NEP - 2020 and Learning Outcome-Based Curriculum Framework (LOCF)

FOR

Post Graduate Programme

Masters of Arts (Education)

(To be effective from the Academic Session 2025-26)

Department of Education

Gurugram University, Gurugram

(A State university Established by Govt. of Haryana Act no. 17 in 2017)

1. Scheme of Programme

(Scheme PG A2: MA EDUCATION (Course work + Research)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits		TI	TE	PI	PE	Total
			(Hrs)			Credits					TI	TE	PI	PE	Total
						Core Course(s)									
CC-A01	Introduction to Educational Studies	241/MED U/CC101	3	1	0	3	1	0	4		30	70	–	–	100
CC-A02	Research Methodology In Education	241/MED U/CC102	3	1	0	3	1	0	4		30	70	–	–	100
CC-A03	Understanding the Learner	241/MED U/CC103	3	1	0	3	1	0	4		30	70	–	–	100
CC- A04	Statistics in Education	241/MED U/CC104	3	1	0	3	1	0	4		30	70	–	–	100
						Discipline Specific Elective Courses									
DSE-01	Diversity and Inclusion in Education Or Human Rights Education	241/MED U/DS105	3	0	0	3	0	0	3		25	50	–	–	75
						Multidisciplinary Course(s)									
MDC-01	One from Pool		2	1	0	2	1	0	3		15	35	5	20	75
						Ability Enhancement Course(s)									
AEC-01	One from Pool		2	0	0	2	0	0	2		15	35	–	–	50
						Value-added Course(s)									
VAC-01	One from Pool		2	0	0	2	0	0	2		15	35	–	–	50

| Total Credits | | | | | | | | 26 | | | | | 650 |

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	TI	TE	PI	PE	Total
			(Hrs)			Credits				MARKS				
Core Course(s)														
CC-A05	Advanced Sociology of Education	241/MEDU/CC201	3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	Educational Management and Leadership	241/MEDU/CC202	3	1	0	3	1	0	4	30	70	-	-	100
CC-A07	Curriculum Planning, Designing and Development	241/MEDU/CC203	3	1	0	3	1	0	4	30	70	-	-	100
CC-A08	Contemporary Issues in Indian Education	241/MEDU/CC204	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-02	Fundamentals of Educational Measurement Or Education for Sustainable Development Or Indian Knowledge System	241/MEDU/DS205	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-02	One from Pool		2	0	0	2	0	0	3	15	35	5	20	75
Ability Enhancement Course(s)														

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	TI	TE	PI	PE	Total
AEC-02	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	One from Pool		1	0	2	1	0	1	2	5	20	5	20	50
Total Credits			-	-	-	-	-		26	-	-	-	-	650

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A09	Digital Learning	241/MEDU/CC301	3	1	0	3	1	0	4	30	70	-	-	100
CC-A10	Reading Educational Policies(REP): Contexts and Practices	241/MEDU/CC302	3	1	0	3	1	0	4	30	70	-	-	100
CC-A11	Gender, Society and Education	241/MEDU/CC303	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-03	Basics of Pedagogy or Teacher Education: Perspectives and Practices	241/MEDU/DS304	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-03	One from Pool		2	0	1	2	0	1	3	15	35	5	20	75
Skill Enhancement Course(s)														
SEC-02	One from Pool		1	0	1	1	0	1	2	5	20	5	20	50
Value-added Course(s)														
VAC-02	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Seminar/ Presentation														

Seminar	Seminar		0	0	4	0	0	2	2	-	-	15	35	50
					Internship/Field Activity									
Intern-03	Internship	241/MEDU/IN301	0	0	8	0	0	4	4	-	-	30	70	100
Total Credits									28	-	-	-	-	700

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
					Ability Enhancement Course(s)									
AEC-03	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
					Dissertation/Project Work									
DIE-04	Dissertation + Community Service Based Learning (CSBL)	241/MEDU/DI401	-	-	40	0	0	20	20	0	0	150	350	500
Total Credits									22					550

Multidisciplinary Course from the Department of Education from the pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code		Course ID	L	T	P	L	T	P	Credits	MARKS						
			(Hrs)			Credits				TI	TE	PI	PE	Total		
MDC-1	Teaching Proficiency	241/MEDU/MD101	2	0	2	2	0	1	3	15	35	5		20	75	

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	Andragogy and Education	241/MEDU/MD 201	2	0	2	2	0	1	3	15	35	5	20	75

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Assessment and Learning	241/MEDU/MD 301	2	0	2	2	0	1	3	15	35	5	20	75

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Guidance and Counselling	241/MEDU/MD 401	2	0	2	2	0	1	3	15	35	5	20	75

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each DEPARTMENT OF EDUCATION for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	e-Content-I	241/MEDU/SE 201	1	0	2	1	0	1	2	5	20	5	20	50
	Or	Or												
	Guidance and Counselling-I	241/MEDU/SE 202												
	Or	Or												
	Communication Skills-I	241/MEDU/SE 203												

Semester 2

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Disability Science and Inclusive Development: A Theoretical Framework	241/MEDU/SE 301 Or 241/MEDU/SE	1	0	2	1	0	1	2	5	20	5	20	50

	Or	302													
	e-Content-II	Or													
	Or														
	Educational Guidance and Counselling-II	241/MEDU/SE 303													
	Or	Or													
	Communication Skills-II	241/MEDU/SE 304													

Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-1	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	Language		2	0	0	2	0	0	2	15	35	-	-	50

Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for the students of same or different departments.

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Peace and Value Education	241/MEDU/VA 101	2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Physical Health and Mental Well-being	241/MEDU/VA 301	2	0	0	2	0	0	2	15	35	-	-	50

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

Paper Setting Instructions:

For 4 credits

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

For 3 credits

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the three units (12 marks each).

For 2 credits

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Based on the scheme for the M.A. Education Program

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and knowledge base to excel in the field of education, aligning with the objectives of the M.A. Education program under the New Education Policy (NEP) 2020.

Program Outcomes (POs):

1. **Comprehensive Understanding:** Students will demonstrate a comprehensive understanding of foundational educational principles, theories, and methodologies across various domains of education, including educational psychology, curriculum development, pedagogy, and assessment.

2. **Application of Educational Concepts:** Students will be able to apply educational theories and concepts to practical settings, such as classroom environments, curriculum design, and policy-making, showcasing the practical application of educational knowledge.

3. **Research Proficiency:** Students will develop advanced research skills, including research design, data analysis, interpretation, and application, evidenced through coursework, dissertations, and practical research projects in the field of education.

4. **Critical Thinking and Problem-Solving:** Students will cultivate critical thinking skills to analyze complex educational issues and propose effective solutions, particularly in areas like inclusive education, educational policy, and curriculum reform.

5. **Ethical Practices in Education:** Students will adhere to ethical guidelines in educational research and practice, ensuring integrity, responsibility, and fairness in conducting studies, assessments, and teaching practices.

Program Specific Outcomes (PSOs):

1. **Educational Assessment and Evaluation:** Students will demonstrate proficiency in educational assessment and evaluation techniques, utilizing standardized and innovative tools to measure learning outcomes, curriculum effectiveness, and educational interventions accurately and ethically.

2. **Curriculum Development and Instructional Design:** Students will develop skills in creating and implementing curricula and instructional strategies that address the diverse needs of learners, fostering an inclusive and effective learning environment.

3. **Technology Integration in Education:** Students will be equipped to integrate technology into teaching and learning processes, using digital tools and resources to enhance educational practices and improve learning outcomes.

4. **Policy Analysis and Educational Leadership:** Students will gain the ability to critically analyze educational policies and take on leadership roles in the educational sector,

contributing to the development and implementation of policies that improve educational access, equity, and quality.

5. **Entrepreneurship and Innovation in Education:**Students will develop entrepreneurial skills and knowledge, enabling them to identify opportunities for innovation in the education sector and contribute to the development of educational enterprises and initiatives.

M.A. Education
Semester- 1

Course Code: CCA01

Course Title: INTRODUCTION TO EDUCATIONAL STUDIES

Course ID: 241/MEDU/CC101

Credit- 4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

COURSE OUTCOMES:

After the completion of the course the students will be able to;

1. Describe the nature, meaning, methods, epistemological perspectives, and different theories of knowledge within an educational context.
2. Discuss the fundamental and theoretical development perspectives in education.
3. Critically evaluate the nature, modes, and functions of education and its relationship with various disciplines.
4. Analyze past and contemporary concerns and issues related to the education system, and formulate personal viewpoints.
5. Examine and differentiate between Indian and Western schools of thought in education, and appreciate the contributions of eminent philosophers in various contexts.
6. Identify and describe the institutions, systems, and structures of education, and evaluate the shortcomings in contemporary education policies and practices.
7. Assess philosophical and sociological approaches to education, and establish connections between these approaches and methods, pedagogy, educational practices, and professional teaching standards.
8. Recognize and appreciate emerging trends in education, and identify potential areas of interest for further educational research.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.

4. Students will be required to **attempt one question from each unit.** *(4 × 14 = 56 marks)*

Unit 1: Nature and Knowledge in Education

- Nature of knowledge in Education, Epistemological perspectives of knowledge in Education.
- Different theories of knowledge and their relevance, Methods of acquiring knowledge.
- Shifts in the process of knowledge and pedagogy.
- Education as an evolving concept, Modes of Education, and expansion in the modes of Education.
- Functions of Education, Education as a system, education as disciplinary, interdisciplinary, and multidisciplinary in nature.

Unit 2: Aims of Education and Educational Thinkers

- Aims of Education, Sources of aims of Education.
- Educational aims as derived from the Constitution of India.
- Changing aims of education in the context of Liberalization, Privatization, and Globalization.
- Influence of aims of education on the curriculum and transactional strategies.
- Aims of Education according to eminent Indian & Western educational thinkers: Gandhi, Vivekananda, Tagore, Aurobindo, Savitribai Phule, John Dewey, Krishnamurthy, Freire, Illich, Wollstone, Nel Noddings.

Unit 3: Philosophical Foundations and Schools of Thought

- **Indian and Western Schools of Thought:** Contributions to Education from various Indian Schools (e.g., Vedanta, Buddhism, Jainism) and Western Schools (e.g., Idealism, Realism, Pragmatism) with reference to objectives, curriculum, methods of teaching, and role of the teacher.
- Recent Philosophical approaches to Education.
- Contribution of Indian & Western Schools of thought to education.
- The Four Pillars of Education.
- National values as enshrined in the Indian Constitution with special reference to education.

Unit 4: Education and Society: Educational Perspectives

- Education as a social institution, shaping identities and influencing social cohesion.

- The role of education in transmitting cultural values and knowledge across generations.

- Education as a driver of social change, addressing issues like inequality and empowerment.

- Challenges to educational development in India, including regional disparities and access to quality education.

- Emerging concerns in education, such as globalization, technological advancements, and policy changes.

Transaction Mode Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Suggested Readings

1. Bhattacharya, S. (2008). *Foundation of education.* New Delhi: Atlantic Publishers and Distributors.

2. Dearden R. F. (1984). *Theory and practice in education.* Routledge K Kegan & Paul.

3. Dwivedi, K. (2014). *Education thoughts and thinkers.* New Delhi: Shree Publishers and Distributors.

4. Kneller, G. F.(1964)*Introduction to philosophy of education.* New York, USA: John Wiley and Sons, Inc.

5. Kumar, A. (2015). *Philosophical perspective of education.* New Delhi: A.P.H. Publishing Corporation.

6. Nayak, B.K. (2003), *Text book of foundation of education.* Cuttack, Odisha: KitabMhal.

7. Noddings, N. (2012). *Philosophy of education (Third Edition).* Colorado, USA:

8. Ozman, H. A., & Craver, S. M.(2011),*Philosophical foundations of education.* Boston, USA: Allyn & Bacon.

9. Taneja, V. R. (2000). *Educational thought and practice.* New Delhi: Sterling

Course Code: CCA02
Course Title: RESEARCH METHODOLOGY IN EDUCATION
Course ID: 241/MEDU/CC102
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES

After the completion of the course the students will be able to;

1. Explain the meaning, nature, and types of research, as well as the principles of the scientific method.

2. Develop and demonstrate skills in creating a research proposal, conducting a review of related literature, and formulating research hypotheses.

3. Critically evaluate the process of selecting a sample and prepare both quantitative and qualitative research tools.

4. Compare and contrast different quantitative and qualitative research paradigms.

5. Apply ethical principles in conducting research.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions,** each carrying **2 marks,** covering the **entire syllabus.** *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units,** with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.** *(4 × 14 = 56 marks)*

Unit-1

* Educational Research: Meaning, nature and scope. Types of research, Steps of Research

- Identification of Problem: Variable: Definition and Types, Sources of Problem, Title Writing as well as Objectives writing

- Review of Related Literature: Purpose and sources, conducting literature review- using Databases and internet

- Hypotheses: NatBasis of Formulation of Hypothesis, Types, Forms and wording of Hypothesis, Testing of Hypothesis: Concept of Degree of Freedom and Level of Significance, One Tailed Test and Two Tailed Test; Type – I Error and Type – II Error

Unit-2

- Sources of data: Primary Source, Secondary Source and Field

- Concept of Universe, population, Sample, Frame, and Sampling; Various sampling Methods- Probability Sampling Methods and Non-Probability Sampling Methods; Concept of sampling error, Determining Sample Size

- Tools for collecting Data: Characteristics of Tool, Difference between Measurement and Assessment; Difference between Standardized and Unstandardized Tools; Procedure of Development and Standardization of Test, Scale and Inventory; Methods of establishing Reliability, Validity and Norms;

- Development and use of Observation Schedule; Interview Schedule, and Questionnaire; and Focus group discussions

Unit-3

- Historical Method: Origin, Nature, Purpose, Characteristics, Advantages and Disadvantages; Sources of Information, Checking Credentials of Data; and Steps of Historical Research

- Definition and Concept of Experimental Design; Principal and Characteristics of Experimental Design, Method of Controlling Intervening Variables; Concept of Internal Validity and External Validity; Differences among Different Pre-Experimental Design, Quasi-Experimental Design and True Experimental Design

- Pre-Experimental Design: Pretest – Posttest Single Group Design; it's internal validity as well as external validity

- Quasi-Experimental Design: Time Series Design and Non-Equivalent Control Group Design; their internal validity as well as external validity

Unit-4

- Qualitative Research Designs: Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research Designs: Characteristics and steps; Case Study: Characteristics, Components of a case study design, types of case study design

- Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design

Transaction Mode Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

1. Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
2. Bhandarkar, P.L. &Wilkinson,T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Bogdan, R.C., &Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
5. Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
6. Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
7. Koul, L. (2019). *Methodology of Educational Research* (5th ed.). New Delhi: Vikas Publishing House.Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
8. Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
9. Richards, L., & Morse, J.M. (2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.
10. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics*. Shree Publishers & Distributors.

