

**Multidisciplinary Course from the department of Education for pool of
the Courses in the University**

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

M.A. Education

Semester-I

Course Code: MDC-1

Course Title: TEACHING PROFICIENCY

Course ID: (261/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:

1. Apply effective classroom management techniques
2. Explain phases, levels, and maxims of teaching
3. Demonstrate teaching skills using the 5E instructional model
4. Analyze pedagogical skills and assessment strategies
5. Integrate technology in teaching-learning processes
6. Differentiate between pedagogy, andragogy, heutagogy, and peeragogy

Note:

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**. ($5 \times 1 = 5$ 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**. ($3 \times 10 = 30$ marks)

Unit 1: Teaching Fundamentals and Classroom Practices

1.1. Teaching: Meaning, Principles, Maxims

1.2. Levels and Phases of Teaching

1.3. Strategies of Teaching: Teacher-centered and Learner-centered

- 1.4.Characteristics of Effective Teaching
- 1.5.Classroom Management: Meaning, Principles, Techniques
- 1.6.Motivation: Meaning, Nature, Types, and Factors Affecting Motivation

Unit 2: Pedagogical Skills and Innovative Approaches

- 2.1.Engagement and Exploration:
 - 2.1.1. Concept, Types, and Techniques of Engaging Learners
 - 2.1.2. Concept and Need for Exploration in Class
- 2.2.Teaching Skills:
 - 2.2.1. Explanation Skill: Techniques for Effective Explanation
 - 2.2.2. Elaboration Skill
 - 2.2.3. Questioning Skill: Types of Questions, Framing, and Asking Good Questions
- 2.3. Evaluation as a Skill: Classroom Evaluation Techniques, Assessing Performance of Learners and Teachers
- 2.4. 5E Model of Teaching: Engage, Explore, Explain, Elaborate, Evaluate

Unit 3: Technology, Pedagogy and Evaluation Systems

- 3.1. ICT in Education: Meaning, Scope, Importance, Application
- 3.2. Flipped and blended learning approaches
- 3.3. Web-Based Learning: Social Networking, Virtual Labs, and Digital Resources
- 3.4. Pedagogy, Andragogy, Heutagogy, Peeragogy: Concept and Applications
- 3.5. Assessment and Evaluation:
 - 3.5.1. Integrated and continuous assessment
 - 3.5.2. Grading System: Meaning, Types and Interpretation
 - 3.5.3. Portfolio Assessment
 - 3.5.4. Question Bank Development
 - 3.5.5. Choice-Based Credit System (CBCS)

Practicum

1. Microteaching: Practice and demonstrate any one teaching skill (e.g., explanation or questioning)
2. 5E Model Lesson: Prepare and demonstrate a lesson plan based on the 5E model
3. ICT Integration: Demonstrate the use of an ICT tool in a teaching-learning context
4. Classroom Management Plan: Prepare a structured plan for effective classroom management
5. Assessment Design: Develop a mini question bank or a sample student portfolio

Suggested Assignments and Activities

1. Lesson Plan Development: Prepare lesson plans using traditional and 5E models
2. Teaching Skill Practice: Demonstrate and reflect on specific teaching skills
3. Case Analysis: Analyze classroom management situations and suggest strategies
4. ICT Integration Task: Design a technology-supported learning activity
5. Assessment Design: Develop test items or a small question bank.

6. Reflective Journal: Maintain reflections on teaching practice and learning experiences

Transaction mode

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

Core Readings

1. Ali, L. (2012). *Teacher education*. APH Publishing Corporation.
2. Anandan, K. (2010). *Instructional technology in teacher education*. APH Publishing Corporation.
3. Chand, T. (2008). *Principles of teaching*. Anmol Publications.
4. Chiniwar, P. S. (2014). *Technology of teaching*. Anmol Publications.
5. Sharma, R. A. (2012). *Technology of teaching*. Loyal Book Depot.
6. Aggarwal, J. C. (2013). *Essentials of educational technology: Teaching-learning innovations in education*. Vikas Publishing House.

Advanced Readings

1. Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Pearson.
2. Ornstein, A. C., & Lasley, T. J. (2013). *Strategies for effective teaching* (6th ed.). McGraw Hill.
3. Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.
4. Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD.
5. Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice* (7th ed.). Cengage Learning.
6. Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.
7. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Web Resources

1. National Council of Educational Research and Training. (n.d.). *Teaching-learning resources*. <https://ncert.nic.in>
2. SWAYAM. (n.d.). *Online courses for teachers and learners*. <https://swayam.gov.in>
3. DIKSHA. (n.d.). *Digital resources for teaching and learning*. <https://diksha.gov.in>
4. UNESCO. (n.d.). *ICT in education and teacher development*. <https://www.unesco.org>
5. Edutopia. (n.d.). *Teaching strategies and classroom practices*. <https://www.edutopia.org>
6. Khan Academy. (n.d.). *Instructional videos and practice resources*. <https://www.khanacademy.org>
7. MIT OpenCourseWare. (n.d.). *Free educational course materials*. <https://ocw.mit.edu>

MA- EDUCATION
Semester-II
ANDRAGOGY AND EDUCATION

Course Code: MDC-2

Course Title: ANDRAGOGY AND EDUCATION

Credits: 3

Course ID: 261/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:

1. Explain the genesis, evolution, and key concepts of andragogy.
2. Analyze the characteristics, needs, and challenges of adult learners.
3. Examine major theories, models, and methods of adult learning and education.
4. Identify and address the educational needs of diverse groups of adult learners.
5. Develop positive attitudes and sensitivity towards issues and challenges in adult education.
6. Apply andragogical principles in designing, facilitating, and guiding adult learning programmes.

