

CENTRAL UNIVERSITY OF PUNJAB



M.Ed.

Batch 2024

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 and identify the linkage between education and national development.
- It focuses on integrating information and communication technology to teaching and learning transaction and critically analyze various issues, concerns and perspectives of Education

Course Structure of M.Ed. Programme

Semester –I						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 506	Learner and Learning	Core	4	0	0	4
MED 508	Philosophical and Sociological Bases of Education	Core	4	0	0	4
MED 509	Research Methodology in Education	Compulsory Foundation	4	0	0	4
MED 552	Communication Skills	Core	3	0	0	3
MED 553	Communication Skills (Practicum)	Skill based	0	0	2	1
Elective (Any one of the following)						
MED 516	System and Policies of Higher Education	Discipline Elective	4	0	0	4
MED 517	Economics of Education	Discipline Elective	4	0	0	4
MED 519	Guidance, Counseling and Mentoring	Discipline Elective	4	0	0	4
Individualized Education plan(IEP)						
XXXX	Individualized Education plan(IEP)	Non-Credit	0	2	0	0
Total			19	2	04	20
Semester-II						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 533	Educational Technology	Core	4	0	0	4

MED 571	Teacher Development and Empowerment	Core	4	0	0	4
MED 555	Measurement and Evaluation	Core	4	0	0	4
MED 524	Educational Statistics	Compulsory Foundation	4	0	0	4
MED 526	Academic Writing (Practical)	Skill based	0	0	4	2
Discipline Elective (Any one of following)						
MED 521	History and Political Economy of Education	Discipline Elective	4	0	0	4
MED 535	Andragogy in Education	Discipline Elective	4	0	0	4
MED 536	Comparative Education	Discipline Elective	4	0	0	4
Inter-disciplinary Courses						
	Students of other departments will opt IDC	IDC	2	0	0	2
Inter-disciplinary courses(for students of other departments)						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MED 514	Issues and Concerns in Education	IDC	2	0	0	2
MED531	Assessment and Learning	IDC	2	0	0	2
Individualized Education plan(IEP)						
XXXX	Individualized Education Plan(IEP)	Non-Credit	0	2	0	0
	Total		22	2	04	24
Semester –III						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 551	Curriculum Design and Development	Core	4	0	0	4
MED 556	Mental Health, Yoga and Physical Wellbeing	Core	4	0	0	4
MED 572	Educational Administration, Management and Leadership	Core	4	0	0	4
MED 525	Dissertation-I	Skill based	0	0	8	4
Discipline Elective (Any one of the following)						
MED 560	Entrepreneurship in Education	Discipline Elective	4	0	0	4
MED 576	Inclusive Education	Discipline Elective	4	0	0	4
MED 515	Education and Global society	Discipline Elective	4	0	0	4
MED 565	Indian Knowledge System	Discipline Elective	4	0	0	4
Value Added Course						

	Students of Department will opt VAC from other department	VAC	2	0	0	2
VAC for other departments (Any one of following)						
MAE 504	Peace and Value Education	VAC	2	0	0	2
MAE 505	Physical and Mental Well being	VAC	2	0	0	2
Individualized Education plan(IEP)						
XXXX	Individualized Education plan(IEP)	Non-Credit	0	2	0	0
	Total		18	2	8	22
Semester –IV						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 591	Field Internship	Skill Based	0	0	16	8
MED 600	Dissertation-II	Skill Based	0	0	24	12
MED 580	e-content development	Skill Based	0	0	8	4
Total			0	0	48	24
Grand Total			59	6	64	90

*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 Foundation Courses	Elective, and Compulsory		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: **MED.506**

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: Use motivational techniques in the classroom

CLO4: Apply 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	<ul style="list-style-type: none"> Educational Psychology: Concept, meaning and scope. Methods of study in psychology- observation, case/study and Experimental method Major schools and their contribution to Psychology - Structuralism, Functionalism, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive and their educational implications. 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 and Erickson's theory of psychosocial development. <p>Learning Activities: Group discussion and Individual presentation</p>	CLO1 CLO5
UNIT II 14 hours	<ul style="list-style-type: none"> Theories of learning: Bruner, Bandura and Gagne and their classroom implications. Motivation in teaching-learning process: Creating and maintaining conducive learning environment. Theories of Motivation and their educational implications. <p>Learning Activities: Group discussion and Individual presentation</p>	CLO3, CLO4 CLO5
UNIT III 16 hours	<ul style="list-style-type: none"> 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. <p>Learning Activities: Administration, scoring and interpretation of any two verbal, non-verbal and performance intelligence test.</p>	CLO1 CLO2 CLO4

	Conducting a case study for identification of characteristics of Creative children among the peer group.	
UNIT IV 14 hours	<ul style="list-style-type: none"> • Personality: Role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to theories of Freud, Carl Rogers, Gordon Allport and their implications for learners. • Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms and conflict management <p>Learning Activities: Preparing a report on the Adjustment problems among hostellers from your peer group.</p>	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: MED.508

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

CLO3: Identify different sociological theories in educational context

CLO4: Appraise the sociological thoughts of modern sociologists and their implication

CLO5: Critique current problems and issues of education in the social context

CLO6: Develop an awareness of social diversity and inequality and their impact on educational processes

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Contribution of Indian Schools of Philosophy: <i>Saddarshan</i> (Nyaya, Vaisheshik, Samkhya, Yoga, Purva Mimansa and Uttar Mimansa or Vedanta) with special reference to Objectives, Curriculum, Methods of Teaching and Role of Teacher. • Hinduism, Buddhism, Jainism, Sikhism and Islamic Philosophy and their Contributions to the Education System. <p>Learning Activities: Group discussion and Seminar</p>	CLO1 CLO3
Unit II 16 hours	<ul style="list-style-type: none"> • Contribution of Western Schools of Thoughts: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their contribution to Education with special reference to information, knowledge and wisdom. • Critical Understanding of Knowledge and Wisdom, Skill, Teaching, Training, Instruction, Reason and Belief 	CLO2

	Learning Activities: Individual presentation and panel discussion	
Unit III 16 Hours	<ul style="list-style-type: none"> Approaches to Sociology of Education: Structural Functionalism, Conflict Theory and Symbolic Interaction. Concept and Types of Social Institutions and their Functions (Family, School and Society). Concept of Social Movements, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory. Learning Activities: Dialogue on different concepts	CLO4 CLO5
Unit IV 16 Hours	<ul style="list-style-type: none"> Contribution of Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Guru Nanak Dev ji, Paulo Freire, and Savitribai Phule with reference to the development of educational thought for social change. Learning Activities: Group discussion and Seminar	CLO6

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 METHODOLOGY IN EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MED.509

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 hypothesis and developing research proposal

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

CLO4: Compare different quantitative, qualitative and mixed research paradigms

CLO5: Reflect upon the ethics of research and Publication.