Course Code: CCA03
Course Title: UNDERSTANDING THE LEARNER
Course ID: 241/MEDU/CC103
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:
On completion of course the students will be able to;
- Understand about the different school of psychology.
- Analyze the role of Motivation in the teaching learning process.
- Differentiate the Concept IQ, SQ, EQ, Creativity, Interest, Attitude and Aptitude of learners.
- Identify different Cognitive Abilities and processes of learners.
- Explore the Implications of Different Theories of Personality

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

UNIT 1: Educational Psychology and Schools of Thought

- Educational Psychology: Meaning, scope, and application to the teaching-learning process
- Methods to understand learners: Observation, Experimental Method, and Case Study – their implications in the classroom
- Major schools of psychology and their perspectives on learning:Behaviorism, Cognitivism, Constructivism
- Educational implications of these schools of thought

UNIT 2: Learner Development and Motivation

- Dimensions of learner development: Physical, Emotional, Social, Cognitive, and Moral
- Developmental theories and their classroom implications:Piaget's Cognitive Development, Vygotsky's Socio-Cultural Theory, Kohlberg's Moral Development Theory, Erikson's Psychosocial Development Theory

- Motivation in the teaching-learning process: Types of Motivation, Maslow's Hierarchy of Needs and its relevance in education

UNIT 3: Learning Theories and Intelligence

- Learning theories and their implications:Bruner's Cognitive Developmental Theory, Bandura's Social Learning Theory, Gagné's Hierarchical Theory of Learning

- Intelligence: Concepts and classroom relevance of:
  o Goleman's Emotional Intelligence
  o Guilford's Structure of Intellect
  o Gardner's Multiple Intelligences

UNIT 4: Creativity, Personality, and Adjustment

- Creativity:Concept, characteristics, and elements, Development and measurement, Strategies for fostering creativity

- Personality:Concept and nature, Theories by Freud, Carl Rogers, and Gordon Allport – implications in education, Assessment of Personality: Projective and non-projective techniques
- Adjustment:Concept and Meaning, influencing factors (biological, psychological, social, and environmental), Types of adjustment, Maladjustment: signs and consequences, Ego defense mechanisms

Transaction Mode Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion

Suggested Readings

1. Attri, A.K. (2015). *Psychology of Development and Learning.* New Delhi: APH Publishing Corporation.
2. Chauhan, S.S. (2009). *Advanced Educational Psychology* (7th ed.). New Delhi: Vikas Publishing House.
3. Dash, M. (2009). *Educational Psychology.* New Delhi: Deep & Deep Publications.
4. Jha, A.K. (2009). *Constructivist Epistemology and Pedagogy: Insight into Teaching, Learning and Knowing.* New Delhi: Atlantic Publishers & Distributors.
5. Mangal, S.K. (2014). *Advanced Educational Psychology.* New Delhi: PHI Learning.
6. McInerney, D.M., & McInerney, V. (2010). *Educational Psychology: Constructing Learning* (5th ed.). Pearson Education.
7. Ormrod, J.E. (2016). *Educational Psychology: Developing Learners* (9th ed.). Pearson Education.

8. Robinson, S. K. (2009). *Foundations of Educational Psychology*. New Delhi: Ane Books Pvt. Ltd.

9. Sharma, R.N. & Sharma, R.K. (2010). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.

10. Slavin, R.E. (2020). *Educational Psychology: Theory and Practice* (12th ed.). Boston: Pearson.

11. Snowman, J., McCown, R., & Biehler, R. (2014). *Psychology Applied to Teaching* (14th ed.). Boston: Cengage Learning.

12. Sternberg, R.J. (2017). *Cognitive Psychology*. Boston: Cengage Learning.

13. Verma, L.N. (2013). *Educational Psychology: Experimentation in Problems and Methods in Teaching*. Jaipur: Rawat Publications.

14. Woolfolk, A., Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. New Delhi: Pearson.

15. Woolfolk, A. (2015). *Educational Psychology*. New Delhi: Pearson.

Course Code: CCA04
Course Title: STATISTICS IN EDUCATION
Course ID: 241/MEDU/CC104
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:
After completion of the course students will be able to;

1. Define and explain the meaning of statistics and its applications in an educational context.

2. Calculate and solve problems related to measures of central tendency (mean, median, mode) and variability (range, variance, standard deviation).

3. Analyze and interpret the significance of differences between two sets of independent and correlated samples.

4. Formulate and test hypotheses using sample statistics.

5. Apply and solve problems based on non-parametric statistical methods, and interpret the results.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

Unit-1

- Scales of measurement; Statistics: Concept, difference between parametric and non-parametric statistics;

- Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram

Unit-2

- Measures of Central Tendency: Concept, computation and interpretation;

- Measures of variability: Concept, computation and interpretation; Different types of distribution

- t-Test: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Correlated t-Test: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

Unit-3

- Correlation: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation: their assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Regression Analysis: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

Unit-4

- One Way Analysis of Variance:Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Non-parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Mann- Whitney U test: Assumptions, Writing of Title, Objective and Hypothesis, calculation and interpretation of results

- Use of Excel and SPSS for analyzing the quantitative data

Transaction Mode: problem based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brain storming

Suggested Readings:

1. Adams, K. A. & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.

2. Agarwal, B. L. (2013). Basic statistics. New Delhi: New Age International (P) Limited Publishers. L T P

3.   Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5[th]Ed.) Tokyo: McGraw-Hill.

4.   Garett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Company, Inc.

5.   Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.

6.   Guilford, J., & Fruchter, B. (2000) Fundamental statistics in Psychology and Education (8 th Ed.). New York: McGraw-Hill.

7.   Gupta, S.P. (2005) Statistical Methods (34[th]Ed.) New Delhi: Sultan Chand and Sons.

8.   Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.

9.   Majumdar, P. K. (2010). Applied statistics. New Delhi: Rawat Publisher.

10. Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.

11. Reynolds, C. R., Livingston, R. B., &Wilson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.

M.A. Education
Semester- 1

The student has to opt one from the following two discipline specific courses

Course Code: DSE-01
Course Title: DIVERSITY AND INCLUSION IN EDUCATION
Course ID: 241/MEDU/DS105
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2 hrs

COURSE OUTCOMES:
At the end of the course the students shall be able to;
- Describe and illustrate on current issues and trends with reference to inclusive education.
- Understanding children with diverse needs with regard to multiple discourses.
- Analyze the various suggestions given by contemporary commissions on inclusive education
- Understand different strategies for curriculum adaptation, accommodation and their significance.
- Plan inclusive classroom setting by using accessible, digital devices and material resources

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(3 × 12 = 36 marks)*

Unit 1:

- Inclusive education: Concept, definition, principles, and barriers to inclusion.
- Historical perspective and legislation to promote inclusion, including the Salamanca Declaration and Framework (1994), UNCRPD (2006), and relevant constitutional provisions.

Unit 2:

- Conceptual understanding and classification of disabilities based on the ICF (International Classification of Functioning) model, ICD-11, and the latest DSM.
- Understanding diversity, educational possibilities, and accessibility for inclusive development in India.
- Constitutional provisions for diversities, including an exploration of the National Education Policy (2020) and the National Policy for Persons with Disabilities (2006), and their alignment with SDG 4.

Unit 3:

- Acts and schemes relevant to inclusive education, such as the RPwD Act (2016) and IEDSS (2009).
- Development and application of Individualized Educational Programmes (IEP) and therapeutic interventions in inclusion.
- Use of technology and Teaching-Learning Materials (TLM) to support diverse learning needs.

Transaction Mode Lecture, Seminar, e-team teaching, blended learning, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning

Suggested Readings

1. Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
2. Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. London: Paul Chapman Publishing.
3. Dimitraidi, S. (Ed.). (2014). *Diversity, Special Needs, and Inclusion in Early Years' Education*. New Delhi: Sage Publications.
4. Gargiulo, R.M. (2014). *Special Education in Contemporary Society: An Introduction to Exceptionality* (5th ed.). New Delhi: Sage Publications.
5. Govind Rao, L. (2007). *Perspective on Special Education*. Hyderabad: Neelkamal Publications.
6. Jha, J., & Jhingran, D. (2002). *Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization*. New Delhi: Centre for Policy Research.
7. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Chennai: Heinemann Educational Publishers.
8. Julie, A. (2010). *The Sociology of Disability and the Struggle for Inclusive Education*. British Journal of Sociology of Education, 31(5), 603-619.
9. Kauffman, J.M., Hallahan, D.P., Pullen, P.C., & Badar, J. (2018). *Special Education: What It Is and Why We Need It* (2nd ed.). London: Routledge.
10. Kauffman, J.M. (2019). *On Educational Inclusion: Meanings, History, Issues, and International Perspectives* (1st ed.). London: Routledge.
11. Mithu, A., & Michael, B. (2005). *Inclusive Education from Rhetoric to Reality*. New Delhi: Viva Books Ltd.
12. Mittler, P. (2000). *Working Towards Inclusive Education - Social Contexts*. London: David Fulton Publishers.

13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in Early Years* (2nd ed.). New Delhi: Sage Publications.
14. Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). *Measurement and Assessment in Education* (2nd ed.). New Delhi: PHI Learning Private Limited.
15. Siegel, S. (1956). *Nonparametric Statistics for the Behavioral Sciences*. New York: McGraw-Hill.
16. UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
17. UNESCO. (2024). *Celebrating Inclusion in Education: 30th Anniversary of the Salamanca Statement*. Paris: UNESCO. Retrieved from UNESCO.
18. UN Committee on the Rights of Persons with Disabilities (CRPD). (2016). *General Comment No. 4 on Article 24: Right to Inclusive Education*. Geneva: OHCHR. Retrieved from OHCHR.
19. UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action towards Inclusive and Equitable Quality Education and Lifelong Learning for All*. Paris: UNESCO. Retrieved from UNESCO.
20. Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
21. Werts, M.G. etal. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.

OR

M.A. Education
Semester- 1

Course Code: DSE-01
Course Title: HUMAN RIGHTS EDUCATION
Course ID: 241/MEDU/DS105
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 3hrs

Course Outcomes:

After completion of the course the students will be able to:

1. Explain the need and importance of value education and education for human rights.

2. Differentiate between the nature of values, religious education, and moral training.

3. Identify and describe the basics of morality and the stages of moral development in children.

4. Analyze and evaluate the available intervention strategies for moral education.

Instructions for Paper Setters (Theory Paper – 50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions,** each carrying **2 marks**, covering the **entire syllabus.**
   (7 × 2 = 14 marks)
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**.
   (3 × 12 = 36 marks)

UNIT I

- Human Rights Education: Meaning, Objectives and Scope

- Human Rights enshrined in Indian Constitution

- Agencies of Human Rights Education – School, Family, Community, Teacher.

- Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.

UNIT 2

- Human Rights Education at various levels of education

- Pedagogies for human rights education

- Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness and environmental protection through specific educational programmes.

UNIT 3

- Peace Education: Meaning, nature and importance.

- Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war

- Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela

- Role of teachers in promoting human rights education, National and International initiatives for human rights education.

Transaction Mode Group discussion, lecture-cum–discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies

Suggested Readings

1. Bagchi, J.P. &Teckchadani, V. (2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.

2. Biehler, R. & Snowman, J. (2003); Psychology Applied to Teaching. USA: Houghton MifflinCompany.

3. Government of India (1999). Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country (vol.I& II) New Delhi; MHRD.

4. Goldstein, Tara; Selby, David (2000). Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.

5. Hicks, David (1994). Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1. Amnesty International-USA Educators Network.

6. Bika S.L. (2016). Teacher Education: Ethical Issues and Social Responsibilities" in book entitled- Ethical and Social Responsibility in the context of Indian Higher Education and Research" P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.

7. Motilal, S., & Nanda, B. (2010). Human rights, gender and environment. Allied Publishers: New Delhi.

8. Nanda, R.T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.

9. M.G. Chitakra (2003). Education and Human Values, A.P.H. Publishing Corporation, New Delhi.

10. Singh, S. P., Kaul, A., & Chaudhary, S. (2013). Peace and human rights education. APH Publishing Corporation: New Delhi.

M.A Education

SEMESTER- 2

Course Title: ADVANCED SOCIOLOGY OF EDUCATION
Course ID: 241/MEDU/CC201
Course Credit-4
Course Code: CCA05

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES:

After the completion of the course the students shall be able to;

1. Explain the concepts, relationships, and functions of Sociology of Education and Educational Sociology.

2. Describe and differentiate between the historical and correlational approaches to studying society.

3. Analyze the theoretical perspectives of Functionalism, Conflict Theory, and Symbolic Interactionism, and evaluate their significance to education.

4. Define institutionalization and identify the types of social institutions, discuss the effects of education as an institution, particularly focusing on allocation theory and legitimation theory.

5. Describe the concepts of social stratification and mobility, explain their types, and compare the functional and conflict theories of educational stratification.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks,** covering the **entire syllabus.** *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units,** with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

UNIT-1

Fundamentals of Education & Sociology

- Sociology of Education and Educational Sociology- Concepts, relationship and functions

- Introduction to approaches to the study of society: i) Historical ii) Correlational

- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education

- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory.

UNIT-2

Role of Education in changing society

- Social stratification and social mobility – meaning and types

- Functional and conflict theories of Educational stratification

- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program

- Concept of modernization: Individual and societal modernity; Role of education in modernization

- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

UNIT-3

Gender and Education

- Gender ideology in society; Role of religion, constitution and law in gender ideology

- Gender differentiation, gender stereotyping and gender inequality in society

- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism

- Women empowerment- concept, aspects of empowerment, Role of education

UNIT-4

Social concerns related to education

- Multicultural education

- Peace education

- Human right education

- RTE, 2009

- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. Babasaheb Ambedkar

Transaction mode Lecture, Seminar, team teaching, dialogue, peer group discussion, mobile teaching, and self-learning

Suggested Readings:

1. Ballantine, J: Sociology of Education, 7th edition, Prentice Hall, 2011

2. Bhattacharya, S.: Sociological Foundation of Education, Atlantic Publisher & Distributor, New Delhi, 2003.

3. Chandra S. S. & Sharma, R.: Sociology of Education, Atlantic Publishers & Distributors, New Delhi, 2004

4. Meighan, R & Harber C.: A Sociology of Educating, Continumm International Publishing group: Newyork, 2007

5. Sadovnik, A: Sociology of Education, Tylor & Francis Group, 2010

6. Saha, L.(ed.), International Encyclopedia of Sociology of Education, Elsevier Science Inc.: Newyork,1997

7. Sharma, Yogendra: Sociological Philosophy of Education, Kanishka Publishers & Distributors, New Delhi, 2003.

M.A Education

SEMESTER- 2

Course Code: CCA06
Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP
Course Code: 241/MEDU/CC202
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES:

After the completion of the course the students shall be able to;

- Explain the concept and significance of administration, management, and leadership at various levels of education.

- Describe and outline the managerial functions of an educational administrator.

- Design and formulate effective personnel management strategies for recruiting and retaining staff.

- Critically analyze and evaluate recent trends and challenges in human resource management.

- Develop and implement institutional policies and practices consistent with emerging trends in higher education.

- Apply change management principles to lead and manage change in educational settings, and examine and assess deficiencies in the current leadership system.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(4 × 14 = 56 marks)*

UNIT-1

- Educational management: meaning, nature and scope and principles

- Functions of Educational management: Planning, organizing, staffing, controlling and directing, role and skills of teachers in educational management.

- Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.

UNIT-2

- Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.

- Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager

- Educational Management and Administration: Scientific management Theory (F.W. Taylor), Classical Theory, Bureaucratic Theory (Max Weber) and their implications for Education.

UNIT-3

- Human Relations Approach to Educational Administration
- Meeting the Psychological Needs of Employees
- Systems Approach to Educational Administration ·
- Emerging Trends and Approaches in Educational Administration: (a) Decision Making, (b)Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends

UNIT-4

- Leadership: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based and Charismatic

- Theories of Leadership: Mc Gregor X and Y theory, Trait Theory, Leader Member Exchange Theory, Reddin's-3D model, Fiedler's Contingency Model.

