What is Education by Bartlett & Clemens (Eds) Edinburgh University Press Ltd, Edinburgh
2. Illich, I., (1970), Deschooling Society, Harper and Row, New York
3. Jackson, P. W., (2012), What is education, The University of Chicago Press, Chicago
4. Krishna Kumar (1992), What is Worth Teaching?, Orient Longman Press, New Delhi
5. Manish Jain, (2018) Public, Private and Education in India: A Historical Overview, Chapter in School Education in India: Market, State and Quality, (Eds) Jain et al, Routledge, New York
6. Mehendale, A., (2018), Normative articulations of the aims of education - An exploratory analysis, Chapter in School Education in India: Market, State and Quality, (Eds) Jain et al, Routledge, New York
7. Sarangapani, P. M., (2018), Notes on quality in education, Chapter in School Education in India: Market, State and Quality, (Eds) Jain et al, Routledge, New York
8. Tooley, J., (2009), The beautiful tree: a personal journey into how the world's poorest people are educating themselves, Cato Institute, Washington

9. Winch. C., (2018), Markets, state and quality in education Reflections on genuine educational markets, Chapter in School Education in India: Market, State and Quality, (Eds) Jain et al, Routledge, New York

SEMESTER I

CORE COURSE

EDUCATION AND SOCIETY

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

In the 'Education and Society' course, students will learn about how education fits into the bigger picture of society. They will use a sociological perspective, which means looking at education from both micro and macro viewpoints, to understand that education is not just about individual growth and development. Instead, it plays a role in maintaining the status quo in a society and helps people form their identities.

The course will explore how important events influence how people see themselves and their place in the world. It will also compare different societies throughout history to see how they've changed and how people have resisted those changes at individual and community levels. Additionally, the course will examine social stratification, looking at how society is divided based on factors like social class, religion, gender, and caste. It will focus on both rural and urban areas in India, paying special attention to the politics of meritocracy, social mobility, and practices that challenge these ideas.

Students will learn to think sociologically and reflect on what they learn. They will look at the social context in India to understand things like culture, inequality, and trends that can be observed in different societies. The course will focus on how education is structured and how it's taught in the above context. The course will also look at how education has changed because of technology and the growing emphasis on online teaching.

Course Objectives

1. Introduce sociological aspects of education and the interplay between education and society.
2. Explore role of social stratification and societal transformation in determining nature, structure, and outcomes of education.
3. Discuss influence of historical events and cultural context on education and individuals' perceptions of themselves and their place in society.
4. Build critical awareness of impact of technology on educational access and inclusivity.
5. Explore role of technological advancements on educational quality.
6. Provide insights into nexus of technology and equity in education.

Learning Outcomes

The students will be able to:

1. Analyse linkages between education and society.
2. Explain influence of social divisions and transformation on nature, structure, opportunities, and outcomes of education.
3. Describe impact of historical events and culture on education in India.
4. Assess role of technology in determining access and inclusivity in education.
5. Evaluate implications of technology for quality of education and pedagogy.
6. Examine challenges and ethical considerations of integrating technological advancements in educational settings.

Course Modules

MODULE 1: SOCIOLOGICAL ASPECTS OF EDUCATION

UNIT 1: INTRODUCTION TO EDUCATION AND SOCIETY (T)

- a. Meaning of society and its interplay with education
- b. Role of Education in Formation of Individual and Social Identities
- c. Role of Education in Maintaining Status Quo and Social Cohesion

UNIT 2: EDUCATION AND SOCIAL STRATIFICATION (S)

- a. Impact of social divisions on educational opportunities and outcomes
- b. Impact of societal changes and transformation on nature and structure of education
- c. Politics of meritocracy, social mobility, and practices that challenge or perpetuate existing inequalities

UNIT 3: HISTORY AND EVOLUTION OF EDUCATIONAL CONTEXT IN INDIA (T)

- a. Influence of historical events on education
- b. Role of historical events in shaping individuals' perceptions of themselves and their place in society
- c. Influence of cultural aspects, inequalities, and trends on educational context

MODULE 2: TECHNOLOGY AND EDUCATION

UNIT 4: TECHNOLOGY AND EDUCATIONAL ACCESS (P)

- a. Impact of technology on educational access
- b. Impact of technology on inclusivity in education
- c. Technology for equitable educational opportunities

UNIT 5: TECHNOLOGY AND EDUCATIONAL QUALITY AND PEDAGOGY (S)

- a. Implications of technology on educational quality
- b. Implications of technology on pedagogical practices
- c. Evolving nature of education in response to technological advancements

UNIT 6: CHALLENGES OF TECHNOLOGY INTEGRATION IN EDUCATION (T)

1. Technological impact on educational equity and disparities
2. Technology Integration in Education: Potential and challenges
3. Ethical considerations associated with technology integration in education

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Literature Review Description: Conduct a literature review on a specific topic related to education and society in India. Explore scholarly research and academic writings to gain insights into the sociological perspectives on education, social dynamics, and the challenges and opportunities for development education in the Indian context. (20 marks)

Assignment 2: Group Presentation Description: Form a group and prepare a presentation on any contemporary issue at the intersection of education and society in India. Address the socio-cultural contexts, inequalities, and challenges related to the chosen topic. Present sociological insights and propose strategies for promoting development education and social transformation. (20 marks)

Assignment 3: Technology and Education Report: Prepare a report that assesses how technology has affected educational access, quality, and equity. Discuss both the positive and negative aspects of technology integration in education. Provide recommendations for ensuring equitable and quality education in the digital age. (20 marks)

Reference Section

1. Ballantine, J. H., Hammack, F. M., & Stuber, J. M. (2016). The sociology of education. New York: Routledge. Newer 9th edition available at <https://tinyurl.com/SK-KKCE>
2. Ballantine, J.H., Hammack, F.M., & Stuber, J. (2017). The Sociology of Education: A Systematic Analysis (8th ed.). New York, NY: Taylor & Francis.
3. Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), Multicultural education: Issues and perspectives (pp. 242-264). San Francisco, CA: Jossey-Bass.
4. Banks, J. A., & Banks, C. A. M. (Eds.). (2013). Multicultural Education: Issues and Perspectives. (8th ed.) Seattle. John Wiley & Sons, Inc.
5. Chandra, B., & Mahajan, S. (Eds.). (2007). Composite Culture in a Multicultural Society. National Book Trust, India.
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7. Deshpande, S. (2003). Contemporary India: A Sociological View. Penguin Books.

8. Nimbalkar, M.R., Viswanathappa, G. & Srivastava, R. (2016). Sociological Perspectives of Education. Delhi: Neelkamal. (Available on amazon.in)
9. Pathak, R.P., (2012). Philosophical and Sociological Principles of Education. Chapters 9 – 12, Dorling Kindersley (India) Pvt. Ltd
10. Simon, C.A., & Downes, G. (Eds.). (2020). Sociology for Education Studies: Connecting Theory, Settings, and Everyday Experiences. Oxon: Routledge.
11. Singh, Y. K. (2009) Sociological Foundation of Education. New Delhi: A.P.H Publishing Corporation.
12. Sodhi, T.S. & Suri, A. (2003) : Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications
13. Talesara, H. (2002) Sociological Foundations of Education, New Delhi, Kanishka Publishers
14. Tripathi, R.C., & Singh, P. (Eds.). (2016). Perspectives on Violence and Othering in India. New Delhi, India: Springer.

SEMESTER I

CORE COURSE

PHILOSOPHY AND EDUCATION

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

The Philosophy and Education course offers students a unique opportunity to develop their humanistic and critical thinking about education. Faculty and students in the program engage in a wide range of questions, exploring concepts that drive education in the 21st century, the role of education as a force for social reform, the significance of aesthetic experience and imagination in education, and the kind of education suitable for a multicultural society. They also delve into the nature of the teacher-student relationship and the influence of various ancient Indian and Western philosophies on education. Additionally, the program examines the impact of different philosophical perspectives on subjects, curriculum, discipline, and other crucial aspects of education. By studying a variety of historical and conceptual frameworks, students gain theoretical perspectives on education and enhance their ability to analyze and critique arguments in contemporary educational debates.

Course Objectives

1. Introduce branches and perspectives of philosophy and their influence on education.
2. Develop personal education philosophy and awareness of philosophical perspectives underpinning curriculum development, assessments, and classroom management, to address challenges in education.
3. Develop practical strategies for incorporating philosophical perspectives in educational practices.
4. Introduce philosophical concepts underpinning key reforms and policies in contemporary education.
5. Explore intersections between philosophy, psychology, and sociology in the context of education.
6. Develop knowledge of ethical theories and skills of analysis and critique for ethical engagement with education.

Learning Outcomes

The students will be able to:

1. Describe branches of philosophy and their influence on educational subjects, curriculum, discipline, and key elements of education.
2. Analyse philosophical foundations underlying different educational approaches.

3. Apply practical strategies and methods incorporating philosophical ideas into educational practices.
4. Describe Indian education context by linking key concepts and theories with education policies, reforms and practices.
5. Discuss interdisciplinary approaches to educational theories and practices and utilise them for addressing challenges in education.
6. Explain ethical dimensions of educational theories, policies, and practices.

Course Modules

MODULE 1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

UNIT 1: INTRODUCTION TO PHILOSOPHICAL PERSPECTIVES IN EDUCATION

1. Introduction to philosophy as a discipline and branches of philosophy (metaphysics, axiology, epistemology and phenomenology)
2. Philosophical perspectives (naturalism, idealism, realism, pragmatism, existentialism) and their influence on education
3. Influence of philosophical perspectives on educational subjects, curriculum, discipline, and key elements

UNIT 2: APPLICATION OF PHILOSOPHICAL PERSPECTIVES IN EDUCATION

1. Philosophical foundations underlying aspects of education (curriculum design, assessments, classroom management and overall instructional practice)
2. Philosophical approaches (effectiveness and limitations) in addressing challenges for education
3. Development of a personal educational philosophy (critical reflection)

UNIT 3: INTEGRATION OF PHILOSOPHICAL PERSPECTIVES IN EDUCATIONAL PRACTICES

1. Integration of diverse philosophical perspectives for comprehensive understanding of education
2. Integration of philosophical perspectives into the design and implementation of development education (global citizenship, sustainable development, inter-cultural education, human rights education, education for peace and conflict resolution)
3. Practical strategies and methods for incorporating philosophical ideas into educational practices

MODULE 2: PHILOSOPHY IN CONTEMPORARY EDUCATION

UNIT 4: CONCEPTS AND CONTEXT OF CONTEMPORARY EDUCATION

1. Philosophical concepts shaping contemporary education (educational reform, development education, the role of education in society, aesthetic experience, inclusion)

2. Need, emerging challenges and opportunities in contemporary education, and their impact in shaping educational policies, practices, and discourse
3. Philosophical underpinnings of educational approaches by Indian and Western Philosophers (Mahatma Gandhi, Rabindranath Tagore, Amartya Sen, Paulo Freire, John Dewey, Ivan Illich)

UNIT 5: PHILOSOPHY'S INTERSECTIONS WITH PSYCHOLOGY AND SOCIOLOGY

1. Intersections between philosophy, psychology, and sociology in the context of education
2. Philosophical, psychological, and sociological perspectives for educational theories and practices
3. Interdisciplinary approaches to understanding and addressing educational challenges

UNIT 6: ETHICAL THEORIES AND CONCEPTUAL FRAMEWORKS IN DEVELOPMENT EDUCATION

1. Ethical theories and conceptual frameworks relevant to development education (utilitarianism, human rights, social justice, sustainability, care ethics and social contract theory)
2. Ethical dimensions of educational theories, policies, and practices
3. Analytical and critical thinking skills to engage in contemporary educational debates from an ethical standpoint

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Philosophical Perspectives Analysis: Choose a specific educational approach (e.g., naturalism, idealism, realism, pragmatism, existentialism) and analyse its philosophical foundations and implications for educational practices. Critically reflect on its strengths and limitations and provide examples of how it can be applied in a classroom setting. (20 Marks)

Assignment 2: Personal Educational Philosophy Statement: Develop your own educational philosophy based on your reflection and integration of diverse philosophical perspectives. Write an essay based on your beliefs about education, explain the philosophical principles that underpin their approach, and provide concrete examples of how they would apply their philosophy in an educational context. (20 marks)

Assignment 3: Seminar: Students will participate in a seminar-style debate on a selected philosopher and the influence of their thoughts on curriculum, assessment, instruction, educational reform, inclusion, or the role of education in society. They will research and present arguments from different philosophical perspectives, critically engage with opposing viewpoints, and

constructively debate the implications of these perspectives for educational practices. (20 marks)

Reference Section

1. Education for Sustainable Development in Further Education Embedding Sustainability into Teaching, Learning and the Curriculum ISBN 978-1-137-51910-8 ISBN 978-1-137-51911-5 (eBook) From the Local to the Global and Back Again: Reflections on Journeying to India, Learning about Gandhi's Philosophy and the Influence on the Professional and the Personal Denise Summers and Dianne Dowling
2. Global Ethical Options in the Framework of Development: Gandhian Perspectives Neelakanta Radhakrishnan; Education for Sustainable Development Challenges, Strategies, and Practices in a Globalizing World Edited by Anastasia Nikolopoulou Taisha Abrahamâ and Farid Mirbagheri
3. Hooks, B. (1994). Teaching To Transgress (1st ed.). Routledge.
4. Ivan Illich and Liberation Theology by Samuel D Rocha and Martha Sañudo book: 2020_The SAGE Handbook of Critical Pedagogies_Shirley R. Steinberg, Barry Down etc
5. Palmer, J. A. (Ed.). (2001). Fifty major thinkers on education: From Confucius to Dewey. London and New York: Routledge.
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7. Rorty, A. O. (Ed.). (1998). Philosophers on education: Historical perspectives. London and New York: Routledge.
8. Saito, M.(2003) Amartya Sen's Capability Approach to Education - A Critical Exploration, Journal of Philosophy of Education,
9. Shrivastava, K. K. (2003) Philosophical Foundations of Education, New Delhi: Kanishka Publishers.

