VIDYASAGAR UNIVERSITY

Midnapore, West Bengal

PROPOSED CURRICULUM&SYLLABUS (DRAFT) OF

B.A. (HONOURS / HONOURS WITH RESEARCH)

MAJOR IN EDUCATION

4-YEAR UNDERGRADUATE PROGRAMME

(w.e.f. Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes

(CCFUP), 2023& NEP, 2020

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VIDYASAGAR UNIVERSITY
BACHELOR OF ARTS (HONOURS/ HONOURS WITH RESEARCH) MAJOR IN EDUCATION
(under CCFUP, 2023)

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
								CA	ESE	TOTAL
B.A. (Hons./ Hons. with Research)	4th	VII	SEMESTER-VII							
			Major-14	EDCHMJ14	T: Advanced Philosophical foundation of Education	4	3-1-0	15	60	75
			Major-15	EDCHMJ15	T: Advanced Psychological foundation of Education	4	3-1-0	15	60	75
			CRM	EDCHCRM	T: Research Methodology and Publication Ethics	4	3-1-0	15	60	75
			Major Elective-03	EDCHDSE 03	T: Great Educators / Life Skill Education / Population Education	4	3-1-0	15	60	75
			Minor-07 (Disc.-I)	EDCMIN07	T: Technology in Education *(To be taken by the other Discipline)*	4	3-1-0	15	60	75
					Semester-VII Total	20				375

MJ = Major, MI = Minor Course, DSE = Discipline Specific Elective Course, CRM= Compulsory Research Methodology, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical

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SEMESTER-VII

Semester	Course	Course Code	Name of the Paper/ Topic
VII	4-yr Hons./ Hons. with Research	Major 14	Advanced Philosophical foundation of Education
		Major 15	Advanced Psychological foundation of Education
		Major Elective-3	Great Educators / Life Skill Education / Population Education
		CRM	Research Methodology & Ethics
		MI-7	Technology in Education

MAJOR (MJ)

Major 14: Advanced Philosophical foundation of Education

Credit: 4;

Full Marks: 75

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COURSE OBJECTIVES:

This course will enable the learners to:

- ✓ understand the modern approaches to Philosophy
- ✓ understand the contribution of different schools of Indian Philosophy in the field of Education
- ✓ understand the impact of Western Schools of Philosophy on Indian Education
- ✓ acquaint with the educational thoughts of some Great Thinkers (both Indian & Western)

LEARNING OUTCOMES:

At the end of the course, the learners will be able to:

1. Explain the modern approaches of philosophy
2. Make a comparison among the basic concepts of the different branches of Philosophy.
3. Describe the contributions of Indian schools of Philosophy
4. Describe the contributions of Western schools of Philosophy
5. Analyze the educational thoughts of Great educators from India and abroad

COURSE CONTENTS:

Unit – 1: Modern Approaches to Philosophy

a. Logical analysis

b. Positive Relativism

c. Logical Positivism

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With special reference to Knowledge(Epistemology), Reality (Metaphysics), Values(Axiology) and their Educational Implications, i.e.,aims, curriculum, methods of teaching, teacher-students relationship and discipline.

Unit – 2: Indian Schools of Philosophy

a. Sankhya
b. Vedanta
c. Nyaya

With special reference to Knowledge(Epistemology), Reality (Metaphysics), Values(Axiology) and their Educational Implications,i.e.,aims,curriculum, methods of teaching, teacher-students relationship and discipline.

Unit – 3: Western Schools of Philosophy

a. Existentialism
b. Humanism
c. Marxism

With special reference to Knowledge(Epistemology), Reality (Metaphysics), Values(Axiology) and their Educational Implications,i.e.,aims,curriculum, methods of teaching, teacher-students relationship and discipline.