- Leadership Styles: Democratic, Authoritative and Laissez- Faire

Transaction Mode Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

1. Bush, Tony & Les, Bell (2002):The principles & Practice of educationalmanagement. London: Paul Chapman Publishing.

2. Bush, Tony. (2010). Theories of Educational Leadership and Management, 4th ed., NewDelhi: Sage Publications, Davies, Brent and Burnham,

3. Craigs, M.W. (1995). *Dynamics of Leadership. Bombay.* Jaico Publishing House: Bombay. • DeCenzo D.A., Robbins, S.P., &Verhulst, S.L. (2017).*Human Resource*

4. *Management* (11thEd.). Greater Noida: Magic International Pvt. Ltd.

5. Fullan, M. (2001). *Leading in a culture of change.* San Francisco, CA: Jossey-Bass.

6. Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas ananthology.* New York: Vintage Books.

7. Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: UtilizingHuman Resources.* New Delhi :Prentice Hall of India Pvt.Ltd

8. Kochhar. S.K. (2011).School Administration & Management Sterling Publishers Pvt.Ltd;Revised & Enlarged edition.

9. Luthans, F. (1981). *Organizational Behaviour.* Tokyo: McGraw-Hill International Book

10. Mohanty, J. (2007)Educational Administration, Supervision and School Management,New Delhi:Deep and Deep Publications,

11. Mukhopadhyay, M. (2005). Total *quality management in education (2ndEd.).* London:SAGE Publication.

12. Mukhopadhyay, M. (2012).*Leadership for Institution Building.* Delhi: ShipraPublications.

13. Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy andCollaboration.* New Delhi: Sage Publications India Pvt. Ltd.

14. Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour.* Delhi: Pearson.

15. Sahu, R.K. (2010*). Group Dynamics and Team Building. New* Delhi: Excel Books.

16. Sandhu, I.S. (2012). *Educational administration and Management.* DorlingKindersley(India) Pvt.Ltd: New Delhi

17. Shah, K. (2011) *Vinoba on Gandhi.* Varanasi: SarvaSevaSanghPrakashan

18. Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, NewDelhi: Global India Publications Pvt. Ltd.

M.A Education

SEMESTER- 2

Course Code: CCA07
Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT
Course Code:241/MEDU/CC203
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:
After completion of the course students shall be able to;
- Explain the concept and bases of curriculum development.
- Analyze the principles and different models of curriculum development.
- Examine the processes involved in the curriculum development process.
- Differentiate different types of curriculum designing and its application.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

Unit-1

- Curriculum: Concept and Principles of curriculum development

- Foundations of Curriculum Planning: Philosophical, Social and Psychological

- Components of curriculum design, Sources of Curriculum design, Conceptual framework of curriculum design, Dimensions of curriculum design. Types of curriculum design: Subject centered, learner centered, experience centered, problem centered and core curriculum.

Unit-2

- Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. Curriculum mapping with course learning outcomes and mapping of outcomes.

- Role of National Level Statutory Bodies – UGC and NCTE in Curriculum Development

- Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation

- Interdisciplinary, Cross disciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum

Unit-3

- Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non- Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model

Unit-4

- Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. CIPP models of Curriculum Evaluation

- Curriculum Change: Meaning, types and factors, Curriculum feedback process: Students, Alumnis, Parents and Employers; Analysis of curriculum feedback and its reflection in curriculum development process, Role of stakeholders in curriculum change.

- Scope of research in curriculum.

   Transaction Mode Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning.

Suggested Readings

1. Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development.* Boston: Allyn & Bacon.

2. NCERT (1988). *National curriculum for elementary and secondary education.*

3. NCERT (2000). *National curriculum framework for school education.* NCERT.

4. NCERT (2005). *National curriculum framework-2005.* NCERT, Sri Aurobindo Marg, New Delhi.

5. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman

6. Ornstein, A.C. &Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues.*

7. Rao, V. K. (2015). *Principles of curriculum.* New Delhi: APH publishing Corporation.

8. Tala, M. (2012). *Curriculum development: Perspectives, principles and issues.* Pearson

9. Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice.* Pearson publication.

M.A Education

SEMESTER- 2

Course Code: CCA08
Course Title: CONTEMPORARY ISSUES IN INDIAN EDUCATION
Course Code: 241/MEDU/CC204
Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES:

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

1. Acquaint with the concept of universalization of elementary, secondary education and higher education in India.
2. Analyze the impact of liberalization, privatization and globalization (LPG) on education,
3. Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
4. Evaluate the status of primary, secondary and higher education in India
5. **Reflect** upon the role and functions of different regulatory agencies in higher education.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus.** *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

Unit-1

*   Elementary Education: Its status and problems

- Related issues of universalization of elementary education: Provision, enrolment and retention/completion rates in elementary education
- Programs for achieving the objectives of universalization of elementary education:
  - National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
  - National Program of Education of Girls at Elementary Level (NPEGEL)
  - Right to Education Act (2009)
  - Right to Persons with Disabilities Act (2016)

Unit-2

- Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Punjab.
- Programs for achieving universalization of secondary education: Policies and Status.

Unit-3

- Higher Education: Status and problems with special reference to Punjab
- Issues of access, equity and excellence in higher education
- Efforts for upgrading the quality of Higher Education through RUSA
- Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE

Unit-4

- Liberalization, Privatization and Globalization in education
- Language and medium of instructions: Multilingualism and Multiculturalism
- Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs
- PMMMNMTT: Scheme and implementation
- MOOCs and SWAYAM

Transaction Mode e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and library reading.

Suggested Readings

1. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21stcentury, UNESCO.education, Allied Publications, Bombay.

2. Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.

3. Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.

4. Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.

5. MHRD, Govt. of India. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. Volume 1 & 3. New Delhi.

6. Ministry of Education (2020). National Education Policy-2020, Government of India, New Delhi.

7. Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.

8. NCERT (2005). *National curriculum framework*, New Delhi.

9. Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

10. Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Ministry of Education, Government of India. Available at: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/JRM1.pdf\

11. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) – National Higher Education Mission. Ministry of Education, Government of India. Available at: https://www.education.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf

12. Srivastava, D.S. &Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.

13. Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

The student has to opt one from the following three discipline specific courses

Course Code: DSE-02
Course Title: FUNDAMENTALS OF EDUCATIONAL MEASUREMENT
Course Credit: 3
Course Id: 241/MEDU/DS205

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2 hrs

COURSE OUTCOMES

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

- Examine various quantitative and qualitative tools used in assessment.
- Analyze the relationship between measurement, assessment, and evaluation.
- Examine different paradigms in assessment.
- Identify the characteristics of a good assessment tool.
- Explore the use of online, on-demand, and open-book examinations.
- Examine emerging trends and issues in evaluation such as rubrics, portfolios, and alternative assessments.

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(3 × 12 = 36 marks)*

Unit 1: Foundations of Educational Measurement, Assessment, and Evaluation

- **Educational Measurement, Assessment, and Evaluation:** Concept, nature, needs, and uses in behavioral sciences.
- **Types of Assessment:** Assessment of Learning (AoL) vs. Assessment for Learning (AfL).
- **Types of Measurement & Assessment:** Norm-referenced and criterion-referenced measurement, formative and summative assessment, diagnostic testing, and their applications.
- **Validity:** Concept, nature, and major considerations (content, criterion, construct), factors influencing validity.

- **Reliability:** Concept, nature, and methods of estimating reliability (test-retest, equivalent forms, split-half, Kuder-Richardson, inter-rater), standard error of measurement, and factors influencing reliability.
- **Objectivity, Usability, and Norms in Assessment.**

Unit 2: Tools, Techniques, and Reporting of Assessment

- **Tests:** Types, principles of construction, preparation of questions based on instructional objectives.
- **Tools of Evaluation:** Rating scale, attitude scale, questionnaire, aptitude test, achievement test, inventory.
- **Techniques of Evaluation:** Observation, interview, projective techniques.
- **Achievement Tests:** Standardized vs. informal classroom tests, principles of achievement test construction.
- **Concept & Types of Question Banks.**
- **Reporting of Assessment Results and Remediation.**
    - **Marks vs. Grades:** Comparative analysis.
    - **Semester System vs. Annual System:** Strengths and limitations.

Unit 3: Modern Approaches in Evaluation and Alternative Assessment Methods

- **Systemic Reforms in Examination:** Online, on-demand, open book examinations.
- **Continuous and Comprehensive Evaluation (CCE).**
- **Classroom Evaluation Techniques.**
- **Feedback Devices:** Meaning, types, and criteria.
- **Guidance as a Feedback Device:** Assessment of portfolios, reflective journals, field engagement using rubrics, competency-based evaluation, assessment of teacher-prepared ICT resources.
- **Reflection on the Importance of Alternative Assessment Tools.**

Transaction Mode Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Books

1. Anastasi,A.andUrbina,S.(2005). *PsychologicalTesting*.Singapore:PearsonEducation.
2. Gronlund, N.E. and Linn, R.L. (2003).*Measurement and assessment in Teaching.* Singapore: Pearson Education.
3. Gupta, S. (2014). *Educational evaluation.* New Delhi. A.P.H. Publishing Corporation.
4. Hopkins, K. D. (1998). *Educational and Psychological Measurement and Evaluation.* Boston: Allyn & Bacon.
5. Kaplan, R.M. &Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues.* California: Wordsworth.

6. Linn, R.L. &Gronlund, N.E. (2000). *Measurement and Assessment in Teaching.* London: Merrill Prentice Hall.
7. Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction.* Boston: Allyn and Bacon
8. Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009*). Measurement and Assessment in Teaching, 10th ED.* Pearson Education, Inc., Upper Saddle River, NJ
9. NCERT (2015). *Learning Indicators,* New Delhi
10. Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality.* San Francisco, C.A: Jossey-Bass.
11. Osterlind, S. J. (2006*). Modern measurement: Theory, principles, and applications of mental appraisal.* New Jersey: Prentice Hall.
12. Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and Comprehensive Evaluation.* New Delhi: APH Publishing Corporation
13. Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
14. Reynolds, C. R., Livingston, R. B., &Willson, V. (2009). *Measurement and assessment in*
    education. New Delhi: PHI Learning Private Limited.
15. Salkind, N. J. (2006). *Tests & Measurement for people who (think they) hate tests and measurement.* Thousand Oaks, CA: Sage Publications.
16. Singh, B. (2004). *Modern Educational Measurement and Evaluation System.* New Delhi: Anmol Publications Pvt. Ltd. Toronto: Thomson Nelson.

OR

Course Code: DSE-02
Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT
Course Credit: 3
Course Id: 241/MEDU/DS205

<div align="right">

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 3hrs

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COURSE OUTCOMES:

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

- Analyze the relevance of education for sustainable development.
- Identify concepts of sustainable development that can be integrated into the school curriculum and its transaction.
- Evaluate different methods for transacting concepts related to sustainable development.
- Develop responsible behavior to lead a healthy and happy life.

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(3 × 12 = 36 marks)*

Unit 1: Foundations of Sustainable Development and Education for Sustainability

- Concept of Sustainable Development and Education for Sustainable Development (ESD).
- 17 Sustainable Development Goals (SDGs) of UNESCO.
- ESD & Global Citizenship.
- Promoting Mental Health & Wellbeing.
- Inclusive Education & Social Transformation.

Unit 2: Integrating Sustainability into Education and Employment

- Integrating ESD into the School Curriculum.
- Methods of Transacting Sustainability: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition, and Experiential Learning.
- 21st Century Competencies for Global & Decent Jobs and Sustainable Entrepreneurship.

- Technical & Vocational Skills for Employability.
- Leveraging Cultural Diversity for SDGs.
- Responsible Consumption & Production.

Unit 3: Sustainable Lifestyles, Social Well-being, and Global Responsibility

- Sustainable Lifestyle.
- Sustainable Health Practices & Social Well-being.
- Sustainable Cities & Communities.
- Human Rights & Gender Equality.
- Promotion of Peace & Non-Violence.

Transaction Mode • Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, birds of local area.

Suggested Readings

1. Bell, Simon, and Stephen Morse. (2012) Sustainability indicators: measuring the immeasurable. Routledge

2. Dent, David, Olivier Dubois, and Barry Dalal-Clayton (2013). Rural planning in developing countries: supporting natural resource management and sustainable livelihoods. Routledge

3. Elliott, Jennifer. (2012). An Introduction to Sustainable Development. 4th Ed. Routledge, London.

4. Gasparatos, Alexandros, and Anna Scolobig (2012). Choosing the most appropriate sustainability assessment tool. *Ecological Economics* 80, no. 0: 1-7.

5. Kerr, Julie. (2017). Introduction to energy and climate: Developing a sustainable environment. CRC Press,

6. Nhamo, Godwell, and VuyoMjimba. (2020). Sustainable Development Goals and institutions of higher education. Springer,

7. Padmanabhan, J (2016), Education for Sustainable Development: How to integrate in school education. Atlantic Publishers, New Delhi

8. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. (2012). An introduction to sustainable development.

9. Sachs, J. D. (2015). The Age of Sustainable Development. Columbia University Press, New York.

10. Sala, Serenella, BiagioCiuffo, and Peter Nijkamp (2015). A systemic framework for sustainability assessment.*Ecological Economics* 119: 314-325.

11. Soubbotina, T. P. (2004), Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C.

12. Soubbotina, Tatyana P. (2004). Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. Washington DC ; World Bank.

13. Streimikis, Justas, and Tomas Balezentis (2020). Agricultural sustainability assessment framework integrating sustainable development goals and interlinked priorities of environmental, climate and agriculture policies. *Sustainable Development* 28, no. 6: 1702-1712.

OR

Course Code: DSE-02

Course Title: INDIAN KNOWLEDGE SYSTEM

Course Credit-3
Course ID: 241/MEDU/DS205

<div align="right">

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 3hrs

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COURSE OUTCOMES:

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

- Analyze the concept and sources of the Indian Knowledge System.
- Examine the contributions of Purushartha in one's life.
- Critically evaluate the purpose of knowledge and ancient Indian pedagogies.
- Reflect on the concept, types, and sources of values and their application in daily life.

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions,** each carrying **2 marks,** covering the **entire syllabus.** *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.***(3 × 12 = 36 marks)*

Unit 1: Foundations of the Indian Knowledge System and Its Educational Implications

- **Indian Knowledge System:** Concept, Origin, Sources, and their implications on education.
- **Preservation of Culture, Tradition, and Dharma through Education.**

- **The Purpose of Knowledge in India:** Para Vidya and Apara Vidya.
- **Ancient Indian Pedagogical System:** Sravan, Manana, Nidhidhyasana, etc.

Unit 2: Holistic Development and Integration of Indian Knowledge in Education

- **Integration of Indian Knowledge System at Different Levels of Education.**
- **Panchakoshas for Holistic Development:**

  o **Annamaya Kosha** – Physical Body
  o **Pranamaya Kosha** – Vital Energy
  o **Manomaya Kosha** – Mental Body
  o **Vijnanamaya Kosha** – Wisdom/Intellect
  o **Anandamaya Kosha** – Bliss

- **Purushartha and Its Implications on Education and Society.**
- **Ancient Indian Gurus in Educational and Social Transformations.**

Unit 3: Values, Ethics, and Indian Knowledge System in Practice

- **Five Universal Values:** Truth, Righteous Conduct, Peace, Love, and Non-Violence.
- **Sources of Values:** Culture, Religion, and the Constitution.
- **Indian Knowledge System in Practice:** Yoga and Meditation.

Transaction Mode Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Suggested Readings

1. Chand, J. (2009). Value Education, Anshah Publishing House, Delhi

2. Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.

3. Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.

