

CENTRAL UNIVERSITY OF PUNJAB



M.A. Education Syllabus

Batch 2025

Department of Education

M.A. EDUCATION
Category-II (Three Semester Coursework and One Semester Research)
Two Years PG Programme (2025-2027)

SEMESTER-I

Sr. No.	Code	Name of Course	Type of Courses	L	T	P	Cr
1	MMAE.401	Philosophical and Sociological Foundations of Education	DSC	4	0	0	4
2	MMAE.402	Understanding the Learner	DSC	4	0	0	4
3	MMAE.403	Research Methods in Education	DSC	4	0	0	4
Student has to choose any one elective out of the following Discipline Specific Elective Courses							
4	MMAE.404	Educational Measurement and Assessment	DSE	3	0	0	3
5	MMAE.405	Women Education					
6	MMAE.406	Education for Sustainable Development					
7	MMAE.407	Communication Skills	SEC	0	0	6	3
8	MMAE.408	Statistics in Education	AEC	2	0	0	2
9	MMAE.409	e-content development	SEC	0	0	4	2
Total				17	0	10	22
Two Hours of Individualized Education Plan (Non-Credit)/Remedial Classes shall be offered per week							

Note: DSC: Discipline Specific Core Courses, DSE: Discipline Specific Elective Courses, SEC: Skill Enhancement Courses, AEC: Ability Enhancement Courses

SEMESTER-II

Sr. No	Code	Name of Course	Type of Courses	L	T	P	Cr
1	MMAE.516	Educational Technology	DSC	4	0	0	4
2	MMAE.517	Curriculum Planning and Designing	DSC	4	0	0	4
Student has to choose any one elective out of the following Discipline Specific Elective Courses							
3	MMAE.518	Inclusive Education	DSE	3	0	0	3
4	MMAE.519	Economics of Education					
5	MMAE.520	Comparative Education					
6	MMAE.521	Pedagogical Practices	AEC	3	0	0	3
7	MMAE.511	Indian Knowledge System	VAC	2	0	0	2
8	MMAE.506	*Teaching Proficiency (for students of other departments)	IDC	2	0	0	2
Total				18	0	0	18
Two Hours of Individualized Education Plan (Non-Credit)/Remedial Classes shall be offered per week							

Note: DSC: Discipline Specific Core Courses, DSE: Discipline Specific Elective Courses, SEC: Skill Enhancement Courses, AEC: Ability Enhancement Courses, EC: Entrepreneurship Courses, IDC: Interdisciplinary Courses

**Students of the department of education must choose ID course offered by other departments in the University*

SEMESTER-III

Sr. No	Code	Name of Course	Type of Courses	L	T	P	Cr
1	MMAE.535	Educational Guidance and Mentoring	DSC	4	0	0	4
2	MMAE.536	Development of Education in India and Punjab	DSC	4	0	0	4
Student has to choose any one elective out of the following Discipline Specific Elective Courses							
3	MMAE.537	Indian Higher Education: Policy Perspectives	DSE	3	0	0	3
4	MMAE.538	Education for Global Society					
5	MMAE.539	Human Rights Education					
6	MMAE.540	Research Proposal	SEC	0	0	4	2
7	MMAE.541	Human Values, Yoga and Ethics	AEC	2	0	0	2
8	MMAE.542	Edupreneurship	Entrepreneurs hip	2	0	0	2
Total				15	0	4	17
Two Hours of Individualized Education Plan (Non-Credit)/Remedial Classes shall be offered per week							

Note: DSC: Discipline Specific Core Courses, DSE: Discipline Specific Elective Courses, AEC: Ability Enhancement Courses, VAC: Value Added Course

SEMESTER-IV

Sr. No.	Code	Name of Course	Type of Courses	L	T	P	Cr
1	MMAE.599	Dissertation	SEC	0	0	40	20
2	MMAE.597	Internship	Internship	0	0	6	3
				0	0	44	23
Grand Total				50	0	58	80
Two Hours of Individualized Education Plan (Non-Credit)/Remedial Classes shall be offered per week							

Note: SEC: Skill Enhancement Courses

**The student who want to exit after completion of 1st and 2nd semester with 40 credits are required to complete additional four credits of skill course to be awarded the post graduate diploma degree*

EXAMINATION PATTERN

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, Entrepreneurship, Innovation and Skill Development Courses (<2 credits) or any other theory course of <2 credits	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (up to 100%) Objective (up to 30%)
End-semester exam (ESE)	50	Descriptive (up to 100%) Objective (up to 30%)	50	Descriptive (up to 100%) Objective (up to 30%)
Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)	

	Marks	Evaluation	Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor/ co-supervisor(s)	50
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert	50

* Marks for internship shall be given by the supervisor/internal mentor and external mentor.

SEMESTER-I

Course Title: Philosophical and Sociological Foundations of Education
Course Code: MMAE.401

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Examine the influence of Indian philosophical traditions on educational aims, curriculum, and pedagogy.

CLO2: Critically analyze Western educational philosophies and their contributions to modern education.

CLO3: Identify key sociological theories and apply them in educational contexts.

CLO4: Appraise the contributions of modern sociologists and thinkers to educational reform.

CLO5: Critique contemporary educational issues from a sociological lens.

CLO6: Create awareness of social inequalities and diversity and how they affect educational practices and policies.

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	Unit I: Indian Schools of Philosophy and Contributions to Education <ul style="list-style-type: none"> Overview of Indian Philosophical Systems: Sadderashan (Nyaya, Vaisheshik, Samkhya, Yoga, Purva Mimamsa and Uttar Mimamsa or Vedanta) and their educational implications. Contributions of Buddhism, Jainism, Sikh and Islamic Philosophy to Indian Education. Learning Activities: Philosophy Fair (Students design interactive posters on Indian darshanas)	CLO1
Unit II 16 hours	Unit II: Western Schools of Philosophy and Contributions to Education <ul style="list-style-type: none"> Overview of Western Schools of Thoughts: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their contribution to Education with special reference to information, knowledge and wisdom. Learning Activities: Philosophical Debate (Divide students into teams to debate on Western philosophies)	CLO2

Unit III 16 Hours	Unit III: Sociological Theories and Education <ul style="list-style-type: none"> • Overview of Sociological Theories: Structural Functionalism, Conflict Theory and Symbolic Interactionism. • Educational functions of Social Institutions: Family, School and Society. • Social Movements and Education: Relative Deprivation, Resource Mobilization, Political 	CLO3 CLO5
	Process Theory, and New Social Movement Theory. Learning Activities: Social Institution Simulation (Roleplay scenarios highlighting how family, school, and society interact)	
Unit IV 16 Hours	Unit IV: Thinkers on Education and Social Change <ul style="list-style-type: none"> • Educational thoughts of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, • J. Krishnamurthy, Guru Nanak Dev ji, Paulo Freire, • and Savitribai Phule with reference to the development of educational thought for social change. Learning Activities: Edu-Changemakers Podcast (In groups, students research a thinker and record a 10-minute podcast discussing their life, philosophy, and relevance to current educational issues).	CLO4 CLO6

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, SelfLearning, Collaborative Learning and Cooperative Learning.

Suggested Readings

- Aurobindo, S. (2014). *The human cycle, the ideal of human unity, war and selfdetermination*. Sri Aurobindo Ashram
- Ballantine, J. H., Hammack, F. M., & Stuber, J. (2021). *The sociology of education: A systematic analysis* (9th ed.). Routledge.
- Brubacher, J. S. (2019). *Modern philosophies of education* (8th ed.). McGraw-Hill.
- Datta, D. M. (2012). *The six ways of knowing: A critical study of the Vedanta theory of knowledge*. Allen & Unwin. (Original work published 1932)
- Freire, P. (2018). *Pedagogy of the oppressed* (50th anniversary ed.). Bloomsbury Academic.
- Gandhi, M. K. (2011). *Basic education*. Navajivan Publishing House.
- Gutek, G. L. (2013). *Philosophical and ideological voices in education*. Pearson.
- Hiriyan, M. (2005). *The essentials of Indian philosophy*. Motilal Banarsidass. (Original work published 1949)
- Jain, J. P. (2010). *Jainism in Indian philosophy*. Bharatiya Jnanpith.

- Karabel, J., & Halsey, A. H. (Eds.). (2013). *Power and ideology in education*. Oxford University Press.
- Kneller, G. F. (2016). *Introduction to the philosophy of education*. John Wiley & Sons.
- Krishnamurti, J. (2013). *Education and the significance of life*. HarperOne.
- Nasr, S. H. (2017). *Islamic philosophy from its origin to the present*. SUNY Press.
- □ Noddings, N. (2018). *Philosophy of education* (4th ed.). Routledge
- Ozmon, H. A., & Craver, S. M. (2013). *Philosophical foundations of education* (9th ed.). Pearson.
- Phule, S. (2008). *Selected writings of Savitribai Phule*. LeftWord Books.
- Radhakrishnan, S. (2008). *Indian philosophy, Vol. I & II*. Oxford University Press. (Original work published 1923)
- Sadovnik, A. R. (2020). *Sociology of education: A critical reader* (3rd ed.). Routledge.
- Sharma, C. (2000). *A critical survey of Indian philosophy*. Motilal Banarsidass.
- Singh, D. (2015). *Sikh philosophy: Exploring gurmata thought in decolonial times*. Oxford University Press.
- Singh, P. (2019). *Guru Nanak's philosophy of social commitment*. Singh Brothers.
- Tagore, R. (2012). *Towards universal man*. Asia Publishing House.
- Tilly, C. (2004). *Social movements, 1768-2012* (3rd ed.). Routledge.
- Turner, J. H. (2017). *The structure of sociological theory* (9th ed.). SAGE.
- Vivekananda, S. (2010). *Education*. Advaita Ashrama.
- Zimmerman, M.R.(2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education.

Course Title: Understanding the Learner

Course Code: MMAE.402

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

On completion of course the students will be able to;

CLO1: Explain the meaning, nature and scope of Educational Psychology

CLO2: Analyse the nature and significance of physical, cognitive, socio-emotional, and moral development of the child with reference to various theories of development

CLO3: Compare between various theories of learning and motivation and examine its educational implications

CLO4: Reflect upon the key components of intelligence and creativity and nurturing strategies.

