

# Course Structure and Syllabus

*Under*

*National Education Policy (NEP)-2020 Scheme*

For

## **M.A. Programme in Education**

(Academic Session 2025 and onwards)



Department of Education  
University of Kashmir, Hazratbal, Srinagar

## **Programme Learning Outcomes(PLOs)**

### **PLO1: Knowledge and Understanding**

Develop a comprehensive understanding of the philosophical, sociological, and psychological foundations of education, and acquire advanced knowledge of learning theories, curriculum, and assessment practices in the context of the Indian education system and global trends.

### **PLO2: Critical Thinking and Problem Solving**

Analyze educational policies, practices, and reforms critically; identify educational problems and suggest viable solutions based on evidence and theoretical understanding.

### **PLO3: Research and Analytical Skills**

Acquire the ability to plan, conduct, and report educational research using appropriate quantitative and qualitative methods and apply research findings to improve teaching, learning, and institutional practices.

### **PLO4: Communication Skills**

Develop proficiency in written, oral, and digital communication to express educational ideas clearly and effectively through seminars, research reports, and classroom interactions.

### **PLO5: Application of Knowledge**

Apply theoretical and conceptual knowledge of education to real-life educational contexts, curriculum design, classroom instruction, and evaluation processes.

### **PLO6: Professional Ethics and Values**

Demonstrate ethical behaviour, empathy, and professional responsibility in educational decision-making and practice, while upholding democratic, secular, and inclusive values.

### **PLO7: Lifelong Learning**

Recognize the need for continuous professional development and engage in reflective practices to upgrade knowledge and skills in response to changing educational demands.

### **PLO8: Creativity and Innovation**

Exhibit creative and innovative approaches in pedagogy, curriculum planning, and educational leadership, integrating technology and new methodologies in the teaching-learning process.

### **PLO9: Leadership and Management Skills**

Develop competence in educational leadership, administration, and management to enhance institutional effectiveness and promote collaborative academic culture.

### **PLO10: Global and Inclusive Perspective**

Adopt a global outlook towards education while being sensitive to diversity, equity, gender, and inclusion to ensure holistic and just educational development.

**Marks Distribution as per NEP-2020 (M.A. Education Programme)**

Semester	Course Codes (Illustrative)	Credits	Total Marks	Internal (CA)	External (ESE)	Ratio (E:I)
I	CORE COURSE	4	100	28	72	72 : 28
	DC COURSE	2	50	14	36	36 : 14
II	CORE COURSE	4	100	28	72	72 : 28
	DC COURSE	2	50	14	36	36 : 14
III	CORE COURSE	4	100	28	72	72 : 28
	DCCOURSE	2	50	14	36	36 : 14
IV	CORE COURSE	4	100	28	72	72 : 28
	DC COURSE	2	50	14	36	36 : 14

**Note:**

**Internal (Continuous Assessment)** includes assignments, seminars, class tests, and project work.

**External (End-Semester Examination)** includes written exam / viva voce as applicable.

**COURSE STRUCTURE**  
**FOR TWO / ONE YEAR PG PROGRAMME IN EDUCATION**  
**CW+CW & CW+R Scheme**

**SEMESTER-I**

**Core Courses**

Core Course	Title of Course	No. of Credits
<b>MEDUCPE125</b>	Philosophical Foundations of Education-I	4
<b>MEDUCTE125</b>	Teacher Education	4
<b>MEDUCAS125</b>	Educational Administration & Supervision	4
<b>MEDUCBR125</b>	Basics in Research	4
<b>Total Credits</b>		<b>4x4=16</b>

**Discipline Centric Elective (DCE) Course**

DCE Course	Title of Course	No. of Credits
<b>MEDUDGC125</b>	Foundations of Guidance and Counseling	2
<b>MEDUDEE125</b>	Early Childhood Care and Education	2
<b>MEDUDCD125</b>	Curriculum Development	2
<b>MEDUDPV125</b>	Peace and Value Education	2
<b>MEDUDEJ125</b>	Development of Education system in J&K	2
<b>Total Credits</b>		<b>2x2=4</b>

**Core Courses**

**SEMESTER-II**

Core Courses	Title of Course	No. of Credits
<b>MEDUCSF225</b>	Sociological Foundations in Education-I	4
<b>MEDUCME225</b>	Measurement and Evaluation	4
<b>MEDUCPF225</b>	Psychological Foundations of Education-I	4
<b>MEDUCDA225</b>	Techniques of Data Analysis	4
<b>Total Credits</b>		<b>4x4=16</b>

**Discipline Centric Elective (DCE) Course**

DCE Course	Title of Course	No. of Credits
<b>MEDUDCE225</b>	Creativity and Education	2
<b>MEDUDMH225</b>	Fundamentals of Mental Health	2
<b>MEDUDSE225</b>	Special Education	2
<b>MEDUDGS225</b>	Gender Studies	2
<b>MEDUDIT225</b>	Innovations in Teacher Education	2
<b>Total Credits</b>		<b>2x2=4</b>

### SEMESTER-III

#### Core Courses

Core Course	Title of Course	No. of Credits
MEDUCRM325	Advanced Research Methodology in Education	4
MEDUCET325	Educational Technology	4
MEDUCEI325	Development of Education System in India	4
MEDUCCE325	Comparative Education	4
<b>Total Credits</b>		<b>4x4=16</b>

#### Discipline Centric Elective (DCE) Courses

DCE Course	Title of Course	No. of Credits
MEDUDSP325	Fundamentals of Social Psychology	2
MEDUDIK325	Indian Knowledge System	2
MEDUDIT325	Essentials of Instructional Technology	2
MEDUDIE325	Inclusive Education	2
MEDUDAW325	Essentials of Academic Writing	2
<b>Total Credits</b>		<b>2x2=4</b>

### SEMESTER-IV (For CW+CW)

#### Core Courses

Core Courses	Title of Course	No. of Credits
MEDUCPF425	Psychological Foundations of Education-II	4
MEDUCSF425	Sociological Foundations in Education-II	4
MEDUCPE425	Philosophical foundations of education-II	4
MEDUCEP425	Economics and Politics in Education	4
<b>Total Credits</b>		<b>4x4=16</b>

#### Discipline Centric Elective (DCE) Courses

DCE Course	Title of Course	No. of Credits
MEDUDEL425	Experiential Learning	2
MEDUDAI425	AI in Teaching Learning	2
MEDUDPD425	Personality Development	2
MEDUDAE425	Adult Education	2
MEDUDOL425	Open and Distance Learning	2
<b>Total Credits</b>		<b>2x1=2</b>

#### Internship

MEDUIPI425	Internship/project	2
<b>Total Credits</b>		<b>2x1=2</b>

### SEMESTER-IV (For CW+R)

#### Core Paper

MEDUCER425	Ethics in Research and Publications	4
<b>Total Credits</b>		<b>4x1=4</b>

#### Project

MEDUPPD425	Project/Dissertation	16
<b>Total Credits</b>		<b>16</b>

**Summary of Credits For  
Two / One Year PG Programme in  
Education CW+CW & CW+R  
Scheme**

<b>Semester</b>	<b>Credits in Core Papers</b>	<b>Credits in DCE</b>	<b>Credits in Skill Courses/ Internship/Dissertation</b>	<b>Total Credits</b>
<b>I</b>	4x4=16	2x2=4	0	20
<b>II</b>	4x4=16	2x2=4	0	20
<b>III</b>	4x4=16	2x2=4	0	20
<b>IV (CW+CW)</b>	4x4=16	2x1=2	2x1=2	20
<b>IV (CW+R)</b>	4x1=4	0	16	20
<b>Total Credits</b>				<b>80</b>

Note: The student has to opt for **4 Core Papers + 2 Discipline Centric Course** in **I, II and III Semester** respectively. In Semester IV under **CW+CW Scheme** the student has to opt for **4 Core Courses + 1 Discipline Centric Course+ Internship** while as in **CW+R Scheme** the student has to opt for **1Core Course + Project/ Dissertation**.

The Lateral Entry students having completed BA Hon's (4 year) are eligible for One Year PG Programme in Education, the entry point for them would be Semester III while as for BA students (3 year) the entry point will be Semester I of Two Year PG Programme in Education.

**Course No. MEDUCPE125**

**Philosophical Foundations of Education-I**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCPE125.1** Explain major philosophical perspectives and their implications for aims, curriculum and methods of education.

**MEDUCPE125.2** Analyse Western philosophical schools (Idealism, Existentialism, Realism) and relate them to classroom practice.

**MEDUCPE125.3** Compare major philosophical movements and evaluate their influence on contemporary educational theories.

**MEDUCPE125.4** Discuss contributions of Indian philosophers to educational thought and application in Indian context.

**Unit I: Philosophical Perspectives in Education**

- i) Education: Concept, Nature & Scope.
- ii) Philosophy: Concept, Nature & Scope.
- iii) Relationship between Philosophy & Education.
- iv) Significance & Functions of Philosophy of Education.

**Unit II: Western Schools of Thought**

- i) Idealism
- ii) Existentialism
- iii) Realism
- a) With special reference to Aims of Education, Curriculum, Methods and Role of teacher.
- b) Knowledge, reality and value and their educational implications

**Unit III: Philosophical Movements & Educational Theories**

- i) Constructionism
- ii) Reconstructionism
- iii) Humanism

**Unit IV: Educational Thoughts of Indian Philosophers**

- i) Maulana Azad
- ii) Aurobindo Gosh
- iii) J.K Krishnamurti
- iv) M.K. Gandhi
- v) Madan Mohan Malviya

### Suggested Readings

- ❖ Brubacher, J.S. Modern Philosophies of Education, McGraw Hill, New Delhi.
- ❖ Broudy, H.S. Building of Philosophy of Education, Englewood, Cliffs Prentice Hall, Inc.
- ❖ Butler, D. Four Philosophies of Education, New York: Harper & Row
- ❖ Dewey, Democracy and Education, New York: Free Press
- ❖ Henderson. Introduction to Philosophy in Education
- ❖ Kabir, H. Indian Philosophy of Education, New York: Macmillan
- ❖ Kneller, Existentialism and Education
- ❖ Park, Jee The Philosophy of Education
- ❖ Rusk, R. The Doctrines of Great Educators,
- ❖ Saiyidian, K.G. The Humanistic Tradition in Indian Educational Thought: Asia Publishing House Bombay.
- ❖ Dash. B.N, Teacher & Education in the Emerging Indian Society, (Vol I & II) Neel Kamal Publications.
- ❖ Cantor, N.F. Ancient Thought, Plato and Aristotle, Waltham Mass, Blaisdell Publishing Co.
- ❖ Radakrishnan, S. History of Philosophy, Eastern and Western, London Allen and Unwin
- ❖ Vive Kananda. The Yuga of love and Devotion Calcutta, Advaita Ashram
- ❖ Vivekananda. India Contribution to world thought and Culture, Madras, Vivekananda Rock Memorial Committee.
- ❖ Taneja. Educational Thinkers: Atlantic Publishers, New Delhi.
- ❖ Biswas & Aggarwal: Seven Indian Educationists, Arya Book Depot, New Delhi
- ❖ Abduhu, G.R. The Educational Ideas of Maulana Abdul Kalam Azad: Sterling Publishers. New Delhi.

### CLO-PLO matrix for the course MEDUCPE125 Philosophical Foundations of Education

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
<b>MEDUCPE125.1</b>	3	2	2	2	3	3	2	2	1	2	2.20
<b>MEDUCPE125.2</b>	3	2	2	2	3	2	2	2	1	1	2.00
<b>MEDUCPE125.3</b>	3	2	2	1	3	2	1	2	1	1	1.80
<b>MEDUCPE125.4</b>	3	2	1	2	2	3	1	1	1	1	1.70
<b>Average PLO</b>	<b>3</b>	<b>2</b>	<b>1.75</b>	<b>1.75</b>	<b>2.75</b>	<b>2.50</b>	<b>1.50</b>	<b>1.75</b>	<b>1</b>	<b>1.25</b>	<b>1.925</b>

**Course No. MEDUCTE125                      Teacher Education**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCTE125.1** Trace the historical development of teacher education and critique major policy recommendations.

**MEDUCTE125.2** Evaluate determinants of teacher effectiveness and design strategies for professional growth.

**MEDUCTE125.3** Explain roles and functions of key professional organisations involved in teacher education.

**MEDUCTE125.4** Apply models of teacher education (e.g., flipped classroom, inquiry training) to design micro-level interventions.

**Unit I: Development of Teacher Education in India**

- i) Teacher Education -Historical Perspective
- ii) The Recommendations of Teacher Education by Indian Education Commission 1964-66, National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE 2009, NCFTE 2022
- iii) NCTE Regulation Act-2014

**Unit II:Teacher Effectiveness & Professional Growth**

- i) Concept & Characteristics of Teacher Effectiveness
- ii) Cognitive and Affective Correlates of an Effective Teacher (Intelligence, Personality, Values and attitude).
- iii) Professional Growth: Meaning, Purpose and Importance.
- iv) Strategies of Professional Growth, Acquisition of Higher Learning, Conducting Research and Publications, Capacity Building through FDP's

**Unit III:Role of Professional Organization in Teacher Education**

- i) Role of DIET & SCERT (composition and functions)
- ii) Role of NCERT & NCTE (composition and functions)
- iii) Role of NUEPA & NAAC (composition and functions)
- iv) Role of RIE & MMTTC (composition & function)

**Unit IV:Models in Teacher Education**

- i) Concept Attainment Model of Teaching (Bruner)
- ii) Self-Control Model of Teaching (Skinner)
- iii) Inquiry Training Model (Richard Suchman)
- iv) Flipped Classroom Model (Jonathan Bergmann and Aaron Sams)

### Suggested Readings

- ❖ Anderson, L., & Johnson, M. (2021). The impact of inclusive education on teacher preparation programs. *Journal of Inclusive Education*, 32(4), 567-582.
- ❖ Anderson, S. (2017). *ICT Integration in Teacher Education: A Practical Guide*. Technology Publishing.
- ❖ Brown, A. (2019). *Blended Learning Strategies for Teacher Education*. Education Press.
- ❖ Brown, E. C., & Davis, R. W. (2022). Promoting reflective practice through video-based feedback in teacher education. *Teaching and Teacher Education*, 78, 56-72.
- ❖ Clark, H., & Lewis, M. (2023). Exploring the use of project-based learning in teacher education programs. *Journal of Experiential Education*, 41(3), 345-362.
- ❖ Davis, K. (2015). *Simulated Learning Environments in Teacher Education*. Pedagogy Press.
- ❖ Harris, T. (2012). *Integrating ICT in Teacher Education: Best Practices and Future Directions*. TechEd Publishing.
- ❖ Johnson, R. (2020). *Simulated Learning in Teacher Education*. XYZ Press.
- ❖ Kumar, R., & Gupta, S. (2022). A study on the effectiveness of flipped classroom models in teacher education. *Indian Journal of Teacher Education*, 56(3), 234-250.
- ❖ Roberts, P. (2013). *Models of Teaching: Exploring Innovative Approaches*. Teaching Strategies.
- ❖ Sharma, P., & Singh, A. (2023). Integration of ICT in teacher education: A case study of Indian teacher training institutes. *Journal of Educational Technology*, 35(1), 78-95.
- ❖ Smith, J. (2021). *Microteaching: Enhancing Teacher Education*. ABC Publishing.
- ❖ Taylor, M. (2018). *Models of Teaching: Innovations in Teacher Education*. Teaching House.
- ❖ Thompson, E. (2014). *Blended Learning Approaches in Teacher Education*. Innovate Books.
- ❖ Wilson, L. (2016). *Effective Microteaching Techniques for Teacher Education*. Learning Solutions.