SEMESTER I

CORE COURSE

DEVELOPMENT EDUCATION AND EDUCATION FOR SUSTAINABILITY

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

The course, Development Education and Education for Sustainability explores the concepts and practices of these interconnected fields. Students examine the theories, principles, and frameworks of development education and education for sustainable development. They critically analyse global challenges such as poverty, inequality, climate change, and environmental degradation, and explore how education can contribute to addressing these issues. The course focuses on integrating development education and education for sustainable development into the curriculum and learning environments through innovative pedagogical approaches. Collaboration, partnerships, and community engagement are emphasized to foster sustainable development through education. Ethical considerations, values, and attitudes in development education and education for sustainable development are also explored.

This course offers a comprehensive exploration of Education for Sustainable Development (ESD) by examining multiple perspectives and challenging conventional notions of sustainable education. Drawing inspiration from diverse academic fields and cultural perspectives, the course aims to integrate sustainable education practices into global contexts. It addresses the shortcomings of traditional education in tackling the challenges posed by globalization and emphasizes the holistic development of the body and mind. Throughout the course, students will engage with diverse perspectives, case studies, and research fields to deepen their understanding of ESD. The impact of Western epistemology on education systems and the sustainability of the globe will be critically examined. Indigenous knowledges will be explored as potential alternatives or supplements to Western knowledge systems.

Course Objectives

1. Introduce meaning, perspectives, terminology, structures, and theoretical foundations for development education.
2. Develop awareness of importance of development education for understanding global issues and sustainable development.
3. Introduce meaning, concepts, and interrelated factors for sustainable development.
4. Address importance and strategies of development education for transformative change.

5. Address importance and strategies of education for transformative change and sustainable development in India.
6. Explore development education and education for sustainable development through complexity theory.

Learning Outcomes

The students will be able to:

1. Describe meaning, importance, typologies, and strategies of development education.
2. Analyse importance of development education for understanding and addressing global issues.
3. Define sustainable development, its importance and principles, and analyse the interconnectedness of social, environmental, and economic factors.
4. Examine importance and strategies of education for transformative change.
5. Examine Indian context and initiatives for transformation and sustainable development.
6. Apply complexity theory to understand development education and education for sustainable development.

Course Modules

MODULE 1: UNDERSTANDING DEVELOPMENT EDUCATION

UNIT 1: CONCEPT AND NATURE OF DEVELOPMENT EDUCATION

- a. Introduction to Development Education (History, Definitions, Perspectives, Terminology, Evolution, and Dynamic Nature)
- b. Typologies of Dev Ed.:
 - a. DE as Dev Awareness
 - b. Learning about development
 - c. Human dev as education
 - d. Global education
 - e. Learning in a global society
 - f. DE as public engagement
 - g. DE as critical pedagogy
- c. Role of Exchange programmes, visits, and volunteering for understanding social justice and inequalities (Effectiveness and Limitations)

UNIT 2: IMPORTANCE OF DEVELOPMENT EDUCATION

- a. Understanding Global Issues: Climate change, Food and water shortage and management, Inequality of wealth distribution, population. Energy, etc.
- b. Global learning and global education (Meaning, Importance, Need)
- c. Development Education and Education for Sustainability (Meaning, Importance, Need, Principles)

UNIT 3: WHAT IS SUSTAINABLE DEVELOPMENT?

- a. Sustainable development (Definition, key principles, and relevance of pros and cons of economic growth for sustainable development)
- b. Interconnectedness of social, environmental, and economic factors.
- c. Impact of globalisation on poverty, inequality and environment

MODULE 2: EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNIT 4: EDUCATION FOR TRANSFORMATIVE CHANGE

- a. Strategies to introduce critical examinations of the global marketplace and explore alternative pathways
- b. Economic growth and neoliberal globalization in development education (Meaning, Importance, Strategies to address challenges of neoliberalism)
- c. Challenging status quo for sustainable development in education (Importance of critical discussions, overcoming reluctance to confront economic growth and consumerism)

UNIT 5: ESD AND EE IN INDIA

- a. Role of education for transformation in India
- b. Indian initiatives for ESD
- c. Environment education in ESD in India (Role, Importance, Impact)

UNIT 6: DE AND ESD FOR ADDRESSING CLIMATE CHANGE

- a. Nature and Complexities of Climate Change
- b. Understanding ESD through Complexity Theory
- c. Role played by DE and ESD (Educating about climate change, Strategies for implementing SDG in schools, colleges, and workplaces, Competencies in Environmental and Sustainability Education (ESE))

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Choose one Sustainable Development Goal (SDG) that resonates with you from the 17 SDGs and analyse its significance for education. Explore how education can contribute to achieving the selected SDG and provide examples of innovative educational initiatives that promote sustainable development. Your analysis should reflect a comprehensive understanding of the interconnections between education and sustainable development. (20 marks)

Assignment 2: Write an essay on the conflict between economic development and sustainable development goals. Use examples from your city/ country to show the conflict between infrastructure development and displacement of

people or removal of forests that act as carbon sinks. Take a stand and justify it in your essay. (20 marks)

Assignment 3: Analyze the impact of sustainable education in addressing global challenges like climate change and inequality. Discuss the role of education in promoting transformative change and challenging the status quo. Provide case studies or examples of successful sustainable education initiatives. Critically assess the relevance and effectiveness of indigenous knowledge in sustainable education. (20 marks)

Reference Section

1. Education Towards Sustainable Development 181 Jaishree Sharma from Emerging Trends in Higher Education in India Concepts and Practices” Edited by K. N. Panikkar and M. Bhaskaran Nair
2. Lahiri, Environment and Developmental Education: Immediate Indian Challenges (pages 171-181) Emerging Trends in Higher Education in India Concepts and Practices” Edited by K. N. Panikkar and M. Bhaskaran Nair
3. Paul Vare,(2020) The Competence Turn, from the book: Competences in Education for Sustainable Development Critical Perspectives, Edited by Paul Vare Nadia Laussetlet Marco Rieckmann, Springer
4. Petra Kuenkel, Elisabeth Kühn, Dominic Stucker and Douglas F. Williamson (2021) Transformative Change Collectively A Practitioner Guide to Realizing the SDGs
5. Roy, P. N., Development and Environment (page 204) Emerging Trends in Higher Education in India Concepts and Practices” Edited by K. N. Panikkar and M. Bhaskaran Nair
6. Selby & Kagawa, (2014) Development Education, Education for Sustainable Development and the Economic Growth Agenda, Development Education in Policy and Practice, Edited by Stephen McCloskey, Macmillan, London
7. Sreedharan, Environment, Development and Education (Pages 193 – 197) from Emerging Trends in Higher Education in India Concepts and Practices” Edited by K. N. Panikkar and M. Bhaskaran Nair
8. Strachan, G. (2014). Development Education and Climate Change. In S. McCloskey (Ed.), Development Education in Policy and Practice. Palgrave Macmillan.

**SEMESTER II – 3 CORE COURSES + DISSERTATION:
PREPARATION OF RESEARCH PROPOSAL**

1. Research Methods in Education and Social Sciences
2. Psychology of the Learner and the Teacher
3. Transformative Approaches in Curriculum Design and Pedagogy
4. Dissertation: Preparation of a Research Proposal

SEMESTER II

CORE COURSE

RESEARCH METHODS IN EDUCATION AND SOCIAL SCIENCES

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

The Research Methods in Education module helps students understand and evaluate different types of research in education and social sciences. It introduces students to the methods used in education research like quantitative, qualitative and mixed approaches and helps them to explore the reasons behind choosing a particular type of research methodology for a study. Students will learn to engage with research as a critical reader, develop a critical stance towards research and its uses and form their own opinions about research, and think about different ways of gaining knowledge through research. They will also learn how to read research critically,

Throughout the course, students will learn about various research concepts and approaches, and how they help us understand different topics in education and social science. This course will enable students to choose a research topic and work on a dissertation as part of the programme.

Course Objectives

1. Introduce need, scope, nature, and types of education research.
2. Develop ability to frame research questions, variables, and hypothesis.
3. Explore research methodologies including quantitative, qualitative, and mixed approaches along with the reasons behind choosing a research methodology.
4. Introduce process of using and designing measurement instruments for data collection.
5. Develop skills of analysis for quantitative and qualitative data.
6. Develop ability to structure, style, and write to report data.

Learning Outcomes

The student will be able to:

1. Explain the nature and significance of research in education, including an overview of fundamental, applied, and action research.
2. Define and understand fundamental research concepts, exploring variables, hypotheses, and research questions.

3. Analyse suitability of different research methods to develop research design.
4. Identify characteristics of a good measuring instrument to design suitable data collection techniques.
5. Demonstrate skills to analyse qualitative and quantitative data.
6. Apply essential structure and style to identify and write a good research report.

Course Modules

MODULE 1: INTRODUCTION TO RESEARCH IN EDUCATION

UNIT 1: INTRODUCTION TO EDUCATION RESEARCH (SS)

1. Education Research: Nature, Scope, Need, Objectives
2. Fundamental, applied and action research (Overview, difference, and significance)
3. Research ethics and plagiarism

UNIT 2: KEY RESEARCH CONCEPTS (T)

1. Research question (Definition, Process of developing research question, Implications for Practice)
2. Variables and Hypothesis (Meaning, Types, Importance, Process of identifying variables and designing hypothesis)
3. Criteria for Good Research (Reliability, Validity, Generalizability, and Implications for Practice)

UNIT 3: RESEARCH METHODS (T)

1. Research design: Selecting research method suited to research question, Designing data collection and analysis based on research method
2. Quantitative and qualitative research methods (Types, Approaches, Strengths and Limitations)
3. Research approaches in education and social sciences: Historical, Survey, Experimental, Case study, and Ethnographic research (Approach, Strengths and Limitations, Overview of tools and techniques used)

MODULE 2: RESEARCH DESIGN AND TOOLS

UNIT 4: TOOLS AND TECHNIQUES IN RESEARCH (P)

1. Data collection techniques, such as surveys, interviews, and observations
2. Characteristics of a good measuring instrument (Validity, Reliability, Sensitivity, Specificity)
3. Tests and Rating scales: Steps in preparing a test and rating scale (item development, item selection, item analysis, and establishing reliability and validity)

UNIT 5: DATA ANALYSIS AND INTERPRETATION (T)

1. Analysis of Quantitative Data: Descriptive Statistical Measures: Selection and Application

2. Analysis of Quantitative Data: Inferential Statistics Based on Parametric and Non-parametric Tests
3. Analysis of Qualitative Data: Content Analysis, Thematic Analysis, Grounded Theory (Strauss)

UNIT 6: REPORT WRITING (SS)

1. Academic writing (Structure and Style)
2. Referencing (Meaning, Importance, APA Guidelines)
3. Evaluating a good research report (Credibility, Accuracy, Relevance, Objectivity/Bias, Implications for Practice)

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Research Methodology Comparison: Evaluate the strengths and limitations of quantitative and qualitative research methodologies and discuss factors that influence their selection in education research. (20 marks)

Assignment 2: Steps in preparing a test or rating scale: Describe the essential steps involved in designing and preparing a test or rating scale. Consider aspects such as item development, item selection, item analysis, and establishing reliability and validity. (20 marks)

Assignment 3: Describe any three different research approaches in education and social sciences. Explain the relationship between each of the research approaches and data collection methods. (20 marks)

Reference Section

1. Anderson, G (1990): Fundamentals of Educational Research: The Falmer Press, London.
2. Best, J.W. & Kahn, J.V. (1993): Research in Education; 7th Ed. Prentice Hall of India Pvt., Ltd., New Delhi.
3. Gay, L.R. (1987). Educational Research, Englewood Cliffs NJ: Macmillan Publishing Company.
4. Kerlinger, F.N. (1964) : Foundations of Behavioural Research (2nd Ed.), Surjeet Publications, New Delhi.
5. Koul, L. (1984): Methodology of Educational Research (2nd Ed.), Vikash Publishing House Pvt. Ltd., New Delhi.
6. Kulbir Singh Siddhu (1992), Methodology of Research in Education, Sterling Publishers Private Limited pg, 252
7. Langenbach, M., Vaughn, C., &Aagaard, L. (1994). An introduction to educational research. Allyn and Bacon.
8. Kahn, J. V. (1998). Research in Education. Allyn and Bacon. <https://ww2.odu.edu/~jritz/attachments/reined.pdf>

9. Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. Jossey-Bas.
10. Campbell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-Experimental Designs for Research..* Chicago: Rand McNally.
11. Garret, H. E. (1958) *Statistics in Psychology and Education*. New York: Longmans Green and Co. 5th edition
12. Ragin, C. C. (1994) *Constructing Social Research: The Unity and Diversity of Method*. Pine Forge Press,
13. Strauss, A. and Corbin, J. (1990) *Basics of Qualitative Research. Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage.