4. Kumar, A. (2015*). Philosophical perspective of education.* New Delhi: A.P.H. Publishing Corporation.

5. Nayak, B.K. (2003), *Text book of foundation of education.* Cuttack, Odisha: KitabMhal.

6. Pant, D. & Gulati, S. (2010). *Ways to Peace.* New Delhi: National Council of Educational Research and Training.

7. Patteti, A.P. &Thamaraasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.

8. Taneja, V. R. (2000). *Educational thought and practice.* New Delhi: Sterling
Wardak, S. (2014) Peace Education- a Resource Book for Teacher Education
Students

Course Code: CCA09
Course Title: Digital Learning
Course ID:241/MEDU/CC301
Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES:

After completing this course, the students will be able to:

1. Describe the concept, scope, and significance of educational technology and ICT in teaching-learning processes.
2. Apply appropriate learning theories and instructional design models for planning technology-integrated lessons.
3. Design and develop digital instructional content using e-learning tools and platforms.
4. Use Web 2.0 tools, MOOCs, OERs, and emerging technologies to facilitate collaborative, blended, and flipped learning.
5. Evaluate digital learning resources and practices, addressing issues of ethics, legal use, and digital assessment.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(4 × 14 = 56 marks)*

Unit 1: Foundations of Digital Learning and Communication

1.1 Meaning, concept, and scope of digital learning; Internet and digital environments
1.2 Green ICTs – importance and impact
1.3 Web-Based Tools: WebQuests and Learning Objects
1.4 Social media for learning: email, blogs, chats, forums, and Web 2.0 tools
1.5 Introduction to Web 3.0 and Web 4.0; Virtual Learning Environments (VLEs)
1.6 Learning platforms: Content Management System (CMS) and Learning Management System (LMS)
1.7 Digital communication in education – principles and models (Berlo's SMCR, Shannon & Weaver)

Unit 2: Instructional Design, Digital Pedagogies, and Models

2.1 Educational technology and ICT in formal, non-formal, and inclusive education
2.2 Connectivism: A learning theory for the digital age
2.3 Flipped learning and blended learning: concepts, benefits, and classroom applications
2.4 Instructional design models: ADDIE, ASSURE, Dick & Carey
2.5 Technology integration models: TPACK, SAMR, RAT, PICRAT

Unit 3: E-Resources, E-Learning Applications and Plagiarism

3.1 Meaning, types, and uses of e-resources in teaching and research
3.2 E-content design: steps, tools (e.g., Canva, H5P), and pedagogical use
3.3 Modes of e-learning: online, offline, mobile, blended, synchronous and asynchronous
3.4 Open Educational Resources (OERs): Creative Commons, MOOCs (SWAYAM, NPTEL, Coursera)
3.5 Tools for online teaching: virtual field trips, e-tutoring, e-activities
3.6 Understanding plagiarism: meaning, consequences, and prevention
3.7 Tools for plagiarism detection: Turnitin, Urkund, and others

Unit 4: Digital Evaluation, Research, Administration, and Emerging Trends

4.1 Digital assessment methods: Computer-Assisted Assessment (CAA), Computer-Adaptive Testing (CAT), rubrics, e-portfolios, online quizzes
4.2 Tools for creating digital surveys and tests
4.3 ICT tools in research: data repositories, referencing tools, academic writing aids
4.4 ICT in educational administration: student tracking, e-records, e-governance
4.5 Emerging trends:
    4.5.1 Web 2.0-based collaborative learning
    4.5.2 AI in education: applications and potential
    4.5.3 E-inclusion: assistive technologies for learners with special needs
4.6 National initiatives: NeGP, e-Kranti, UMANG

Transaction Mode Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Core Readings

- **MHRD (2012).**_National Policy on ICT in School Education._ Government of India_https://ictpolicy.in(Outlines India's vision and strategy for integrating ICT in education.)_
- **UGC (2021).**_Guidelines for Developing E-Content for Higher Education._ https://ugc.ac.in
  (Provides official standards for e-content structure, design, and delivery.)
- **Anderson, T., & Elloumi, F. (2004).**_Theory and Practice of Online Learning._ Athabasca University. https://www.aupress.ca/books/120146-theory-and-practice-of-online-learning/
- **Selwyn, N. (2016).**_Education and Technology: Key Issues and Debates_ (2nd ed.). London: Bloomsbury Academic.
- **Mishra, P., & Koehler, M. J. (2006).**_Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017–1054._
- **Zhadko, O., & Ko, S. (2020).**_Best Practices in Designing Courses with Open Educational Resources._ New York: Routledge.

- **Roberts, T. S. (2008).***Student Plagiarism in an Online World: Problems and Solutions.* IGI Global.
- **Siemens, G. (2005).***Connectivism: A Learning Theory for the Digital Age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.*

Advanced Readings

- **Downes, S. (2012).***Connectivism and Connective Knowledge.* National Research Council Canada.
- **Zimmerman, M. R. (2018).***Teaching AI: Exploring New Frontiers for Learning.* ISTE.
- **Holmes, W., Bialik, M., & Fadel, C. (2019).***Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.* Center for Curriculum Redesign.
- **OECD (2019).***Artificial Intelligence in Society.* OECD Publishing. https://www.oecd.org/publications/artificial-intelligence-in-society
- **Roll, I., & Wylie, R. (2016).***AI in Education: Evolution and Revolution. International Journal of AI in Education, 26(2), 582–599.*
- **JISC (2020).***Digital Experience Insights Survey: Higher Education Report.* https://digitalinsights.jisc.ac.uk

Important Government and National Initiatives

- **NDEAR (2021).***National Digital Education Architecture*, Ministry of Education. https://www.ndear.gov.in
- **DIKSHA Platform (MoE, Govt. of India**https://diksha.gov.in
- **UMANG App – Unified Mobile App for New-Age Governance**https://web.umang.gov.in
- **e-Kranti & National e-Governance Plan (NeGP), MeitY**https://meity.gov.in

Suggested Activities and Assignments

(Any twe to be completed individually or in small groups)

1. Digital Content Creation

Design an educational video, interactive storybook, or animated resource on any concept related to digital learning (e.g., flipped classroom, MOOCs, or OERs).
Use tools such as **Canva, Book Creator, H5P, Powtoon,** or **Plotagon**.

2. Comparative Web Tool Analysis

Select any two digital platforms or tools (e.g., Google Classroom vs. Edmodo; Kahoot vs. Quizizz) and prepare a brief report highlighting their features, strengths, limitations, and classroom applications.

3. Technology-Integrated Lesson Plan

Develop a detailed digital-integrated lesson plan using models like flipped or blended learning.
Incorporate ICT tools or LMS platforms and explain the pedagogical reasoning behind your approach.

4. Review of a MOOC or OER

Explore a MOOC (e.g., SWAYAM, Coursera) or an OER platform.
Write a short reflection on the course content, digital tools used, interactivity, accessibility, and scope for improvement.

5. Digital Ethics and Responsibility

Create a brief digital essay or visual presentation on a critical issue such as plagiarism, AI bias, student privacy, or copyright in digital learning.
Include real examples and propose preventive strategies or ethical guidelines.

SEMESTER-3

Course Code:CC-A10
Course Title: READING EDUCATIONAL POLICIES (REP): CONTEXTS AND PRACTICES
Course Id: 241/MEDU/CC302
Credits: 4

Maximum Marks: 100
Theory: 70
Internal Assessment: 30

COURSE OUTCOMES:

After the successful completion of this course, students should be able to:

1. Explain different theoretical perspectives on education policy.

2. Build understanding of key policies, issues and debates in education around privatization, quality, efficiency and accountability in contemporary India.

3. Examine education policies and discourses.

4. Identify different stakeholders and their roles in the formation and implementation of education policies.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(4 × 14 = 56 marks)*

Unit 1: Understanding Educational Policy: Concepts and Frameworks

1.1 Concept, definition, and significance of educational policy

1.2 Frameworks of policy development: Rationalist, Developmentalist, Policy-As-Text, Policy-as-Process, Policy-as-Action, and Policy Cycle

1.3 Introduction to policy analysis frameworks

1.4 Building perspectives in policy analysis

Unit 2: Stakeholders and Contextual Influences in Policy Development

2.1 Key stakeholders in policy formulation and implementation: State, civil society, market/private sector, and international agencies

2.2 Role of national interventions in shaping educational policies

2.3 Role of international interventions in shaping educational policies

Unit 3: Policy Formulation and Implementation Processes

3.1 Social and Political dimensions that shape policy formulation

3.2 Role of advocacy, evidence, and power in policy making

3.3 Competing ideologies: State vs. market vs. community

3.4 Top-down vs. bottom-up approaches to policy implementation

3.5 Mediation of policy by local stakeholders

Unit 4: Policy Analysis and Educational Reform

4.1 Linkages between national development and educational policies

4.2 Educational planning and financing as a determinant of the policy framework

4.3 New policy directions in the 21st century: Digital citizenship, neoliberal discourses and political economy of education

Core Readings:

- Bell, L., & Stevenson, H. (2006). What is education policy? In *Education policy: Process, themes and impact* (pp. 7–24). Routledge.

- Batra, P. (Ed.). (2020). *School education in India: Market, state and quality*. [Publisher details needed].

- Dale, R. (1999). Specifying globalization effects on national policy: A focus on the mechanisms. *Journal of Education Policy, 14*(1), 1–17.

- Ghosh, S. C. (2013). *The history of education in modern India*. [Publisher details needed].

- Jain, P. S., & Dholakia, R. H. (2009). Feasibility of implementation of Right to Education Act. *Economic & Political Weekly, 44*(25), 38–43.

- Kumar, K. (2005). *Political agenda of education*. Sage.

- Mukhopadhyay, R., & Sriprakash, A. (2010). Global frameworks, local contingencies: Policy translations and education development in India. *Compare: A Journal of Comparative and International Education, [Volume]*(Issue), 311–326.

- Priyam, M. (2011). *Aligning opportunities and interests: The politics of educational reform in the Indian states of Andhra Pradesh and Bihar* [PhD thesis]. London School of Economics and Political Science.

- Sadgopal, A. (2006). "Education for too few": The siege of public education. *[Journal/Book Title Needed],* [Pages].

- Sadgopal, A. (2010). The NEP 2020: A critique. *Economic & Political Weekly, [Volume]*(Issue), [Pages].

- Subramanian, V. K. (2018). From government to governance: Teach for India and new networks of reform in school education. *Contemporary Education Dialogue, 15*(1), 21–50.

- Tilak, J. B. (2008). *Higher education in India: In search of equality, quality and quantity.* Sage.

- Tilak, J. B. (2018). *Education and development in India.* Aakar Books.

Advanced Readings:

- Naik, J. P. (1982). *The Education Commission and after.* NUEPA.

- Sharma, S. (2011). "Empowerment was never conceptualized as entitlement": Problems in operationalizing a "feminist" program. In *"Neoliberalism" as betrayal: State, feminism, and a women's education program in India* (pp. 147–181). Palgrave Macmillan.

- Srivastava, P. (2008). School choice in India: Disadvantaged groups and low-fee private schools. In M. Forsey, S. Davies, & G. Walford (Eds.), *The globalisation of school choice?* (pp. 185–208). Symposium Books.

- Tooley, J. (2007). Could for-profit private education benefit the poor? Some a priori considerations arising from case study research in India. *Journal of Education Policy, 22*(3), 321–342.

Suggested Activities and Assignments

Students are expected to undertake **two** of the following assessment tasks. These can be completed **individually or in small groups**.

Task 1: Policy-As-Text Analysis

Students will analyze an **education policy document** as a "text" to uncover the underlying discourses.

- Select a short excerpt (500–700 words) from any Indian education policy (e.g., **NEP 2020, RTE Act**).
- Critically examine the text using the **Policy-as-Text** framework:
  - What assumptions are embedded?
  - What values or ideologies does it reflect?
  - What is left unsaid or silenced?
- Submit a **750-word critical commentary** linking your analysis with relevant course concepts.

Task 2: Stakeholder Mapping & Policy Pathways

In pairs or small groups (2–3 students), examine how different stakeholders influence the **formulation and implementation** of a selected educational policy in India (e.g., **NEP 2020, Right to Education Act 2009, Samagra Shiksha, Digital India e-Learning initiatives**).

- Map the roles of at least **four stakeholders** (e.g., central/state government, civil society, private sector, international agencies, teacher unions, community).
- Apply **any two policy analysis frameworks** (e.g., **Policy-as-Process, Policy Cycle, Rationalist Model**) to:
  - Explain the formulation process
  - Identify competing interests/ideologies
  - Discuss how local actors interpret or reshape policy
- Submit a **visual A3 poster** and a **500-word policy brief** summarizing your findings and insights.

M.A. Education

SEMESTER-3

Course Code: CCA11
Course Title: Gender, Society and Education
Course ID: 241/MEDU/CC303
Credit: 4

Maximum Marks: 100
Theory: 70
Internal Assessment: 30
Exam Duration: 3 Hours

COURSE OUTCOMES:

After successful completion of this course, students will be able to:

1. Explain key concepts related to gender and different feminist perspectives on education.

2. Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India. .

3. Examine the gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversations.

Instructions for Paper Setters (Theory Paper – 70 Marks)

1. A total of **Nine questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **eight questions** shall be divided into **four units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.***(4 × 14 = 56 marks)*

Unit 1: Socio-Political Dynamics of Education

1.1 Gender as a socio-political construct and lived reality

1.2 Politics of knowledge and gendered learning

1.3 Education as a means of socialisation, social control and social transformation

1.4 Education as a site of gender justice and democratic transformation

Unit 2: Gender Inequalities in India

2.1 Colonial, social reformist and nationalist constructions of the 'ideal educated woman'

2.2 Education, citizenship and the gendered nation-state

2.3 Gender inequalities in public/private, rural/urban, caste, tribe, religion and state contexts

2.4 Role of international NGOs (UNICEF, CARE, Room to Read, Save the Children) and the Indian statein educating the girl child in the era of globalisation

Unit 3: Rethinking Gender in School Spaces, Curriculum and Pedagogy

3.1 Gendered schooling environments: space, structure and everyday practices

3.2 Embodied experiences of gender in schools: constructing masculinities and femininities

3.3 Pedagogies of power: teacher attitudes, learner identities and institutional practices

3.4 Gender in curriculum and textbooks

Unit 4: Education, Work and Empowerment: Gendered Experiences in Policy and Practice

4.1 Gendered trends in educational employment in India

4.2 Feminisation of teaching: ideologies of care and gender norms

4.3 Women's participation in non-formal education, NGOs and movement-based interventions

4.4 Discourses on women's involvement in school improvement: PTAs/MTAs and community education

Core Readings

- Geetha, V. (2002). *Gender*. Calcutta: Stree. Selected Chapters.
- Acker, S. (1987). Feminist Theory and the Study of Gender and Education. *International Review of Education*, 33(4), 419-435.
- Menon, N. (2012). *Seeing Like a Feminist*. New Delhi: Zubaan. Chapters on Family & Body.
- Martin, J. R. (1986). Redefining the Educated Person. *Educational Researcher*, 15(6), 6-10.
- Manjrekar, N. (2003). Contemporary Challenges to Women's Education. *EPW*, 38(43), 4577-4582.
- Kumar, K. (2010). Culture, State and Girls: An Educational Perspective. *EPW*, 45(17), 75-84.
- Paik, S. (2009). Dalit Women's Struggle for Education. *Indian Journal of Gender Studies*, 16(2), 175-204.
- Hasan, Z. & Menon, R. (2005). *Educating Muslim Girls: A Comparison of Five Indian Cities*. Women Unlimited.