Note:

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. ($5 \times 1 = 5$ 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. ($3 \times 10 = 30$ marks)

Unit 1: Foundations and Theoretical Perspectives of Andragogy

- 1.1. Historical development of Andragogy: Indigenous and Western perspectives
- 1.2. Concept, nature, scope, and characteristics of Andragogy
- 1.3. Pedagogy, Andragogy, and Heutagogy: Conceptual differences and applications
- 1.4. Principles and assumptions of Andragogy (self-concept, experience, readiness, orientation, motivation)
- 1.5. Major theories and models of adult learning:
 - 1.5.1. Malcolm Knowles – Andragogical Model
 - 1.5.2. Experiential Learning Model (Kolb)
 - 1.5.3. Transformative Learning Theory (Mezirow)
 - 1.5.4. Self-Directed Learning Model (Tough, Knowles)

Unit 2: Adult Learners, Learning Processes, and Indian Context

- 2.1. Characteristics, needs, and challenges of adult learners
- 2.2. Learning styles and diversity in adult education
- 2.3. Adult as an active learner: Role of community, culture, and society

- 2.4. Lifelong learning and skill development for employability
- 2.5. Barriers to adult learning and strategies for inclusion
- 2.6. Adult education initiatives in India:
 - ULLAS
 - National Literacy Mission (NLM)
 - Padhna Likhna Abhiyan
 - Functional Literacy Programmes (FFLP, FLAW, RFLP, MPFL)
 - Role of National Curriculum Framework for Adult Education (NCFAE)
- 2.7. National Education Policy 2020 and adult learning

Unit 3: Andragogy in Practice and Contemporary Approaches

- 3.1. Application of andragogical principles in higher education and training
- 3.2. Designing adult learning programmes: Methods, strategies, and evaluation
- 3.3. Role of the educator as facilitator in adult learning environments
- 3.4. Use of ICT and digital platforms in adult education (MOOCs, OERs, blended learning)
- 3.5. Emerging approaches: Heutagogy, competency-based learning, workplace learning

Practicum: (Any 4)

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

Suggested Assignments and Activities:

1. Conduct a survey to identify the learning needs and challenges of adult learners in your community.
2. Design a self-directed learning module for adults using andragogical principles.
3. Develop an OER-based digital resource (video/PPT/infographic) for adult education.
4. Analyze a case study of an adult learner and suggest suitable learning strategies.
5. Prepare a reflective journal on applying andragogy in real-life teaching situations.
6. Review any adult education initiative under National Education Policy 2020 and suggest improvements.
7. Create a lesson plan for adult learners integrating experiential and self-directed learning.
8. Identify a real problem (e.g., digital illiteracy) and propose solutions using adult learning principles.
9. Conduct a group discussion or presentation on lifelong learning and skill development.
10. Prepare a portfolio including assignments, reflections, and learning outcomes.

Transaction Mode

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

Core Readings

1. Jarvis, P. (2010). *Adult education and lifelong learning: Theory and practice*. Routledge.
2. Malcolm Knowles, Holton, E. F., & Swanson, R. A. (2011). *The adult learner* (7th ed.). Routledge.
3. Galbraith, M. W. (2015). *Adult learning methods: A guide for effective instruction*. Krieger Publishing.
4. Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. Jossey-Bass.
5. Merriam, S. B., & Caffarella, R. S. (1991). *Learning in adulthood: A comprehensive guide*. Jossey-Bass.
6. Brookfield, S. D. (2013). *Powerful techniques for teaching adults*. Jossey-Bass.
7. Rogers, A. (2014). *The classroom and the everyday: The importance of informal learning for formal learning*. Routledge.

Advanced Readings

1. Illeris, K. (2018). *Contemporary theories of learning: Learning theorists... in their own words* (2nd ed.). Routledge.
2. Mezirow, J. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. Jossey-Bass.
3. Dirkx, J. M. (2012). Nurturing soul in adult learning. *New Directions for Adult and Continuing Education*.
4. Taylor, E. W., & Cranton, P. (2013). *The handbook of transformative learning*. Jossey-Bass.
5. Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood* (4th ed.). Jossey-Bass.
6. UNESCO. (2016). *Recommendation on adult learning and education*.
7. UNESCO. (2020). *Global report on adult learning and education (GRALE 4)*.
8. Ministry of Education India. (2020). *National Education Policy (NEP 2020)*.
9. Tight, M. (2020). *Key concepts in adult education and training* (2nd ed.). Routledge.
10. Knowles, M. S. (1984/updated). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass.

M.A. Education

Semester- III

Course Code: MDC-3

Course Title: ASSESSMENT AND LEARNING

Credits: 3

Course ID: 261/MEDU/MD 301

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, the students will be able to:

1. Explain key concepts of measurement, assessment, and evaluation
2. Identify learning outcomes across cognitive, affective, and psychomotor domains
3. Differentiate between various forms of assessment
4. Use digital tools and innovative methods for assessment
5. Design rubrics, portfolios, and reflective assessment tools
6. Analyze and apply appropriate evaluation techniques

Note:

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**. ($5 \times 1 = 5 \text{ marks}$)
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**. ($3 \times 10 = 30 \text{ marks}$)

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

Practicum

1. Develop a classroom test including different types of test items
2. Design a rubric for assessing a project or assignment
3. Prepare a student portfolio or reflective diary sample
4. Construct a diagnostic test and interpret results
5. Demonstrate the use of an online assessment tool in a teaching context

Suggested Assignments and Activities

1. Digital Assessment Task: Design an online quiz using any assessment platform
2. Case Study: Analyze implementation of CCE or diagnostic testing in schools
3. Peer Assessment Activity: Conduct and reflect on peer evaluation in groups
4. Assessment Analysis: Critically examine different types of assessment methods
5. Reflective Journal: Document experiences of using assessment strategies