SEMESTER II

CORE COURSE

PSYCHOLOGY OF THE LEARNER AND THE TEACHER

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

The 'Psychology of the Learner and the Teacher' module, explores the relation between psychology and education, focusing on how psychological theories and principles apply to classrooms. Students analyse the application of psychological theories and principles in educational settings, focusing on areas such as learning, motivation, physical and cognitive development, social and emotional development, assessment, and classroom management. Students also learn about ethics and cultural diversity, so they can use evidence-based practices in inclusive learning environments. By the end of the course, students will have a strong understanding of the latest advancements in educational psychology, which will help them address modern educational challenges from a psychological perspective. In the context of education in India, the course takes a human development perspective to understand learners' development and learning, considering socio-cultural factors and different domains of child development. The aim is to inform policy decisions and reimagine curriculum, schooling, teaching, learning, and assessment processes.

Course Objectives

1. Build foundational knowledge of psychology and its applications for education.
2. Introduce and understand growth and development theories.
3. Explore theories and educational implications of motivation, grit, and mindset.
4. Develop awareness of diversity in intelligence and individual differences in learners for inclusive education.
5. Understand and assess personality, its dimensions, traits, theories, and their implications for education.
6. Explore metacognition and development of self-awareness, self-regulation, and a sense of identity in learners.

Learning Outcomes

The students will be able to:

1. Demonstrate understanding of perspectives and theories of major schools of thought in psychology and their educational implications.
2. Explain concepts and theories for growth and development and their applications in education.
3. Examine implications of concepts, dimensions, and theories of motivation, grit, and mindset for learning.
4. Identify and address impact of individual differences in intelligence and abilities on learning for inclusive education.
5. Assess types, traits, and theories of personality and their role in regulating emotions and behaviours relevant for learning outcomes.
6. Apply strategies of metacognition and self-regulation to develop self-awareness and regulatory competence in learners.

Course Modules

MODULE 1: EDUCATIONAL PSYCHOLOGY: CONCEPT AND APPLICATIONS

UNIT 1: FOUNDATIONAL PSYCHOLOGY FOR EDUCATION (T)

1. Schools of thought in Psychology: Structuralism, Psychoanalytical, Behaviourism, Gestalt, Cognitive, Humanistic (Concept, significance, and relevance for education)
2. Development in approaches: Positive Psychology, Cognitive Neuroscience, Evolutionary Psychology (Concept, significance, and relevance for education)
3. Theories of Learning and Educational Implications: Behavioural (Pavlov and Skinner), Cognitive (Bruner and Asubel), Constructivist (Piaget and Vygotsky), Critical Approaches (Shor and Butler)

UNIT 2: GROWTH AND DEVELOPMENT (S)

1. Cognitive Development: Piaget and Vygotsky (Concept, stages, and educational implications)
2. Moral Development: Kohlberg (Concept, stages, and educational implications)
3. Social and Emotional Development: Erikson and Bronfenbrenner (Concept, stages, and educational implications)

UNIT 3: MOTIVATION, GRIT AND MINDSET (T)

1. Motivation, Grit, and Mindset: Concept, types, dimensions, and significance for education, productivity, and self-growth
2. Theories of Motivation: Self-Determination Theory (SDT), Goal Setting Theory, Expectancy-Value Theory, Self-Efficacy Theory, Achievement Goal Theory (Content, Process, and Implication for education)
3. Growth Mindset Theory (Dweck): Concept, Difference between Growth and Fixed Mindset, Implication for Education, and Strategies for cultivating perseverance and grit (eg: breaking tasks into smaller steps, goal-setting, self-regulation)

1. Types of Intelligence: Cognitive, Emotional (Goleman), and Multiple Intelligence (Gardner) (Meaning, Dimensions, Theory and Implication for Education)
2. Individual Differences: Cognitive exceptional children, physically exceptional children, socio-cultural exceptional children, learning disorders
3. Inclusive education: Need, Importance for education, Strategies (differentiated instruction and universal design for classroom and digital learning).

UNIT 5: PERSONALITY: (P)

1. Personality: Concept, types, traits, and theories and their implications for education (Psychoanalytic (Freud), Humanistic (Allport, Rogers), Cognitive (Ellis), Humanistic (Berne), Vedic and Buddhist)
2. Assessment of Personality: Personality inventories and Rating scales, Projective techniques (TAT, Rorschach)
3. Emotional and Behavioural Disorders

UNIT 6: SELF REGULATION AND META-COGNITION (T)

1. Self-regulation: Concept, role in learning, theoretical perspectives on self-regulation, development of self-regulatory competence.
2. Meta-cognition: types of metacognitive learners, knowledge of cognition, control over cognition, role of meta-cognition in proficiency.
3. Strategies for self-regulation and meta-cognition: Mindfulness, journaling, reflection.

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Carry out a case study of a student who demonstrated grit and growth mindset in overcoming significant academic challenges. Identify the specific traits and behaviours that exemplify grit and growth mindset, and explain how these factors contributed to the student's success. Also propose strategies to support and cultivate grit and growth mindset among your own students based on the case study analysis. (20 marks)

Assignment 2: Conduct an in-depth research paper on a specific motivation theory ((e.g., Self-Determination Theory, Goal Setting Theory) and its implications in education. Analyze and interpret research findings related to the theory's application in education. Provide a critical evaluation of the theory's strengths and limitations and discuss practical implications for educators and learners and provide insights into the practical applications of the theory. (20 marks)

Assignment 3: Explore any two fundamental theories of learning of your choice. Conduct a comparative analysis, highlighting both similarities and differences

between the two theories. Apply these theories to real-world educational scenarios to demonstrate their practical significance. (20 marks)

Reference Section

1. Christine M. Rubie-Davies, Jason M. Stephens etc (2015)_The Routledge International Handbook of Social Psychology of the Classroom_
2. Claude Mathis etc (1970)_Psychological Foundations of Education. Learning and Teaching_UNESCO
3. David D. Preiss Robert J. Sternberg (Ed) (2010)_Innovations in Educational Psychology Perspectives on Learning, Teaching, and Human Development_
4. Douglas J. Hacker, John Dunlosky etc._Routledge (2009)_Handbook of Metacognition in Education_
5. Neil J (2011)_SAGE directions in educational psychology Vol.1-5_Salkind,
6. Patricia A. Alexander, Jeffrey A. Greene_Routledge (2017)_Self-Regulation in Education_
7. Paul A. Kirschner, Carl Hendrick (2020)_How Learning Happens Seminal Works in Educational Psychology and What They Mean in Practice_
8. Priti Joshi, Subir Shukla (2019)_Child Development and Education in the Twenty-First Century_
9. William M. Reynolds (Editor)(2003)_Handbook of Psychology, Volume 07, Educational Psychology_ etc.

SEMESTER II

CORE COURSE

TRANSFORMATIVE APPROACHES IN CURRICULUM DESIGN AND PEDAGOGY

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

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This course delves into transformative approaches in curriculum development and pedagogy, encompassing approaches like critical pedagogy, culturally responsive pedagogy, social-emotional learning (SEL) and more. Participants explore the theoretical foundations and best practices of these approaches, examining their potential to foster critical thinking, social justice, and holistic student development. Through project-based learning, collaborative discussions, and reflective assignments, students gain practical skills in designing curricula that embrace diverse perspectives, promote inclusive learning environments, and cultivate students' social-emotional well-being. Drawing on global and local contexts, with a particular focus on the Indian educational landscape, students critically analyse the challenges and opportunities inherent in implementing these approaches, exploring how they can address systemic inequities, cultural diversity, and social change. By the end of the course, students will be equipped with the knowledge, skills, and insights to create and advocate for transformative curricula and pedagogical practices that empower students as active agents of change, fostering a more just and inclusive society.

Course Objectives

1. Explore theoretical foundations of transformative approaches in curriculum development and pedagogy.
2. Introduce critical pedagogy and its implication for decolonisation of education.
3. Build practical abilities to apply strategies of critical pedagogy.
4. Learn from contributions of leading scholars and case studies of exemplary curriculum models.
5. Develop actionable plans for critical pedagogy in Indian school settings.
6. Explore case studies of transformative approaches to learning in Indian schools.

Learning Outcomes

The students will be able to:

1. Define and describe key concepts and models for curriculum development.
2. Evaluate history and importance of critical pedagogy as a tool for transformative education.
3. Apply strategies of critical pedagogy for transformational learning.
4. Analyse exemplary curriculum models and contributions of leading scholars of critical pedagogy.
5. Evaluate effectiveness and apply critical pedagogy tools in the Indian education system.
6. Integrate strategies utilised in exemplar schools in teaching practices.

Course Modules

MODULE 1: INTRODUCTION TO CURRICULUM DEVELOPMENT AND CRITICAL PEDAGOGY

UNIT 1: UNDERSTANDING CURRICULUM DEVELOPMENT (T)

- a. Introduction to Curriculum Development (Definition, Importance, Components)
- b. Curriculum models: Taba, Goodlad, Hunkins (Features, Objectives, Benefits)
- c. History of curriculum development in India

UNIT 2: INTRODUCTION TO CRITICAL PEDAGOGY (P)

- A. Critical Pedagogy (Meaning, History, Importance)
- B. Freire's Critical Pedagogy (Need, Theory, Educational Implications)
- c. Decolonising education through Critical Pedagogies (Colonial project of education, Impact, Role of critical pedagogy in decolonisation of education)

UNIT 3: APPLYING CRITICAL PEDAGOGY (SS)

1. Critical reading (Meaning, Importance, Process)
2. Democratic Learning (Meaning, Importance, Principles, Strategies)
3. Cultural responsiveness and Inclusivity (OSDE Methodology, Dialogic Method for transformation)

MODULE 2: APPLICATION OF CRITICAL PEDAGOGY IN SCHOOLS

UNIT 4: CRITICAL PEDAGOGY IN SCHOOL SYSTEMS – GLOBAL PERSPECTIVES (T)

1. Leading scholars for critical pedagogy: Hooks, Giroux (Approach and Goals for critical pedagogy)
2. Case studies of exemplary curriculum models and global case studies (Social Justice Education, Inclusive Classrooms, Culturally-responsive Curriculums)
3. Impact of critical pedagogy on student outcomes and school culture

UNIT 5: CRITICAL PEDAGOGY IN SCHOOL SYSTEMS - INDIAN CONTEXT (T)

1. Critical pedagogy in the Indian education system (Need, Significance, Implications)
2. Indigenous Critical Pedagogy: Place-based learning and incorporation of Indigenous perspectives, knowledge, and language
3. Developing action plans for critical pedagogy in Indian schools (Cultural considerations and actionable elements: dialogue, active learning, diverse perspectives, and critical consciousness)

UNIT 6: CASE STUDIES FROM INDIA (SS)

1. Swaraj University's experimental learning community (Need, Approach, Impact)
2. Jinan K B University's learning without schooling (Need, Approach, Impact)
3. Pratham Education Foundation's community-based education (Need, Approach, Impact)

Internal Assessment

Any two: 20 marks each – Total 40 marks (Could be done in pairs or more)

Assignment 1: Decolonizing Education Project Write the significance of decolonizing education and indigenous critical pedagogy in India. Identify challenges faced in implementing decolonial practices in the Indian education system. Develop a comprehensive proposal with innovative strategies to decolonize education and promote a more inclusive learning environment. Emphasize the role of critical pedagogy in supporting this transformative process. (20 marks)

Assignment 2: Transformative Curriculum Design Identify a specific school setting in India (primary, secondary, or higher education). Design a detailed curriculum plan that incorporates critical pedagogy principles and aligns with the needs and cultural context of the selected school. Your curriculum should emphasize active learning, critical reading, and inclusive teaching practices. (20 marks)

Assignment 3: Advocacy for Transformative Education: Write a persuasive essay advocating for the incorporation of transformative approaches in the Indian educational system. Your essay should include clear arguments supporting the benefits of transformative education, evidence of how transformative approaches address systemic inequities and cultural diversity. Also include strategies for engaging stakeholders and policymakers to support these approaches. (20 marks)

Reference Section

1. Andreotti, V. (2011). Relativizing Western Knowledge Production in Spaces of Dissensus: The OSDE Methodology. In Actionable Postcolonial Theory in Education (pp. 191 - 216). PALGRAVE MACMILLAN.

