

### 3.1 Education Management

Major (Core)

|   |  |
|---|--|
| <b>Course Title</b>   | <b>Education Management</b>  |
| <b>Course Credits</b>                                       | <b>4</b>   |
| <b>Course Outcomes</b>                                      | <p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the Concepts in Education Management</li> <li>• Apply theories of motivation for managing people in the organization</li> <li>• Suggest strategies for managing stress, conflict and time</li> <li>• Critically evaluate various theories of management</li> <li>• Explain the process of performance management</li> <li>• Suggest strategies for human resource development</li> </ul> |
| <b>Module 1 (Credit 1) Concepts in Education Management</b> |  |
| <b>Learning Outcomes</b>                                    | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the concepts in management ,</li> <li>• Differentiate between Administration and Management</li> <li>• Analyze the role and functions of education manager</li> <li>• Explain the Approaches to Education Management</li> </ul>   |
| <b>Content Outline</b>                                      | <p>Meaning and Concept of Management<br/>           Difference Between Administration and Management<br/>           Evolution of Management of Education<br/>           Need, Scope and Objectives of Management of Education<br/>           Approaches to Education Management with Special Reference to Human Relations Approach, Systems Approach and Contingency Approach</p>  |
| <b>Module 2 (Credit 1) Managing People</b>                  |  |
| <b>Learning Outcomes</b>                                    | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain role, skills and functions of a manager</li> <li>• Apply theories of motivation to manage people</li> <li>• Suggest techniques for managing people</li> </ul>   |
| <b>Content Outline</b>                                      | <p>Role of manager: Interpersonal, Informational, Decisional, Leading professional.<br/>           Skill required for a manager : Technical, Conceptual and Human.<br/>           Functions of a manager : Planning, Organizing, Staffing, Controlling, Directing, Delegating</p>  |

|   |  |
|---|--|
|   | <p>Role of motivation in managing people- McClelland's theory of motivation, Equity theory of Vroom, Herzberg's theory of motivation.</p> <p>Conflict, stress and time management</p> <p>Conflict management: Meaning, sources and strategies.</p> <p>Stress management: Meaning, sources and strategies</p> <p>Time management: Need, Importance and strategies</p>   |
| <b>Module 3 (Credit 1) Theories of Management</b>     |  |
| <b>Learning Outcomes</b>                              | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain theories of management</li> <li>• Apply theories of management in educational contexts</li> <li>• Critically evaluate various management theories</li> </ul>  |
| <b>Content Outline</b>                                | <p>Theories of management: Classical, Neo-Classical Theories, Modern management theories</p> <p>Classical Management Theories : Scientific Management, Administrative Management, Bureaucratic Organization,</p> <p>Neo-Classical Theories : Human-Relations School, Behavioural Schools</p> <p>Modern Management Theory : Systems Theory, Contingency Theory, Organizational Humanism, Management Science</p> |
| <b>Module 4 (Credit 1) Human Resource Development</b> |  |
| <b>Learning Outcomes</b>                              | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the process of human resource planning</li> <li>• Suggest tools and techniques for performance management</li> <li>• Explain process and suggest methods for staff development</li> </ul>   |
| <b>Content Outline</b>                                | <p>Human Resource Management: Meaning, Need and Strategies</p> <p>Human Resource Development : HR planning, recruitment, development, and retention in education</p> <p>Performance management and capacity building</p> <p>Performance appraisal: - Meaning, purpose, stages, tools and techniques.</p>   |

|                    |   |
|--------------------|---|
|                    | Staff development: - Meaning, objectives ,process and methods of Staff development  |
| <b>Assignments</b> | <ol style="list-style-type: none"> <li>1.Administer a tool of McClelland's three needs theory and prepare own motivational profile (10 marks)</li> <li>2.Analyze own time management &amp; write a report (10 marks)</li> <li>3.Administer a tool of performance appraisal on any three teachers and suggest strategies for performance management (15 marks)</li> <li>4.Visit a school / college and collect data from principal and prepare a plan for human resource development (15 marks)</li> </ol>   |
| <b>References</b>  | <p>Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.</p> <p>Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.</p> <p>Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999) Educational Management. London: Paul Chapman Publishing Ltd.</p> <p>Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.</p> <p>Jon M. Werner &amp; Randy L. DeSimone (2012) Human Resource Development , 6th edition ,Cengage Learning.</p> <p>K Aswathappa, Sadhna Dash ( 2023 ) Human Resource Management,10th edition,McGrawHill publication</p> <p>Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.</p> <p>Saini Debi, K. S. (2000). Human Resource Management. New Delhi: ResponseBooks,Sage Publications.</p> |

### 3.2 Leadership and Administration

Major (Core)

