



Barrackpore Rastraguru Surendranath College

Teaching Plan

Department of Education

2022-23

NAME OF THE PROGRAMME

PG- CBCS (EDUCATION)

PROGRAMME OUTCOME

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

- Develop knowledge and understanding of major specialized areas in education.
- Develop critical thinking pertaining to issues related to education.
- Orient the students on the modern trends of educational technology and their application in educational system.
- Enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students. Develop competencies to conduct research in emerging areas of education.
- Develop knowledge and understanding of the process of educational research.
- Understand the social structure, multiculturalism, socialization and social and education equity. Reform and revamp of teacher education in India. Get involved with the various activities and system of teacher education.
- Understand the historical political and economy aspect of education, learn to apply various research methods and academic writing for educational research. ICT for research and innovative teaching methods.
- Understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education. Inculcate the entrepreneurship skills and self-development.
- Understand different research methods, equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.
- Self-study component helps in self-directed learning as it gives opportunity to student to study in depth about a particular issue and gain knowledge.
- Enhance the analytical and interpretation skills of data, Scholars are well trained in using statistical measures, software's (SPSS) (MS EXCEL) etc.
- The course focuses on formulating and implementing leadership and management skills. The course will provide the students with a systematic framework for understanding the school management and its different strategies.
- Understand the innovative technology and tools of ICT and their use in teaching learning environment. Use of ICT in research perspective, design and develop ICT integrated learning resources, analysis and interpretation of the research data with the help of ICT.

Semester		1st(2022-2023)			
SEMESTER		I			
Course Title	PHILOSOPHICAL FOUNDATIONS OF EDUCATION				
Course Code	EDCMT1.1	Credit	4		
Course Outcome	<p><u>After the completion of the course, the students will be able to</u></p> <ul style="list-style-type: none"> • Recognize the importance and significance of Education, Philosophy and Educational Philosophy. • Understand the contributions of Indian & Western Schools of Philosophy in Education. • Appreciate the contributions of Educational Thinkers. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
	(i) Concept, nature & scope of Education and Philosophy.				24

Unit- 1: Education & Philosophy	(ii) Concept, nature and scope of Educational Philosophy. (iii) Relationship between Education and Philosophy. (iv) Concept of Educational Philosophy and Philosophy of Education.	
Unit – 2: Indian Schools of Philosophy	(i) Indian Philosophy – Concept, nature and types (ii) Sankhya, Yoga, Vedanta Philosophy – with special reference to Aims of Education, Methods of Teaching and acquiring valid knowledge. (iii) Jainism, Buddhism & Islamic traditions – with special reference to Aims of Education, Methods of teaching and acquiring knowledge. (iv) Comparison between Indian & Western Philosophy.	24
Unit - 3: Western Schools of Philosophy	(i) Meaning, Importance of Metaphysics, Epistemology & Axiology. (ii) Idealism, Naturalism & Realism – Introduction, Knowledge & Wisdom. (iii) Pragmatism, Marxism & Existentialism - Introduction, Knowledge & wisdom. (iv) Modern Concept of Philosophy – Logical Analysis, Positivism and Positive Relativism.	24
Unit – 4: Contributions of Educational Thinkers	Contributions of – i) Rabindra Nath Tagore & Mohandas Karamchand Gandhi. (ii) JidduKrishnamurti& Savitribai Phule. (iii) Bertrand Russell & Paulo Freire. (iv) Wollstonecraft & Nel Noddings.	24

Semester		I			
Course Title	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION				
Course Code	EDCMT1.2	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • Understand the concept and significance of schools of psychology. Understand the various aspects of Growth and Development. • Understand the concept, nature of intelligence and creativity. • Understand the concept, development, measurement, importance of personality. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Major schools of Psychology	(i) Behaviourism – Characteristics & significance in Education. (ii) Cognitivism – Characteristics & significance in Education. (iii) Humanism – Characteristics & significance in Education. (iv) Constructivism – Characteristics & significance in Education.				24

