



माँ शाकुम्भरी विश्वविद्यालय, सहारनपुर
Maa Shakumbhari University, Saharanpur

Department of Education

Education as a Minor Elective: Syllabus of 1st, 2nd and 4th Year

Semester-wise Titles of the Papers: Education as Minor Subject

Year	Sem.	Paper Code	Paper Title (Theory)	Instructional Hours	Credits
1	I	0150150	Perspectives of Education	60	4
	II	0250150	Conceptual Framework of Education	60	4
2	III	0350150	ICT in Education and Cyber Literacy	60	4
	IV	0450150	Life Skills Education	60	4
4	VI	0750150	ICT Enabled Education and Cyber Security	60	4
	VII	0850150	Education for Sustainable Development	60	4

**Semester I or II
(Theory)**

Course Title: Perspectives of Education, Total Credit: 4; Hours: 60

Course Learning Outcomes:

On completion of this course, the learner will be able to:

- interpret the meaning, nature, scope and aims of education.
- explain the factors affecting education and their interrelationship.
- describe different agencies of education and its effect on education.
- adapt the Constitutional values.
- define Education and Philosophy.
- correlate Education with social concerns.
- correlate Education and Psychology.
- compare the characteristics and needs of different stages of development.
- illustrate different learning theories.

Max. Marks: -100

External Examination – 75 M Internal Examination – 25 M

Min Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional Hours
I	<u>CONCEPT OF EDUCATION</u> <ul style="list-style-type: none"> • Meaning • Nature • Factors affecting education, • Aims of Education 	7

	<ul style="list-style-type: none"> • Functions of Education 	
II	<u>AGENCIES OF EDUCATION</u> <ul style="list-style-type: none"> • Formal, Informal, Non-formal • Preamble of Indian Constitution • Constitutional Values 	8
III	<u>PHILOSOPHY AND EDUCATION</u> <ul style="list-style-type: none"> • Meaning and Concept • Nature and Relationship with Education. • A brief introduction to Western Philosophies: Idealism, Naturalism and Pragmatism. 	8

IV	<u>INDIAN KNOWLEDGE SYSTEM</u> <ul style="list-style-type: none"> • A brief introduction to Indian Philosophies (Shadadarshan) • Education in Vedic and Buddhist Period 	7
V	<u>INDIAN SOCIETY</u> <ul style="list-style-type: none"> • Nature and Characteristics • Relationship between Society and Education • Social Change, Social Mobility and social stratification 	8
VI	<u>PSYCHOLOGY AND EDUCATION</u> <ul style="list-style-type: none"> • Concept and Scope • Relationship with Education. • Importance • Methods of Educational Psychology. 	8
VII	<u>GROWTH AND DEVELOPMENT</u> <ul style="list-style-type: none"> • Meaning and forms • Difference between t and Growth and development • Stages of Development. 	7
VIII	<u>LEARNING</u> <ul style="list-style-type: none"> • Meaning, Nature and Importance • Theories of Learning - Thorndike's Trial and Error Theory, Pavlov's Classical Conditioning Theory, Skinner's Operant Conditioning Theory 	7

Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks

Test / Quiz (MCQ) -10 Marks

Attendance/ Class Performance- 05 Marks

Suggested Readings:

1. टी.रेमटं. शिक्षाशसिद्धांत.
2. पी. वीकाणे. धर्मशास्त्र का इतिहास. उत्तर प्रदेश दिल्ली संस्थान, लखनऊ.
3. सलूजा, सी.के. शिक्षा: एक विवेचन. दिल्ली. रविबूक्स. (फुलबूक) 2004.
4. तोमरएलआर.प्राचीन भारतीय शिक्षा पध्दति. सुरुचि प्रकाशन. नई दिल्ली.
5. कुमार,प्रभात.भारत का संविधान. प्रभात पेपर बैक
6. Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
7. Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house
8. Bhatnagar Suresh (n.d.). Advanced Educational Psychology, Lal Book Depot, Meerut.
9. Bigge, Morris. L (1971).Learning theories for teachers. New York: Harper &Row.
10. Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011
11. B. Educational Thought: An Introduction. Britain: MacMillan. 1970
12. Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
13. Dewey, J. The school and society. USA: The University of Chicago Press. 1915
14. Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
15. Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
16. Pandey R.S. Principles of Education, Agra, Vinod Pustak Mandir. 1992