|  |  |
|--|--|
| <b>Course Title</b>  | <b>Leadership and Administration</b>   |
| <b>Course Credits</b>  | <b>4</b>   |
| <b>Course Outcomes</b>   | <p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Critically analyze theories and models of educational leadership and administration.</li> <li>• Examine the roles and responsibilities of educational leaders at various levels.</li> <li>• Identify the administrative processes and its function</li> <li>• Suggest appropriate administrative tools</li> <li>• Suggest the ways for effective communication</li> <li>• Analyse style of communicator</li> <li>• Analyse decision making style of leader</li> </ul>                                      |
| <b>Module 1 (Credit 1) Understanding Leadership in Education</b> |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Analyze the concept of leadership within educational settings.</li> <li>• Differentiate between leader and manager</li> <li>• Identify the functions of leadership</li> <li>• Critically analyse leadership in the context of gender</li> </ul>   |
| <b>Content Outline</b>   | <p>Concept and nature of leadership in education<br/>           Leadership vs. Management in education.<br/>           The need for leadership in schools and educational institutions<br/>           Leadership as a relational, ethical, and situational process<br/>           Ethical and moral dimensions of leadership.<br/>           Types of leadership in education and its functions: academic, administrative, moral, community-based<br/>           Cross-cultural and gender considerations in leadership<br/>           Challenges faced by educational leaders in diverse and under-resourced settings</p> |
| <b>Module 2 (Credit 1) Administrative processes &amp; tools</b>  |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain principles of administration</li> <li>• Identify the administrative processes and its function</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Suggest appropriate administrative tools</li> </ul>   |
| <b>Content Outline</b>   | <p>Principles: Unity of command, decentralization, accountability, coordination</p> <p><i>Administrative tools and its use in institution:</i></p> <p>Planning and organizing tools : Academic Calendars, Timetables and Scheduling activities, Annual Work Plans, Strategic Planning Tools</p> <p>Decision-Making and Monitoring Tools: Management Information Systems (MIS), School Report Cards / Institutional Dashboards, Audit and Inspection Reports, Feedback Systems</p> <p>Human Resource Management Tools: Teacher Performance Appraisal Systems, Leave Management Systems, Staff Duty Rosters, Professional Development Records / Portfolios</p> <p>Financial and Resource Management Tools: Budget Sheets and Ledgers, Inventory and Asset Management Systems, Fee Collection Portals and ERP Tools, Grant Utilization Reports (e.g., SSA/RMSA reports etc)</p> <p>Legal and Compliance Tools : Policy Manuals (e.g., RTE, NEP guidelines, child safety policies)</p> <p>Affiliation and Accreditation Documents (CBSE, NAAC, UGC, etc.)</p> <p>Admission and Attendance Records</p> <p>Registers (Admission, Staff, Visitors, Fee, etc.)</p> <p>Use of ICT and MIS in educational administration</p> |
| <b>Module 3 (Credit 1) Organizational Structures and Communication</b> |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the communication process</li> <li>• Suggest the ways for effective communication</li> <li>• Analyse style of communicator</li> <li>• Analyse decision making style of leader</li> </ul>  |
| <b>Content Outline</b>   | <p>Structure of organization ( vertical, Horizontal)</p> <p>Communication ( process and types)</p> <p>Barriers to effective communication</p> <p>Styles of communicator and its application (active, Logical, Connector, Thinker)</p> <p>DISC Model (Dominance, Influence, Steadiness, Conscientiousness) of communication and its implication</p>   |

|   |  |
|---|--|
|   | <p>Characteristics of each type of communicator</p> <p>Decision making style ( Decisive, flexible, Hierarchic, integrative)</p>  |
| <b>Module 4 (Credit 1) Theories of Leadership</b> |  |
| <b>Learning Outcomes</b>                          | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the different models of leadership</li> <li>• Discuss the implications of leadership theories</li> </ul>  |
| <b>Content Outline</b>                            | <p>Charismatic leaders ( Characteristics and need in situation)</p> <p>Transformational leader ( Characteristics and need in situation)</p> <p>Participative leadership theory [theory X, theory Y Situational Leadership]</p> <p>Servant Leadership</p> <p>Inclusive Leadership</p> <p>Distributed Leadership Model</p>   |
| <b>Assignments</b>                                | <ol style="list-style-type: none"> <li>1. Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)</li> <li>2. Case Analysis: Conduct an interview of two women leaders and prepare a report in the context and leadership challenge and cultural norms and gender roles influenced leadership decisions and responses. (10 marks)</li> <li>3. Collect data from three student teachers/ teachers using Myers- Briggs scale and prepare profile. (15 marks)</li> <li>4. Visit a school and collect data on Human resource management tools used and prepare a report on it. ( 15 marks)</li> </ol>   |
| <b>References</b>                                 | <p>Bush, T. (2011). <i>Theories of educational leadership and management</i> (4th ed.). SAGE Publications.</p> <p>Caldwell, B. J., &amp; Spinks, J. M. (2013). <i>The self-transforming school</i>. Routledge.</p> <p>Day, C., &amp; Leithwood, K. (Eds.). (2007). <i>Successful principal leadership in times of change: An international perspective</i>. Springer.</p> <p>Fullan, M. (2007). <i>The new meaning of educational change</i> (4th ed.). Teachers College Press.</p> <p>Goleman, D. (1995). <i>Emotional intelligence: Why it can matter more than IQ</i>. Bantam Books.</p> <p>Greenleaf, R. K. (2002). <i>Servant leadership: A journey into the nature of legitimate power and greatness</i> (25th anniversary ed.). Paulist Press.</p> <p>Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. <i>Journal of Educational Administration</i>, 49(2), 125–</p> |

142. <https://doi.org/10.1108/09578231111116699>  
Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.  
<https://doi.org/10.1080/13632434.2019.1596077>

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications.

Owens, R. G., & Valesky, T. C. (2014). *Organizational behavior in education: Leadership and school reform* (11th ed.). Pearson.

Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed.). Pearson.

Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.

UNESCO. (2016). *School leadership and leadership development*. UNESCO Education Sector. <https://unesdoc.unesco.org>

### 3.3 Organization Development

Major (Core)

|   |  |
|---|--|
| <b>Course Title</b>   | <b>Organization Development</b>  |
| <b>Course Credits</b>   | <b>4</b>   |
| <b>Course Outcomes</b>  | <p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the evolution of Organization Development.</li> <li>• Apply OD models and strategies in the context of educational organizations.</li> <li>• Design, implement, and evaluate OD interventions for educational settings.</li> <li>• Analyze organizational culture and diagnose areas for improvement.</li> </ul> |
| <b>Module 1 (Credit 1) Introduction to Organizational Development</b> |  |
| <b>Learning Outcomes</b>  | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of OD in education context</li> <li>• Identify the challenges of OD in an education institution</li> </ul>  |
| <b>Content Outline</b>  | <p>Concept, nature, importance and scope of organization Development (OD).<br/>           OD in the context of educational institutions.<br/>           Role of leadership in OD<br/>           Ethical issues and sustainability in OD<br/>           Current trends in OD<br/>           Challenges of organizational development in educational settings.</p>   |
| <b>Module 2 (Credit 1) Understanding Organizational behaviour</b>     |  |
| <b>Learning Outcomes</b>  | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Analyse group dynamics</li> <li>• Plan strategy to build team</li> </ul>  |
| <b>Content Outline</b>  | <p>Group Dynamics: Concept of group and group dynamics, Principles of group dynamics, importance of group dynamics, types of groups in organization and its role in OD<br/>           Team building and collaborative work: Stages of team building in an organisation, Communication processes and barriers for team and collaborative work.</p>  |

