

CENTRAL UNIVERSITY OF PUNJAB



M.Ed.

Batch 2026-28

Department of Education

GRADUATE ATTRIBUTES

The graduates have a dynamic vision to solve local, regional, national and global educational issues and challenges and have the capacity to engage in self-reflection and lifelong learning to become effective global citizens with humanitarian values. They will be pedagogically proficient and equipped with digital skills.

PROGRAMME LEARNING OUTCOMES

- The programme targets to produce professionally groomed teacher educators who can reflect upon the need of teacher education in the context of changing needs of the society.
- It focuses on applying innovative, inclusive, and research-based pedagogical strategies to enhance learner engagement, critical thinking, and holistic development across diverse educational contexts.
- Display visionary leadership, ethical responsibility, and strategic management capabilities to drive institutional excellence, policy implementation, and social change in the education sector.
- Employ cutting-edge digital tools and ICT to create equitable, accessible, and learner-centered educational environments that support diverse needs and lifelong learning.

Course Structure of M.Ed. Programme

	Semester –I					
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MMED 401	Learner and Learning	Core	4	0	0	4
MMED 402	Philosophical and Sociological Bases of Education	Core	4	0	0	4
MMED 403	Research in Education	Compulsory Foundation	4	0	0	4
MMED 404	Communication Skills	Core	3	0	0	3
MMED 405	Communication Skills (Practicum)	Skill based	0	0	2	1
	Elective (Any one of the following)					

MMAE.506	*Teaching Proficiency (for students of other departments)	IDC	2	0	0	2
Value Added Course						
MMAE.511	**Indian Knowledge System	VAC	2	0	0	2
Individualized Education plan (IEP)						
XXX	Individualized Education Plan (IEP)	Non-Credit	0	2	0	0
	Total		23	2	0	23
<i>*Students of the department of education must choose ID course offered by other departments in the University</i> <i>**For the students of dept. of education and other departments</i>						
Semester –III						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MMED 535	Curriculum Design and Development	Core	4	0	0	4
MMED 536	Mental Health, Yoga and Physical Wellbeing	Core	4	0	0	4

MMED 537	Educational Administration, Management and Leadership	Core	4	0	0	4
MMED 599-1	Dissertation-I	Skill based	0	0	8	4
	Discipline Elective (Anyoneof the following)					
MMED 538	Entrepreneurship in Education	Discipline Elective	3	0	0	3
MMED 539	Inclusive Education	Discipline Elective	3	0	0	3

MMED 540	Education and Global society	Discipline Elective	3	0	0	3
Individualized Education plan(IEP)						
XXX	Individualized Education plan(IEP)	Non-Credit	0	2	0	0
	Total		15	2	8	19
Semester –IV						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MMED 597	Field Internship	Skill Based	0	0	8	4
MMED 599-2	Dissertation-II	Skill Based	0	0	24	12
MMED 561	e-content development	Skill Based	0	0	6	3

Total		0	0	38	19
Grand Total		56	6	48	80

*One non-credit hour (two contact hours) for Individualized Education Plan/Tutorial will be there for the purpose of remedial teaching to cater the diversified learning needs of the students.

*MOOCs may be taken upto 40% of the total credits (excluding dissertation credits). MOOC may be taken in lieu of any course but content of that course should match a minimum 70%. Mapping is to be done by the respective department and students may be informed accordingly. *Group dissertation may be opted, with a group consisting of a maximum of four students. These students may work using a single approach or multidisciplinary approach. Research projects can be taken up in collaboration with industry or in a group from within the discipline or across the discipline.

Examination Pattern

Examination pattern from 2022-23 session onwards

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, and Entrepreneurship, Innovation and Skill Development Courses	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (70%) Objective (30%)
End-semester exam (ESE)	50	Descriptive (70%) Objective (30%)	50	Descriptive (70%) Objective (30%)

Dissertation-I (Third Semester)			Dissertation-II (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid term evaluation) dissertation report, presentation, final viva voce
HoD and senior most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Marks for internship shall be given by the Internship Coordinator, HoD and senior-most faculty of the department.

Some Guidelines for Internal Assessment

1. The components/pattern of internal assessment/evaluation should be made clear to students during the semester.
2. The results of the internal assessment must be shown to the students.
3. The question papers and answers of internal assessment should be discussed in the class.
4. The internal assessment shall be transparent and student-friendly and free from personal bias or influence.

SEMESTER-I

Course Title: **LEARNER AND LEARNING**

Course Code: **MMED.401**

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60 After completion of the course students will be able to;

CLO1: Explain the different stages of growth and development of learners

CLO2: Measure IQ, SQ, EQ and creativity of learner

CLO3: Apply motivational techniques in the classroom

CLO4: Analyse the implications of different theories of learning, Intelligence and personality

CLO5: Evaluate the learning needs to emphasize the individual differences

Units/Hours	Contents	Mapping with CLOs
UNIT I 16 hours	• Educational Psychology: Concept, meaning and scope. Methods of study in psychology- observation, case/study and Experimental method • Piaget's concept of cognitive development and Vygotsky's socio-cultural perspective of human development and their educational implications. • Kohlberg's theory of Moral Development Learning Activities: Group discussion and Individual presentation	CLO1 CLO5
UNIT II 14 hours	• Theories of learning: Pavlov's classical conditioning, Skinner's operant conditioning, Insight theory, Bruner, Bandura and Gagne' s theories and their classroom implications. • Motivation in teaching-learning process: Creating and maintaining a conducive learning environment. Theories of Motivation (Maslow, Herzberg two factor theory) and their educational implications. Learning Activities: Group discussion and Individual presentation	CLO3, CLO4 CLO5

UNIT III 16 hours	• Concept and theories of Intelligence: Guilford's structure of Intellect; Gardner's theory of multiple intelligence and Goleman theory of emotional intelligence. • Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners. Learning Activities: Administration, scoring and interpretation of any two verbal, non-verbal and performance intelligence tests. Conducting a case study for identification of characteristics of Creative children among the peer group.	CLO1 CLO2 CLO4
UNIT IV 14 hours	• Personality: Role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to theories of Freud, Carl Rogers, and their implications for learners. • Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms and conflict management Learning Activities: Preparing a report on the Adjustment problems among hostellers from your peer group.	CLO1 CLO2 CLO4 CLO5

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Blended mode of learning, dialogue, collaboration Panel discussion, team teaching, experiment, self-learning, case study

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_Structure
- <http://www.simplypsychology.org/piaget.htm>.

Course Title: PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MMED.402

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

CLO1: Examine the contributions of sad-darshanas on different aspects of education and their implications on the modern educational system.

CLO2: Application of Indian Knowledge system to NEP 2020.

CLO3: Examine critically different western educational philosophies and their contributions to the modern educational system.

CLO4: Identify different sociological theories in educational context and Appraise the sociological thoughts of modern Educationist & sociologists and their implications

CLO5: Elaborate the social mobility and stratification in indian context and development of the personality according to Panchakoshas

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	• Meaning, Nature and Scope of Education. Meaning of Philosophy, Branches of Philosophy. Relationship between Education and Philosophy. • Indian Schools of Philosophy and their Educational Implications: Sankhya Yoga, Vedanta, Buddhism, Jainism • Indian Knowledge System and NEP 2020 Integration Learning Activities: Group discussion and Seminar	CLO1 CLO2
Unit II 15 hours	• Western Schools of Philosophy and their Educational Implications: Idealism, Naturalism, Realism Pragmatism, Existentialism • Philosophical Skills Oriented: Creative writing and philosophical expressions, Philosophical enquiry, ethics in the digital age, ethical leadership and decision making Learning Activities: Individual presentation and panel discussion	CLO3
Unit III 15 Hours	• Concept and nature of Educational Sociology, Agencies of socialization: family, school, society and community • Approaches to Sociology of Education: Structural Functionalism, Conflict Theory and Symbolic Interaction. • Contribution of Indian Thinkers for Education and social change in India: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Guru	CLO4 CLO5

	Nanakdev Ji and Savitribai Phule, Learning Activities: Dialogue on different concepts	
Unit IV 15 Hours	• Social Stratification: Concept and its Educational implications. • Social Mobility: Meaning, types, its Educational implications. • Panchakoshas for holistic development: Annamaya Kosha (physical body), Pranamaya Kosha (Vital being), Manomaya Kosha (Mental), Vignanamaya Kosha (Wisdom) and Anandamaya Kosha (Bliss) Learning Activities: Group discussion and Seminar	CLO5

Transaction Mode

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

Suggested Readings

- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic
- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge: ●
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. ● Brubacher, John. S. (1939), *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957) *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan& Paul. ●
- Delor, J. (1996). *Learning: The Treasure within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Kneller, G. F.(1964)*Introduction to philosophy of education*. New York, USA:John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing

Corporation.