Semester I or II (Theory)

Course Title: Conceptual Framework of Education-Total Credit: 4; Hours: 60

Course Learning Outcomes

On completion of this course, the learner will be able to:

- interpret the meaning, nature, scope and aims of education.
- explain the factors of education and their interrelationship.
- classify and compare the different agencies of education that influence education.
- adapt the Constitutional values and Educational provisions.
- distinguish between different levels of the Education System.
- explain the present status of different levels of Education.
- identify the level of Education and concern governing/regulatory bodies.
- differentiate the needs and importance of different levels of Education.

Max. Marks: -100

External Examination – 75 M Internal Examination – 25 M

Min Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Contents	Instructional Hours
------	----------	---------------------

I	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> • Concepts of Education- Meaning, Nature. • Education in the context of • Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shishya. • Influencing Factors of Education. • Aims of Education: Individualistic, Social, Democratic and Vocational. 	10
II	<u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition and Generation of Human Values. • Education for National Integration. • Education for International Understanding. • Education for HRD. 	9
III	<u>AGENCIES OF EDUCATION</u> Concept of <ul style="list-style-type: none"> • Formal. • Informal. • Non – Formal Agencies 	6
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education. 	7
V	<u>PRE-PRIMARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary Education. • Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten. • NEP 2020 and Pre-primary Education. 	8
VI	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, importance and present Scenario of primary Education in India as per NEP-2020 • Concept, importance and present Scenario of Secondary Education in India as per NEP-2020 	7

VII	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective of Higher Education. • Need of Higher Education in India. • Types of Universities- Central, State, Deemed, Private, Open. • NEP-2020 and Higher Education in India. 	6
VIII	<u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> <ul style="list-style-type: none"> • Ministry of Education • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • State Board, National Boards and International Boards of School Education 	7
<p>Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks</p> <p>Test / Quiz (MCQ) -10 Marks</p> <p>Attendance/ Class Performance- 05 Marks</p>		

Suggested Readings:

1. टी.रेमटं. शिक्षाशसिद्धांत.
2. पी. वीकाणे. धर्मशास्त्र का इतिहास. उत्तर प्रदेश दिल्ली संस्थान, लखनऊ.
3. सलूजा, सी.के. शिक्षा: एक विवेचन. दिल्ली. रविबूक्स. (फुलबूक) 2004.
4. तोमरएलआर. प्राचीन भारतीय शिक्षा पद्धति. सुरुचि प्रकाशन. नई दिल्ली.
5. कुमार, प्रभात. भारत का संविधान. प्रभात पेपर बैक.
6. Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
7. Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
8. Barrow, R., & Milburn, G. A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. 1986
9. Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
10. Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
11. Dewey, J. The school and society. USA: The University of Chicago Press. 1915
12. Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 20

**Semester III or IV
(Theory)**

Course Title: ICT in Education and Cyber Literacy- Total Credit: 4; Hours: 60

Course Learning Outcomes -

On completion of this course, the learner will be able to:

- describe the scope of ICT and its applications in teaching learning.
- appraise the means of ICT integration in teaching learning.
- demonstrate the computer components and software and hardware approach in education.
- identify the instructional applications of Internet and web resources.
- elaborate the process of using the application software for creating documents, database, presentation and other media applications.
- interpret the cyber security and threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber-crimes, vulnerabilities and remedies thereto.
- Analyze and evaluate existing legal framework and laws on cyber security.

Max. Marks: -100

External Examination – 75 M Internal Examination – 25 M

Min Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Contents	Instructional Hours
I	<u>INFORMATION AND COMMUNICATION TECHNOLOGIES: AN INTRODUCTION</u> <ul style="list-style-type: none"> • Information and Communication Technology Basics • Nature and scope of Information and Communication Technology • Applications of Information and Communication Technologies in Classroom and School management 	8
II	<u>COMPUTER FUNDAMENTALS: HARDWARE & SOFTWARE</u> <ul style="list-style-type: none"> • Introduction to a personal computer: It's parts and functions • Operating system: Windows/Linux/UNIX 	8
III	<u>INTERNET AND THE WORLD WIDE WEB</u> <ul style="list-style-type: none"> • Teaching and Learning using Internet and the Web • Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums. 	7