|   |  |
|---|--|
|   | <p>Conflict resolution and negotiation strategies in teams.</p> <p>Models of OB: Autocratic, Custodial, Supportive, Collegial.</p>   |
| <p><b>Module 3 (Credit 1) Organization Development Intervention</b></p> |  |
| <p><b>Learning Outcomes</b></p>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of OD intervention</li> <li>• Create OD intervention plan for an education institution</li> </ul>  |
| <p><b>Content Outline</b></p>   | <p>Meaning of OD intervention, Challenges of Organisational change and development.</p> <p>Need, Importance and Goal of OD intervention</p> <p>Types of OD intervention &amp; its implications: Human Process Interventions, Techno-structural Interventions, Strategic Change Interventions, Intergroup Relations Interventions</p>   |
| <p><b>Module 4 (Credit 1) Organizational Culture</b></p>                |  |
| <p><b>Learning Outcomes</b></p>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Discuss the relationship between Organizational climate, Organizational culture and Organizational ethos</li> <li>• Analyse the school culture using parameters given in theories</li> </ul>  |
| <p><b>Content Outline</b></p>   | <p>Concept of Organizational climate, Organizational culture and Organizational ethos and its relationship</p> <p>Elements of Organizational culture</p> <p>Theories of Organizational culture: Andy Hargreaves, Etienne Wenger, MacBeath &amp; Mortimore, Learning Organization by Peter Senge</p> <p>Schein's Model of Organizational Culture, Stoll and Fink's Typology of School Cultures</p>  |
| <p><b>Assignments</b></p>   | <ol style="list-style-type: none"> <li>1. Critically examine the stated vision of a school is reflected in its day-to-day academic, co-curricular, and administrative activities. (10 marks)</li> <li>2. Study the structure of education institution and the activities carried out and reflect on your understanding of group dynamics (10 marks)</li> <li>3. Visit a school, college or any institution caring to the field of education, Using appropriate tools identify the area of</li> </ol> |

|                          |  |
|--------------------------|--|
|                          | <p>improvement and prepare OD intervention plan for any one component (15)</p> <p>4. Visit a school, collect data from teachers and other stakeholders using appropriate tools and write a report on the culture of school.(15)</p>  |
| <p><b>References</b></p> | <p>Anderson, D. L. (2019). <i>Organization development: The process of leading organizational change</i> (4th ed.)SAGE Publications.</p> <p>Block, P. (2011). <i>Flawless consulting: A guide to getting your expertise used</i> (3rd ed.). Pfeiffer.</p> <p>Brown, D. R. (2010). <i>An experiential approach to organization development</i> (8th ed.). Pearson Education.</p> <p>Burke, W. W. (2017). <i>Organization change: Theory and practice</i> (5th ed.)SAGE Publications.</p> <p>Cameron, K. S., &amp; Quinn, R. E. (2011). <i>Diagnosing and changing organizational culture: Based on the competing values framework</i> (3rd ed.). Jossey-Bass.</p> <p>Cummings, T. G., &amp; Worley, C. G. (2014). <i>Organization development and change</i> (10th ed.). Cengage Learning.</p> <p>French, W. L., Bell, C. H., &amp; Zawacki, R. A. (2005). <i>Organization development and transformation: Managing effective change</i> (6th ed.). McGraw-Hill.</p> <p>Greenberg, J. (2011). <i>Behavior in organizations</i> (10th ed.). Pearson Education.</p> <p>Hatch, M. J. (2018). <i>Organization theory: Modern, symbolic, and postmodern perspectives</i> (4th ed.). Oxford University Press.</p> <p>Marshak, R. J. (2006). Covert processes at work: Managing the five hidden dimensions of organizational change. <i>Berrett-Koehler Publishers.</i></p> <p>McShane, S. L., &amp; Von Glinow, M. A. (2018). <i>Organizational behavior: Emerging knowledge. Global reality</i> (8th ed.). McGraw-Hill Education.</p> <p>Robbins, S. P., &amp; Judge, T. A. (2022). <i>Organizational behavior</i> (19th ed.)Pearson.</p> <p>Schein, E. H., &amp; Schein, P. A. (2016). <i>Organizational culture and leadership</i>(5th ed.). Jossey-Bass.</p> <p>Waddell, D., Creed, A., Cummings, T. G., &amp; Worley, C. G. (2019). <i>Organisational change: Development and transformation</i> (6th ed.). Cengage Australia.</p> <p>Yukl, G. A. (2012). <i>Leadership in organizations</i> (8th ed.). Pearson Education.</p> |

### 3.4 Understanding Inclusion

### Major (Core)

|  |  |
|--|--|
| <b>Course Title</b>  | <b>Understanding Inclusion</b>   |
| <b>Course Credits</b>  | <b>4</b>   |
| <b>Course Outcomes</b>   | <p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the concept, philosophy, and need for inclusive education.</li> <li>• Analyze the evolution of inclusive education from segregation to integration and inclusion.</li> <li>• Explore the legal and policy frameworks supporting inclusive education in India and globally.</li> <li>• Identify and address the needs of diverse learners including those with disabilities, socio-cultural disadvantages, and gender diversity.</li> <li>• Develop inclusive pedagogical practices and strategies.</li> <li>• Reflect critically on attitudes, beliefs, and biases that hinder inclusion.</li> </ul>                           |
| <b>Module 1 (Credit 1) Conceptual &amp; Legal Framework of Inclusion</b> |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Portray the history of inclusion</li> <li>• Discuss the importance and contribution of legal framework for inclusion</li> <li>• Analyse the challenges for inclusion in Indian context</li> </ul>   |
| <b>Content Outline</b>   | <p>Meaning and scope of inclusion and inclusive education<br/>           Difference between exclusion, segregation, integration, and inclusion<br/>           Diversity and equity in education<br/>           Principles of inclusive education<br/>           Historical overview of inclusion in education<br/>           National and international policies:<br/>               RTE Act (2009), NEP (2020)<br/>               RPWD Act (2016)<br/>               National Policy for Persons with Disabilities<br/>               UNCRPD, Salamanca Statement (1994), SDGs<br/>           Inclusive education in the Indian context: challenges and initiatives<br/>           Difference between special education, integrated education and</p> |