Units/Hours	Contents	Mapping with CLOs
Unit I 15 hours	Educational Psychology <ul style="list-style-type: none"> • Meaning, nature and Scope • Relationship between Education and Psychology • Methods to understand the learner: Observation, Case Study and Experimental Method, • Introduction to the Schools of Psychology: Behaviorism, Cognitivism, Constructivism and its educational implications 	CLO 1 CLO 2
	Development of Learner: <ul style="list-style-type: none"> • Physical, Emotional, Social, Cognitive and Moral development during adolescence • Piaget's stages of cognitive development, Vygotsky's Socio-Cultural Development. • Kohlberg's theory of Moral Development Learning Activities: Group discussion, Individual presentation and preparation of report	
Unit II 15 hours	Learning <ul style="list-style-type: none"> • Concept, nature and factors influencing learning • Theories of Learning: Classical conditioning, operant conditioning, Insight, Bruner, Bandura and Gagne's Hierarchy of learning and its classroom implications Motivation <ul style="list-style-type: none"> • Concept and Factors influencing Motivation • Theories of Motivation: Maslow's Hierarchy of needs, Murray's Need theory and its educational implications Learning Activities: Group discussion, Individual presentation and preparation of report	CLO 3
Unit III 15 hours	Intelligence: <ul style="list-style-type: none"> • Meaning and Nature • Guilford's Structure of Intellect • Gardner's theory of Multiple intelligence • Goleman Theory of Emotional Intelligence • Measurement/ Assessment of Intelligence Creativity <ul style="list-style-type: none"> • Concept and Components • Characteristics of Creative Children • Measurement of Creativity • Fostering creativity among learners Learning Activities: Administration, Scoring and Interpretation of any two intelligence tests. OR Conduction of Case Study on Creative child among the peer group.	CLO4

Unit IV 15 hours	Personality <ul style="list-style-type: none"> • Concept and its determinants • Sigmund Freud theory and its educational implications • Trait theory by Allport and R.B. Cattle • Assessment of Personality by Subjective and Projective methods Mental Health of Adolescents <ul style="list-style-type: none"> • Concept and its Determinants • Mental Health problems among adolescents 	CLO4 CLO5
	<ul style="list-style-type: none"> • Ego Defense Mechanisms Learning Activities: Prepare a report on the Adjustment problems among hostellers from your peer group.	

Transaction Mode

Lecture-cum-Discussion, Brainstorming, Group Discussion, Presentations, Panel discussion

Suggested Readings

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited. McGraw Hill, New York, 1990.
- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Schneider, W. & Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.

- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers & Distributors.
- Skinner, B.F. (1950). Are Theories of Learning Necessary? *Psychological Review*, 57(4), 193- 216.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Rawat Publications.
- Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.

Suggested websites

- <https://benjamins.com/catalog/hcp>
- http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struc.
- <http://www.simplypsychology.org/piaget.htm>.

Course Title: Research Methods in Education

Course Code: MMAE.403

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Explain the meaning, nature and types of research and scientific method

CLO2: Develop skills in developing research proposal, review of related literature and hypotheses.

CLO3: Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research.

CLO4: Compare between different quantitative and qualitative research paradigms

CLO5: Practice the ethics of research.

Units/Hours	Contents	Mapping with CLOs
UNIT I 14 hours	<ul style="list-style-type: none"> • Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to educational research • Research Problem: Identification, sources and conceptualization • Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools • Hypotheses: Nature and types of hypotheses, formulation of hypotheses <p>Learning Activities: Identification of researches from various sources and classify them based on types of research, writing of review</p>	<p>CLO1</p> <p>CLO2</p>

UNIT II 15 hours	<ul style="list-style-type: none"> • Sources of data: Primary and secondary • Concept of population, sampling frame and sample: Various methods of sampling- probability and nonprobability sampling, sampling error • Tools of quantitative research: Tests, inventories and scales- types, construction and uses, Questionnaire- Concept, types and principles of construction • Data Collection Strategies/ Techniques/ Tools in qualitative research: Interview, Observation, Focus group discussions, Photographs, Anecdotes, Field diary <p>Learning Activities: Identify different types of tools and construct a tool</p>	CLO3
UNIT III 14 hours	<ul style="list-style-type: none"> • Scientific Method: Steps and Characteristics Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive • Descriptive method: purpose and process, types of descriptive studies • Experimental method: Nature of experimental research, variables in experimental research-independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs • Causal comparative method: Purpose, design and procedure • Co-relational method: Basic co-relational research process, relationship studies, prediction studies 	CLO1 CLO3 CLO4
	<p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	
UNIT IV 17 hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities:- Preparation of research proposal, writing of research report and ethical issues in research</p>	CLO2 CLO4 CLO5

Transaction Mode

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

Suggested Readings

- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.

Course Title: Educational Measurement and Assessment

Course Code: MMAE.404

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Examine the various quantitative and qualitative tools used in assessment

CLO2: Analyze the relationship between Measurement, Assessment and Evaluation

CLO3: Critically examine the different paradigms in assessment

CLO4: Identify the characteristics of a good tool

CLO5: Explore the usage of online, on-demand, open book examination

CLO6: Examine the trends and issues in evaluation like rubrics and portfolio etc.

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none"> Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences. Assessment of learning, Assessment for learning and assessment as learning Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2 CLO3
UNIT II 11 hours	<ul style="list-style-type: none"> Validity: Concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity. Reliability: Concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method, standard error of measurement and factors influencing reliability measures Objectivity, Usability and Norms. <p>Learning Activities: Different standardized tools are identified and explore the different types of validity and reliability used</p>	CLO4
UNIT III 12 hours	<ul style="list-style-type: none"> Tests: types, principles of test construction, preparation of questions based on instructional objectives and blue print. Types of tests: Objective tests, Subjective tests, interpretative tests, their method of construction and uses Achievement tests: Standardized vs. informal classroom tests Concept & types of question banks. 	CLO1 CLO5 CLO6
	<ul style="list-style-type: none"> Reporting of assessment results and remediation <p>Learning Activities: Construct an achievement test</p>	

UNIT IV 10 hours	<ul style="list-style-type: none"> • Systemic reform with respect to examination: online, on-demand, open book examination, proctored evaluation • Continuous and Comprehensive evaluation • Classroom evaluation techniques • Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. • Reflection on the importance of different alternative assessment tools, 360 degree assessment <p>Learning Activities: Preparation and submission of different types of tools</p>	CLO5 CLO6
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Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, Mobile Learning, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Aggarwal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*, New Delhi: Vikas Publishing House Pvt Ltd.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- 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
- NCERT (2015). *Learning Indicators*, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C.A: Jossey-Bass.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: APH Publishing Corporation.

- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Salkind, N. J. (2006). *Tests & Measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Singh, B. (2004). *Modern Educational Measurement and Evaluation System*. New Delhi: Anmol Publications Pvt. Ltd. Toronto: Thomson Nelson.
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010). *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

Suggested websites

- www.adprima.com
- www.tc.columbia.edu
- www.grad.ubc.ca

Course Title: Women Education

Course Code: MMAE.405

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Analyse the various aspects of women education

CLO2: Acquaint with the need of women and girl education

CLO3: Reflect upon the current status of women in society

CLO4: Analyse about the prevalence and ways for eradication of various social evils related to women in the society

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none"> • Women Education: Meaning, need and scope, Transition of status of women through ages • Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society. • Physical, mental, emotional and social development of girls during different stages of life • Review of various programs especially designed for women, NPE and Women, <i>Mahila Samakhya</i> <p>Learning Activities: Analyse the various programmes in your state addressing women empowerment</p>	CLO1 CLO2

UNIT II 11 hours	<ul style="list-style-type: none"> • Women empowerment: Concept, indicators, ways for empowering the women and impact of self- empowerment on women. • Contribution of great women personalities: Maharani Laxmibai, Savitribai Phule, Amrita Pritam and Kalpana Chawala, Bebe Nanaki, Ahilyabai Holkar, Rani Durgavati, • Socio-psychological determinants of women education, Education of women of minority communities • Women"s rights: Right to education, work, property, maintenance, equality, right against exploitation <p>Learning Activities: Analyse the success stories of various women entrepreneurs</p>	CLO2
UNIT III 11 hours	<ul style="list-style-type: none"> • Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives • Domestic violence: Meaning, types, causes and ways to avoid domestic violence • Female feticides, infanticide, early child marriage and girl child labor • Need, ways to achieve quality of life of women; social justice and empowerment <p>Learning Activities: Discussion on various issues faced by women in the society</p>	CLO3
UNIT IV 11 hours	<ul style="list-style-type: none"> • Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources. • Research in women education: Areas, literature and trends • Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam <p>Learning Activities: Analyse textbooks of secondary level with respect to status and role of women in society</p>	CLO4

Transaction Mode

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

Suggested Readings

- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colarado, USA.
- Ozman, H. A., & Craver, S. M.(2011),*Philosophical foundations of education*. Boston, USA: Allyn & Bacon.

- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Rao, B. (2008). *Women Education*. Discovery Publication: New Delhi.
- Singh, U.K et.al. (2005). *Women Education*. Common Wealth Publishers: New Delhi.
- Tripathy S.N. (2003). *Women in Informal Sector*. Discovery publishing house: New Delhi.

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Code: MMAE.406

Course Learning Outcomes (CLOs)

L	T	P	Cr
3	0	0	3

Total Hours: 45

After completion of course the students will be able to:

CLO1: Analyse the relevance of Education for sustainable development

CLO2: Identify the concepts that can be integrated in school curriculum and its transaction

CLO3: Analyse the different methods for transacting concepts of sustainable development

CLO4: Develop responsible behaviour for living a healthy and happy life

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none"> • Concept of sustainable development and Education for Sustainable development • 17 Sustainable Development Goals (SDG) of UNESCO • ESD & global citizenship <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO1
UNIT II 11 hours	<ul style="list-style-type: none"> • Integrating ESD into 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 <p>Learning Activities: Practice the methods for teaching Environmental education</p>	CLO2 CLO3
UNIT III 12 hours	<ul style="list-style-type: none"> • Promoting mental health & wellbeing • Inclusive education & social transformation • Leveraging cultural diversity for SDGs 	CLO4
	<ul style="list-style-type: none"> • Responsible consumption & production • Sustainable cities & communities <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	

UNIT IV 10 hours	<ul style="list-style-type: none"> • Sustainable lifestyle • Sustainable health practices & social wellbeing • Human rights, Gender equality • Promotion of peace & non-violence <p>Learning Activities: Analyse the various environmental issues in your locality by identifying the causes, impacts and control measures.</p>	CLO4
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Transaction Mode

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

Suggested Readings

- Bell, Simon, and Stephen Morse. (2012) Sustainability indicators: measuring the immeasurable. Routledge
- Dent, David, Olivier Dubois, and Barry Dalal-Clayton (2013). Rural planning in developing countries: supporting natural resource management and sustainable livelihoods. Routledge
- Elliott, Jennifer. (2012). An Introduction to Sustainable Development. 4th Ed. Routledge, London
- Gasparatos, Alexandros, and Anna Scolobig (2012). Choosing the most appropriate sustainability assessment tool. *Ecological Economics* 80, no. 0: 1-7.
- Kerr, Julie. (2017). Introduction to energy and climate: Developing a sustainable environment. CRC Press
- Nhamo, Godwell, and Vuyo Mjimba. (2020). Sustainable Development Goals and institutions of higher education. Springer
- Padmanabhan, J (2016), Education for Sustainable Development: How to integrate in school education. Atlantic Publishers, New Delhi
- Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. (2012). An introduction to sustainable development.
- Sachs, J. D. (2015). The Age of Sustainable Development. Columbia University Press, New York.
- Sala, Serenella, Biagio Ciuffo, and Peter Nijkamp (2015). A systemic framework for sustainability assessment. *Ecological Economics* 119: 314-325.
- Soubbotina, T. P. (2004), Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C.
- Soubbotina, Tatyana P. (2004). Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. Washington DC ; World Bank.
- 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.