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

1. **Anastasi, A., & Urbina, S.** (2005). *Psychological Testing*. Singapore: Pearson Education.
2. **Ebel, R.L., & Frisbie, D.A.** (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning Pvt. Ltd.
3. **Gronlund, N.E., & Linn, R.L.** (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
4. **Miller, M.D., Linn, R.L., & Gronlund, N. E.** (2009). *Measurement and Assessment in Teaching* (10th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
5. **Popham, W. J.** (2000). *Modern Educational Measurement: Practical Guidelines for Educational Leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
6. **NCERT.** (2014). *Assessment for Learning*. New Delhi: Department of Teacher Education, NCERT.
7. **NCERT.** (2015). *Learning Indicators*. New Delhi: National Council of Educational Research and Training.
8. **Stiggins, R. J.** (2005). *Student-Involved Assessment FOR Learning* (4th ed.). Upper Saddle River, NJ: Pearson.
9. **William, D.** (2011). *Embedded Formative Assessment*. Bloomington, IN: Solution Tree Press.
10. **Edwards, A. L.** (1957). *Techniques of Attitude Scale Construction*. New York: Appleton-Century-Crofts.

Advanced Readings:

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

M.A. Education

Semester- IV

Course Code: MDC-4

Course Title: GUIDANCE AND COUNSELLING

Credits: 3

Course ID: 261/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.

Note:

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**. ($5 \times 1 = 5 \text{ marks}$)
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**. ($3 \times 10 = 30 \text{ marks}$)

Unit 1: Foundations of Guidance and Counselling

- 1.1. Meaning, concept, nature, and importance of guidance and counselling.
- 1.2. Need, scope, principles, and functions of guidance and counselling in contemporary society.
- 1.3. Individual and group guidance: concept, importance, and techniques such as career talk, orientation talk, group discussion, and guidance interview.
- 1.4. Counselling: meaning, objectives, process, and approaches including Directive, Non-Directive, and Eclectic counselling.
- 1.5. Difference and relationship between guidance and counselling.
- 1.6. Nature and causes of behavioural and adjustment problems among students with reference to underachievement, discipline issues, bullying, substance abuse, truancy, absenteeism, and school dropout.

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

Practicum

1. Case Study Development: Prepare a detailed case study of a student with academic, behavioral, or emotional challenges; identify problem areas and suggest an appropriate counselling approach (directive, non-directive, eclectic).
2. Career Counselling Simulation: Conduct a role-play where one student acts as a counsellor and another as a student seeking career guidance; use a career interest inventory and interpret results.
3. Guidance Programme Design: Design a school-wide guidance programme covering academic, vocational, and personal counselling; include objectives, strategies, and evaluation methods.

Suggested Assignments and Activities

1. Interview with a Professional Counsellor: Interview a school counsellor or psychologist and document their methods, challenges, and approaches to adolescent issues.
2. Counselling Skills Reflection Journal: Maintain a reflective journal over four weeks, noting counselling techniques practiced or observed and their linkage with theory.

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

1. Crow, L. D., & Crow, A. (2012). *An introduction to guidance: Basic principles and practices*. Surjeet Publications.
2. Gibson, R. L., & Mitchell, M. H. (2011). *Introduction to counseling and guidance*. PHI Learning.
3. Aggarwal, J. C. (2019). *Educational and vocational guidance and counselling*. Doaba House.

4. Jones, J. A. (1970). *Principles of guidance*. McGraw-Hill.
5. Koshy, J. S. (2010). *Guidance and counseling*. Dominant Publishers.
6. Chouhan, S. S. (2008). *Principles and techniques of guidance*. Vikas Publishing House.

Advanced Readings

1. OECD. (2023). *Career readiness and guidance in the 21st century: Global trends and practices*. OECD Publishing. <https://www.oecd.org/education>
2. UNESCO-IBE. (2022). *Transforming guidance and counselling in the context of inclusive and equitable education*. <https://unesdoc.unesco.org>
3. National Council of Educational Research and Training. (2023). *Revised manual on guidance and counselling services in schools*.
4. American School Counselor Association. (2023). *ASCA national model: A framework for school counseling programs* (5th ed.). <https://www.schoolcounselor.org>
5. World Bank. (2021). *Building effective career guidance systems in developing countries*. <https://www.worldbank.org>
6. Indian Association for Career and Livelihood Planning. (2022). *Guidelines for ethical career guidance practice in India*.
7. Rao, N. (2022). *Counselling in the digital era: Approaches and applications*. **Sage Publications India**

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

(These courses are offered by 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.)

FOUNDATIONS OF ACADEMIC COMMUNICATION

Course Code: AEC-01

Course Title: FOUNDATIONS OF ACADEMIC COMMUNICATION

Course Id:

261/MEDU/AEC-101

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. Demonstrate effective listening and speaking skills in academic and real-life contexts.
2. Apply active and empathetic listening strategies for meaningful communication.
3. Participate confidently in discussions, presentations, and group interactions.
4. Use appropriate verbal and non-verbal communication techniques in academic settings.
5. Collaborate effectively in group tasks to achieve shared learning goals.