- Mathur, S. S. (2000). *A Sociological Approach to Indian Education*. Agra : Vinod •
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal. •
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA: • Ozman,
- H. A., & Craver, S. M.(2011),*Philosophical foundations of education*. Boston, USA: Allyn& Bacon.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: AnushkaPub.Distributors.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling

Web Sources

- <http://www.educacao.pro.br/links.htm>: Encyclopedia of Philosophy of Ed.
- <http://www.siu.edu/~dewyctr/>: The Center for Dewey Studies
- <http://www.plato.stanford.edu/>: Stanford Encyclopedia of Philosophy
- www.educationworld.com
- www.aera.net
- www.apa.org

Course Title: RESEARCH IN EDUCATION**Course Code: MMED.403**

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs) Total Hours: 60

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

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

CLO2: Develop skills in reviewing related literature, formulating research questions and hypothesis

CLO3: Demonstrate skills in the process of selecting sample and preparation of quantitative and qualitative tools for research

CLO4: Compare and draw out the strengths and limitations of quantitative, qualitative and mixed research paradigms

CLO5: Understand and follow the ethics of research and Publication.

Units/ Hours	Contents	Mapping with CLOs
Unit I 14 Hours	• Educational Research: Meaning, nature and scope, Scientific method and variables, Paradigms of research: Positivist and Non-Positivist, Types of research on the basis of nature, method and purpose • Review of literature: Purpose and sources, conducting literature review- Types of review, Use of databases for review of literature • Research Problem: Sources of problem, Identification of gap, Formulation of problem • Formulation of objectives, Research questions and Hypotheses Learning Activities: Conduct of reviews	CLO1 CLO2
Unit II 16 Hours	• Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error, Sample size determination • Sources of data: Primary and secondary • Characteristics of a good test, Process of test standardization • Tools of quantitative research: Questionnaire, attitude scale, inventory and tests • Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, observation, focus group discussions, documents, photographs, anecdotes, field diary Learning Activities: Preparation of any one tool	CLO3

Unit III 18 Hours	• Quantitative designs of research: Survey, Correlational, Causal-comparative, Experimental • Qualitative designs of research: Phenomenology, Case study, Ethnography and Grounded theory • Mixed Method research Learning Activities: Group discussion on applicability of different designs	CLO4
Unit IV 12 Hours	• Interdisciplinary, multidisciplinary, trans-disciplinary and translational research: Concept & Relevance, • Plagiarism and Publication ethics • Referencing style as per APA Manual 7th edition Learning Activities: Hands on experience on plagiarism checking	CLO5

Transaction Mode

Lecture, Seminar, workshop, Dialogue, Mobile Teaching, Self-Learning, Collaborative Learning, and Cooperative Learning

Suggested Readings

- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- 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.
- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- 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.
- Wellington, J. (2015). *Educational Research*. USA: Bloomsbury Academic

Course Title: COMMUNICATION SKILLS Course code: MMED.404

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs) Total Hours: 45 After completion of the course, students will be able to

CLO1: Analyze the various official communication channels that take place in an official setting.

CLO2: Practice on various measures to overcome the barriers of communication.

CLO3: Apply active and empathetic listening skills successfully.

CLO4: Develop interview file and portfolio for employment and academic purposes.

CLO5: Develop format of a memo, notice, circular and web-based official communications

CLO6: Apply the skills of listening, speaking, reading and writing.

Course Contents

Units/Hours	Contents	Mapping with CLOs
Unit I 11 Hours	• Concept of Communication: its process and elements, Types of Communication: Interpersonal vis-à-vis Intrapersonal, Verbal vis-à-vis Non-Verbal, Formal vis à-vis In-formal.	CLO1 CLO2
	• Official Communication Channels: Upward, Downward, Horizontal and Diagonal, Introduction to Grapevine communication. • Barriers of communication, Measures to overcome the barriers of communication Learning Activities: Group discussion, Individual presentation, debates and preparation, anchoring and report writing.	
Unit II 14 ours	• Body Language: Its meaning, importance and types • Different body languages, sign and gestures • Listening Skills: Listening process; measures to improve listening. Active Listening Vis-à-vis Empathetic Listening • Speaking Skills: salutation/Greeting/Manners, Role playing (good and bad news), Physical meetings, making a request, persuading, Oral presentations. • Reading Skills: Read and respond to - public notices, exam displays, time-table, Proper use of dictionary and job advertisements. Learning Activities: Hands own experience through workshop mode, Role modeling, Individual presentation and anchoring, performing arts, share your talent.	CLO3 CLO6

Unit III 10 Hours	• Writing Skills: Writing e-mail in an official space to make a request, respond to a complaint, Summarize and paraphrase a report, writing an advertisement, Analysis and Interpretation of an article. • Employment Letters and Applications: Cover letter for job application, Composing the Curriculum Vite/Resume. • Job Interview: The interviewing process, Types of interviews and their formats, Learning Activities: Group Discussion/workshop and contributing opinions in debates and presentation.	CLO4 CLO 5
Unit IV 10 Hours	• Developing interview file and portfolio for employment and academic purposes. • Official Communication: notice and • Meetings: Meeting Agendas, Meeting Circular, Drafting Minutes, • Technical Reports: formats, Technical Report Writing Learning Activities: Group Discussion/Seminar, stage performance, anchoring, share your talent in grouper formance.	CLO5 CLO6

Transaction Mode

Lecture, Seminar, workshop, Dialogue, Mobile Teaching, Self-Learning, Collaborative Learning, and Cooperative Learning

Suggested Readings

- Bhardwaj, K. (2009). Professional communication. New Delhi: I. K. International Publishing House Pvt. Ltd.
- Bradbury, A. (2009). Successful presentation skills. New Delhi: Kogan Rage India Private Limited.
- Chaturvedi, P. D., & Chaturvedi, M. (2013). Business communication: skills, concepts and applications. Noida: Pearson Publications.
- Farhathullah, T. M. (2008). Communication skills for technical students. Kolkata: Orient Blackswan Private Limited.
- Hartley, P., & Chatterton, P. (2015). Business Communication: rethinking your professional practice for the post-digital age. London & NY: Routledge.
- Kaul, A. (2015). Effective business communication. New Delhi: PHI Learning Private Limited.
- Mukerjee, H. S. (2013). Business communication: connecting at work. UK: Oxford University Press.
- Ober, S. (2009). Contemporary business communication. USA: Houghton Mifflin Company.