|  |   |
|--|---|
|  | <p>inclusive education</p> <p>Comparison between mainstreaming, integration and inclusion</p>   |
| <b>Module 2 (Credit 1) Creating supportive Environment</b>       |   |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Identify the diverse needs of learner</li> <li>• Identify the barriers to inclusion</li> </ul>   |
| <b>Content Outline</b>   | <p><i>Categories of learners with diverse needs:</i> Children with disabilities (physical, sensory, cognitive, learning)</p> <p>Gender and sexuality diversity</p> <p>Socio-economic and linguistic marginalisation</p> <p>Caste, tribe, and minority status</p> <p><i>Understanding Barriers to Inclusion and Participation:</i></p> <p>Attitudinal barriers (bias, stereotypes)</p> <p>Structural barriers (access, infrastructure)</p> <p>Pedagogical barriers (rigid curriculum, language of instruction)</p> <p>Digital divide in online education context</p> <p>Intersectionality in inclusive education</p> |
| <b>Module 3 (Credit 1) Pedagogy and assessment for Inclusion</b> |   |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Create lesson plan based on the principles of Universal Design for Learning (UDL)</li> <li>• Differentiate between individualized education plans (IEPs) and differentiated instruction</li> <li>• Identify and integrate appropriate assistive technologies and learning resources</li> </ul>   |
| <b>Content Outline</b>   | <p>Principles and Steps in designing instructions using : Universal Design for Learning (UDL)</p> <p>Differentiated instruction and individualized education plans (IEPs)</p> <p>Collaborative teaching, peer tutoring, co-teaching</p> <p>Use of assistive technology and learning resources</p> <p>Assessment techniques: Observations, Peer assessments, Learning journals, Differentiated Assessment, portfolio assessment</p>  |

| <b>Module 4 (Credit 1) Readiness for Inclusion</b> |  |
|--|--|
| <b>Learning Outcomes</b>                           | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Identify the key components of an inclusive school environment.</li> <li>• Analyze the factors that determine a school's readiness for inclusion.</li> <li>• Evaluate policies, practices, and leadership approaches that support inclusive schooling.</li> </ul>   |
| <b>Content Outline</b>                             | <p><b>Understanding Index for Inclusion</b> by Booth &amp; Ainscow :<br/> Framework for auditing and developing inclusive practices.<br/> Dimensions of Readiness for Inclusion:<br/> Policy Readiness : Vision &amp; School-level inclusive policies aligned with national acts (e.g., RTE, RPWD, NEP 2020)<br/> Admission policies and other policies like Anti-bullying and protection measures for vulnerable learners<br/> Structural Readiness : Physical infrastructure: ramps, accessible toilets, tactile signage, classroom layouts<br/> Learning materials and assistive technology availability<br/> Staffing: presence of special educators, resource persons, counsellors<br/> Pedagogical Readiness: Teachers' knowledge of inclusive pedagogy (UDL, differentiation, IEPs), Curriculum flexibility, Use of inclusive assessment and feedback practices, teacher training etc<br/> Attitudinal and Cultural Readiness: Teachers' and staff attitudes towards diversity and disability<br/> Inclusive language and narratives, School leadership's commitment to inclusion, Peer acceptance and student-led inclusion initiatives<br/> Engaging Stakeholders: Role of families, caregivers, and communities in supporting inclusion, Building partnerships with NGOs and support services, Inclusive School Management Committees (SMCs)</p> |
| <b>Assignments</b>                                 | <ol style="list-style-type: none"> <li>1. Read a policy document for person with disability and present a seminar (10 marks)</li> <li>2. Design a lesson plan using Individualised educational plan / UDL (10 marks)</li> </ol>  |

|                          |  |
|--------------------------|--|
|                          | <p>3. Prepare a lesson plan with assessment strategy for inclusive classroom (15 marks)</p> <p>4. Visit a school to analyse its readiness for Inclusion and write a report (15 marks)</p>  |
| <p><b>References</b></p> | <p>Booth, T.&amp; Ainscow, M. (2002) Index for Inclusion.</p> <p>Florian, L. (2008). Inclusive Practice in Schools: Policy and Practice.</p> <p>Hamill, L.E., Everington C.T. (2003) Teaching students with moderate to severe disabilities: an applied approach for inclusive environments, Merrill/Prentice Hall</p> <p>Jha M (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers</p> <p>Johnsen S. K., Kendrick J. ,(2005) Teaching Strategies in Gifted Education, Prufrock Press</p> <p>Kaiser ,B. Rasminsky J.S., (2003) Challenging behavior in young children : understanding, preventing, and responding effectively, Allyn and Bacon</p> <p>Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO</p> <p>Sharma PL (2003) Planning Inclusive Education in Small Schools, R I E Mysore</p> <p>Sharma, M.C. &amp; Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE &amp; NHRC.</p> <p>Sharma, PL (1990) Teachers handbook on IED- Helping children with special needs N C E R T Publication</p> <p>Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.</p> <p>UNESCO (2020). Global Education Monitoring Report: Inclusion and Education.</p> |

**M.A. (Education): 4 Semesters  
Credit Course Structure**

|  |   |
|--|---|
| Programme                                      |   |
| Degree   | M.A.  |
| Parenthesis if any (Specialization)            | (Education)   |
| Preamble (Brief Introduction to the programme) | This programme is designed for the individual who wishes to understand the education system in general and educational processes in particular. The learner is expected to develop analytical skills along with pedagogical and research competence. The syllabus of this programme also contains some subjects which the students of other streams can also easily learn.  |
| Programme Outcomes (POs)                       | <p><b>Understanding of Field of Education:</b> Understand the field of education and Apply philosophical, sociological and psychological principles in teaching learning</p> <p><b>Effective Communication:</b> Communicate effectively with people in person and through electronic media to make meaning of the world and connect people, ideas and societies to create harmonious society.</p> <p><b>Instructional leadership:</b> Identify the instructional strategies, Methods and media along with the pedagogical knowledge and practices to be applied effectively in different educational set up.</p> <p><b>Problem analysis:</b> Identify and define research problem in the field of education. Explore the literature and researches related to the problem identified along with its theoretical bases.</p> <p><b>Designing curriculum :</b> Create various types of courses, activities, assignments for offline and online setup</p> <p><b>Administrative and Managerial skill:</b> Understand the structure of the education system and the role of education manager/ leader to create a conducive environment in organization.</p> <p><b>Research for solving problems in the field:</b> Involve in understanding the facets of problems in the education field and solve it in a scientific manner with proper documentation and with honesty and ethics</p> <p><b>Inclusive practitioner :</b> Identify the different facets of inclusion and apply the inclusive principles to enhance inclusive schools</p> |