Unit–4: Great Educators and their Educational Thoughts

a. Mahatma Gandhi- Basic Education
b. Sri Aurobindo - Integral Education
c. Paulo Freire- Problem- posing Education

Suggested Readings:

1. Bigge. Morris L. (1971). Positive Relativism: an Emergent Educational Philosophy. New York: Harper & Row.
2. Bramel. D. (1971). Patterns of Educational Policy. New York: Hold Rinehart & Winston.
3. Brubacher, R. S. (1955). Modern Philosophies of Education. Chicago: University Press.
4. Chand, Jagdish. (2009). Western educational Philosophers. Delhi: Ashis Publication.
5. Chand, Jagdish. (2009). Great Indian Thinkers of Education. Delhi: Ashis Publication.
6. Curren Randall (Edited) (2003). A companion of Philosophy of Education. New York: Blackwell Publishing.
7. Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.
8. Dash, B. N. (1994) foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers.
9. Elmhurst, Leonard (1961) Rabindranath Tagore: Pioneer in Education. London, John Murray.

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10. Gandhi, M. K. (1912). The Education. Ahmadabad: Movajirm Publishing House.
11. Gupta, s. (2009) Education in emerging India, Delhi: Shipra Publications.
12. Heyting, Frieda (Edited) (2001) Methods in Psychology of Education. London: Routledge.
13. Hiriyana. M. (1995) The Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
14. Hospers. John. (1988). An Introduction to Philosophy analysis. Kolkata: Allied Publishers Private Limited.
15. Kneller. G. F. V. (1971) Introduction to Philosophy of Education. New York: John Witty & Sons.
16. Morris. V. (1966). Existentialism in Education. New York: Harper & Row.
17. Nayak, B. K. , Foundation of Education, Cuttack, Kitab Mahal, 2006.
18. O. Conner. J. (1995). An Introduction to the Philosophy of Education. Agra: Vinod Pustak Mandir.
19. Ozman. H., & Carver, S. (2007). Philosophical Foundations of Education 8th Edition. New Jersey Prentice-Hall.
20. Price, R. F. (1977). Marx and Education i n Russia and China. New Jersey: Rowman and Littlefield.
21. Pahuja, N. P. (2007) Theory and Principles of Education, New Delhi: Anmol Publications Pvt. Ltd.
22. Radhakrishna, S. (1929). Indian Philosophy (Vols. 1 & II). London: Oxford University Press.
23. Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
24. Sharma, G. Ranjit (2003). Trends in Contemporary Indian Philosophy of Education.
25. Sharma, Y. K. (2002) The Doctrines of the Great Indian Educators, New Delhi,

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Major 15: Advanced Psychological foundation of Education
Credit: 4
Full Marks: 75

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- ✓ understand the concept and process of Educational Psychology as an applied science.
- ✓ understand the nature of schools of psychology
- ✓ understand the nature of various processes of growth and development in order to develop
- ✓ educational programmes,
- ✓ understand the education concept of intelligence and creativity and its applications
- ✓ develop understanding of the theories of Personality and their use in the development of personality and Measurement of Personality

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

1. Describe different theories and approaches of Psychology: learning, motivation, intelligence, creativity and personality.
2. Compare among different psychological perspectives on student behavior, learning process and adjustment.
3. Critically analyze different approaches of learning.
4. Administer and interpret different psychological test to measure psychological traits.

COURSE CONTENTS:

Unit – 1 Schools of Psychology

a. Educational Psychology- As a separate discipline
b. Structuralism, Functionalism, & Behaviourism- Characteristics & significance in Education
c. Gestalt & Constructivism- Characteristics & significance in Education

Unit – 2 Theory of Learning and Motivation

a. Social Theory: Bandura
b. Cognitive theory: Piaget, Bruner
c. Theory of Motivation- Maslow

Unit – 3 Intelligence and Creativity

a. Social intelligence, Multiple intelligence, Emotional intelligence- Concept
b. Theories of Intelligence- Thurstone, Gardner & Sternberg
c. Concepts of Critical thinking, Metacognition and Creativity

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Unit – 4 Personality

a. Type Theory of Jung & Trait theories of Cattle & Gordon Allport
b. Psychodynamic theory- Freud
c. Humanistic theories- Carl Rogers

Suggested Readings:

1. Chauhan, S. S. (2010). *Advanced Educational Psychology* (7th ed.). Vikas Publishing House.
2. Ciccarelli, S. K., & White, J. N. (2018). *Psychology* (5th ed.). Pearson.
3. Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology*. Anmol Publications.
4. Duchesne, S., & McMaugh, A. (2019). *Educational Psychology for Learning and Teaching* (6th ed.). Cengage Learning.
5. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
6. Mangal, S. K. (2002). *Advanced Educational Psychology*. Prentice Hall India.
7. McInerney, D. M. (2014). *Educational Psychology: Constructing Learning* (6th ed.). Pearson.
8. Moreno, R. (2010). *Educational Psychology*. John Wiley & Sons.
9. Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2020). *Educational Psychology: Developing Learners* (10th ed.). Pearson.
10. Reber, A. S., & Reber, E. S. (2001). *Dictionary of Psychology* (3rd ed.). Penguin Reference.
11. Santrock, J. W. (2006). *Psychology Essentials 2* (Updated ed.). Tata McGraw-Hill.
12. Santrock, J. W. (2018). *Educational Psychology: Theory and Applications to Fitness and Performance* (6th ed.). McGraw-Hill Education.
13. Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2020). *Psychology* (5th ed.). Worth Publishers – Macmillan Learning.
14. Sreevani, R. (2010). *A Guide to Mental Health and Psychiatric Nursing* (3rd ed.). Jaypee Brothers Medical Publishers.
15. Woolfolk, A. (2006). *Educational Psychology* (9th ed.). Pearson Education.
16. Woolfolk, A. (2022). *Educational Psychology* (15th ed.). Pearson.
17. পাল, দেবাশিস (Debasish Pal). *শিক্ষণ ও মনোবিজ্ঞান.* কলকাতা: Rita Book Agency.
18. রায়, সুশীল (Sushil Roy). *শিক্ষা মনোবিজ্ঞান.* কলকাতা: Soma Book Agency.
19. সেনগুপ্ত, প্রমোদবন্ধু (Pramodbandhu Sengupta). (প্রকাশ সাল বিভিন্ন সংস্করণে ভিন্ন). *শিক্ষা মনোবিজ্ঞান.* কলকাতা: Classic Books.

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COMPULSORY RESEARCH METHODOLOGY (CRM)

[for both Hons. and Hons. with Research students]

CRM: Research Methodology and Publication Ethics
Credit: 4
Full Marks: 75

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- ✓ Understand the nature, scope, types, and significance of educational research.
- ✓ Develop competence in identifying research problems and formulating research objectives, questions, and hypotheses.
- ✓ Acquire knowledge of quantitative, qualitative, and mixed methods research designs.
- ✓ Select appropriate sampling techniques and research tools for educational investigations.
- ✓ Apply suitable techniques for quantitative and qualitative data analysis.
- ✓ Develop skills in writing research reports following APA style and proper referencing practices.
- ✓ Demonstrate ethical principles, academic integrity, and responsible use of AI and digital tools in educational research.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

1. Formulate educational research problems and design appropriate research studies.
2. Select and apply suitable research methods, sampling techniques, and data collection tools.
3. Analyze and interpret quantitative and qualitative research data using appropriate techniques.
4. Prepare a well-structured research report following APA guidelines with accurate citation and referencing.
5. Conduct educational research ethically by adhering to research ethics, academic integrity, and responsible use of AI-assisted research tools.

COURSE CONTENTS

Unit I: Foundations of Educational Research

a. Meaning, Nature, Scope and Types of Educational Research
b. Research Problem, Objectives, Research Questions, Hypotheses and Review of Literature (Literature search & Review methods)
c. Variables and Research Designs (Experimental, Descriptive, Historical, Qualitative)

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Unit II: Research Methods and Data Collection

a. Quantitative, Qualitative, Mixed Methods Research & Triangulation
b. Population, Sampling and Sampling Techniques
c. Tools of Data Collection: Observation, Interview, Questionnaire, Rating Scale and Test; Validity and Reliability

Unit III: Data Analysis and Research Report Writing

a. Quantitative Data Analysis (Descriptive & Inferential Statistics: Parametric and Non-Parametric Tests)
b. Qualitative Data Analysis Techniques: Coding, Thematic Analysis and Content Analysis
c. Writing Research Proposal, Synopsis and Research Report: APA Style, Citation, Referencing styles and Bibliography