Course Title: COMMUNICATION SKILLS (PRACTICAL)

Course Code: MMED.405

L	T	P	Credits
0	0	2	1

Learning Outcomes Total Hours: 30 After completion of the course, students will be able to

CLO 1: Apply the communication strategies in their real life

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

CLO 3: Apply active and empathetic listening skills successfully

CLO 4: Compose their resume and curriculum vitae

CLO 5: Write a memo, notice, circular and other web-based official communications

Units/Hours	Contents	Mapping with CLOs
Unit I 4 hours	• Listening Skill: Active Listening and Empathetic Listening • Audio recorded lectures and talks will be used to develop the listening skills	CLO1 CLO2 CLO3

Unit II 10hours	• Speaking Skills: Mock Interview, Greeting/Manners Introducing someone/yourself, Invitation, Thanking, Apologizing, Complementing, Directions in Academic and Professional Field, Telephone Conversation. Role playing- At the post office, At the Bank, Helping Desk, Making inquiries about journey, Casual Meetings, At social gatherings, Friends talk about their ambitions, • Presentation of technical reports using audio-visual aids	CLO2
UnitIII 8 hours	• Reading Skills: Reading and giving feedback on term papers and assignments, Reading and analyzing a prospectus, reading and reviewing a book • Presentation of the reviews written for a book	CLO2
UnitIV 8hours	• Writing Skills: Cover letter for job application, CV and Resume Writing, memo, notice, circular and web-based communications • Writing of formal letters and covering letters	CLO4 CLO5

Criteria of Continuous Assessment (Total Marks: 50)

- Conduct of Practical- 30 marks
- Resume Writing - 10 marks
- Group-Discussion/Seminar Interaction- 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Conduct of practical: 30 Marks
- Practical Record: 10 Marks
- Viva Voce: 10 Marks

Discipline Elective (Any one of the following)

Course Title: SYSTEM AND POLICIES OF HIGHER EDUCATION

Course Code: MMED.406

L	T	P	Credits
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: Analyse the role of regulatory agencies and key stakeholders in higher education policy planning, with specific reference to resource management.

CLO3: Evaluate major reforms in higher education introduced through NEP 2020, including curriculum, pedagogy, assessment, accreditation, and teacher education frameworks.

CLO4: Assess contemporary issues related to student mobility, curriculum quality, digital initiatives, and research promotion in Indian higher education.

CLO5: Apply policy formulation processes and critical perspectives to simulate, debate, and propose informed policy decisions in higher education contexts.

Units/Hours	Contents	Mapping with CLOs
12 Hours	- 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 (SWOT Analysis), generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles. Challenges in Policy Formulation Learning Activities: Group discussion	CLO1
Unit II 10 Hours	- Role of regulatory agencies in higher education policy planning in India: UGC, NCTE, NIEPA, NAAC, AICTE - Role of stakeholders in policy planning: Students, teachers, Parents, Community members, Employers - Human and Material resource management and Policy Planning Learning Activities: Regulatory Agency Role Mapping & Presentation	CLO2

Unit III 10 Hours	• Reforms in higher education with reference to NEP 2020: Admission, Curriculum & Pedagogy, Assessment and Accreditation process • Higher education policies on teacher training, National Credit Framework for Teacher Education (NCrF), National Higher Education Qualification Framework (NHEQF) Learning Activities: Role-Play Simulation of a Policy Making Forum	CLO3
Unit IV 13 Hours	• Issues of student mobility, curriculum, and quality of academic programme • Emphasis on Digital higher education, ICT initiatives SWAYAM (MOOC), SWAYAMPURABHA, National Digital library, e-PG Pathshala, Shodhganga, ShodhSudhi, 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	CLO4
	(UchcharAvishkarYogana), FAST (Training and Research in Frontier Areas). Learning Activities: Debate on the research funding initiative, one advocating for more government funding and the other arguing for more private-sector involvement.	

Transaction Mode

Seminar, e-tutoring, case study method, debate, dialogue, peer group discussion, mobile teaching, 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.
- 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.

- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.
- Sinha, G. S. (2002). *Redefining higher education*. Common Wealth.

Suggested Websites

- [https://www.education.gov.in/hi/sites/upload_files/mhrd/files/document reports/PMNMNMTT_Guidelines.pdf](https://www.education.gov.in/hi/sites/upload_files/mhrd/files/document%20reports/PMNMNMTT_Guidelines.pdf)
- [https://www.education.gov.in/sites/upload_files/mhrd/files/upload document/iits audit.p df](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/iits_audit.pdf)
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Course Title: ECONOMICS OF EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MMED.407**Course Learning Outcomes (CLOs)****Total Hours: 60** After completion of the course the students shall be able to;**CLO1:** Explain the concept and importance of economics of education**CLO2:** Appraise the role of education for economic development.**CLO3:** Analyze the relevance of cost benefit analysis in education**CLO4:** Differentiate between different sources of finance in education**CLO5:** Predict the purpose and consequences of foreign direct investment in education **CLO6:** Analyze the role of higher education in promotion of GDP

Units/Hours	Contents	Mapping with CLOs
Unit I 14 Hours	• Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education, economic growth and human development. • 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 Learning Activities: Group discussion and Seminar	CLO1 CLO2
Unit II 16 Hours	• Economics of Knowledge- Meaning, nature and characteristics, Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, • Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary) Learning Activities: Group discussion on cost benefit analysis	CLO3
Unit III 14 Hours	• 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: Analysis of Micro and Macro aspects of pricing of education through group discussion	CLO4

Unit IV 16 Hours	• Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education	CLO5 CLO6
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	• Foreign Direct Investment in Education: Concept, Purpose and Consequences Learning Activities: Group discussion on the benefits of Foreign Direct Investment in Education	
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Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-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.
- Garg V. P. (1985). The Cost Analysis in higher Education, New Delhi: Metropolitan Book Co. Pvt Ltd.
- Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.
- Majumdar, T. (1983). Investment in Education and social Choice, Cambridge: Cambridge University Press.
- 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. (1987). The Economics of Inequality in Education, New Delhi: Sage publications.
- Tilak J. B. G. (1992). Educational Planning at Grassroots, New Delhi: Ashish publishing House.

Course Title: GUIDANCE, COUNSELLING AND MENTORING

Course Code: MMED.408

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLO) Total Hours: 45 After completion of the course, students will be able to;

CLO1: Illustrate the concepts of guidance and self-development, including self-awareness, self-discovery, self-reliance, self-direction, and self-actualization, with special reference to adolescents.

CLO2: Analyse individual and group guidance practices, counselling types, and techniques to address behavioural, emotional, academic, and social problems among diverse student populations.

CLO3: Apply appropriate guidance, counselling, and mentoring strategies, including digital and AI-enabled platforms, to real-life educational and career-related situations.

CLO4: Evaluate major counselling approaches (directive, non-directive, eclectic, cognitive-behavioural, and humanistic) and professional ethical practices for effective counselling interventions.

CLO5: Design guidance services, orientation programmes, and mentoring frameworks by integrating institutional resources, stakeholder roles, stress management, and global best practices.

Units/Hours	Contents	Mapping with CLOs
UNIT-I 13 hours	Understanding guidance: self-awareness, self-discovery, self-reliance, self-direction, self-actualization. • Individual and group guidance; Personal Guidance especially addressing adolescent issues. • Techniques for Group Guidance : career talks, orientation talks, group discussions, career conferences, career corners. • Behavioral problems in schools:, causes and solutions for underachievement ,bullying, drug abuse, truancy, and dropout • Identification & Guidance for gifted and creative students, socially and economically disadvantaged students, physically, intellectually challenged students and Delinquent students Learning Activities: Prepare and submit a report on discussed concepts.	CLO1, CLO2

UNIT-II 10 hours	• Nature, principles, need for counseling • Types of counseling: Directive, Non-directive and Eclectic counselling • Types of guidance/counseling: educational, vocational, personal, health and social; parental counseling, adolescent counseling, Peer counseling • Digital counseling: Use of AI and virtual platforms in modern counseling practices. • Approaches to counseling: Cognitive-behavioral approach (Albert Ellis - REBT). Humanistic/person-centered counseling (Carl Rogers). • Skills, qualities and Professional ethics of an effective counsellor. Learning Activities: Role-playing sessions to practice active listening and empathy.	CLO2 CLO3
UNIT III 10 hours	• Guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, • Resources required for organizing guidance services • Role of principals, teachers, and guidance committees in developing guidance programs • Stress: nature its causes and consequences and types of coping skills Learning Activities: Prepare an Orientation programmeschedule for the first semester students of our university	CLO2 CLO3

UNIT IV 12 hours	• Understanding the mentor- mentee relationship and parent engagement in mentoring • Teacher as a mentor: roles and responsibilities. • Effective mentoring relationship styles: developmental and instrumental approach • Mentoring practices in higher education and career guidance. • Global best practices: Peer mentoring, reverse mentoring, and cross-cultural mentoring. • Digital tools for mentoring: Platforms, apps, and analytics. Learning Activities: Prepare a model for mentoring at higher education level	CLO4 CLO5
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Transaction Mode

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

Suggested Reading

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.
- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson • Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). *Educational Guidance and Counselling*. Isha Books: New Delhi. • Pratap, N. (2014). *Educational and vocational guidance and counselling*. Random Publications. New Delhi.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Srivastva, S. K. (2011). *Career counselling and Planning*. Atlantic Publishers. New Delhi. • Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.