- Bhog, D. et al. (2009). *Textbook Regimes*. Nirantar. Selected excerpts.
- Connolly, P. (2003). Gendered Spaces in Early Years. In Skelton & Francis (Eds.), *Boys and Girls in the Primary Classroom*. OU Press.
- Menon, N. (2012). *Seeing Like a Feminist*. Zubaan. Chapters on Body.
- Kalia, N. N. (1986). Women and Sexism in Indian School Textbooks. *EPW*, 21(18), 794-797.
- Apple, M. (2011). Teaching and Women's Work. In Arun et al. *The Structure of Schooling*. Pine Forge.
- Manjrekar, N. (2013). Women School Teachers in New Times. *Indian Journal of Gender Studies*, 20(2), 335–356.
- Kumar, K. & Gupta, L. (2008). What is Missing in Girls' Empowerment? *EPW*, 43(26/27), 19–24.
- Balagopalan, S. (2010). Residential Schooling Scheme for Poor Girls. *Feminist Theory*, 11(3), 295–308.

Advanced Readings

- St. Pierre, E. A. (2000). Post-structural Feminism in Education. *IJQSE*, 13(5), 477–515.
- Vincent, C. (2010). The Sociology of Mothering. In Apple & Ball (Eds.), *Routledge Handbook of Sociology of Education*.
- Mohan, N. & Vaughan, R. (2008). Nationhood and Female Citizenship. In Fennell & Arnot (Eds.), *Gender Education and Equality*. Routledge.
- Geetha, V. (2012). Dalit Feminism. In Panjabi & Chakravarti (Eds.), *Women Contesting Culture*. Stree.
- Thorne, B. & Luria, Z. (1986). Sexuality and Gender in Children's Worlds. *Social Problems*, 33(3), 176–190.
- Browne, N. & France, P. (1985). Sexist Talk in Nursery. In Weiner (Ed.), *Just a Bunch of Girls*. OU Press.
- Martino, W. & Pallotta-Chiarolli, M. (2003). *So What's a Boy?* OU Press. Selected Chapters.
- Stree Shakti Report (1995). *A Study on the Status of Women Teachers in India*. MHRD.

Suggested Activities and Assignments

Students are expected to undertake **one** of the following assessment tasks. These can be completed **individually or in small groups**. The objective is to foster **critical reflection** and **contextual**

understanding by linking everyday gendered experiences with theoretical perspectives covered in the course.

Task 1: Media and Cultural Analysis
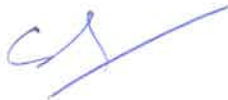
Select 2–3 examples from popular media—**Bollywood films, television advertisements, cartoons, or social media posts.**

- Analyse how **gender roles, stereotypes, and power relations** are portrayed.
- Establish connections with **theories of gender socialization and feminist pedagogy** discussed in Units 1 and 3.

Task 2: Textbook and Children's Literature Review

Choose 1–2 **school textbooks or children's storybooks.**

- Identify how **gender is represented** in roles, occupations, emotions, or personal traits.
- Connect your observations with concepts such as the **gendered curriculum and hidden curriculum**, drawing from Units 3 and 4.

SEMESTER-3

The student must opt for one of the following two discipline-specific courses

Course Code: DSE-03
Course Title: BASICS OF PEDAGOGY
Course code: 241/MEDU/DS304
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2 hours

COURSE OUTCOMES:

1. After successful completion of this course, students should be able to:
2. Discuss the theoretical underpinnings of pedagogy.
3. Explain the nature and scope of pedagogy.
4. Describe the intersectionality of epistemological and sociological premises of pedagogy.
5. Critically examine the various perspectives on pedagogy.

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus.** *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(3 × 12 = 36 marks)*

Unit 1: Conceptualizing Pedagogy

1.1 Epistemology of Pedagogy: Overview of Empiricist, Rationalist and Constructivist epistemologies

1.2 Language of Diversity for Pedagogy: Process of Meaning Making

1.3 Epistemic dispositions of Dialogue and Trilogue as pedagogy

Unit 2: Learning, Knowledge and Perspectives on Pedagogy

2.1 Self and Others: Psychosocial Perspective of Pedagogy

2.2 Social Pedagogy: Towards an Equity-Minded Practice

2.3 Critical Pedagogy: Towards a Pedagogy of Democratization

2.4 Care Pedagogy: Reinventing Perspectives

Unit 3: Research, Innovation and Pedagogy

3.1 Research as a Pedagogical Tool

3.2 Teachers' Intuitive Theories of Pedagogy

3.3 Pedagogy in the Digital Era (Student-Centred Learning, Blended and Hybrid Learning Models, Active and Collaborative Learning, Digital Literacy & Critical Thinking, AI and Data-Driven Instruction, Lifelong and Self-Directed Learning)

3.4 Theatre, Cinema and Media

Core Readings:

- Apple, M. W. (2019). *Ideology and curriculum*. Routledge.
- Batra, P. (Ed.). (2020). *Social science learning in schools: Perspective and challenges*. Sage.
- Boal, A. (1979). *Theatre of the Oppressed*. Pluto Press.
- Bhattacharya, R. (2017). *Thinking on thresholds: The poetics of transitive spaces*. Orient Black Swan.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton.
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Giroux, H. A. (2011). *On critical pedagogy*. Continuum.
- Kapur, R., & Singh, V. (2021). *Digital pedagogy in India: EdTech for inclusive learning*. Routledge.
- Kumar, K. (2013). *What is worth teaching?* Orient BlackSwan.
- Manjrekar, N. (2013). *Gender and education in India: A reader*. Routledge.
- Mohanty, A. K. (2019). *The multilingual reality: Living with languages*. Multilingual Matters.
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. University of California Press.
- Pathak, A. (2002). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
- Piaget, J. (1950). *The psychology of intelligence*. Routledge.
- Sarangapani, P. M. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. Sage.
- Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Polity Press.
- Sharma, R. S. (2015). *Rethinking teacher education*. Shipra Publications.

- Vasudevan, R. S. (2011). *The melodramatic public: Film form and spectatorship in Indian cinema*. Palgrave Macmillan.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Advanced Readings:

- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture*. Sage.
- Kumar, A. (Ed.). (2020). *Curriculum in international contexts: Understanding colonial, ideological, and neoliberal influences*. Palgrave Macmillan.
- Spivak, G. C. (2012). *An aesthetic education in the era of globalization*. Harvard University Press.
- Thapan, M. (Ed.). (2015). *Education and society: Themes, perspectives. practices*. Oxford India.

Suggested Activities and Assignments

Students are expected to undertake one of the following assessment tasks:

Task I: Observing Pedagogy in Action

Students should observe any two teaching sessions (offline or online) at any level (school/ college).

- Take notes on the teacher's interaction styles, use of dialogue/trilogue, and strategies of meaning-making.
- Submit a 1000-word write-up linking observations to pedagogical theories from Unit 1 (e.g., epistemic dispositions, diversity, constructivism).

Task II: Pedagogy through Popular Culture

Students will choose any film or web series episode that represents some aspects of teaching-learning (e.g., *Taare Zameen Par*, Dead Poets Society or any other).

- Analyse any 2 specific scenes (~5 minutes max) through the lens of pedagogical theories from Unit 3.4 (Theatre, Cinema, Media).
- Submit a 1000-word critical commentary highlighting how pedagogy is enacted or challenged, the cultural assumptions about knowledge and care and the pedagogical models (critical/care/social) as depicted.

OR

M.A. Education

SEMESTER-3

Course Code: DSE-03
Course Title: Teacher Education: Perspectives and Practices
Course ID: 241/MEDU/DS304
Course Credit: 3

Maximum Marks: 75
Theory: 50
Internal Assessment: 25
Exam Duration: 2 hours

Course Objectives:

After successful completion of this course, students will be able to:

1. Theorise the concept of the 'teacher' across historical, philosophical, and critical frameworks.

2. Deconstruct cultural and institutional representations of teachers.

3. Critically analyse policy debates on teacher performance, identity, and autonomy.

Instructions for Paper Setters (Theory Paper –50 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **2 marks**, covering the **entire syllabus**. *(7 × 2 = 14 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(3 × 12 = 36 marks)*

Unit 1: Theoretical Perspectives on the Teacher

1.1 Philosophical and critical theories shaping teacher identity

1.2 Teacher as a reflective practitioner, transformative intellectual, and moral-political agent

1.3 Teacher identity and its formation through epistemological beliefs, institutional structures, and socio-cultural contexts

Unit 2: Socio-Cultural Representations of Teachers

2.1 Representations of teachers in media, literature, and popular discourses

2.2 Intersectional issues of gender, caste, class and the status/prestige on teacher identity, self-perception, and policy

2.3 Reflective texts and narratives to understand the lived realities of teaching

Unit 3: Contemporary Debates and Policy Perspectives

3.1 Policy discourses on professionalism, performativity, and accountability

3.2 Autonomy versus regulation in teacher policy frameworks

3.3 Professional development vs. bureaucratic control in teacher education

3.4 Comparative analysis of NCFTE 2009 and NEP 2020

Core Readings:

- Giroux, H. (1988). *Teachers as Intellectuals: Towards a Critical Pedagogy of Learning*. Bergin and Garvey.

- Freire, P. (2009). *Teachers as Cultural Workers: Letters to Those Who Dare to Teach*. Westview Press.

- Palmer, P. J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass. pp. 9–33, 163–183

- Calderhead, J. (2006). Reflective teaching and teacher education. In Whitehead & Hartley (Eds.), *Teacher Education: Major Themes in Education*, Vol. IV. Routledge. pp. 35–47

- Hoyle, E. (2006). Teaching: Prestige, status and esteem. In Whitehead & Hartley (Eds.), *Teacher Education*, Vol. IV. Routledge. pp. 164–180

- Mahony, P. (2006). Teacher education and feminism. In Whitehead & Hartley (Eds.), *Teacher Education*, Vol. IV. Routledge. pp. 476–496

- The Diary of a School Teacher – Hemraj Bhatt (Translated). (2011). Azim Premji University Publication

- A Schoolmaster (2006). A letter to the society of schoolmasters. In Whitehead & Hartley (Eds.), *Teacher Education*, Vol. I. Routledge. pp. 41–44

- NCTE (2009). *National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teacher*

- GOI-MHRD (2012). *Justice Verma Commission Report on Teacher Education*

- Winters, M. A. (2012). How important are teachers? In *Teachers Matter*. Rowman & Littlefield. pp. 13–25

- Barrow, R. (2006). Teacher education: Theory and practice. In Whitehead & Hartley (Eds.), *Teacher Education*, Vol. III. Routledge. pp. 47–56

Advanced Readings:

- Chakrabarti, M. (1988). Teacher education and reflective teaching. In *Teacher Education: Modern Trends*. Kanishka Publishers. pp. 143–161

- Sutherland, M. B. (2006). The place of theory in teacher education. In Whitehead & Hartley (Eds.), *Teacher Education*, Vol. III. Routledge. pp. 35–46

- Apple, M. W. (1998). *Teachers and Texts: A Political Economy of Class & Gender Relations in Education*. Routledge. pp. 3–28

- Saxena, N. R., Asthana, N., Agarwal, M., & Adaval, S. (1984). Teacher education: A philosophical analysis. In *An Analytical Study of Teacher Education in India*. Amitabh Prakashan. pp. 41–60

- Entwistle, H. (2008). The place of theory in the professional training of teachers. In Johnson & Maclean (Eds.), *Teaching: Professionalisation, Development and Leadership*. Springer. pp. 255–262

- Schwartz, H. (1996). The changing nature of teacher education. In Guyton, Buttery & Sikula (Eds.), *Handbook on Research on Teacher Education* (2nd ed.). Prentice Hall. pp. 3–13

Suggested Activities and Assignments

Interview-Based Field Inquiry:Understanding Teachers' Dilemmas, Challenges, and Support Systems

In pairs, students will interview two school teachers and two college teachers to explore their lived realities, professional identities, dilemmas, systemic challenges, and sources of support. The focus will be on capturing individual experiences and institutional influences on teaching practice.

1. **Planning the Interview:**
   a. Identify and contact two school teachers and two college/university teachers.
   b. Prepare an interview guide with open-ended questions around:
      i. Their journey into the teaching profession
      ii. Major dilemmas and ethical challenges
      iii. Institutional and policy pressures (e.g., performativity, accountability)
      iv. Perceived autonomy in their role
      v. Gender, caste, class, or other identity-based challenges

vi.   Support systems (peer, administrative, policy-based, or personal)

2. **Conducting Interviews:**

   1.   Record notes or audio (with consent) of each interview.
   2.   Ensure both participants come from different institutional settings (e.g., government vs. private, rural vs. urban, if possible).

3. **Documentation:**

   Write a comparative narrative report (1,000–1,200 words) structured as follows:

   i.   Introduction: Purpose and context of the interviews

   ii.   Profile of Participants

   iii. Themes and Analysis: Compare dilemmas, challenges, and support systems

   iv.   Reflections: Your insights on teacher identity, policy impact, and social context

   v.   Conclusion: Learnings for teacher education practices

4. **Presentation (Optional in-class):**

   Share key findings with peers in a 5-6 minute pair presentation, if time permits.

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M.A. Education

SEMESTER-3

Course Code: INTERN-03

Course Title: INTERNSHIP
Course Code:241/MEDU/IN301
C. lits: 4

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Maximum Marks: 100
Practical External: 70
Practical Internal: 30

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COURSE OUTCOMES:

After successful completion of the internship, students will be able to:

1. Critically evaluate and contribute to the administrative processes and quality assurance mechanisms in teacher education institutions.
2. Collaborate effectively in designing, implementing, and revising curriculum in line with CBCS and competency-based frameworks.
3. Conduct thorough evaluations of in-service training programs and propose improvements using evidence-based methodologies.
4. Demonstrate effective application of innovative pedagogies and digital tools in classroom and online environments.
5. Develop professional communication, leadership, and reflective practices within institutional and community contexts.

COURSE DESCRIPTION:

This internship course offers postgraduate education students a dynamic, hands-on experience within teacher education institutions, schools, and educational organizations. Designed to integrate theoretical knowledge with practical exposure, it immerses students in real-world educational environments to foster professional growth.

Students will engage comprehensively in the administrative and academic functioning of institutions, participate in curriculum design aligned with national and competency-based frameworks such as CBCS, and employ innovative pedagogies enhanced by digital and blended learning tools. During the internship, students will create and maintain digital portfolios incorporating multimedia elements like videos, blogs, and lesson recordings to document and showcase their learning and professional development.

The course emphasizes the use of blended learning strategies that combine technology and traditional teaching methods. Students will have opportunities to engage in community outreach programs, fostering meaningful school-community partnerships. Moreover, they will be encouraged to undertake small-scale action research within their internship settings to identify and address real educational challenges, thereby applying evidence-based improvements in teaching and institutional processes.

Internship Structure & Innovative Components

1. Orientation & Capacity Building (Week 1-2):

   1.1 Comprehensive workshops on emerging educational technologies, curriculum innovations, and inclusive teaching practices.

1.2 Training on designing e-learning modules, flipped classroom techniques, and the use of AI-powered educational tools.

1.3 Simulation exercises focus on real classroom scenarios and administrative challenges.

2. Field Immersion & Collaborative Practice (Week 3-4):

2.1 Placement at reputed secondary teacher education institutions, educational NGOs, or government education departments.

2.2 Delivery of at least five innovative lessons incorporating blended and experiential learning approaches.

2.3 Active involvement in organizing teacher training sessions, community outreach, and educational workshops.

2.4 Collaborative project with institutional staff to design or enhance a curriculum segment, teaching strategy, or assessment tool.