Course Title: Communication Skills

Course Code: MMAE.407

L	T	P	Cr
0	0	6	3

Course Learning Outcomes (CLOs)

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

CLO 1: Express the skills and dispositions needed to communicate effectively in real life situations

CLO 2: Develop listening and speaking skills by having them engage in a communicative task

CLO3: Prepare for participation in group work through communicative skills and mutual goals

CLO 4: Develop language skills in reading and writing by having them engage in a communicative task

CLO 5: Employ strategies to polish and refine written assignments and reports

Units/Hours	Contents	Mapping with CLOs
Unit I 30 Hours	<ul style="list-style-type: none">Listening Skill: Active Listening and Empathetic ListeningAudio and visual recorded lectures and talks will be used to develop the listening skills <p>Learning Activities: Demonstration of listening skills with using ICT tools</p>	CLO1 CLO2
Unit II 30 Hours	<ul style="list-style-type: none">Speaking Skills: Mock Exercises for Interview for job/employment, Conducting and participating in mock meetings, Interacting orally in academic, professional and social situations <p>Learning Activities: Presentation of technical reports using audio-visual aids, Participation & communication in community work, participating in workshops & tutorials, participating in online forums, Participating in group work</p>	CLO1 CLO3
Unit III 30 Hours	<ul style="list-style-type: none">Reading Skills: public notices, exam displays, timetable, dictionary and job advertisements.Reading and giving feedback on term- papers and assignments, Reading and analysinga prospectus, reading and reviewing a book <p>Learning Activities: Presentation of the reviews written for a book, Understanding and interpreting reports & proposals</p>	CLO4 CLO5
Unit IV 30 Hours	<ul style="list-style-type: none">Writing Skills: Cover letter for job application, CV and Resume Writing, memo, notice, circular and web-based communicationsWriting Skills (Meetings): Conducting meetings, selecting participants, developing agendas, opening meetings, establishing ground rules for meetings, time management <p>Learning Activities: Writing of formal letters and covering letters, Polishing & Refining Reports & Proposals</p>	CLO4 CLO5

Transaction Mode

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

Suggested Readings

- Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
- Brilliant- Communication skills, Gill Hasson, 1st Edition, Pearson Life, 2011
- Bringing out the best in people, Aubrey Daniels, 2nd Edition, Mc Graw Hill, 1999
- Communication skills for professionals, Konar nira, 2nd Edition, New arrivals – PHI, 2011
- Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Green hall, 1st Edition Universe of Learning LTD, 2010
- Effective communication, John Adair, 4th Edition, Pan Mac Millan, 2009
- Personality development and soft skills, Barun K Mitra, 1st Edition, Oxford Press, 2011
- Soft skill for everyone, Butter Field, 1st Edition, Cengage Learning indiaptvt.ltd, 2011
- Soft skills and professional communication, Francis Peters SJ, 1st Edition, Mc Graw Hill Education, 2011
- The Ace of Soft Skills: Attitude, Communication and Etiquette for success, Gopala Swamy Ramesh, 5th Edition, Pearson, 2013

Course Title: Statistics in Education

Course Code: MMAE.408

L	T	P	Cr
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

After completion of the course students will be able to;

CLO1: Explain the meaning of statistics and its uses in educational context

CLO2: Compute problems related to measures of central tendency and variability

CLO3: Interpret the significant difference between two sets of independent and correlated samples

CLO4: Test the hypotheses based on sample statistics

CLO5: Solve problems based on non-parametric statistics and their interpretation

Units/Hours	Contents	Mapping with CLOs
Unit I 8 hours	<ul style="list-style-type: none">• Statistics: Concept, parametric and non-parametric data• Scales of measurement; Variables and their classification• Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram <p>Learning Activities: Brain storming, Hands-on-practice, worksheet for conceptual understanding</p>	CLO1

Unit II 7 hours	<ul style="list-style-type: none"> Measures of Central Tendency: Concept, computation and interpretation Measures of variability: Concept, computation and interpretation Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2 CLO4
Unit III 8 hours	<ul style="list-style-type: none"> Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated). Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation <p>Learning Activities: Hands-on-practice, Brain storming, homework, group reflection</p>	CLO3 CLO4 CLO5
Unit IV 7 hours	<ul style="list-style-type: none"> Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept, computation and interpretation. <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2 CLO4 CLO5

Transaction Mode:

Problem based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brain storming.

Suggested Readings:

- Adams, K. A. & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.
- Agarwal, B. L. (2013). Basic statistics. New Delhi: New Age International (P) Limited Publishers. L T P
- Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5th Ed.) Tokyo: McGraw-Hill.
- Garett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Company, Inc.
- Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Guilford, J., &Fruchter, B. (2000) Fundamental statistics in Psychology and Education (8th Ed.). New York: McGraw-Hill.
- Gupta, S.P. (2005) Statistical Methods (34th Ed.) New Delhi: Sultan Chand and Sons.

- Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). Applied statistics. New Delhi: Rawat Publisher.
- Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.
- Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Siegel, S. (1956). Nonparametric statistics for the behavioural sciences. New York: McGraw-Hill.

Course Title: e-Content Development

Course Code: MMAE.409

L	T	P	Cr
0	0	4	2

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students will be able to: CLO1:

Define the key components of e-content development.

CLO2: Identify different types of multimedia elements (images, videos, simulations, animations) that can be incorporated into e-content.

CLO3: Demonstrate the use of virtual labs or simulations in an instructional video for self-learning

CLO4: Evaluate the credibility and relevance of online resources for further reading on econtent development

CLO5: Compare the various e-learning platforms based on their features and accessibility.

Contents

Quadrant-I (e-Text):

Content Writer is expected to write detailed write-up on the topic of module as per content structure. The textual description should also be enriched with multimedia supplements, wherever applicable. Multimedia supplements may include images, animations, graphics, video or audio clips, line drawings, hand drawings whichever applicable/possible. For each topic or subtopic, Content Writer should use examples to explain the module, if required.

Quadrant-II (Self-Learning):

In this quadrant, Content Writer is expected to provide video tutorial which will explain the topic of the module. The tutorial may also include Multimedia, Animation, Documentary, Simulation, Virtual Lab, etc.

Quadrant-III (Learn More / Source for Further reading / Web Resources): Learn More/Further Reading/Web Resources is a crucial quadrant in e-content development that provides learners with additional materials to deepen their understanding of a topic. This quadrant includes curated resources such as books, articles, research papers, websites, videos, and tools that complement the core e-content. It encourages self-directed learning and allows learners to explore topics in greater depth.

Quadrant-IV (Self- Assessment /Evaluation):

Quadrant IV (Self-Assessment/Evaluation): In this quadrant, Content Writers will provide a minimum of 10-15 self-assessment questions for each module. These questions should be in multiple-choice format (with answer keys), true/false statements, reflective questions, and interactive activities.

Semester-II

Course Title: EDUCATIONAL TECHNOLOGY

Course Code: MMAE.516

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1. Explain the nature, scope and importance of educational technology and ICT

CLO2. Enhance their professional skills through the practice of various skills of microteaching

CLO3. Develop the skills in utilizing various models of teaching in classroom settings.

CLO4: Familiarize themselves with the concept of Artificial intelligence

CLO5. Demonstrate the concept of Blended and Flipped learning in their teaching and learning process

CLO6. Analyse the social, ethical, and legal issues related to technology

Units/Hours	Contents	Mapping with CLOs
Unit I 14 hours	<p>Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT)</p> <ul style="list-style-type: none">• Phases of teaching and Levels of learning.• Micro-teaching: Concept & applications.• Team-Teaching: Concept & types. <p>Bloom's (Revised) Taxonomy of Instructional objectives</p> <ul style="list-style-type: none">• Implication of Learning Theories in ICT in Education: Behaviorism, Cognitivism & Constructivism. <p>Learning Activities: Group discussion, Individual presentation and writing of learning outcomes for lesson plans.</p>	CLO1 CLO2
Unit II 16 hours	<ul style="list-style-type: none">• Models of teaching: Families of teaching model, Glaser basic teaching model, Suchman Inquiry Training model and Jurisprudential Model.• Systems Approach to Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey model and their educational implications.• Artificial Intelligence: Concept and Applications of Artificial Intelligence in education. <p>Learning Activities: Preparation of e-learning modules on any topic of prescribed syllabus.</p>	CLO3 CLO4

Unit III 16 hours	<ul style="list-style-type: none"> E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Types of MOOCs: cMOOCs, xMOOCs& LMOOCs). Concept of Cooperative learning, Blended, Flipped and Mobile learning using technology to connect, collaborate, create and development of critical thinking Open Education Resources (Creative Commons: Concept, and Application).Gamification in Education (Meaning, history, importance, tools and uses). Ethical issues & safety in ICT- (Teaching, Learning and Research and concept of Cyber bullying. <p>Learning Activities: Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Google Classroom, Padlet and Prezi</p>	CLO5
Unit IV 14 hours	<ul style="list-style-type: none"> Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism. Classroom Assessment Techniques (CATs); Minute 	CLO6
	<p>Paper, paraphrasing, e-portfolio, Rubrics, survey tools, puzzle makers, test generators, reflective journal (Blog) and question bank.</p> <p>Learning Activities: Design a blog and e- portfolio for effective sharing of information and communication of ideas. Students will be checking their assignments and term paper by using plagiarism software.</p>	

Transaction Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, flipped learning problem solving, Mobile Learning, collaborative and cooperative learning

Suggested Readings

- Allan, B. (2007). *Blended learning: Tools for teaching and training*. London: Facet Publishing:
- Encyclopedia Britannica. (2020). *Artificial intelligence*. Available at:<https://www.britannica.com/technology/artificial-intelligence>
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education promises and implications for teaching and learning*. Boston, MA: The Center for Curriculum Redesign. Available at: [https:// curriculumredesign.org/wpcontent/uploads/AIED-Book-Excerpt-CCR.pdf](https://curriculumredesign.org/wpcontent/uploads/AIED-Book-Excerpt-CCR.pdf)
- Laanpere, M., Pata, K., Normak, P. & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1), 419–442. MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- OECD. (2019). *Artificial intelligence in society*. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>

- Roberts, T. S. (2008). *Student plagiarism in an online world: Problems and solutions*. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582599.
- Sammons, J., & Cross, M. (2017). *The basics of cyber safety: Computer and mobile device safety made easy*. US: Elsevier Inc.
- Zhadko, O. & K, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.
- Zimmerman, M.R.(2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education

Course Title: Curriculum Planning and Designing
Course Code: MMAE.517

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60 After

completion of the course students shall be able to:

CLO1: Explain the concept and bases of curriculum development

CLO2: Analyze the principles and different models of curriculum development

CLO3: Examine the processes involved in the curriculum development process

CLO4: Differentiate different types of curriculum designing and its application

CLO5: Develop skills to evaluate different types of curriculum

Units/Hours	Contents	Mapping with CLOs
Unit I 15 hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Individual activities on elements necessary for local, national, regional and global specific curriculum.</p>	CLO1

Unit II 15 hours	<ul style="list-style-type: none"> • Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and followup. 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. NCeF and NHEQF • Interdisciplinary, Crossdisciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 & 4
Unit III 15 hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO 2 & 3
Unit IV 15 hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Preparation and submission of report by evaluating a curriculum and preparing an analytical report on the curriculum of any one Indian University.</p>	CLO5

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, Mobile Learning, self-learning and Collaborative learning

Suggested Readings

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

- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman □
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.