2. Apple, Au, & Gandin (2009) Mapping Critical Education - Chapter in Handbook of Critical Education,(Eds Apple, Au, & Gandin) Taylor and Francis, New York
3. Bhabra, Nisancioglu & Gebrial (2018)Decolonising the University, Pluto Press, London (pages 190 – 207 & pages 1 – 18)
4. Cathryn Teasley and Alana Butler Intersecting Critical Pedagogies to Counter Coloniality chapter in Steinberg, S. R & Down, B (THE SAGE HANDBOOK OF CRITICAL PEDAGOGIES,
5. Cathryn Teasley, (XXXX) Global Perspectives – chapter in Steinberg, S. R & Down, B (THE SAGE HANDBOOK OF CRITICAL PEDAGOGIES,)
6. <https://www.swarajuniversity.org>
7. Hyslop-Margison. E. & Sears. A. M., (2006), Neo-Liberalism, Globalization and Human Capital Learning: Reclaiming Education for Democratic Citizenship, Springer, Dordrecht
8. Ira Shor (editor) Paulo Freire (afterword)(1987), Freire for the Classroom A Sourcebook for Liberatory Teaching_BoyntonCook Publishers, (Pages 122-128)
9. Kinchelo J.L. (2008) Critical Pedagogy, Peter Lang New York. (pages45-105)
10. Krishna Kumar (2011) Curriculum Reforms in India Emerging trends in higher education in india – Concepts and practices – by KN PAnnikar and M Bhaskaran Nair (Eds) Dorling Kindersley (India) Pvt. Ltd. (page 156-170)
11. Madhulika Sagaram, Indigenous Critical Pedagogy in Underserved Environments in India, chapter in Steinberg, S. R & Down, B (THE SAGE HANDBOOK OF CRITICAL PEDAGOGIES, (Pages 453–467)
12. MEETING THE CRITICAL PEDAGOGUES – james D Kyrilo, Influenced by Critical Pedagogy: Interviews with Critical Friends S h i r l e y R . S t e i n b e r g - (THE SAGE HANDBOOK OF CRITICAL PEDAGOGIES)
13. Paulo Freire, Ira Shor (auth.)(1987) A Pedagogy for Liberation Dialogues on Transforming Education, Macmillan Education UK – (pages 97 – 120)

SEMESTER II

CORE COURSE

DISSERTATION – PREPARATION OF A RESEARCH PROPOSAL

Internals: 75
Externals: 25

Total Marks: 100
Total Credits: 6

Course Description

The dissertation is an important project for students in the MA Education program. It involves several steps that take place over multiple semesters. In the second semester, students need to select a specific problem related to development education that they want to study. In the second semester, they have to write a proposal explaining how they will do their research, outlining the research methodology they plan to employ in their research

Course Objectives

1. Develop ability to write introduction and research review to establish research gap and significance of their study.
2. Explore quantitative and qualitative approaches to methodology of the study.
3. Introduce tools and techniques for data collection and statistical analysis.

Learning Outcomes

The students will be able to:

1. Analyse and describe existing research to identify and define research questions for their study.
2. Apply knowledge of various quantitative and qualitative methodologies for selecting approach for their study.
3. Select and utilise tools and techniques for data collection to collect primary data for their study.

Course Modules

MODULE 1: HOW TO WRITE A RESEARCH PROPOSAL (WORK SHOP)

UNIT 1: INTRODUCTION

1. Writing the introduction
2. Writing the Research Review to bring out the gaps in research
3. Writing the significance of the study

UNIT 2: METHODOLOGY

1. Selecting the right methodology for the study
2. Quantitative methods

3. Qualitative methods

UNIT 3: TOOLS AND DATA ANALYSIS

1. Introduction to tools and techniques to be used to data collection
2. Selecting and designing tools for data collection
3. Statistical Analysis of the Data

For External Assessment

Presentation on any one topic from the project-based course syllabus.

Internal Assessment

Assignment: Research Proposal Submission

Objective: Develop and submit a research proposal demonstrating your understanding of the research process and your ability to design a meaningful study in education.

Task:

1. Select a Research Topic
2. Research Problem, Rationale and its significance
3. Literature Review: Summarize and synthesize key theories and studies related to your research topic.
4. Research Objectives and Questions: State the objectives and research questions that guide your study.
5. Describe the Research Design and Methodology: Quantitative, qualitative, or mixed-methods) and justify your choice.
6. Explain the sampling strategy and data collection methods you will use.
7. Describe the data analysis techniques you will employ to answer your research questions.
8. Identify any ethical considerations and how you will address them.
9. Set a realistic timeline and identify necessary resources for your research.

Submission Guidelines:

- Format your proposal using APA style.
- Include proper citations and a reference list.
- The proposal should be approximately 10 pages

Reference Section

1. Anderson, G (1990): Fundamentals of Educational Research: The Falmer Press, London.
2. Best, J.W. & Kahn, J.V. (1993): Research in Education; 7th Ed. Prentice Hall of India Pvt., Ltd., New Delhi.
3. Gay, L.R. (1987). Educational Research, Englewood Cliffs NJ: Macmillan Publishing Company.
4. Kerlinger, F.N. (1964) : Foundations of Behavioural Research (2nd Ed.), Surjeet Publications, New Delhi.
5. Koul, L. (1984): Methodology of Educational Research (2nd Ed.), Vikash Publishing House Pvt. Ltd., New Delhi.
6. Kulbir Singh Siddhu (1992), Methodology of Research in Education, Sterling Publishers Private Limited pg, 252
7. Magre S, Francis R (2021), Classroom Dynamics : Action Research, Lambert Academic Publishing House, UK.
8. Langenbach, M., Vaughn, C., & Aagaard, L. (1994). An introduction to educational research. Allyn and Bacon.
9. Kahn, J. V. (1998). Research in Education. Allyn and Bacon. <https://ww2.odu.edu/~jrirtz/attachments/reined.pdf>
10. Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2006). Methods in educational research: From theory to practice. Jossey-Bas.
11. Campbell, D. T. & Stanley, J. C. (1963). Experimental and Quasi-Experimental Designs for Research.. Chicago: Rand McNally.
12. Garret, H. E. (1958) Statistics in Psychology and Education. New York: Longmans Green and Co. 5th edition
13. Ragin, C. C. (1994) Constructing Social Research: The Unity and Diversity of Method. Pine Forge Press,
14. Strauss, A. and Corbin, J. (1990) Basics of Qualitative Research. Grounded Theory Procedures and Techniques. Newbury Park, CA: Sage.

SEMESTER III – ANY 3 ELECTIVE COURSES + DISSERTATION: LITERATURE REVIEW & DATA COLLECTION

II. ELECTIVE COURSES – ANY THREE FROM FIVE

Students could choose from a range of elective courses that reflect their interests and career goals, and which align with the learning outcomes of the program. They will choose three out of the following 4 courses.

1. Education for the Knowledge Economy
2. Diversity, Equity and Social Justice in Education
3. **Development Economics and Data Analysis** [Education and Economic Development](#)
4. Education System – Players, Stakeholders & Beneficiaries
5. Dissertation: Literature Review and Data Collection – Compulsory for all

SEMESTER III

ELECTIVE COURSE – (ANY 3)

EDUCATION FOR THE KNOWLEDGE ECONOMY

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

The course "Education for the Knowledge Economy" explores the intersection between education and the dynamic landscape of the knowledge economy.

The course examines the features of the knowledge economy and its distinguishing characteristics. Students will explore the significance of knowledge, innovation, and technology as drivers of economic growth and societal development. Students will critically evaluate the implications of the knowledge economy for education systems, institutions, and practices. Pedagogical approaches that foster critical thinking, creativity, collaboration, and problem-solving will be explored, equipping students with practical strategies for implementation.

While the knowledge economy holds immense potential for economic growth and societal development, it also poses challenges in terms of equity and inclusion. Addressing these inequalities in the knowledge economy requires a multi-faceted approach that encompasses education, technology access, policy changes, collaborative efforts, and targeted support for underrepresented groups.

The role of technology in education for the knowledge economy will be emphasized, with a focus on leveraging digital tools to enhance learning outcomes and promote digital literacy. Lifelong learning will also be emphasized, with an exploration of strategies to foster continuous learning among students and educators.

Course Objectives

1. Analyse features and characteristics of knowledge economy, including the significance of knowledge, innovation, and technology as drivers of economic growth and societal development.
2. Introduce concepts and theories of knowledge and knowledge development.
3. Explore pedagogical models for the knowledge economy.
4. Provide insights on role and impact of ICR in transforming learning in the knowledge economy.
5. Understand meaning, need, and components of 21st Century learners.

6. Develop skills for use of ICT, collaboration, and innovation for work in knowledge economies.

Learning Outcomes

Students will be able to:

1. Describe characteristics and role of knowledge economy for sustainable development.
2. Apply concepts and theories of knowledge and knowledge development.
3. Identify and utilise pedagogical models for the knowledge economy.
4. Describe role of ICT in developing knowledge economies.
5. Identify and apply needs of 21st century learners for teaching in the knowledge economy.
6. Demonstrate skills relevant and important for the knowledge economy.

Course Modules

MODULE 1: UNDERSTANDING THE KNOWLEDGE ECONOMY

UNIT 1: INTRODUCTION TO KNOWLEDGE ECONOMY (T)

1. Definition, Characteristics, and Role of Knowledge Economy
2. Social Implications of Knowledge Economy (Labour Market, Preservation of Cultural Diversity and Indigenous Knowledge)
3. Role of Knowledge Economy in Sustainable Development of Societies

UNIT 2: CONCEPTS AND THEORIES RELATED TO KNOWLEDGE (SS)

1. Distinguishing Knowledge and Information
2. Knowledge Creation for Economic Growth
3. Information and Communication Technologies and Knowledge Development

UNIT 3: PEDAGOGIES FOR THE KNOWLEDGE ECONOMY (T)

1. Learner-Centred Models
2. Assessing for Deeper Understanding and Competency
3. Project and Problem-based Learning and Real-world Learning Activities

MODULE 2: EDUCATIONAL FRAMEWORKS AND STRATEGIES FOR THE KNOWLEDGE ECONOMY

UNIT 4: KNOWLEDGE DEVELOPMENT AND LEARNING IN THE KNOWLEDGE ECONOMY (SS)

1. Role of ICT in Developing knowledge economies (Mass production of Knowledge, Creativity and Innovation)
2. Role of AI, Generative AI and AGI
3. Impact of ICT and AI in transforming learning

UNIT 5: UNDERSTANDING 21ST CENTURY LEARNERS (P)

1. 21st Century Learners (Ease of Access to Information and AI, Impact on Teacher Role and Functions, Educating for ingenuity)

2. Meaning, Need and Importance of 21st Century Skills
3. Components of 21st Century Skills (4Cs, IMT, FLIPs)

UNIT 6: DEVELOPING SKILLS FOR THE WORLD OF WORK (T)

1. Role of ICT in Education (Enhanced Access and Educational Attainment, Life-long Learning)
2. Cultivating Collective Intelligence and Creativity (Through Collaboration and Innovation)
3. Citizenship in Knowledge Societies

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Examine the skills learners need for work and life in the knowledge economy and explore the innovative teaching practices that support the development of these skills. (20 marks)

Assignment 2: Design learning activities and ICT based learning experiences to develop skills of creativity, self-directed learning, collaboration skills, critical thinking and problem solving, communication. (20 marks)

Assignment 3: Develop an assessment framework to evaluate students' comprehension, critical thinking skills, and ability to apply knowledge in the context of the knowledge economy and design assessment methods such as case studies or projects that align with the course objectives. (20 marks)

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2. Castells, M. (2000). The Rise of the Network Society. Oxford: Blackwell.
3. Cerroni A (2007) Individuals, knowledge and governance in 21st century society. Journal of Science Communication, <https://doi.org/10.22323/2.06040304>
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19. Partnership for 21st Century Skills (2009). *A Framework for Twenty-First Century Learning*. <http://www.p21.org/>
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21. Stehr, N., Ruser, A. (2018). *Knowledge Society, Knowledge Economy, and*
22. Tuomi, I. (2005). *The future of learning in the knowledge society: Disruptive changes for Europe by 2020* <http://www.meaningprocessing.com/personalPages/tuomi/articles/f>
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SEMESTER III

ELECTIVE COURSE – (ANY 3)

DIVERSITY, EQUITY AND SOCIAL JUSTICE IN EDUCATION

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

This course offers a comprehensive exploration of inclusive education in the Indian context, focusing on the needs of children with learning disabilities, children from socially marginalized sections of society, and children with physical disabilities. Students will develop the knowledge, skills, and attitudes necessary to create inclusive classrooms that provide equitable learning opportunities for all students. The course combines theoretical foundations with practical strategies and best practices for fostering inclusive environments.

Students will examine the principles and historical perspectives of inclusive education in India and gain an understanding of the challenges faced by diverse learners. The course delves into the legal and policy frameworks surrounding inclusive education, emphasizing the Rights of Persons with Disabilities Act, 2016 and inclusive education initiatives by the Government of India. The course emphasizes inclusive pedagogical strategies, including differentiated instruction, Universal Design for Learning (UDL), and assistive technologies.