Unit IV: Research Ethics

a. Research Ethics: Informed Consent, Confidentiality and Ethical Issues
b. Academic Integrity: Plagiarism, Authorship and Publication Ethics
c. AI in Research & Reference Management (Mendeley/Zotero) and Open Science

Suggested Readings:

1. Best, J. W., & Kahn, J. V. Research in Education. Pearson.
2. Creswell, J. W., & Creswell, J. D. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.
3. Cohen, L., Manion, L., & Morrison, K. Research Methods in Education. Routledge.
4. Kothari, C. R. Research Methodology: Methods and Techniques. New Age International Publishers.
5. Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Wadsworth.
6. Gay, L. R., Mills, G. E., & Airasian, P. W. Educational Research: Competencies for Analysis and Applications. Pearson.
7. Mertens, D. M. Research and Evaluation in Education and Psychology. SAGE Publications.
8. Punch, K. F. Introduction to Social Research: Quantitative and Qualitative Approaches. SAGE Publications.
9. American Psychological Association. Publication Manual of the American Psychological Association. American Psychological Association.
10. Bryman, A. Social Research Methods. Oxford University Press.
11. ভট্টাচার্য, দীপক কুমার: শিক্ষায় গবেষণা পদ্ধতি। ক্লাসিক বুকস:কলকাতা।
12. ভট্টাচার্য, মাধুমিতা: শিক্ষাগত গবেষণার পদ্ধতি। প্রগ্রেসিভ পাবলিশার্স:কলকাতা।

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13. চক্রবর্তী, অমল: শিক্ষাগত গবেষণা: তত্ত্ব ও প্রয়োগ। রিতা বুক এজেন্সি:কলকাতা।
14. মুখোপাধ্যায়, নির্মল কুমার: গবেষণা পদ্ধতি (শিক্ষা ও সমাজবিজ্ঞান)। ক্লাসিক বুকস:কলকাতা।

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MAJOR ELECTIVE (DSE)

Major Elective (MJDSE – 03):

(Great Educators / Life Skill Education / Population Education)

Credit: 4; Full Marks: 75

MJ DSE – 3T: Great Educators **Credits 04; Full Marks: 75**

Course Learning Outcomes

On completion of this course the learners will be able to-

- *Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda towards education*
- *Explore the contributions of Sri Aurobindo to philosophy and Education*
- *Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world*
- *Assess the educational thoughts of Jiddu Krishna Murti*
- *Critically analyze the educational philosophy of S. Radhakrishnan*
- *Analyze the educational Contributions of Sister Nivedita*
- *Explain the key ideas and theories of Jean-Jacques Rousseau related to Education and child development*
- *Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings*
- *Analyze the educational methods and principles developed by Maria Montessori and their application in early childhood education*
- *Estimate the ideas of Pestalozzi to psychologize education*
- *Evaluate the educational theories and ideas of Paulo Friere*
- *Discuss the educational thoughts of Ivan Illich in relation to De-schooling society*
- *Compare and contrast the philosophies and educational ideas of the mentioned educators*
- *Reflect on the relevance and applicability of the educational philosophies of the great educators in contemporary educational contexts*

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Course Content:

Unit: 1: **Indian Educators- I** a) Swami Vivekananda b) Sri Aurobindo c) M.K. Gandhi

Unit: 2 : **Indian Educators- II**

a) Jiddu Krishna Murti b) S. Radhakrishnan
c) Sister Nivedita

Unit: 3 : **Western Educators- I**

a) J.J. Rousseau
b) F.W. August Froebel c) M.M. Montessori

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Unit:4 : **Western Educators -II**

a) J.H. Pestalozzi
b) Paulo Friere
c) Ivan Illich

Suggested Books

1. Dash, B.N.,- Teacher and Education in the Emerging Indian Society, Vol-1, Neelkamal
2. Publications Pvt. Ltd. Hyderabad
3. Guha, B., Shikshay Pathikrit , Sobha Publisher, Kolkata
4. Mukherjee, K.K, -Some Great Educators of the world, Das Gupta &Co.Pvt. Ltd, Kolkata
5. Purkait, B.K., -Great Educators, New Central Book Agency, London
6. Rai, B.C.,- Theory of Education, Prakasan Kendra, Lucknow
7. Sharma, D.,- Philosophical Foundations of Education, Educational Publishers, Agra
8. Taneja, V.R., Educational Thought and Practice, Sterling Publishers Pvt. Ltd, New Delhi

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MJ DSE – 03T: Life Skill Education **Credits 04; Full Marks: 75**

Course Objectives

- To provide knowledge of life skills education and basic life skills.
- To understand the different models of life skills.
- To acquaint students with the application of life skills in everyday life.
- To discuss the prospects of life skills education.
- To provide practical application of different life skills techniques.