3. Reflective Documentation & Presentation:

3.1 Maintain a digital portfolio documenting lesson plans, teaching reflections, multimedia evidence, and field observations.

3.2 Develop a comprehensive internship report highlighting contributions, challenges, and recommendations for institutional improvement.

3.3 Present internship findings and learning outcomes in a seminar with faculty and peers.

Mode of Evaluation (Total Marks: 100)

Component	Marks
Attendance & Professionalism	5
Field Performance & Lesson Delivery	25
Internship Report (Digital Portfolio)	30
Presentation of Internship Work	20
Viva-Voce Examination	20

Institutional Collaboration and Mentorship:

- Internship placements are arranged in collaboration with a network of accredited teacher education institutions, schools, and educational organizations committed to innovation and quality.
- Each student will be assigned an Institutional Mentor and a University Supervisor for ongoing guidance, feedback, and evaluation.
- Periodic virtual meetings with supervisors to discuss progress, challenges, and reflections are mandatory.

Course Code: DIE -04
Course Title: DISSERTATION + COMMUNITY-SERVICE BASED LEARNING
Course Code:241/MEDU/DI 401
Credits: 20

Maximum Marks: 500
Practical External: 350
Practical Internal: 150

Part 1: DISSERTATION

Course Outcomes:

After successful completion of this course, students will be able to:

1. Conduct independent research on educational problems and issues relevant to their field of study.
2. Develop analytical and logical thinking skills throughout the research process, from problem formulation to data analysis and interpretation.
3. Understand and appreciate the role and implications of educational research in generating new knowledge and informing educational practice and policy.

Description:

This dissertation course requires each student, at the beginning of the fourth semester, to select a research topic of their interest in consultation with their assigned faculty supervisor. The research topic should pertain to a significant educational problem or issue worthy of investigation.

Students are expected to undertake a systematic research project that includes:

- Formulating research questions or hypotheses.
- Designing the study and selecting appropriate research methods.
- Collecting relevant data from appropriate subjects or sources.
- Analysing the data using suitable statistical or qualitative techniques.
- Drawing conclusions and providing recommendations based on the research findings.

After completing the research work and data analysis, students will prepare a comprehensive and well-organised dissertation report. This report must be submitted in three typed and signed copies to the concerned supervisor.

Submission Guidelines:

- Students must submit three typed and signed copies of the supervised project report.
- The dissertation report should follow academic standards for structure, clarity, and referencing.
- Submission deadline will be notified by the department and must be strictly adhered to.
- Late submissions will be subject to departmental policies on extensions and penalties.

Evaluation Process:

The dissertation will be evaluated through a two-part process:

1. External Evaluation: The main assessment of the dissertation report (including the research quality, originality, methodology, data analysis, and presentation) will be conducted by an external examiner appointed by the university.
2. Viva-Voice (Oral Defense): Students will be required to defend their dissertation research in a viva-voce examination conducted by the external examiner and the supervisor or a panel of faculty members. This will assess their understanding, research process, and ability to discuss and justify their work.

Distribution of Marks:

Evaluation Component	Marks
Dissertation Report	200
Viva-Voice	100
Total	**300**

Part II: COMMUNITY-SERVICE BASED LEARNING

Course Outcomes:

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

1. Critically engage with the socio-educational realities of rural and marginalized communities.
2. Apply educational theories and concepts in real-world community settings.
3. Design and implement context-sensitive teaching and learning activities.
4. Reflect on ethical, cultural, and dialogic aspects of community engagement.
5. Document and analyze field experiences using reflective and academic frameworks.

Course Description:

Community-Based Service Learning is an experiential and community-engaged course designed for postgraduate students of Education. It bridges theoretical knowledge with grounded social practice by immersing students in real-life community contexts, typically in rural or semi-urban areas. This course aims to foster a critical understanding of educational challenges faced by marginalized or underserved communities and develop students' pedagogical sensitivity, civic responsibility, and ethical engagement.

Students will collaborate with communities to design and implement educational or developmental initiatives, reflect critically on their learning and interactions, and strengthen community relationships through dialogue and teaching.

Core Components of Field Engagement:

Students will undertake the following activities during their off-campus service learning:

1. **Community Service Project:**
   Plan and implement a collaborative project addressing a local educational or developmental need (e.g., literacy, early childhood care, school-community workshops). The project should culminate in a detailed report describing objectives, process, challenges, and outcomes.
2. **Community-Engaged Teaching:**
   Facilitate formal or informal learning sessions with children, youth, or adults in the community, employing culturally responsive and local language pedagogies.
3. **Educational Dialogue:**
   Engage in sustained conversations with community stakeholders (parents, teachers, elders, youth) to understand their educational perspectives and document these analytically.
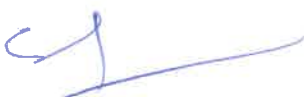
Assessment Structure:

Component	Marks
Internal Assessment – 50 Marks	
Diary of Reflections on Field Activities	20
Performance in Community-Engaged Teaching	15
Field Note on Educational Dialogue	15

External Assessment – 150 Marks	
Viva-Voce Examination (based on fieldwork)	50
Final Report on Service-Learning Project	100

Submission Guidelines:

- Students are required to submit three typed and signed copies of their final project report.
- Reports should comprehensively document the project, teaching sessions, educational dialogues, reflections, and learning outcomes.

Suggested Readings:

- Anand, S. (2019). *Education and Inequality in India: A Classroom View.* Routledge.
- Batra, P. (Ed.). (2013). *Locating the Teacher.* Orient BlackSwan.
- Butin, D. W. (2010). *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education.* Palgrave Macmillan.
- Gandhi, M. K. (1997). *Nai Talim: Basic Education.* Navjivan Publishing House.
- Freire, P. (1996). *Pedagogy of the Oppressed.* Penguin.
- Furco, A., & Billig, S. H. (Eds.). (2002). *Service Learning: The Essence of the Pedagogy.* Information Age Publishing.
- Sadgopal, A. (2000). *Education: Denied and Deprived.* Seminar, Issue 491.

M.A. Education
Semester- I

Course Code: MDC-1
Course Title: **TEACHING PROFICIENCY**
Course ID: **(241/MEDU/MD 101)**
Credits: 3 (Hrs./week:3)

Maximum Marks:75
Theory Examination: 35
Internal Assessment: 15
Practical Examination: 20
Practical Assessment: 05
Time: 2 hrs.

COURSE OUTCOMES:

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

- Explore the different techniques of classroom management.
- Explain phases of teaching and maxims of teaching.
- Illustrate the concept of the 5E model in teaching.
- Demonstrate different skills of teaching.
- Analyze different pedagogical skills and assessment techniques.
- Differentiate among Pedagogy, Andragogy, Heutagogy, and Peeragogy.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(5 × 1 = 5 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(3 × 10 = 30 marks)*

Unit 1: Teaching Fundamentals and Classroom Practices

- Teaching: Meaning, Principles, Maxims
- Levels and Phases of Teaching
- Strategies of Teaching: Teacher-centered and Learner-centered
- Characteristics of Effective Teaching
- Classroom Management: Meaning, Principles, Techniques
- Motivation: Meaning, Nature, Types, and Factors Affecting Motivation

Unit 2: Pedagogical Skills and Innovative Approaches

- Engagement and Exploration:
  - Concept, Types, and Techniques of Engaging Learners
  - Concept and Need for Exploration in Class
- Teaching Skills:
  - Explanation Skill: Techniques for Effective Explanation
  - Elaboration Skill
  - Questioning Skill: Types of Questions, Framing, and Asking Good Questions
  - Evaluation as a Skill: Classroom Evaluation Techniques, Assessing Performance of Learners and Teachers
- 5E Model of Teaching: Engage, Explore, Explain, Elaborate, Evaluate

Unit 3: Technology, Pedagogy and Evaluation Systems

- ICT in Education: Meaning, Scope, Importance, Applications
- Flipped and Blended Learning
- Web-Based Learning: Social Networking, Virtual Labs, Digital Libraries
- Pedagogy, Andragogy, Heutagogy, Peeragogy: Meaning, Types, Application
- Assessment and Evaluation:
  - Integrated Approach
  - Grading System: Meaning, Types, Mechanism, Problems, Interpretation
  - Continuous Assessment, Portfolio Assessment
  - Question Bank Development
  - Choice Based Credit System (CBCS)

Practicum (25 Marks)

- **Practical Examination (20 Marks):**
  - Microteaching: Any one skill (e.g., explanation/questioning)
  - 5E Model Lesson Plan Preparation and Demonstration
  - ICT Tool Demonstration in a Teaching Context
- **Internal Practical Assessment (5 Marks):**
  - Classroom management plan
  - Development of a mini question bank or student portfolio sample

Transaction mode
Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion
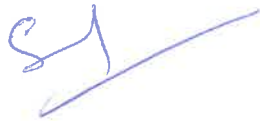
Suggested Readings

1. Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
2. Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.
3. Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.
4. Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.
5. Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.

6. Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.
7. Kumar, P. (2015). Web based technology in education. New Delhi: APH Publishing Corporation.
8. Mangal, S. K. (2014). Advanced educational psychology. New Delhi: PHI Learning Pvt. Ltd.
9. Mohan, R. (2011). Teacher education. New Delhi: PHI Learning Pvt. Ltd.
10. Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.
11. Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.
12. Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.
13. Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.

Suggested Websites:

- wiki.eveuniversity.org
- www.adprima.com
- www.apa.org
- www.crlt.umich.edu
- www.edutopia.org
- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

Course Code: MDC-2
Course Title: ANDRAGOGY AND EDUCATION
Credits: 3
Course ID: 241/MEDU/MD 201

Maximum Marks:75
Theory Examination: 35
Internal Assessment: 15
Practical Examination: 20
Practical Assessment: 05
Time: 2 hrs.

COURSE OUTCOMES:

After completing the course, students will be able to:

- Characterize the genesis and evolution of andragogy and its basic concepts.
- Discuss the specifics of the educational needs of adults.
- Characterize contemporary theories, methods, and forms of adult education.
- Recognize the educational needs of specific groups of adults.
- Develop positive attitudes toward the challenges of adult education.
- Conduct guidance in various areas of adult education.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus.** *(5 × 1 = 5 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.** *(3 × 10 = 30 marks)*

Unit-1: Foundations of Andragogy

- Andragogy: Concepts, Assumptions, and Principles
- Adults and Their Development: Life phases, opportunities, skills, and motivation for growth
- Teaching Adults: Historical development and evolution of andragogy
- Forms of Education: Key elements of education during various life phases
- Role and Tasks of Andragogy: Addressing adult learning needs in modern education
- Self-Directed Learning: Importance of autonomy in learning with the role of Information and Communication Technology (ICT)

Unit 2: Applications of Andragogy in Modern Life

- **Preparation for Adult Roles:** Equipping adults for professional and social responsibilities in alignment with societal principles
- **Leisure Time Organization:** Strategies for utilizing leisure time effectively to foster personal interests
- **Cultural and Educational Activities:** Engaging adults in meaningful activities that promote lifelong learning
- **Volunteering as an Activity:** Encouraging volunteering to stay active and contribute to the community
- **Human Activities in Work and Beyond:** Exploring elements that enhance the overall existence and well-being of adults
- **The Educational Role of Adults:** Adults as facilitators and contributors to community education

Practicum: (Any 4)

- **Survey on Adult Learning Needs:** Conduct a survey to identify educational needs and preferences of adults.
- **Case Study Analysis:** Analyze a case study of an adult learner and prepare a brief report.
- **Designing a Learning Plan:** Create a self-directed learning plan using ICT tool for adults.
- **Community-Based Volunteering Project:** Plan and present a project proposal for cultural or educational engagement.
- **Evaluation of Adult Education Programs:** Visit and evaluate an adult education program, documenting observations.
- **Workshop/Presentation:** Conduct a short workshop or presentation on the principles and applications of andragogy.

Transaction Mode
Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

1. Jarvis, P. (2010) *Adult Education and Lifelong Learning: Theory and Practice*, London, New York: Routledge
2. Knowles M.S., Holton E.F., Swanson R.A., (2011), *The Adult Learner*
3. Michael w. Galbraith, (2015), *Adult learning methods: a guide for effective instruction,*
4. Peter Jarvis, (2010), *Adult Education and Lifelong Learning: Theory and Practice*
5. Sharan B. Merriam, Laura L. Bierema, (2013), *Adult Learning: Linking Theory and Practice*
6. Sharan B. Merriam, Rosemary S. Caffarella, (1991), *Learning in Adulthood: A Comprehensive Guide*

Course Code: MDC-3
Course Title: ASSESSMENT AND LEARNING
Credits: 3
Course ID: 241/MEDU/MD 301

Maximum Marks:75
Theory Examination: 35
Internal Assessment: 15
Practical Examination: 20
Practical Assessment: 05
Time:3hrs.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(5 × 1 = 5 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(3 × 10 = 30 marks)*

COURSE OUTCOMES:

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

1. Define technical terms related to measurement, assessment, and evaluation.
2. Identify various cognitive, affective, and psychomotor learning outcomes.
3. Differentiate between formative and summative evaluation, self-assessment and peer-assessment.
4. Explore the usage of online tools, e-assessment methods, and open book examinations.
5. Utilize rubrics, portfolios, and reflective diaries for effective assessment.
6. Analyze tools and techniques of measurement, evaluation, and assessment.

Unit 1: Foundations of Measurement, Assessment, and Learning Outcomes

1.1. Concepts of Measurement, Assessment, and Evaluation

1.2. Domains of Learning: Cognitive, Affective, and Psychomotor

1.3. Types of Assessment:

- Assessment of Learning
- Assessment for Learning
- Assessment as Learning
- Assessment in Learning

Unit 2: Methods and Tools for Evaluation

2.1 Qualitative and Quantitative Methods of Evaluation
2.2 Formative and Summative Evaluation
2.3 Self-Assessment and Peer-Assessment
2.4 Continuous and Comprehensive Evaluation (CCE)
2.5 Diagnostic Testing and its Uses
2.6 Types of Test Items: Essay Type, Short Answer Type. Objective Type

Unit 3: Innovative Practices and Digital Tools in Assessment

3.1. Purpose and Principles of Reporting Student Learning

3.2. Tools for Assessment:

- Tests, Checklists, Rating Scales, Interview Schedules
- Use of Rubrics, Portfolios, and Reflective Diaries

3.3 Technology Integration in Assessment:

- Web Resources for Evaluation
- Online Tests and E-Assessments
- Open Book Examinations

Transaction Mode

Lecture, Seminar, e-team teaching, e -tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play

Core Readings

- **Anastasi, A., & Urbina, S.** (2005). *Psychological Testing*. Singapore: Pearson Education.
- **Ebel, R.L., & Frisbie, D.A.** (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning Pvt. Ltd.
- **Gronlund, N.E., & Linn, R.L.** (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
- **Miller, M.D., Linn, R.L., & Gronlund, N. E.** (2009). *Measurement and Assessment in Teaching* (10th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- **Popham, W. J.** (2000). *Modern Educational Measurement: Practical Guidelines for Educational Leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- **NCERT.** (2014). *Assessment for Learning*. New Delhi: Department of Teacher Education, NCERT.
- **NCERT.** (2015). *Learning Indicators*. New Delhi: National Council of Educational Research and Training.
- **Stiggins, R. J.** (2005). *Student-Involved Assessment FOR Learning* (4th ed.). Upper Saddle River, NJ: Pearson.
- **Wiliam, D.** (2011). *Embedded Formative Assessment*. Bloomington, IN: Solution Tree Press.

- **Edwards, A. L.** (1957). *Techniques of Attitude Scale Construction.* New York: Appleton-Century-Crofts.