Unit-2: Growth & Development	(i) Concept & Principles of growth & development. (ii) Cognitive Development – Piaget & Kohlberg. (iii) Social & Emotional development – Vygotsky & Erickson (iv) Holistic Theory of development – Steiner	24
Unit-3: Intelligence & Creativity	(i) Intelligence – Concept, nature, types & measurement. (ii) Theories of intelligence – Guilford, Gardner, Sternberg (iii) Emotional intelligence – Concept, Nature, Theory (Goleman) & Measurement: Educational implications. (iv) Creativity – Concept, Nature, Theory (Sternberg) and Nurturance, Relationship with Metcognition.	24
Unit-4: Personality	(i) Personality – Concept, Nature, Importance & Development & Importance. (ii) Theories and their educational implications – Freud, Allport, Max Wertheimer, Kurt Koffka. (iii) Measurement of Personality (iv) Mental Health and Mental Hygiene- Concept, Characteristics and Educational Importance.	24

Semester I	
Course Title	METHODOLOGY OF EDUCATIONAL RESEARCH
Course Code	EDCMT1.3 Credit 4
Course Outcome	<p><u>After the completion of the course, the students will be able to -</u></p> <ul style="list-style-type: none"> • comprehend the nature and process of understanding research in Education • understand various research designs in Education • understand analysis of data and research report writing • plan and design Educational Research

Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Basic Concept on Educational Research	(i) Concept, Nature, Purpose and Scope of Research and Educational Research. (ii) Scientific Method – Meaning and Characteristics, Steps & Types. (iii) Fundamental, Applied, Action Research (iv) Historical, Descriptive, Experimental, Qualitative, Quantitative Research.				24
Unit-2: Planning & Design of Research	(i) Selection of Research Problem – Concept, Needs, and Limitations. (ii) Variables – Concept, Nature & Types. (iii) Objectives & Research Questions. (iv) Characteristics of a Good Research Tools – Objectivity, Validity & Reliability. (v) Tools & Techniques – Rating scale, Attitude scale, Aptitude Test, Achievement Test, Questionnaire, Observation, Interview , Projective technique, Inventory.				24
Unit-3: Research Design	(i) Grounded Theory Design – Concept, Characteristics, Steps, Strengths & Weakness. (ii) Case Study – Concept, Characteristics, Components, Steps, Strengths & Weakness.				

	(iii) Ethnography – Concept, Characteristics, Steps, Strengths & Weakness. (iv) Mixed Method Designs – Characteristics, Types, Steps, and Strengths & Weakness.	24
Unit-4: Data Analysis & Research Report writing	(i) Analysis of Quantitative Data – Description of data, testing of hypothesis, Levels of Significance. (ii) Inferential Statistics – Parametric & Non - Parametric Techniques. (iii) Analysis of Qualitative Data – Data Reduction, Classification, Analytical Induction & Content Comparison. (iv) Research Report Writing – Research Ethics, Chapterisation, Style of Referencing.	24

Semester		I			
Course Title	STATISTICS IN EDUCATION				
Course Code	EDCMT1.4	Credit	4		
Course Outcome	<p><u>After the completion of the course, the students will be able to</u></p> <ul style="list-style-type: none"> • Understand the basic concept and need of statistics in educational research. • Understand quantitative data analysis. • Acquaint with parametric and non- parametric inferential analysis. • Understand qualitative data analysis. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4

Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Statistics in Educational Research	(i) Statistics – Concept, Characteristics and Need of Statistics in Educational Research. (ii) Hypothesis – Concept, Characteristics, Types. (iii) Confidence Level & Significance Testing. (iv) Type-I and Type-II Errors, One tailed & Two Tailed Tests.				24
Unit- 2: Quantitative Data	(i) Scales – Concept, characteristics, need in Education, types (Nominal, Ordinal, Interval & Ratio) (ii) Normal Probability Curve, Skewness & Kurtosis – Concept, Characteristics & Uses. (iii) Quantitative Data Analysis through Software – MS Excel & Use of Statistical Software (Basic Idea).				24
Unit -3: Inferential Statistics: Parametric & Non-parametric Techniques	(i) T-test. (ii) Analysis of Variance (ANOVA) - One-way and Two-way ANOVA and Analysis of co-variance (ANCOVA) - Concept only. (iii) Chi-square test, Median test, Mann-Whitney U test. (iv) Regression & prediction from simple & multiple Regression equation. Biserial & Point Biserial Correlation.				24
Unit-4: Qualitative Data Analysis	(i) General Approach to data Analysis. (ii) Specialised Approach – Narrative analysis, Discourse Analysis, Content Analysis (iii) Directional Analysis – Inductive & thematic approach.				24