IV	<u>COMMUNICATION THROUGH WEB AND SECURING DATA</u> <ul style="list-style-type: none"> • Securing data: Threat from, sources of and protection from viruses and worms • Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail and its use in Education 	7
V	<u>INTRODUCTION TO CYBER LITERACY</u> <ul style="list-style-type: none"> • Defining cyberspace • Regulation of cyberspace 	8
VI	<u>CYBER SPACE AND CYBER SECURITY</u> <ul style="list-style-type: none"> • Concept of cyber security • Issues and Challenges of cyber security in Education sector 	8
VII	<u>CYBER CRIME</u> <ul style="list-style-type: none"> • Classification of cyber crime • Common cyber-crime: cyber-crime targeting computers and mobiles, cyber-crimes against women and children, financial frauds, malware and ransom ware attacks, zero day and zero click attacks 	7
VIII	<u>CYBER LAW</u> <ul style="list-style-type: none"> • Reporting of cyber-crimes • Remedial and mitigation measures • IT Act 2000 	7
Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks Test / Quiz (MCQ) -10 Marks Attendance/ Class Performance- 05 Marks		

Suggested Readings

1. Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren,Inc., N.Y.
2. Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
3. Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT New Delhi.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer Based Training. Jossey – Bass.
5. P K Sinha. (1990): Computer Fundamental.
6. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
7. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
8. Horton, W (2001): Designing web-based Training John Wiley & Sons.

Online/Web Resources/eBooks (Links)

1. <http://www.libraries.psu.edu/>
2. <http://www.searchenginewatch.com>, (ALTAVISTA, EXCITE, HOTBOT, INFOSEEK)
3. <http://www.teacher.net>

Sem. III & Sem. IV

(Theory)

Course Title: Life Skills Education-Total Credits: 4; Hours: 60

Course Learning Outcomes

On completion of this course, the learner will be able to :

- interpret the meaning, nature, scope and aims of life skill education.
- associate the need and significance of development of life skills to live a healthy and harmonious life.
- extend the capacities and competencies to exercise life skill education.
- develop insight into the use of arts, theatre, music, dance, yoga, games and sports for development of life skills.

Max. Marks: -100

External Examination – 75 M Internal Examination – 25 M

Min Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Contents	Instructional Hours
I	<u>CONCEPT, NEED, AND TYPES</u> <ul style="list-style-type: none">• Definition and Need of Life Skills.• Types of Life Skills (As Outlined by W.H.O.)	8
	<u>RELEVANCE AND APPLICATION</u> <ul style="list-style-type: none">• Relevance of Life skills Education• Application and Examples of Life Skill in Day to day life.	
III	<u>UNDERSTANDING LIFE SKILLS : PROCESS</u> <ul style="list-style-type: none">• Process of imparting life skills Education• Participatory learning	8
	<u>BASIC COMPONENTS OF LIFE SKILLS</u> <ul style="list-style-type: none">• Four basic components- practical activities, feedback, Reflections, Consolidation. Reinforcement• Application in daily life	

V	<u>STRATEGIES TO DEVELOP LIFE SKILLS</u> <ul style="list-style-type: none"> • Group discussion • Brain Storming • Use of Games and simulations • Role Playing • Debates • Developing problem trees 	8
VI	<u>DEMONSTRATION AND GUIDED PRACTICES</u> Use of <ul style="list-style-type: none"> • Art • Music • Dance • Theatre in Teaching 	7
VII	<u>TEACHING METHODS</u> <ul style="list-style-type: none"> • Discussion using storytelling • Case studies • Autobiographies as strategies to discuss life skills 	7
VIII	<u>THEATRE WORKSHOP FOR DEVELOPMENT OF LIFE SKILLS</u> <ul style="list-style-type: none"> • Communication • Empathy • Critical thinking • Interpersonal skills • Problem Solving • Decision Making • Self-Awareness • Coping with Emotion 	10
Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks Test / Quiz (MCQ) -10 Marks Attendance/ Class Performance- 05 Marks		

Suggested Readings:

1. Sirohi, V. & Singh, A.K. (2012), Skills Defined by Curricula: South and Southeast Asia, New Delhi, National University of Educational Planning and Administration (NUEPA).
2. Dubois, J.L. & Trabelsi, M. (2007). Education in Pre and Post-conflict Contexts: relating Capability and Life – Skills Approaches. International Journal of Social Economics, 34(1/2), 53-65.
3. The World Bank (2006). World Development Report, 2007, Development and the Next Generation. Washington, D. C. Available in <http://www.wds.worldbank.org/pdf/retrievedSept, 2013>.
4. Dembele, M. (2005), Breaking the mold: Teacher Development for Pedagogical Renewal, in Verspoor, A. M. (Ed.) The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. (Paris, Association for the Development of Education in Africa (ADEA).
5. UNICEF(2000).Defining Quality in Education. New York, <http://www.unicef.org/education/files/qualityeducation.pdf>.retrieved Sept, 2013.

Semester VII or VIII

(Theory)

Course Title: Education for Sustainable Development-Total Credits: 4; Hours: 60

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- distinguish various dimensions of Sustainable Development and their relation to Education.
- discuss the issues and policies in environmental protection.
- comprehend the meaning and concept of Education for Sustainable Development (ESD) in Indian and global context.
- interpret need and importance of Education for Sustainable Development in Global Scenario.
- elaborate International and National policies for Sustainable Development.

Max. Marks: -100

External Examination – 75 M Internal Examination – 25 M

Min Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Contents	Instructional Hours
I	<u>UNDERSTANDING SUSTAINABLE DEVELOPMENT</u> <ul style="list-style-type: none">• Meaning, Nature and scope of Sustainable Development and Sustainability• Idea of Sustainable Development, Brundtland Commission 1987, its historical development and current trend• Environmental Education to Sustainable Development	12
II	<u>COMPONENTS, NEEDS AND SDGS</u> <ul style="list-style-type: none">• Major Components• Need of Sustainable Development• Sustainable Development Goals (SDGs)	10

III	<u>DIMENSIONS OF SUSTAINABLE DEVELOPMENT</u> <ul style="list-style-type: none"> • Quality of Life, Peace, Equality, Justice and Human Rights, Democratic Leadership, Freedom • Development, Employment, Growth with Stability, R&D, issues in health and Education • Interrelating all living- non-living things, Resources and Life support systems, LifeSkills, Environmental protection • Sustainable Development by UNESCO • Local and Global culture • Learning to livetogether 	14
IV	<u>ENVIRONMENT AND SUSTAINABLE DEVELOPMENT</u> <ul style="list-style-type: none"> • Need for environmental management and its relation to development • Aspects: ethical, economic, technological and social Legal provisions for environmental management • Approaches for economic policies, environmental indicators, setting of standards, information exchange and surveillance. • Role of society in development and environment 	12
V	<u>CONTEMPORARY ISSUES AND CHALLENGES</u> <ul style="list-style-type: none"> • Environment pollution (soil, water and air); ozone layer depletion, greenhouse effect, hazard and disaster, disaster management • Degradation of natural resources, population explosion and related problems and sustainable development • Energy crisis and sources of non-conventional energy • Climate Change and its impact on Global environment, COVID-19 and other Pandemic Issues 	12
<p>Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks Test / Quiz (MCQ) -10 Marks Attendance/ Class Performance- 05 Marks</p>		

Suggested Readings

1. Roger Firth, Maggie Smith (2017) Education for Sustainable Development, What was achieved in the DESD?, London: Routledge
2. Kerry Shephard (2015) Higher Education for Sustainable Development, New York: Palgrave Pivot
3. Anastasia Nikolopoulou, Taisha Abraham, Farid Mirbagheri (2014) Education for Sustainable Development, Challenges, Strategies and Practices in a Globalizing World: SAGE
4. Gandhi, M.K. (2011). All Men are Brothers, New Delhi: Rajpal Kalam, A.P.J. (2002). Ignited Minds, London: Penguin Books
5. Kalam, A.P.J. (2011). Target Three Billions-A Journey Through Challenges, London: Penguin Books
6. NCERT. (2004). Environmental Education in Schools. New Delhi: NCERT Publication Report of Brutland Commission (1987) on Sustainable Development. Paris: UNESCO Salamattullah.