### CLO-PLO matrix for the course MEDUCTE125 Teacher Education

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUCTE125.1</b>	3	3	3	2	3	2	3	2	1	2	2.40
<b>MEDUCTE125.2</b>	2	3	2	2	3	1	3	2	1	2	2.10
<b>MEDUCTE125.3</b>	2	3	2	2	2	1	3	1	1	1	1.80
<b>MEDUCTE125.4</b>	2	2	2	3	2	1	2	2	1	1	1.80
<b>Average PLO</b>	<b>2.25</b>	<b>2.75</b>	<b>2.25</b>	<b>2.25</b>	<b>2.50</b>	<b>1.25</b>	<b>2.75</b>	<b>1.75</b>	<b>1.00</b>	<b>1.50</b>	<b>2.02</b>



### Suggested Readings

- ❖ Aggarwal, J.C. (2007), School management, Shipra publication, Daryagunj, New Delhi.
- ❖ Jagannath Mohanthy, (2007), Educational management supervision school organization, Neelkamal Publications Private Limited, Hyderabad.
- ❖ Jandhyala B. G. (1992) Educational planning at Grass roots, Ashish publishing house, New Delhi.
- ❖ Krishnamacharyulu V. (2011), School management and systems of education, Neelkamal Publications Private limited, Hyderabad.
- ❖ Siddiqui, M. A. (1991), In service Teacher Education, sterling publishers private limited, New Delhi.
- ❖ National curriculum Frame work for teachers, (2009), NCTE. National curriculum frame work, (2005), NCERT, New Delhi.
- ❖ Total Quality Management for Tertiary Education, (2003), Published by NAAC,Bangalore.
- ❖ Walia, J.S. (2004), Education in emerging Indian Society, Paul Publishers.
- ❖ Walker James W. (1980), Human resource planning, Mc Graw Hill, NY
- ❖ Bordia Anil, J. R. Kidd and J.A. Dvapa, Datta S. C. Adult Education in India. (Nichiketa Publication Limited).
- ❖ A. Dvapa, Datta, S.C. Adult Education in Third World, Criterion Publication, New Delhi)
- ❖ Kundu, C. L. Adult Education: Principles, Practice & Prospects, (Sterling Pub., New Delhi)
- ❖ Miller, Harry L. Teaching & Learning in Adult Edu. (London: Macmillan Company, 1964)
- ❖ Mohsini, S. R. Adult & Community Education, Indian Adult Education Association,1973)
- ❖ Mohanty, S. B. Life Long and Adult Education. (Ashish Publication House, New Delhi)
- ❖ Rasool, G. and Chopra, M. School Organisation and Administration: Ludhyana Prakash Brothers. (1989)

### CLO-PLO matrix for the course MEDUCAS125 Educational Administration & Supervision

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUCAS125.1</b>	3	2	3	2	3	2	2	2	1	3	2.30
<b>MEDUCAS125.2</b>	2	2	2	2	2	1	2	2	1	2	1.80
<b>MEDUCAS125.3</b>	3	2	2	2	3	2	2	2	1	3	2.20
<b>MEDUCAS125.4</b>	2	1	2	1	2	1	1	2	1	2	1.50
Average PLO	2.50	1.75	2.25	1.75	2.50	1.50	1.75	2.00	1.00	2.50	<b>1.95</b>

**Course No MEDUCBR125**

**Basics in Research**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCBR125.1** Explain fundamental concepts, aims and types of educational research.

**MEDUCBR125.2** formulate a research problem and prepare a concise research proposal.

**MEDUCBR125.3** Construct and state testable hypotheses and understand types of statistical errors.

**MEDUCBR125.4** Choose appropriate sampling techniques and justify sample design decisions.

**Unit I: Introduction to Educational Research**

- i) Concept, Aim & Nature of Research.
- ii) Meaning, Purpose, Scope
- iii) Areas of Educational Research
- iv) Levels of Educational Research: Fundamental, Applied & Action Research & their Characteristics

**Unit II: Planning a Research Study**

- i) Research Problem and its Identification
- ii) Criteria for Selection of good Research Problem.
- iii) Delineating and Operationalization of Variables (Independent and Dependent Variable)
- iv) Preparation of Research Proposal – Purpose & Step

**Unit III: Developing Hypotheses**

- i) Meaning & Characteristics of Hypothesis
- ii) Formulation & types of Hypothesis
- iii) Null Hypothesis, Hypothesis Testing & Types of Errors.

**Unit IV Sampling Techniques**

- i) Concept of Population & Sample.
- ii) Sample Frame
- iii) Determiners of Sample Size.
- iv) Characteristics of a Good Sample.
- v) Various Methods of Probability & Non-Probability Sampling.
- vi) Sampling Errors & Avoidance of Sampling Bias.

### Suggested Readings

- ❖ Babbie, E. R. (2007). The Basics of Social Research (4th ed.). Wadsworth Publishing.
- ❖ Best, J. W., & Kahn, J. V. (2007). Research in Education (10th ed.). Pearson.
- ❖ Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education (6th ed.). Routledge.
- ❖ Creswell, J. W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage Publications..
- ❖ Fraenkel, J. R., & Wallen, N. E. (2007). How to Design and Evaluate Research in Education (6th ed.). McGraw-Hill.
- ❖ Glesne, C. (2007). Becoming Qualitative Researchers: An Introduction. Pearson.
- ❖ Kothari, C. R. (2008). Research methodology: Methods and techniques. New Age International.
- ❖ Kumar, R. (2010). Research methodology: A step-by-step guide for beginners. Sage Publications.
- ❖ Merriam, S. B. (2007). Qualitative Research and Case Study Applications in Education. Jossey-Bass.
- ❖ Garret, H. E. Statistics in Psychology and Education, (Hyderabad: International Book Bureau)
- ❖ Good, C. V. Introduction to Education Research. (New York: Appleton Country Grafts, 1958)
- ❖ Kerlinger, E. N. Foundations of Behavioural Research. (New York: Holt Rinechart & Winston, Ic.)
- ❖ Koul, L. Methodology of Educational Research. (New Delhi: Sterling Publishers, 10)
- ❖ Mangal, S. K. Statistics in Psychology and Education. Prentice Hall of India Pvt. Ltd.
- ❖ Aggarwal, Y. P. Research in Emerging Field of Education. Sterling Publishers, Pvt. Ltd.
- ❖ Murthy, M. N. Sampling Theory and Methods. Calcutta, Statistical Publishing Society.

### CLO-PLO matrix for the course MEDUCBR125 Basics in Research

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUCBR125.1</b>	3	2	3	2	2	2	3	1	3	2	2.30
<b>MEDUCBR125.2</b>	3	2	3	2	2	2	3	1	3	2	2.30
<b>MEDUCBR125.3</b>	2	1	2	1	1	2	2	1	3	1	1.60
<b>MEDUCBR125.4</b>	2	1	2	1	1	2	2	1	2	1	1.50
<b>Average PLO</b>	<b>2.50</b>	<b>1.50</b>	<b>2.50</b>	<b>1.50</b>	<b>1.50</b>	<b>2.00</b>	<b>2.50</b>	<b>1.00</b>	<b>2.75</b>	<b>1.50</b>	<b>1.92</b>

**Course No. MEDUDGC 125**  
**Course Learning Outcomes (CLOs)**

**Foundations of Guidance & Counseling**  
**2 Credits**

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

**MEDUDGC125.1** Define guidance and counselling and distinguish their scope in educational settings.

**MEDUDGC125.2** Apply basic guidance procedures to identify student needs (personal, educational, vocational).

**Unit I: Guidance**

- i) Concept and Objectives of Guidance
- ii) Process of Guidance
- iii) Basic Principles of Guidance
- iv) Areas of Guidance-Personal, Educational and Vocational

**Unit II: Counseling**

- i) Meaning & Purpose of Counselling
- ii) Steps in Counselling
- iii) Qualities of Counsellor
- iv) Theories: Directive & Non-directive

**Suggested Readings**

- ❖ Bordin, E. S. Psychological Counselling (3rd edition), (New York: Applietan Century, 1968)
- ❖ Gazda, G. Group Counselling: A Development Approach. (Allyon and Bacon, Boston, 1970)
- ❖ Obsen, M. M. Guidance Services in the modern Schools. (New York: Hercout grace, Inc., 1974)
- ❖ Mehdi, B. Guidance in Schools. (New Delhi, NCERT, 1978)
- ❖ Shertzer, B & Fundamental of Guidance.
- ❖ Stone, S. C. Boston: Houghton Mifflin Co., 1976)
- ❖ Chauhann, S. S. Principles & Techniques of Guidance. (New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
- ❖ Hoppock, W, Occupational Information.
- ❖ Prem Pasricha, Introduction to Counselling. (NCERT Publication).

**CLO-PLO matrix for the course MEDUDGC125 Foundations of Guidance and Counseling**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDGC125.1</b>	2	2	2	3	2	2	2	2	2	2	2.10
<b>MEDUDGC125.2</b>	3	3	2	3	2	1	1	2	2	1	2.00
<b>Average PLO</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1.5</b>	<b>1.5</b>	<b>2</b>	<b>2</b>	<b>1.5</b>	<b>2.05</b>

**Course No. MEDUDEE125 Early Childhood Care & Education****Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDEE125.1** Describe foundational concepts and historical perspectives of early childhood care and education.**MEDUDEE125.2** Explain major theories of child development and apply them to design age-appropriate learning experiences.**Unit I: Introduction to Early Childhood Care & Education**

- i) Historical Background
- ii) Concept and Importance
- iii) Scope and Objectives
- iv) Child Study Techniques – Cross Sectional, Longitudinal Method, and Case Study.

**Unit II: Child Development**

- i) Stages and Principles of Child Development from Conception to Early Childhood
- ii) Cognitive Development – Jean Piaget
- iii) Social Development – Eric Erickson
- iv) Emotion Development (Carroll Lzard)
- v) Moral Development (Kohalberg)
- vi) Language & Communication Development

**Suggested Readings**

- ❖ Aggarwal, J.C., & Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). New Delhi: Shipra Publications.
- ❖ Government of India (1986). National Policy on Education. Department of Education, New Delhi.
- ❖ Mishra, R.C. (2005). Early Childhood Education Today. Prentice Hall Publisher
- ❖ NCERT. (2005). National Curriculum Framework. New Delhi
- ❖ Car Michael, L. Manual of Child Psychology. (New York: John Wiley & Sons, 1975)
- ❖ J.C Aggarwal, S. Gupta. Early Childhood Care and Education.

**CLO-PLO matrix for the course MEDUDEE125 Early Childhood Care & Education**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDEE125.1</b>	2	2	2	2	2	2	2	2	2	2	2.0
<b>MEDUDEE125.2</b>	2	1	2	1	2	2	2	2	2	2	1.80
<b>Average PLO</b>	<b>2</b>	<b>1.5</b>	<b>2</b>	<b>1.5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1.90</b>

**Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDCD125.1** Explain curriculum concepts, aims and determinants influencing curriculum design.**MEDUDCD125.2** Compare major models of curriculum development and apply them to sample curricular tasks.**Unit I:Curriculum Process**

- i) Concept, aims & objectives of Curriculum
- ii) Functions of the Curriculum
- iii) Bloom's Taxonomy.
- iv) Determinants – Philosophical, Sociological and Psychological

**Unit II:Models of Curriculum Development**

- i) Tyler's Objective Model
- ii) Hilda Taba Grassroot Model
- iii) Bruner's Spiral Model

**Suggested Readings**

- ❖ Bloom, B. S. Taxonomy of Educational Objectives, London: Longmans, 1956.
- ❖ Kelly, A. V. The Curriculum: Theory & Practice, London: Longmans, 1956.
- ❖ Kind, E. A. Curriculum Planning. New Delhi: Haroer & Brothers, 1950.
- ❖ Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- ❖ Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- ❖ Bloom, B. S. (1956). Taxonomy of Educational Objectives London: Longmans.
- ❖ CIET (2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- ❖ Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- ❖ Mehdi, B. (1978). Curriculum in Transaction (New Delhi: NCERT.
- ❖ Mehdi, B. (1978). Effective Use of School Curriculum – An introduction (New Delhi:

**CLO-PLO matrix for the course MEDUDCD125 Curriculum Development**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDCD125.1</b>	3	2	2	2	2	1	2	2	1	2	1.90
<b>MEDUDCD125.2</b>	3	2	2	2	2	1	2	2	1	2	1.90
<b>Average PLO</b>	3	2	2	2	2	1	2	2	1	2	<b>1.9</b>

**Course No. MEDUDPV125 Peace and Value Education**

**Course Learning Outcomes (CLOs):**

**2 Credits**

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

**MEDUDPV125.1** Understand core concepts of value education and its role in personal and social development.

**MEDUDPV125.2** Critically analyse moral development theories and apply them in designing value-based learning activities.

**Unit I: Introduction to Value Education**

- i) Concept and Meaning of Value Education
- ii) Need and Importance of Value Education
- iii) Classification of Values
- iv) Challenges and Strategies in Teaching Value Education

**Unit II: Theoretical Foundations of Value Education**

- i) Kohlberg Stages of Moral Development
- ii) Piaget's Theory of Moral Development
- iii) Gilligan's Ethics of Care
- iv) Thomas Lickona: Character Education Theory

**Suggested Readings**

- ❖ Teaching Values: A Handbook for Educators: A. J. Veugelers, 1st Edition, 2011, Publisher: Springer
- ❖ Moral Education: A Teacher's Guide: J. L. M. Devine, 2nd Edition, 2014, Publisher: Routledge
- ❖ The Philosophy of Moral Development: Lawrence Kohlberg, 1st Edition, 1981, Publisher: Harper & Row
- ❖ The Moral Judgment of the Child: Jean Piaget, 1st Edition, 1932 (English Edition 1965), Publisher: Free Press
- ❖ In a Different Voice: Psychological Theory and Women's Development: Carol Gilligan, 1st Edition, 1982, Publisher: Harvard University Press
- ❖ Human Rights Education: Theory, Research, and Practice: Ian M. Manley, 1st Edition, 2016, Publisher: Routledge
- ❖ Climate Change and Human Rights: An International and Comparative Law Perspective: J. D.
- ❖ R. Narayan, 1st Edition, 2018, Publisher: Routledge

**CLO-PLO matrix for the course MEDUDPV125 Peace and Value Education**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDPV125.1</b>	2	2	3	2	3	3	2	2	2	2	2.30
<b>MEDUDPV125.2</b>	2	3	2	2	3	3	2	2	2	2	2.30
<b>Average PLO</b>	2	2.5	2.5	2.	3	3	2	2	2	2	2.30

**Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDEJ125.1** Trace historical evolution of education in J&K and critically evaluate committee recommendations.