Semester		I			
Course Title	EVALUATION OF LISTENING & SPEAKING SKILLS				
Course Code	EDCMP1.5	Credit	4		
Course Outcome	<u>After the completion of the course, the students will be able to –</u> <ul style="list-style-type: none"> • understand how to develop listening skills • understand how to develop speaking skills 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	-8	Hours/week	-8
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
a) For listening skill Evaluation-	Four (4) Extended lectures will be organized by the Department in which eminent professors from various universities will be invited. Students will listen the lectures of 45 minutes duration. After then they will be given the chance of Group Discussion (GD) and then each student will be asked question regarding the Content and Method of lecture.				96
b) For Speaking Skill Evaluation	Students will be instructed to speak on a selective topic from P.G. syllabus in English for at least 10 minutes and then they will be asked				96

	questions.	
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Semester		I			
Course Title	COMMUNICATION SKILL				
Course Code	AECC	Credit	2		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • Understand different types of non verbal and oral communication and their uses in various educational sectors. • Acquaint with different types of writing capabilities. • Develop communication skill in different sectors of life. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)

Unit-1 Non verbal and oral communication	<ol style="list-style-type: none"> i. Importance and purpose of communication, process of Communication, types & technique of communication, barriers of communication. ii. Non verbal communication, Body language, tips for in iii. Academic listening: listening to lecturer and presentation, tips for taking down points. iv. Reading Skills: purpose, process, methodologies, academic reading tips v. Speaking Skills: pronunciation, communication provokes, expressing opinions and command over language, self confidence. 	48
Unit-2 Writing Capabilities and Communication Skill	<ol style="list-style-type: none"> i. Element of effective writing: The sentence phrases and clauses, types of sentences. ii. Main forms of written communication: summarizing and elaboration as per requirement. iii. Remedial English grammar and usage: Articles tenses, preposition, correction of errors in given sentences, error in the use of words, errors in punctuation, preparing a CV iv. Presentation Skill: Preparing a power point presentation, presenting a paper, group discussion, preparing for facing a job interview. 	48

Semester-II

Semester II			
Course Title	SOCIOLOGICAL FOUNDATIONS OF EDUCATION		
Course Code	EDCMT2.1	Credit	4
	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • Understand the relationship between Education and Sociology. • Understand culture, socialization and social process. • Recognize social change properly. 		

Course Outcome	<ul style="list-style-type: none"> Analyse the causes and remedial measures of social problems. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline& Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit: 1: Education and Sociology	(i) Meaning & nature of sociology, Educational Sociology, Sociology of Education. (ii) Approaches to Sociology of Education – Symbolic Interaction, Structural Functionalism, and Conflict Theory. (iii) Social Dynamics in Education. (iv) Theories of Social Movements – Relative Deprivation, Resource Mobilization, Political Process, Neo Social Movement Theory.				24
Unit- 2: Education	(i) Culture – Concept, Nature, Types, Determinants. (ii) Agencies of Socialization – Family, Peer-group, Community,				24

and Socialization	<p>Educational</p> <p>Institutions, Mass-Media</p> <p>(iii) Social Process – Co-operation, Competition, Conflict’</p> <p>Integrity – Concept, Nature, Educational Importance.</p> <p>(iv) Concept & Development of Self, Self -Esteem, and Social Feelings.</p>	
Unit – 3: Education and Social Change	<p>(i) Social Change – Concept, Nature, Factors, and Theories (Karl Marx & P. Sorokin)</p> <p>(ii) Process of Social Change – Structural Process (Industrialisation & Urbanisation)</p> <p>Cultural Process – Sanskritization & Westernisation</p> <p>(iii) Constraints of Social Change – Caste, Class, Ethnicity, Religion & Language.</p> <p>(iv) Relationship between Education and Social Change.</p>	24
Unit – 4: Education and Social Problems	<p>(i) Discriminatory issues-Caste & Gender.</p> <p>(ii) Drug Abuse & Drug Addiction.</p> <p>(iii) Child Labour & Child Abuse.</p> <p>(iv) Terrorism.</p>	24