Suggested Websites

- <http://qu.edu.iq/eduw/wp-content/uploads>
- <https://www.csbsju.edu/psychology/student-resources/issues>
- <http://www.counselling-directory.org.uk>
- www.psychologytoday.com

SEMESTER –II

Course Title: TECHNOLOGY IN EDUCATION Course Code: MMED.516

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs) Total Hours: 60 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 andragogy and Artificial intelligence

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

CLO6. Explore the open educational resources available online and analyze the social, ethical, and legal issues related to technology

Units/Hour s	Contents	Mappi ng with CLOs
Unit I 14 hours	• Educational technology: concept, nature and scope • Phases of teaching and Levels of learning. • Micro-teaching: Concept & applications. - Team Teaching: Concept & applications • Bloom's (Revised) taxonomy of objectives, Learning Activities: Group discussion, Individual presentation and preparation of report	CLO1 CLO2
Unit II 16 hours	• Models of teaching: Families of Teaching model, Elements of Teaching model, 5-E model by Roger Bybee, Classroom teaching model by Robert Glaser, 5-I Model and Inquiry Training Model by Schulman and their classroom applications. • Systems Approach to Instructional Design, Models of Development of Instructional Design:, ADDIE, Dick and Carey model, Panchpadi and their educational implications. • Concepts of Andragogy: Principles and Techniques of Andragogy. Knowles Adult learning theory. • Artificial Intelligence: concept and Applications of Artificial Intelligence in education, Assistive technologies in education. Learning Activities: Preparation of e-learning module on any topic of prescribed syllabus.	CLO3 CLO4

Unit III 14 hours	• Concept of e learning, Cooperative learning, blended learning, Flipped and mobile learning), using technology to connect, collaborate, create and development of critical thinking Use of ICT in Evaluation, Administration and Research: e portfolios, ICT for Research, and Online assessment tools: Concept and Development	CLO5
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	Learning Activities: Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Edmodo, Google Classroom, Padlet and Prezi	
Unit IV 16 hours	• Emerging Trends in e-learning: use of web 2.0 tools for learning, Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning, Ethical Issues in online teaching and learning. • Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing 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.	CLO6

Transaction Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, 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/wp-content/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), 582-599. • 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: TEACHER DEVELOPMENT AND EMPOWERMENT

L			Credits
4	0	0	4

Course Code: MMED.517

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

CLO 1: Contrast the differences between pre-service and in-service teacher education. **CLO 2:** Analyze the functions of Institutions and Agencies of Teacher Education **CLO 3:** Explain recent issues in teacher education

CLO 4: Know the professional ethics of teachers.

CLO 5: Review the research latest trends & developments in teacher education

CLO 6: Understand the Knowledge of Teacher Education

Units/Hours	Contents	Mapping with CLOs
Unit I 16 hours	• Meaning, Nature and Scope of Teacher Education. • Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education. • Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning. Learning Activities: Small Group Seminar and Report Writing	CLO1 CLO2
Unit II 12 hours	• Understanding the Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas. • Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching. • Models of Teacher Education: Behaviouristic, Competency Based and Inquiry Oriented Models. Learning Activities: Debate and Individual Presentation.	CLO3 CLO6
Unit III 16 hours	• Concept, Need, Purpose and Scope of In-service Teacher Education. • Organization and Modes of In-service Teacher Education. • Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC).	CLO3 CLO5

- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com
- www.aiaer.net

Course Title: MEASUREMENT AND EVALUATION**Course Code: MMED.518**

L	T	P	Credits
4	0	0	4

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

CLO1: Analyze contemporary quantitative and qualitative tools used in assessment and evaluation.

CLO2: Explore innovative approaches to measurement, assessment, and feedback systems, including digital and AI-enabled tools.

CLO3: Construct and implement diverse evaluation tools such as rubrics, achievement tests, and portfolios aligned with global standards.

Course Content

Units/Hours	Contents	Mapping with CLOs
UNIT I 14 hours	• Understanding measurement, assessment and evaluation: concept, nature and their roles in education. • Differentiating formative, summative, norm- referenced and criterion-referenced assessment • Scales of measurement: Nominal, Ordinal, Interval and Ratio scales • Taxonomy of instructional objectives: Cognitive, Affective and Psychomotor domains Learning Activities: Prepare a comparative analysis of assessment types.	CLO1 CLO2
UNIT II 16 hours	• 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 and factors influencing reliability measures • Objectivity, Usability and Norms. • Digital innovations in ensuring reliability and validity in assessments. Learning Activities: Different standardized tools are identified and explore the different types of validity and reliability used	CLO1 CLO2

UNIT III 16 hours	• Tools of Evaluation – Validity, Reliability and Standardization of a Tool • Achievement tests: construction and standardization of achievement test • Question bank, and types of questions such as Objective, Short answer and Essay type • Online and hybrid evaluation systems: Adaptive tests and open-book exams. Learning Activity: Design a rubric for project-based learning assessment	CLO2 CLO3
UNIT IV 14 hours	• Grading system: concept, relative and absolute, different scales in grading • Alternative assessment techniques: Reflective diaries, peer evaluations, and self-assessments. • Global practices in assessment: AI-driven grading, on demand assessments, and learning analytics. • Feedback mechanisms: Types, best practices, and integration of digital feedback systems. Learning Activities: Develop a prototype portfolio for assessing higher education students.	CLO2 CLO3

Transaction Mode

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

Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.
- Kottler, J. A., & Shepard, D. S. (2014). *Introduction to Counseling: Voices from the Field*. Cengage Learning.

- 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.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. V., &Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- 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: PH

● **Suggested websites**

- www.adprima.com
- www.tc.columbia.edu
- Edutopia on Assessment

Course Title: EDUCATIONAL STATISTICS

L	T	P	Credits
4	0	0	4

Course Code: MMED.519

Course Learning Outcomes (CLOs) Total Hours: 60 After the completion of the course the 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 10 hours	- Statistics: Concept, parametric and non-parametric data; - Scales of measurement; - Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram Learning Activities: Brain storming, Hands-on-practice, worksheet for conceptual understanding	CLO1
Unit II 14 hours	- 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 Learning Activities: Hands-on-practice, homework, group reflection	CLO2
Unit III 20 hours	- 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; Learning Activities: Hands-on-practice, Brain storming, homework, group reflection	CLO4 CLO3 CLO5

Unit IV 16 Hours	• Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation, • ANCOVA: Concept, computation and interpretation. • Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept, computation and interpretation. The Mann-Whitney U test: assumptions, computation and interpretation. Learning Activities: Hands-on-practice, homework, group reflection	CLO2 CLO4 CLO5
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Transaction Mode:

Group discussion, 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
- 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., & Kahn, J. W. (2006). Research in education. New Delhi: PHI Learning Private limited
- Check, J., & Jurs, S. G. (2009). Research methods in education. Pearson Publications. • Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5th Ed.) Tokyo: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). Educational research an introduction. Pearson Publications.
- Gareett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Comapny, Inc.
- 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.
- 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: Rwa Publisher. • Medhi, J. (2014).

Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.

- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). Statistical research methods- a guide for no statistician. Springer Publications.
- Siegel, S. (1956). Nonparametric statistics for the behavioural sciences. New York: McGraw-Hill.