|   |  |
|---|--|
|   | <p><b>Commitment to society:</b> Participate in community for understanding the patterns of behavior, culture etc. and contribute to develop equitable humane society</p> <p><b>Democratic citizenship:</b> Respect the multiculturalism , practice and inculcate democratic values</p>  |
| <p>Programme Specific Outcomes (PSOs)</p> | <p>Acquire advanced knowledge about philosophy, sociology and psychology of education.</p> <p>Develop knowledge and understanding of the process of communication</p> <p>Develop courses using principles of curriculum development</p> <p>Develop insight into one’s knowledge of and update oneself about one’s academic discipline or other areas of curriculum</p> <p>Explore, reflect on and develop one’s own teaching practice.</p> <p>Identify the role of leader in the development of organization/institution.</p> <p>Develop training package/activities/CAI package/ Online course</p> <p>Understand the role of different stakeholders in inclusive education</p> <p>Design instructional strategies for various content</p> <p>Develop assessment plans for various groups</p> <p>Develop professional skills through experiences in education institutions</p> <p>Contribute in the field of knowledge thereby conducting the research</p> |
| <p>Eligibility Criteria for Programme</p> | <ul style="list-style-type: none"> <li>• Any graduate</li> </ul>   |
| <p>Intake</p>                             | <p>15</p>  |

**Master of Arts (Education)  
Revised Course Structures  
NEP Structure**

| SN                    | Courses  | Type of Course    | Credits                        | Marks      | Int        | Ext             |
|-----------------------|--|-------------------|--------------------------------|------------|------------|-----------------|
| <b>Semester I</b>     |  |                   |                                |            |            |                 |
| 111911                | Foundations of Education                             | Major (Core)      | 4                              | 100        | 50         | 50              |
| 111912                | Philosophical Perspectives of Education              | Major (Core)      | 4                              | 100        | 50         | 50              |
| 111913                | Understanding Learner & Learning Process             | Major (Core)      | 4                              | 100        | 50         | 50              |
| 111914                | Teacher as Reflective Practitioner                   | Major (Core)      | 2                              | 50         |            | 50              |
| 161911                | Assessment & Evaluation                              | Open (Elective)   | 2                              | 50         | 50         |                 |
| 161912                | Understanding Critical Thinking                      | Open (Elective)   | 2                              | 50         | 50         |                 |
| OR<br>Respective Code | SWAYAM/ Coursera/ EdX/ NPTEL MOOCs OR CHETNA courses |                   | 4 (any 2 of 2 credits allowed) |            |            |                 |
| 131911                | Research Methodology in Education                    | Minor Stream (RM) | 4                              | 100        | 50         | 50              |
|                       |  |                   | <b>22</b>                      | <b>550</b> | <b>300</b> | <b>250</b>      |
| <b>Semester II</b>    |  |                   |                                |            |            |                 |
| 211911                | Sociological Context of Education                    | Major (Core)      | 4                              | 100        | 50         | 50              |
| 211912                | Curriculum Development                               | Major (Core)      | 4                              | 100        | 50         | 50              |
| 211913                | Guidance and Counseling                              | Major (Core)      | 4                              | 100        | 50         | 50              |
| 211914                | Instructional Leadership                             | Major (Core)      | 2                              | 50         | 50         |                 |
| 261911                | Self-Regulated Learning                              | Open (Elective)   | 2                              | 50         |            | 50<br>Practical |
| 261912                | Teacher Empowerment for Learning                     | Open (Elective)   | 2                              | 50         |            | 50<br>Practical |
| OR<br>Respective Code | SWAYAM/ Coursera/ EdX/ NPTEL MOOCs OR CHETNA courses |                   | 4 (any 2 of 2 credits allowed) |            |            |                 |
| 141941                | Internship   | OJT               | 4                              | 100        | 50         | 50              |

|  |  |  |           |            |            |            |
|--|--|--|-----------|------------|------------|------------|
|  |  |  |           |            |            |            |
|  |  |  | <b>22</b> | <b>550</b> | <b>250</b> | <b>300</b> |

\*Elective for M.A (Education) students #CBCS for students from other Departments  
Exit option (44 credit): Post Graduate Diploma in Education

## Year II

| SN                                     | Courses  | Type of Course      | Credits   | Marks      | Int        | Ext           |
|--|--|---------------------|-----------|------------|------------|---------------|
|  | <b>Semester III</b>  |                     |           |            |            |               |
| 311911                                 | Education Management   | Major (Core)        | 4         | 100        | 50         | 50            |
| 311912                                 | Educational Leadership and Administration  | Major (Core)        | 4         | 100        | 50         | 50            |
| 311913                                 | Organization Development   | Major (Core)        | 4         | 100        | 50         | 50            |
| 311914                                 | Understanding Inclusion  | Major (Core)        | 4         | 100        | 50         | 50            |
| 321911<br>OR<br>Respec<br>tive<br>Code | Academic Writing Skills *<br>OR<br>SWAYAM/ Coursera/ EdX/<br>NPTEL MOOCs<br>OR<br>CHETNA courses<br>OR<br>CBCS Courses | Major<br>(Elective) | 2         | 50         | 50         |               |
| 351921                                 | Research Project   | RP                  | 4         | 100        | 50         | (Pract)<br>50 |
|  |  |                     | <b>22</b> | <b>550</b> | <b>300</b> | <b>250</b>    |
|  | <b>Semester IV</b>   |                     |           |            |            |               |
| 411911                                 | Art Based Pedagogy   | Major (Core)        | 4         | 100        | 50         | 50            |
| 411912                                 | Gender and Education   | Major (Core)        | 2         | 50         | 50         | 0             |