**MEDUDEJ125.2** Explain major educational acts relevant to J&K and their implications for higher & secondary education policy.

**Unit I: Development of Education in J & K**

- i) Sharp Committee Report– 1916
- ii) K. G. Saiyidain Committee Report (1939)
- iii) Education Reorganization Committee Report (Kazmi Committee Report) (1950)
- iv) Bhagwan Sahaya Committee Report (1972)  
(With special reference to major recommendations)

**Unit II: Educational Acts in J&K****Suggested Readings**

- ❖ J&K University Act 1948 &1969
- ❖ J&K Secondary Education Act 1965
- ❖ Board of School Education Act 1974
- ❖ Garg, B. R. Educational for Tomorrow. (Ambla Cant; International Book Agency, 1979)
- ❖ Garg, B. R. Educational Crises in India. (Ambla Cant; International Book Agency, 1977)
- ❖ Hughes, A. G. Education: Some fundamental Problems. Hughes, C. (Longman, 1966)
- ❖ Ivina, W. H. Work Experience in High School, Runge, W. (New York: Ronal Press, 1957)
- ❖ Joshi, K. L. Problems of Higher Education in India. (Bombay: Popular Prshashma, Pvt., Ltd., 1977)
- ❖ Naik, J. P. The Education Commission and After. (New Delhi: Allied Publishers Pvt., Ltd., 1982)
- ❖ Ramanathan, G. Problems of Educational Planning & National Integration.
- ❖ Salamatullah. Education in the Social Context. (New Delhi: NCERT, 1979)

**CLO-PLO matrix for the course MEDUDEJ125 Development of Education System in J&K**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDEJ125.1</b>	3	2	2	2	2	2	2	2	2	2	2.10
<b>MEDUDEJ125.2</b>	3	2	2	2	2	2	2	2	2	2	2.10
<b>Average PLO</b>	3	2	2	2	2	2	2	2	2	2	2.10

## SEMESTER-II

### Core Courses

Core Courses	Title of Course	No.of Credits
MEDUCSF225	Sociological Foundations in Education-I	4
MEDUCME225	Measurement and Evaluation	4
MEDUCPF225	Psychological Foundations of Education-I	4
MEDUCDA225	Techniques of Data Analysis	4
<b>Total Credits</b>		<b>4x4=16</b>

### Discipline Centric Elective (DCE) Courses

DCE Course	Title of Course	No. of Credits
MEDUDCE225	Creativity and Education	2
MEDUDMH225	Fundamentals of Mental Health	2
MEDUDSE225	Special Education	2
MEDUDGS225	Gender Studies	2
MEDUDIT225	Innovations in Teacher Education	2
<b>Total Credits</b>		<b>2x2=4</b>

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

**MEDUCSF225.1** Explain the relationship between education and sociology and describe the nature and scope of educational sociology.

**MEDUCSF225.2** Apply functionalist, conflict and interactionist perspectives to analyse educational phenomena.

**MEDUCSF225.3** Examine the role of education in social stratification and mobility.

**MEDUCSF225.4** Critically evaluate modern trends like ESD, multicultural education and global citizenship in educational practice.

**Unit I: Education and Sociology**

- i) Concept of Education and Sociology
- ii) Relationship between Education and Sociology;
- iii) August Comte's stages of human evolution as related to education and sociology .
- iv) Educational Sociology: Nature, Scope & Functions ;

**Unit II: Sociological Perspectives of Education**

- i) Functionalist Perspective-With Special Reference to Theories of Emile Durkheim:
  - a) Division of Labor
  - b) Suicide
- ii) Conflict Perspective- with special reference to Theories of Karl Marx:
  - b) Class Conflict
  - b) Alienation
- iii) Interactionist Perspective- with special reference to:
  - a) Blumer's Symbolic Interactionism
  - b) C. H. Cooley's Looking Glass Self

**Unit III: Education and Social Stratification**

- i) Stratification, Meaning & Forms
- ii) Characteristics & Types
- iii) Social Mobility; Concept & Types (with special reference to Status Attainment Model by Peter Blau and Otis Dudley Duncan )
- iv) Role of Education in Social Mobility

**Unit IV: Modern Trends in Education**

- i) Concept, aims and principles of Sustainable development goals(Education for Sustainable Development
- ii) Multicultural Education (with special reference to James Banks' theory of multicultural education)
- iii) Equality & Equity in education (with special reference to John Rawls theory of justice).

iv) Global Citizenship Education.

**Suggested Readings:**

- ❖ Durkheim, B. Study of Education. (London: Routledge and Kegan Paul, 1966)  
Education for our People Compiled by citizens for democracy, Penguin Education, 1973 .
- ❖ Karl Marx, Das Kapital. Publisher Otto Meissner; Publication date, Volume I: 1867, Volume II: 1885, Volume III: 1894
- ❖ Émile Durkheim, The Division of Labor in Society: 1893: 352 pages - Publisher: Simon and Schuster
- ❖ Anthony Giddens, Sociology, sixth edition, 2009, published by, polity press.
- ❖ Field Studies in Sociology of Education, New Delhi, NCERT, 1972.
- ❖ Halsey, A. H. Education Economy and Society: A Reader in the & others Sociology of Education (New York: The Free Press, 1961)
- ❖ Mannheim, Karl & An Introduction to Sociology of Education. Stewart, W. A. C. (London: Routledge and Kegan Paul, 1962).
- ❖ Michtchell Duncan Sociology: The Study of Social System.
- ❖ Lewis A. Coser; Masters of Sociological Thought: 1971 (first edition), 1977 (second edition)- Publisher: Harcourt Brace Jovanovich (1977 edition), Waveland Press (2003 edition) .
- ❖ Salamatullah Education in Social Context, (New Delhi: NCERT, 1978)
- ❖ Snow, C. P. The two cultures and the Scientific Revolution. (Cambridge, University Press, 1961).
- ❖ Srinavas, M.N. Social Change in Modern India. (Bombay: Allied Publication, 1967) .
- ❖ Tibbler, J. W. (Ed) Study of Education. (London: Routledge and Kegan Paul, 1966)
- ❖ NCERT Papers in the Sociology of Education.
- ❖ CN Shankar Rao, Sociology, principles of Sociology with an introduction to Sociological Thought.

**CLO-PLO matrix for the course MEDUCSF225 Sociological Perspectives of Education –I**

Unit-wise CLOs / PLOs	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL010	Average CLO
MEDUCSF225.1	3	2	2	2	3	2	2	2	2	2	2.20
MEDUCSF225.2	3	2	2	1	3	1	2	2	2	1	1.90
MEDUCSF225.3	2	2	2	1	3	1	2	2	1	2	1.80
MEDUCSF225.4	2	2	2	1	2	1	2	2	1	1	1.60
<b>Average PLO</b>	2.50	2	2	1.25	2.75	1.25	2	2	1.5	1.50	<b>1.87</b>

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCME225.1** Differentiate between measurement and evaluation and explain levels and types of evaluation.

**MEDUCME225.2** Demonstrate understanding of validity, reliability and objectivity and methods to estimate them.

**MEDUCME225.3** Construct test items, prepare blueprints, conduct item analysis and standardize tests.

**MEDUCME225.4** Critically examine new trends in evaluation including online and open-book assessments.

**Unit I: Measurement and Evaluation**

- i) Concept of Measurement and Evaluation
- ii) Distinction between Educational Measurement and Evaluation
- iii) Levels of Measurement.
- iv) Types of Evaluation – a) Internal/External, Formative Evaluation/ Summative Evaluation/Diagnostic/Predictive Evaluation.
- v) Taxonomy of Educational Objectives.

**Unit II: Measurement Instrument Qualities of Measurement Tool**

- i) Validity, Concept, Factors, Types (Face Validity, Content Validity, Criterion Validity, Concurrent validity, Predictive validity, Construct Validity) & Methods of Estimation (Correlation and Cross validation).
- ii) Reliability-Concept, Types (Test-Retest, Split half, Parallel form, K20), Methods of Estimation.
- iii) Objectivity

**UNIT III: Construction of Test**

- i) Preparation of Item
- ii) Blue Print and Try out
- iii) Item Analysis
- iv) Revision of Items and Final Format
- v) Standardization, Administration and Scoring

**Unit IV: New Trends in Measurement and Evaluation**

- i) Continuous and Comprehensive Evaluation/Assessment (CCE/CCA)

- ii) Grading and scoring; Semester System and Annual system of Examination
- iii) Systematic reform with respect to Examination: Online Examination, Open Book Examination, Peer to Peer Assessment.
- iv) Online Assessment Tools: Challenges, Merits and Demerits.
- v) Limitations of the Present System of Examination.

### Suggested readings

- ❖ Anastasi, A., & Urbina, S. (2020). Psychological testing. Prentice Hall.
- ❖ Brown, G. T. L. (2022). Assessment of student achievement. Routledge.
- ❖ Thorndike, R. M. (2021). Measurement and evaluation in psychology and education. Pearson.
- ❖ Singh, A. (2021). Educational evaluation and measurement: A practical approach. Sage Publications.
- ❖ Gupta, S. P. (2022). Educational measurement and evaluation. Commonwealth Publishers.
- ❖ Sharma, R. A. (2020). Measurement and evaluation in education and psychology. R. Lall Book Depot.
- ❖ Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2022). Psychological testing and assessment: An introduction to tests and measurement. McGraw-Hill Education.
- ❖ Ebel, R. L., & Frisbie, D. A. (2022). Essentials of educational measurement. Prentice Hall.
- ❖ Kline, T. J. B. (2021). Psychological testing: A practical approach to design and evaluation. Sage Publications.
- ❖ Mehrens, W. A., & Lehmann, I. J. (2020). Measurement and evaluation in education and psychology. Holt, Rinehart & Winston.
- ❖ Aggarwal, J. C. (2022). Essentials of examination system: Evaluation, tests, and measurement. Vikas Publishing House.
- ❖ Bennett, R. E. (2021). The changing nature of educational assessment. Routledge.
- ❖ Black, P., & Wiliam, D. (2020). Classroom assessment and the new learning paradigm. Assessment in Education.
- ❖ Das, A. (2023). Online and open book examinations: Innovations in evaluation. Sage Publications.
- ❖ Popham, W. J. (2022). Assessment literacy for educators in a hurry. ASCD.

### CLO-PLO matrix for the course MEDUCME225 Measurement & Evaluation

Unit-wise CLOs / PLOs	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL010	Average CLO
<b>MEDUCME225.1</b>	3	2	3	2	2	2	2	2	2	2	2.0
<b>MEDUCME225.2</b>	3	2	2	2	2	2	2	2	2	2	2.1
<b>MEDUCME225.3</b>	3	2	3	2	2	2	2	2	2	2	2.2
<b>MEDUCME225.4</b>	2	1	1	2	1	2	1	2	1	2	1.5
<b>Average PLO</b>	2.75	1.75	2.25	2	1.75	2	1.75	2	1.75	2	<b>1.95</b>

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

**MEDUCPF225.1** Explain major psychological perspectives and their relevance to education.

**MEDUCPF225.2** Analyse learning theories (behaviourist, cognitive, social) and apply principles to classroom settings.

**MEDUCPF225.3** Describe motivational theories and devise classroom strategies to enhance student motivation.

**MEDUCPF225.4** Explain individual differences and their implications for organizing educational programs.

### **Unit I: Introduction to Educational Psychology**

#### **Perspectives in Psychology**

- i) Psychodynamic Perspective –Sigmund Freud
- ii) Behaviouristic Perspective-J. B. Watson
- iii) Cognitive Perspective-Jean Piaget
- iv) Humanistic Perspective- Carl Rogers

#### **Educational Psychology**

- i) Educational Psychology- Meaning, Nature and Scope.
- ii) Relation Between Education and Psychology

### **Unit II: Learning**

- i) Nature, Importance and Factors Affecting Learning.
- ii) Behavioristic Approach to Learning: Theory of Skinner
- iii) Cognitive Approach to Learning: Theories of Ausbel and Tolman.
- iv) Social Learning Theorists: Bandura and Vygotsky

### **Unit III: Motivation**

#### **Understanding Motivation**

- i) Motivation: Nature, Importance, Types and Factors Affecting Motivation.
- ii) Humanistic Theories of Motivation: Hierarchy Need Theory (Maslow) and Self-Determination Theory (Deci and Ryan)
- iii) Cognitive Theories of Motivation: Expectancy- Value Theory (Atkinson), Need Theory (David McClelland) and Attribution Theory (Weiner)

## Classroom Applications of Motivation

- i) Strategies to Enhance Motivation in Classroom
- ii) Motivational Challenges and Interventions
- iii) Theories of Motivation

## Unit IV: Psychology of Individual Differences

- i) Concept of Individual Differences
- ii) Areas of Individual Differences
- iii) Implications of Individual Differences in Organizing Educational Programs.
- iv) Exceptional Children- Gifted, Delinquents and Mentally Retarded

### Suggested Readings:

- ❖ Anita, Hoy, & Waseem. (2008). Educational Psychology. Pearson Education India.
- ❖ Baron, R. A., & Kalsher, M. J. (2019). Psychology (8th ed.). Pearson.
- ❖ Bhatnagar, R. (2010). Advanced Educational Psychology. Pearson Education India.
- ❖ Butler, G., & McManus, F. (2014). Psychology: A Very Short Introduction. Oxford University Press.
- ❖ Cattell, R. B., & Dreger, R. N. (2010). Handbook of Modern Personality Theory. Appleton Century Crofts.
- ❖ Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
- ❖ Kumar, V. (2011). Educational Psychology. Dorling Kindersley (India).
- ❖ Mangal, S. K. (2007). Advanced Educational Psychology. Prentice-Hall of India.
- ❖ Pandey, R. (2004). Educational Psychology. Vikas Publishing House.
- ❖ Plotnik, R., & Kouyoumdjian, H. (2021). Introduction to Psychology (11th ed.). Cengage Learning.
- ❖ Sharma, R. K. & Sharma. R. N. (2007). Educational Psychology. Atlantic Publishers & Distributors.
- ❖ Srivastava, P. R. (2009). Educational Psychology. Atlantic Publishers & Distributors.

### CLO-PLO matrix for the course MEDUCPF225 Psychological Foundations of Education –I

Unit-wise CLOs / PLOs	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL010	Average CLO
MEDUCPF225.1	3	2	2	2	3	2	2	2	2	2	2.2
MEDUCPF225.2	3	2	2	1	3	2	2	2	2	3	2.2
MEDUCPF225.3	2	2	2	2	3	2	2	2	2	1	2.0
MEDUCPF225.4	2	2	2	1	2	2	2	2	2	2	1.9
Average PLO	2.50	2	2	1.50	2.75	2	2	2	2	2	2.075

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

**MEDUCDA225.1** Compute and interpret measures of central tendency and variability and present data graphically.

**MEDUCDA225.2** Explain normal distribution and tests of normality; interpret z-scores and percentiles.

**MEDUCDA225.3** Conduct and interpret basic parametric and non-parametric tests (t-test, ANOVA, Chi-square, Mann-Whitney, Wilcoxon).