Units/Hours	Contents	Mapping with CLOs
Unit I 14 Hours	<ul style="list-style-type: none"> • Educational Research: Meaning, nature and scope, Scientific method and variables, Types of research on the basis of nature, method and purpose, Paradigms of research: Positivist and Non-Positivist • 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 <p>Learning Activities: Group discussion and Seminar, Conduct of reviews</p>	CLO1 CLO2
Unit II 16 Hours	<ul style="list-style-type: none"> • 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 • Tools of quantitative research: Questionnaire, attitude Scale, inventory and tests: Concept, types, principles of test construction and standardization procedure • Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, observation, focus group discussions, documents, photographs, anecdotes, field diary <p>Learning Activities: Preparation of tools</p>	CLO3
Unit III 18 Hours	<ul style="list-style-type: none"> • Quantitative designs of research: Survey, Correlational, Causal-comparative, Experimental • Qualitative designs of research: Case study, Narrative study, Grounded theory, Ethnography • Mixed designs of research <p>Learning Activities: Group discussion of applicability of different designs</p>	CLO4
Unit IV 12 Hours	<ul style="list-style-type: none"> • Interdisciplinary research, multidisciplinary research, trans-disciplinary research, Linkage of research with community and industry • Plagiarism and Publication ethics • Referencing style as per APA Manual 7th edition • Preparation of research proposal and procedure of writing of research a report <p>Learning Activities: Hands on experience on plagiarism checking</p>	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.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- 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

L	T	P	Credits
3	0	0	3

Course code: MED.552

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 takes 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	<ul style="list-style-type: none"> • Conceptualizing the process and elements of effective communication, Types of Communication: Interpersonal vis-à-vis Intrapersonal, Verbal vis-à-vis Non-Verbal, Formal vis-à-vis In-formal. • Official Communication Channels: Upward, Downward, Horizontal and Diagonal, Effective dealing of Grapevine communication. • Barriers of communication, Measures to overcome the barriers of communication <p>Learning Activities: Group discussion, Individual presentation, debates and preparation, anchoring and report writing.</p>	CLO1 CLO2
Unit II 14 ours	<ul style="list-style-type: none"> • Listening Skills: Listening process; measures to improve listening. Active Listening Vis-à-vis Empathetic Listening • Speaking Skills: Face-to-face meetings, responding to good and bad news, making a request, persuading, Oral presentations- • Reading Skills: Read and respond to - public notices, exam displays, time-table, dictionary and job advertisements. • 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 <p>Learning Activities: Hands own experience through workshop mode, Role modeling, Individual presentation and anchoring, performing arts, share your talent.</p>	CLO3 CLO6
Unit III 10 Hours	<ul style="list-style-type: none"> • Employment Letters and Applications: Cover letter for job application, Composing the Curriculum-Viète. • Job Interview: The interviewing process, Types of interviews and their formats, Sample questions commonly asked during an interview • Developing interview file and portfolio for employment and academic purposes. <p>Learning Activities: Group Discussion/workshop and contributing opinions in debates and presentation.</p>	CLO4 CLO 5
Unit IV 10 Hours	<ul style="list-style-type: none"> • Official Communication: memo, notice and circular • Meetings: Conducting meetings, selecting participants, developing agendas, opening meetings, establishing ground rules for meetings, time management • Technical Reports: types and formats, Technical Proposals 	CLO5 CLO6

	Learning Activities: Group Discussion/Seminar, stage performance, anchoring, share your talent in group performance.	
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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)

L	T	P	Credits
0	0	2	1

Course Code: MED.553

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Speaking Skills: Mock Exercises for Interview for job/employment, Conducting and participating in mock meetings, Interacting orally in academic, professional and social situations Presentation of technical reports using audio-visual aids 	CLO2
Unit III 8 hours	<ul style="list-style-type: none"> 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
Unit IV 8hours	<ul style="list-style-type: none"> 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**

L	T	P	Credits
4	0	0	4

Course Code: MED.516

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students shall be able to;

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

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

CLO3: Understand and analyze different higher education policies

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

Units/Hours	Contents	Mapping with CLOs
Unit I 16 Hours	<ul style="list-style-type: none"> • Higher Education: concept, scope and structure of higher education system in India. • Challenges and opportunities of higher education in India • Policy planning: Concept, factors influencing policy planning • Policy Formulation Process: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles. <p>Learning Activities: Group discussion and Seminar</p>	CLO1
Unit II 14 Hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Group discussion and seminar</p>	CLO2
Unit III 14 Hours	<ul style="list-style-type: none"> • Different higher education policies: University education commission (1948-49), Kothari education (1964-66), National Policy on Education (1968), National Policy on Education (1986), National Education Policy (2020) • Higher education policies on teacher training: PMMMNMTT and role of Teaching learning centres and HRDCs, National Credit Framework for Teacher Education <p>Learning Activities: Analysis through group discussion on different policies</p>	CLO3
Unit IV 16 Hours	<ul style="list-style-type: none"> • Issues of student mobility, curriculum, and quality of academic programme • Emphasis on Digital higher education, ICT initiatives- SWAYAM (MOOC), 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), 	CLO4

	<p>IMPRESS (Impactful Policy Research in Social Sciences), STRIDE (Scheme for Trans-disciplinary Research for India's Developing Economy), UAY (UchcharAvishkarYogana), FAST (Training and Research in Frontier Areas).</p> <p>Learning Activities: Group discussion on the benefits of different digital and research initiatives</p>	
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Transaction Mode

Seminar, e-team teaching, e-tutoring, 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.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.
- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup& Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested Websites

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

Course Title: ECONOMICS OF EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MED.517