Discipline Electives (Any one of the following)

Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Course Code: MMED.520

L	T	P	Credits
4	0	0	4

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

CLO1: Trace the historical development of education from pre to post independent period

CLO2: Appraise the Educational provision in Indian constitution and human rights **CLO3:**

Explore the relationship among education, politics and economics and their significance **CLO4:**

Assessthe significance of financial management in higher education including the concept of budgeting

CLO5: Appraise the role of education in human resource development

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	• Development of Education in Ancient India: Vedic, Buddhist, Islamic period • Education in British Period: Review with reference to, Bentick's Proclamation, Lord Curzen's and Sargent Commission. Educational Policy • Education in Post-Independence period: University Education Commission (1948), Indian Education Commission (1964-66). National Policy of Education 1968 and 1986, PoA 1992, NEP-2020 Learning Activities: Role-Play – Gurukul vs. Madrasa	CLO1
Unit II 16hours	• Political Perspective- Educational provision in Indian constitution • Education and human rights Right to Education and Information • Role of State in education under panchayti raj, state government and central government Learning Activities: Constitutional Provisions Poster Creation	CLO2 CLO3

Unit III 14hours	• Approaches to understanding Politics: Behaviorism, Theory of Systems Analysis and Theory of Rational Choice, Education for Political Development and Political Socialization • Democratic Education: Objectives, Education for Democracy in the changing Indian Society, Liberalization, Privatization and Globalization. Learning Activities: Political Development Case Study and Political Socialization Role-Play	CLO3
Unit IV 16hours	• Political Economy: concept, Components of political economy: classical and modern, Factors influencing political economy behavior: interests, ideas and institutions • Concept of Economics of Education:, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Human capital theory, Dynamic relationship of education with the political process. • Education and employment , Education as an investment. Privatization, private initiative, and liberalization in education • Human Resource Development-Concept & Role of education, political and economy system in Human Resource Development Learning Activities: Small Group Discussion: Impacts of Liberalization on Education Access	CLO4 CLO5

Transaction mode

Lecture method, dialogue method, seminars, flipped classroom, role play, interactive quizzes and polls and focus group discussion

Suggested Readings

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Chand, T. (2009). *Development of education system in India*, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Narayan, D. (2005): *Local Governance without Capacity Building: Ten Years of Panchayat Raj*. Economic and Political Weekly, June 25, pp. 2822-32.

- Naik, J. P. (2014). *The education commission and after*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation. •
- Vashishtha, U.C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation

Course title: ANDRAGOGY IN EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MMED.521**Course Learning Outcomes (CLOs) Total Hours: 60**

After completion of the course students will be able to;

CLO 1: characterize the genesis and evolution of andragogy and its basic concepts;

CLO 2: discuss the specifics of the educational needs of adults;

CLO 3: Examine contemporary theories, methods and form of adult education

CLO 4: recognize the educational needs of specific groups of the adults;

CLO 5: Develop a positive and supportive attitude toward solving adult education problems.

CLO 6: Provide guidance in the socio-professional areas of adults

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	• Andragogy: Concepts, Assumptions and Principles • - Adults - life phase, Opportunities, skills and motivation for the development of an adult • Teaching the adults - history of andragogy • Elements of important forms of education in various phases of life Learning Activities: Group discussion, Individual presentation and preparation of report	CLO1 CLO2
Unit II 16hours	• The role and tasks of andragogy in modern education • - Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT) • Human activities in work and beyond it – some important elements supporting better existence of an adult Learning Activities: Preparation and submission of report on the discussed concepts	CLO3 CLO4
Unit III 14hours	• The educational role of adults • Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behavior of an adult Learning Activities: Preparation and submission of report on the discussed concepts	CLO3 CLO5

Unit IV 16hours	• Organization of leisure time for people of working age; development of interests • The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others. Learning Activities: Preparation and submission of report on the theme discussed	CLO5 CLO6
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Transaction mode

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

Suggested readings

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

Course Title: Comparative Education Course Code: MMED.522

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs) Total Hours: 60

At the end of the course the students shall be able to:

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

CLO2: Critically examine the different approaches in comparative education.

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

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 14hours	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. Learning Activities: Reflection on NEP 2020and organize classroom Seminar	CLO1 CLO2
Unit II 16hours	Innovations and changes in education in India and across 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. Learning Activities: Group discussion and seminar	CLO2 CLO3

Unit III 14hours	• Foundation, Preparatory, Middle and Secondary stage and Integrated Teacher Education Programme (ITEP) in Bharat and USA. • Foundation, Preparatory, Middle and Secondary stage and Integrated Teacher Education Programme (ITEP) in India and UK. Learning Activities: Write a report on educational policies of Bharat Vs. USA Vs UK	CLO4
Unit IV 16hours	• Foundation, Preparatory, Middle and Secondary stage and Integrated Teacher Education Programme (ITEP) in Bharat and China. • Foundation, Preparatory, Middle and Secondary stage and Integrated Teacher Education Programme (ITEP) in Bharat and Finland Learning Activities: Write a report on educational policies of Bharat Vs. China Vs Finland	CLO5 CLO6

Transaction Mode

E-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Case based analysis

Suggested Readings

- Alexander & Robin, J. (2001). *Culture and Pedagogy-International Comparisons in Primary Education*: Wiley-Blackwell; UK
- David, B., LeTendre, & Gerald, (2005). *National Differences, Global Similarities: World Culture and the Future of Schooling*. Edition: Publisher: Stanford University Press
- 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.
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- 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. (2000). *Comparing futures or comparing pasts? Comparative*

Education, 36(3), p.333–342.

- Cowen, R. & Kazamias, A. M. (ed.) (2009). *International Handbook of Comparative Education Part One and Two*. London: Springer; New York.
- 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.
- Manzon, M. (2011). *Comparative Education: Springer; The Construction of a Field*. Comparative Education Research Centre, University of Hong Kong.
- Larsen, Marianne, A. (2010). *New thinking in Comparative Education-Honoring Robert Cowen*. Rotterdam; Sense Publishers.

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

L	T	P	Credits
2	0	0	2

Course Code: MMED.506

Course Learning Outcomes Total Hours: 30 After completion of the course students will be able to;

CLO1: Explore the different techniques of classroom management

CLO2: Explain phases of teaching and maxims of teaching

CLO3: Illustrate concept of 5E model in teaching

CLO4: Demonstrate different skills of teaching

CLO5: Analyze different pedagogical skills and assessment techniques

CLO6: Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

Units/Hours	Contents	Mapping with CLOs
UNIT1 7 hours	• Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching • Classroom Management: Meaning, principles, Techniques of classroom management. • Motivation: Meaning, nature and types, Factors affecting motivation. Learning Activities: Preparation and submission of report on the discussed concepts	CLO 1 CLO 2 CLO3
UNIT II 8 hours	• Engagement: Concept, types and techniques of engaging the learners • Exploration: Concept and need, techniques of exploration in the class • Explanation Skill: Techniques of an effective explanation • Elaboration skill • Evaluation as a skill: Classroom evaluation techniques, performance of learner and teacher, Questioning skill: Types of questions, framing and asking a good question Learning Activities: Practice the techniques of teaching and assessment	CLO 4 CLO 5
UNIT III 7 hours	• Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process. • Flipped and Blended learning	CLO 6

	• Web based teaching and learning, social networking sites, Virtual Laboratories and Digital Libraries. Learning Activities: Explore various online learning sites and also use them	
UNIT IV 8 hours	• Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching • Integrated Approach to Evaluation Grading system, meaning and types, mechanism of grading system, Problems of grading system, Interpretation of Grades • Continuous assessment, portfolio assessment, question bank • Choice Based Credit System Learning Activities: Analyze one's own Marksheet	CLO 5 CLO 6

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.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested Websites

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

Value added Courses for other Departments

L	T	P	Credits
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Course Code: MMED.511

Course Learning Outcomes (CLOs) Total Hours: 30

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

CLO1: To explain the foundational concepts and sources of Indian Knowledge Systems. **CLO2:** To analyse the scientific and mathematical contributions of ancient India. **CLO3:** To know the educational and philosophical traditions of India. **CLO4:** To assess the relevance and integration of IKS in modern education.