**MEDUCDA225.4** Calculate correlation and simple regression; use Excel/SPSS for quantitative data analysis.

### **Unit I: Fundamental of Statistics**

- i) Concept of Descriptive & Inferential Statistics.
- ii) Preparation for Data Analysis- Frequency Distribution, Compilation, Classification and Tabulation of Data.
- iii) Measures of Central Tendency: Mean, Median and Mode- Computation and Uses
- iv) Measures of Variability: Range, Quartile Deviation, Mean Deviation,
- v) Standard Deviation, Computation and Applications
- vi) Organization and Graphical Representation of Data: Histogram, Frequency Polygon, Pie Diagram, Bar Diagram Their Applications & Uses

### **Unit II: Normality of Data**

- i) Normal Distribution: Meaning and Importance of Normal Probability Curve.
- ii) Characteristics of Normal Probability Curve & its Applications.
- iii) Deviations from Normality (Skewness and Kurtosis) & Underlying Causes.
- iv) Relative Positions Percentile Rank Z-Scores.
- v) Test of Normality: Shapiro-Wilk Test.

### **Unit III :Parametric & Non Parametric Tests**

- i) Meaning, Assumption & Uses.
- ii) Parametric Tests: Calculation, Interpretation & Uses of t- test (For Related & Unrelated Groups).
- iii) Analysis of Variance (ANOVA): Importance, Uses, Assumption (One- Way, Two-Way ANOVA)
- iv) Post-Hoc Test.

- v) Non Parametric Tests: Calculation, Interpretation and Uses of Chi-Square as Test of Goodness of Fit and Test of Independence, Contingency Coefficient.
- vi) Mann-Whitney U Test.
- vii) Wilcoxon Test

#### **Unit IV: Measures of Association & Software Application**

- i) Correlation- Concept & Types.
- ii) Coefficient of Correlation; Computation, Uses & Interpretation of Rank Order & Product- Moment Method.
- iii) Regression - Concept & Application of Regression.
- iv) Regression Equations (Involving Two Variables Only) & Their Uses, Accuracy of Prediction.
- v) Application of ICT Tools in Quantitative Data Analysis: Excel & SPSS.

#### **Suggested Readings:**

- ❖ Aggarwal, M. L. (2007). Educational statistics: Concepts and applications. Vikas Publishing House.
- ❖ Brennan, R. L. (2006). Educational Measurement. Praeger.
- ❖ Elango, K. (2006). Educational Statistics. Anmol Publications.
- ❖ Pandey, B. K. (2005). Educational and psychological statistics. Sterling Publishers.
- ❖ Thomas, R. M., & Lane, D. M. (2007). Applied statistics in educational research. Information Age Publishing
- ❖ Garret, H. E. Statistics in Psychology and Education. Bombay: Allied Pacific Private Ltd., 1976.
- ❖ Guilford, J. P. Fundamental Statistics in Psychology and Education. (New York: Hill Book Co.)
- ❖ Rasool, G. & Lal & N. K. Application of Statistics in Education, Psychology (Paca Dunga: Kapoor Brothers)
- ❖ Verma, L & Sharma. Statistics in Education and Psychology.
- ❖ Nadeem & Faizain. Statistics in Education and Psychology, B. V. Publications
- ❖ Mangal, S. K. Statistics in Education and Psychology, Prentice Hall of India.

#### **CLO-PLO matrix for the course MEDUCDA225 Techniques of Data Analysis in Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUCDA225.1</b>	3	2	3	2	2	2	2	2	2	3	2.30
<b>MEDUCDA225.2</b>	2	1	2	2	1	2	1	2	1	3	1.70
<b>MEDUCDA225.3</b>	3	2	3	2	2	2	2	2	2	2	2.20
<b>MEDUCDA225.4</b>	3	2	2	2	2	2	2	2	2	2	2.10
<b>Average PLO</b>	2.75	1.75	2.50	2	1.75	2	1.75	2	1.75	2.5	<b>2.075</b>



**Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDMH225.1** Explain concept, principles and factors influencing mental health.

**MEDUDMH225.2** Describe adjustment vs. maladjustment and stress management strategies.

**Unit I: Mental Health**

- i) Historical background of Mental Health Movement.
- ii) Concept & Principles of Mental Health
- iii) Factors Influencing Mental Health.
- iv) Characteristics of Mentally Healthy Individual.

**Unit II: Education and Mental Health**

- i) Role of Teacher, School and Society in Fostering Mental Health.
- ii) Importance of Mental Health in School Curriculum.
- iii) Strategies and Educational Measures for Promoting Mental Health and Wellbeing.

**Suggested Reading:**

- ❖ The Dynamics of Personal Adjustment, Lehner and Kube, England; Cliffs Prentice Hall, 1964
- ❖ The Psychology of Adjustment, Shaffer and Shoben, New York; Hought Mifflin, 1956
- ❖ Mental Hygiene, The Dynamics of Adjustment, Carrol, Herbert A, New York; Prentice Hall, Inc. 1969
- ❖ Adolescent Development and Adjustment, Crow Lioter D. and Alice Crow, New York; McGraw Hill Book Co. 1965
- ❖ Patterns of Adjustment, Lazarrus, Richards, New York; McGraw Hill Book Co. 1976
- ❖ Health Observation of School Children, Wheatlev, George M and Grace T. Hallock, New York; McGraw Hill BOOK Co. 196.
- ❖ Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
- ❖ Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969

**CLO-PLO matrix for the course MEDUDMH225 Fundamentals of Mental Health**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
<b>MEDUDMH225.1</b>	3	2	2	2	2	2	2	3	1	1	2.0
<b>MEDUDMH225.2</b>	3	2	2	1	2	2	1	2	1	1	1.70
<b>Average PLO</b>	3	2	2	1.5	2	2	1.5	2.5	1.00	1.00	<b>1.85</b>

**Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDSE225.1** Identify types of disabilities and their educational implications.

**MEDUDSE225.2** Explain policies and provisions for persons with disabilities (PWD Act, RPWD 2016, UNCRPD).

**Unit 1: Understanding Exceptionality:**

- i) Concept of Positive, Negative and Multiple Deviations
- ii) Special Education: Concept, Scope, Objectives and Basic Principles
- iii) Teacher, parental and community involvement for Exceptional children
- iv) Role of Teacher and Teaching pedagogies for Exceptional children.
- v) Understanding the types, functions, and significance of assistive devices in enhancing the independence, participation, and quality of life of Persons with Disabilities.

**Unit 2: Policies and provisions for students with disabilities:**

- i) PWD Act (1995) and RPWD Act (2016)
- ii) Role of RCI (Rehabilitation Council of India)
- iii) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications
- iv) Role of NCF 2005, NCF 2023 and NEP 2020 for the education of PWDS

**Suggested Readings:**

- ❖ Anderson, A. R., & Smith, J. T. (2018). Foundations of special education: Theory and practice. New York, NY: Routledge.
- ❖ Baker, S. K., & Zigmond, N. (2016). Instructional practices for students with learning disabilities. In
- ❖ D. P. Fuchs & L. S. Fuchs (Eds.), The Handbook of Learning Disabilities (pp. 297-314). New York, NY: Guilford Press.
- ❖ Blanton, L. P., & Pugach, M. C. (2018). Preparing general educators to work with students with disabilities: A review of the literature. *Exceptional Children*, 84(2), 188-205.
- ❖ Ministry of Social Justice and Empowerment. (2016). Rights of Persons with Disabilities Act, 2016. New Delhi, India: Government of India.
- ❖ Rehabilitative Council of India. (1992). The Rehabilitation Council of India Act, 1992. New Delhi, India: Government of India.
- ❖ UNESCO. (2015). Sustainable development goals: A global agenda for education. Paris, France: United Nations Educational, Scientific and Cultural Organization.

**CLO-PLO matrix for the course MEDUDSE225 Special Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDSE225.1</b>	3	2	2	2	2	2	2	3	1	1	2.0
<b>MEDUDSE225.2</b>	3	2	2	1	2	2	1	2	1	1	1.70
<b>Average PLO</b>	3	2	2	1.5	2	2	1.5	2.5	1.00	1.00	<b>1.85</b>

**Course Learning Outcomes (CLOs):****2 Credits**

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

**MEDUDGS225.1** Introduce key concepts and theoretical perspectives in gender studies.

**MEDUDGS225.2** Analyse gender inequalities in educational contexts and policies.

**Unit I: Foundations and Theoretical Perspectives on Gender**

- i) Understanding of Gender, Sex and Sexuality
- ii) Gender as a social construct
- iii) Feminism: waves, ideologies, and movements
- iv) Gender roles and stereotypes
- v) Patriarchy and androcentrism
- vi) Education and empowerment of women
- vii) Gender-sensitive pedagogy
- viii) Psychoanalytic and Marxist perspectives
- ix) Queer theory
- x) Critical pedagogy and feminist pedagogy

**Unit II: Gender Policy, Legal Framework, and Contemporary Issues**

- i) From women studies to gender studies: A Paradigm Shift
- ii) Educational policies and provisions in context to gender
- iii) Role of NCERT, UGC, and NCPCR in gender mainstreaming
- iv) International frameworks:
  - a) CEDAW
  - b) SDGs (especially Goal 5)
  - c) UNESCO
- v) Gender in higher education and leadership roles
- vi) Digital gender divide
- vii) Government schemes:
  - a) Beti Bachao Beti Padhao
  - b) Kasturba Gandhi Balika Vidyalaya (KGBV)
  - c) Sukanya Samridhi Yojana

**Suggested Readings**

- ❖ Kumar, Krishna. Politics of Education in Colonial India. Routledge, 2021.(Insight into gender and education in historical context)
- ❖ Nayar, Usha. Education and Gender. Rawat Publications, 2004. (Covers gender roles, socialization, and educational practices)

- ❖ Connell, R. W. Gender and Power: Society, the Person and Sexual Politics. Stanford University Press, 1987. (Classical text on gender as a social construct and patriarchy)
- ❖ Chaudhuri, Maitrayee. Feminism in India. Zubaan, 2004. (Explores feminist ideologies and movements in Indian context)
- ❖ Beauvoir, Simone de. The Second Sex. Vintage Books, 2011. (Foundational feminist text for theoretical perspectives)
- ❖ Tong, Rosemarie. Feminist Thought: A More Comprehensive Introduction. Westview Press, 2009. (Covers liberal, radical, socialist, postmodern, and ecofeminism)
- ❖ Bhasin, Kamla. Understanding Gender. Kali for Women, 2003. (Easy-to-understand introduction to gender concepts in South Asia)
- ❖ Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1990. (Introduces queer theory and gender performativity)
- ❖ UNESCO Reports Global Education Monitoring Reports (Useful for international policy frameworks like SDGs, CEDAW, etc.)
- ❖ NCERT Position Papers on Gender Issues in Education (NFG) (Official perspective on gender equity in Indian school curriculum)
- ❖ Ministry of Women and Child Development (Govt. of India) Policy documents and reports (For understanding schemes like Beti Bachao Beti Padhao, KGBV, etc.)

#### **CLO-PLO matrix for the course MEDUDGS225 Gender Studies**

<b>Unit-wise CLOs / PLOs</b>	<b>PL01</b>	<b>PL02</b>	<b>PL03</b>	<b>PL04</b>	<b>PL05</b>	<b>PL06</b>	<b>PL07</b>	<b>PL08</b>	<b>PL09</b>	<b>PL010</b>	<b>Average CLO</b>
<b>MEDUDGS225.1</b>	3	2	2	2	2	2	2	3	2	2	2.2
<b>MEDUDGS225.2</b>	3	2	2	1	2	2	1	2	2	2	1.9
<b>Average PLO</b>	3	2	2	1.5	2	2	1.5	2.5	2	2	<b>2.05</b>

**Course Learning Outcomes (CLOs):****2 credits**

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

**MEDUDIT225.1** Explain modern techniques of teaching including microteaching, simulated teaching and interaction analysis.

**MEDUDIT225.2** Apply models of teaching and ICT-enabled strategies in teacher education.

**Unit-I: Techniques of Teaching**

- i) Microteaching: Concept, Phases, Steps and its various Skills
- ii) Simulated Teaching: Concept, Steps, Advantages and Disadvantages
- iii) Flander's Interaction Analysis: Concept, Procedure and Implications
- iv) Galloway's System of Interaction Analysis
- v) Modern Techniques of Teaching (Flipped Classrooms, Gamification and Blended Learning)

**Unit-II: Models of Teaching**

- i) Behaviouristic Model (Direct Instruction Model, Mastery Learning, Programmed Instruction Model)
- ii) Inquiry Oriented Model – Schumann
- iii) Competency Based Model
- iv) Advanced Organizer Model – Ausubel

**Suggested readings**

- ❖ Aggarwal, J.C.Essentials of Educational Technology– Vikas Publishing House, New Delhi.(Covers microteaching, simulated teaching, and teaching models)
- ❖ Joyce, B., Weil, M., & Calhoun, E. Models of Teaching – Pearson Education.(Core reference for Behaviouristic, Inquiry-Oriented, and Advanced Organizer Models)
- ❖ Singh, L.C. (Ed.) Teacher Education – A Resource Book – NCERT, New Delhi.(Includes teacher education trends and ICT integration)
- ❖ Kochar, S.K. Methods and Techniques of Teaching – Sterling Publishers.(Helpful for classroom interaction techniques and modern strategies)
- ❖ Mangal, S.K. & Mangal, U. Essentials of Educational Technology – PHI Learning Pvt. Ltd.(Extensively covers ICT tools, Web 2.0, e-content design, and cyber safety)
- ❖ Gunter, G.A., Gunter, R.E., & Shelly, G.B. Teachers Discovering Computers: Integrating Technology in the Classroom – Cengage Learning. (Good source for ICT, MOOCs, and OER topics)

- ❖ Mishra, S. Development and Management of e-Content – IGNOU, New Delhi.(Practical aspects of e-content development and tools)
- ❖ Anderson, T. (Ed.) The Theory and Practice of Online Learning – AU Press, Athabasca University. (Detailed discussion on MOOCs and open education)
- ❖ Flanders, N.A. Analyzing Teaching Behavior – Addison-Wesley Publishing.(Core reference for Flanders Interaction Analysis)

**CLO-PLO matrix for the course MEDUDIT225 Innovations in Teacher Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDIT225.1</b>	3	2	2	2	2	2	2	3	1	1	2.0
<b>MEDUDIT225.2</b>	3	2	2	1	2	2	1	2	1	1	1.70
<b>Average PLO</b>	3	2	2	1.5	2	2	1.5	2.5	1.00	1.00	<b>1.85</b>

### SEMESTER-III

#### Core Courses

<b>Core Course</b>	<b>Title of Course</b>	<b>No. of Credits</b>
<b>MEDUCRM325</b>	Advanced Research Methodology in Education	4
<b>MEDUCET325</b>	Educational Technology	4
<b>MEDUCEI325</b>	Development of Education System in India	4
<b>MEDUCCE325</b>	Comparative Education	4
<b>Total Credits</b>		<b>4x4=16</b>

#### Discipline Centric Elective (DCE) Courses

<b>DCE Course</b>	<b>Title of Course</b>	<b>No. of Credits</b>
<b>MEDUDSP325</b>	Fundamentals of Social Psychology	2
<b>MEDUDIK325</b>	Indian Knowledge System	2
<b>MEDUDIT325</b>	Essentials of Instructional Technology	2
<b>MEDUDIE325</b>	Inclusive Education	2
<b>MEDUDAW325</b>	Essentials of Academic Writing	2
<b>Total Credits</b>		<b>2x2=4</b>

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

**MEDUCRM325.1:** Differentiate between qualitative and quantitative research paradigms and identify their distinctive features in educational research.