Course Learning Outcomes

After the completion of this course, learners will be able to:

- Explain life skills and life skills education.
- Describe different models of life skills.
- Apply necessary life skills in daily life.
- Explain the concept of training and techniques for life skills education.
- Demonstrate practical application of various life skills techniques.

Course Content:

Unit: 1: Introduction to Life Skills

a. Life Skills: Concept and Significance; Life Skills Education
b. Life Skills in Indian Context
c. Survival Skills, Livelihood Skills, Negotiation skills and Digital literacy skills.

Unit: 2: Models of Life Skills

a. WHO's 10 life skills model
b. 4 H (Head, Heart, Hands & Health) targeting Model
c. 4-dimensions model by UNESCO

Unit 3 : Application of Life Skill Education

a. Life Skills for social exclusion & civic engagement
b. Life Skills for carrier opportunities (resume writing, Group Discussion, Carrier searching, Interview skills)
c. Problems and provisions in application of Life Skills Education.

Unit 4 : Techniques and Training

a. Techniques of life skills (Debate, Role Play, Storytelling, Gamification)
b. Role of Teachers in promoting life Skills
c. Training for promoting Team-Work and Addressing Misunderstanding

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Suggested Books:

- Bhatt I Rajeshkumar (2017), Life Skill Education, Notion Press, Chennai
- Rao R K & Dinakar P (2016), Life Skills education, Neelkamal, Hyderabad
- Mahajan G (2009), Life skill Education, Shipra Publication, Delhi
- Hydrabasha, A. S. Life Skills of education, Current Publication, Mumbai
- Ralhan R (2022), Life Skill Education, Tandon Publications, Ludhiana
- UNICEF: omprehensive Life Skills Framework. https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf (Pg-18)
- ELOPING LIFE SKILLS: METHODS AND TECHNIQUES https://egyankosh.ac.in/bitstream/123456789/106540/3/Unit-16.pdf
- World Health Organization. Life Skills Education For Children and Adolescents in Schools: Programme on Mental Health World Health Organization Geneva 1997. https://iris.who.int/server/api/core/bitstreams/87fe5602-fd22-4d61-8605-26aa6a21f4c8/content
- Mishra, Savita., Hanif, Md., Prabhat, P. Raj (2004). Education: Life Skills and Training. Aadi Publication, India.
- Chakrabarty, P.K (2022). Jiboner Dakkhata Shikkha. Rita Publications, Kolkata

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MJ DSE- 3T: Population Education **Credits 04; Full Marks: 75**

Course Objectives

The course aims to:

- Provide knowledge about the concept, scope and importance of Population Education.
- Develop understanding of population growth, its determinants and its impact on quality of life.
- Create awareness about population-related issues, human resource development and population education programmes in India.
- Sensitize learners towards the role of family, female education and environmental concerns in population growth.
- Familiarize learners with population education curriculum, population policy and the role of teachers and community in awareness programmes.

Learning Outcomes

After completion of this course, learners will be able to:

- Understand the meaning, objectives, need and basic concepts of Population Education.
- Identify the determinants of population growth and explain key demographic concepts.
- Explain the impact of population growth on quality of life.
- Understand human resource development and population education programmes in India.
- Analyze the major problems of population growth and suggest strategies for population control.
- Explain the role of family size, family responsibilities and female education in population growth.
- Understand population education curriculum, population policy in India and the role of teachers and community awareness programmes.