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	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Group discussion and Seminar</p>	CLO1 CLO2
Unit II 16 Hours	<ul style="list-style-type: none"> • Economics of Knowledge- Meaning, nature and characteristics, Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, • Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary) <p>Learning Activities: Group discussion on cost benefit analysis</p>	CLO3
Unit III 14 Hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Analysis of Micro and Macro aspects of pricing of education through group discussion</p>	CLO4
Unit IV 16 Hours	<ul style="list-style-type: none"> • Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education 	CLO5 CLO6

	<ul style="list-style-type: none"> Foreign Direct Investment in Education: Concept, Purpose and Consequences <p>Learning Activities: Group discussion on the benefits of Foreign Direct Investment in Education</p>	
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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

L	T	P	Credits
4	0	0	4

Course Code: MED.519

Course Learning Outcomes (CLO)

Total Hours: 60

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

CLO1: Examine the various purpose of guidance

CLO2: Identify situations where individual and group guidance techniques can be used

CLO3: Apply various types of guidance in different situations

CLO4: Analyze the importance of various types of guidance and counseling

CLO5: Develop skills for initiating guidance and counseling cell in secondary schools and Coping skill

CLO6: Examine the application of mentoring in schools

Units/Hours	Contents	Mapping with CLOs
UNIT-I 16 hours	<ul style="list-style-type: none"> • Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization. • Individual and group guidance; Personal Guidance with special emphasis on problems of adolescents. • Group guidance techniques: career talk, orientation talk, group discussion, career conference, career corner. • Nature and causes of behavioral problems among underachieving students, School discipline problems, 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 <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO1, CLO2, CLO3
UNIT-II 14 hours	<ul style="list-style-type: none"> • Counselling: Nature, Principles, Need, Types of counseling: Directive, Non-directive and Eclectic counselling • Types of guidance/counseling: educational, vocational, personal, health and social; parental counseling, adolescent counseling, counseling of girls, Peer counseling • Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers; Theories of Counselling: Behaviouristic, Rational, Emotive and Reality • Skills, qualities and Professional ethics of an effective counsellor. <p>Learning Activities: Identify various case studies where different areas of counseling are addressed</p>	CLO4 CLO5 CLO6
UNIT III 16 hours	<ul style="list-style-type: none"> • Guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of Principal and teachers in guidance programs. • School guidance committee: constitution, roles and functions of placement services. • Role of teachers and other personnel in the construction of guidance based curriculum. • Stress: nature its causes and consequences and types of coping skills. <p>Learning Activities: Prepare an Orientation programme schedule for the first semester students of our university</p>	CLO4 CLO5

UNIT IV 14 hours	<ul style="list-style-type: none"> • Mentoring: mentor- mentee Relationship, Parent Engagement in mentoring • Teacher as a mentor • Effective Mentoring Relationship Styles: Developmental and Instrumental Approach • Effective Mentoring Styles in Higher Educational Institutions and Career Guidance <p>Learning Activities: Prepare a model for mentoring at higher education level</p>	CLO6
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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 Readings

- 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.
- Johnson, D. W., & Johnson, R. T. (1994). *Learning together*. Connecticut: Greenwood Press.
- Jothiet. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- 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://www.counselling-directory.org.uk>
- www.psychologytoday.com
- <http://qu.edu.iq/eduw/wp-content/uploads>
- <https://www.csbsju.edu/psychology/student-resources/issues>

SEMESTER –II

Course Title: EDUCATIONAL TECHNOLOGY

L	T	P	Credits
4	0	0	4

Course Code: MED.533

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/Hours	Contents	Mapping with CLOs
Unit I 14 hours	<ul style="list-style-type: none"> • Educational technology: concept, nature and scope • Phases of teaching and Levels of learning. • Micro-teaching & Team Teaching: Concept & applications. • Overview of Behaviorist, Cognitive and Constructivist Theories and their implications to Instructional Design: Skinner, Piaget and Vygotsky. <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1 CLO2
Unit II 16hours	<ul style="list-style-type: none"> • Models of teaching: Families of Teaching model, Elements of Teaching model, 5-E model by Roger Bybee, Classroom teaching model by Robert Glaser, Jurisprudential Model and Inquiry Training Model by Schumann and their classroom applications. • Systems Approach to Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey model 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. <p>Learning Activities: Preparation of e-learning modules on any topic of prescribed syllabus.</p>	CLO3 CLO4
Unit III 14 hours	<ul style="list-style-type: none"> • Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Cooperative learning, blended learning, Flipped and mobile learning), using technology to connect, collaborate, create and development of critical thinking 	CLO5

	<ul style="list-style-type: none"> Integration of ICT in the process of teaching and learning, Use of Search engines and technologies related to communication tools, data analysis tools and their educational implications <p>Learning Activities: Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Edmodo, Google Classroom, Padlet and Prezi</p>	
<p>Unit IV 16 hours</p>	<ul style="list-style-type: none"> Emerging Trends in e-learning: use of web 2.0 tools for learning, Open Education Resources and 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 Use of ICT in Evaluation, Administration and Research: e-portfolios, ICT for Research, Online Repositories and Online assessment tools: Concept and Development <p>Learning Activities: Design a blog and e- portfolio for effective sharing of information and communication of ideas. Students will be checking their assignments and term paper by using plagiarism software.</p>	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	T	P	Credits
4	0	0	4

Course Code: MED.571

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	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Small Group Seminar and Report Writing</p>	<p>CLO1</p> <p>CLO2</p>
Unit II 12 hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Debate and Individual Presentation.</p>	<p>CLO3</p> <p>CLO6</p>

Unit III 16 hours	<ul style="list-style-type: none"> • 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). • Preliminary Consideration in Planning in-service Teacher Education Programme (Purpose, Duration, Resources and Budget). <p>Learning Activities: Assignment cum Presentation and Report Writing.</p>	CLO3 CLO5
Unit IV 16 hours	<ul style="list-style-type: none"> • Concept of Profession and Professionalism, Teaching as a Profession. • Professional Ethics of Teachers, Personal and Contextual Factors affecting Teacher Development, ICT Integration. • Quality Enhancement for Professionalization of Teacher Education, Innovations in Teacher Education. <p>Learning Activities: Brainstorming, Small Group Seminar and Report Writing.</p>	CLO3 CLO4

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1973). Landmarks in the history of modern Indian education. New Delhi: APH Publishing Corporation
- Aggarwal, J. C., & Aggarwal, S. P. (1992). Educational planning in India. New Delhi: APH Publishing Corporation
- Anuradha. A. G. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education*, 7(1), 1045–1064.
- Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
- Beck, G, & Murphy, J. (1998). Site-based management and school success: untangling the variables. *School Effectiveness and School Improvement*, 9(4), 358–385.
- Chattopadhyaya, D. P. (1985). The Teacher and society: Report of national Commission on teachers I 1983-85. Govt. of India, New Delhi.
- MHRD (1986). National Policy on Education – 1986, GOI, New Delhi
- MHRD (1995). The Teacher and society, Chattopadhyaya Committee Report , MHRD, GOI
- Mishra, L. (2013). Teacher education: Issues and innovation. New Delhi: Atlantic Publications.
- Mukherjee, S.N. (Ed.) (1968). Education of teachers in India (Vols. 1&2). New Delhi
- Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.