|  |  |                     |           |            |            |                   |
|--|--|---------------------|-----------|------------|------------|-------------------|
| 421911<br>OR<br>Respect<br>ive<br>Code | Blended Learning*<br>OR<br>SWAYAM/ Coursera/ EdX/<br>NPTEL MOOCs<br>OR<br>CHETNA courses<br>OR<br>CBCS Courses<br><i>related to</i><br>Educational Technology,<br>eLearning, Education, Special<br>Education & ICT | Major<br>(Elective) | 2         | 50         | 0          | (Practi<br>cal)50 |
| 451931                                 | Research   | RP                  | 6         | 150        | 50         | 100               |
| 441941                                 | Internship   | OJT                 | 8         | 200        | 100        | 100               |
|  |  |                     | <b>22</b> | <b>550</b> | <b>250</b> | <b>300</b>        |

## M.A. (Education)

### SEMESTER IV

| Code   | Course title   | Type         | Cr | Int | Ext | Total |
|--|--|--------------|----|-----|-----|-------|
| 411911   | Art Based Pedagogy   | Major (Core) | 4  | 50  | 50  | 100   |
| <b>Course Credits</b>  | 4  |              |    |     |     |       |
| <b>Course Outcomes</b>   | <p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Elaborate the theoretical foundations and educational significance of art-based pedagogy.</li> <li>• Explore various art forms as mediums of teaching, learning, and expression.</li> <li>• Design and implement field-based pedagogical interventions using arts.</li> <li>• Critically reflect on the impact of art-based methods in diverse educational contexts.</li> </ul>  |              |    |     |     |       |
| <b>Module 1 (Credit 1) Foundations of Art-Based Pedagogy</b>     |  |              |    |     |     |       |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning , scope and significance of art based education</li> <li>• Explain the role of creativity in learning</li> <li>• Discuss the implications of theories in art based education</li> </ul>   |              |    |     |     |       |
| <b>Content outline</b>   | <ul style="list-style-type: none"> <li>• Meaning, scope, and need for art in education</li> <li>• Art as a way of knowing and expression</li> <li>• Role of creativity, imagination, and aesthetics in learning</li> <li>• Theoretical understanding of (John Dewey : Experience, Expression, and Aesthetic Learning) (Eisner: Arts, Imagination, and Multiple Forms of Representation) (Maxine Greene : Imagination, Aesthetic Engagement, and Social Awareness) and its implications</li> <li>• STEAM approach in Education</li> </ul> |              |    |     |     |       |
| <b>Module 2 (Credit 1) Visual and Performing Art in Pedagogy</b> |  |              |    |     |     |       |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Discuss the integration of various art form in learning</li> <li>• Prepare art integrated lesson</li> </ul>   |              |    |     |     |       |
| <b>Content outline</b>   | <ul style="list-style-type: none"> <li>• Integrating drawing, painting, craft, and collage in classroom practices</li> <li>• Drama, theatre, and role-play as methods of engagement</li> </ul>   |              |    |     |     |       |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Music, rhythm, and movement for learning enhancement</li> </ul> <p><b>Pedagogical Design and Planning:</b></p> <ul style="list-style-type: none"> <li>• Principles of designing arts-integrated lesson plans</li> <li>• Learning outcomes through visual and performing arts</li> <li>• Classroom management in creative learning environments</li> <li>• Collaborative and participatory art practices</li> <li>• Inclusive design (UDL and multisensory learning)</li> </ul>  |
| <b>Module 3 (Credit 1) Art for Social and Emotional Learning (SEL)</b> |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of Art for individual life and society</li> <li>• Explain the concept and need of Social and Emotional Learning</li> <li>• Analyse different art form used in the development of an individual</li> </ul>  |
| <b>Content outline</b>   | <ul style="list-style-type: none"> <li>• Concept and need of SEL</li> <li>• Art as a medium for self-expression and identity formation</li> <li>• Art for reducing classroom stress and anxiety</li> <li>• Components of Social and Emotional Learning (CASEL framework: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making)</li> <li>• Neuroscience of arts-based emotional learning (how music, drawing, movement influence emotional processing)</li> <li>• Narrative art for self-reflection and meaning-making</li> <li>• Group storytelling for community building and empathy development</li> </ul>                                     |
| <b>Module 4 (Credit 1) Art, Community, and Critical Pedagogy</b>       |  |
| <b>Learning Outcomes</b>   | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Connect curriculum with lived experiences</li> <li>• Discuss local cultures and identities</li> <li>• Build empathy and social awareness</li> </ul>   |
| <b>Content Doutline</b>  | <p><b>Understanding Community in Educational Contexts:</b></p> <ul style="list-style-type: none"> <li>• Meaning and types of communities: local, cultural, linguistic, digital, indigenous</li> <li>• Community as a knowledge system and cultural resource</li> <li>• Role of community in identity formation and democratic participation</li> </ul> <p><b>Art for Advocacy and Social Change:</b></p> <ul style="list-style-type: none"> <li>• Art as political resistance (posters, digital art, public performance)</li> <li>• Art for gender equity, environmental justice, peace education</li> <li>• Using arts to challenge stereotypes, discrimination, and marginalization</li> </ul> |