Course Title: Inclusive Education
Course Code: MMAE.518

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Develop sensitization/ awareness regarding inclusivity, equity and rehabilitation

CLO2: Identify diverse needs of the learners on the basis of their Geographical, Gender, Disabilities and SEDs and Substance Abuse

CLO3: Critically analyse the various suggestions and provisions given by Legal Acts on inclusive education

CLO4: Examine the multipurpose role of various TLM and Assistive devices for remedial teaching/ therapeutic intervention used by diverse learners

CLO5: Discuss upon the collaborative roles of Government and community for the enablement and empowerment of children with diverse needs

Units/Hours	Contents	Mapping with CLOs
UNIT I 10 Hours	<p>Inclusion and Diversities</p> <ul style="list-style-type: none"> • Inclusive Education: Historical Perspective, Definitions, Principles and Barriers • Understanding Diversities, Protection and Prevention: Geographical, Gender, Disabilities • Children in Vulnerable Situations: Orphans, Migrants/ Displaced and Substance Abuse <p>Learning Activities: Sensitization/ awareness of the community regarding inclusivity, equity and rehabilitation by executing Nukkad Natak/Rallies/Poster Making/ Slogan etc.</p>	CLO 1 CLO 2

UNIT II 14 Hours	Legal Acts and Provisions <ul style="list-style-type: none"> • International provisions: International Classification of Functioning (ICF), DSM (V), UNCRPD and SDGs • Bhartiya Constitutional Provisions for Children with additional needs. • Right to Education Act, 2009, RCI Act, 1992 and RPwDs Act, 2016. National Education Policy, 2020 Learning Activities: Dialogue with a persons with disability/diverse needs on schemes and benefits concerning above mentioned acts and provisions.	CLO 3
UNIT III 10 Hours	Educational Provisions <ul style="list-style-type: none"> • Development of Individualized Education Plan (IEP) Adaptation, Accommodation and Universal Design of Learning (UDL) • Resource Room and co-curricular activities • Role and usage of TLM and Assistive technologies to support divers needs Learning Activities: Enlist various TLM and Assistive devices for remedial teaching/ therapeutic intervention used by children with additional needs. Submit a report with images	CLO 4
UNIT IV 11Hours s	Collaboration and Transition <ul style="list-style-type: none"> • Understanding the role of Parents-Teachers Meeting (PTM) • Transition of students with diverse needs: School to Home, Home to Community and Community to Workplace Learning Activities: Filed note/ Write a report on Government Organization and NGOs: Role and collaboration towards equitable quality education	CLO 5 CLO 3

Transaction Mode

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

Suggested Readings

- Ainscow, M., Booth, T. (2003). *The Index for inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Dimitraidi, S. (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.
- Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage Publication.

- Govind, R. L (2007). *Perspective on special education*. Neelkamal Publication: Hyderabad.
 - 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.
 - Jha, M. M. (2002). *School without walls: Inclusive education for all*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
 - Alan, J. (2010). The sociology of Lea and the struggle for inclusive education. *British Journal of Sociology of Education*, 31(5). 603-619.
 - Kauffman J. M., Hallahan D. P., Pullen P. C., Badar (2018). *Special education: What it is and why we need it*. 2nd Edition, London: Routledge
 - Kuffman, J. M. (2019). *On educational inclusion: Meanings, history, issues and international perspectives*. 1st Edition, London: Routledge
 - Bika S. L. (2017). *Special education service models: Parental satisfaction and concerns*. Global Books Organization and Publication: New Delhi.
- Webliography

<https://give.do/discover/news/ngos-redefining-inclusion-education-for-children-withspecial-needs/>

- <https://www.jetir.org/papers/JETIR2212277.pdf>
- https://specialeducationnotes.co.in/paper10Unit5.htm#google_vignette
- <https://journals.sagepub.com/doi/10.1177/2165143413482137?icid=int.sjabstract.citing-articles.59>
- <https://www.jstor.org/stable/1170626?seq=1>
- <https://pmc.ncbi.nlm.nih.gov/articles/PMC3893941/>

Course Title: Economics of Education
Course Code: MMAE.519

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)
completion of the course, students shall be able to;

Total Hours: 45 After

CLO1: Describe the concept and importance of economics of education **CLO2:** Discuss the link between education and economic development.

CLO3: Identify different educational costs

CLO4: Explain the utility of cost benefit analysis in education

CLO5: Differentiate between different sources of finance in education

CLO6: Predict the purpose and consequences of foreign direct investment in education

Units/Hours	Contents	Mapping with CLOs
Unit I 12 hours	<ul style="list-style-type: none"> • Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction • Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost <p>Learning Activities: Panel discussion on invest or consume?-analysing education role in economic growth.</p>	CLO1, 2 & 3

Unit II 11 hours	<ul style="list-style-type: none"> Economics of Knowledge- Meaning, nature and characteristics Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost–Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education 	CLO4
	<ul style="list-style-type: none"> Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary), External and Internal Efficiency of Education <p>Learning Activities: Preparation and presentation of report on the theme discussed</p>	
Unit III 10 hours	<ul style="list-style-type: none"> Pricing of Education: Micro and Macro aspects of pricing of education; Problem of capitation fees. Financing of Education: Sources of finance for education: private, public, fees,donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government’s role in financing education at different levels with special reference to higher education. Learning Activities: Group discussion on sources of finance and raising finance in higher education 	CLO5
Unit IV 10 hours	<ul style="list-style-type: none"> Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education Foreign Direct Investment in Education: Concept, Purpose and Consequences. <p>Learning Activities: Preparation of a report on the financing system of the government of India to different higher education institutions and suggesting measures for its improvement.</p>	CLO6

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, Mobile Learning, self-learning and collaborative learning.

Suggested Readings

- Blaug. M. (1972). *An Introduction to the Economics of Education*, London: Penguin
- Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities*, New Delhi: Regal.
- McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.
- Naik J.P. (1965). *Educational planning in India*, Bombay: Allied Publishers

- Natarajan S. (1990). *Introduction to Economics of Education*, New Delhi: Sterling
- Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective*, New Delhi: NIEPA.
- Tilak J. B. G. (1994). *Education for Development in Asia*, New Delhi: Sage publications.
- Tilak J. B. G. (1992). *Educational Planning at Grassroots*, New Delhi: Ashish publishing House.
- Tilak, J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

Course Title: Comparative Education

Course Code: MMAE.520

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Develop understanding about comparative education, its conceptual framework and relevance.

CLO2: Critically examine the different approaches in comparative education.

CLO3: Acquire knowledge to examine the education systems in relation to other countries and International standards.

CLO4: Comprehend the system of education in India and other countries like USA, China and Finland, etc. in particular

CLO5: Improve the skills necessary for working with international databases, to critically reflect and to analyses the educational systems from a comparative perspective.

CLO6: Suggest various qualitative measures to improve the quality of the Indian education system.

Units/Hours	Contents	Mapping with CLOs
Unit I	<ul style="list-style-type: none"> • Comparative Education: Nature, need, scope and importance • History and development of comparative education • Approaches of comparative Education-Historical, Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach. • The Factors determining the education system of a country. <p>Learning Activities: Group discussion and Seminar</p>	CLO1 CLO2

Unit II	<ul style="list-style-type: none"> • Innovations and changes in education in India and across t Globe • Macro-Micro levels of Comparison • Schooling in the Government (public) schools: insights from PROBE and ASER • Influence of international actors and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES(World Council of Comparative Education Societies), CIES (Comparative and International Education Society) etc. on educational policy in general. <p>Learning Activities: Group discussion and seminar</p>	CLO2, CLO3
Unit III	<p>Primary, Secondary/Higher Secondary and Teacher Education India and USA.</p> <ul style="list-style-type: none"> • Primary Education in India and USA • Secondary Education in India and USA • Higher Secondary Education in India and USA • Teacher Education in India and USA <p>Learning Activities: Analysis through group discussion on educational system of different countries</p>	CLO4
Unit IV	<p>Primary, Secondary/Higher Secondary and Teacher Education India and China.</p> <ul style="list-style-type: none"> • Primary Education in India and China • Secondary Education in India and China • Higher Secondary Education in India and China • Teacher Education in India and China <p>Primary, Secondary/Higher Secondary and Teacher Education India and Finland</p> <ul style="list-style-type: none"> • Primary Education in India and Finland • Secondary Education in India and Finland • Higher Secondary Education in India and Finland • Teacher Education in India and Finland <p>Learning Activities: Group discussion on educational system of different countries</p>	CLO5 CLO6

Transaction Mode

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

Suggested Books

- Alexander & Robin, J. (2001). *Culture and Pedagogy-International Comparisons in Primary Education*: Wiley-Blackwell; UK
- Barrett, M. (2007). *Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology*. Psychology Press; Sussex
- Benavot, A. & Braslavsky, C. (ed.). (2006). *School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*. Springer; Comparative Education Research Centre, University of Hongkong.
- Bourdieu, P. (1969). *Intellectual Field and Creative Project*. (Trans S. France). Social Science Information 8(2), p. 89-119.
- Bray, M., Adamson, B. & Mason, M. (Eds.) (2007). *Comparative Education Research. Approaches and Methods*. Hong Kong: Springer.
Bray, M. & Adamson, B. & Mason, M. (ed.) (2007). *Comparative Education Research- Approaches and Methods*. Springer; Comparative Education Research Centre, University of Hongkong.
- Choube & Choube, (1986). *Tulnaatmakshikshakaadhyayan*: Vikas Publishing House, Agra (in Hindi).
- Cowen, R. & Kazamias, A. M. (eds.) (2009). *International Handbook of Comparative Education*. Part Two. London: Springer.
- Cowen, R. & Kazamias, A. M. (ed.) (2009). *International Handbook of Comparative Education- Part One and Two*. London. Springer; New York.
- Cowen, R. (2000). Comparing futures or comparing pasts? *Comparative Education*, 36(3), p. 333–342.
- David, B., LeTendre, & Gerald, (2005). *National Differences, Global Similarities: World Culture and the Future of Schooling*. Edition: Publisher: Stanford University Press
- Gupta, N. (2001). *The Development of Higher Education in India and China since the 1950s in The 11th Congress of WCCES (World Council of Comparative Education Societies)*, Korean National University of Education, Chungbuk, South Korea.
- Hellsten, M., & Reid, A. (2008). *Researching International Pedagogies. Sustainable Practice for Teaching and Learning in Higher Education*. Dordrecht: Springer.
- Kubow, P. K., & Fossum, P. R. (2007). *Comparative education: Exploring issues in international context*. Boston: Pearson Merrill.
- Kubow, Patricia K. & Fossum, Paul, R. (2007). *Comparative Education: Exploring Issues in International Context (2nd Edition)*, Publisher: Prentice-Hall.
- Larsen, Marianne, A. (2010). *New thinking in Comparative Education Honoring Robert Cowen*. Rotterdam; Sense Publishers.
- Manzon, M. (2011). *Comparative Education*: Springer; The Construction of a Field. Comparative Education Research Centre, University of Hong Kong.