The course also introduces the students to the fascinating topic of gender, sexuality, and women's studies, as well as LGBTQIA identities, in order to aid them in responding to these crucial questions. The students will explore and analyse how identity shapes our experiences in culture and at work using a variety of multidisciplinary concepts, techniques, and methodologies.

At the end, students will be equipped to advocate for inclusive education practices, reflect on their own beliefs and biases, and contribute to the development of inclusive classrooms within schools and communities.

Course Objectives

1. Analyse principles and historical perspectives of inclusive education.
2. Explore needs of diverse learners, including learners with physical and learning disabilities, and marginalised backgrounds.
3. Discuss provisions and implications of Rights of Persons with Disabilities Act, 2016.
4. Develop skills to apply inclusive pedagogical strategies of differentiated instruction, universal design for learning, and assistive technologies.

5. Investigate intersections of gender, sexuality, and women's studies in context of education in India.
6. Build skills for advocacy and contribution to inclusive education.

Learning Outcomes

Students will be able to:

1. Explain principles and historical perspectives underpinning inclusive education.
2. Apply skills to identify needs and challenges to learning for children with learning disabilities, physical disabilities, and from socially marginalised sections.
3. Describe rights of persons with disabilities established through Rights of Persons with Disabilities Act, 2016 and its applications in educational settings.
4. Utilise tools of instructional design, universal design for learning, assistive technologies, and self-awareness for inclusive pedagogies.
5. Analyse impact of gender and sexuality on education and educational settings and promote gender-sensitive and equitable education.
6. Apply skills for advocacy and contributing to social justice, equity, and inclusion in education.

Course Modules

MODULE 1: FOUNDATIONS OF INCLUSIVE EDUCATION IN INDIA

UNIT 1: PRINCIPLES AND HISTORICAL PERSPECTIVES (T)

1. Principles of Inclusive Education
2. Historical Perspectives of Inclusive Education in India
3. Case studies on successful inclusive education models

UNIT 2: NEEDS OF DIVERSE LEARNERS (SS)

1. Identifying the needs of children with learning disabilities
2. Challenges faced by children from socially marginalized sections
3. Understanding the unique requirements of children with physical disabilities

UNIT 3: RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016 (P)

1. Analysis of Rights of Persons with Disabilities Act, 2016
2. Implications and applications in the educational context
3. Case studies on the implementation of the Act in schools

MODULE 2: INCLUSIVE PEDAGOGY

UNIT 4: INCLUSIVE PEDAGOGICAL STRATEGIES (T)

1. Differentiated Instruction and Universal Design for Learning (UDL): Concept, Principles and Practical Application (Lesson Plans and Differentiation Strategies) of

2. Importance and Tools for Integrating Assistive Technologies to support diverse learners
3. Importance of Developing Self-Awareness (Impact of Biases, Assumptions, and Personal Values on Teaching Practices, Strategies for Self-Reflection and Growth)

UNIT 5: INTERSECTIONALITY OF GENDER, SEXUALITY, AND WOMEN'S EDUCATION (T)

1. Impact of Gender and Sexuality on Education and Educational Settings
2. History and Impact of Role of Women and Rise of Women's Studies in Education
3. Case Studies on promoting gender-sensitive, LGBTQIA-inclusive, and equitable education

UNIT 6: ADVOCACY AND CONTRIBUTION FOR INCLUSIVE EDUCATION (SS)

1. Skill-building for Advocating Inclusive Practices
2. Contributing to the development of inclusive policies and programs
3. Collaborative projects addressing equity, social justice, and inclusion in education

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Inclusive Lesson Plan: Choose a specific subject and grade level. Develop a detailed lesson plan that incorporates differentiated instruction and UDL principles. Provide a rationale for the inclusive strategies chosen and demonstrate how the lesson caters to diverse learners. (20 marks)

Assignment 2: Critical Reflection on Personal Bias: Reflect on personal beliefs and biases related to inclusive education. Discuss how these beliefs might influence teaching practices. Propose strategies for addressing and mitigating personal biases in the classroom. (20 marks)

Assignment 3: Advocacy Project: Identify an issue related to inclusive education within a specific context (e.g., a school, community, or organization). Develop an advocacy project that addresses the identified issue. Present the project in a format suitable for advocating within educational institutions, NGOs, or government organizations. (20 marks)

Reference Section

1. Anindita Datta (ed) (2020), Gender, Space and Agency in India Exploring Regional Genderscapes
2. Bharat Rathod (2022), Dalit Academic Journeys Stories of Caste, Exclusion and Assertion in Indian Higher Education, Routledge

3. Choudhury, P. K., & Suresh Babu, G. S. (Eds.). (2021). Contextualising Educational Studies in India: Research, Policy, and Practices. Routledge.
4. Disabled_persons_in_India_2016
5. Fabio Dovigo (eds.), Special Educational Needs and Inclusive Practices An International Perspective
6. Gail Crimmins, Strategies for Supporting Inclusion and Diversity in the Academy Higher Education, Aspiration and Inequality
7. Ghanshyam Shah, Joseph Bara (2020)_Social Inclusion and Education in India Scheduled Tribes, Denotified Tribes and Nomadic Tribes_
8. Ghanshyam Shah, Kanak Kanti Bagchi etc, (2020), Education and Caste in India The Dalit Question_
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10. John Salvia, James Ysseldyke, Sara Bolt, Assessment In Special and Inclusive Education, Eleventh Edition
11. Lorraine Graham, Jeanette Berman, Anne Bellert, Sustainable Learning Inclusive Practices for 21st Century Classrooms
12. Madhumita Puri, Madhumita Puri, George Abraham ; Handbook of inclusive education for educators, administrators, and planners within walls, without boundaries
13. Maya Kalyanpur, 2022_Development, Education and Learning Disability in India_
14. Nadine Dolby, Fazal Rizvi (2007)_Youth Moves Identities and Education in Global Perspective
15. Nandini Ghosh (eds.) (2016), Interrogating Disability in India Theory and Practice
16. Nandini Manjrekar (2021), Gender and Education in India A Reader
17. Rajat Kanta Ray Julia Leslie Mary McGee (2000)_Invented Identities The Interplay of Gender, Religion and Politics in India_
18. Sailaja Chennat, Disability, Inclusion and Inclusive Education
19. Satish Deshpande (eds), (2012)_Beyond Inclusion The Practice of Equal Access in Indian Higher Education

SEMESTER III
ELECTIVE COURSE – (ANY 3)

EDUCATION AND ECONOMIC DEVELOPMENT

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

(NA)

This course places a strong emphasis on understanding the dynamic relationships between education, economics, and development, while equipping students with the knowledge and skills to promote social justice, equity, and inclusion in educational systems.

Throughout this program, students will delve into the theoretical foundations of development education, economics, and their intersections with education. They will critically analyse the role of education in addressing global development challenges, including poverty, inequality, and sustainable development goals, with a focus on fostering social justice and inclusive practices.

The program offers a rigorous exploration of the economic dimensions of education, including the economics of education investments, financing mechanisms, and policy interventions. Students will gain an understanding of how economic factors shape educational systems and learn to advocate for effective resource allocation and equitable access to education.

A key component is the development of strong analytical skills in interpreting and utilizing data related to education, economics, and development. Students will learn to critically assess educational indicators, economic trends, and development outcomes, enabling them to make evidence-based decisions and contribute to policy formulation.

Course Objectives:

1. Introduce debates, determinants, and indicators for analysing growth and development.
2. Provide insights into relevance and importance of education as a means for growth and development.
3. Explore policies for education in India and interlinkages with growth and development.
4. Introduce types of funding and new market mechanisms for education.
5. Explore different types of data for understanding the education sector.

6. Develop competency for identifying, understanding, and analysing data related to education, economics, and development.

Learning Outcomes

The students will be able to:

1. Explain meaning, concepts, and definition of economic development.
2. Appraise role of education and the sector in development and growth.
3. Describe the policy landscape and impact of reforms in education and development through education.
4. Examine various types and mechanisms for financing education.
5. Describe education sector by utilising different types of education-related data.
6. Evaluate the education sector by analysing different education and development-related data.

Course Modules

MODULE 1: ECONOMIC GROWTH, DEVELOPMENT, AND EDUCATION

UNIT 1: UNDERSTANDING GROWTH AND DEVELOPMENT

1. Debates on Differences in Economic Growth, Economic Development, Inclusive Development, Human Development, Sustainable Development and Sustainable Development Goals
2. Determinants of Growth and Development
3. Development Indicators (PQLI, HDI, MDPI, SDG Index, etc.)

UNIT 2: EDUCATION AS A MEANS FOR GROWTH AND DEVELOPMENT

1. Relevance and Importance of Education for Development
2. Education as a measure of Development
3. Indicators for measuring education as a development indicator

UNIT 3: POLICIES FOR EDUCATION, GROWTH AND DEVELOPMENT

1. Examining the policy narratives and shifts for educational practice
2. Investigating the relationship between education, poverty, and inequality
3. Economic discourse of competition, efficiency, and accountability and its impact on the educational discourse of policy and practice

MODULE 2: EDUCATION SECTOR AND INDIAN ECONOMY

UNIT 4: EDUCATION FINANCING FOR ECONOMIC DEVELOPMENT

1. Debates on Funding of Education
2. Types of Education Funding: Public funds vs private capital, foreign aid, philanthropic funding, public-private partnership; and impact of centre-state relations
3. New Market mechanisms in education

UNIT 5: DATA AND EDUCATION SECTOR

1. Demographic data (enrollments, dropout rates, gender, social-economical-regional characteristics, etc.)
2. Learning Data: Emerging trends Functional Literacy and Numeracy, National Achievement Surveys, Performance Grading Index, issues in the performance of pupils across various national and state exams.
3. Education process data (PTR, Demand and Supply of Teachers, availability of infrastructure)

UNIT 6: UNDERSTANDING THE EDUCATION SECTOR IN NUMBERS

1. Data sources for Demographic, Learning, and Process Data
2. Budget and Finance data sources
3. Analysing data for understanding the sector

Internal Assessment

Any two from the first two assignments. Group assignment compulsory. 20 marks each – Total 40 marks

Assignment 1: Exploring Education Data Sources: Select a specific education data source from the assigned databases. Write a 300-500 words summary explaining the purpose, scope, and key features, identify and describe three types of information you can extract from this and discuss the potential applications of the data in policymaking and research and present findings visually via PowerPoint or infographic. (20 marks)

Assignment 2: Analysing Learning Data Trends: Choose a specific dataset related to learning data. Analyse trends in literacy and numeracy, identify challenges and issues in the performance of students across different exams, considering factors like gender, socio-economic background, and regional characteristics. Propose potential strategies to address the identified challenges visually via PowerPoint or infographic. (20 marks)

Group Assignment 3: Exploring Funding Sources: Select a financing source (e.g., government funding, public-private partnerships) from the unit. Research and summarize key points, creating an infographic or poster using simple language and visuals. Present the infographic or poster to the class, fostering discussion and understanding of the chosen financing source. (20 marks)

Reference Section

1. Bradley, S. and Green, C. (2020). The Economics of Education: A Comprehensive Overview, Second Edition, Elsevier Ltd.

2. Simon McGrath (2010). The role of education in development: an educationalist's response to some recent work in development economics, *Comparative Education*, 46:2, 237-253.
3. Tilak, J. B., & Ghosh. (2018). *Education and development in India*. Palgrave Macmillan.
4. Tilak, J. B., & Panchamukhi, Pushkarni (2023) *Globalization and political economy of education development in South Asia*, Editor(s): Robert J Tierney, Fazal Rizvi, Kadriye Ercikan, *International Encyclopedia of Education (Fourth Edition)*, Elsevier, Pages 425-446,
5. <http://data.uis.unesco.org/index.aspx?queryid=3409>
6. <https://dpgi.udiseplus.gov.in/>
7. <https://dsel.education.gov.in/pab-minutes>
8. https://epwrfits.in/Educational_Statistics_Main.aspx
9. <https://nas.education.gov.in/home>
10. https://ndap.niti.gov.in/catalogue?sectors=16&search=Variables%2CDataSetInfo&query=*&domain=nda<https://nipunbharat.education.gov.in/fls/sList.aspx>
11. <https://udiseplus.gov.in/#/page/publications>
12. <https://uil.unesco.org/literacy/effective-practices-database-litbase>
13. <https://www.education.gov.in/statistics-new>
14. <https://www.indiastat.com/data/education>
15. <https://www.indiastatdistricts.com/>

SEMESTER III

ELECTIVE COURSE – (ANY 3)

THE EDUCATION SYSTEM – PLAYERS, STAKEHOLDERS & BENEFICIARIES

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

This course offers a comprehensive exploration of the Indian education system within the context of international development. It introduces learners to various players and stakeholders, both public and private, involved in shaping the landscape of education in India. This includes government bodies, private organizations, and international development agencies. This also includes alternative education systems, innovative approaches in education.

Students will gain an understanding of the roles and responsibilities of these players in the education sector. They will examine the government's role in formulating education policies and implementing reforms to ensure access, equity, and quality education for all. They will also explore the role, contributions and challenges faced by private organizations in the education sector, examining their innovative approaches, impact, and potential limitations.