|                           |  |
|---------------------------|--|
|                           | <p><b>Critical Visual Literacy:</b></p> <ul style="list-style-type: none"> <li>• Reading images, symbols, media, and visual culture critically</li> <li>• Understanding representation, power, and ideology in art</li> <li>• Visual ethnography: photo-voice, community photography projects</li> </ul>   |
| <p><b>Assignments</b></p> | <p>Visit a local school or community centre and observe or document existing use of arts in teaching (visuals, storytelling, songs, etc.). Submit a reflection with photos/notes/artifacts.(10 marks)</p> <p>Design and conduct a lesson of 30 minutes duration using any art form in an educational setting. Submit lesson plan, documentation (photos/video), and student feedback after implementation. (15 marks)</p> <p>Select a small community group (e.g., neighbourhood children, women’s self-help group, school students, street vendors, elderly citizens, migrant families, etc.). Conduct a <b>photo-voice mini-project</b> to understand their lived experiences, challenges, and strengths. ( 15 marks)</p> <p>Collect <b>3–5 original photographs</b> that capture a <b>specific social or political issue</b> (e.g., gender inequality, caste discrimination, labour rights, environmental justice, political protest, etc.). Using these photographs, develop a <b>photo-narrative</b> that includes:</p> <p><b>Description:</b> A brief explanation of what each photograph shows.</p> <p><b>Analysis:</b> The way photograph represents the chosen issue</p> <p><b>Reflection:</b> Learner’s personal insights, and learning from documenting this issue and present report</p> |
|                           |  |

|  |  |  |          |           |   |           |
|--|--|--|----------|-----------|---|-----------|
| <b>References</b>                                  | <p>Dewey, J. (1934). <i>Art as experience</i>. Penguin.</p> <p>Eisner, E. W. (2002). <i>The arts and the creation of mind</i>. Yale University Press.</p> <p>Greene, M. (1995). <i>Releasing the imagination: Essays on education, the arts, and social change</i>. Jossey-Bass.</p> <p>Freire, P. (2000). <i>Pedagogy of the oppressed</i> (30th anniversary ed.). Bloomsbury.</p> <p>Clinton, G., &amp; Carter, M. (2019). <i>Arts-based education: Creative pedagogies for engaging learners</i>. Routledge.</p> <p>Marshall, J. (2014). <i>Transdisciplinarity and art integration: Toward a new understanding of art-based learning across disciplines</i>. <i>Studies in Art Education</i>, 55(2), 104–127.</p> <p>Rolling, J. H. (2013). <i>Arts-based research primer</i>. Peter Lang.</p> <p>Sousa, D. A., &amp; Pilecki, T. (2013). <i>From STEM to STEAM: Using brain-compatible strategies to integrate the arts</i>. Corwin</p> |  |          |           |   |           |
|  |  |  |          |           |   |           |
| <b>411912</b>                                      | <b>Gender and Education</b>  | <b>Major (Core)</b>  | <b>2</b> | <b>50</b> | - | <b>50</b> |
|  |  |  |          |           |   |           |
| <b>Course Outcomes</b>                             |  | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyze gender dynamics in education.</li> <li>• Identify and challenge gender biases within curriculum and pedagogy.</li> <li>• Apply feminist and sociological theories to understand educational inequality.</li> <li>• Propose and design gender-inclusive interventions for educational settings.</li> </ul> |          |           |   |           |
| <b>Module 1: Theoretical Perspective of Gender</b> |  |  |          |           |   |           |
| <b>Learning Outcomes</b>                           |  | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain theories of gender and its implication</li> <li>• Discuss the construction of gender within society</li> </ul>  |          |           |   |           |
| <b>Content outline</b>                             |  | <ul style="list-style-type: none"> <li>• Social Learning Theory of Gender (Albert Bandura, Walter Mischel)</li> <li>• Cognitive Developmental Theory of Gender (Lawrence Kohlberg)</li> <li>• Gender Schema Theory (Sandra Bem)</li> </ul>   |          |           |   |           |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Psychoanalytic Theory of Gender (Sigmund Freud; Nancy Chodorow)</li> <li>• Gender Performativity Theory (Judith Butler)</li> <li>• Standpoint Theory (Dorothy Smith, Nancy Hartsock)</li> <li>• Queer Theory (Eve Sedgwick, Judith Butler)</li> <li>• Ecofeminism (Vandana Shiva, Maria Mies)</li> <li>• Structural Inequality Theory</li> </ul>   |
| <b>Module 2 : Gender analysis and Gender based pedagogies</b> |   |
| <b>Learning Outcomes</b>                                      | <p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• <b>Explain the key concepts, assumptions, and components</b> of major gender analysis tools</li> <li>• <b>Apply gender analysis tools</b> to examine inequalities in school settings</li> <li>• Analyse and evaluate gender-based pedagogies</li> <li>• Use gender-based pedagogies</li> </ul>   |
| <b>Content outline</b>  | <p>Gender analysis tools:</p> <ul style="list-style-type: none"> <li>• Harvard Analytical Framework (Gender Roles Framework)</li> <li>• Moser Gender Planning Framework, Gender Analysis Matrix (GAM) – Sarah Longwe, Longwe’s Women’s Empowerment Framework, Social Relations Approach (Naila Kabeer)</li> <li>• Gender Based Pedagogy: Gender-Inclusive Pedagogy, Critical Gender Pedagogy (Freire &amp; Feminist pedagogy), Participatory &amp; Dialogic Gender Pedagogy, Gender-Sensitive Curriculum &amp; Text Pedagogy, Safe-Space Pedagogy / Inclusion Pedagogy</li> </ul> |
| <b>Assignments</b>  | <ul style="list-style-type: none"> <li>• Using Gender Analysis Frameworks , Examine Gender Inequality in a School or Community Context (10 marks)</li> <li>• Develop Gender- Responsive Teaching–Learning Strategies using Gender-Based Pedagogical Approaches (5 marks)</li> </ul>   |

|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>Using the theoretical concepts of Queer Theory proposed by Judith Butler (Gender Performativity) and Eve Sedgwick (Epistemology of the Closet), conduct a gender-based observation of any one educational space (classroom/playground/school assembly/staffroom). Prepare a critical analysis report based on your findings (10 marks)</li> </ul>   |
| <b>References</b> | <p>Connell, R. W. (2005). <i>Masculinities</i> (2nd ed.). Polity Press.</p> <p>Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i>, 43(6), 1241–1299.</p> <p>Freire, P. (2000). <i>Pedagogy of the oppressed</i>. Bloomsbury.</p> <p>Kabeer, N. (1994). <i>Reversed realities: Gender hierarchies in development thought</i>. Verso.</p> <p>Longwe, S. H. (1998). Education for women’s empowerment or schooling for women’s subordination? <i>Gender and Development</i>, 6(2), 19–26.</p> <p>Moser, C. O. N. (1993). <i>Gender planning and development: Theory, practice and training</i>. Routledge.</p> <p>Oakley, A. (1972). <i>Sex, gender and society</i>. Temple Smith.</p> <p>Scott, J. W. (1986). Gender: A useful category of historical analysis. <i>The American Historical Review</i>, 91(5), 1053–1075.</p> <p>Stromquist, N. P. (2015). Women’s empowerment and education: Linking knowledge to transformative action. <i>European Journal of Education</i>, 50(3), 307–324.</p> <p>Unterhalter, E. (2005). Global inequality, capabilities, social justice: The millennium development goal for gender equality in education. <i>International Journal of Educational Development</i>, 25(2), 111–122.</p> |
|                   |  |