Note:

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. ($4 \times 1 = 4 \text{ marks}$)
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**. ($2 \times 8 = 16 \text{ marks}$)

Unit 1: Listening Skills in Academic Contexts

1.1 Types of Listening

- Active Listening: meaning, characteristics, and techniques
- Empathetic Listening: understanding perspectives and emotions
- Barriers to effective listening and strategies to overcome them

1.2 Academic Listening Practices

- Listening to lectures, talks, and discussions
- Note-taking techniques for effective comprehension
- Listening for main ideas, details, and inference

1.3 Activities and Applications

- Audio-visual lectures and recorded talks
- Pair and group activities for practicing listening skills
- Introduction to communication enhancement strategies (e.g., behavioural cues and feedback techniques)

Unit 2: Speaking Skills in Academic and Social Contexts

2.1 Fundamentals of Effective Speaking

- Verbal and non-verbal communication
- Clarity, tone, pronunciation, and fluency
- Overcoming stage fear and building confidence

2.2 Academic and Professional Speaking

- Oral presentations and seminar participation
- Group discussions and collaborative communication
- Participation in meetings, workshops, and academic forums

2.3 Practical Communication Situations

- Mock interviews (academic/professional)
- Role play: meetings, classroom interaction, community communication
- Presentation of ideas using audio-visual aids

Practicum

1. **Listening Task:**
Listen to an academic lecture/video and prepare a summary with key points.
2. **Group Discussion Activity:**
Participate in a group discussion and submit a reflection on communication effectiveness.
3. **Mock Interview:**
Appear in a simulated interview and receive peer/instructor feedback.
4. **Oral Presentation:**
Present a topic using audio-visual aids.
5. **Role Play Exercise:**
Perform communication scenarios (meeting, classroom, community interaction).
6. **Listening Practice Log:**
Maintain a record of listening activities and reflections.

Suggested Assignments and Activities

1. Reflective journal on improvement in communication skills
2. Participation in seminars/workshops and reporting
3. Short presentation on an academic topic
4. Peer feedback on speaking performance
5. Self-assessment of communication skills

Transaction Mode

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

Core Readings

1. Adair, J. (2009). *Effective communication* (4th ed.). Pan Macmillan.
2. Adler, R. B., Rodman, G., & du Pré, A. (2020). *Understanding human communication* (14th ed.). Oxford University Press.
3. Field, B. (2011). *Soft skills for everyone*. Cengage Learning India.
4. Hargie, O. (2018). *Skilled interpersonal communication: Research, theory and practice* (6th ed.). Routledge.
5. Lucas, S. E. (2019). *The art of public speaking* (13th ed.). McGraw Hill.
6. Mitra, B. K. (2011). *Personality development and soft skills*. Oxford University Press.
7. Peters, F. (2011). *Soft skills and professional communication*. McGraw Hill Education.
8. Raman, M., & Sharma, S. (2015). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.

Advanced Readings

1. Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
2. Covey, S. R. (2004). *The 7 habits of highly effective people*. Free Press.
3. Daniels, A. (1999). *Bringing out the best in people* (2nd ed.). McGraw Hill.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio.
4. Goleman, D. (2006). *Social intelligence: The new science of human relationships*. Bantam Books.
- Carnegie, D. (1998). *How to win friends and influence people*. Pocket Books.
5. Nira, K. (2011). *Communication skills for professionals* (2nd ed.). PHI Learning.
- Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: A flaw in human judgment*. Little, Brown Spark.
6. Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. Penguin Press.
7. Rogers, C. R., & Farson, R. E. (1987). *Active listening*. Industrial Relations Center, University of Chicago.
- Grant, A. (2021). *Think again: The power of knowing what you don't know*. Viking.

ACADEMIC READING AND PROFESSIONAL WRITING

Course Code: AEC-02

Course Title: Academic Reading and Professional Writing

Course Id:

261/MEDU/AEC-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:

1. Demonstrate effective listening and speaking skills in academic and real-life contexts.
2. Apply active and empathetic listening strategies for meaningful communication.
3. Participate confidently in discussions, presentations, and group interactions.
4. Use appropriate verbal and non-verbal communication techniques in academic settings.
5. Collaborate effectively in group tasks to achieve shared learning goals.

Note:

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

Course Content

Unit 1: Academic Reading Skills

1.1 Reading Strategies

- Skimming and scanning techniques
- Intensive and extensive reading
- Critical and analytical reading

1.2 Understanding Academic Texts

- Identifying main ideas, arguments, and supporting details
- Interpreting tone, purpose, and perspective
- Reading academic articles, reports, and policy documents

1.3 Critical Engagement with Texts

- Reviewing and evaluating academic content
- Book review and article critique

- Providing constructive feedback on written work

Unit 2: Professional Writing Skills

2.1 Principles of Effective Writing

- Clarity, coherence, cohesion, and organization
- Academic tone and style
- Avoiding common errors in writing

2.2 Academic and Professional Writing Forms

- Report writing (structure and format)
- Writing summaries, abstracts, and reviews
- Preparation of CVs, resumes, and cover letters

2.3 Digital and Workplace Communication

- Email writing and professional correspondence
- Writing memos, notices, and circulars
- Writing for digital platforms (blogs, professional forums)

2.4 Editing and Proofreading

- Techniques for revising and refining written work
- Peer review and feedback strategies

Practicum

1. Critical Reading Report: Read an academic article and prepare a structured review.
2. Book/Article Review: Write and present a critique of an academic or professional text.
3. Professional Writing Task: Prepare a CV, cover letter, and formal report.
4. Document Analysis: Analyze academic/professional documents for clarity and effectiveness.
5. Formal Writing Exercise: Draft memos, notices, or institutional reports.
6. Editing Task: Revise and proofread a given text.
7. Peer Review Activity: Evaluate peers' work using defined criteria.
8. Writing Portfolio: Compile written tasks with revisions and reflections.