**MEDUCRM325.2:** Analyze and evaluate various methods of educational research historical, experimental, and qualitative—for designing effective and valid research studies.

**MEDUCRM325.3:** Apply appropriate quantitative techniques, including statistical tools and data visualization methods, to interpret and present research findings accurately.

**MEDUCRM325.4:** Select and utilize suitable data collection tools and techniques for conducting systematic and ethical educational research.

### **Unit I: Historical and Descriptive Research**

- i) Historical Research-Characteristics and Application.
- ii) Sources of Data: Primary and Secondary
- iii) Historical Criticism
- iv) Descriptive Research-Characteristics and Application
- v) Types of Descriptive Research

### **Unit II: Experimental Research**

- i) Experimental Research- Concept and Characteristics
- ii) Steps of Experimental Research
- iii) Experimental Designs
- iv) Variables: Dependent, Independent, Intervening and Extraneous.

### **Unit III: Understanding Qualitative Methods**

- i) Grounded Theory
- ii) Ethnography
- iii) Phenomenology
- iv) Naturalistic Inquiry
- v) Mixed Methods

### **Unit IV: Data Collection Tools**

- i) Observation
- ii) Questionnaire
- iii) Interview (Their Characteristics, Merits & Limitations).

### **Suggested Reading:**

- ❖ Babbie, E. R. (2007). *The Basics of Social Research* (4th ed.). Wadsworth Publishing.
- ❖ Best, J. W., & Kahn, J. V. (2007). *Research in Education* (10th ed.). Pearson.
- ❖ Bhattacharyya, D. K. (2008). *Research methodology: Methods and techniques*. Universities Press.
- ❖ Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge.
- ❖ Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among*
- ❖ Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- ❖ Fraenkel, J. R., & Wallen, N. E. (2007). *How to Design and Evaluate Research in Education* (6th ed.). McGraw-Hill.
- ❖ Glesne, C. (2007). *Becoming Qualitative Researchers: An Introduction*. Pearson.
- ❖ Kothari, C. R. (2008). *Research methodology: Methods and techniques*. New Age International.
- ❖ Kumar, R. (2005). *Research methodology: A step-by-step guide*. Sage Publications.
- ❖ Kumar, R. (2010). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- ❖ Leedy, P. D., & Ormrod, J. E. (2007). *Practical Research: Planning and Design* (8th ed.). Pearson.
- ❖ Merriam, S. B. (2007). *Qualitative Research and Case Study Applications in Education*. Jossey- Bass.
- ❖ Panneerselvam, R. (2005). *Research methodology: Methods and techniques*. PHI Learning.
- ❖ Borg, W. R. & Educational Research – An introduction. Gall, M.D. (New York: Longman, 1979)
- ❖ Garret, H. E. *Statistics in Psychology and Education* (Hyderabad: International Book Bureau)
- ❖ Good, C. V. *Introduction to Education Research*, (New York: Appleton Country Crafts, 1958)
- ❖ Guilford, J. *Psychometric Methods*. (New Delhi: McGraw Hill Publishing Company, 1971)
- ❖ Guilford, J. P. *Fundamental Statistics in Psychology and Education*. (New York: McGraw Hill Book Company, 1965).
- ❖ Kerlinger, E. N. *Foundations of Behavioural Research*. (New York: Holt Rinehart & Winston, Ic.)

**CLO-PLO matrix for the course MEDUCR325 Advanced Research Methodology in Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO 10</b>	<b>Average CLO</b>
<b>MEDUCRM325.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCRM325.2</b>	3	2	2	2	3	2	2	2	2	2	2.20
<b>MEDUCRM325.3</b>	3	2	2	1	3	2	1	2	2	2	2.00
<b>MEDUCRM325.4</b>	3	2	1	2	2	3	1	1	2	2	1.90
<b>Average PLO</b>	3.00	2	1.75	1.75	2.75	2.50	1.50	1.75	2.00	2	<b>2.10</b>

**Course No. MEDUCET325**

**Educational Technology and ICT**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCET325.1** Examine how educational technologies can be effectively integrated to enhance teaching, learning, and research in diverse educational settings.

**MEDUCET325.2** Design and apply innovative instructional strategies and practices using ICT tools to improve student engagement and learning outcomes.

**MEDUCET325.3** Develop and align instructional objectives, modalities, and designs with technological applications for effective classroom implementation.

**MEDUCET325.4** Demonstrate proficiency in the use of information and communication technologies (ICT) for creating, managing, and evaluating digital learning environments and resources.

### **Unit I:Introduction to Educational Technology**

- i) Evolution of Educational Technology
- ii) Scope & Objectives of Educational Technology
- iii) Approaches to Educational Technology: Hardware, Software, System Approach
- iv) Applications of Educational Technology: Formal, Non-Formal (Open & Distance Learning) & Informal Mode.

### **Unit II:Teaching Technology**

- i) Concept, Nature, & Characteristics of Teaching.
- ii) Factors Affecting Teaching.
- iii) Taxonomy of Teaching Objectives.
- iv) Phases and Levels of Teaching.
- v) Maxims and Principles of Teaching.

### **Unit III:Instructional Design**

- i) Concept of Instruction and Formulation of Instructional Objectives.
- ii) Concept of System Approach to Instructional Design.
- iii) Models of Development of Instructional Design: (ADDIE Model, ASSURE Model and Dick & Carey Model).

### **Unit IV:Trends in the ICT Enabled Teaching-Learning Process**

- i) E-Learning: Concept and Approaches to E-Learning (Offline, Online,
- ii) Synchronous, Asynchronous & Flipped Classroom).

- iii) Blended Learning (BL): Concept & Models: Face-To-Face Driver Model, Rotation Model, Flex Model, Self-Blend Model and Online Driver Model.
- iv) Technological Pedagogical and Content Knowledge (TPACK).
- v) Concept of Artificial Intelligence & Virtual Educational Environment.

**Suggested Readings:**

- ❖ Bhushan, A. & Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication
- ❖ Mehra, V (2004). Educational Technology. Delhi: SS publishers.
- ❖ Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
- ❖ Mangal (2009). Essentials of Educational Technology. Delhi: Anmol Publications.
- ❖ Mehra, V. (2010). A Textbook of Educational Technology. New Delhi: Sanjay Prakashan
- ❖ Bhattacharya, I., & Sharma, K. (2011). ICT Integration in Education: Bridging the Digital Divide. APH Publishing Corporation.
- ❖ Cuban, L. (2001). Oversold and underused: Computers in the classroom. Harvard University Press.
- ❖ Dwivedi, R. S., & Verma, S. (2017). ICT in Education: Integration, Access, and Policy. Sage Publications India.
- ❖ Jain, S., & Saini, D. (2015). ICT for Development: Educational Technologies. Springer.
- ❖ Jonassen, D. H., Howland, J. L., Marra, R. M., & Crismond, D. (2008). Meaningful learning with technology. Pearson.
- ❖ Kumar, S., & Kumar, V. (2014). Emerging Technologies and Pedagogies in the Curriculum. IGI Global.
- ❖ Lankshear, C., & Knobel, M. (2006). New literacies: Everyday practices and classroom learning (2nd ed.). Open University Press.
- ❖ Mishra, S., & Singh, M. K. (2008). E-learning: A Revolution in the Field of Education. Sarup & Sons.
- ❖ Sharma, R. C. (2018). ICT in Education: Pedagogy, Impacts, and Practices. Bloomsbury Publishing India.
- ❖ Syed, N.A. (2018). ICT Integration in Education: A Smart Concept of Teaching & Learning. "Educreation Publishing" (New Delhi). e-book is also available online on
- ❖ Warschauer, M. (2003). Technology and social inclusion: Rethinking the digital divide. MIT Press.
- ❖ Dar.M.A, Maqbool.A, Bhat S.A, 2024: Teaching in the Artificial Intelligence era, empowering Educators for the future .IIP Publication

**CLO-PLO matrix for the course MEDUCET325 Educational Technology and ICT**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO 10</b>	<b>Average CLO</b>
<b>MEDUCET325.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCET325.2</b>	3	2	2	2	3	2	2	2	2	2	2.20
<b>MEDUCET325.3</b>	3	2	2	1	3	2	1	2	2	2	2.00
<b>MEDUCET325.4</b>	3	2	1	2	2	3	1	1	2	2	1.90
<b>Average PLO</b>	3.00	2	1.75	1.75	2.75	2.50	1.50	1.75	2.00	2	<b>2.10</b>

**Course No. MEDUCEI325**

**Development of Education System in India**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCEI325.1** Demonstrate a comprehensive understanding of the educational practices, systems, and philosophies prevalent in ancient India, and their influence on contemporary education.

**MEDUCEI325.2** Compare and contrast the national systems of education in India, such as the gurukul system, madrasa system, and formal schooling, and analyze their impact on educational development.

**MEDUCEI325.3** Analyze the evolution of education in modern India, including the introduction of formal schooling, educational policies, and the role of educational institutions in shaping the nation.

**MEDUCEI325.4** Develop lifelong learning skills, embrace ethical values, and promote environmental responsibility for a well-rounded education.

### **Unit I: Education in Ancient & Medieval India**

- i) Vedic Education.
- ii) Buddhist Education
- iii) Muslim Education  
(Detailed Description of Salient Feature, Objectives, Curriculum, Methods of Teaching and Role of Teacher in these Systems of Education).

### **Unit II: Development of Education in Pre Independence India**

- i) Charter Act (1813) and Macaulay's Minutes (1835)
- ii) Wood's Dispatch (1854)
- iii) Calcutta University Commission (1917)
- iv) Sargent Report (1944)  
(with special reference to their major recommendations)

### **Unit III: Development of Education in Post-Independence India-I**

- i) Radhakrishnan Commission (1948-49)
- ii) Secondary Education Commission (1952-53)
- iii) Indian Education Commission (1964-66)
- iv) National Policy on Education (1986)

v) Rama Murti Committee (1991)

#### **Unit IV:Development of Education in Post-Independence India-II**

- i) National Curriculum Framework (NCF-2005)
- ii) National Curriculum Framework for Teacher Education (NCFTE)- 2009
- iii) National Education Policy (2020)
- iv) National Curriculum Framework for School Education (NCFSE) - 2023  
(With special reference to their major recommendations)

#### **Suggested Readings:**

- ❖ Gupta, V.K., & Gupta, A. (2005). Development of education system in India.
- ❖ Jayapalan, N. (2002). Problems of Indian education. New Delhi: Bhargava Publication.
- ❖ Sachdeva, M.S., & Umesh. (2005). A Modern approach to education in Emerging Indian society. Ludhiana: Vinod publication.
- ❖ Sodhi, T.S. (2005). Development of Education System in India. Patiala: Bawa Publications.
- ❖ Development of Education Systems in India (2012). Ganai M. Y., & Bhat S. A., Dilpreet Publishing House New Delhi (India).
- ❖ Garg, B. R. Educational for Tomorrow. (Ambla Cant; International Book Agency, 1979)
- ❖ Garg, B. R. Educational Crises in India. (Ambla Cant; International Book Agency, 1977)
- ❖ Hughes, A. G. Education: Some fundamental Problems. Hughes, C (Longman, 1966)
- ❖ Joshi, K. Problems of Higher Education in India, (Bombay: Popular Prshashma, Pvt., Ltd., 1977)
- ❖ Naik, J. P. The Education Commission and After. (New Delhi: Allied Publishers Pvt., Ltd., 1982)
- ❖ Ramanathan, G. Problems of Educational Planning & National Integration. Ruhell, S. P. Social Determinants of Educability in India-Papers in the Sociological Context, Context of India Education. (Delhi: Jain Brothers., 1969).
- ❖ Salamatullah. Education in the Social Context. (New Delhi: NCERT, 1979)
- ❖ Sawak, N. S. Current Problems in India Education. (Punjab: Kitab Ghar Jullinder)
- ❖ Shah, A. R. & Non-formal Education & the NAEP. Bhan, S. (Bombay: D. V. P., 1980)
- ❖ Singh, R.P. Non-formal Education-An Alternative to Format System. (New Delhi: Bihari Publication Pvt., Ltd., 1979)
- ❖ Sharma, R. N. History and Problems of Education in India. Surjeet Publications.
- ❖ Jayapalan, N. History of Education in India, Atlantic Publishers, New Delhi.

**CLO-PLO matrix for the course MEDUCEI325 Development of Education System in India**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO 10</b>	<b>Average CLO</b>
<b>MEDUCEI325.1</b>	3	2	2	2	3	3	2	2	1	2	2.20
<b>MEDUCEI325.2</b>	3	2	2	2	3	2	2	2	1	1	2.00
<b>MEDUCEI325.3</b>	3	2	2	1	3	2	1	2	1	1	1.80
<b>MEDUCEI325.4</b>	3	2	1	2	2	3	1	1	1	1	1.70
<b>Average PLO</b>	3	2	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	<b>1.92</b>

**Course No. MEDUCCE325                      Comparative Education**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCCE325.1** Understand the comparative education, including its research methods, and its significance in comparing different education systems.

**MEDUCCE325.2** Identify and analyze the key factors that influence education, such as culture, society, economy, and politics, and understand how they impact educational practices

**MEDUCCE325.3** Get proficiency in conducting detailed comparative studies of education systems in India and other developed countries, examining similarities, differences, strengths, and weaknesses.

**MEDUCCE325.4** Apply comparative research methods, such as problem solving, surveys, and qualitative analysis, to gain valuable insights

**Unit I: Understanding Comparative Education**

- i) Concept and Scope of Comparative Education
- ii) Historical Perspective of Comparative Education
- iii) International Education: Concept and Scope
- iv) Globalization and Comparative Education

**Unit II: Approaches and Methods**

- i) Systematic Area Studies Approach- (George Z.F Beredy)
- ii) Problem Solving Approach- (Brain Holmes)
- iii) Scientific Method- (Noah's Eckstein's)
- iv) Historical Approach- (Nicholas Hans)

**Unit III: Factors & Influences**

- i) Philosophical and Religious
- ii) Sociocultural and Economic
- iii) Geographical and Political
- iv) Lingual and Technological

**Unit IV: A Comparative Study of Educational Systems**

- i) Primary Education: India & Finland.
- ii) Secondary Education: India & UK
- iii) Higher Education: India & USA

### Suggested Reading:

- ❖ Deyound, C. A. & American Education. Wom, R. (New York: McGraw Hill Company, 1978)
- ❖ Grant, Migol Society School and Progress in Education-Europe, (London: Pergama Press, 1960)
- ❖ Hans, N.The Russian Tradition in Education,(London: Rout Ledge and Kegan Paul, 1963)
- ❖ Surya Venkata, Digumarti Bhaskara, Comparative Education, Discovery publishing house PVT.LTD New-Delhi-110002.
- ❖ Ismail Thamarasseri, Comparative Education, Wisdom press, NewDelhi-110002.
- ❖ Hans Nicholas, Comparative Education, thoughts.
- ❖ Pal, Prem, Comparative Education, Manglam Publications.
- ❖ King, I.J., Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc,1979.
- ❖ Naik, J.P, The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd. 1982)
- ❖ Bray, M., & Adamson, B. (2007). Comparative education research: Approaches and methods. Springer.
- ❖ Bray, M., & Adamson, B. (2007). Comparative education: Exploring issues in international context. Springer.
- ❖ Cowen, R., & Kazamias, A. (Eds.). (2007). International and comparative education: Contemporary issues and debates. Routledge.
- ❖ Gresser, J. L., & Cummings, W. K. (2007). Comparative education: The construction of a field. Stanford University Press.
- ❖ Passi, B. K. (2007). Comparative education: A study of educational factors and traditions. Deep & Deep Publications.
- ❖ Phillips, D., & Schweisfurth, M. (2007). Comparative and international education: An introduction to theory, method, and practice. Continuum.
- ❖ Phillips, D., & Schweisfurth, M. (2007). Comparative and international education: An introduction to theory, method, and practice. Continuum.