Semester II	
Course Title	PEDAGOGICAL STUDIES

Course Code	EDCMT2.2	Credit	4		
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • Understand concept,nature and importance of Pedagogy and Pedagogical analysis. • Understand the concept,nature and theories of Andragogy. • Familiarize with the assessment in Pedagogy of Education. • Familiarize with the assessment in Andragogy of Education. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit- 1: Pedagogical Analysis	(i) Pedagogy – Meaning, Nature, & Importance. (ii) Pedagogical Analysis - Concept & Stages. (iii) Critical Pedagogy – Meaning, Needs and its Implication in Teacher Education. (iv) Organising Teaching – Memory, Understanding, and Reflective Level.				24
Unit- 2: Andragogy	(i) Meaning & Nature of Andragogy and Importance of Andragogy in				24

	<p>Education.</p> <p>(ii) Meaning, Principles, Competencies of Self- directed learning.</p> <p>(iii) Theory of Andragogy (Malcom Knowles)</p> <p>(iv) The Dynamic Model of Learner Autonomy.</p>	
Unit- 3: Assessment in Pedagogy of Education	<p>(i) Intelligence – Concept, nature, types & measurement. (ii) Theories of intelligence – Guilford, Gardner, Sternberg (iii) Emotional intelligence – Concept, Nature, Theory (Goleman) & Measurement: Educational implications. (iv) Creativity – Concept, Nature, Theory (Sternberg) and Nurturance, Relationship with Metacognition.</p>	24
Unit- 4: Assessment in Andragogy of Education	<p>(i) Interaction analysis – Flanders Interaction Analysis.</p> <p>(ii) Galloway’s System of Interaction Analysis</p> <p>(iii) Criteria for Teacher Evaluation – Product, Process and Presage criteria</p> <p>(iv) Rubrics for Self and Peer Evaluation – Concept and Steps of construction.</p>	24

Semester		II	
Course Title	CONTEMPORARY ISSUES AND TRENDS IN EDUCATION		
Course Code	EDCMT2.3	Credit	4
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • Acquaint with the meaning, nature and needs of reservation in Education. • Understand various issues in Education. • Recognize the trends in Education. • understand the various sectors in Education and their controlling agencies 		

Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Education and Reservation	(i) Reservation - Concept, nature and needs. (ii) Reservation for SC/ST/OBC. (iii) Reservation for Women. (iv) Reservation for Differently Abled /Impaired.				24
Unit-2: Issues in Education	(i) Equity and Equality in Education. (ii) Quality and Quantity in Education. (iii) National Policies- NPE (1986), POA (1992), NPE (2016) (iv) Politics in Education.				24
Unit-3: Trends in Education	(i) Globalization and Education. (ii) Privatization in Education. (iii) ICT in Education. (iv) Education & Employment.				24

Unit-4: Various Sectors in Education and their Controlling Agencies	(i) NCTE and Teachers Education. (ii) AICTE and Technical Education. (iii) MCI and Medical Education. (iv) RCI and Special Education.	24
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Semester II					
Course Title	PSYCHOLOGY OF LEARNER & LEARNING PROCESS				
Course Code	EDCMT2.4	Credit	4		
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • Understand various theories of learning • Acquaint with learning & motivation. • Understand transfer of learning. • Acquaint with social learning 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)

<p>Unit-1: Theories of Learning</p>	<p>(i) Learning – Concept, Nature & Educational Importance.</p> <p>(ii) Theories of Learning – Cognitive Learning (Piaget), Social Cognitive Learning (Bandura), Social Constructivist Learning (Vygotsky): their Educational Implications.</p> <p>(iii) Factors of Learning – Attention, Interest, Intelligence, and Environment.</p> <p>(iv) Learning – Role of Teacher, Students, Peer-Group & Parents.</p>	<p>24</p>
<p>Unit-2: Learning & Motivation</p>	<p>(i) Motivation - Concept, Nature & Educational Importance.</p> <p>(ii) Theories of Motivation – Maslow’s Theory of Motivation & Mc Clelland’s Theory of Motivation – Concept & Educational Importance.</p> <p>(iii) Role of Motivation in Learning.</p> <p>(iv) Learning & Teaching – Role of Teacher, Students & their Inter Relationship.</p>	<p>24</p>
<p>Unit-3: Transfer of Learning</p>	<p>(i) Transfer of Learning - Concept, Nature & Educational Importance.</p> <p>(ii) Types of Transfer – Concept, types & Importance</p> <p>(iii) Theories of Transfer of Learning – Theory of Generalization, Theory of Ideas, Theory of Mental Discipline.</p> <p>(iv) Methods for enhancing Transfer of Learning</p>	<p>32</p>
<p>Unit-4: Social Learning</p>	<p>(i) Social Learning - Concept, Nature & Scope.</p> <p>(ii) Factors of Social Learning.</p>	<p>24</p>