Suggested Assignments and Activities

1. Summary writing of academic texts
2. Reflective writing on learning progress
3. Preparation of professional documents
4. Participation in writing workshops
5. Group-based document analysis

Transaction Mode

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

Core Readings

1. Adler, R. B., Rodman, G., & du Pré, A. (2020). *Understanding human communication* (14th ed.). Oxford University Press.
2. Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
3. Cottrell, S. (2019). *The study skills handbook* (5th ed.). Red Globe Press.
4. Field, B. (2011). *Soft skills for everyone*. Cengage Learning India.
5. Greetham, B. (2019). *How to write better essays* (4th ed.). Red Globe Press.
6. Hamp-Lyons, L., & Heasley, B. (2011). *Study writing: A course in written English for academic and professional purposes* (2nd ed.). Cambridge University Press.
7. Murray, R. (2012). *Writing in social spaces: A social processes approach to academic writing*. Routledge.
8. Raman, M., & Sharma, S. (2015). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.

Advanced Readings

1. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
2. Graff, G., & Birkenstein, C. (2018). *They say / I say: The moves that matter in academic writing* (4th ed.). W. W. Norton & Company.
3. Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.
4. Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). University of Chicago Press.
5. Minto, B. (2009). *The pyramid principle: Logic in writing and thinking*. Pearson.
6. Sword, H. (2012). *Stylish academic writing*. Harvard University Press.
7. Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. Viking.

ACADEMIC COMMUNICATION AND CRITICAL THINKING IN THE DIGITAL AGE

Course Code: AEC-03

Course Title: Academic Communication and Critical Thinking in the Digital Age

Course Id:

261/MEDU/AEC-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 completion of the course, students will be able to:

1. Apply critical thinking skills to analyze and evaluate information in academic and digital contexts.
2. Demonstrate effective academic communication in digital and professional environments.
3. Assess the credibility and reliability of digital information and sources.
4. Develop a professional identity through effective communication and personality development skills.
5. Create professional documents such as CVs, portfolios, and digital profiles.

Note:

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. ($4 \times 1 = 4 \text{ marks}$)
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**. ($2 \times 8 = 16 \text{ marks}$)

Course Content

Unit 1: Critical Thinking and Digital Literacy

1.1 Foundations of Critical Thinking

- Meaning, nature, and importance of critical thinking
- Logical reasoning, argumentation, and decision-making
- Identifying assumptions, bias, and fallacies

1.2 Evaluating Information in the Digital Age

- Credibility, reliability, and authenticity of digital sources
- Identifying misinformation, disinformation, and fake news
- Ethical use of information and academic integrity

1.3 Digital Communication Skills

- Communication through digital platforms (emails, forums, webinars)
- Netiquette and responsible digital behavior
- Participation in online academic communities

Unit 2: Academic Communication and Personality Development

2.1 Advanced Academic Communication

- Scholarly communication and presentation skills
- Academic argumentation and discussion
- Communication in seminars, conferences, and professional settings

2.2 Personality Development for Professional Growth

- Self-awareness, confidence, and interpersonal skills
- Emotional intelligence and communication
- Leadership and teamwork skills

2.3 Professional Identity and Career Communication

- Preparation of CVs, resumes, and digital portfolios
- Building professional profiles (e.g., LinkedIn, academic platforms)
- Interview skills and professional etiquette

Practicum

1. Critical Analysis Task: Evaluate a digital article/source for credibility and bias.
2. Digital Communication Activity: Participate in an online discussion/forum and submit a reflection.
3. Presentation Task: Present an academic topic using digital tools (PPT/web tools).
4. CV and Portfolio Development: Prepare a professional CV and digital portfolio.
5. Mock Interview: Participate in a simulated interview and receive feedback.
6. Case Study Analysis: Analyze real-life communication or ethical dilemmas.
7. Group Discussion: Engage in critical discussion on contemporary issues.
8. Reflective Journal: Document growth in critical thinking and personality development.

Suggested Assignments and Activities

1. Critical review of digital content
2. Preparation of professional digital profile
3. Reflective writing on personal growth
4. Participation in webinars/workshops

5. Case-based discussions on communication and ethics

Transaction Mode

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

Core Readings

1. Adler, R. B., Rodman, G., & du Pré, A. (2020). *Understanding human communication* (14th ed.). Oxford University Press.
2. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection* (3rd ed.). Palgrave Macmillan.
3. Goleman, D. (2006). *Social intelligence: The new science of human relationships*. Bantam Books.
4. Hargie, O. (2018). *Skilled interpersonal communication: Research, theory and practice* (6th ed.). Routledge.
5. Raman, M., & Sharma, S. (2015). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.
6. Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. Penguin Press.

Advanced Readings

1. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
2. Grant, A. (2021). *Think again: The power of knowing what you don't know*. Viking.
3. Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio.
4. Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
5. Minto, B. (2009). *The pyramid principle: Logic in writing and thinking*. Pearson.
6. Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: A flaw in human judgment*. Little, Brown Spark.

Skill Enhancement Course from the department for pool of the Courses in the University
(These courses are offered by 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.)

Semester 2

E-CONTENT DEVELOPMENT-I

Course Code: SEC-01

Course Title: E-Content Development-I
Course Id: 261/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:

1. Design structured and learner-centric e-content
2. Integrate multimedia elements effectively in digital content
3. Apply basic instructional design principles in content development
4. Use digital platforms and tools for creating e-content
5. Evaluate and improve e-content for quality and usability

Note:

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. ($4 \times 1 = 4$ 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**. ($2 \times 8 = 16$ marks)

Unit 1: Foundations of E-Content Development

- 1.1. Concept, meaning, and significance of e-content in education
- 1.2. Characteristics of effective e-content: clarity, engagement, and accessibility
- 1.3. Structure of e-content: introduction, objectives, content organization, and summary

- 1.4. Writing for digital platforms: readability, coherence, and learner engagement
- 1.5. Use of visuals: images, graphics, charts, and illustrations

Unit 2: – Multimedia Integration and Quality Assurance

- 2.1. Multimedia elements: audio, video, animations, and interactivity
- 2.2. Principles of multimedia learning and basic instructional design
- 2.3. Tools and platforms for e-content creation and multimedia development
- 2.4. Selection and organization of digital learning resources
- 2.5. Quality assurance and evaluation of e-content
- 2.6. Ethical considerations in digital content development

Practicum

1. Develop a complete e-content module on a selected topic using structured components (objectives, content, summary, and assessment).
2. Create a short instructional video or podcast integrating audio-visual elements for learner engagement.
3. Design an interactive digital lesson using tools (e.g., H5P, Google Slides, or similar platforms).
4. Apply multimedia principles to redesign an existing traditional lesson into digital format.
5. Evaluate an existing e-content module using quality standards and provide improvement suggestions.