Advanced Readings:

- **Boud, D., & Falchikov, N.** (2007). *Rethinking Assessment in Higher Education: Learning for the Longer Term.* London: Routledge.
- **Redecker, C., & Johannessen, Ø.** (2013). *Changing Assessment—Towards a New Assessment Paradigm Using ICT. European Journal of Education,* 48(1), 79–96.
- **JISC.** (2010). *Effective Assessment in a Digital Age: A Guide to Technology-Enhanced Assessment and Feedback.* Available at: https://www.jisc.ac.uk
- **Bennett, R. E.** (2002). *Inexorable and Inevitable: The Continuing Story of Technology and Assessment. The Journal of Technology, Learning and Assessment,* 1(1).
- **Reynolds, C. R., Livingston, R. V., & Willson, V.** (2006). *Measurement and Assessment in Education.* Boston, MA: Pearson.
- **Thorndike, R.M.** (2010). *Measurement and Evaluation in Psychology and Education.* New Delhi: PHI Learning Pvt. Ltd.
- **Freeman, F. S.** (1965). *Theory and Practice of Psychological Testing.* New York: Rinehart and Winston.
- **Newman, F. M.** (1996). *Authentic Achievement: Restructuring Schools for Intellectual Quality.* San Francisco, CA: Jossey-Bass.
- **Stanley, J.C., & Hopkins, K.D.** (1978). *Educational and Psychological Measurement and Evaluation.* New Delhi: Prentice Hall of India.

Suggested Activities and Assignments

Task 1: Digital Assessment Tool Demonstration
Students will explore any one online assessment tool (e.g., Google Forms, Kahoot, Quizizz, Edmodo). They will design a 10-question quiz and demonstrate its working in class.

Task 2: Rubric Design for a Project
Design a rubric to assess a group project on a topic of your choice. The rubric must include at least 5 assessment criteria and 4 levels of performance.

Task 3: Peer Assessment Activity
Conduct a peer assessment exercise in small groups. Each group will assess another based on a given checklist and discuss the feedback.

Task 4: Case Study on CCE or Diagnostic Testing
Write a case study highlighting the implementation of CCE or diagnostic testing in a school setting. Include benefits, challenges, and student responses.

Task 5: Reflective Diary
Maintain a weekly reflective diary for four weeks documenting how assessment strategies are being applied in your own or observed teaching sessions.

Course Code: MDC-4
Course Title: GUIDANCE AND COUNSELLING
Credits: 3
Course ID: 241/MEDU/MD 401

Maximum Marks:75
Theory Examination: 35
Internal Assessment: 15
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs.

COURSE OUTCOMES

After completing this course, students will be able to:

1. Understand the basic concept and importance of guidance and counselling.
2. Explain the counselling process and the concept of group guidance.
3. Gain knowledge about how guidance programmes are organized.
4. Recognize the role of schools in offering guidance services to students.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(5 × 1 = 5 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(3 × 10 = 30 marks)*

Unit 1: Introduction to Guidance and Counselling

1.1. Meaning and nature of guidance and counselling
1.2. Basic principles of guidance
1.3. Types of Guidance:
     a. Educational
     b. Vocational
     c. Personal
1.4. Counselling: meaning and purpose
1.5. Types of Counselling: Directive, Non-Directive, and Eclectic
1.6. Difference and relationship between guidance and counselling

Unit 2: Counselling Needs and Group Services

2.1. Common guidance needs of students
     - Home-related issues

- School-related challenges
- Emotional and social adjustment

2.2. Counselling for individual problems
2.3. Group guidance and counselling: meaning and significance
2.4. Child guidance clinics: importance and services
2.5. Role of professionals in child guidance clinics

Unit 3: Guidance in Schools and Counselling Practices

3.1. Case study method: steps and importance
3.2. Tools for guidance and counselling:
- Questionnaires
- Interviews
- Autobiographies
- Anecdotal records
- Cumulative records

3.3. Planning and implementing guidance programmes in schools
3.4. Role of teachers, school counsellors, and community members in delivering guidance services

Core Readings

1. **Crow, L.D., & Crow, A.** (2012). *An Introduction to Guidance: Basic Principles and Practices.* Delhi: Surjeet Publications.
2. **Gibson, R. L., & Mitchell, M. H.** (2011). *Introduction to Counseling and Guidance.* New Delhi: PHI Learning.
3. **Aggarwal, J.C.** (2019). *Educational and Vocational Guidance and Counselling.* Delhi: Doaba House.
4. **Jones, J.A.** (1970). *Principles of Guidance.* Mumbai: McGraw-Hill.
5. **Koshy, J. S.** (2010). *Guidance and Counseling.* New Delhi: Dominant Publishers.
6. **Chouhan, S.S.** (2008). *Principles and Techniques of Guidance.* New Delhi: Vikas Publishing House.

Advanced Readings

• **OECD (2023).** *Career Readiness and Guidance in the 21st Century: Global Trends and Practices.*
Paris: OECD Publishing.
https://www.oecd.org/education
(Explores global career guidance practices and their impact on student transitions.)

• **UNESCO-IBE (2022).** *Transforming Guidance and Counselling in the Context of Inclusive and Equitable Education.*
Geneva: International Bureau of Education (IBE), UNESCO. https://unesdoc.unesco.org

.)• **NCERT (2023).** *Revised Manual on Guidance and Counselling Services in Schools.* New Delhi: Department of Educational Psychology and Foundations of Education.

- **American School Counselor Association (ASCA) (2023).** *ASCA National Model: A Framework for School Counseling Programs* (5th ed.). Alexandria, VA: ASCA.https://www.schoolcounselor.org
- **World Bank (2021).** *Building Effective Career Guidance Systems in Developing Countries.* Washington, D.C.: World Bank Group.https://www.worldbank.org

- **Indian Association for Career and Livelihood Planning (IACLP) (2022).** *Guidelines for Ethical Career Guidance Practice in India.*

- **Rao, N. (2022).** *Counselling in the Digital Era: Approaches and Applications.* New Delhi: Sage Publications India. *(Addresses digital platforms, online counselling ethics, and virtual intervention techniques.)*

Suggested Activities and Assignments

Task 1: Case Study Development
Prepare a detailed case study of a student with academic, behavioral, or emotional challenges. Identify the problem areas and suggest an appropriate counselling approach (directive, non-directive, eclectic).

Task 2: Career Counselling Simulation
Conduct a role-play exercise where one student acts as a counsellor and another as a student seeking career guidance. Use a career interest inventory and interpret the results.

Task 3: Guidance Programme Design
In groups, design a school-wide guidance programme focusing on academic, vocational, and personal counselling. Include objectives, strategies, and methods of evaluation.

Task 4: Interview with a Professional Counsellor
Interview a working school counsellor or psychologist and document their methods, challenges, and insights into handling adolescent issues in schools.

Task 5: Counselling Skills Reflection Journal
Maintain a weekly reflective journal over four weeks where you note key counselling techniques you practiced or observed, and how they relate to theory.

Semester 2

E-CONTENT DEVELOPMENT-I

Course Code: SEC-01
Course Title: e-Content Development-I
Course Id: 241/MEDU/SE 201
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs.

Course Outcomes:

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

- Write e-content incorporating images, graphics, and other visual elements.
- Include multimedia supplements (such as videos, audio, animations) in e-content.
- Incorporate relevant supplementary study materials to enhance learning experiences.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(2 × 8 = 16 marks)*

Unit 1: – Quadrant I (e-Text)

The content writer is expected to develop a detailed write-up on the topic of the module as per the defined content structure. The textual explanation should be enriched with multimedia supplements, wherever applicable. These may include:

- Images

- Animations
- Graphics
- Video or Audio Clips
- Line or Hand Drawings

Each topic or sub-topic should be explained with relevant examples, wherever required, to aid learner understanding. The e-text must aim at clarity, engagement, and accessibility, following principles of instructional design.

Unit 2: – Quadrant III (Learn More / Source for Further Reading / Web Resources)

This quadrant provides supplementary learning material for deeper understanding. It includes:

- Related reading materials
- Sources for further reading (books, articles, research papers)
- Curated web resources and portals related to the module/topic

These resources aim to help students explore the topic in greater depth and connect theory with practice.

Suggested Readings

1. Smith, J. (2022). *Understanding Digital Learning.* XYZ Publications.
2. Doe, J. (2021). *Educational Technology in the Modern Classroom.* ABC Press.
3. Johnson, E. (2020). *Theories and Practices of Online Education.* EduTech Books.

Web Resources

1. **Edutopia** – Technology Integration
   Retrieved from: https://www.edutopia.org
2. **Coursera** – Educational Technology Courses
   Retrieved from: https://www.coursera.org
3. **Educational Technology and Mobile Learning** – Tools and Resources
   Retrieved from: https://www.educatorstechnology.com
4. **OER Commons** – Open Educational Resources
   Retrieved from: https://www.oercommons.org

Educational Guidance and Counselling -I

Course Code: SEC-01
Course Title: Educational Guidance and Counselling -I
Course Id: 241/MEDU/SE 202
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs.

Course Outcomes:

- After completion of the course, students will be able to:
- Identify the areas/situations that require guidance and counselling.
- Recognize students with behavioural problems and design appropriate remedial measures.
- Acquaint themselves with different types and approaches to counselling.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.** *(2 × 8 = 16 marks)*

Unit 1: Fundamentals of Guidance and Behavioural Issues

- Meaning of Guidance and Counselling
- Individual and Group Guidance Techniques:
  - Career Talk
  - Orientation Talk
  - Group Discussion
- Nature and Causes of Behavioural Problems among Students:
  - Underachievement
  - School Discipline Issues
  - Bullying
  - Drug Abuse
  - Truancy
  - Dropout

Practicum:

- Prepare an orientation programme schedule for first-semester students of the university.
- Organize group discussions on topics relevant to guidance and counselling.
- Use assessment tools to identify behavioural problems in adolescents.
- Prepare a short documentary on one behavioural problem among adolescents.
- Design remedial measures for children with behavioural problems.

Unit 2: Types and Approaches of Counselling

- **Types of Counselling:**
  - Directive Counselling
  - Non-Directive Counselling
  - Eclectic Counselling
- **Approaches to Counselling:**
  - Cognitive-Behavioural Therapy (CBT) – Albert Ellis: Rational Emotive Behaviour Therapy (REBT)
  - Humanistic Approach – Carl Rogers: Person-Centered Counselling

Practicum:

- Conduct simulated counselling sessions to practice:
  - Directive Counselling
  - Non-Directive Counselling
  - Eclectic Counselling
- Analyze various case studies that reflect different areas of counselling and intervention strategies.

Transaction Mode: Seminar, Practicum Activities, Field Visit, E-Tutoring, Peer Group Discussion, Self-Learning, Collaborative Learning, Cooperative Learning.

Suggested Readings

1. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. New Jersey: Pearson Prentice Hall.
2. Gupta, S. (2013). *Guidance and Career Counselling*. New Delhi: APH Publishing Corporation.
3. Jothi, E. (2009). *Guidance and Counselling*. New Delhi: Centrum Press.
4. Naik, D. (2007). *Fundamentals of Guidance and Counselling*. New Delhi: Adhyayan Publishers and Distributors.
5. Nayak, A. K. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
6. Pandey, V. C. (2011). *Educational Guidance and Counselling*. New Delhi: Isha Books.
7. Sharma, R. N., & Sharma, R. (2013). *Guidance and Counselling in India*. New Delhi: Atlantic Publishers and Distributors.
8. Siddiqui, M. H. (2015). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
9. Srivastava, S. K. (2011). *Career Counselling and Planning*. New Delhi: Atlantic Publishers.
10. Verma, L. N. (2013). *Educational Psychology – Experimentation in Problems and Methods in Teaching*. Jaipur: Rawat Publications.

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OR

COMMUNICATION SKILLS -I

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Course Code: SEC-01
Course Title: COMMUNICATION SKILLS -I
Course Id: 241/MEDU/SE 203
Credits:2 (Hrs./Week: 2)

<div align="right">

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs

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Course Outcomes:

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

- Express the skills and dispositions needed to communicate effectively in real-life situations.
- Develop listening and speaking skills through engagement in communicative tasks.
- Prepare for participation in group work by using communicative skills to pursue mutual goals.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit.** *(2 × 8 = 16 marks)*

Unit 1: Listening Skills

- Types of Listening:
  o Active Listening
  o Empathetic Listening
- Activities & Practices:
  o Use of audio and visual recorded lectures and talks for developing listening skills
  o Pair and group activities to practice active listening techniques
  o Introduction to Applied Behavior Analysis (ABA) as a communication enhancer

Unit 2: Speaking Skills

- Mock Exercises:

- o Interview for job/employment
- o Conducting and participating in mock meetings
- o Oral interaction in academic, professional, and social situations
- Presentations and Participation:
  - o Presentation of technical reports using audio-visual aids
  - o Communication in community work
  - o Participation in workshops, tutorials, and online forums
  - o Collaborative group work and discussions

Transaction Mode
Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning and Cooperative learning

Suggested Readings

1. Nira, K. (2011). *Communication Skills for Professionals* (2nd Ed.). PHI Learning.
2. Mitra, B. K. (2011). *Personality Development and Soft Skills* (1st Ed.). Oxford University Press.
3. Field, B. (2011). *Soft Skills for Everyone* (1st Ed.). Cengage Learning India Pvt. Ltd.
4. Peters, F. (2011). *Soft Skills and Professional Communication* (1st Ed.). McGraw Hill Education.
5. Adair, J. (2009). *Effective Communication* (4th Ed.). Pan Macmillan.
6. Daniels, A. (1999). *Bringing Out the Best in People* (2nd Ed.). McGraw Hill.

DISABILITY SCIENCE AND INCLUSIVE DEVELOPMENT: A THEORETICAL FRAMEWORK

Course Code: SEC-02
Course Title: Disability Science and Inclusive Development: A Theoretical Framework
Course Id: 241/MEDU/SE 301)
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs.

COURSE OUTCOMES

After completing this course, students will be able to:

1. Understand the meaning and importance of disability in Indian and global contexts.
2. Learn about different types and causes of disabilities.
3. Identify the challenges faced by persons with disabilities in education and daily life.
4. Explore inclusive practices and ways to promote accessibility.
5. Build sensitivity and basic skills for working with individuals with disabilities.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit 1: Understanding Disability and Its Framework

1.1. Concept of Disability and Inclusion
1.2. Disability in Indian Knowledge System
1.3. Basic Terms: Disability, Impairment, Handicap
1.4. Brief History of Disabilities and Social Role Valorization (SRV)
1.5. Introduction to Models of Disability: Medical, Social, and Human Rights
1.6. Quality of Life and Well-being of Persons with Disabilities
1.7. Role and Scope of Disability Science

Unit 2: Types of Disabilities and Inclusive Practices

2.1. Locomotor Disabilities: Causes and Prevention (Cerebral Palsy, Dwarfism, etc.)
2.2. Sensory Disabilities: Visual, Hearing, and Speech Impairments
2.3. Neuro-developmental Disabilities: Autism, ADHD, Intellectual Disabilities
2.4. Barriers in Daily Life: Physical, Digital, and Social Barriers
2.5. Promoting Inclusion: Simple Strategies for Schools and Communities

Core Readings:

- Crow & Crow (Delhi, Surjeet Publications). *Introduction to Guidance: Basic Principles & Practices*.
- J.C. Aggarwal. *Education, Vocational Guidance & Counseling*. Doaba House.
- John S. Koshy. *Guidance and Counseling*. Dominant Publishers.
- Lester D. Crow & Crow. *Introduction to Guidance and Counseling in India*. Atlantic Publishers.
- S.S. Chouhan. *Principles and Techniques of Guidance*. Vikas Publishing.