|   |                         |   |          |          |           |           |
|---|-------------------------|---|----------|----------|-----------|-----------|
| <b>421919</b>   | <b>Blended Learning</b> | <b>Major (Elective)</b>   | <b>2</b> | <b>-</b> | <b>50</b> | <b>50</b> |
| <b>Course Outcomes</b>  |                         | <b>After going through the course, learners will be able to</b> <ul style="list-style-type: none"> <li>• Explain the Concept of Blended Learning</li> <li>• Apply theories of Blended Learning in designing classroom instructions</li> <li>• Critically evaluate theories of Blended Learning</li> <li>• Suggest strategies to integrate technologies in blended learning</li> <li>• Design a Lesson plan for blended Learning</li> <li>• Design synchronous and asynchronous activities for Blended Learning</li> <li>• Use Community of Inquiry Indicators to Assess Blended Learning</li> </ul> |          |          |           |           |
| <b>Module 1: (Credit 1) Introduction to Blended Learning</b>  |                         |   |          |          |           |           |
| <b>Learning Outcomes</b>                                      |                         | <b>After learning the module, learners will be able to</b> <ul style="list-style-type: none"> <li>• Explain the Concept of Blended Learning</li> <li>• Apply theories of Blended Learning in designing classroom instructions</li> <li>• Critically evaluate theories of Blended Learning</li> <li>• Suggest strategies to integrate technologies in blended learning</li> </ul>  |          |          |           |           |
| <b>Content Outline</b>  |                         | <ul style="list-style-type: none"> <li>• Meaning and Concept of Blended Learning</li> <li>• Need, Scope and Benefits of Blended Learning</li> <li>• Theories supporting Blended Learning</li> <li>• The Community of Inquiry Framework</li> <li>• Complex Adaptive Blended Learning System (CABLS) Framework</li> <li>• Models of Blended Learning,</li> <li>• SAMR model for Blended Learning</li> <li>• Technologies for Blended Learning- Learning Management System, Web conferencing, Blogs and wikis, Simulations and games.</li> </ul>   |          |          |           |           |
| <b>Module 2 (Credit 1) Implementation of Blended Learning</b> |                         |   |          |          |           |           |
| <b>Learning Outcomes</b>                                      |                         | <b>After learning the module, learners will be able to</b>  |          |          |           |           |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>• Designing a Lesson plan for blended Learning</li> <li>• Framing Learning Objectives and Learning Outcomes for Blended Learning</li> <li>• Pedagogies for F2F and Online mode</li> <li>• Designing synchronous and asynchronous activities for Blended Learning</li> </ul>  |
| <b>Content Outline</b> | <ul style="list-style-type: none"> <li>• Preparing and planning for Blended Learning</li> <li>• Writing Learning Objectives and Learning Outcomes</li> <li>• Planning In-Class and out class activities for Blended Learning</li> <li>• Synchronous Activities for Blended Learning</li> <li>• Asynchronous Activities for Blended Learning</li> <li>• Assessment and Evaluation in blended learning</li> <li>• Role of Teacher in Blended Learning Environment</li> <li>• Role of Learner in Blended Learning Environment</li> </ul>               |
| <b>Assignment</b>      | <ul style="list-style-type: none"> <li>• Design 2 synchronous and 2 asynchronous activities for Blended Learning (10 marks)</li> <li>• Design 2 in class and 2 outclass activities for Blended Learning (10 marks)</li> <li>• Design a lesson plan for blended learning using COL framework / models of Blended Learning (15 marks)</li> <li>• Using Community of Inquiry Framework assess any one Blended Learning Lesson (15 marks)</li> </ul>  |
| <b>References</b>      | <p>Akyol, Z.&amp; Garrison, D. R. (2011). Understanding cognitive presence in an online and blended Community of inquiry: Assessing outcomes and processes for deep approaches to learning. British Journal of Educational Technology, 42(2), 233–250.</p> <p>Baldwin-Evans, K. (2006). Key steps to implementing a successful blended learning strategy. Industrial and Commercial Training, 38(3), 156–163.</p> <p>Bates, A. W. (2015). Teaching in a digital age: Guidelines for designing teaching and learning. Tony Bates Associates Ltd.</p> |

Retrieved from  
<https://opentextbc.ca/teachinginadigitalage/>  
Blended Mode of Teaching and Learning-  
Concept Note, Retrieved from  
[https://www.ugc.gov.in/pdfnews/6100340\\_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf](https://www.ugc.gov.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf)  
Garrison, D. R., & Vaughan, N. (2008).  
Blended learning in higher education. San  
Francisco, CA: Jossey-Bass.  
Garrison D R, E-Learning in the 21st  
Century-A Community of Inquiry Framework  
for Research and Practice  
O'Connell, A. (2016). Seven blended learning  
models used today in higher ed. Retrieved  
from  
<http://acrobatiq.com/seven-blended-learning-models-used-today-in-higher-ed/>  
Olpak, Y. Z., Yagci, M., & Basarmak, U.  
(2016). Determination of perception of  
community of inquiry. Educational Research  
and Reviews, 11(12), 1085–1092.  
Shea, P., & Bidjerano, T. (2009). Community  
of inquiry as a theoretical framework to  
foster “epistemic engagement” and “cognitive  
presence” in online education. Computers &  
Education,  
52(3), 543–553.  
Student Guide to Blended Learning Retrieved  
from <https://www.d2l.com/blog/blended-learning-guide/>