	(iii) Social Learning, Social Cognition & Social Competence. (iv) Role of Social Learning In Understanding Social Relationship & Socialization.	
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Semester II					
Course Title	ICT IN EDUCATION				
Course Code	EDCMP2.5	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • familiarize with the basic ideas of computer and its functions & importance in Education • operate MS words and its different uses • Operate Excel and its Different Uses • Operate PPT and its Different Uses 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	8	Hours/week	8
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)

Unit-1: General ideas on ICT	(i) Basic Ideas of Computer-its different parts functions and importance. (ii) Operation of MS-words and its related parts. (iii) Operation of Excel and its related parts. (iv) PPT. <ul style="list-style-type: none"> • Practical Note Book5 • Viva Voice.....10 • Regular Practice & Attendance15 • Performance on date of Exam.....20 • Total.....50 	192
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Semester		II			
Course Title	COMMUNICATION SKILL				
Course Code	SEC	Credit	2		
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • understand how to develop reading skill • understand how to develop writing skill 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					

Maximum Score	50	Internal		End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
	<p>Scope of Employability –</p> <p>After the completion of SEC, the students will be able to -</p> <ul style="list-style-type: none"> • Become a good teacher who has not only sufficient knowledge in Education but has a good pronunciation power. • Become an ideal teacher who can motivate the students by his/her improved stylish hand writing. • Become a good translator/proof reader <i>etc. in</i> any printing house. • Become an ideal citizen who can easily communicate with others. <p>Unit – 1: Enhancement of Reading Skill</p> <p>Unit – 2: Enhancement of Writing Skill</p> <p>(i) Practical Note Book10 (ii) Viva Voce10 (iii) Regular Practice & Attendance10 (iv) Performance on date of Exam20 Total50</p>				96

Semester-III

Semester	III
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Course Title	EDUCATIONAL TECHNOLOGY				
Course Code	EDCMT3.1	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • develop the general ideas on Educational Technology • understand the meaning, nature & importance of system approach and various applications of Computer in Education. • acquaint with the emerging trends in e-learning. • understand the uses of ICT in different sectors, advantages & disadvantages of ICT. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: General Ideas on Educational Technology	(i) Development of Educational Technology. (ii) Educational Technology as a discipline. (iii) Application of E.T in formal, non-formal (open and distance learning), Informal & Inclusive Education systems. (iv) Advantages and limitation of E. T				24

<p>Unit-2: System Approach</p>	<p>(i) Concept, Nature & Importance of System Approach. Development of Instructional Model.</p> <p>(ii) Gagne’s Nine Events of Instruction and Five Es of Constructivism.</p> <p>(iii) Application of Computer in Education- CAI, CAL, CBT, CML, ODML.</p> <p>(iv) Approaches to e-learning- Offline, Online, Asynchronies, Blended learning, Mobile Learning.</p>	<p>24</p>
<p>Unit-3: Emerging Trends in e-learning</p>	<p>(i) Social Learning - Concept use of social networking sites, blogs, Charts, Video conferences, discussion forum.</p> <p>(ii) Open Education resources - Creative common, Massive Open Online Courses (MOOCS) – concept & application.</p> <p>(iii) E-Inclusive – Concept & application, quality of e-Learning- Information, System, Service, User satisfaction.</p> <p>(iv) Ethical Issues - for e-Learner and e-Teacher/Teachers, Learning and Research.</p>	<p>24</p>
<p>Unit-4 Uses of ICT</p>	<p>(i) Uses of ICT in different sectors-advantages and disadvantages</p> <p>(ii) Uses of ICT in Evaluation, Administration and Research.</p> <p>(iii) ICT for Research- Online Repositories and Online Development.</p>	<p>24</p>