- (1979).Education in Social context. New Delhi: NCERT.
7. Sen, A. (2006). Identity & Violence-The Illusion of Destiny, History and Identity, London: Penguin
 8. Sen, A. (1999). Development as Freedom.New York: K. Knopf Tewari, D.N. (2009). Sustainability Crisis. New Delhi: Ocean Books
 9. UNESCO. (2014).Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. Paris, France: UNESCO Publication
 10. UNESCO. (2012). Education for Sustainable Development Source Book. Paris: United Nations Educational, Scientific and Cultural Organization Publication

Semester VII or VIII

(Theory)

Course Title: ICT Enabled Education and Cyber Security-Total Credits: 4; Hours: 60

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- interpret the key concepts and benefits of using ICT in education.
- illustrate ICT tools, software applications and digital resources.
- integrate ICT into teaching-learning and its evaluation.
- acquire, organize and create own digital resources.
- participate in the activities of teachers' networks.
- use ICT for making classroom processes more inclusive and to address multiple learning abilities.
- recognize how to use the key features of a virtual learning environment.
- analyze the importance of personal data, its privacy and security.
- analyze and evaluate the cyber security risks.
- increase cyber awareness; take measure for self-cyber-protection as well as societal cyber protection.

Max. Marks: -100 Min. Passing Marks:-40

External Examination – 75 M Internal Examination – 25 M

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Contents	Instructional Hours
I	<u>CONCEPT, NATURE AND SCOPE OF ICT IN EDUCATION</u> <ul style="list-style-type: none">• Contemporary importance of ICT• Need and Importance of ICT in education• Role of ICT in Teaching• Accessing the web, Familiarity with the ICT environment - connections and connectors	12
II	<u>ICT BASED TEACHING-LEARNING</u> <ul style="list-style-type: none">• Inputting in Indian languages (fonts and keyboard)• Creating with ICT –text, data, media, Operating systems and its requirements, hardware and software,• Assistive technologies, word, spreadsheets, power point, Email and web based forums• Computer Assisted Teaching & Learning	12

III	<u>E- CONTENT</u> <ul style="list-style-type: none"> • Meaning • Concept & development. • Student centric learning environment. • E- Libraries • Open Educational Resources for Various levels of Education 	12
IV	<u>OVERVIEW OF CYBER SECURITY</u> <ul style="list-style-type: none"> • Cyber security increasing threat landscape during online teaching learning • Cyber security terminologies: cyberspace, attack vector, attack surface, risk, vulnerability, exploit, exploitation, hacker, non-state actors, cyber terrorism • Cyber warfare 	12
V	<u>DATA PRIVACY AND DATA SECURITY</u> <ul style="list-style-type: none"> • Defining data • Types of data: meta data, big data, non-personal data relevant in teaching learning • Data protection, data privacy, data security of online learning teaching- Content • Data protection bill and its compliance in day to day life • Social Media- Data privacy and security issues 	12

Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks
 Test / Quiz (MCQ) -10 Marks
 Attendance/ Class Performance- 05 Marks

Suggested Readings-

1. Dangwal Kiran L.: (2004) Computers in Teaching and Learning: Shre Vinod Pustak Manir, Agra
2. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
3. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
4. Mason Robin & Frank R. (2006) . E-learning - The key concepts. Routledge, New York.
5. Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
6. Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE New Delhi.
7. Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi

Online references-

1. ICT Resources for Teaching and Learning - Jane Hart, C4LPT (2013), 'Top 100 Tools for Learning 2013', available: <http://c4lpt.co.uk/top100tools/>
2. ICT Resources for Assessment- Helen Barrett (2012), 'mPortfolios, Step-by-Step Model', available: <https://sites.google.com/site/mportfolios/home/step-by-step-model>
3. JISC (2010), 'Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and feedback', available: http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.
4. Sourcing, Evaluating ICT resources- eQNeT Quality Network for a European Learning Resource Exchange for

schools,

'Travel Well Criteria', available: <http://lreforschools.eun.org/web/guest/travel-well>

5. <https://openeducationalresources.pbworks.com/w/page/24836480/Home>

6. Learning Resource Exchange for schools website, available
<http://lreforschools.eun.org/web/guest/home>