- NCTE (2009). National curriculum framework for teacher education towards preparing professional and humane teacher. New Delhi: NCTE.
- **Suggested Websites**
- www.education.indiana.edu
- 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

L	T	P	Credits
4	0	0	4

Course Code: MED.555

Course Learning Outcomes (CLOs) Total Hours: 60

After completion of the course students will be able to;

- CLO1:** Examine the various quantitative and qualitative tools used in assessment
- CLO2:** Analyze the relationship between Measurement, Assessment and Evaluation
- CLO3:** Examine the different paradigms in assessment
- CLO4:** Identify the characteristics of a good tool
- CLO5:** Explore the usage of online, on-demand, open book examination
- CLO6:** Construct an achievement test, rubric and design a portfolio

Course Content

Units/Hours	Contents	Mapping with CLOs
UNIT I 14 hours	<ul style="list-style-type: none"> • Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences. • Norm-referenced and criterion-referenced measurement, formative and summative assessment; and their application • Scales of measurement: Nominal, Ordinal, Interval and Ratio scales • Taxonomy of instructional objectives: Cognitive, Affective and Psychomotor <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO1 CLO2 CLO3

UNIT II 16 hours	<ul style="list-style-type: none"> • Validity: concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity • Reliability: concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method and factors influencing reliability measures • Objectivity, Usability and Norms. <p>Learning Activities: Different standardized tools are identified and explore the different types of validity and reliability used</p>	CLO4
UNIT III 16 hours	<ul style="list-style-type: none"> • Tools of Evaluation – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation; Observation, Interview and Projective Techniques • Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test • Question bank, and types of questions such as Objective, Short answer and Essay type <p>Learning Activities: Construct an achievement test</p>	CLO6
UNIT IV 14 hours	<ul style="list-style-type: none"> • Classroom assessment techniques, CCE • Grading system: concept, relative and absolute, different scales in grading • Measurement of performance through alternative assessment tools and techniques such as Rubrics, Portfolios and Reflective Diaries • Feedback Devices: Meaning, Types • Systemic Reform in examination: online, on-demand, open book examination <p>Learning Activities: Preparation and submission of different types of tools</p>	CLO5, CLO6

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
- 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.
- 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

Course Title: EDUCATIONAL STATISTICS

L	T	P	Credits
4	0	0	4

Course Code: MED.524

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	<ul style="list-style-type: none"> • Statistics: Concept, parametric and non-parametric data; • Scales of measurement; • Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram <p>Learning Activities: Brain storming, Hands-on-practice, worksheet for conceptual understanding</p>	CLO1

Unit II 14 hours	<ul style="list-style-type: none"> • Measures of Central Tendency: Concept, computation and interpretation; • Measures of variability: Concept, computation and interpretation; • Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2
Unit III 20 hours	<ul style="list-style-type: none"> • Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated). • Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation; Regression: assumptions, computation and interpretation. <p>Learning Activities: Hands-on-practice, Brain storming, homework, group reflection</p>	CLO4 CLO3 CLO5
Unit IV 16 Hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2 CLO4 CLO5

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

Course Title: ACADEMIC WRITING (PRACTICAL)

Course Code: MED.526

L	T	P	Credits
0	0	4	2

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students will be able to;

CLO1: Interpret the type and importance of academic writing

CLO2: Review different books and journals

CLO3: Assess own writing and its publication

CLO4: Categorize different journals using indexing and impact factor

Units/Hours	Contents	Mapping with CLOs
Unit I 60 Hours	<ul style="list-style-type: none"> • Academic Writing-Meaning and types of academic writing, Challenges in Academic Writing • Review of books and articles • Publication Process-Journals – submission, review, revision, Books – manuscript presentation, review, editing, Acceptance for Publication: revision, editing, proofing, and printing • Citation, Indexing, Impact Factor, Web of Science, SCOPUS and other indexing agencies/Consortium for Academic and Research Ethics (CARE) Google Scholar, Research Gate, H-Index, I-10 Index. • Referencing Style <p>Learning Activities: Brain storming, Hands-on-practice, presentation, report writing</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO5</p> <p>CLO2</p> <p>CLO4</p> <p>CLO5</p> <p>CLO2</p>

Criteria for Continuous Assessment (Total Marks 50)

- Writing a review of literature- 20 marks
- Book Review-20 marks
- Writing of references- 10 marks.

Criteria for Term End Assessment (Total Marks 50)

- Conduct of Practical- 30 marks
- Viva-voce- 20 marks

Suggested Readings

- Bailey, S. (2018). *Academic Writing: A Handbook for International Students (5e)*. UK: Routledge.
- 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.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F. N. (1986). *Foundations of behavioural 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.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Web Resources

- <https://www.routledge.com/Academic-Writing-A-Handbook-for-International-Students/Bailey/p/book/9781138048744>
- www.education.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.southalabama.edu

Discipline Electives (Any one of the following)

Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MED.521

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students shall be able to;

CLO1: Explain the historical development of education during pre and post independent period

CLO2: Analyze the role of education for economic and political development of the country

CLO3: Explore the relationship among education, politics and economics and their significance

CLO4: Assess the 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	<ul style="list-style-type: none"> • Development of Education in Ancient India: Vedic, Buddhist, Islamic period • Education in British Period: Review with reference to Macaulay’s Minutes, Woods Dispatch, and Sargent Commission. • Education in Post-Independence period: University Education Commission (1948), Indian Education 	CLO1