	(iv) Online & Offline Assessment Tools- Concept and Development.	
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Semester		III			
Course Title	EDUCATIONAL MANAGEMENT				
Course Code	EDCMT3.2	Credit	4		
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • understand the functions & importance of management, administration and Educational management. • acquaint with the concept of leadership in the field of Education. • understand quality management in Education. • develop the ideas regarding the changes in management. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Management and Administration	(i) Concept, principles, functions & importance of Educational Management and Educational Administration. (ii) Management as a System.				24

	<p>(iii) POSDCORB, PERT, SWOT analysis</p> <p>(iv) Administration as a Bureaucracy, Human relations Approach to Administration.</p>	
Unit-2: Leadership in Education	<p>(i) Leadership in Educational Administration – Concept, Nature & types.</p> <p>(ii) Approaches to Leadership - Traits, Transformational, Transactional, value based, Cultural, Psychodynamic - Concept and their Characteristics.</p> <p>(iii) Models of Leadership - Blake & Mouton’s Managerial grid, Fiedler’s Contingency Model.</p> <p>(iv) Ideal Leadership in Educational Institution, development of Leadership in Education.</p>	24
Unit-3: Quality Management	<p>(i) Concept of quality and Quality in Education - Indian and International Perspectives.</p> <p>(ii) Evolution of Quality - Inspection, Quality Control, Quality Assurance.</p> <p>(iii) Total Quality Management (TQM) – Concept & Nature.</p> <p>(iv) Quality Gurus- Walter Shewart, Edward Deming, C.K Prahlad, Peter Drucker.</p>	24
Unit-4: Changes in Management	<p>(i) Concept, Needs for planned change.</p> <p>(ii) Three steps Model of Changes – Unfreezing, Moving & Refreezing.</p> <p>(iii) Cost of Quality- Appraisal costs, Failure Costs, Preventable Costs,</p>	24

	<p>Cost benefit & Cost Effective Analysis (Concept only).</p> <p>(iv) Indian & International Quality Assurance Agencies - NAAC, Quality Council of India (QCI), International Network for quality Assurance Agency in Higher Education (INQAAHE)</p>	
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Semester			III		
Course Title	VALUE & PEACE EDUCATION				
Course Code	EDCMT3.3	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • develop the concept, need and importance of Value and Peace Education. • acquaint with the nature & concept of value Education. • acquaint with the nature & concept of Peace Education. • understand the approaches to Education in value and peace. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35

Course Mapping

Units	Course Content	Lecture Hour (Cumulative)
Unit - 1: General ideas on Value & Peace Education	(i) Historical Perspectives of value & Peace Education. (ii) Values in Indian Culture. (iii) Need & importance of Education for Peace. (iv) Values & Peace in the Socio- cultural context in India.	24
Unit - 2: Nature & Concept of Values in Education.	(i) Values – Concept & types. (ii) Value Education – Concept, Nature & Importance. (iii) Democratic & Universal Human Values – Concept, Nature & Importance. (iv) Human Values – Indian Context.	24
Unit - 3: Nature & Concept of Peace Education.	(i) Peace – Concept & Characteristics. (ii) Peace Education - Concept, Nature & Importance. (iii) International understanding and Peace – Functions & Importance of UNESCO & role of Education. (iv) Persons Propagating Peace –Nelson Mandela & Mother Teresa.	24
Unit - 4: Approaches to Education in Relation to Value & Peace	(i) Learning experiences in values through Imitation, Indoctrination, Incultation and Internalization. (ii) Learning experiences in Peace through Imitation, Incultation	24

	and Internalization. (iii) Approaches promoting values among Individuals. (iv) Approaches promoting Peace among Individuals.	
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Semester		III			
Course Title	GUIDANCE & COUNSELLING				
Course Code	EDCMT3.4A	Credit	4		
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • understand the nature, principles, need and types of guidance • understand the nature, principles, need and types of counselling • develop the various guidance programme in different levels • acquaint with stress and stress management 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Guidance	(i) Nature, Principles & Need. (ii) Types of Guidance – Concept, Nature and Educational Importance.				24