The course will also delve into the interaction between these players and international development agencies, such as DFID, World Bank, UNESCO, and UNDP. Students will analyse the role of these organizations in supporting educational initiatives in India and the challenges they encounter in achieving sustainable education goals and the benefits to the students in the long run.

Students will finally have a comprehensive understanding of the dynamics between government bodies, private organizations, and international development agencies in the Indian education system. They will critically evaluate their contributions, policies, and approaches, while considering the perspectives and needs of education beneficiaries. Students will be equipped with the knowledge to propose recommendations for collaborative and effective strategies to enhance education in India.

Course Objectives:

1. Familiarize with key players in the field of international development and their roles in education, with a specific focus on India.

2. Explore innovative approaches to education and understand the roles and responsibilities of various stakeholders in the education system.
3. Discuss policy landscape and impact of reforms in the Indian Education Sector.
4. Explore contribution of private institutions in shaping education through curriculum development and innovative approaches.
5. Develop critical awareness of role of foreign aid in education and its long-term implications, benefits and drawbacks.
6. Ascertain challenges arising from interplay of multiple stakeholders and devise recommendations for cooperation and collaboration.

Learning Outcomes

The students will be able to:

1. Explain roles and responsibilities of key players in the Indian education system, including government bodies, private organisations, and international development agencies.
2. Examine alternative education systems, innovative methods, and challenges faced, considering potential limitations.
3. Analyse the formulation and implementation of education policies in India.
4. Evaluate innovations in education by private organizations, assess challenges in implementation, and consider the balance between profit and social impact.
5. Critically analyse the historical overview of foreign aid in education, assessing long-term implications and balancing benefits and drawbacks.
6. Develop recommendations for collaborative strategies in education based on the perspectives of education beneficiaries, focusing on building effective partnerships and considering ethical considerations.

Course Modules

MODULE 1: INTRODUCTION TO THE INDIAN EDUCATION SYSTEM

UNIT 1: KEY PLAYERS IN EDUCATION SECTOR (T)

1. Government Bodies (Role and Responsibilities, Challenges and Potential)
2. Private Organisations (Role and Responsibilities, Challenges and Potential)
3. International Development Agencies (Role and Responsibilities, Challenges and Potential)

UNIT 2: ALTERNATIVE EDUCATION SYSTEMS (S)

1. Overview of Alternative Approaches
2. Innovative Methods in Education

3. Challenges and Potential Limitations of Alternative Approaches and Innovative Methods

UNIT 3: FORMULATION AND REFORM OF EDUCATION POLICIES (T)

1. Evolution of Policy landscape in Education (Historical Overview, Contemporary Policy Framework, Policy Implementation)
2. Challenges of access, equity, and quality in education
3. Educational Reforms in India (Reforms, Impact, and Future Directions)

MODULE 2: CONTRIBUTION OF NON-GOVERNMENTAL STAKEHOLDERS

UNIT 4: PRIVATE INSTITUTIONS SHAPING EDUCATION (T)

1. Innovations in Education by Private Organizations (Curriculum Development, Innovative Approaches Adopted, etc)
2. Challenges Faced in Implementation and Examining Potential Limitations
3. Balancing Profit and Social Impact

UNIT 5: ANALYSIS OF FOREIGN AID (S)

1. Historical Overview of Foreign Aid in Education
2. Critically Evaluating Long-Term Implications
3. Balancing Benefits and Drawbacks

UNIT 6: INTERACTION AND COLLABORATION BETWEEN PLAYERS (P)

1. Collaboration between Government, Private, and International Entities
2. Case Studies of Successful Collaborations and Challenges in Intersectoral Cooperation
3. Recommendations for Collaboration (Perspectives of Education Beneficiaries, Building Effective Partnerships, Ethical Considerations)

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Player Profiles: Choose one government body, one private organization, and one international development agency involved in education in India. Create concise profiles highlighting their roles, responsibilities, and contributions. (20 marks)

Assignment 2: Policy Analysis and Recommendations: Select a recent education policy in India. Analyse its objectives, challenges in implementation, and propose recommendations for improvement. (20 marks)

Assignment 3: Vision for Inclusive Education: Develop a vision statement outlining collaborative strategies involving government bodies, private organizations, and international agencies to enhance inclusive education. Justify the proposed strategies. (20 marks)

Reference Section

1. Bradley, S. and Green, C. (2020). *The Economics of Education: A Comprehensive Overview*, Second Edition, Elsevier Ltd.
2. Cerroni A (2007) Individuals, knowledge and governance in the 21st century society. *Journal of Science Communication*, <https://doi.org/10.22323/2.06040304>
3. Chetan Sinha (2023), *Power Dynamics in Education Shaping the Structure of School Education in India*
4. Jandhyala B. G. Tilak (2017), *Higher Education, Public Good and Markets*, Routledge India
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6. Krishna Kumar (ed) (2021), *The Routledge Handbook of Education in India Debates, Practices, and Policies*, Routledge
7. Ramdas Rupavath (2022), *Politics of Education in India A Perspective from Below*
8. Santosh Mehrotra (Ed) (2006), *The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs*, SAGE Publications
9. Tilak, J. B., & Ghosh. (2018). *Education and development in India*. Palgrave Macmillan.

SEMESTER III
PROJECT BASE COURSE – DISSERTATION

DISSERTATION: LITERATURE REVIEW AND DATA COLLECTION

Internals: 75
Externals: 25

Total Marks: 100
Total Credits: 6

Course Description

In this semester students will be provided with the necessary skills to conduct a comprehensive literature review and collect relevant data for research purposes. Students will learn how to search for and critically evaluate scholarly articles, books, and other sources of information related to their research topic. The course also covers methods for organizing and synthesizing literature to identify research gaps and develop research questions. In addition, students will be introduced to various data collection techniques – both qualitative, such as surveys, interviews, and observations, and quantitative like checklists, rating scales and multiple-choice questions. This will equip students with the fundamental knowledge and practical tools needed to undertake a thorough literature review and collect high-quality data for their research projects.

Course Objectives

1. Guide completion of comprehensive review of literature relevant to research questions.
2. Develop knowledge for organising and synthesising literature for writing an effective literature review.
3. Develop practical skills through simulations and scenarios for effective data collection with rigour.

Learning Outcomes

The students will be able to:

1. Explain importance and process of conducting literature reviews in research for framing precise research questions.
2. Apply knowledge and skills for structuring and writing literature reviews.
3. Design and implement research instrument for data collection in consideration of rigour and ethics.

Course Modules

Although the theory is covered in Semester 2 in their Research Course, workshops will explore the practical aspects through the following modules.

MODULE 1: NAVIGATING THE RESEARCH LANDSCAPE (P)

UNIT 1: INTRODUCTION TO COMPREHENSIVE LITERATURE REVIEWS

1. Importance of literature reviews in research
2. Techniques for effective literature search and retrieval
3. Critical evaluation of scholarly articles and books

UNIT 2: ORGANIZING AND SYNTHESIZING LITERATURE

1. Methods for organizing information to identify research gaps
2. Synthesizing literature to develop meaningful research questions
3. Techniques for structuring and writing literature reviews

UNIT 3: ORGANIZING AND SYNTHESIZING LITERATURE

1. Practical exercises on designing surveys and interviews
2. Simulated observations and data collection scenarios
3. Ethical considerations and maintaining rigour in data collection

For External Assessment

Presentation on any one topic from the project-based course syllabus.

Internal Assessment

Review of Related Literature Chapter:

Write a comprehensive review of related literature for your chosen research topic. The literature review should cover key studies, theories, and findings related to the variables in your study. Pay special attention to identifying research gaps and synthesizing existing knowledge to formulate meaningful research questions for your study.

Selection and Preparation of Data Collection Tools:

Choose appropriate data collection tools for your study. Justify your selection based on the nature of your research questions and the type of data you aim to collect. If necessary, modify existing tools or design new ones. Include a brief discussion on the reliability and validity of the selected tools.

Selection of Sample and Sampling Procedure:

Define your target population and explain the rationale for selecting a specific sample. Outline the sampling procedure you have employed. Discuss the potential biases of your sampling and how you plan to mitigate them.

Data Analysis Plan:

Describe the data analysis methods you intend to use. Specify whether you will employ qualitative or quantitative analysis or a combination of both. Provide a

rationale for your chosen methods and outline the steps involved in data analysis. Mention any statistical tools or software you plan to utilize.

Reference Section

1. Bryman, A. (2012). *Social Research Methods* (4th ed.). Oxford University Press.
2. Gall, M., Gall, J. Walter, B. (2007) *Educational Research An Introduction*; Pearson Education Inc.
3. Galvan, J. L., & Galvan, M. C. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (7th ed.). Routledge.
4. Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students* (2nd ed.). SAGE.
5. Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., & Buntins, K. (2020). *Systematic Reviews in Educational Research: Methodology, Perspectives, and Application*. Springer VS. Open access under the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

SEMESTER IV – DISSERTATION + INTERDISCIPLINARY + ABILITY ENHANCEMENT

Ability Enhancement Courses (Any one)

1. Digital Pedagogy: Crafting Virtual Learning Experiences
2. Global Citizenship and Education – Policies & Practices

Interdisciplinary Courses (Any one)

1. Climate Change, Mitigation and Adaptation
2. Education, Conflict and Peace for Global Citizenship

Project Based Course – Dissertation

Data Analysis, Interpretations, Recommendations and Report Writing and Submission of Report

III. ABILITY ENHANCEMENT COURSES – ANY ONE

DIGITAL PEDAGOGY: CRAFTING VIRTUAL LEARNING EXPERIENCES

GLOBAL CITIZENSHIP AND EDUCATION – POLICIES & PRACTICES

SEMESTER IV

ABILITY ENHANCEMENT COURSE – (ANY 1)

DIGITAL PEDAGOGY: CRAFTING VIRTUAL LEARNING EXPERIENCES

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

Digital Pedagogy: Crafting Virtual Learning Experiences offers a comprehensive exploration of the dynamic world of virtual learning while emphasising on creating an inclusive and accessible online education environment, addressing bias, prejudice, and ensuring equitable technological access for all students. Designed to equip students with the essential knowledge and skills, the course covers a range of topics crucial to effective online education. Students gain an understanding of the foundations of online learning, including its advantages, disadvantages, and historical context. They learn about management systems and online platforms, discovering how to navigate and create engaging virtual classrooms. Instructional design principles are explored, helping students structure course content and integrate multimedia elements for optimal learning experiences.

The course also focuses on effective online teaching strategies, including facilitating discussions, providing feedback, and fostering student motivation. Students learn to design assessments aligned with learning objectives and evaluate online learning outcomes. Additionally, they explore the importance of building inclusive online communities and promoting digital literacy among educators and learners. The course emphasises on creating an inclusive and accessible online education environment, addressing bias, prejudice, and ensuring equitable access for all students. By the course's conclusion, students will possess the necessary skills to navigate the complexities of online education and create engaging, inclusive, and effective virtual learning environments.

Course Objectives

1. Develop foundational understanding of principles and theories that underpin virtual learning environments.
2. Introduce online management systems (LMS) and its features for engaging students and enhancing learning experiences.
3. Develop ability to design and integrate multimedia elements and online activities for promoting interaction and engagement in virtual learning environments.

4. Explore instructional design principles and strategies specifically tailored for online education and integrate multimedia elements and online activities that support learning.
5. Promote implementation of effective online teaching strategies to motivate active learning in virtual environments.
6. Develop awareness of biases in virtual learning and strategies to create inclusive, equitable, and culturally sensitive virtual learning environments.

Learning Outcomes

Students will be able to:

1. Describe the fundamental principles and theories of effective virtual learning environments.
2. Design and manage engaging virtual classrooms incorporate multimedia elements to enhance learning experiences.
3. Demonstrate ability to develop and integrate multi-media elements and online activities to foster engagement and participation.
4. Apply principles of instructional design to achieve learning outcomes and support active learning.
5. Integrate effective online teaching strategies to facilitate meaningful discussions, provide constructive feedback, and foster student motivation.
6. Design strategies to address bias, prejudice, and promote equity in virtual learning environments, ensuring equitable access and participation for all students.