Course Title: Pedagogical Practices

Course Code: MMAE.521

Course Learning Outcomes (CLOs)

L	T	P	Cr
3	0	0	3

Total Hours: 45

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

CLO1: Differentiate between pedagogy and andragogy and state pedagogical practices across stages

CLO2: Analyze the traditional pedagogical practices and role of panchakosha for holistic development

CLO3: Reflect upon different pedagogical approaches

CLO4: Develop competencies on different innovative pedagogies

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none">• Pedagogy: Concept, nature and importance• Pedagogy vs. Andragogy• Traditional pedagogy vs. modern pedagogy• Pedagogical practices in India across different stages of education	CLO1
UNIT II 8 hours	<ul style="list-style-type: none">• Traditional pedagogies of Indian Gurukul system of education: Shravan Vidhi, Manan Vidhi, Nididhyasan Vidhi, Prashnottar Vidhi, Tark Vidhi, Vyakhya Vidhi, Adhyaropavad Vidhi, Drishtant Vidhi, Katha – Kathan, Upadesh Vidhi• Panchakosha Vikash and Pedagogy, Panchapadi (Five steps of learning)	CLO2
UNIT III 7 hours	<ul style="list-style-type: none">• Pedagogical approaches: Behaviourism, Constructivism, Social Constructivism, and Liberationist.• Pedagogy and professional development of teachers	CLO3

UNIT IV	<ul style="list-style-type: none"> Innovative pedagogies: Concept, nature and myths about innovative pedagogies 	CLO4
8 hours	<ul style="list-style-type: none"> Innovative pedagogies: Blended learning, Gamification, Problem-solving, Experiential learning, machine learning, Artificial intelligence, augmented reality, Social justice pedagogy, Learning from animations, Multisensory learning, Online laboratories, Flipped classroom pedagogy, Art Integrated Learning Pedagogy, Cutting Edge Pedagogy, Cooperative Learning Strategies (CLS) and Brainstorming 	

Transaction Mode

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

Suggested Readings

- Alexander, R. (2008). *Essays on pedagogy*. Routledge. (Traditional vs. modern pedagogy)
- Altekar, A. S. (1944). *Education in ancient India*. Nand Kishore & Bros. (Gurukul system)
- Bonk, C. J., & Graham, C. R. (2006). *The handbook of blended learning: Global perspectives, local designs*. Pfeiffer. (Blended learning)
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum. (Liberationist pedagogy)
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Allyn & Bacon. (Cooperative learning)
- Joshi, K. (2004). *Philosophy of holistic education: The Panchakosha approach*. Kaivalyadhama. (Panchakosha Vikas)
- Kapp, K. M. (2012). *The gamification of learning and instruction*. Pfeiffer. (Gamification)
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge. (Pedagogy vs. Andragogy)
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Pearson. (Experiential learning)
- Mehta, N. (2021). *Art-integrated learning: A handbook for teachers*. NCERT. (Artintegrated pedagogy)
- NCERT. (2006). *Position paper on teacher education for curriculum renewal*. National Council of Educational Research and Training. (Pedagogical practices in India)
- Saraswati, S. (1998). *Vedic mathematics*. Motilal Banarsidass. (Panchapadi learning steps)
- Skinner, B. F. (1976). *About behaviorism*. Vintage. (Behaviorism)

- UNESCO. (2022). *AI and education: Guidance for policy-makers*. United Nations. (*AI in pedagogy*)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. (*Social Constructivism*)

Course Title: Indian Knowledge System
Course Code: MMAE.511

L	T	P	Credits
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

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

CLO1: Explain the foundational principles and sources of Indian Knowledge Systems.

CLO2: Analyse the scientific and mathematical advancements of ancient India.

CLO3: Describe the historical educational and philosophical traditions of India.

CLO4: Assess the relevance of Indian Knowledge Systems in today's educational landscape.

Units/Hours	Contents	Mapping with CLOs
Unit I 8 hours	<p>Foundations of Indian Knowledge Systems (IKS)</p> <ul style="list-style-type: none"> • Definition, scope and significance of IKS • Major Sources of IKS: Vedas, Upanishads, Puranas, Smritis, and Sutras • Oral and textual traditions (Shruti and Smriti) • Interdisciplinary nature of Indian knowledge: Darshanas (Nyaya, Vaisheshika, etc.) <p>Learning Activities: Debate: Shruti vs. Smriti – Students debate the merits of oral vs. textual traditions in preserving and transmitting knowledge across generations.</p>	CLO1

Unit II 8 hours	Scientific and Mathematical Traditions <ul style="list-style-type: none"> • Ayurveda and Yoga: Holistic health and wellness systems • Indian Mathematics: Zero, decimal system, Aryabhata, Brahmagupta • Astronomy and astrology: Surya Siddhanta, timekeeping • Metallurgy, Vastu Shastra, and environmental consciousness in ancient practices Learning Activities: Students create posters or models showcasing one ancient Indian contribution (e.g., Ayurveda, Surya Siddhanta, or the decimal system).	CLO2
Unit III 7 hours	Unit 3: Educational and Philosophical Traditions <ul style="list-style-type: none"> • The Gurukul system and traditional pedagogy • Role of Sanskrit and other classical languages in knowledge preservation • Contributions of Buddhist and Jain learning centers (Nalanda, Vikramshila) • Bhakti and Sufi movements as alternative knowledge dissemination systems 	CLO3
	Learning Activities: Gurukul Role-Play (Students enact a traditional Gurukul session, including sloka recitation, dialogue with guru, or meditative practice from Buddhist/Jain systems).	
Unit IV 7 hours	Unit 4: IKS in Contemporary Education <ul style="list-style-type: none"> • National Education Policy (NEP) 2020 and IKS integration • Revival and relevance of traditional knowledge (crafts, arts, medicine) • Challenges: Colonial legacy, digital transformation, institutionalization • Case Studies: Successful models of IKS-based education Learning Activities: Campus Integration Proposal - In groups, students draft a proposal for incorporating IKS elements (Yoga, Sanskrit, Vedic math) into their own college curriculum or activities.	CLO4

Transaction Mode

- Interactive lectures and discussions
- Reading and analysing primary texts (translations available)

- Documentary screenings and expert talks
- Field visits to Gurukuls, Ayurvedic centers, or heritage sites
- Student presentations on selected topics

Suggested Readings

- Altekar, A. S. (1944). *Education in ancient India*. Nand Kishore & Bros.
- Balagangadhara, S. N. (2012). *Reconceptualizing India studies*. Oxford University Press.
- Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (1971). *A concise history of science in India*. Indian National Science Academy.
- Dharampal. (1983). *The beautiful tree: Indigenous Indian education in the eighteenth century*. Biblia Impex.
- Frawley, D. (2016). *Yoga and Ayurveda: Self-healing and self-realization*. Lotus Press.
- Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
- Joseph, G. G. (2010). *The crest of the peacock: Non-European roots of mathematics*. Princeton University Press.
- Kak, S. (2000). *The astronomical code of the Rigveda*. Aditya Prakashan.
- Müller, F. M. (1884). *The Upanishads* (Vol. 1-2). Oxford University Press.
- Radhakrishnan, S. (1923). *Indian Philosophy* (Vol. 1-2). Oxford University Press.
- Saraswati, S. (1998). *Vedic mathematics*. Motilal Banarsidass.
- Tagore, R. (1917). *Nationalism*. Macmillan.

Course Title: Teaching Proficiency
Course Code: MMAE.506

L	T	P	Cr
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

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

CLO1: Describe foundational principles, strategies, and levels of effective teaching and classroom management.

CLO2: Apply learner-centered strategies and teaching skills such as questioning, explanation, and engagement.

CLO3: Utilize digital tools and ICT for enhancing teaching-learning processes.

CLO4: Differentiate between various pedagogical models and assess learners using integrated and continuous methods.

Units/Hours	Contents	Mapping with CLOs
UNIT1 8 hours	Foundations of Effective Teaching <ul style="list-style-type: none"> • Meaning and principles of teaching • Maxims of teaching • Teaching strategies: Teacher-centered vs. learnercentered • Levels of teaching and phases of teaching • Characteristics of effective teaching • Classroom management: principles, techniques • Motivation: Meaning, types, and influencing factors • Holistic development: Panchakoshas model • Panchapadi approach (Aditi, Bodha, Abhyas, Prayog, Prasar) Learning Activity: Reflection journal on personal teaching style linked with Panchakoshas and Panchapadi principles.	CLO1
UNIT II 8 hours	Teaching Skills and Learner Engagement <ul style="list-style-type: none"> • Engagement: Concepts, types, and techniques • Exploration: Need and methods • Explanation skill: Steps and clarity • Elaboration and questioning skills • Evaluation as a teaching skill: Continuous assessment techniques • Formative performance evaluation of both learner and teacher Learning Activity: Micro-teaching session practicing questioning and explanation skills	CLO2
UNIT III 6 hours	ICT and Technology in Education <ul style="list-style-type: none"> • Information and Communication Technology (ICT): Definition, scope, importance • Applications of ICT in teaching-learning • Flipped and blended learning models • Online learning tools: Web-based teaching, virtual labs, and digital libraries • Educational use of social networking platforms Learning Activity: Design a flipped classroom module using online tools.	CLO3

UNIT IV 8 hours	Pedagogical Innovations and Assessment <ul style="list-style-type: none"> • Pedagogy, Andragogy, Heutagogy, and Peeragogy • Use of multiple pedagogical approaches in different learning contexts • Integrated approach to evaluation: Grading system • Portfolio assessment • Development of question banks and framing of question paper • Academic Bank of Credit (ABC): Meaning and implementation challenges Learning Activities: Peer-group discussion and rubric development for portfolio evaluation	CLO4
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Transaction mode

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

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.

Suggested Websites

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

Semester-III

Course Title: Educational Guidance and Mentoring
Course Code: MMAE.535

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Explain the meaning, significance, and necessity of guidance, counselling, and mentoring in the educational context

CLO2: Differentiate between guidance, counselling, and mentoring with respect to their purpose, strategies, and implementation

CLO3: Develop an in-depth understanding of behavioral situations that necessitate guidance, counselling, and mentoring in students' lives

CLO4: Critically analyze the roles and responsibilities of various educational stakeholders in the effective implementation of guidance, counselling, and mentoring services.