	Commission (1964-66). National Policy of Education 1968 and 1986, NEP-2020 Learning Activities: Group discussion and Seminar	
Unit II 16hours	<ul style="list-style-type: none"> Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation Policy Formulation Process: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles. Learning Activities: Group discussion and seminar	CLO2 CLO3
Unit III 14hours	<ul style="list-style-type: none"> 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: Analysis through group discussion on different approaches	CLO3
Unit IV 16hours	<ul style="list-style-type: none"> Political Economy: concept, Components of political economy: classical and modern, Factors influencing political economy behavior: interests, ideas and institutions Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting Human Resource Development-Concept & Role of education, political and economy system in Human Resource Development Learning Activities: Group discussion on cost benefit analysis	CLO4 CLO5

Transaction mode

Lecture method, dialogue method, seminars and focus group discussion

Suggested Readings

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- 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.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- 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.
- 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.
- 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: MED.535

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: characterize contemporary theories, methods and form of adult education

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

CLO 5: develop positive attitudes to the problems of adult education;

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

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1 CLO2
Unit II	<ul style="list-style-type: none"> • The role and tasks of andragogy in modern education 	CLO3

16hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO4
Unit III 14hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 CLO5
Unit IV 16hours	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO5 CLO6

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

L	T	P	Credits
4	0	0	4

Course Code: MED.536

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

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

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

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

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	<ul style="list-style-type: none"> • Comparative Education- nature, need, scope and importance • History and development of comparative education • Approaches of comparative education-Historical, Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach. • The Factors determining the education system of a country. <p>Learning Activities: Group discussion and Seminar</p>	CLO1 CLO2
Unit II 16hours	<ul style="list-style-type: none"> • Innovations and changes in education in India and across the Globe • Macro-Micro levels of Comparison • Schooling in the Government (public) schools: insights from PROBE and ASER • Influence of international actors and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES(World Council of Comparative Education Societies), CIES (Comparative and International Education Society) etc. on educational policy in general. <p>Learning Activities: Group discussion and seminar</p>	CLO2 CLO3
Unit III 14hours	<p>Primary, Secondary/Higher Secondary and Teacher Education India and USA.</p> <ul style="list-style-type: none"> • Primary Education in India and USA • Secondary Education in India and USA • Higher Secondary Education in India and USA • Teacher Education in India and USA <p>Primary, Secondary/Higher Secondary and Teacher Education India and UK.</p> <ul style="list-style-type: none"> • Primary Education in India and UK • Secondary Education in India and UK • Higher Secondary Education in India and UK 	CLO4

	<ul style="list-style-type: none"> • Teacher Education in India and UK <p>Learning Activities: Analysis through group discussion on educational system of different countries</p>	
Unit IV 16hours	<p>Primary, Secondary/Higher Secondary and Teacher Education India and China.</p> <ul style="list-style-type: none"> • Primary Education in India and China • Secondary Education in India and China • Higher Secondary Education in India and China • Teacher Education in India and China <p>Primary, Secondary/Higher Secondary and Teacher Education India and Finland</p> <ul style="list-style-type: none"> • Primary Education in India and Finland • Secondary Education in India and Finland • Higher Secondary Education in India and Finland • Teacher Education in India and Finland <p>Learning Activities: Group discussion on educational system of different countries</p>	CLO5 CLO6

Transaction Mode

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.
- Bray, M., Adamson, B. & Mason, M. (Eds.) (2007). *Comparative Education Research. Approaches and Methods*. Hong Kong: Springer.
- Bray,M.&Adamson,B. & Mason, M.(ed.)(2007). *Comparative Education Research- Approaches and Methods*.Springer;Comparative Education Research Centre, University of Hongkong.
- Choube&Choube, (1986). *Tulnaatmakshikshakaadhyayan*:Vikas Publishing House,Agra (in Hindi).
- Cowen, R. &Kazamias, A.M. (eds.) (2009). *International Handbook of Comparative Education*. Part Two. London: Springer.

- Cowen, R. (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 11thCongress 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

Course Code: MED.513

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

L	T	P	Credits
2	0	0	2

Units/Hours	Contents	Mapping with CLOs
UNIT1 7 hours	<ul style="list-style-type: none"> • 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. 	CLO1 CLO2 CLO3

	<ul style="list-style-type: none"> • Motivation: Meaning, nature and types, Factors affecting motivation. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	
UNIT II 8 hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Practice the techniques of teaching and assessment</p>	CLO4 CLO5
UNIT III 7 hours	<ul style="list-style-type: none"> • Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process. • Flipped and Blended learning • Web based teaching and learning, social networking sites, Virtual Laboratories and Digital Libraries. <p>Learning Activities: Explore various online learning sites and also use them</p>	CLO6
UNIT IV 8 hours	<ul style="list-style-type: none"> • 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 <p>Learning Activities: Analyze one's own Marksheet</p>	CLO7 CLO8

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
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

Course Title: ISSUES AND CONCERNS IN EDUCATION

L	T	P	Credits
2	0	0	2

Course Code: MED.514

Course Learning Outcomes (CLOs)

Total Hours: 30

After completion of the course students will be able to;

CLO1: Describe the current status of education at all levels

CLO2: Explore emerging challenges and issues related to access, enrolment, and retention

CLO3: Explain principle of equity in ensuring quality education

CLO4: Analyze the educational provisions for socially disadvantaged groups with relation to habitation, gender and caste

CLO5: Review policies and programs of education at all levels of education

Units/Hours	Contents	Mapping with CLOs
Unit I 7 Hours	<ul style="list-style-type: none"> • Educational Development in India: Achievement in the educational Expansion and development in Post-Independence Period • Emerging Challenges and Issues in current Educational System in terms of Access, Equity and 	CLO1

	<p>Quality of Education at all the levels of Education with reference to gender, regional and disadvantaged groups</p> <ul style="list-style-type: none"> • Policy perspectives in Education in pre and post reform period and its implications <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO5
Unit II 8 Hours	<ul style="list-style-type: none"> • Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population • Issues of school dropout, retention, school attendance and disparities in enrolment and achievement across different social groups <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2
Unit III 7 Hours	<ul style="list-style-type: none"> • Current status of Secondary Education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India • Systemic factors influencing the quality and equity in secondary education • SAMAGRA SHIKSYA Initiatives of Government, issues of implementation and success of this programme <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 CLO4
Unit IV 8 Hours	<ul style="list-style-type: none"> • Current status of Higher Education in terms of Access, equity and Quality. Present practices, trends and issues in Higher education of India • State Efforts for the expansion of Higher Education Role of UGC, NAAC in Higher education. Initiatives of the Government, NGOs and Self Help Groups in Expansion of higher education • Policy perspectives in Higher education RUSA its objectives and implementation <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO3 CLO4