Course Modules

MODULE 1: FOUNDATIONS OF VIRTUAL LEARNING

UNIT 1: INTRODUCTION TO VIRTUAL LEARNING (T)

1. Virtual Learning (Meaning; Principles: Active Learning, Engagement, Collaboration, Personalisation; Benefits: Flexibility, Accessibility, Self-paced; Challenges: Limited social interaction, distractions, technology dependencies)
2. Evolution of virtual learning (Early distance education to modern online learning platforms, Key figures and their contributions)
3. Learning theories that inform effective virtual learning environments (constructivism, connectivism, and social learning theory)

UNIT 2: ONLINE MANAGEMENT SYSTEMS (T)

1. Online management systems (LMS) and platforms (Canvas, Moodle, and Blackboard) (Benefits, Limitations, Features for course management, communication, assessment)
2. Strategies to create visually appealing and engaging virtual classrooms (Design and Implementation of LMS tools and multimedia elements)
3. Interactive elements (Benefits of discussions, polls, and simulations for student engagement and participation)

UNIT 3: MULTIMEDIA INTEGRATION FOR ENHANCED LEARNING (SS)

1. Introduction to Multimedia elements (Videos, images, and interactive tools and benefits for student understanding, motivation, retention, interaction, and participation)
2. Evaluating, selecting, and integrating multimedia elements to support learning objectives
3. Developing online activities based on learning styles and preferences (discussions, collaborative projects, simulations)

MODULE 2: EFFECTIVE STRATEGIES FOR INCLUSIVE VIRTUAL LEARNING

UNIT 4: INSTRUCTIONAL DESIGN PRINCIPLES FOR VIRTUAL LEARNING (T)

1. Introduction to Instructional Design for Virtual Learning (Meaning, Principles)
2. Benefits for Course Structure and Content, Supporting Learning objectives, and Active Learning
3. Designing, integrating, and implementing multi-media elements and activities to enhance instructional design

UNIT 5: EFFECTIVE ONLINE TEACHING ACTIVITIES (P)

1. Facilitating meaningful discussions (Strategies, Benefits: active learning, critical thinking, and collaboration)
2. Effective feedback practices (personalised, timely, constructive feedback)
3. Strategies for enhancing virtual learning (gamification, personalized learning, motivational techniques, effective assessment design)

UNIT 6: INCLUSIVE AND EQUITABLE VIRTUAL LEARNING (SS)

1. Identifying and understanding bias and prejudice in online learning
2. Strategies for creating inclusive, equitable, and culturally sensitive virtual learning environment
3. Ethical considerations in virtual learning

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Virtual Classroom Showcase: Design and implement an engaging virtual classroom within a selected Learning Management System. Incorporate multimedia elements strategically to enhance visual appeal and interactivity. Justify your choices in a brief reflection on the intended impact on student engagement. (20 marks)

Assignment 2: Role of Multimedia: Critically assess the role of multimedia in online education. Create a guide for educators on selecting and integrating multimedia elements effectively into virtual courses, explaining how these enhance learning objectives and student motivation. (20 marks)

Assignment 3: Inclusive Discussion Facilitation: Develop a comprehensive guide on facilitating meaningful online discussions. Include strategies for promoting active learning, critical thinking, and inclusivity. Highlight how you would address diverse perspectives and ensure a respectful virtual environment. (20 marks)

Reference Section

1. Bates, A. W. (2019). Teaching in the digital age: Guidelines for designing teaching and learning. OpenText. <https://opentextbc.ca/teachinginadigitalage/>
2. Bates, A. W. (2010). Managing technology in higher education: Strategies for improving learning. Routledge.
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4. https://education.oregonstate.edu/sites/education.oregonstate.edu/files/garrison_kanuka_2004.pdf
5. Meyer, K.A. (2003). Face-to-face versus threaded discussions: The role of time and higher-order thinking. *Journal of Asynchronous Learning Networks*, 7(3), 55–65.
6. Moore, M. G., & Kearsley, G. (2011). Distance education: A systems view of online learning. Cengage Learning.
7. Piccoli, G., & Plakas, J. (2015). The handbook of distance education. Routledge.
8. Salmon, G. (2000). E-moderating: The key to online teaching and learning.
9. Simonson, M., Smaldino, S. E., Zvacek, S., & Roscoe, B. (2019). Teaching in a digital age: Transforming schools with technology. National Education Association.
10. Vaughan, N. W., Cleveland-Innes, M. and Garrison, D.R. (2013). Teaching in blended learning environments : creating and sustaining communities of inquiry. AU Press, Athabasca University. isbn 978-1-927356-47-0 (print) 978-1-927356-48-7 (pdf) 978-1-927356-49-4 (epub) Retrieved from https://www.aupress.ca/app/uploads/120229_99Z_Vaughan_et_al_2013-Teaching_in_Blended_Learning_Environments.pdf

SEMESTER IV

ABILITY ENHANCEMENT COURSE – (ANY 1)

GLOBAL CITIZENSHIP AND EDUCATION – POLICIES & PRACTICES

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

In this course, students will explore global citizenship education (GCE) and its importance in a complex world. They will discuss different ideas and debates about GCE and examine real-world examples from around the world. Students will have the opportunity to read and analyse academic literature to deepen their understanding and while also reflecting on how this knowledge can inform their own professional practices. The course will focus on various aspects of GCE, including learning in the classroom, personal experiences like volunteering, and engagement in social action. They will also look at best practices of global citizenship projects in India. By the end of the course, students will have a solid grasp of GCE theory, knowledge about different GCE policies, an understanding of current research, and the ability to think critically and relate it to their own experiences.

Course Objectives

1. Introduce meaning, importance, theories, and concepts of GCE.
2. Explore historical context for the notion of citizenship and global citizenship.
3. Understand different GCE policies at global, national, and local levels.
4. Develop strategies and build competencies for integration of GCE in classroom learning.
5. Introduce concept and tools for building digital global citizenship.
6. Develop abilities for comprehensive measurement of GCE and to address challenges to GCE in today's context.

Learning Outcomes

The students will be able to:

1. Explain meaning, importance, concept, types, and theories of GCE.
2. Describe historical context for the emergence of citizenship and GCE.
3. Identify and summarise provisions of different policies at global, national, and local levels for GCE.
4. Demonstrate competency for implementing teaching approaches and critical pedagogies for GCE.
5. Explain concept of digital global citizenship and execute tools for measuring and building digital global citizenship in classrooms.

6. Execute skills for meaningful measurement and evaluation of GCE and addressing challenges to GCE in today's world.

Course Modules

MODULE 1: UNDERSTANDING GCE - THEORIES AND PRAXIS

UNIT 1: INTRODUCTION TO GCE

1. Introduction to GCE (Meaning of Nation, Citizenship, and Global Citizenship, Need, Importance, Key Concepts, Types)
2. Differentiating between Civic Education and GCE
3. Theories of GCE (Pike and Selby, Sear's Framework)

UNIT 2: HISTORY OF CITIZENSHIP

1. Post-World War II era (1950-60): Universal Declaration of Human Rights
2. Decolonisation and Implications for Global Citizenship
3. Cold War Era (1947-91): Environmental awareness 1970's to 1980's)- Stockholm conference 1972 and End of cold war 1990's

UNIT 3: NATIONAL AND INTERNATIONAL POLICIES ON GCE

1. Globalisation and Emergence of WTO and United Nations' Millenium Development Goals
2. Assessment Frameworks for GCE: International Civic and Citizenship Education Study 2016, Framework for Global Citizenship: Global Citizenship Education (GCED) (2017) UNESCO, Educational Framework for Global Citizenship in Higher Education (UGC).
3. SDG and Global citizenship: Global citizenship within the international 2030 agenda

MODULE 2: TOWARDS A GLOBAL AND COMPREHENSIVE MEASURE OF GCE

UNIT 4: CRITICAL PEDAGOGIES FOR GCE AND RESEARCH

1. Dimensions of GCE (Cognitive, Socio-emotional and behavioural)
2. Approaches to implementing GCE (Issue-based and Subject-based)
3. Teacher competencies for Global citizenship: Intercultural awareness and Role of teacher training institutions in integrating GCE

UNIT 5: DIGITAL GLOBAL CITIZENSHIP

1. Introduction to Digital Global Citizenship (Concept and Significance)
2. Tools to measure global citizenship in the classroom (rubrics and portfolios)
3. Teacher competencies for 21st Century Learners

UNIT 6: TOWARDS A GLOBAL AND COMPREHENSIVE MEASURE OF GCE

1. Meaningful measurement of GCE (The supplier, receiver and societal level dimensions)
2. Challenges to global citizenship education in today's context
3. Policy brief: Monitoring and evaluating global citizenship education in the Asia-Pacific region (Findings & recommendation)

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: What do you understand by Global Citizenship Education? Discuss the key aspects with respect to education and development. Give references from relevant theories, theorists and policies to justify your answer. (20 marks)

Assignment 2: a. Create a critical pedagogy resource that can promote GCE. You can look for creative resources, research articles, lesson plans. b. Discuss the different elements of the pedagogy and its objectives in your resource. c. Which aspects of GCE does it promote and how? Justify your answer with examples from your resource. (20 marks)

Assignment 3: Choose any one pathway to build GCE in your immediate context. Construct a strategy by defining objectives, curating/creating relevant resources, creating a lesson plan and designing scaffolds to teach global citizenship. Implement the strategy in a learning context and write a reflective note on the experience. You may modify your plan based on your experience of its implementation. (20 marks)

Reference Section

1. Akkari, A. & Maleq, K. (2020). Eds. Global Citizenship Education: Critical and International Perspectives. Springer.
2. Anderson, B. (1983, 2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. London & New York: Verso.
3. Appadurai, A. (1995, 2006). "Disjunction and Difference" in The Postcolonial Studies Reader, ed. Bill Ashcroft, Gareth Griffith and Helen Tiffin. London & New York: Routledge. 468-472.
4. Chatterjee, P. (1995, 2006). "Nationalism as a Problem", in The Postcolonial Studies Reader, ed. Bill Ashcroft, Gareth Griffith and Helen Tiffin. London & New York: Routledge. 126-127.
5. Abdeljalal Akkari and Katherine Maleq: "Global Citizenship Education: Recognising Diversity in a Global World" in Global Citizenship Education: Critical and International Perspectives (2020)
6. Akkari, A. & Radhouane, M. (2022). "Global Citizenship Education", in Intercultural Approaches to Education: From Theory to Practice, Springer.
7. "Rethinking Global Citizenship Education: A Critical Perspective" in Global Citizenship Education: Critical and International Perspectives (2020)

IV. INTERDISCIPLINARY COURSES – ANY ONE

CLIMATE CHANGE, MITIGATION AND ADAPTATION

EDUCATION, CONFLICT AND PEACE FOR GLOBAL CITIZENSHIP

SEMESTER IV

INTERDISCIPLINARY COURSE – (ANY 1)

CLIMATE CHANGE, MITIGATION AND ADAPTATION

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

Climate Change is a pressing global issue that requires immediate attention. This course aims to equip students with a comprehensive understanding of the subject, focusing on three critical aspects: climate science, climate mitigation, and climate adaptation. The course recognizes the interplay between climate change and development goals, emphasizing the need to address both simultaneously. Students will explore the multidisciplinary nature of the climate change debate, with a specific emphasis on the Indian context and the natural and social sciences. The course introduces climate science, providing insights into global warming caused by human activities. It then delves into climate mitigation, aiming to reduce greenhouse gas emissions, and climate adaptation, which involves responding to the impacts of climate change. Special attention will be given to climate adaptation, providing students with in-depth knowledge and skills to address short-term and long-term climate change and development goals in India. It highlights the importance of developing country perspectives and emphasizes the differing capacities between developed and developing nations. The course builds upon previous discussions of climate change within the program, offering a more extensive and detailed exploration of the subject matter.

Course Objectives

1. Build comprehensive knowledge of terminologies, factors, and case studies for understanding climate science.
2. Explore policies and regulations for international cooperation and action for climate change mitigation and sustainable development.
3. Develop understanding of existing practices and innovative technologies for addressing climate change in different sectors.
4. Develop skills to identify and address differential impact of climate change on vulnerable communities.
5. Discuss differential responsibilities and ethical dimensions in climate change and mitigation.
6. Build knowledge of ethical and cultural dimensions of climate change and its impact.

Learning Outcomes

The students will be able to:

1. Explain terms, causes, and historical trends of climate change.
2. Describe global policies and regulations for climate mitigation and sustainable development.
3. Identify different practices and technologies adopted for sustainable development.
4. Discuss differential impact and strategies adopted by vulnerable populations to combat climate change.
5. Apply concepts of social justice and equity in understanding and analysing historical dynamics of contribution to climate change.
6. Appraise indigenous and cultural perspectives and practices for ethical considerations in mitigation strategies.