Suggested Assignments and Activities

1. Prepare a digital storyboard for an e-content module before development.
2. Conduct a comparative analysis of two e-content resources based on clarity, engagement, and accessibility.
3. Curate a collection of digital learning resources on a topic and justify their selection.
4. Develop an AI-supported learning material (e.g., quiz, summary, or content outline).
5. Perform a peer review of digital content using structured evaluation rubrics.
6. Identify issues related to copyright, plagiarism, and ethical use of digital content, and suggest solutions.
7. Maintain a reflective log documenting challenges and improvements during content creation.
8. Design a micro-learning unit (5–10 minutes) for quick learner engagement.

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

1. Bates, T. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
2. Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (5th ed.). Wiley.
3. Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
4. Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.

5. Anderson, T. (Ed.). (2017). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
6. Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth.
7. Horton, W. (2012). *E-learning by design* (2nd ed.). Pfeiffer.
8. Salmon, G. (2013). *E-tivities: The key to active online learning* (2nd ed.). Routledge.

Advanced Readings

1. Anderson, T. (Ed.). (2017). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
2. Januszewski, A., & Molenda, M. (2008). *Educational technology: A definition with commentary*. Routledge.
3. Reiser, R. A., & Dempsey, J. V. (Eds.). (2017). *Trends and issues in instructional design and technology* (4th ed.). Pearson.
4. Siemens, G. (2005). *Connectivism: A learning theory for the digital age*.

Web Resources

1. Edutopia. (n.d.). *Technology integration*. <https://www.edutopia.org>
2. Coursera. (n.d.). *Educational technology courses*. <https://www.coursera.org>
3. OER Commons. (n.d.). *Open educational resources*. <https://www.oercommons.org>
4. UNESCO. (n.d.). *Digital learning and open educational resources*. <https://www.unesco.org>
5. SWAYAM. (n.d.). *Study Webs of Active Learning for Young Aspiring Minds*. <https://swayam.gov.in>
6. NPTEL. (n.d.). *National Programme on Technology Enhanced Learning*. <https://nptel.ac.in>
7. DIKSHA. (n.d.). *Digital Infrastructure for Knowledge Sharing*. <https://diksha.gov.in>
8. MIT OpenCourseWare. (n.d.). *Free online course materials*. <https://ocw.mit.edu>
9. Khan Academy. (n.d.). *Free online courses, lessons, and practice*. <https://www.khanacademy.org>
10. Google Scholar. (n.d.). *Search for scholarly literature*. <https://scholar.google.com>

OR

Educational Guidance and Counselling -I

Course Code: SEC-01

Course Title: Educational Guidance and Counselling -I

Course Id: 261/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:

1. Identify situations that require guidance and counselling
2. Recognize behavioural problems among students and suggest appropriate remedial measures
3. Understand different types and approaches to counselling
4. Apply basic guidance techniques in educational settings
5. Demonstrate basic counselling skills in simple situations

Note:

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. ($4 \times 1 = 4$ 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**. ($2 \times 8 = 16$ marks)

Unit 1: Fundamentals of Guidance and Behavioural Issues

1.1. Meaning, concept, need, and significance of guidance and counselling

1.2. Types and Techniques of Guidance

1.2.1. Individual and Group Guidance

1.2.2. Career Talk

1.2.3. Orientation Talk

1.2.4. Group Discussion

1.3. Nature and Causes of Behavioural Problems among Students

- 1.3.1. Underachievement
- 1.3.2. School Discipline Issues
- 1.3.3. Bullying
- 1.3.4. Drug Abuse
- 1.3.5. Truancy
- 1.3.6. Dropout

Unit 2: Types and Approaches of Counselling

2.1. Types of Counselling

- 2.1.1. Directive Counselling
- 2.1.2. Non-Directive Counselling
- 2.1.3. Eclectic Counselling

2.2. Major Approaches to Counselling

- 2.2.1. Cognitive-Behavioural Approach – Albert Ellis (REBT)
- 2.2.2. Humanistic Approach – Carl Rogers (Person-Centered Counselling)

2.3. Basic Counselling Skills (*balanced addition*)

- 2.3.1. Listening and Attending Skills
- 2.3.2. Questioning and Responding
- 2.3.3. Empathy and Rapport Building

Practicum

1. Prepare an orientation programme plan for first-semester students including objectives, schedule, and activities.
2. Use basic assessment tools (checklists/rating scales) to identify behavioural issues among adolescents.
3. Conduct simulated counselling sessions (directive, non-directive, eclectic) and document the process.
4. Analyze a case study and suggest appropriate counselling interventions.
5. Design remedial strategies for students with identified behavioural problems.

Suggested Assignments and Activities

1. Participate in and report on a group discussion related to guidance and counselling issues.
2. Prepare a short report or digital presentation on a behavioural issue among adolescents (e.g., bullying, stress).
3. Develop a case profile of a student highlighting behavioural concerns and possible causes.
4. Write a reflective note on counselling practices or observed sessions.
5. Create awareness material (poster/article) on student well-being and mental health.