### CLO-PLO matrix for the course MEDUCCE325 Comparative Education

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
<b>MEDUCCE325.1</b>	2	2	2	2	3	3	2	2	1	2	2.10
<b>MEDUCCE325.2</b>	2	2	2	2	3	2	2	2	1	1	1.90
<b>MEDUCCE325.3</b>	2	2	2	1	3	2	1	2	1	1	1.70
<b>MEDUCCE325.4</b>	2	2	1	2	2	3	1	1	1	1	1.60
<b>Average PLO</b>	2.00	2	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	<b>1.82</b>

**Course No. MEDUDSP325**

**Fundamentals of Social Psychology**

**Course Learning Outcomes (CLOs):**

**2 Credits**

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

**MEDUDSP325.1** Demonstrate a comprehensive understanding of social psychology, its concepts and various perspectives.

**MEDUDSP325.2** Analyze the concept of social identity and self- development with respect to different theories.

**Unit I: Introducing Social Psychology**

- i) Concept and Scope of Social Psychology
- ii) Methods:
  - a) Observation
  - b) Case Study
  - c) Experimental Method.
- iii) Social Perception:
  - a) Attitude
  - b) Prejudice
  - c) Value

**Unit II: Dynamics of Social Identity and Self**

- i) Concept of Self –Identity
- ii) Importance of Self Identity in Personal and Social Context:
  - a) Self – Esteem
  - b) Self – Preservation
  - c) Self – Regulation.
- iii) Theories of Self:
  - a) Looking Glass Theory (Cooley)
  - b) (I & Me (Mead)
  - c) Self-Theory (Carl Rogers)

**Suggested Reading:**

- ❖ Allport, G.E. Pattern and Growth in Personality, (New York: Holt Rinehart & Winston, 1961)
- ❖ Bales, R.F. Interaction Process Analysis, (Cambridge Addison –Wesley Press, Inc. 1950)
- ❖ Benedict, R. Patterns of Culture, (New York: Penquine Books Inc. 1946)

- ❖ Bonner, H. Group Dynamics, (New York: The Ronald)
- ❖ Cooley, C.H. Human Nature and the Special Order, (New York: Charles Scribers Sons, 1902)
- ❖ Myers, G. David. Social Psychology, Tata McGraw- Hill Publishing Company

**CLO-PLO matrix for the course MEDUDSP325 Fundamentals of Social Psychology**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDSP325.1</b>	2	2	2	2	2	2	2	2	2	2	2.0
<b>MEDUDSP325.2</b>	2	2	2	2	2	2	1	1	1	2	1.70
<b>Average PLO</b>	2	2	2	2	2	2	1.5	1.5	1.5	1.5	<b>1.85</b>



**CLO-PLO matrix for the course MEDUDIK325 Indian Knowledge System (IKS)**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDIK325.1</b>	2	2	2	2	2	2	2	2	2	2	2.0
<b>MEDUDIK325.2</b>	2	2	2	2	2	2	1	1	1	2	1.70
<b>Average PLO</b>	2	2	2	2	2	2	1.5	1.5	1.5	1.5	<b>1.85</b>

**Course No.MEDUDIT325**

**Essentials of Instructional Technology**

**Course learning Outcomes (CLOs) :**

**2 credits**

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

**MEDUDIT325.1** Explain the concept, scope, and importance of instructional technology in education.

**MEDUDIT325.2** Demonstrate understanding of communication processes in teaching and learning.

### **Unit I: Fundamentals of Instructional Technology**

- i) Concept, nature, scope, and importance of instructional technology.
- ii) Evolution of instructional technology: from traditional to modern approaches.
- iii) Instructional technology and its relationship with educational technology.
- iv) Principles of instructional technology.
- v) Systems approach to education.
- vi) Communication in teaching and learning: elements, process, and barriers.

### **Unit II: Media and Applications in Instructional Technology**

- i) Classification of instructional media: projected and non-projected aids.
- ii) Print, audio, and visual media in education.
- iii) ICT in instructional technology: computers, internet, multimedia, e-learning, blended learning.
- iv) Role of instructional technology in curriculum development and classroom instruction.
- v) Integration of instructional technology in evaluation and assessment.
- vi) Recent trends: Artificial Intelligence, Virtual Reality, Mobile Learning, MOOCs.

### **Suggested Readings**

- ❖ Kumar, K. L. (2008). Educational Technology. New Age International.
- ❖ Aggarwal, J. C. (2013). Essentials of Educational Technology: Innovations in Teaching- Learning. Vikas Publishing.
- ❖ Mukhopadhyay, M. (1990). Educational Technology: Challenging Issues. Sterling Publishers.
- ❖ Mohanty, J. (2001). Educational Technology. Deep & Deep Publications.
- ❖ Seels, B. B., & Richey, R. C. (1994). Instructional Technology: The Definition and Domains of the Field. AECT.
- ❖ Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). Instructional Media and Technologies for Learning. Pearson.

❖ Dar.M.A, Maqbool.A, Bhat S.A, 2024: Teaching in the Artificial Intelligence era, empowering Educators for the future .IIP Publication

**CLO-PLO matrix for the course MEDUDIT325 Essentials of Instructional Technology**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDIT325.1</b>	2	2	2	2	2	2	2	2	2	2	<b>2.0</b>
<b>MEDUDIT325.2</b>	2	2	2	2	2	2	1	1	1	2	<b>1.70</b>
<b>Average PLO</b>	2	2	2	2	2	2	1.5	1.5	1.5	1.5	<b>1.85</b>



**CLO-PLO matrix for the course MEDUDIE325 Inclusive Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDIE325.1</b>	2	2	2	2	2	2	2	2	2	2	2.0
<b>MEDUDIE325.2</b>	2	2	2	2	2	2	1	1	1	2	1.70
Average PLO	2	2	2	2	2	2	1.5	1.5	1.5	1.5	<b>1.85</b>

**Course code:-MEDUDAW325      Essentials of Academic Writing**

**Course Learning Outcomes (CLOs) :**

**2 credits**

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

**MEDUDAW325.1** Write Effectively in the Personal and Professional Life

**MEDUDAW325.2** Use Academic Writing Skills for Professional Purposes

**Unit-I: Academic Writing: An Introduction**

- i) Definition and Nature of Academic Writing
- ii) Need and Importance of Academic Writing
- iii) Types of Academic Writing: Descriptive, Analytical, Persuasive and Creative
- iv) Research Paper, Thesis and Dissertation
- v) Academic Writing and Employability

**Unit-II : Formality and Language Academic**

1. Vocabulary and Tone
2. Effective use of Grammar : Tenses, Modals and Active-Passive Voice
3. Articles: Definite and Indefinite
4. Punctuation: Concept and Application
5. Essay Writing, Letter Writing ,Note-Making and Email Writing

**Suggested Reading :**

- ❖ Tiwari, Anjana. Communication Skills in English. Khanna Publications, 2022.
- ❖ Greenbaum, Sydney. Oxford English Grammar. Oxford: Oxford University Press. 1996.
- ❖ Thomson, A.J, and A.V. Martinet. A Practical English Grammar ( 4th Edition). Oxford University Press, 1986.
- ❖ Herring, Peter. Complete English Grammar Rules. Farlex International, 2016.
- ❖ Murphy, Raymond. Intermediate English Grammar (2nd Edition). Cambridge University Press, 2024.
- ❖ Roach, Peter. English Phonetics and Phonology (4th Edition). Cambridge University Press, 2019.
- 7. Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Macmillan India Ltd, 2001.
- ❖ Seely, John. Oxford Guide to Effective Writing and Speaking (3rd Edition). Oxford University Press, 2013.
- ❖ Bailey, Stephan. Academic Writing: A Handbook for International Students (5th Edition). Routledge( Francis & Taylor), 2018.

- ❖ Williams, Phil. Advanced Writing Skills for Students of English. English Lessons Brighton, 2018.

**CLO-PLO matrix for the course MEDUDAW325 Essentials of Academic Writing**

<b>Unit-wise CLOs / PLOs</b>	<b>PL01</b>	<b>PL02</b>	<b>PL03</b>	<b>PL04</b>	<b>PL05</b>	<b>PL06</b>	<b>PL07</b>	<b>PL08</b>	<b>PL09</b>	<b>PL010</b>	<b>Average CLO</b>
<b>MEDUDAW325.1</b>	2	2	2	2	2	2	2	2	2	2	2.0
<b>MEDUDAW325.2</b>	2	2	2	2	2	2	1	1	1	2	1.70
<b>Average PLO</b>	2	2	2	2	2	2	1.5	1.5	1.5	1.5	<b>1.85</b>

**SEMESTER-IV (For CW+CW)**

**Core Courses**

<b>Core Courses</b>	<b>Title of Course</b>	<b>No.of Credits</b>
<b>MEDUCPF425</b>	Psychological Foundations of Education-II	4
<b>MEDUCSF425</b>	Sociological Foundations in Education-II	4
<b>MEDUCPE425</b>	Philosophical foundations of education-II	4
<b>MEDUCEP425</b>	Economics and Politics in Education	4
<b>Total Credits</b>		<b>4x4=16</b>

Discipline Centric Elective (DCE) Courses

<b>DCE Course</b>	<b>Title of Course</b>	<b>No. of Credits</b>
<b>MEDUDEL425</b>	Experiential Learning	2
<b>MEDUDAI425</b>	AI in Teaching Learning	2
<b>MEDUDPD425</b>	Personality Development	2
<b>MEDUDAE425</b>	Adult Education	2
<b>MEDUDOL425</b>	Open and Distance Learning	2
<b>Total Credits</b>		<b>2x1=2</b>

Internship

<b>MEDUIPI425</b>	Internship/project	2
<b>Total Credits</b>		<b>2x1=2</b>

**SEMESTER-IV (For CW+R)**

Core Paper

<b>MEDUCER425</b>	Ethics in Research and Publications	4
<b>Total Credits</b>		<b>4x1=4</b>

Project

<b>MEDUPPD425</b>	Project/Dissertation	16
<b>Total Credits</b>		<b>16</b>

**Course No.MEDUCPF425**

**Psychological Foundations of Education-II**

**Course Learning Outcomes (CLOs):**

**4 credits**

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

**MEDUCPF425.1** Understand the relevance of different psychological perspective of education.

**MEDUCPF425.2** Describe the process of growth and development.

**MEDUCPF425.3** Understanding the dynamics of intelligence and the application of learning principles in a classroom situation.

**MEDUCPF425.4** Acquaint the students with the different approaches of intelligence and the importance of motivation to foster their learning skills.

### **Unit I: Developmental Psychology**

- i) Concept, Nature and Principles of Development.
- ii) Physical Development: Factors and Changes across different Stages and Educational Implications
- iii) Emotional Development: Factors, Carroll Izard's theory, Educational Implications
- iv) Social Development: Factors, Erikson's Theory of Psycho-social Development and Educational Implications
- v) Cognitive development: Factors, Piaget's Theory of Cognitive Development and Educational Implications
- vi) Moral Development: Concept and nature of Moral development, role of Cognition and Emotions, Kohlberg's theory of Moral Development.

### **Unit II:Personality**

- i) Concept, Nature and Determinants of Personality
- ii) Type Approach –Adler and Jung
- iii) Trait Approach– Cattell and Allport
- iv) Humanistic Approach – Maslow and Rogers
- v) Psychodynamic Approach-Freud's Theory of Personality

### **Unit III:Intelligence**

- i) Concept, Nature and Factors of Intelligence
- ii) Theories of Intelligence: Spearman's Two Factor Theory, Sternberg's Triarchic Theory and Gardener's Multifactor Theory
- iii) Guilford's Structure of Intellect,

- iv) Concept of Emotional Intelligence, Golman's theory of Emotional Intelligence
- v) Assessment of Intelligence: Individual Intelligence Tests and Group Intelligence Tests

#### **Unit IV: Psychological Tests**

- i) Subjective – Case study, Interview & Observation.
- ii) Objective – Big Five personality test, Eysenck Personality Questionnaire (EPQ)
- iii) Projective – Rorschach Ink. Blot Test (RIB), Thematic Apperception Test (TAT).

#### **Suggested Readings**

- ❖ Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980.
- ❖ Allport, G.V: Personality, New York: Holt, 1954.
- ❖ Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
- ❖ Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
- ❖ Baller, Warren, R.Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
- ❖ Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
- ❖ Shanker Udey: Development of Personality, 1965.
- ❖ Anita, Hoy, & Waseem. (2008). Educational Psychology. Pearson Education India.
- ❖ Baron, R. A., & Kalsher, M. J. (2019). Psychology (8th ed.). Pearson.
- ❖ Berliner, D. C., & Calfee, R. C. (Eds.). (2007). Handbook of Educational Psychology (2nd ed.). Routledge.
- ❖ Bhatnagar, R. (2010). Advanced Educational Psychology. Pearson Education India.
- ❖ Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
- ❖ Feldman, R. S. (2020). Essentials of Understanding Psychology (14th ed.). McGraw-Hill Education.
- ❖ Gray, P. (2019). Psychology (8th ed.). Worth Publishers.
- ❖ Kumar, V. (2011). Educational Psychology. Dorling Kindersley (India).
- ❖ Mangal, S. K. (2007). Advanced Educational Psychology. Prentice-Hall of India.
- ❖ Myers, D. G. (2020). Exploring Psychology (12th ed.). Worth Publishers.
- ❖ Pandey, R. (2004). Educational Psychology. Vikas Publishing House.
- ❖ Sharma, R. K. & Sharma. R. N. (2007). Educational Psychology. Atlantic Publishers & Distributors.