Course Modules

MODULE 1: FOUNDATIONS OF CLIMATE SCIENCE AND MITIGATION STRATEGIES

UNIT 1: INTRODUCTION TO CLIMATE SCIENCE (S)

1. Terminology, cause, historical trends and patterns of climate change: greenhouse effect, global warming, and climate variability, and impact on ecosystems, agriculture, water resources, and human societies
2. Human-induced factors contributing to climate change (Global and Rural-Urban India)
3. Climate modelling, future projections, and case studies (Climate change effects in different regions of India)

UNIT 2: POLICIES AND REGULATIONS (S)

1. Role of International cooperation and International climate agreements (Paris Agreement, etc) and its implications for India (National policies and regulations addressing climate change)
2. Integrating climate action into sustainable development goals (SDGs and Climate nexus, mainstreaming climate adaptation, and economic implications)
3. Financing Climate Adaptation (Mechanisms: grants, loans, climate funds; challenges in accessing climate financing, case studies for developing nations)

UNIT 3: EVOLUTION OF SUSTAINABLE PRACTICES (P)

1. Conservation measures: Renewable energy sources (solar, wind, and hydroelectric power) and energy efficiency
2. Sustainable agriculture and forestry practices
3. Climate-friendly technologies (carbon capture, storage technologies, green transportation, eco-friendly urban planning, sustainable business practices)

MODULE 2: CLIMATE ADAPTATION AND DEVELOPMENT

UNIT 4: VULNERABILITY AND ADAPTATION ASSESSMENT (T)

1. Communities vulnerable to impact of climate change (Factors influencing differential impact, Identifying vulnerable communities and regions in India, Assessing socio-economic impacts of climate change)
2. Developing adaptation strategies for different sectors (disaster preparedness, climate-resilient infrastructure and practices in agriculture, fisheries and water management)
3. Community-based adaptation: local knowledge and practices

UNIT 5: DIFFERENTIAL RESPONSIBILITIES AND ETHICAL DIMENSIONS IN CLIMATE CHANGE (T)

1. Greenhouse gases (Comparison of Historical and Current contribution to emissions)
2. Equity, justice, and climate change (Meaning, Principles)
3. International climate summits (Negotiations, Challenges for developing nations)

UNIT 6: ETHICAL AND CULTURAL DIMENSIONS OF CLIMATE ACTION (T)

1. Indigenous knowledge and practices in climate adaptation
2. Ethical considerations in climate-induced migration and displacement
3. Cultural perspectives on climate change: myths, narratives, and traditions

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Climate Change and Sustainable Development: Write an essay discussing the interconnectedness of climate change and sustainable development. Analyze how effective climate action can contribute to achieving sustainable development goals, especially in the context of India. Provide examples and case studies to support your arguments. (20 marks)

Assignment 2: Climate Adaptation Plan: Develop a comprehensive climate adaptation plan for a specific vulnerable community in India. Identify key challenges, propose adaptation measures, and discuss how community engagement and resilience building can be integrated into the plan. (20 marks)

Assignment 3: Policy Analysis on Climate Mitigation: Select a national or international climate policy, analyze its key components, and discuss its potential impact on mitigating climate change in India. Evaluate the policy's strengths, weaknesses, and suggest possible improvements. (20 marks)

Reference Section

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2. Banerjee, S., & Chakrabarti, A. (2013). *Development and Sustainability: India in a Global Perspective*. Springer India.
3. Chakraborty, T., Mukherjee, D. and Saha, S., (Ed) (2021) *Contemporary Issues in Sustainable Development: The Case of India*, Routledge
4. Chang Chew Hung (2014) *Climate Change Education: Knowing, Doing and Being*, Routledge
5. Charles Eisenstein (2018), *Climate: A New Story*, North Atlantic Books
6. Dubash, N. K., & Ghosh, S. (2019). National Climate Policies and Institutions. In N. K. Dubash (Ed.), *India in a Warming World: Integrating Climate Change and Development* (pp. 329-348). Oxford University Press.
7. Hope Jahren, (2021) *The Story of More (Adapted for Young Adults) How We Got to Climate Change and Where to Go from Here*, Random House Childrens Books
8. Lehtonen, A., Salonen, A. O., & Cantell, H. (2019). Climate Change Education: A New Approach for a World of Wicked Problems. In J. W. Cook (Ed.), *Sustainability, Human Well-Being, and the Future of Education*. Open Access.
9. Lutz Meyer-Ohlendorf (2019) *Drivers of Climate Change in Urban India: Social Values, Lifestyles, and Consumer Dynamics in an Emerging Megacity*, Springer, Germany
10. Mark Maslin (2005), *Global Warming: A Very Short Introduction*, Oxford University Press
11. Maslin, M. (2014). *Climate Change: A Very Short Introduction* (3rd ed.). Oxford University Press.
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13. Patil N. S. and Laddimath R. S. (2021) *Regional Assessment of Impacts of Climate Change: A Statistical Downscaling Approach*. In Md. Nazrul Islam and André van Amstel (Ed) (2021) *India Climate Change Impacts, Mitigation and Adaptation in Developing Countries*, Springer
14. Reimers F. M. (2021), *Education and Climate Change: The Role of Universities*, Springer International
15. Sargsyan, Bhatia G., Banerjee M. (2011), *Unleashing the Potential of Renewable Energy in India*, The World Bank
16. Srivastava S. K.. (2021) *New Challenges on Natural Resources and their Impact on Climate Change in the Indian Context*. In Md. Nazrul Islam and André van Amstel (Ed) (2021) *India: Climate Change Impacts, Mitigation and Adaptation in Developing Countries*, Springer
17. Sunita Narain, (2016) *Why I Should be Tolerant*, Centre for Science and Environment

18. Walsh, E. M. (Ed.). (2022). Justice and Equity in Climate Change Education: Exploring Social and Ethical Dimensions of Environmental Education
19. Walter L. F., Sarah L. H. (2019), Climate Change and the Role of Education, Springer International

SEMESTER IV
INTERDISCIPLINARY COURSE – (ANY 1)

EDUCATION, CONFLICT AND PEACE

Theory: 60
Internals: 40

Total Marks: 100
Total Credits: 6

Course Description

(NA)

This module presents different perspectives on forms of conflict and peace, and reflects on the role of educational studies in promoting a culture of peace. The paper starts by building an understanding of conflict and violence and the different forms they take. Based on this, an understanding of peace is developed, drawing on the works of pioneers in the field like Johanne Galtung and Betty Reardon. Different philosophies and perspectives will also be discussed to understand peace through the works of thinkers, philosophers etc. The course will then introduce students to policy perspectives on peace and education and the role that educational studies can play in promoting peace. Following this, the course looks at the praxis of peacebuilding and outlines established strategies and praxis for the same. It then enables students to construct their own value frameworks for peace, based on the discussions and visualise its application in their educational contexts. The course will be transacted through discussions around case studies, lectures and group work to better engage with the idea of peace and education. Instructors are encouraged to supplement the readings with essays, case studies and authentic resources relevant to the discussions.

Course Objectives

1. Understand different forms and types of conflict and violence.
2. Introduce conceptual and theoretical foundations of peace studies and lessons from global experiences and scholars.
3. Explore strategies for conflict resolution and peace-building.
4. Engage with policies on education and peace in India and globally.
5. Appraise role and contribution of teachers, students, and educational settings in peace-building and conflict resolution.
6. Develop skills for practical application key value frameworks and long-term strategies for peace-building and conflict resolution.

Learning Outcomes

The students will be able to:

1. Identify different causes, forms, and manifestations of conflict.
2. Apply key concepts and theories of peace and apply learnings from global experiences.
3. Compare effectiveness of different global strategies for conflict-resolution and peace-building.
4. Describe national and international policies for peace and education for peace-building.
5. Examine role and contribution of teachers, students, and educational settings for peace-building.
6. Apply concepts, theories, and frameworks for evaluating and framing peace-building strategies.

Course Modules

MODULE 1: UNDERSTANDING CONFLICT AND PEACE

UNIT 1: INTRODUCTION TO CONFLICT

1. Definition and conceptualization of conflict
2. Causes of conflict
3. Forms and Manifestations of conflict

UNIT 2: INTRODUCTION TO PEACE STUDIES

1. Philosophies and Theories of Peace (Galtung and Reardon)
2. Importance of studying peace philosophies of Gandhi, Tagore, Martin Luther King
3. Lessons from Global experiences (Mandela's experiences in conflict resolution, Dalai Lama's teachings on inner and global peace, Thich Nhat Hanh's Mindfulness and Peace)

UNIT 3: EXPLORING CONFLICT RESOLUTION STRATEGIES AND PROMOTING SUSTAINABLE PEACE

1. Introduction and comparative analysis of the effectiveness of various strategies for resolving conflicts.
2. Understanding the role of sustainable peace in societal contexts.
3. Integration of mindfulness and awareness in conflict resolution and peace-building.

MODULE 2: POLICIES AND STRATEGIES FOR PEACE-BUILDING

UNIT 4: POLICIES ON EDUCATION AND PEACE

1. Government of India (GoI) policies related to education and peace and implications for culture of peace
2. Policies of International organizations such as UNESCO and PRIO
3. Strategies proposed for promoting a culture of peace globally.

UNIT 5: EDUCATION IN CONFLICT PREVENTION

1. Role of teachers, students, and educational institutions
2. Adaptability in Educational Contexts (Developing Goals for Educational Spaces, Adapting peacebuilding tools, Selecting and curating suitable resources)
3. Peace-building initiatives and programs within schools and colleges

UNIT 6: PEACE-BUILDING TOOLS AND STRATEGIES

1. Concept and Theories of Strategic Peace building and Sustainable long-term peace (Constructivist, Realist, Liberal)
2. Peace in human values and Key Value frameworks for peace in society (Human rights framework, conflict transformation framework, cultural competence framework, social justice framework.)
3. Long-term Peace building strategies (Non-violence communication, etc) and tools developed by key organizations such as UN and USIEP

Internal Assessment

Any two: 20 marks each – Total 40 marks

Assignment 1: Analytical Essay. Write an analytical essay exploring the various forms and types of conflict and violence prevalent in the Indian context. Discuss the implications of these conflicts on society and education. Provide examples and case studies to support your analysis. (20 marks)

Assignment 2: Policy Analysis. Conduct a comprehensive analysis of the education and peace-related policies of the Government of India (GoI) and international organizations like UNESCO and PRIO. Evaluate the implications of these policies on fostering a culture of peace. Provide recommendations for enhancing the impact of these policies. (20 marks)

Assignment 3: Lesson Plan Creation: Develop a detailed lesson plan that integrates values for peace. The plan should include activities, resources, and strategies for fostering a culture of peace within an educational setting. Ensure alignment with the concepts discussed in the course modules. (20 marks)

Reference Section

1. Bajaj, M., and B. Chiu. 2009. "Education for Sustainable Development as Peace Education." *Peace & Change* 34 (4): 441–455. <https://doi.org/10.1111/j.1468-0130.2009.00593.x>
2. Bassey, E. & Edwin, E. (2020). Martin Luther King Jrs. Theory of non-violence in conflict resolution. *Journal Ilmiah Ilmu Administrasi si Publik*, 10(2): 409.
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10. Yeh, T. D. (2006). THE WAY TO PEACE: A BUDDHIST PERSPECTIVE. *International Journal of Peace Studies*, 11(1), 91-112. <http://www.jstor.org/stable/41852939>

SEMESTER IV

PROJECT BASED COURSE - DISSERTATION

**DISSERTATION: DATA ANALYSIS, INTERPRETATION,
RECOMMENDATION AND RESEARCH REPORT WRITING AND
SUBMISSION OF REPORT**

**Internals: 75
Externals: 25**

**Total Marks: 100
Total Credits: 6**

Course Description

Finally, in the fourth semester, students analyse the data using relevant methods, interpret the data, write and submit a research report of 5000 to 8000 words, where they present their findings, conclusions, and recommendations. Overall, the dissertation experience for MA Education students fosters critical thinking, analytical skills, and an in-depth understanding of development education, enabling students to contribute meaningfully to the field.

Course Objectives

1. Equip with ability to apply skills and knowledge cultivated through the program for interpreting data and presenting research findings.
2. Understand and adhere to academic standards and conventions of writing and reporting report findings.
3. Develop academic integrity and practical strategies for concise and authentic writing.

Learning Outcomes

The students will be able to:

1. Report research findings through application of knowledge and skills cultivated through the program.
2. Apply knowledge of academic standards and conventions of research and writing to report research findings.
3. Execute strategies for demonstrating academic integrity through adherence to word limits and plagiarism rules.

Course Modules

MODULE 1: DATA INTERPRETATION AND PRESENTATION

UNIT 1: ANALYTICAL SYNTHESIS AND CRITICAL THINKING FOR DATA INTERPRETATION

1. Techniques for synthesizing information and critical thinking skills gained in the program for interpretation of results
2. Aligning and applying theoretical frameworks with research methodologies and data interpretation
3. Strategies and practice sessions for presenting findings, conclusions, and recommendations

UNIT 2: INTRODUCTION TO ACADEMIC WRITING

1. Understanding academic standards and conventions.
2. Identifying the components of a well-structured research report
3. Guidance on creating an engaging introduction, robust methodology, and coherent presentation of findings.

UNIT 3: PLAGIARISM AWARENESS AND AVOIDANCE

1. Understanding the importance of academic integrity
2. Word limit considerations and strategies for conciseness
3. Strategies for avoiding plagiarism in research writing

For External Assessment

Presentation on any one topic from the project-based course syllabus.

For Internal Assessment

Submission of a research dissertation of 5000 to 8000 words presenting their original research findings, conclusions, and recommendations coherently in a bound book form adhering to academic standards and conventions.

Reference Section

Colin Neville, (2010); The Complete Guide to Referencing and Avoiding Plagiarism, 2nd Edition (Open Up Study Skills), Open University Press

Henderson Eric, (2015); The Active Reader: Strategies for Academic Reading and Writing, 3rd Edition, Oxford University Press

Bailey Stephen, (2003); Academic Writing: A Practical Guide for Students, Nelson Thornes Ltd

Patrick Dunleavy, (2003): *Authoring a PhD Thesis How to Plan, Draft, Write and Finish a Doctoral Dissertation*; PALGRAVE MACMILLAN

Roberts & Hyatt, (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed.). Thousand Oaks, CA: Corwin, a SAGE Company.