Units/Hours	Contents	Mapping with CLOs
Unit I 8 hours	Foundations of Indian Knowledge Systems • Definition and scope of IKS • Sources: Vedas, Upanishads, Puranas, Smritis, and Sutras • Oral and textual traditions (Shruti and Smriti) • Interconnectedness of knowledge (Darshanas: Nyaya, Vaisheshika, etc.) Learning Activities: Divide students into two groups to debate the significance of oral (Shruti) vs. written (Smriti) traditions in preserving IKS.	CLO1
Unit II 8 hours	Scientific and Mathematical Traditions • Ayurveda and Yoga as holistic sciences • Indian Mathematics: Zero, decimal system, and Aryabhata's contributions • Astronomy and astrology in ancient India (Surya Siddhanta) • Metallurgy, architecture (Vastu Shastra), and environmental wisdom Learning Activities: Students create posters or models showcasing one ancient Indian contribution (e.g., Ayurveda, Surya Siddhanta, or the decimal system).	CLO2

UnitIII 7 hours	Unit 3: Educational and Philosophical Traditions • Gurukul system and pedagogical methods • Role of Sanskrit and other classical languages • Buddhist and Jain educational systems (Nalanda, Vikramshila) • Bhakti and Sufi traditions in knowledge dissemination • Learning Activities: Role-play a day in a Gurukul: Students assume roles of guru/shishya, using Sanskrit slokas or Buddhist meditation techniques.	CLO3
UnitIV 7 hours	Unit 4: IKS in Contemporary Education • National Education Policy (NEP) 2020 and IKS integration • Revival of traditional arts, crafts, and medicine • Challenges in mainstreaming IKS (colonial legacy, modernization) • Case studies: Successful models of IKS-based education Learning Activities: In groups, students design a 1-page proposal to integrate IKS into their college (e.g., adding Yoga/Vedic math to curricula).	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.

SEMESTER-III

Course Title: CURRICULUM, DESIGN AND DEVELOPMENT

Course Code: MMED.535

L	T	P	Credits
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	• Curriculum: Concept and Principles of curriculum development • Foundations of Curriculum Development • Curriculum Design: Sources, Components, Types • Process of Curriculum development: formulation of graduate attributes, programme learning outcomes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. • Curriculum mapping with: course learning outcomes, programme learning outcomes and vision, mission of the institution Learning Activities: Individual activities on elements necessary for local, national, regional and global specific curriculum	CLO1
Unit II 15 hours	• Role of National Level Statutory Bodies – UGC, NCERT and NCTE in Curriculum Development • Designing local, national, regional and global specific curriculum. • Interdisciplinary, Cross disciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum Learning Activities: Preparation and submission of report on the discussed concepts	CLO3 & 4

Unit III 15 hours	Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Tyler Model, John Goodlad's Model, Constructivist Model. Non Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model Learning Activities: Preparation and submission of report on the discussed concepts	CLO 2 & 3
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Unit IV 15 hours	- 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. Learning Activities: Preparation and submission of report by evaluating a curriculum and preparing an analytical report on the curriculum of any one Indian University.	CLO5
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Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, 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.
- Beane, J.A. Topfer, Jr. C.F, Alessi, Jr. S.J. (1986): *Curriculum Planning and Development*, London: Allyn and Bacon, INC.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Dewal, O.S. (2004): *National Curriculum, in J.S.Rajput (Ed.). Encyclopedia of Education*, New Delhi: NCERT
- Guy, J and Small, I. (2010): *The Nature of Disciplinary Knowledge*, Cambridge University Press.
- Johnson, M. (1967): *Definitions and Models in Curriculum Theory, Educational Theory*
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- 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

Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING

L	T	P	Credits
4	0	0	4

Course Code: MMED.536

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

CLO1: Explain and differentiate between the concepts of mental health, mental hygiene, mental health literacy.

CLO2: Analyze the prerequisites of health, fitness and wellbeing and factors affecting it

CLO3: Examine the risk factors, and preventive measures of ailments associated with sedentary lifestyle and malnutrition

CLO4: Practice various Yoga Asana

CLO5: Examine the benefits of Yoga for growing children, students and women.

Course Contents

Units/Hours	Contents	Mapping with CLOs
Unit I 16 hours	• Mental Health and Mental Hygiene: Concept, Principles and Objectives; Factors affecting mental health; Mental health issues among students and teachers- Depression, Anxiety, Frustration and, Suicide ideation and suicide. • Diagnostic and Statistical Manual of Mental Disorders (DSM-V), International Classification of Diseases (ICD-11) • Role of teachers in the identification of Mental health disorders among students • Management of disturbed behaviour among students and teachers: Coping strategies and Building Resilience; Mental Health Literacy Learning Activities: Group discussion, Individual presentation and preparation of report.	CLO1

Unit II 16 Hours	• Concept and prerequisites of Health Fitness and Wellbeing. • Causal factors influencing Positive Health, Well-Being. Positive Psychology: Meaning and Strategies for enhancing Happiness • Ailments associated with sedentary lifestyle: Hypertension, Diabetes, Cardio-Vascular Diseases, Obesity, Malnutrition, and Spinal Problems. Active vs sedentary lifestyle of students and teachers. Health Literacy, Digital Health Literacy • Nutrition: Macronutrients, Micronutrients and a balanced diet. Learning Activities: Group Discussion/Seminar: strategies and techniques, asking and contributing opinions in GD/Seminar	CLO 2 CLO3
Unit III 14hours	• Yoga: Genesis, Concept & Objectives; Forms of Yoga, Benefits of Yoga for students and teachers, • Process of Asthang Yoga and its components: Yam, Niyam, Aasan, Pranayam, Pratyahar, Dharana, Dhyan, Samaadhi. • Methods of Teaching Yoga; Qualification and Qualities of a Yoga Teacher. Learning Activities: Perform yoga and develop AV clip. Spread the awareness about yoga into local community/ institution through NukkadNatak, Mukhota, Poster, Slogans, • Visual and Performing arts, etc.	CLO4
Unit IV 14 hours	• Yoga necessary for growing children: for muscular strengthening, for toning, for young girls and women • Concept and benefits of Meditation for mental health • Incorporation of Yoga within the modern lifestyle of students and teachers Learning Activities: Group discussion and Debates, Individual presentation, arguments and preparation of report.	CLO 5

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

• Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I. • Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc. • Capuzzi, D., & Gross,

- D. R. (1975). *Introduction to counseling*. London: Allynand Bacon. • Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
 - Crow, L. D., Crow, &Aline. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
 - Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
 - Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
 - Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
 - Sinha, A.K., &Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.

Course Title: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Course Code: MMED.537

L	T	P	Credits
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 concept and importance of administration, management and leadership at various levels of education

CLO2: Describe managerial functions of Educational Administrator

CLO3: Design appropriate personnel management strategies for the recruitment and retention of staff.

CLO4: Analyze the recent trends and challenges in human resource management. **CLO5:** Develop institutional policies and practices consistent with emerging trends in higher education

CLO6: Critically examine the defects in the present leadership system.