Advanced Readings:

- Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. Routledge.
- Kelly, A. M., Padden, L., et al. (2023). *Making Inclusive Higher Education a Reality*. Routledge.
- Thomas, G., & Vaughan, M. (2004). *Inclusive Education: Readings and Reflections*. Open University Press.
- Jha, M.M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Heward, W.L. (2018). *Exceptional Children: An Introduction to Special Education*. Pearson.

Suggested Practical Activities and Assignments (Choose Any Two)

1. Visit a school or center for children with disabilities and prepare a short reflection report.
2. Conduct a case study of one individual with disability and share their story.
3. Create a simple awareness poster about disability rights and inclusive practices.
4. Interview a teacher or counselor working in inclusive education and summarize your learnings.
5. Review any one policy document (like NEP 2020 or RPWD Act 2016) and present key points.

E-CONTENT DEVELOPMENT-II

Course Code: SEC-02
Course Title: e-Content Development-II
Course Id: 241/MEDU/SE 302
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs

COURSE OUTCOMES

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

1. Prepare educational video module tutorials.
2. Integrate multimedia elements such as animations, simulations, and virtual labs to support conceptual clarity.
3. Design self-assessment materials including multiple-choice and true/false questions with answers for e-learning modules.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit 1: Quadrant-II – Self-Learning Content

1.1. Concept and Purpose of Self-Learning Materials
1.2. Structure of Video Modules: Introduction, Explanation, Examples, Summary
1.3. Multimedia Integration:
1.3.1. Animations and Visuals
1.3.2. Simulations and Virtual Labs
1.3.3. Documentaries and Short Films
1.4. Tools and Platforms for Creating Video Content (e.g., OBS Studio, Powtoon, Edpuzzle)
1.5. Scriptwriting and Storyboarding for Educational Videos

Unit 2: Quadrant-IV – Self-Assessment and Evaluation

2.1. Purpose of Self-Assessment in e-Learning
2.2. Types of Questions: 2.2.1. Multiple-Choice Questions (MCQs) 2.2.2. True/False Statements

2.3. Guidelines for Creating Quality Assessment Items
2.4. Answer Keys and Feedback Mechanisms
2.5. Tools for Designing Online Quizzes (e.g., Google Forms, Kahoot, H5P)

Suggested Readings

- Smith, J. (2022). *Understanding Digital Learning*. XYZ Publications.
- Doe, J. (2021). *Educational Technology in the Modern Classroom*. ABC Press.
- Johnson, E. (2020). *Theories and Practices of Online Education*. EduTech Books.

Web Resources

- Edutopia. (n.d.). Technology Integration. Retrieved from https://www.edutopia.org
- Coursera. (n.d.). Educational Technology Courses. Retrieved from https://www.coursera.org
- Educational Technology and Mobile Learning. (n.d.). Tools and Resources. Retrieved from https://www.educatorstechnology.com
- OER Commons. (n.d.). Open Educational Resources. Retrieved from https://www.oercommons.org

Suggested Practical Activities and Assignments

Task 1: Video Tutorial Creation
Students will develop a 5–7 minute educational video on a chosen topic using animation or recorded lecture format.

Task 2: Quiz Design
Design a quiz with 10–15 multiple-choice or true/false questions aligned with the created video module.

Task 3: Multimedia Integration Exercise
Use tools like Powtoon, Canva Video, or OBS Studio to enhance a short educational concept with multimedia features.

Task 4: Peer Review and Feedback
Exchange video modules among peers and provide structured feedback on content clarity, engagement, and assessment effectiveness.

OR

EDUCATIONAL GUIDANCE AND COUNSELLING -II

Course Code: SEC-02
Course Title: Educational Guidance and Counselling -II
Course Id: 241/MEDU/SE 303
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs.

COURSE OUTCOMES

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

1. Identify the importance of various guidance services in educational institutions.
2. Demonstrate effective counselling skills.
3. Conduct activities aimed at coping with stress.
4. Develop competencies in conducting various types of counselling.

Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit 1: Guidance Services in Educational Institutions

1.1 Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, Research & Evaluation
1.2 Resources required for organizing guidance services
1.3 Role of teachers and other personnel in school guidance programmes

Unit 2: Counselling Approaches and Stress Management

2.1 Areas of counselling: Vocational, Family, Parental, Adolescent, Girls, Peer counselling
2.2 Skills, qualities, and professional ethics of an effective counsellor
2.3 Stress: Nature, causes, consequences, and types of coping skills
2.4 Measurement of interest, aptitude, intelligence, and personality

Transaction Modes

Seminar, Practicum Activities, Field Visit, E-Tutoring, Peer Group Discussion, Self-Learning, Collaborative Learning, Cooperative Learning

Core Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. New Jersey: Pearson Prentice Hall.
- Nayak, A. K. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and Counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Naik, D. (2007). *Fundamentals of Guidance and Counselling*. New Delhi: Adhyayan Publishers and Distributors.

Advanced Readings

- Gupta, S. (2013). *Guidance and Career Counselling*. New Delhi: APH Publishing Corporation.
- Jothi, S. (2009). *Guidance and Counselling*. New Delhi: Centrum Press.
- Pandey, V. C. (2011). *Educational Guidance and Counselling*. New Delhi: Isha Books.
- Siddiqui, M. H. (2015). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
- Srivastava, S. K. (2011). *Career Counselling and Planning*. New Delhi: Atlantic Publishers.
- Verma, L. N. (2013). *Educational Psychology – Experimentation in Problems and Methods in Teaching*. Jaipur: Rawat Publications.

Suggested Practical Activities and Assignments

1. Prepare a student inventory for all students in your class.
2. Plan activities to be conducted by the Placement service in your institution.
3. Visit a nearby school and identify how teachers and administration are involved in the guidance programme.
4. Practice basic interviewing skills with a focus on rapport-building and evidence-based counselling relationships.
5. Conduct a case study involving adolescent counselling, counselling of girls, or peer counselling.
6. Organise and participate in programmes for coping with stress such as yoga, meditation, music therapy, community service, etc.
7. Organise programmes for mental health and personality development.

<center>OR</center>

COMMUNICATION SKILLS -II

Course Code: SEC-02
Course Title: COMMUNICATION SKILLS -II
Course Id: 241/MEDU/SE 304
Credits:2 (Hrs./Week: 2)

<div align="right">

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2hrs

</div>

COURSE OUTCOMES

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

1. Develop effective reading and writing skills through engagement in communicative tasks.
2. Employ strategies to polish and refine written assignments and reports.

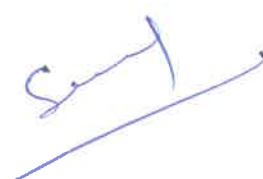### Instructions for Paper Setters (Theory Paper – 20 Marks)

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit 1: Reading Skills

1.1. Reading and providing feedback on term papers and assignments.
1.2. Analyzing academic and professional documents such as prospectuses.
1.3. Reading and reviewing books.

Unit 2: Writing Skills

2.1. Crafting cover letters for job applications.

2.2. CV and resume writing.

2.3. Composing memos, notices, circulars, and web-based communications.

Transaction Modes

Lecture, Seminar, E-Team Teaching, E-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, SOLE (Self-Organized Learning Environment), Collaborative Learning, Cooperative Learning.

Core Readings

- Rutherford, A. J. (2006). *Basic Communication Skills for Technology* (2nd ed.). Pearson Education.
- Hasson, G. (2011). *Brilliant Communication Skills: What the Best Communicators Know, Do and Say* (1st ed.). Pearson Life.
- Ramesh, G. (2010). *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson Education India.
- Mitra, B. K. (2011). *Personality Development and Soft Skills* (1st ed.). Oxford University Press.
- Peters, F. (2011). *Soft Skills and Professional Communication* (1st ed.). McGraw Hill Education.

Advanced Readings

- Dalley, D., Burton, L., & Greenhall, M. (2010). *Developing Your Influencing Skills: How to Influence People by Increasing Your Credibility, Trustworthiness and Communication Skills*. Universe of Learning Ltd.
- Adair, J. (2009). *Effective Communication* (4th ed.). Pan Macmillan.

Suggested Practical Activities and Assignments

1. Presentation of book reviews on academic or professional literature.
2. Practice interpreting and summarizing sample reports and proposals.
3. Drafting cover letters and resumes tailored for different job roles.
4. Writing formal memos, notices, and circulars in real-life institutional contexts.
5. Conducting peer reviews and feedback sessions on written documents.
6. Participating in group discussions or mock interviews to enhance communication and confidence.

Value Added Course from the department for pool of the Courses in the University (All the departments will offer value added course for the students of same or different Departments.

These courses are offered by Department of Education

MA EDUCATION
SEMESTER 1
PEACE AND VALUE EDUCATION

Course Code: VAC-01
Course Tittle: PEACE AND VALUE EDUCATION
Course Id: 241/MEDU/VA 101
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2hrs.

COURSE OUTCOMES:

After completing this course, the students will be able to:

1. Analyze the role of society in actualizing peace.
2. Understand the meaning of peace and its importance in life.
3. Evaluate the need and process of value education.
4. Realize the significance of values education for a quality life.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus.**(5 × 1 = 5 marks)
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit.**
4. Students will be required to **attempt one question from each unit.**(3 × 10 = 30 marks)

Unit 1: Understanding Peace and Education for Peace

- **Peace: Concepts and Concerns:** Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels
- **Approaches to Peace Education**: Stage-Specific Approach, Teachers as Peacebuilders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions
- **Frontiers of Education for Peace:** Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement
- **Critical Issues in Peace Education**

Unit 2: Understanding Values and Value-Based Education

- **Values:** Meaning, Determinants, and Classification of Values, Sources of Values, Hierarchy of Values
- **Erosion of Values:** Meaning and Causes
- **Value Education:** Meaning, Need, and Objectives, Agencies of Value Education: Family, Society, Educational Institutions, Religion
- **Approaches and Activities for Value Education**

Transaction mode:
Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings:

1. Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
2. Danesh, H.B., Towards an Integrative Theory of Peace Education, Journal of Peace Education, vol.3, no.1, 2006, pp.55-78
3. Howlett, Charles F. & John Dewey (2008) Encyclopedia of Peace Education. Teachers College, Columbia University.
4. http://gawharshad.edu.af/wp-content/uploads/2016/04/2014-02-10-Peace-Education-Ressource-Book-English.pdf
5. http://unesdoc.unesco.org/images/0015/001502/150262e.pdf
6. Juergensmeyer, M. (2002) Gandhi's Way: A Handbook of Conflict-Resolution. University of California Press, Berkeley.
7. Mishra, R.P. (2007) Hind Swaraj, Gandhi's Challenge to Modern Civilization, Rediscovering Gandhi Series. New Delhi: Concept Publishing Company.
8. Pant, D. & Gulati, S. (2010). Ways to Peace. New Delhi: National Council of Educational Research and Training.
9. Patteti, A.P. &Thamaraasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
10. Peace Education: Framework for Teacher Education (2005), UNESCO, Safdarjung Enclave, New Delhi, Research and Training.
11. Srivastava, A.K. (2014) Basics in Education. New Delhi: National Council of Educational
12. Sustac, Z., &Claudiu I. (2001) Alternative Ways of Solving Conflicts (ADR). New Delhi: Promila and Co. Publishers.
13. Wardak, S. (2014) Peace Education- a Resource Book for Teacher Education Students

PHYSICAL HEALTH AND MENTAL WELL BEING

Course Code: VAC-02
Course Tittle: PHYSICAL HEALTH AND MENTAL WELL BEING
Course Id: 241/MEDU/VA 301
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2hrs.

COURSE OUTCOMES:

After the successful completion of the course, students will be able to:

1. Understand key concepts related to physical health, mental health, and mental well-being, and their interconnection.
2. Identify behavioural and lifestyle factors influencing physical fitness and emotional health.
3. Analyse the psychological dimensions of well-being including optimism, hope, and mindfulness.
4. Evaluate the relevance of traditional practices such as yoga in promoting mental health and inner balance.
5. Reflect on strategies to integrate well-being practices into personal life and educational contexts.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**.*(5 × 1 = 5 marks)*
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**.*(3 × 10 = 30 marks)*

Unit I: Foundations of Physical and Mental Well-being

1.1 Core concepts of health, fitness, and ageing within contemporary lifestyles
1.2 Role of physical exercise, balanced nutrition, and rest in sustaining physical well-being
1.3 Overall health: The rising impact of stress, sedentary routines, and digital overload
1.4 Concept of mental well-being as a multidimensional construct encompassing emotional, cognitive, and social domains
1.5 Key psychological traits—optimism, hope, and mindfulness—as contributors to resilience and flourishing
1.6 Strategies for integration of physical and mental well-being in fostering sustained academic and professional effectiveness

Unit II: Mental Health and Yogic Practices

2.1 Concept of mental health: Underscores its preventive and promotive aspects, especially in educational contexts

2.2 Socio-psychological determinants influencing emotional health and interpersonal functioning
2.3 Introduction to yogic philosophy as a holistic framework for inner well-being and ethical living
2.4 The eight limbs of Ashtanga Yoga—Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi—and their role in cultivating discipline, clarity, and emotional balance
2.5 Therapeutic and pedagogical potential of yoga and mindfulness in enhancing mental clarity, attention, and self-regulation

2.6 Reflection on integrating well-being practices into daily routines and educational spaces

Transaction Modes

- Simulation, Lecture method, Lecture-cum-demonstration, Practice session

Core Readings

- WHO. (2004). *Promoting Mental Health: Concepts, Emerging Evidence, Practice*. World Health Organization.
- Dalal, A. K., & Misra, G. (2011). *New Directions in Health Psychology*. Sage India.
- Deci, E. L., & Ryan, R. M. (2012). *Self-Determination Theory and Wellbeing*. Springer.
- Kumar, K. (2013). *Yoga Psychology: Concepts and Applications*. Routledge India.
- Choudhury, B. (2020). "Yoga and the Education of Attention: Mindfulness in Schools." *Contemporary Education Dialogue*, 17(1), 34–50.
- Misra, G. (Ed.). (2011). *Psychology in India: The State-of-the-Art Volume 4: Theoretical and Methodological Developments*. Pearson Education.

Advanced Readings

- Satcher, D. (2001). *The Surgeon General's Call to Action to Promote Healthy Lifestyles*. US Department of Health and Human Services.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.
- Iyengar, B. K. S. (2002). *The Illustrated Light on Yoga*. Harper Collins.
- Baer, R. A. (Ed.). (2015). *Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications*. Academic Press.

Suggested Practical Activities and Assignments

1. **Daily Well-being Journal**: Maintain a 10-day well-being log recording diet, sleep, exercise, emotional state, and screen time, followed by a self-analysis.
2. **Yoga Practice Reflection**: Participate in a 5-day guided yoga session and submit a reflective report on changes in mental and physical state.
3. **Design a Health Poster**: Create an informative poster on "Holistic Health and Mindfulness" targeted at adolescents.
4. **Group Activity**: Conduct a role-play or skit demonstrating unhealthy vs. healthy coping strategies for stress.

5. **Campus Survey**: Conduct a brief peer survey on lifestyle habits (nutrition, sleep, screen time) and suggest well-being improvements.
6. **Case Study Review**: Analyze a documented case of a mental health intervention in an educational setting and present findings.
7. **Mindfulness Workshop Planning**: Design and present a plan for a school-based workshop on mindfulness and emotional regulation for teenagers.