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

Core Readings

1. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson.
2. Gupta, S. (2013). *Guidance and career counselling*. APH Publishing Corporation.
3. Nayak, A. K. (2014). *Guidance and counselling*. APH Publishing Corporation.
4. Pandey, V. C. (2011). *Educational guidance and counselling*. Isha Books.
5. Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. Atlantic Publishers & Distributors.
6. Srivastava, S. K. (2011). *Career counselling and planning*. Atlantic Publishers.

Advanced Readings

1. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
2. Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
3. Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). American Counseling Association.
4. Neukrug, E. (2016). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning.
5. Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.
6. Ellis, A. (1994). *Reason and emotion in psychotherapy* (Rev. ed.). Citadel Press.
7. Jothi, E. (2009). *Guidance and counselling*. Centrum Press.
8. Naik, D. (2007). *Fundamentals of guidance and counselling*. Adhyayan Publishers.
9. Siddiqui, M. H. (2015). *Guidance and counselling*. APH Publishing Corporation.
10. Verma, L. N. (2013). *Educational psychology: Experimentation in problems and methods in teaching*. Rawat Publications.

M.A. Education

SEMESTER-3

**DISABILITY SCIENCE AND INCLUSIVE DEVELOPMENT: A THEORETICAL
FRAMEWORK**

Course Code: SEC-02

Course Title: Disability Science and Inclusive Development: A Theoretical Framework

Course Id: 261/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.

Note:

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. ($4 \times 1 = 4$ 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**. ($2 \times 8 = 16$ 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

Practicum

1. Field Visit: Visit a school or centre for children with disabilities and observe inclusive practices; prepare a brief observation report.
2. Case Study: Conduct a case study of an individual with disability focusing on educational, social, and emotional aspects.
3. Professional Interaction: Interview a teacher, special educator, or counsellor working in inclusive settings and document insights.

Suggested Assignments and Activities

1. Awareness Poster: Create a poster highlighting disability rights and inclusive practices.
2. Policy Review: Review a policy document such as National Education Policy 2020 or Rights of Persons with Disabilities Act, 2016 and present key features.
3. Reflective Report: Write a reflection on inclusive practices observed during field exposure.
4. Group Discussion: Participate in discussions on topics related to inclusion and disability awareness.
5. Presentation: Prepare and present a topic on disability science or inclusive development.

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:

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

Advanced Readings:

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

OR
E-CONTENT DEVELOPMENT-II

Course Code: SEC-02

Course Title: e-Content Development-II

Course Id: 261/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. Produce engaging video-based and animated learning content
2. Apply storytelling and visual design principles for digital learning
3. Integrate interactive and immersive multimedia elements
4. Design advanced e-assessment tools including portfolio and rubric-based evaluation
5. Evaluate digital content using engagement, interactivity, and learning analytics

Note:

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. ($4 \times 1 = 4 \text{ marks}$)
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**. ($2 \times 8 = 16 \text{ marks}$)

Unit 1: Video Production, Animation, and Storytelling

- 1.1 Video-based learning: design and pedagogical considerations
- 1.2 Educational video production: scripting, storyboarding, and sequencing
- 1.3 Animation and visual storytelling in e-content development
- 1.4 Integration of multimedia: interactive videos, simulations, virtual environments
- 1.5 Design principles: cognitive load, visual design, learner engagement

Unit 2: Interactive Learning, Gamification, and E-Assessment

2.1. Interactive learning design for digital environments

2.2. Gamification strategies: points, badges, levels, and narrative-based learning

2.3. E-assessment: design of objective and interactive assessment items—MCQs, true/false, short responses, and application-based questions

2.4. Advanced assessment methods:

2.4.1. Portfolio-based assessment

2.4.2. Rubric-based evaluation

2.4.3. Video-based assessment

2.4.4. Scenario-based and problem-solving tasks

2.5. Feedback and analytics: instant feedback, adaptive responses, and learner analytics

2.6. Designing engaging, learner-centered digital assessment systems

Practicum

1. Develop a 5–7-minute video/animated learning module on a selected topic
2. Prepare a storyboard and script incorporating storytelling techniques
3. Integrate multimedia elements such as animation, narration, or simulation
4. Design an e-assessment including quiz, rubric, or portfolio component aligned with the module

Suggested Assignments and Activities

1. Video Production Task: Create an educational video using storytelling and multimedia
2. Gamification Design: Develop a gamified learning activity (badges, levels, rewards)
3. E-Assessment Task: Design a rubric, portfolio, or interactive assessment
4. Multimedia Enhancement Task: Improve content using animation or simulation
5. Peer Review: Evaluate content using structured criteria
6. Reflective Report: Document the development process and learning outcomes

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

1. Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (5th ed.). Wiley.
2. Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
3. Horton, W. (2012). *E-learning by design* (2nd ed.). Pfeiffer.

4. Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.
5. Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments. *Educational Psychology Review*, 19(3), 309–326.

Advanced Readings

1. Bates, T. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
2. Anderson, T. (Ed.). (2017). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
3. Salmon, G. (2013). *E-tivities: The key to active online learning* (2nd ed.). Routledge.
4. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining gamification. *Proceedings of the 15th International Academic MindTrek Conference*, 9–15.
5. Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*.