Transaction mode

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

Suggested Readings

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Kidwai, A. R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Books Pvt. LTD.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested links

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RM_SA_3.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RM_SA_3.pdf
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>
- https://samagra.education.gov.in/docs/samagra_shiksha.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Course Title: ASSESSMENT AND LEARNING

L	T	P	Credits
2	0	0	2

Course Code: MED531

Course Learning Outcomes(CLOs)

Total Hours: 30

After completion of the course students will be able to;

CLO1: Define technical terms related to Measurement, Assessment and Evaluation

CLO2: Identify various cognitive, affective and psychomotor learning outcomes

CLO3: Differentiate between formative and summative evaluation, self-assessment and peer assessment

CLO4: Explore the usage of online, e-assessment, open book examination

CLO5: Explore the usage of rubrics, portfolio and reflective diary in assessment

CLO6: Analyze the tools and techniques of measurement, evaluation and assessment

Course Content

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none"> • Concept of measurement, assessment and evaluation • Assessment of cognitive, affective and psychomotor learning • Assessment of learning, Assessment for learning, Assessment as learning, Assessment in learning. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2 CLO3
UNIT II 8 hours	<ul style="list-style-type: none"> • Qualitative and quantitative methods of classroom evaluation • Formative and summative evaluation • Self-assessment and peer assessment • Continuous and Comprehensive Evaluation <p>Learning Activities: Analyze the various assessment followed in their respective discipline</p>	CLO5 CLO6
UNIT III 7 hours	<ul style="list-style-type: none"> • Purpose of reporting • Test items types: essay, short answer and objective • Diagnostic test- its uses <p>Learning Activities: Prepare test items of different types and levels</p>	CLO10
UNIT IV 8 hours	<ul style="list-style-type: none"> • Use of test, check list, interview schedule, rating scale • Use of Rubrics, Portfolios and reflective diaries • Web Resources for Effective evaluation of Teaching & Learning Processes, • Online Test, E- Assessment, Open book examination <p>Learning Activities: Construct some of the assessment tools mentioned</p>	CLO1, CLO4

Transaction Mode

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

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.

- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- 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.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., &Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of Inida.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI.

SEMESTER-III

Course Title: CURRICULUM, DESIGN AND DEVELOPMENT

L	T	P	Credits
4	0	0	4

Course Code: MED.551

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

CLO6: Develop skills to evaluate different types of curriculum

Units/Hours	Contents	Mapping with CLOs
Unit I 15 hours	<ul style="list-style-type: none"> • Curriculum: Concept and Principles of curriculum development • Foundations of Curriculum Development:Philosophical, Psychological and Social • Components of curriculum design, Sources of Curriculum design,Conceptual framework of curriculum design, Dimensions 	CLO1

	<p>of curriculum design. Types of curriculum design: Subject centered, learner centered, experience centered, problem centered and core curriculum.</p> <p>Learning Activities: Individual activities on elements necessary for local, national, regional and global specific curriculum</p>	
<p>Unit II 15 hours</p>	<ul style="list-style-type: none"> • Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. Curriculum mapping with course learning outcomes and mapping of outcomes. • Role of National Level Statutory Bodies – UGC and NCTE in Curriculum Development • Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation • Interdisciplinary, Crossdisciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	<p>CLO3 & 4</p>
<p>Unit III 15 hours</p>	<ul style="list-style-type: none"> • Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn’s Naturalistic Model, Weinstein and Fantini Model <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	<p>CLO 2 & 3</p>
<p>Unit IV 15 hours</p>	<ul style="list-style-type: none"> • Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. CIPP models of Curriculum Evaluation • Curriculum Change: Meaning, types and factors, Curriculum feedback process: Students, Alumnis, Parents and Employers; Analysis of curriculum feedback and its reflection in curriculum development process, Role of stakeholders in curriculum change • Scope of research in curriculum. <p>Learning Activities: Preparation and submission of report by evaluating a curriculum and preparing an analytical report on the curriculum of any one Indian University.</p>	<p>CLO5</p>

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: MED.556

Course Learning Outcomes(CLOs)

Total Hours: 60

After completion of the course students shall be able to;

CLO1: Understand the concept of mental health, defense mechanisms and management of disturbed behavior.

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

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

CLO4: Practice yoga in life and methods of teaching yoga

CLO5: Examine the benefits of Yoga

Course Contents

Units/Hours	Contents	Mapping with CLOs
Unit I 16 hours	• Mental Health and Mental Hygiene: Concept, Principles and Objectives; Factors affecting mental	CLO1

	<p>health; Mental health issues among students and teachers- Anxiety, Frustration and Conflict, Suicide ideation and suicide.</p> <ul style="list-style-type: none"> Identifying ego defence mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humour, Acceptance, and Anticipation. Management of disturbed behaviour among students and teachers: Coping strategies and Building Resilience <p>Learning Activities: Group discussion, Individual presentation and preparation of report.</p>	
Unit II 16 Hours	<ul style="list-style-type: none"> Concept and prerequisites of Health Fitness and Wellbeing. Causal factors influencing Positive Health, Well-Being. Increasing Happiness among students and teachers, PERMA model. 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. Dealing with effects on lifestyle associated with COVID-19 post-pandemic situation. Nutrition: Macronutrients, Micronutrients and a balanced diet. <p>Learning Activities: Group Discussion/Seminar: strategies and techniques, asking and contributing opinions in GD/Seminar</p>	CLO 2 CLO3
Unit III 14hours	<ul style="list-style-type: none"> 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. <p>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.</p>	CLO4
Unit IV 14 hours	<ul style="list-style-type: none"> 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 	CLO 5

	Learning Activities: Group discussion and Debates, Individual presentation, arguments and preparation of report.	
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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, &Alinec. (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