**CLO-PLO matrix for the course MEDUCPF425 Psychological Foundations of Education-II**

<b>Unit-wise CLOs / PLOs</b>	<b>PL01</b>	<b>PL02</b>	<b>PL03</b>	<b>PL04</b>	<b>PL05</b>	<b>PL06</b>	<b>PL07</b>	<b>PL08</b>	<b>PL09</b>	<b>PL010</b>	<b>Average CLO</b>
<b>MEDUCPF425.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCPF425.2</b>	3	2	2	2	3	2	2	2	2	1	2.20
<b>MEDUCPF425.3</b>	3	2	2	1	3	2	1	2	2	1	1.90
<b>MEDUCPF425.4</b>	3	2	1	2	2	3	1	1	2	1	1.80
<b>Average PLO</b>	3	2	1.75	1.75	2.75	2.50	1.50	1.75	2	1.25	<b>2.05</b>

**Course No. MEDUCSF425**

**Sociological Foundations of Education-II**

**Course Outcomes (CLOs):**

**4 Credits**

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

**MEDUCSF425.1** Understand concept, process & types of socialization.

**MEDUCSF425.2** Comprehend importance and role of culture in socialization.

**MEDUCSF425.3** Develop awareness of social movements, its types and theories of social movements.

**MEDUCSF425.4** Understand group dynamics and components of Group Cohesiveness.

**Unit I: Socialization and Culture**

- i) Concept & Process of Socialization
- ii) Types & Agents of Socialization
- iii) Importance of Socialization
- iv) Role of Culture in Socialization

**Unit II: Social Movement and Theories**

- i) Social Movement- Concept and Meaning
- ii) Types of Social Movements
- iii) Theories of Social Movement:
- iv) Relative Deprivation Theory (Samuel Stouffer)
- v) Resource Mobilization Theory (John McCarthy & Mayer Zald)
- vi) New Social Movement Theory (Alberto Melucci)
- vii) Education and Social Movements

**Unit III: Social Research: Methods and Techniques**

- i) Social Research: Meaning, Definition and Importance
- ii) Case Study & Scientific Method
- iii) Ethnography & Observation
- iv) Interview & Social Surveys

**Unit IV Educational Anthropology**

- i) Concept, Nature & Scope of Educational Anthropology
- ii) Anthropological Methods to Study Educational Practices.
- iii) Anthropological perspectives on Educational Policies
- iv) Situated Learning Theory (Lave & Wenger)

### Suggested Readings:

- ❖ Durkheim, B. Study of Education. (London: Routledge and Kegan Paul, 1966)
- ❖ Education for our People Compiled by citizens for democracy, Penguin Education, 1973
- ❖ Field Studies in Sociology of Education, New Delhi, NCERT, 1972.
- ❖ Freire, Pedagogy of the oppressed. Harmond – Worth, Penguin Education, 1973)
- ❖ Halsey, A. H. Education Economy Land Society: A Reader in the& others Sociology of Education (New York: The Free Press,1961)
- ❖ Mannhiem, Karl &An Introduction to Sociology of Education. Stewart, W. A. C. (London: Routledge and Kegan Paul, 1962).
- ❖ Michtchell Duncan Sociology: The Study of Social System
- ❖ Salamatullah Education in Social Context, (New Delhi: NCERT, 1978)
- ❖ Snow, C. P.The two cultures and the Scientific Revolution. (Cambridge, University Press, 1961).
- ❖ Srinavas, M. N.Social Change in Modern India.(Bombay: Allied Publication, 1967)
- ❖ Tibbler, J. W. (Ed)Study of Education. (London: Routledge and Kegan Paul, 1966)
- ❖ NCERT Papers in the Sociology of Education.
- ❖ CN Shankar Rao, Sociology, principles of Sociology with an introduction to Sociological Thought.
- ❖ Anthony Giddens, Philip.W. Sutton, Sociology, 8th Edition (Atlantic Publishers & Distributers)

### CLO-PLO matrix for the course MEDUCSF425 Sociological Perspectives of Education-II

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
<b>MEDUCSF425.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCSF425.2</b>	3	2	2	2	3	2	2	2	2	1	2.20
<b>MEDUCSF425.3</b>	3	2	2	1	3	2	1	2	2	1	1.90
<b>MEDUCSF425.4</b>	3	2	1	2	2	3	1	1	2	1	1.80
<b>Average PLO</b>	3	2	1.75	1.75	2.75	2.50	1.50	1.75	2	1.25	<b>2.05</b>

**Course No. MEDUCPE425**

**Philosophical Foundations of Education-II**

**Course Learning Outcomes (CLOs):**

**4 credits**

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

**MEDUCPE425.1** Gain a comprehensive understanding of fundamental philosophical issues.

**MEDUCPE425.2** Acquires knowledge about the radical thought of education

**MEDUCPE425.3** Analyse comprehensive knowledge about various Indian schools of philosophy and their impact on educational theory & practice.

**MEDUCPE425.4** Get familiar with the educational ideas of Western Philosophers.

### **Unit I: Fundamental Philosophical Issues**

- i) Metaphysical Issues
- ii) Epistemological Issues
- iii) Axiological Issues.

### **Unit II: Radical Thoughts**

- i) Radicalism – Concept & Meaning
- ii) Paulo Freire – Conscientization
- iii) Ivan Illich – De-schooling Society

### **Unit III: Eastern Schools of Philosophy.**

- i) Orthodox School: - Shankhya, Yoga, Vendanta, – with Special Reference to Knowledge, Reality, Values and Educational Implications.
- ii) Heterodox School: - Buddhism, Jainism with Special Reference to Knowledge, Reality, Values and Their Educational Implication.
- iii) Islamic Tradition: - With Special Reference to Knowledge, Reality, Values and Their Educational Implications.

### **Unit IV: Western Thinkers**

- i) John Dewey
- ii) Bertrand Russell
- iii) Immanuel Kant
- iv) Neloddings

Their contribution to Educational thought & practice of education.

### Suggested Readings:

- ❖ Brubacher, J.S. Modern Philosophies of Education, McGraw Hill, New Delhi.
- ❖ Broudy, H.S. Building of Philosophy of Education, Englewood, Cliffs Prentice Hall, Inc.
- ❖ Butler, D. Four Philosophies of Education, New York: Harper & Row
- ❖ Dewey, J. Democracy and Education. New York: Free Press
- ❖ Henderson. Introduction to Philosophy in Education, Kabir, H. Indian Philosophy of Education. New York: Macmillan
- ❖ Kneller, G. Existentialism and Education, bPark, Jee. The Philosophy of Education.
- ❖ Rusk, R. The Doctrines of Great Educators,
- ❖ Saiyidian, K.G. The Humanistic Tradition in Indian Educational Thought: Asia Publishing House Bombay.
- ❖ Dash. B.N. Teacher & Education in the Emerging Indian Society, (Vol I & II) Neel Kamal Publications.
- ❖ Cantor, N.F. Ancient Thought, Plato and Aristotle, Waltham Mass, Blaisdell Publishing Co. Lodge, R.C. Plato Theory of Education, London Routledge and Regan Paul.
- ❖ Phenix, P. Philosophies of Education, New York: John Wiley Inc.
- ❖ Radakrishnan, S. History of Philosophy, Eastern and Western London Allen and Unwin
- ❖ Vive Kananda. The Yuga of love and Devotion Calcutta, Advaita Ashram
- ❖ Vivekananda. India Contribution to world thought and Culture, Madras, Vivekananda Rock Memorial Committee.
- ❖ Whitehead, A.N. The Aims of Education and other essays, London: William & Newgate.
- ❖ Taneja. Educational Thinkers: Atlantic Publishers, New Delhi. Biswas & Aggarwal Seven Indian Educationists. Arya Book Depot, New Delhi
- ❖ UNEDCO. Humanism & Education in East and West.
- ❖ Speeches of Maulana Azad; Publication Division Ministry of Information & Broadcasting, GOI.

### CLO-PLO matrix for the course MEDUCPE425 Philosophical Foundations of Education-II

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
<b>MEDUCPE425.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCPE425.2</b>	3	2	2	2	3	2	2	2	2	1	2.20
<b>MEDUCPE425.3</b>	3	2	2	1	3	2	1	2	2	1	1.90
<b>MEDUCPE425.4</b>	3	2	1	2	2	3	1	1	2	1	1.80
<b>Average PLO</b>	3	2	1.75	1.75	2.75	2.50	1.50	1.75	2	1.25	<b>2.05</b>

**Course No. MEDUCEP425**

**Economics & Politics in Education**

**Course Learning Outcomes (CLOs):**

**4 Credits**

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

**MEDUCEP425.1** Concept of national development and educational policy

**MEDUCEP425.2** Process of educational policy formulation: agenda setting, policy design, decision-making, implementation, evaluation & feedback and reassessment

**MEDUCEP425.3** Role of key stakeholders: government, educators, civil society, and international organizations

**MEDUCEP425.4** Challenges in policy formulation: conflicts, power dynamics, and resource allocation

### **Unit I: Educational Policy and Development**

- i) Concept of National Development and Educational Policy
- ii) Process of Educational Policy Formulation: Agenda Setting, Policy Design, Decision-Making,
- iii) Implementation, Evaluation, Feedback and Reassessment
- iv) Role of key Stakeholders: Government, Educators, Civil Society, and International Organizations
- v) Challenges in Policy Formulation: Conflicts, Power Dynamics, and Resource Allocation

### **Unit II: Economics of Education**

- i) Concept of Economics of Education
- ii) Relationship Between Education and Economic Development
- iii) Cost Benefit Analysis Vs Cost Effective Analysis in Education
- iv) Human Capital theory
- v) Challenges in Education and Economy Linkage: Skill Mismatches and Labour Market Demands & Public vs. Private Education Debate

### **Unit III: Education and Politics**

- i) Introduction to Politics of Education
- ii) Perspectives of Politics of Education: Liberal, Conservative and Critical
- iii) Approaches of Understanding Politics: Theory of System Analysis and Theory of Rational Choice
- iv) Power and Ideology in Education: Role of Ideology in Shaping Educational Policies, Power Dynamics between Various Educational Stakeholders

## Unit IV: Global Perspective

- i) Role of International bodies in Educational Development:
  - a) UNDP
  - b) WHO
  - c) UNESCO
  - d) World Bank

### Suggested Readings:

- ❖ Agarwal, P. (2021). Indian higher education: Envisioning the future. Sage Publications.
- ❖ Ball, S. J. (2020). Policy sociology and critical education studies. Routledge.
- ❖ Bray, M. (2022). Comparative education research: Approaches and methods. Springer.
- ❖ Chand, R. (2020). Education and national development: Policy perspectives from India. Orient Blackswan.
- ❖ Rizvi, F., & Lingard, B. (2021). Globalizing educational policy. Routledge.
- ❖ Carnoy, M. (2021). Education and economic development: Theory and evidence. Oxford University Press.
- ❖ Chakrabarti, R., & Roy, S. (2020). The economics of education in India. Springer.
- ❖ Levin, H. M., & McEwan, P. J. (2021). Cost-effectiveness analysis in education: A practical approach. SAGE Publications.
- ❖ Psacharopoulos, G. (2021). Economics of education: Research and studies. Pergamon Press.
- ❖ Tilak, J. B. G. (2022). Education, society, and development: National and international perspectives. National Institute of Educational Planning and Administration (NIEPA).
- ❖ Apple, M. W. (2021). The politics of education: Culture, power, and liberation. Routledge.
- ❖ Giroux, H. A. (2022). Neoliberalism and the politics of education reform. Haymarket Books.
- ❖ Ghosh, R. (2023). Education and the politics of national identity in India. Palgrave Macmillan.
- ❖ Kumar, K. (2020). Political and educational reform in India. OUP India.
- ❖ Trowler, P. (2021). Education policy: A theoretical approach. Open University Press.

**CLO-PLO matrix for the course MEDUCPE425 MEDUCEP425 Economics & Politics in Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO 10</b>	<b>Average CLO</b>
<b>MEDUCEP425.1</b>	3	2	2	2	3	3	2	2	2	2	2.30
<b>MEDUCEP425.2</b>	3	2	2	2	3	2	2	2	2	1	2.20
<b>MEDUCEP425.3</b>	3	2	2	1	3	2	1	2	2	1	1.90
<b>MEDUCEP425.4</b>	3	2	1	2	2	3	1	1	2	1	1.80
<b>Average PLO</b>	3	2	1.75	1.75	2.75	2.50	1.50	1.75	2	1.25	<b>2.05</b>

**Course No. MEDUDEL425**

**Experiential Learning**

**Course Learning Outcomes (CLOs):**

**2 Credits**

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

**MEDUDEL425.1** Understand the concept, scope, and features of experiential learning, including active engagement and reflective observation.

**MEDUDEL425.2** Explore types of experiential learning, such as project-based learning, problem-based learning, and internships.

### **Unit I: Introduction to Experiential Learning**

- i) Concept & Scope of Experiential Learning
- ii) Historical Background of Experiential Learning
- iii) Features of Experiential Learning: Active Engagement, Reflective Observation,
- iv) Concrete Experience, Abstract Conceptualization & Personalization
- v) Types of Experiential Learning: Project Based Learning, Problem Based Learning & Internships

### **Unit II: Experiential Learning Models**

- i) Kolb's Experiential Learning Cycle
- ii) Dewey's Reflective Thinking Model
- iii) Reg Revans Action Learning Model

### **Suggested Readings:**

- ❖ Brockbank, A., & McGill, I. (2007). Facilitating reflective learning in higher education. McGraw-Hill Education.
- ❖ Honey, P., & Mumford, A. (1986). The manual of learning styles. Peter Honey Publications.
- ❖ Nentwig, P., & Terenzini, P. (2015). Experiential learning in higher education: A framework for teaching and learning. *Teaching in Higher Education*, 20(1), 101-112.
- ❖ Smith, M. K. (2001). David A. Kolb on experiential learning. In *The Encyclopedia of Informal Education*.
- ❖ Cooner, T. S. (2010). Using action learning to enhance student engagement in higher education. *Education + Training*, 52(6), 473-<https://doi.org/10.1108/00400911011078280>
- ❖ Li, Y., & Zhang, Y. (2017). Experiential learning in education: A study on students' engagement. *International Journal of Education Research*, 2(1), 27-35.

- ❖ McLeod, S. (2017). Kolb's learning styles and experiential learning theory. Simply Psychology.
- ❖ Vella, J. (2002). Learning to listen, learning to teach: The power of dialogue in educating adults.