Units/Hours	Contents	Mapping with CLOs
UNIT-I 16 hours	<ul style="list-style-type: none"> • Meaning, scope, and significance of guidance in education • Concepts of self-awareness, self-efficacy, self-direction, and personal growth • Individual and group guidance approaches; Personal guidance with special emphasis on problems of adolescents. • Group guidance techniques: career talk, orientation sessions, group discussions, career conferences, career resource centers. • Identification and intervention strategies for students facing academic, behavioral, and socio-emotional challenges 	CLO1 CLO2 CLO4
	Learning Activities: Case study analysis of real-world educational guidance scenarios	

UNIT-II 14 hours	<ul style="list-style-type: none"> • Counselling: Nature, Principles, Need, Types of counseling: Directive, Non-directive and Eclectic counselling • Types of guidance/counseling: educational, vocational, personal, health and social; parental counseling, adolescent counseling, gender specific counselling, Peer counselling • Major counselling theories: Cognitive-Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT), and Person-Centered Counselling • Essential skills, qualities, and ethical considerations for effective counselling <p>Learning Activities: Developing and demonstrating counselling strategies for specific student challenges</p>	CLO1 CLO2 CLO3
UNIT III 16 hours	<ul style="list-style-type: none"> • Guidance services in Educational Institutions: Orientation, Information dissemination, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services • Role of Principal and teachers in guidance programs. • School guidance committee: constitution, roles and functions of placement services. • Role of teachers and other personnel in the construction of guidance-based curriculum. • Stress management: Causes, consequences, and coping mechanism. <p>Learning Activities: Developing a school-wide student support system integrating guidance and counselling</p>	CLO4
UNIT IV 14 hours	<ul style="list-style-type: none"> • Mentoring and its Role in Education: Understanding the mentor- mentee relationship and its impact on student success, Parent Engagement in mentoring • Teacher as a mentor • Differences between Guidance and Mentoring • Effective Mentoring Relationship Styles: Developmental and Instrumental Approach • Effective Mentoring Styles in Higher Educational Institutions and Career Guidance <p>Learning Activities: Designing and implementing a structured mentorship model for university students</p>	CLO2 CLO4

Transaction Mode: ●

Lecture, seminar

- e-learning
- peer group discussion
- interactive dialogue
- mobile learning
- collaborative and cooperative learning methodologies
- case-based learning
- role-playing
- self-directed study

Suggested Readings:

- Corey, G. (2020). Theory and Practice of Counselling and Psychotherapy. Cengage Learning.
- Egan, G. (2018). The Skilled Helper: A Problem-Management and Opportunity Development Approach to Helping. Cengage Learning.
- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to Counselling and Guidance. Pearson Prentice Hall.
- McLeod, J. (2019). An Introduction to Counselling and Psychotherapy. McGraw-Hill Education.
- Neukrug, E. S. (2020). The World of the Counselor: An Introduction to the Counseling Profession. Cengage Learning.
- Seligman, M. (2018). Flourish: A Visionary New Understanding of Happiness and Well-being. Atria Books.
- UNESCO (2017). Handbook on Career Counselling. United Nations Educational, Scientific and Cultural Organization.

Suggested Websites:

- <https://www.counselling-directory.org.uk>
- <https://www.psychologytoday.com>
- <https://www.apa.org/topics/counseling>
- <https://www.nacacnet.org>
- <https://www.mind.org.uk/information-support>

Course Title: Development of Education in India and Punjab
Course Code: MMAE.536

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLOs)**Total Hours: 60****After the completion of the course the students will be able to;**

CLO1: Analyse the characteristics and contributions of ancient and medieval educational systems in India.

CLO2: Examine the influence of colonial policies and post-independence reforms on Indian education.

CLO3: Understand the specific historical and socio-cultural context of educational development in Punjab.

CLO4: Analyse contemporary educational challenges and propose solutions for improving education in India and Punjab.

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	Unit 1: Ancient and Medieval Education in India <ul style="list-style-type: none"> • Ancient Indian Education: Gurukul System, Nalanda, Taxila • Medieval Education: Islamic Influence, Madrasas, Maktabas • Impact of socio-religious movements on education. • Contribution of various scholars and philosophers. Learning Activities: Time-Travel Debate: Gurukul vs. Modern School (Divide students into teams to debate: Was the Gurukul system more effective than today's education?)	CLO1
Unit II 16 hours	Unit 2: Colonial Impact and Post-Independence Education in India <ul style="list-style-type: none"> • British Educational Policies: Macaulay's Minute, Wood's Dispatch, Hunter Commission • Nationalist Movements and Educational Thought: Tagore, Gandhi, Aurobindo • Post-Independence Educational Development: University Education Commission (Radhakrishnan), Secondary Education Commission (Mudaliar), Education Commission (Kothari). • National Education Policy (NEP 2020). Learning Activities: Policy Maker Simulation: Rewriting Macaulay's Minute (Students role-play as 19th-century Indian reformers (e.g., Tagore, Phule) tasked with revising Macaulay's policy to balance colonial and indigenous needs).	CLO2
Unit III 16 Hours	Unit 3: Development of Education in Punjab (Pre and Post-Independence) <ul style="list-style-type: none"> • Indigenous Education system in Punjab • Post-Independence Education in Punjab • Development of School Education in Punjab • Development of Higher Education in Punjab • Influence of Sikhism on education in Punjab Learning Activities: Punjab Education Timeline Museum (Groups create a digital/physical "museum exhibit" on Punjab's education history).	CLO3

Unit IV 16 Hours	Unit 4: Contemporary Educational Issues and Challenges in India and Punjab <ul style="list-style-type: none"> • Issues of Access, Equity, and Quality in Education • Role of Technology in Education • Vocational and Skill-Based Education • Challenges of Inclusive Education • Current Educational policies and its effect on Punjab. Learning Activities: Shark Tank: EdTech Solutions for Punjab (Design a start-up idea addressing a Punjab-specific issue)	CLO4
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Transaction Mode

- Lectures and Interactive Discussions
- Student Presentations and Seminars
- Documentary Screenings and Analysis
- Case Studies and Group Discussions
- Field Visits to Educational Institutions (if feasible)
- Guest Lectures from experts.
- Online discussion forums.
- Research Paper Presentations.

Suggested Readings:

- Aggarwal, J. C. (2008). *Landmarks in Indian education*. Vikas Publishing House.
- Basham, A. L. (2009). *The wonder that was India*. Picador.
- Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.
- Desai, A. R. (2005). *Social background of Indian nationalism*. Popular Prakashan.
- Gandhi, M. K. (1962). *Towards new education*. Navajivan Publishing House.
- Government of India. (1966). *Report of the Education Commission (1964-66): Education and national development*. Ministry of Education. ¹
- Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
- Gupta, S. P. (2010). *History of Education in Punjab*. Global Vision Publishing House
- Kumar, K. (1991). *Political agenda of education: A study of colonial and nationalist ideas*. Sage Publications.
- Naik, J. P., & Nurullah, S. (1974). *A student's history of education in India (1800-1973)*. Macmillan.
- Nurullah, S., & Naik, J. P. (1951). *History of education in India during the British period*. Macmillan.
- Raina, V. (2007). *Rethinking teacher education*. APH Publishing Corporation.
- Sidhu, K. S. (2004). *History and problems of Indian education*. Kalyani Publishers.
- Singh, K. (2004). *A history of the Sikhs: 1839-2004*. Oxford University Press.
- Tilak, J. B. G. (2018). *Education and development in India*. Routledge.
- Zacharias, H. C. E. (1930). *Renascent India, from Rammohan Roy to Mohandas Gandhi*. Allen & Unwin.
- Toor, A. (2018). *Education in Punjab: A historical perspective*. Punjabi University Publication Bureau.

Course Title: Indian Higher Education :Policy and Perspectives
Course Code: MAE.537

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of the course students shall be able to;

CLO1: Explain the concept, structure and challenges of higher education in India

CLO2: Reflect upon the role of different regulatory agencies in policy planning and role of stakeholders

CLO3: Understand and analyse different higher education policies

CLO4: Analyse different ICT and research initiatives in the field of higher education

CLO5: Analyse the policy planning and formulation process, including key influencing factors

CLO6: Evaluate policies related to teacher training, including PMMMNMTT and the National Credit Framework for Teacher Education

Units/Hours	Contents	Mapping with CLOs
Unit I 16 Hours	<ul style="list-style-type: none"> Higher Education: concept, scope and structure of higher education system in India. Challenges and opportunities of higher education in India Policy planning: Concept, factors influencing policy planning Policy Formulation Process: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles. <p>Learning Activities: Policy Debate on the topic “The Future of Higher Education in India”</p>	CLO1 CLO5

Unit II 14 Hours	<ul style="list-style-type: none"> • Policy challenges in ensuring equity and access in higher education • Multilingual education and language policies in higher education • Policies for minority representation and affirmative action • Role of regulatory agencies in higher education policy planning in India: UGC, NCTE, NIEPA, NAAC, AICTE <p>Learning Activities: Policy Roundtable Discussion in a structured manner where student take on different stakeholder roles (e.g., policymakers, university administrators, students, minority representatives, and regulatory bodies).</p>	CLO2 CLO5
Unit III 14 Hours	<ul style="list-style-type: none"> • Different higher education policies and their critical appraisal: University education commission (1948-49), Kothari education (1964-66), National Policy on Education (1968), National Policy on Education (1986), National Education Policy (2020) • Higher education policies on teacher training: PMMMNMTT and role of Teaching learning centres and HRDCs, National Credit Framework for Teacher Education <p>Learning Activities: Analysis through group discussion on different policies</p>	CLO3 CLO6

Unit IV 16 Hours	<ul style="list-style-type: none"> • Issues of student mobility, curriculum, and quality of academic programme • Emphasis on Digital higher education, ICT initiatives SWAYAM (MOOC), SWAYAMPRAKSHA, National Digital library, e-PG Pathshala, Shodhganga, Shodh Sudhi, VIDWAN • Research Initiatives in higher education: IMPRINT (Impacting Research in Technology), GIAN (Global Initiative of Academic Network), SPARC (Scheme for Promotion of Academic and Research Collaboration), NIDI (National Initiative for Design Innovation), IMPRESS (Impactful Policy Research in Social Sciences), STRIDE (Scheme for Trans-disciplinary Research for India's Developing Economy), UAY (Uchatar Avishkar Yojana), FAST (Training and Research in Frontier Areas). <p>Learning Activities: Policy Pitch – Students will critically analyze existing digital education and research initiatives in Indian higher education and propose innovative improvements in a quick-fire pitch format.</p>	CLO4
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Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.
- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.

- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested Websites

- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchchatar_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: Education for Global Society

Course Code: MMAE.538

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of the course students will be able to;

CLO1: Explain the concept of knowledge and process of acquiring knowledge

CLO2: Analyse the nature of Education as a discipline with interdisciplinary base

CLO3: Analyse the interrelationship between different kinds of knowledge and the approaches for knowledge development

CLO4: Relate the nature of teaching and learning with the role of teachers and learners in the creation of knowledge

CLO5: Elaborate the social context of education and its operational dimensions as a system

CLO6: Critically analyse the role of global education in changing society

Units/Hours	Contents	Mapping with CLOs
Unit I 12 hours	<ul style="list-style-type: none"> Knowledge Systems: Knowledge and process of acquiring knowledge; knowledge Transaction-Constructivism; Theories of Knowledge: Empiricism, Rationalism & Transcendentalism & Educational Implications; Ontology: Concept, Characteristics & Educational Implications; Epistemology: Concept, Characteristics & Educational Implications; Axiology: Concept, Ethics and Aesthetic Values, Indigenous Values & their Educational Implications <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1
Unit II 11 hours	<ul style="list-style-type: none"> Education for economic and social mobility, life skills education, educational concerns for social, ethical and emotional dispositions, Education for preparation for life, Lifelong learning opportunities for all, equity and inclusion in education, equitable quality education: concerns for diversity <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 CLO5
Unit III 11 hours	<ul style="list-style-type: none"> Sustainable development goal (4) of 2030 agenda for sustainable development; Partnership for 21st century skills, online and digital education, Goals of 21st century education, Demand for multidisciplinary education, multilingualism in teaching and learning, experiential education and holistic education. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO4 CLO6

Unit IV 11 hours	<ul style="list-style-type: none"> Internalization of Education, Commercialization of education, Governance and Leadership in higher education, Knowledge society and higher education, Gender balance in admissions to HEIs, Outreach programmes of educational opportunities, globalization and educational eco- system towards promoting special Educational Zone, quality control and accountability in education. <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO3
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Transaction Mode:

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

Suggested Readings:

- Anand C L & Others (1983). (Ed) Teacher and Education in the Emerging India Society. NCERT, New Delhi
- Bagnall, N. (2015). Global identity in multicultural and international educational contexts: Student identity formation in international schools. Abingdon, Oxon: Routledge
- Mathur, S. S. (1966). A Sociological Approach to Indian Education. Vinod PustakMandir, Agra
- Ministry of Education (2020). National Education policy 2020. Government of India, New Delhi.
- Mohanty, J. (1984). Indian Education in the emerging Society. Sterling Publisher Limited, New Delhi
- Morris, I. (1978). The Sociology of Education: An Introduction. London: William Cloves Limited.
- Naik, J. P. (1978). Equality, Quality and Quantity; the Elusive Triangle in Indian Education, Allied Publishers, Bombay.
- Shankar Rao C.N (1999): An Introduction to Sociology, Allahabad
- Taneja, V. R. (1986). Educational Thought and Practice, Sterling PublishersPvt. Ltd, New Delhi.
- UNESCO (1996). Learning the Treasure within, Report to UNESCO of the Delors International Commission on Education for the 21st Century, UNESCO Publications

Course Title: Human Rights Education

Course Code: MMAE.539

Course Learning Outcomes (CLOs)

L	T	P	Cr
3	0	0	3

Total Hours: 45

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

CLO1: Explain the need and importance of value education and education for human rights

CLO2: Differentiate the nature of value from religion education and moral training

CLO3: To acquaint with basics of morality and moral development of the child

CLO4: Analyse the available intervention strategies for moral education

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none"> 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 <p>Learning Activities: Enlist the Constitution of India provisions of Human Rights and discuss in the classroom</p>	CLO1
UNIT II 11 hours	<ul style="list-style-type: none"> 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 Page and environmental protection through specific educational programmes. <p>Learning Activities: Analysis the Web page of International Human Rights by UN, and present a report.</p>	CLO2
UNIT III 12 hours	<ul style="list-style-type: none"> 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 <p>Learning Activities: Write a detailed biography of any one philosopher and discuss in the classroom</p>	CLO3
UNIT IV 10 hours	<ul style="list-style-type: none"> Learning to live together through moral development □ Role of teachers in promoting human rights education. National and International initiatives for human rights education <p>Learning Activities: Reflect your Ideas/ thoughts on promotion of human rights education in rural Punjab etc.</p>	CLO4

Transaction Mode:

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

Suggested Books

- Bagchi, J.P. & Teckchadani, V. (2005). Value Education: The Return of Fourth „R“: Revival of Commitments. Vol II. Jaipur: University Book House.
- Biehler, R. & Snowman, J. (2003). Psychology Applied to Teaching. USA: Houghton Mifflin Company.
- 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.
- Goldstein, Tara; Selby, David (2000). Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.
- 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.
- 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.
- Motilal, S., & Nanda, B. (2010). Human rights, gender and environment. Allied Publishers: New Delhi. Nanda, R.T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
- M.G. Chitakra (2003). Education and Human Values, A.P.H. Publishing Corporation, New Delhi.
- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). Peace and human rights education. APH Publishing Corporation: New Delhi.

Course Title: Research Proposal

L	T	P	Credits
0	0	4	2

Course Code: MMAE 540

Learning Outcomes

The students will be able to;

Total Hours: 60

- make use of different databases to write reviews and identify the gaps in research.
- frame research topics and Objectives, Hypothesis and Research questions.
- write a suitable design and approach for their research.
- capable of identifying appropriate tools for their study or construct appropriate tools and also write the reference in APA format.
- submit and present their research proposal.

Contents

1. Identification of Area of Study
2. Review of related literature and finding of research gap

3. Formulation of objectives and research questions/hypotheses
4. Preparation and Presentation of Research Proposal

Preparation and Presentation of Research Proposal

The research proposal is a blueprint of the intended study. It includes:

- Title of the study.
- Introduction and background.
- Statement of the problem.
- Objectives and research questions/hypotheses.
- Review of literature (brief form).
- Methodology (research design, population, sample, tools, data collection, and analysis techniques).
- Tentative timeline and references. The proposal is typically presented before a review committee or supervisor for approval and feedback, ensuring clarity, feasibility, and academic rigor.

Suggested Readings

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, Y. P. (2004). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers.
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.
- Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J.W., & Kahn, J. W. (2006). *Research in education*. New Delhi: PHI Learning Private Ltd.
- Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning
- Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*. Boston: Pearson Publications.
- Curtis, W., Murphy, M., & Shields, S. (2013). *Research and Education*. New York & London: Routledge
- EfratEfron, S., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*, New York: Routledge

- Egbert, J., & Sanden, S. (2013). *Foundations of Education Research: Understanding Theoretical Components*. New York: Routledge.
- Fraenkel, J.R., & Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Kilkapatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.
- Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.
- Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella, N. E. (2013). *Understanding and Interpreting Educational Research*, New York: Routledge Guilford Press
- Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. London: The Falmer Press.
- Miller, S. A. (2007). *Developmental Research Methods*. New Delhi: Sage Publications.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.

Course Title: Human values, Yoga and Ethics

Course Code: MMAE.541

L	T	P	Cr
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

After completion of the course students shall be able to;

CLO1: Explain the meaning, determinants and sources of human values and ethics

CLO2: Differentiate among the values, ethics and morals and examine its significance in human life

CLO3: Examine the benefits of Yoga

CLO4: Practice different forms of yoga and Meditation

CLO5: Reflect upon the concept, determinants and principle of ethics and its application in their life

Units/Hours	Contents	Mapping with CLOs
Unit I 8 Hours	<ul style="list-style-type: none"> Human Values: Meaning, Determinants, Classification, Sources and Hierarchy of Values. Erosion of Values: Meaning and Causes of Value Erosion. Value Education: Meaning, needs, objectives of valuebased education and agencies Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO 1 CLO 2
Unit II 8 Hours	<ul style="list-style-type: none"> Yoga: Genesis, Concept & Objectives; Forms of Yoga, Benefits of Yoga. Process of Asthang Yoga and its components: Yam, Niyam, Aasan, Pranayam, Pratyahar, Dharana, Dhyan, Samaadhi. <p>Learning Activities: Community sensitization about the benefits of yoga through Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts, etc.</p>	CLO3 CLO4
Unit III 6 Hours	<ul style="list-style-type: none"> Yoga necessary for growing children: for muscular strengthening, for toning, for young girls and women. Meditation: Concept, types and benefits. <p>Learning Activities: Hands-on-practice of different types of meditation</p>	CLO3 CLO4
Unit IV 8 Hours	<ul style="list-style-type: none"> Ethics: Concept and Definitions; Determinants, and principles. Differences between Ethics and Morals Ethical dilemma Ethics in a technologically volatile world <p>Learning Activities: Group discussion and Debates, Individual presentation, arguments and preparation of report.</p>	CLO2 CLO5

Transaction Mode

Lecture, arguments, workshop, lecture-cum-demonstration, seminar, dialogue, peer group discussion, mobile learning, self-learning, collaborative learning, cooperative learning and field visit.

Suggested Readings

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

Corporation.

- Danesh, H.B., Towards an Integrative Theory of Peace Education, Journal of Peace Education, vol. 3, no.1, 2006, pp.55-78
- Patteti, A.P. &Thamaraasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Srivastava, A.K. (2014) *Basics in Education*. New Delhi: National Council of Educational.

COURSE TITLE: EDUPRENEURSHIP
Course code: MMAE.542

L	T	P	Cr
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

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

CLO1: Analyze the characteristics of entrepreneurial behavior and the distinctions between traditional management and teacher entrepreneurship.

CLO2: Evaluate the concept of edupreneurship and critically reflect on the transition from traditional teaching to educational entrepreneurship.

CLO3: Apply entrepreneurial competencies to assess one's potential and design initial steps for an edupreneurial journey.

CLO4: Create an entrepreneurial proposal that addresses a social or educational challenge using innovative approaches.