Units/Hours	Contents	Mapping with CLOs
Unit I 15 hours	• Educational management: meaning, nature. principles and scope. • Functions of Educational management: Planning, organizing, staffing, controlling and directing, Challenges for an educational administrator, role and skills of teachers in educational management. • Concept of Quality and Quantity in Education: International perspective, Evolution of Quality: Quality Assurance, Total Quality Management and SWOT analysis. Learning Activities: Prepare a SWOT analysis report of any educational institution.	CLO1 CLO2

Unit II 15 hours	• Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy. • Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager. • Theories of Management: Classical Perspective, Scientific Management, Administrative Management, Bureaucratic Management and their implications for Education. Learning Activities: Book reviews of Corporate Chanakya by Radhakrishnan Pillai. Out of the Crisis by Edward Deming.	CLO3 CLO4
Unit III 15 hours	• Concept of Quality and Quantity in Education: Indian perspective: Management theory of C.K.Prahalad • Human Relations Approach to Administration, Meeting the Psychological needs of employees. Systems approach and specific trends in Educational Administration such as (a)	CLO5

	decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration. Six Sigma approach. Current trends and changing environment in India. Learning Activities: Write a report on emerging trends in human resource management in India.	
UnitIV 15 hours	• Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational and Transactional • Models of Leadership: Trait Theory, Kurt Lewin's model Reddin's 3-D model, Mc. Gregor X and Y model and Hersey Blanchard model. • Styles of Leadership Learning Activities: Role playing activity for demonstration of different styles of leadership.	CLO6

Transaction Mode

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

Suggested Readings

- Boal, K. B. (2004) *Strategic Leadership*. In G. R. Goethals, J. M. Burns, & G. J. Sorenson (Eds.). *Encyclopedia of Leadership* (pp1497-1504). Thousand Oaks CA: Sage.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and Leadership* (4th Ed). San Francisco, CA: Jossey-Bass.
- Covey, S. (1992). *Principle-centered leadership*. NY: Fireside.
- Craigs, M.W. (1995). *Dynamics of Leadership*. Bombay. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management* (11th Ed.). Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Guntur, H.M. (2001). *Leader and leadership in education*. New Delhi: Sage publishing Pvt. Ltd.
- Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Kochar, S. K. (1994). *Secondary School Administration*. Jalandhar: Jalandhar University Publications
- Northouse, P. G. (2010). *Leadership. Theory and Practice*. (5th Ed). New Delhi: Sage Publications India Pvt. Ltd.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley (India) Pvt. Ltd: New Delhi
- Spears, L. (1998). *Insights on leadership*. NY: John Wiley and Sons.

Course Title: DISSERTATION-I
Course Code: MMED.599-1

L	T	P	Credits
0	0	8	4

Learning Outcomes Total Hours: 120 The students will make use of different databases to write reviews and identify the gaps in research. It will be helping them in framing research topics along with formulation of Objectives, Hypothesis and Research questions and also writing a suitable design and approaches for their research. They will be capable of identifying appropriate tools for their study or construct appropriate tools and also write the reference in APA format. Finally they will submit and present their research proposal.

EVALUATION

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid term evaluation) dissertation report, presentation, final viva voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Suggested Readings

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). *Basic research methods: an entry to social science research*. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.

Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.

- 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. •

- Sharma, J.N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.

- Sharma, S.R (2008). *Methods of educational research*. New Delhi: Anmol Publications. •

- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.

- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested websites

- www.education.com

- www.academia.edu

- www.okstate.edu

- www.aect.org

- www.oxfordbibliographies.com

- www.academia.edu

- www.southalabama.edu

DISCIPLINE ELECTIVES (Any two of the following)

Course title: ENTREPRENEURSHIP IN EDUCATION

L	T	P	Credits
4	0	0	4

Course code: MMED.538

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

CLO1.Demonstrate entrepreneurial behavior, skills and attitudes and build motivation towards an entrepreneurial lifestyle and occupation

CLO2. interpret the life-world of the entrepreneur and comprehend the theoretical background of Academic and Educational Entrepreneurship:

CLO3.grasp the key generic entrepreneurship competencies in practice and apply the process of setting up an organization

CLO4.Holistically develop and manage sustainable entrepreneurial organization and develop the relationships they need to have with key stakeholders.

CLO5. Elaborate the relevance and future perspectives of Entrepreneurship in Education

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	• Concept understanding on Entrepreneurship, Need for Entrepreneurship, Differences between Entrepreneurship and Management. • Teacher Entrepreneur: Meaning, Need and concept and characteristics • Role of Entrepreneurs in relation to Enterprise align with NEP 2020. Learning Activities: Preparation of Case study of Successful entrepreneurs.	CLO1
Unit II 16hours	• Entrepreneurship in Education: Terminology of entrepreneurship in education, Wide and narrow views on entrepreneurship • Meaning of Edupreneur, Key Skills for Successful Edupreneur, How can you become an Edupreneur? Difference between traditional teacher and Edupreneur. • Theories Related to Academic and Educational Entrepreneurship: Classical theories of entrepreneurship and their educational Implications (Innovation theory, Risk bearing theory); Modern theories of entrepreneurship and their educational Implications (Resource-based theory, social network theory) Learning Activities: • Write a Term Paper: - How can you become an Edupreneur?. Prepare success story of any Indian edupreneur.	CLO2

Unit III 14hours	• Progression Model for Entrepreneurial Education; • Active, process-based, project centric, collaborative • Experiential and multidisciplinary approach in entrepreneurial education • The process of Entrepreneurship Development • Entrepreneurial Values and Attitudes. Learning Activities: Visiting two educational institutions for comparing the type of educational entrepreneurship.	CLO4
Unit IV 16hours	• Entrepreneurial Competencies: Entrepreneurial Traits, Skills, Abilities, the Entrepreneurial Mindset, Creativity and Innovation in Entrepreneurship. • Forms of enterprises • Social Entrepreneurship, Characteristics of Social Entrepreneurs. • Generation of Business Ideas in Education and Teaching. Learning Activities: Prepare a proposal for start-up of any entrepreneur venture.	CLO3 CLO5

Transaction Mode

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

Suggested Readings

- Aggarwal, A. (2013). Scope of Entrepreneurship development in India • Bagley, C. E., & Dauchy, C. E. (2017). The Entrepreneur's Guide to Business Law (5th ed.). Cengage Learning.
- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.
- Bamford C.E (2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.
- Catmull, E., & Wallace, A. (2014). Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration. Random House.
- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education. Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.
- Christensen, C. M. (2016). The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail (Reprint ed.). Harvard Business Review Press.
- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi. • Drucker, P. F. (2014). Innovation and Entrepreneurship: Practice and Principles. HarperBusiness.
- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education.
- Eklund, M.A. &Wanzenried,G. (2022). Theories Related to Academic and Educational Entrepreneurship, Springer.

- Erkkilä, K. 2000. Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland, Abingdon, Taylor & Francis.
 - European Commission (2008). Entrepreneurship in higher education, especially within non business studies. Brussels: Final Report of the Expert Group. Retrieved on February 2, 2015 from http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/entr_highed_en.pdf
- Hess, F. (2006). Educational Entrepreneurship: Realities, Challenges, Possibilities. Harvard Education Press.
- Kuratko, D. F. (2019). Entrepreneurship: Theory, Process, and Practice (11th ed.). Cengage Learning.
- Minniti, M. & Bygrave, W. 2001. A Dynamic Model of Entrepreneurial Learning. Entrepreneurship Theory And Practice, 25, 5-16

Web sources

<https://core.ac.uk/download/pdf/32226717.pdf>

Course Title: Inclusive Education

Course Code: MMED.539

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs) Total Hours: 60 After the

completion of the course the students will be able to;

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

CLO2: Identify diverse needs of the learners on the basis of their geographical, gender, disabilities and Substance Abuse align with SDGs

CLO3: Critically analyze the various suggestions and provisions given by Legal Acts on diversities learners/ disabilities

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 14 Hours	Inclusion and Diversities • Inclusive Education: Historical Perspective, Definitions, Principles and Barriers • Understanding Diversities, Protection and Prevention: Geographical, Disabilities, Underachievers and Gifted learners • Children in Vulnerable Situations: Orphans, Migrants/Displaced and Substance Abuse Learning Activities: Sensitization/ awareness of the community in the context of inclusivity, equity and rehabilitation by executing Nukkad Natak/Rallies/Poster Making/ Slogan etc.	CLO 1 CLO 2
UNIT II 16 Hours	Legal Acts and Provisions • International provisions: International Classification of Functioning (ICF), DSM (V), UNCRPD and SDGs • Constitutional Provisions for Children with additional needs in the Indian context. • Right to Education Act, 2009, RCI Act, 1992 and RPwDs Act, 2016. • National Education Policy, 2020	CLO 3

	Learning Activities: Dialogue with a person with disability/diverse needs on schemes and benefits concerning above mentioned acts and provisions.	
UNIT III 16 Hours	Educational Provisions • Understanding the components of Individualized Education Plan (IEP) • Adaptation, Accommodation and Universal Design of Learning (UDL) for diverse learners • Resource Room and co-curricular activities • Multi-Sensory approach based 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 OR Development of IEP	CLO 4
UNIT IV 14 Hours	Collaboration and Transition • Understanding the role of Parents-Teachers Meeting (PTM) in the context of Students with Special Needs/ Diversity • 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 Teaching, Self-Learning, Hands on Experience, 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. (Ed.). (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 Rao, L (2007). *Perspective on Special Education*. Neelkamal Publication: Hyderabad.
- Jha, J and D. Jhingran (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.