**CLO-PLO matrix for the course MEDUDEL425 Experiential Learning**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDEL425.1</b>	2	2	2	3	2	2	2	2	3	2	2.20
<b>MEDUDEL425.2</b>	2	2	2	3	2	2	2	2	3	1	2.10
<b>Average PLO</b>	2	2	2	3	2	2	2	2	3	1.5	<b>2.15</b>

**COURSE CODE:- MEDUDAI425**

**AI in Teaching-Learning**

**Course Learning Outcomes (CLOs):**

**2 credits**

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

**MEDUDAI425.1** Understand the concept, evolution, and scope of Artificial Intelligence (AI).

**MEDUDAI425.2** Evaluate ethical concerns and limitations of AI in education.

### **Unit I: Introduction to Artificial Intelligence and Its Role in Education**

- i) Concept and Characteristics of Artificial Intelligence (AI)
- ii) Historical Development and Evolution of AI
- iii) AI in Cognitive and Constructivist Learning Theories
- iv) Role of AI in Classroom Instruction and Learning Environments
- v) Overview of AI Tools in Education (Chatbots, Virtual Assistants, AI Tutors)

### **Unit II: Application, Challenges, and Ethical Dimensions of AI in Education**

- i) AI in Personalized Learning, Intelligent Tutoring Systems (ITS), and Adaptive Learning
- ii) AI in Assessment and Evaluation: Predictive Analytics, Auto-grading, Feedback Systems
- iii) AI and Universal Design for Learning (UDL): Inclusive and Accessible Education
- iv) Ethical Issues: Bias in Algorithms, Data Privacy, Teacher and Student Surveillance
- v) Teacher's Changing Role in AI-Supported Classrooms

### **Suggested Readings:**

- ❖ Luckin, R. (2018). Machine Learning and Human Intelligence: The Future of Education for the 21st Century.
- ❖ Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.
- ❖ UNESCO. (2021). AI and Education: Guidance for Policy-makers.
- ❖ Selwyn, N. (2019). Should Robots Replace Teachers? AI and the Future of Education.
- ❖ Indian National Education Policy (NEP 2020) – Sections on Technology Integration and AI.
- ❖ Dar.M.A, Maqbool.A, Bhat S.A, 2024: Teaching in the Artificial Intelligence era, empowering Educators for the future .IIP Publication

**CLO-PLO matrix for the course MEDUDAI425 AI in Teaching-Learning**

<b>Unit-wise CLOs / PLOs</b>	<b>PL01</b>	<b>PL02</b>	<b>PL03</b>	<b>PL04</b>	<b>PL05</b>	<b>PL06</b>	<b>PL07</b>	<b>PL08</b>	<b>PL09</b>	<b>PL010</b>	<b>Average CLO</b>
<b>MEDUDAI425.1</b>	2	2	2	3	2	2	2	2	3	2	2.20
<b>MEDUDAI425.2</b>	2	2	2	3	2	2	2	2	3	1	2.10
<b>Average PLO</b>	2	2	2	3	2	2	2	2	3	1.5	<b>2.15</b>

**Course No. MEDUDPD425                      Personality Development**

**Course Learning Outcomes (CLOs):**

**2 Credits**

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

**MEDUDPD425 .1** Acquire knowledge about meaning, determinants and theories of personality.

**MEDUDPD425.2** Analyse the guidelines and environment on the development of personality

**Unit I: Meaning, Determinants and Theories of Personality**

- i) Meaning and Characteristics of Personality.
- ii) Biological & Cultural Determinants of Personality
- iii) Type and Trait Approaches of Personality with Educational Implications.

**Unit II Personality Development**

- i) Importance of Personality Development.
- ii) Guidelines of Personality Development
- iii) Role of Personality Development in Reducing Stress

**Suggested Readings:**

Baron, R. A., & Kalsher, M. J. (2019). Psychology (8th ed.). Pearson.

- ❖ Bhatnagar, R. (2010). Advanced Educational Psychology. Pearson Education India.
- ❖ Cattell, R. B. (1990). Description and Measurement of Personality. World Book Co.
- ❖ Cattell, R. B., & Dreger, R. N. (2010). Handbook of Modern Personality Theory. Appleton Century Crofts.
- ❖ Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
- ❖ Anita Woolfolk & Preeti Kapur (2019). Educational Psychology, Academic Press.
- ❖ Feldman, R. S. (2020). Essentials of Understanding Psychology (14th ed.). McGraw-Hill Education.
- ❖ Gleitman, H., Gross, J., & Reisberg, D. (2017). Psychology (9th ed.). W. W. Norton & Company.
- ❖ Gray, P. (2019). Psychology (8th ed.). Worth Publishers.
- ❖ Kumar, V. (2011). Educational Psychology. Dorling Kindersley (India).
- ❖ Mangal, S. K. (2007). Advanced Educational Psychology. Prentice-Hall of India.
- ❖ Mangal, S. K. (2009). Foundations of Educational Psychology. Prentice-Hall of India.
- ❖ Pandey, R. (2004). Educational Psychology. Vikas Publishing House.

- ❖ Plotnik, R., & Kouyoumdjian, H. (2021). Introduction to Psychology (11th ed.). Cengage Learning.
- ❖ Sharma, R. N. & Sharma, R. K. (2007). Educational Psychology. Atlantic Publishers & Distributors.

**CLO-PLO matrix for the course MEDUDPD425 Personality Development**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDPD425.1</b>	2	2	2	3	2	2	2	2	3	2	2.20
<b>MEDUDPD425.2</b>	2	2	2	3	2	2	2	2	3	1	2.10
<b>Average PLO</b>	2	2	2	3	2	2	2	2	3	1.5	<b>2.15</b>

**Course No. MEDUDAE425                      Adult Education**

**Course Learning Outcomes (CLOs):**

**2 Credits**

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

**MEDUDAE425.1** Explain the concept, need, and importance of adult education.

**MEDUDAE425.2** Describe the basics of adult learning and motivation.

**Unit I: Adult Education in India**

- i) Concept need and Importance of Adult Education.
- ii) Objectives and Scope of Adult Education.
- iii) Problems of Adult Education.
- iv) Approaches to Adult Education, with reference to:
  - a. NPE -1986
  - b. NLM-1988
  - c. NEP- 2020

**Unit II: Motivation of Adults.**

- i) Introduction to Adult Learning and Motivation.
- ii) Andragogy and Motivation
- iii) Factors and Methods of Motivating Adults for Learning
- iv) Barriers to Motivation

**Suggested Readings:**

- ❖ Bordia Anil, J. R. Kidd. Adult Education in India. J.A. Dvapa, Datta S. C.(Nichiketa Publication Limited)
- ❖ J. A. Dvapa, Adult Education in Third World Datta, S.C. (Criterion Publication, New Delhi)
- ❖ Kundu, C. L. Adult Education: Principles, Practice & Prospects, (Sterling Pub., New Delhi)
- ❖ Miller, Harry L. Teaching & Learning in Adult Edu. (London: Macmillan Company, 1964)
- ❖ Mohsini, S. R. Adult & Community Education. (Indian Adult Education Association, 1973)
- ❖ Mohanty, S. B. Life Long and Adult Education. (Ashish Publication House, New Delhi)
- ❖ Rai, T. V. Adult Education for School Change. (New Delhi: Manakar, 1989)
- ❖ Malik, G. M. Understanding Adult Education.

**CLO-PLO matrix for the course MEDUDAE425 Adult Education**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDAE425.1</b>	2	2	2	3	2	2	2	2	3	2	2.20
<b>MEDUDAE425.2</b>	2	2	2	3	2	2	2	2	3	1	2.10
<b>Average PLO</b>	2	2	2	3	2	2	2	2	3	1.5	<b>2.15</b>

**Course No. MEDUDOL425**

**Open and Distance**

**Learning Course Outcomes (CLOs):**

**2 credits**

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

**MEDUDOL425.2** Understand the key concepts of distance education and open learning.

**MEDUDOL425.2** Understand regulatory framework of distance education.

**Unit I: Introduction to Distance Education and Open Learning**

- i) Concept, Scope, and Significance of Distance Education
- ii) Objectives of Distance Education
- iii) Differences between traditional and distance education
- iv) Concept, Significance and principles of Open Learning

**Unit II: Regulatory framework and Agencies of Distance Education**

- i) Distance Education Bureau (DEB) –UGC: Concept, Importance and Functions
- ii) Centre for internal Quality Assurance (CIQA): Concept, Importance and Functions
- iii) University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020

**Suggested readings:**

- ❖ Anderson, T., & Dron, J. (2015). Teaching in online learning contexts. Athabasca University Press.
- ❖ Moore, M. G., & Kearsley, G. (2018). Distance education: A systems view of online learning (3rd ed.). Wadsworth.
- ❖ Peters, O. (2017). Learning and teaching in distance education: Analyses and interpretations from an international perspective (2nd ed.). Routledge.
- ❖ Holmberg, B. (2019). Theory and practice of distance education (4th ed.). Routledge.
- ❖ Khan, M. S., & Sofi, A. H. (2021). Distance education in Jammu & Kashmir: Historical analysis and future prospects. International Journal of Distance Learning, 32(4), 56-75.
- ❖ Bhat, A. M. (2022). The journey of open and distance learning in Jammu & Kashmir: A historical perspective. J&K Journal of Educational Research, 29(1), 110- 126.
- ❖ Bates, A. W. (2018). Teaching in a digital age: Guidelines for designing teaching and learning. B Ccampus Open Publishing.

- ❖ Mishra, S. (2019). Designing and developing self-learning materials. Asian Journal of Distance Education, 17(2), 89-102.
- ❖ Rowntree, D. (2018). Preparing materials for open, distance and flexible learning (5th ed.). Kogan Page.
- ❖ Saba, F. (2020). Distance education: Theory, methodology, and epistemology. Springer.
- ❖ Keegan, D. (2021). Foundations of distance education (5th ed.). Routledge.

**CLO-PLO matrix for the course MEDUDOL425 Open and Distance Learning**

<b>Unit-wise CLOs / PLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>Average CLO</b>
<b>MEDUDOL425.1</b>	2	2	2	3	2	2	2	2	3	2	2.20
<b>MEDUDOL425.2</b>	2	2	2	3	2	2	2	2	3	1	2.10
Average PLO	2	2	2	3	2	2	2	2	3	1.5	<b>2.15</b>

**MEDUCER425****Ethics in Research and Publication****Course Learning Outcomes (CLOs):****4 credits**

By the end of this course, learners will be able to:

**MEDUCER425.1** Understand the foundations and importance of research ethics.

**MEDUCER425.2** Apply ethical principles in handling data, participants, and publications.

**MEDUCER425.3** Analyze issues of confidentiality and integrity in research.

**MEDUCER425.4** Critically examine ethical challenges emerging from AI in research.

**Unit I: Introduction to Research Ethics**

- i) Meaning, scope, and importance of ethics in research
- ii) Ethical principles: honesty, integrity, objectivity, accountability
- iii) Historical background: unethical research cases and lessons learned
- iv) National and International ethical guidelines

**Unit II: Confidentiality and Integrity in Research**

- i) Protecting participants' rights and privacy
- ii) Data protection, informed consent, and anonymity
- iii) Plagiarism, fabrication, and falsification of data
- iv) Role of Institutional Ethics Committees (IECs)

**Unit III: AI and Research Ethics**

- i) Ethical implications of Artificial Intelligence in research
- ii) Bias, transparency, and accountability in AI-driven studies
- iii) Responsible use of AI tools in data collection, analysis, and publication
- iv) Ethical dilemmas: authorship, originality, and reliance on AI-generated content

**Unit IV: Ethics in Publication and Approaches**

- i) Authorship criteria and responsibilities
- ii) Peer review ethics: transparency, fairness, and conflicts of interest
- iii) Publication misconduct: duplicate submission, salami slicing, predatory journals
- iv) Best practices: open access, reproducibility, and responsible reporting

**Suggested Readings:**

- ❖ Resnik, D. B. (2015). *Ethics of Research with Human Subjects*. Springer.
- ❖ Shamoo, A. E., & Resnik, D. B. (2009). *Responsible Conduct of Research*. Oxford University Press.
- ❖ ICMJE Guidelines (International Committee of Medical Journal Editors).
- ❖ COPE (Committee on Publication Ethics) Guidelines.
- ❖ Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*

**CLO-PLO matrix for the course MEDUCER425 Ethics in Research and Publication**

Unit-wise CLOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
<b>MEDUCER425.1</b>	3	2	2	2	2	3	2	2	2	2	2.20
<b>MEDUCER425.2</b>	3	2	2	2	2	2	2	2	2	1	2.00
<b>MEDUCER425.3</b>	3	2	2	1	3	2	1	2	2	2	2.00
<b>MEDUCER425.4</b>	3	2	1	2	2	3	1	1	2	2	1.90
<b>Average PLO</b>	2.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	2.025

## CLOs- PLOs Mapping Matrix For All Courses

Unit wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	Average CLO
MEDUCPE125	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCTE125	2.25	2.75	2.25	2.25	2.50	1.25	2.75	1.75	1.00	1.50	2.02
MEDUCAS125	2.50	1.75	2.25	1.75	2.50	1.50	1.75	1.00	1.00	2.50	2.50
MEDUCBR125	2.50	1.50	2.50	1.50	1.50	1.00	2.50	1.00	2.75	1.50	2.50
MEDUDGC125	1.5	1.5	1.5	2.5	1.5	1.5	1.5	1.00	1.00	1.5	1.5
MEDUDEE125	2	1.5	2	1.5	2	1.00	2	1.00	1.00	1.5	1.55
MEDUDCD125	3	2	2	2	2	1	2	2	1	2	1.9
MEDUDPV125	2	1.00	1.00	2.00	3	3	1.00	1.00	1.00	1.67	1.57
MEDUDEJ125	3	1.00	1.67	2	2	2	1.00	1.00	1.00	2	1.7
MEDUCSF225	2.50	1.00	2.00	1.25	2.75	1.25	2.00	1.00	1.00	1.50	1.62
MEDUCME225	2.75	1.75	2.25	1.00	1.75	1.00	1.75	1.00	1.75	1.00	1.60
MEDUCPF225	2.50	1.00	2.00	1.50	2.75	1.00	2.00	1.00	1.00	1.25	1.60
MEDUCDA225	2.75	1.75	2.50	1.00	1.75	1.00	1.75	1.00	1.75	1.00	1.62
MEDUDCE225	2	1.00	2	1.5	2	1.00	1.5	2.5	1.00	1.00	1.37
MEDUDMH225	1.67	1.00	1.00	1.67	1.67	1.00	1.67	1.00	1.00	1.00	1.27
MEDUDSE225	1.67	1.00	1.67	1.00	1.67	1.67	1.00	1.00	1.00	1.00	1.27
MEDUDGS225	1.67	1.00	1.67	1.00	1.67	1.00	1.00	1.00	1.00	1.00	1.20
MEDUDIT225	2.33	1.67	2.33	1.67	2.00	1.00	1.67	1.33	1.00	1.00	1.60
MEDUCRM325	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCRM325	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCEI325	4.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCCE325	2.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUDSP325	2	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.40
MEDUDIK325	2	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.40
MEDUDIT325	2	1.00	2	1.00	2	2	2	1.00	1.00	1.00	1.50
MEDUDIE325	3	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.50
MEDUDAW325	2	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.40
MEDUCPF425	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCSF425	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCEP425	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUCPE425	3.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
MEDUDEL425	2	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.40
MEDUDAI425	2.5	1.00	2	1.00	1.5	2	1.00	1.00	1.00	1.00	1.40
MEDUDPD425	2	1.00	2	1.00	2	2	1.00	1.00	1.00	1.00	1.40
MEDUDAE425	3	1	2	1	2	2	1	1	1	1	1.50
MEDUDOL425	2	1	2	1	2	2	1	1	1	1	1.40
MEDUCER425	2.00	1.00	1.75	1.75	2.75	2.50	1.50	1.75	1.00	1.25	1.82
<b>Average PLO</b>	<b>2.52</b>	<b>1.97</b>	<b>2.50</b>	<b>1.97</b>	<b>2.27</b>	<b>2.07</b>	<b>1.73</b>	<b>1.90</b>	<b>1.76</b>	<b>1.57</b>	<b>2.50</b>