L	T	P	Credits
4	0	0	4

Course Code: MED.572

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 Critically 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
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<p>Unit I 15 hours</p>	<ul style="list-style-type: none"> • 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: Indian and International perspective, Evolution of Quality: Quality Assurance, Total Quality Management and SWOT analysis. <p>Learning Activities: Prepare a SWOT analysis report of any educational institution.</p>	<p>CLO1</p> <p>CLO2</p>
<p>Unit II 15 hours</p>	<ul style="list-style-type: none"> • 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. <p>Learning Activities: Book reviews of Corporate Chanakya by Radhakrishnan Pillai. Out of the Crisis by Edward Deming.</p>	<p>CLO3</p> <p>CLO4</p>
<p>Unit III 15 hours</p>	<ul style="list-style-type: none"> • Concept of Quality and Quantity in Education: Indian and • Human Relations Approach to Administration, Meeting the Psychological needs of employees. Systems approach and specific trends in Educational Administration such as (a) decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration Current trends and changing environment in India. <p>Learning Activities: Write a report on emerging trends in human resource management in India.</p>	<p>CLO5</p>
<p>Unit IV 15 hours</p>	<ul style="list-style-type: none"> • Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational and Transactional • Models of Leadership: Trait Theory, Leader Member Exchange Theory, Reddin's 3-D model, Mc. Gregor X and Y model and Fielder's Contingency model. • Styles of Leadership <p>Learning Activities: Role playing activity for demonstration of different styles of leadership.</p>	<p>CLO6</p>

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*. (5thEd). 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

L	T	P	Credits
0	0	8	4

Course Code: M.Ed. 525

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)

L	T	P	Credits
4	0	0	4

Course title: ENTREPRENEURSHIP IN EDUCATION

Course code: MED.560

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. feel the life-world of the entrepreneur and understand key entrepreneurial values

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	<ul style="list-style-type: none"> • Concept of Entrepreneurship, Need for Entrepreneurship, Differences between Entrepreneurship and Management. • Role of Entrepreneurs in relation to Enterprise. • Teacher Entrepreneur: Meaning, Need and concept and characteristics <p>Learning Activities: Preparation of Case study of Successful entrepreneurs.</p>	CLO1 CLO2
Unit II 16hours	<ul style="list-style-type: none"> • Entrepreneurship in Education: Terminology of entrepreneurship in education, Wide and narrow views on entrepreneurship • Meaning of Edupreneur, How can you become an Edupreneur? Difference between traditional teacher and Edupreneur. • Key Skills for Successful Edupreneur. <p>Learning Activities: Group Discussion and Individual Presentation</p>	CLO3

Unit III 14hours	<ul style="list-style-type: none"> • The process of Entrepreneurship Development • Entrepreneurial Competencies. • Entrepreneurial Values and Attitudes. • Forms of enterprises. <p>Learning Activities: Visiting two educational institutions for comparing the type of educational entrepreneurship.</p>	CLO4
Unit IV 16hours	<ul style="list-style-type: none"> • Entrepreneurial Characteristics: Entrepreneurial Traits, Skills, Abilities, The Entrepreneurial Mindset, Creativity and Innovation in Entrepreneurship. • Social Entrepreneurship, Characteristics of Social Entrepreneurs. • Generation of Business Ideas in Education and Teaching. <p>Learning Activities: Prepare a proposal for start-up of any entrepreneur venture.</p>	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
- Balasubramanian, A. (September 5, 2012). Entrepreneurship Education. The Hindu. Retrieved from [http:// www. thehindu.com/todayspaper/](http://www.thehindu.com/todayspaper/)
- CBSE Central Board of Secondary Education.(2001). Update Compendium of CBSE Circulars. New Delhi. CBSE. Retrieved from <http://cbse.nic.in/Compendium.pdf>
- 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
- Erkkilä, K. 2000. Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland, Abingdon, Taylor & Francis.
- 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

L	T	P	Credits
4	0	0	4

Course Code: MED.576

Course Learning Outcome (CLOs)

Total Hours: 60

After completion of the course learner shall be able to;

CLO1: Understanding children with diverse needs with regard to multiple discourses.

CLO2: Develop awareness of learner towards inclusive education and its practices.

CLO3: Analyze the various suggestions given by contemporary commissions on inclusive education

CLO4: Understand different strategies for curriculum adaptation, accommodation and their significance.

CLO5: Examine various behavioral and therapeutics interventions and develop insight into various modes of its management.

Course Content

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	<ul style="list-style-type: none">• Concept of diversities and misconceptions, ICD-10, DSM (Latest) and census on disability in India.• Historical perspective and legislation to promote inclusion such as; Salamanca Declaration and Framework, 1994; RPwD Act, 2016; UNCRPD 2006.• Inclusive Education- definition, principal, models and barriers to inclusion. <p>Learning Activities: Reflections on Educational Provisions for promotion of inclusive education & Critical review on any one policy document on diverse group for inclusive development.</p>	CLO1 CLO3
Unit II 16hours	<ul style="list-style-type: none">• Conceptual understanding and Classification of Disabilities based on ICF (International Classification of Functioning) model.• Understanding various characteristics, causes and prevention of different disabilities, giftedness, underachievement and other diverse needs.• Reflections on educational possibilities and accessibility for various diverse needs for inclusive development. <p>Learning Activities: Group Discussion/Seminar: strategies and techniques, asking and contributing opinions in GD/Seminar</p>	CLO1 CLO2
Unit III 14hours	<ul style="list-style-type: none">• Conceptual understanding on Universal Design of Learning (UDL).	CLO4

	<ul style="list-style-type: none"> Adaptation and accommodations & importance: - Specifics for diverse needs and gifted children. Collaborations: Models of collaboration, working with Parents. <p>Learning Activities: Spread the awareness on disabilities (Divyangjan) into the community with respect to NukkadNatak, Mukhota, Poster, Slogans, Visual and Performing arts, etc.</p>	
Unit IV 16 Hours	<ul style="list-style-type: none"> Interventions- Educational, Behavioral and Therapeutic- its application in Inclusion. Multi-Sensory approaches - Montessori methods, VAKT method, Computer Assisted Instruction (CAI), Accessibility, Augmentative and Alternative Communication Development of Individualized Educational Programme (IEP) <p>Learning Activities: Group discussion, Individual presentation and preparation of report on inclusive and equitable measures at any one educational institution.</p>	CLO5

Transaction Mode

Lecture, Seminar, observation, workshop, e-team teaching, blended learning, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning and collaborative learning.

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
- BikaS.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.