Web Resources

Edutopia. (n.d.). *Technology integration*. <https://www.edutopia.org>

Coursera. (n.d.). *Educational technology courses*. <https://www.coursera.org>

OER Commons. (n.d.). *Open educational resources*. <https://www.oercommons.org>

UNESCO. (n.d.). *Digital learning and open educational resources*. <https://www.unesco.org>

SWAYAM. (n.d.). *Study Webs of Active Learning for Young Aspiring Minds*. <https://swayam.gov.in>

NPTEL. (n.d.). *National Programme on Technology Enhanced Learning*. <https://nptel.ac.in>

MIT OpenCourseWare. (n.d.). *Free online course materials*. <https://ocw.mit.edu>

Khan Academy. (n.d.). *Free online courses, lessons, and practice*. <https://www.khanacademy.org>

OR

EDUCATIONAL GUIDANCE AND COUNSELLING -II

Course Code: SEC-02

Course Title: Educational Guidance and Counselling -II

Course Id: 261/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.

Note:

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. ($4 \times 1 = 4$ 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**. ($2 \times 8 = 16$ 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

Practicum

1. Prepare a student inventory for a selected group of learners
2. Plan and design activities related to placement and guidance services
3. Conduct a field visit to a school/institution and document guidance practices
4. Practice counselling skills such as interviewing, rapport-building, and communication
5. Conduct a case study related to adolescent, peer, or gender-sensitive counselling
6. Organize activities for stress management (e.g., yoga, meditation, well-being programmes)

Suggested Assignments and Activities

1. Develop a guidance programme for students at institutional level
2. Analyse counselling cases and suggest appropriate intervention strategies
3. Prepare a report on the role of teachers in guidance services
4. Design activities for mental health awareness and personality development
5. Reflective journal on counselling skills and experiences

Transaction Modes

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

Core Readings

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

Advanced Readings

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

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 Title: PEACE AND VALUE EDUCATION

Course Id: 261/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.

Note:

1. A total of **Five 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 **1 mark**, covering the **entire syllabus**. ($7 \times 1 = 7 \text{ marks}$)
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**. ($2 \times 14 = 28 \text{ marks}$)

Unit 1: Understanding Peace and Education for Peace

1.1. Peace: Concepts and Concerns: Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels

1.2. Approaches to Peace Education: Stage-Specific Approach, Teachers as Peacebuilders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions

1.3. Frontiers of Education for Peace: Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement

1.4. Critical Issues in Peace Education

Unit 2: Understanding Values and Value-Based Education

2.1.Values: Meaning, Determinants, and Classification of Values, Sources of Values, Hierarchy of Values

2.2. Erosion of Values: Meaning and Causes

2.3. Value Education: Meaning, Need, and Objectives, Agencies of Value Education: Family, Society, Educational Institutions, Religion

2.4.Approaches and Activities for Value Education

Suggested Assignments and Activities

1. Reflection Paper: Write a short reflection on the concept of peace and its relevance in contemporary society.
2. Case Analysis: Analyze a real-life situation related to conflict or value erosion and suggest peace-oriented solutions.
3. Classroom Activity Design: Prepare a plan for integrating peace or value education into classroom teaching.
4. Poster/Creative Expression: Create a poster, slogan, or short write-up promoting peace and values.
5. Group Discussion: Participate in discussions on themes such as harmony, tolerance, and responsible citizenship.
6. Value Identification Task: Identify and reflect on personal values and their influence on behavior.
7. Community Engagement: Participate in or observe activities promoting peace, cooperation, or social responsibility and report findings.

Transaction mode:

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

Core Readings

1. Chitkara, M. G. (2015). *Education and human values*. APH Publishing Corporation.
2. Pant, D., & Gulati, S. (2010). *Ways to peace*. National Council of Educational Research and Training.
3. Peace education: Framework for teacher education. (2005). UNESCO.
4. Wardak, S. (2014). *Peace education: A resource book for teacher education students*.
5. Juergensmeyer, M. (2002). *Gandhi's way: A handbook of conflict resolution*. University of California Press.

Advanced Readings

1. Danesh, H. B. (2006). Towards an integrative theory of peace education. *Journal of Peace Education*, 3(1), 55–78.
2. Howlett, C. F., & Dewey, J. (2008). *Encyclopedia of peace education*. Teachers College Press.
3. Mishra, R. P. (2007). *Hind Swaraj: Gandhi's challenge to modern civilization*. Concept Publishing Company.
4. Patteti, A. P., & Thamaraasseri, I. (2015). *Education and human values*. APH Publishing Corporation.
5. Srivastava, A. K. (2014). *Basics in education*. National Council of Educational Research and Training.
6. Sustac, Z., & Claudiu, I. (2001). *Alternative ways of solving conflicts (ADR)*. Promila & Co.

Web Resources

1. UNESCO. (n.d.). *Peace education resource materials*. <https://unesdoc.unesco.org>
2. Peace education resource book. (n.d.). <https://gawharshad.edu.af/wp-content/uploads/2016/04/2014-02-10-Peace-Education-Ressource-Book-English.pdf>

**M.A. EDUCATION
SEMESTER 3
PHYSICAL HEALTH AND MENTAL WELL-BEING**

Course Code: VAC-02

Course Title: PHYSICAL HEALTH AND MENTAL WELL-BEING

Course Id: 261/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.

Note:

1. A total of **Five 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 **1 mark**, covering the **entire syllabus**. ($7 \times 1 = 7 \text{ marks}$)
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**. ($2 \times 14 = 28 \text{ marks}$)

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

Suggested 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.

Transaction Modes

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

Core Readings

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

Advanced Readings

1. Satcher, D. (2001). *The Surgeon General's Call to Action to Promote Healthy Lifestyles*. US Department of Health and Human Services.
2. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness*

and Well-being. Free Press.

3. Iyengar, B. K. S. (2002). *The Illustrated Light on Yoga*. Harper Collins.
4. Baer, R. A. (Ed.). (2015). *Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications*. Academic Press.
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