Course Content:

Unit I: Concept of Population Education

a. Meaning, Objectives and Need of Population Education
b. Determinants of Population Growth
(Socio-economic, Political, Biological and Psychological)
b. Concept related to population education
(Birth Rate, Death Rate, Fertility, Mortality, Morbidity and Migration)

Unit II: Population Growth: Impact, Development and Challenges

a. Concept, Indicators and Impact of Population Growth on Quality of Life (with reference to health, education and average life span)
b. Human Resource Development-Concept and Significance, and Population Education Programmes in India
c. Major Problems of Population Explosion and Strategies for Population Control

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Unit III: Population Growth and Responsibilities

a. Family Size and Its Implications
b. Role of Family and Female Education in Population Growth
c. Population Growth and Environmental Sustainability

Unit IV: Population Education: Curriculum Framework, Policy and Implementation Strategies

a. Curriculum for Population Education across Different Educational Levels
b. Population Policy in India: Strategies and Measures
c. Role of Teachers and Community-based Awareness Programmes on Population-related Issues (Child Marriage, Child Labour, Population Explosion)

Suggested Books:

1. Aggarwal, J.C. (2002). Population Education. Delhi: Shipra Publication.
2. Bhardwaj, Ramesh Kumar (2002). Population Education in India. Kacha Bazar: TheAssociate Publishers
3. Ghosh, B. N. (1985). Fundamentals of Population Geography. New Delhi: Sterling Publishers Private Limited.
4. Raju, B. Joseph et al. (2004). Population Education. New Delhi: Sonali Publications
5. Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. New Delhi: Kanishka Publishers Distributors.
6. Sinha, P. N. (2000). Population Education and Family Planning. New Delhi: Jawarharpark,Laxmi Nagar,
7. Subir Nag & Rajib Sarkar (2020-2021). Population Education. Rita Publication. (Bengali Version)

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MINOR (MI)

Minor-07: Technology in Education
Credit: 4
Full Marks: 75

COURSE OBJECTIVES

- ✓ To enable students to understand the concept, scope & importance of educational technology.
- ✓ To understand the evolution of educational technology.
- ✓ To understand about communication and system approach in educational technology.
- ✓ To create an understanding of the application of basics of technology in the process of education.
- ✓ To familiarise with technological advances made and to develop a positive attitude towards adaptability of digital literacy.
- ✓ To know about the assistive technology for supporting students with disabilities.

LEARNING OUTCOMES

- ✓ Students will be able to explain the concept, scope, and importance of educational technology.
- ✓ Students will be able to describe the evolution of educational technology.
- ✓ Students will be able to implement communication and system approach in educational settings.
- ✓ Students will be able to integrate basic technological tools into educational practices.
- ✓ Students will be able to enhance digital literacy and adapt to technological innovations.
- ✓ Students will be able to recognize and apply assistive technologies for supporting students with disabilities.

COURSE CONTENTS-

Unit-I: Introduction to Educational Technology:

a. Concept, nature, scope & importance of educational technology;
b. Evolution of educational technology – From traditional tools to digital platforms;
c. Mobile learning, Artificial Intelligence, augmented reality, virtual reality – impact on teaching and learning practises over time;
d. Role of Computer & ICT in education.

Unit-II: Systems Approach & Communication in Education:

a. Systems approach – Concepts, components;
b. Systems approach in education;
c. Communication – Concept, components, types, needs & communication cycle;
d. Barriers of classroom communication and strategies of overcoming barriers in communication.

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Unit-III: Instructional Design & Digital Pedagogy:

a. Mass instructional techniques – Concepts & types (Seminar, panel discussion, MOOCS, SWAYAM);
b. Personalized instructional techniques – Concepts & Types;
c. Blended Learning and Mastery Learning: concepts & strategies;
d. Models of teaching – Concepts, components and Use / Significance.

Unit-IV: Modern Trends in Educational Technology:

a. Digital Literacy: Importance and adaptability;
b. Issues in educational technology – responsible use of technology, online etiquette and safety;
c. Cyber laws and ethical considerations;
d. Assistive technologies for supporting students with disabilities.

Suggested Reading

1. Sharma, R.A. (2015). Technological Foundation of Education. Meerut: R.Lall Book Depot
2. Mangal, S.K. Educational Technology.
3. Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Ltd.
4. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
5. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

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