Course title: EDUCATION AND GLOBAL SOCIETY

L	T	P	Credit
4	0	0	4

Course Code: MED.515

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students will be able to;

CLO 1: Explain the concept of knowledge and process of acquiring knowledge

CLO 2: Analyze the nature of Education as a discipline with interdisciplinary base

CLO 3: Analyze the interrelationship between different kinds of knowledge and the approaches for knowledge development

CLO 4: Relate the nature of teaching and learning with the role of teachers and learners in the creation of knowledge

Transaction Mode

Seminar presentation, Group discussion, Team-teaching, Focused group discussion, Assignments

Suggested Readings

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

Course Title: INDIAN KNOWLEDGE SYSTEM

L	T	P	Credit
4	0	0	4

Course Code: MED. 565

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Analyze the concept and sources of Indian Knowledge System

CLO2: Examine the contributions of Purushartha in one's life

CLO3: Examine critically the purpose of knowledge and ancient Indian pedagogies

CLO4: Reflect upon the concept, types and sources of values and their application in their life

Units/Hours	Contents	Mapping with CLOs
Unit I 14hours	<ul style="list-style-type: none"> Indian Knowledge System: Concept, Origin, Sources and their implications on education. Preservation of culture, tradition and Dharma through education. <p>Learning Activities: Group Discussion and Individual Presentation</p>	CLO1
Unit II 15 ours	<ul style="list-style-type: none"> Integration of Indian Knowledge System at different levels of education, Panchakoshas for holistic development: Annamaya Kosha (physical body), Pranamaya Kosha (Vital being), Manomaya Kosha (Mental), Vignanamaya Kosha (Wisdom) and Anandamaya Kosha (Bliss) Purushartha and its implications on education and society <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2
Unit III 14 Hours	<ul style="list-style-type: none"> The Purpose of Knowledge in India: Para Vidya and Apra Vidya. Ancient Indian Pedagogical System: Sravan, Manana, Nidhidhyasana etc. Ancient Indian Gurus in educational and social transformations <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3
Unit IV 16 Hours	<ul style="list-style-type: none"> Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence Sources of Values: Culture, Religion, Constitution Indian knowledge system in practice: Yoga, Meditation <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO4

Transaction Mode

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

Suggested Readings

- Chand, J. (2009). Value Education, Anshah Publishing House, Delhi
- Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.

- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- Pant, D. & Gulati, S. (2010). *Ways to Peace*. New Delhi: National Council of Educational Research and Training.
- Patteti, A.P. &Thamaraasseri, I. (2015) *Education and Human Value*. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling
- Wardak, S. (2014) *Peace Education- a Resource Book for Teacher Education Students*

Value added Courses for other Departments

Course Title: PEACE AND VALUE EDUCATION

L	T	P	Credits
2	0	0	2

Course Code: MAE.504

Course learning outcomes

Total Hours: 30

After completing this course the students will be able to;

CLO1: Analyze the role of society in actualizing the peace

CLO2: Understand meaning of peace its importance in life

CLO3: Evaluate the need and process of value education

CLO4: Realize the significance of values education for quality life

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none"> • Peace Concepts and Concerns: Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels. <p>Learning Activities: Group Discussion, Individual Presentation and Preparation of Report.</p>	CLO1
UNIT II 8 hours	<ul style="list-style-type: none"> • An Approach to Education for Peace: Stage-Specific Approach, Teachers as Peacebuilders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions. • Frontiers of Education for Peace: Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement. • Some Critical Issues of Peace Education <p>Learning Activities:</p>	CLO2

	Group discussion and Individual presentation.	
UNIT III 7 hours	<ul style="list-style-type: none"> • Values: Meaning, Determinants of Values, Classification of Values, Sources of Values, Hierarchy of Values. • Erosion of Values: Meaning and Causes of Value Erosion. <p>Learning Activities: Group Discussion and Individual Presentation.</p>	CLO3
UNIT IV 8 hours	<ul style="list-style-type: none"> • Value Education: Meaning, needs, objectives of value-based education; • Agencies of Value Education: Family, Society, Educational Institutions and Religion. • Approaches and Activities for Value Education. <p>Learning Activities: Group Discussion and Individual Presentation.</p>	CLO4

Transaction mode

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

Suggested Readings

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

- Sustac, Z., & Claudiu I. (2001) *Alternative Ways of Solving Conflicts (ADR)*. New Delhi: Promila and Co. Publishers.
- Wardak, S. (2014) *Peace Education- a Resource Book for Teacher Education Students*

Course Title: PHYSICAL AND MENTAL WELLBEING

L	T	P	Credits
2	0	0	2

Course Code: MAE.505

Total Hours: 30

Course Learning Outcomes (CLOs)

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

CLO1-Explain mental health and its dynamics

CLO2-Assess components of wellbeing in various domains

CLO3-Analyze the importance of good physical health

CLO5- Practice different yoga asana for maintaining healthy life style

Units/Hours	Contents	Mapping with CLOs
Unit I 8 hours	<ul style="list-style-type: none"> • Mental Health/Hygiene: Concept and Objectives • Factors effecting Mental Health <p>Learning Activities: Preparing a concept note on indicators of good mental health</p>	CLO1 CLO2
Unit II 8 hours	<ul style="list-style-type: none"> • Physical Wellbeing: concept and issues related to Health, Fitness and Ageing • Characteristic of physically healthy behavior; Exercise and Nutrition <p>Learning Activities: Prepare a chart on the components of Balanced diet including carbohydrates, vitamins, fats and proteins along with their calorific values</p>	CLO3
Unit III 7 hours	<ul style="list-style-type: none"> • Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience • Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness <p>Learning Activities: Discussion among peer group as per above topics</p>	CLO4
Unit IV 7 hours	<ul style="list-style-type: none"> • Yoga: History and Objectives; Guidelines for Yogic Practice • AshtangYog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm, Mudra, Bandh, Dharna and Dhyaan <p>Learning Activities: Practice different types of Yoga asana for maintaining healthy life style</p>	CLO5

Transaction mode

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

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.
- 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, & Alince. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- 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.
- Watkins, T. R., & Claiaicut, J. W. (1990). *Mental health*
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.

SEMESTER-IV

Course Title: FIELD INTERNSHIP

L	T	P	Credits
0	0	11	4

Code: MED.591

Total Hours: 160

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

L	T	P	Credits
0	0	24	12

Course Code: MED.600**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)

L	T	P	Credits
0	0	8	4

Course Code: MED. 580**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.