Semester	III
Paper Number	
No.of credits	5 + 1
Paper Title	**DSE1.3.-Pedagogy,AndragogyandHeutagogy**
Theory/Composite	Composite
No. of periods assignedperweek	5 Theoryand1Practicum
Coursedescriptive/ objective	- Tounderstandtheconceptofnew-learningandtheprinciples and patterns of pedagogy - ToanalyzetheeducationalimplicationsofPaoloFreire's Pedagogy of the Oppressed - AnalyzingtheconceptandprinciplesofAndragogy - Synthesizingandreinventingtheandragogicalsyllabus - Understandingtheconceptandimpactofheutagogy - Identifyingthe featuresofself-determinedlearning - Evaluatingtheroleoftechnologyindrivingchangesand innovation - Identifying the frameworks using heutagogical principles in creating life-long learners
Syllabus	**Module1:(30 marks)** **Unit-I:NewLearning:PrinciplesofEducationCurriculum and Pedagogy** - Patternsof Pedagogy - Educationinastateofflux - Didactic,authenticandtransformativelearning **UnitII:PauloFreire'sPedagogyoftheOppressed** - BankingConcept - PassiveandActiveLearning - CultureofSilence,Social-Praxisandtheoryofoppression - SourcesofLiberation - CriticalAwarenessandEducationasapracticeoffreedom - Education as domination - Education for humanization **UnitIII:ConceptandPrinciplesofAndragogy** - Syllabusasframesanddiscussions - Syllabusascontact - Syllabusasa power instrument - Syllabusascommunication/signalingdevice - Syllabusascollaboration **UnitIV:Reinventingthesyllabus** - Practicewithandragogicalsyllabus

	• PedagogicalvsAndragogicalsyllabus(RisksandPayoff)
	
	Module2:(30 marks)
	
	Unit-V:PrinciplesofHeutagogy
	• ConceptofHeutagogy
	• ReviewofLiterature onHeutagogy
	• Challengesfacinginstitutionstoday
	UnitVI:Self-determinedlearning
	• Featuresofself-determinedlearning(Haseand Kenyon)
	• Educationalimplicationsofself-determinedlearning
	UnitVII:Technologydrivingchangeandinnovation
	• Social media
	• MassiveOpenOnlineCourses
	• PersonalLearningEnvironments(PLE)
	• PriorLearningAssessment(PLA)
	• Competency basedcurriculum ande-portfolios
	• DigitalBadges
	• FlippedClassrooms
	
	UnitVIII:Creatinglife-longlearners
	
	• Reconstructingframeworksforthechangesahead
	   ○ Policymakers
	   ○ Teachers
	   ○ Learners

Mode of Transaction	Lecture,Discussion,CaseStudy,Experiments,Problem solving,FilmShow,ActionResearch,BookReview
Practicum	ActionResearchonPrinciplesofHeutagogyusedinthetraining programme for adult learners Or Criticalbookreviewof"PedagogyoftheOppressed"byPaulo Freire
Readings	• DeceecoJ.P.(1970).*ThePsychologyofLearningandInstructional Technology.* New Delhi, Prentice Hall of India. • FlandersN.(1971).*AnalysingTeachingBehaviour.*London: Addison Wesley Pub. Co. • Freire,P.(1971).*PedagogyoftheOppressed.* NewYork:Herden and Herden. • Illich,I.(1970).*DeschoolingSociety.*London:MarionBoyars. • JoyceB.,&.WeilM.(1992).*ModelsofTeaching(4thedition).*New Delhi: Prentice Hall of India Pvt. Ltd. • Kumar,K.(1988).*Whatisworthteaching?*NewDelhi:Orient Longman. • Novak,Joseph&Gorwin,B.(2010). *LearninghowtoLearn.*New York: Cambridge University Press • Schon,D.(1987).*EducatingtheReflectivePractitioner.*San Francisco: Jossey – Bass.

Evaluation	Practicum: 20 Marks
	Continuous Internal Assessment: 20 marks
	End-Semester Theory Examination: 60 marks
Paper Structure for End Semester	**Full Marks:** 60 **Time:** 3 Hours
	Common Instructions:
	• Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation)
	• Candidates are required to give their answers in their own words as far as practicable
	Group A (From Module 1)
	I. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	II. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)
	Group B (From Module 2)
	III. **Critical Essay:** Answer **any two** questions out of four questions (2 x 10 = 20)
	IV. **Critical Short Notes:** Answer **any two** questions out of four questions (2 x 5 = 10)