- Julie Alan (2010). *The sociology of disability and the struggle for inclusive education*. *British Journal of Sociology of Education*. Vol. 31, No. 5, The Sociology of Disability and Education (September 2010), pp. 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.
- Bika S.L. (2017). *CAI on Adaptive Behaviour for Students with Intellectual Disability*. Global Books Organization and Publication: New Delhi
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- MithuAlur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*. New Delhi, Viva Books Ltd.
- Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*. London: David Fulton Publishers.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage Publication: New Delhi.
- Panda, K.C (1997). *Education of Exceptional Children*, New Delhi: Vikas Publication and Distribution.
- Peterson, M., &Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Reynolds, R. Seckil&ZenzenFlentcherAllain (2000). *Encyclopedia of Special Education: A Reference for the Education of the Handicapped other Exceptional Children's & Adults*, Canada-USA.
- Thousand, J., Villa, R., &Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.
- Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School, Association for Supervision and Curriculum Development*. ASCD, Alexandria.
- Werts, M.G. etal. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.

Webliography

<https://give.do/discover/news/ngos-redefining-inclusion-education-for-children-with-special-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.sj-abstract.citing.articles.59>

<https://www.jstor.org/stable/1170626?seq=1>

<https://pmc.ncbi.nlm.nih.gov/articles/PMC3893941/>

Course title: EDUCATION AND GLOBAL SOCIETY**Course Code: MMED.540**

L	T	P	Credit
4	0	0	4

Course Learning Outcomes (CLOs) Total Hours: 60 After

completion of the course students will be able to;

CLO1: Recall and explain the key concept of globalization, global society, and the role of education in addressing global challenges.**CLO2:** Apply theoretical concepts of global education policies to real-world educational systems and practices.**CLO3:** Interpret the significance of global citizenship and sustainability in education.**CLO4:** Evaluate the effectiveness of global education frameworks, such as those promoted by UNESCO, in addressing issues like equity, access, and sustainability.**CLO5:** Analyze the impact of globalization, technological advancements, and social inequality on education systems globally.

Units/Hours	Contents	Mapping with CLOs
Unit I 14 Hours	• Concept and meaning of Global Society and Globalization. • Impact of globalization on education. • The interplay between education and social change in a global context. • The role of education in shaping cultural identities and promoting cultural diversity. Learning Activities: Group Discussion on Global Education Trends	CLO1 CLO2
Unit II 16hours	• Globalization and its impact on national education systems. • The rise of international assessments (PISA, TIMSS) and their implications for national education policies.	

	• Role of International Organizations (UNESCO, OECD, World Bank) in shaping global education policies. • Global Citizenship and its importance in education. • Learning Activities: Case Study Analysis on PISA or TIMMS results of 10 year for any country	CLO3 CLO4
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Unit III 14hours	• Education for sustainability: Understanding environmental, social, and economic sustainability in the global context. • Human Rights Education & Peace Education - role in global society. • Role of education in promoting social justice, equity, and inclusive education. • The impact of migration and refugees on global education. Learning Activities: Preparation and submission of report on the discussed concepts	CLO4 CLO6 CLO3
Unit IV 16hours	• Role of technology in global education (e.g., e-learning, MOOCs, mobile learning). • Impact of social media and digital platforms on education and learning, Technological innovations in pedagogy and learning. • The role of Artificial Intelligence and Big Data in shaping future education. • Impact of global pandemics (e.g., COVID-19) on education systems and global society. • Preparing students for the globalized workforce: Skills for the future. Learning Activities: Paper presentation on the use of any one of technological tool.	CLO3 CLO4 CLO6 CLO5

Transaction Mode

Seminar presentation, Multimedia Resources, Case study analysis, Group discussion, Team teaching, Focused group discussion, Assignments

Suggested Readings

- Anderson, C. (2012). *Makers: The new industrial revolution*. Crown Business.
- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. University of Minnesota Press.
- Ball, S. J. (2007). *Education markets, choice, and social class: The selected works of Stephen J. Ball*. Routledge.
- Foskett, N., & Hemsley-Brown, J. (2008). *Globalisation, education and the market*. Routledge.
- Lingard, B., & Ozga, J. (2007). *The global education race: Taking the measure of PISA and international testing*. Routledge.
- Lingard, B., & Sellar, S. (2014). *The global education race*. Routledge.
- Merryfield, M. M. (2000). The global education movement: A long-term perspective. • *International Review of Education*, 46(1), 25–45.
- Robertson, R. (1992). *Globalization: Social theory and global culture*. Sage Publications.
- Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.

- Toh, D., & McGrath, S. (2015). *Global citizenship and education*. Routledge. •
- Wadhwa, V. (2017). *The driver in the driverless car: How our technology choices will create the future*. PublicAffairs.
- The United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015).
- *Education for sustainable development goals: Learning objectives*. UNESCO. • OECD.
- (2018). *The future of education and skills: Education 2030*. OECD Publishing.

SEMESTER-IV

Course Title: FIELD INTERNSHIP

Code: MMED.597

Total Hours: 160

L	T	P	Credits
0	0	8	4

Course Learning Outcomes (CLO)

After completion of the course students will be able to;

CLO1: Critically analyse the administrative activities of teacher education

institutions. **CLO2:** Discuss the process of curriculum designing and development.

CLO3: Explain evaluation of training processes in in-service centres

CLO4: Assess the outcomes of training programs

CLO5: Formulate action research proposal

CLO6: Practice innovative teaching techniques and evaluation in teacher education institutions

The internship shall be conducted at the beginning of semester-IV and will continue for four weeks or least 28 working days/160 hours. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to secondary teacher education programmes. 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 two weeks.
- After the simulated practice on different activities the interns will go to the field i.e. any secondary 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 10 days under the supervision of their mentors as will be decided by the internship coordinator with the approval of the HoD.
- The last four days will be devoted towards presentation of the internship reports followed by viva-voce.

Mode of Evaluation

- The evaluation will be conducted out of 100 marks
- The distribution of marks are as follows;
 - 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

A three member's examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce.

Course Title: Dissertation-II
Course Code: MMED.599-2

L	T	P	Credits
0	0	24	12

Course Learning Outcomes

After completion of the course the students will be able to; • Conduct research independently on educational problems.

- Develop analytical and logical thinking in the process of conducting research.
- Apply the implications of educational research in generating new knowledge

Evaluation:

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid term evaluation) dissertation report, presentation, final viva voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the Department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Course Title: e-Content Development (PRACTICAL)

Course Code: MMED.561

L	T	P	Credits
0	0	8	4

Course Learning Outcomes (CLO) Total Hours: 120

After completion of the course students will be able to:

CLO1 develop e-contents

CLO2 Review different books and journals

CLO3 Write academic papers

CLO4 Assess own writing and its publication

CLO5 Categorize different journals using indexing and impact factor

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): This quadrant contains supplementary material of the topic of the module in different forms like other related reading materials, source of further reading (such as books, articles etc.) and links to websites dealing with the topic etc.

Quadrant-IV (Self- Assessment /Evaluation):

Content Writer should provide minimum 10-15 questions for each module in Multiple Choice Questions with Answer or True & False Statements.