Units/Hours	Contents	Mapping with CLOs
Unit I 8 hours	Unit I: Foundations of Entrepreneurship <ul style="list-style-type: none"> • Concept and Importance of Entrepreneurship Entrepreneurship vs. Management: Key Differences • Teacher as Entrepreneur: Definition, Need, Characteristics • Role of entrepreneurial mindset in education Learning Activity: Entrepreneurial Mindset Audit: Students self-assess their entrepreneurial traits (e.g., innovation, leadership, risk-taking) and engage in a peer discussion on results and areas of growth.	CLO1
Unit II 8 hours	Unit II: Entrepreneurship in Education <ul style="list-style-type: none"> • Entrepreneurship in the context of education • Terminology and perspectives: wide and narrow views • Edupreneur: Who is an Edupreneur? Pathways to becoming one • Comparison of traditional teachers and edupreneurs Learning Activity: Edupreneur Case Study & Shark Tank Simulation (Groups research on successful edupreneurs (e.g., BYJU"s, Khan Academy), prepare business model presentations, and pitch ideas to peers acting as investors).	CLO2
Unit III 8 hours	Unit III: Entrepreneurial Competencies and Skills <ul style="list-style-type: none"> • The Process of Entrepreneurship Development • Core Entrepreneurial Competencies • Key Skills for Edupreneurs: Communication, Innovation, Budgeting, etc. • Opportunity identification and resource mobilization Learning Activity: Competency Mapping Workshop (Students map their personal/professional skills to core entrepreneurial competencies using a structured matrix, followed by reflection and gap analysis).	CLO3

Unit IV 6 hours	Unit IV: Social Entrepreneurship and Entrepreneurial Ideas <ul style="list-style-type: none"> • Concept and Role of Social Entrepreneurship in Education • Characteristics of Social Entrepreneurs • Generating Entrepreneurial Ideas in Education • Design thinking and innovation for educational impact Learning Activity: Startup Proposal Design (Students develop and present a proposal for a socially relevant edupreneurial venture, focusing on innovation, sustainability, and impact).	CLO4
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Transaction Mode

Experiential pedagogy, Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, Mobile Learning, self-learning, Collaborative learning, Cooperative learning and, field trip

Suggested Readings

- Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
- Bridge, S., & O'Neill, K. (2018). *Understanding enterprise: Entrepreneurship and small business* (5th ed.). Palgrave Macmillan.
- Dees, J. G. (2017). *The meaning of social entrepreneurship*. In J. G. Dees, J. Emerson, & P. Economy (Eds.), *Strategic tools for social entrepreneurs* (pp. 1–18). Wiley.
- Drucker, P. F. (2014). *Innovation and entrepreneurship*. Routledge. (Original work published 1985)
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill.
- Jones, C., & English, J. (2004). *A contemporary approach to entrepreneurship education*. *Education + Training*, 46(8/9), 416–423. <https://doi.org/10.1108/00400910410569533>
- Kuratko, D. F. (2021). *Entrepreneurship: Theory, process, and practice* (11th ed.). Cengage.
- Lackéus, M. (2015). *Entrepreneurship in education: What, why, when, how*. OECD. <https://doi.org/10.1787/5jxvk9h32bt-en>
- Man, T. W. Y., Lau, T., & Chan, K. F. (2002). *The competitiveness of small and medium enterprises: A conceptualization with focus on entrepreneurial competencies*. *Journal of Business Venturing*, 17(2), 123–142. [https://doi.org/10.1016/S08839026\(00\)00058-6](https://doi.org/10.1016/S08839026(00)00058-6)
- Martin, R. L., & Osberg, S. (2015). *Getting beyond better: How social entrepreneurship works*. Harvard Business Review Press.

- Mitchelmore, S., & Rowley, J. (2010). *Entrepreneurial competencies: A literature review and development agenda*. International Journal of Entrepreneurial Behavior & Research, 16(2), 92–111. <https://doi.org/10.1108/13552551011026995>
- Mwasalwiba, E. S. (2010). *Entrepreneurship education: A review of its objectives, teaching methods, and impact indicators*. Education + Training, 52(1), 20–47. <https://doi.org/10.1108/00400911011017663>
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). *The impact of entrepreneurship education in higher education: A systematic review and research agenda*. Academy of Management Learning & Education, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
- Neck, H. M., Neck, C. P., & Murray, E. L. (2021). *Entrepreneurship: The practice and mindset* (3rd ed.). SAGE.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. Wiley.
- Rae, D. (2007). *Entrepreneurship: From opportunity to action*. Palgrave Macmillan.
- Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
- Ruskovaara, E., & Pihkala, T. (2015). *Teachers implementing entrepreneurship education: Classroom practices*. Education + Training, 57(1), 2–14. <https://doi.org/10.1108/ET-03-2013-0029>
- Sarasvathy, S. D. (2001). *Effectuation: Elements of entrepreneurial expertise*. Edward Elgar.

Semester-IV

Course Title: Dissertation

Course Code: MMAE.599-2

L	T	P	Cr
0	0	40	20

Learning outcomes

- The students will prepare proposal and collect data/conduct field study/experimentation as per their proposal and make use of the tool as developed by them or other.
- The students will tabulate and analyze the data collected and make appropriate interpretation with reference to the objectives and hypotheses/research questions formulated earlier
- The students are expected to write a research paper by using the collected data
- The students will write the dissertation with special focus on the clarity, coherence, and depth of the research, focusing on the problem statement, literature review, methodology, results, discussion, and conclusion, which should reflect their overall scholarly character and contribution to the field.

Dissertation

- Comprehensive Review of Related Literature
- Preparation of Tools
- Data Collection
- Analysis and Interpretation
- Submission of Dissertation and Viva-voce

Comprehensive Review of Related Literature

A thorough literature review forms the foundation of any quality research. This step involves systematically identifying, evaluating, and synthesizing previous research relevant to the chosen topic. It helps:

- Understand the existing knowledge and theoretical frameworks.
- Identify gaps in the literature.
- Establish the significance of the study.
- Avoid duplication and build upon prior work. This process includes searching academic databases, journals, books, and credible web sources using keywords and Boolean operators. Organizing the review thematically or chronologically, and critically analyzing each source is essential.

Preparation of Tools

Tools or instruments are essential for data collection. This step involves:

- Identifying appropriate tools (questionnaires, interviews, observations, tests, rating scales, etc.).
- Developing or adapting standardized instruments.
- Validating the tools through pilot testing.
- Ensuring reliability and validity using statistical methods (e.g., Cronbach's alpha, content validity ratio). This stage requires attention to clarity, neutrality, cultural relevance, and ethical

standards in tool development.

Data Collection

In this phase, researchers gather data according to their methodological framework. It includes:

- Contacting and selecting participants as per sampling design.
- Administering tools systematically.
- Ensuring informed consent and ethical considerations.
- Maintaining accuracy, consistency, and neutrality in collecting responses.
- Managing logistical challenges and ensuring confidentiality and data protection.

Analysis and Interpretation

This phase transforms raw data into meaningful insights. It involves:

- Organizing data using software like SPSS, Excel, R, or NVivo (for qualitative analysis).
- Applying appropriate statistical techniques (descriptive and inferential) or coding themes in qualitative studies.
- Interpreting findings in the context of research questions and theoretical framework.
- Discussing implications, limitations, and how results relate to previous research.

Submission of Dissertation and Viva-Voce

The final step includes:

- Structuring the dissertation with clear chapters (Introduction, Review of Literature, Methodology, Analysis, Findings, Conclusion, and References).
- Following formatting and citation guidelines (APA, MLA, etc.).
- Proofreading for language, consistency, and technical accuracy.
- Submitting the final bound or digital copy to the university/department.
- Defending the work during the viva-voce, where the researcher answers questions, justifies methodology, and explains findings before an academic panel

Mode of Evaluation

Dissertation (Fourth Semester)		
Supervisor/Co-Supervisor(s)	50 Marks	Regularity in work (10), Tool Preparation (10) dissertation report (10), presentation (10) and final viva-voce (10)
External Expert	50 Marks	Report of dissertation (20), presentation (10), novelty/originality (10) and final viva-voce (10).

Suggested Readings

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, Y. P. (2004). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers.
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.
- Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J.W., & Kahn, J. W. (2006). *Research in education*. New Delhi: PHI Learning Private Ltd.
- Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning
- Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*. Boston: Pearson Publications.
- Curtis, W., Murphy, M., & Shields, S. (2013). *Research and Education*. New York & London: Routledge
- EfratEfron, S., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*, New York: Routledge

- Egbert, J., & Sanden, S. (2013). *Foundations of Education Research: Understanding Theoretical Components*. New York: Routledge.
- Fraenkel, J.R., & Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Kilpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.
- Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.
- Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella, N. E. (2013). *Understanding and Interpreting Educational Research*, New York: Routledge Guilford Press
- Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. London: The Falmer Press.
- Miller, S. A. (2007). *Developmental Research Methods*. New Delhi: Sage Publications.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.

Course Title: Field Internship

Course Code: MMAE.597

L	T	P	Cr
0	0	6	3

Course Learning Outcomes (CLOs)

After completion of the course students will be able to;

CLO1: Conduct a critical analysis of the administrative functions and operational mechanisms within teacher education institutions

CLO2: Assess the effectiveness of educational interventions and training programs in achieving their intended outcomes

CLO3: Practice innovative teaching techniques and evaluation in teacher education institutions

Structure and Duration of the Internship

The field internship will commence at the beginning of **Semester III** and will span a duration of **four weeks (minimum 28 working days or 160 hours)**. The principal objective of this internship program is to augment interns' pedagogical and research competencies in the domain of secondary teacher education. The internship comprises three structured components:

1. **Orientation to the Public Education System:** An in-depth familiarization with the objectives, organizational structure, and administrative functions of public education institutions.
2. **Engagement in Educational Interventions:** Direct observation and participation in an ongoing educational intervention to comprehend its implementation, efficacy, and associated challenges.
3. **Teaching and Classroom Involvement:** Practical experience in lesson delivery, classroom teaching, and collaborative engagement with educators to refine instructional strategies.

Table: Field Internship Components

Field Internship Components	Duration	Process	Learning Outcomes
Orientation about the Field Internship (One Day)			
FI-I: Orientation to the Public Education System	Two days	Observation and analysis of the structure, governance, and administrative processes of public education institutions.	Critically assess institutional objectives, funding structures, and policy implementation.
FI-II: Engagement in Educational Interventions	Two days	Participation in a targeted educational intervention and analysis of its impact	Synthesize observations to evaluate the intervention's objectives, motivations, and challenges.
FI-III: Teaching and Classroom Involvement	21 days	Practical classroom teaching experience, lesson delivery, and collaboration with educators.	Enhance pedagogical skills, engage in self-reflection, and address instructional challenges within the educational setting.

It will be carried out under the supervision of the Internship Coordinator keeping in mind the following aspects;

- The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.
- The interns will be trained on different innovative method(s) of teaching, conduct of online class and evaluation, development of e-modules of four quadrants and its delivery, curriculum development as per CBCS pattern, question preparation of different difficulty level i.e. easy, moderate and difficult covering different domains of Bloom's taxonomy like Remembering, Understanding, Applying, Analyzing, Evaluating and Creating, text book analysis and application of educational apps. in the teaching-learning process, action research etc. as will be decided by the faculty members and the internship coordinator and will practice all these in a simulated condition in the University for at least one week.

- After the simulated practice on different activities the interns will go to the field i.e. any teacher training institution as they will be allotted and will deliver there at least five lessons and will carry out other activities as will be decided by the department from time to time. The interns will carry out these activities in the institution for at least two weeks under the supervision of their mentors as will be decided by the internship coordinator with the approval of the HoD.
- The interns have to present their report after one week of the completion of the internship. Date of the assessment will be decided by the co-ordinator.

Mode of Evaluation

The overall evaluation of the internship will be conducted **out of 100 marks**, with the following distribution:

- Attendance=5 marks
- Overall behaviour of interns=5 marks
- Performance in the field=20
- Internship report preparation=30
- Presentation of the internship report= 20 marks
- Final viva-voce= 20 marks

The HoD in consultation with co-ordinator will constitute a three member committee including the coordinator for the conduct of evaluation of the internship. All the members of the evaluation committee must have been a part of the internship programme.