	<p>(iii) Role of Parents, Teachers, Peer Group & Society in Guidance.</p> <p>(iv) Guidance Personnel- Functions & Importance.</p>	
<p>Unit-2: Counselling</p>	<p>(i) Nature, Principle & Need.</p> <p>(ii) Types of Counselling – Concept, Nature and Educational Importance.</p> <p>(iii) Approaches of Counselling – Cognitive-behavioural (Albert Ellis-REBT), Humanistic Approach, Person- Centred Counselling (Carl Rogers).</p> <p>(iv) Theories of Counselling- Behaviouristic, Rational, Emotive and Realistic.</p>	24
<p>Unit-3: Guidance Programme</p>	<p>(i) Educational, Vocational & Personal Guidance Programme - Concept, Nature and need.</p> <p>(ii) Guidance Programme in Various Levels - Primary, Secondary and Tertiary level.</p> <p>(iii) Child Guidance Clinic- Concept, Evolution, Structure, Functions.</p> <p>(iv) Hospice- Concept, Evolution, Structure, Functions.</p>	24
<p>Unit-4: Stress & Stress Management</p>	<p>(i) Stress - Concept, Nature and Classification.</p> <p>(ii) Stressors - Concept, Nature and Classification.</p> <p>(iii) Effects of Acute & Chronic Stress on Human being and their remedial Measures.</p> <p>(iv) Stress Management in Educational Institution – Concept, Method/ Mechanism,</p>	24

	Importance.	
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Semester		III			
Course Title	ECONOMICS OF EDUCATION				
Course Code	EDCMT3.4B	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • acquaint with Economics, Education and Economics of Education • understand Cost benefit & Cost - Effective Analysis • understand Education and Man Power Planning • develop the concept and idea of educational finance. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit-1: Education and Economics	(i) Economics and Education – Concept, Scope and their Inter Relationship.				24

	<p>(ii) Economics of Education – Concept and Scope.</p> <p>(iii) Education as Consumption and Role of Human being.</p> <p>(iv) Economics of Education as an Independent Branch of Social Knowledge – Concept and Role of Human being.</p>	
Unit-2: Cost benefit & Cost - effective Analysis	<p>(i) Cost benefit Analysis – Concept, Nature and Importance.</p> <p>(ii) Cost effective Analysis - Concept, Nature and Importance, Cost benefits Analysis vs. Cost effective Analysis in Education.</p> <p>(iii) Concept of cost consciousness in Education, External & Internal Efficiency of Education.</p> <p>(iv) Economic Return to Higher Education – Signalling Theory vs. Human Capital Theory.</p>	24
Unit-3: Education and Manpower Planning	<p>(i) Manpower Planning – Concept, Nature and Relevance in Education.</p> <p>(ii) Human Development Index (HDI) – Concept, Nature and Importance.</p> <p>(iii) Millennium Development Goal (MDG) - Concept, Nature and Importance.</p> <p>(iv) Forecasting on Manpower Requirement.</p>	24
Unit-4 Educational Finance	<p>(i) Concept & Criteria of Educational Finance.</p> <p>(ii) Education Finance at Micro & Macro Levels.</p> <p>(iii) Institutional Budgeting – Concept, Nature & Importance.</p> <p>(iv) Public Finance in Education – Concept, Evolution & Importance</p>	24

Semester		III			
Course Title	DEVELOPMENT OF A STANDARDIZED ACHIEVEMENT TEST				
Course Code	EDCMP3.5	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> • understand how to develop a standardized achievement test. • acquaint with the implications of standardized achievement test in Education. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	8	Hours/week	8
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
	<p>STEPS TO BE FOLLOWED:</p> <ol style="list-style-type: none"> 1. Conduct of Content Analysis of the selected topic (s) 2. Writing Non- Behavioural and Behavioural Objectives 3. Preparing Table of Specification 				

4. Developing test items and scoring key
5. Conduct of Pilot Testing and Item –analysis
6. Preparing second draft of the test on the basis of item analysis
7. Determining Psychometric properties of the test
8. Preparing the final version of the test and Instruction for administration of the test
9. Conduct of Standardisation procedure.
10. Preparing the test manual.

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NOTE: TEST MANUAL SHOULD CONTAIN THE FOLLOWING

- i. Final form of the Test
- ii. Table of Specification of the final form of the test
- iii. Information about the Psychometric properties of the test
- iv. Norm (s)
- v. Instructions for administration of the test

DISTRIBUTION OF MARKS FOR TERM – END EXAM.

- Content Analysis.....2
- Writing Non- Behavioural and Behavioural Objectives6
- Preparing Table of Specification6
- Developing test items and Scoring key6
- Item Analysis6

	<ul style="list-style-type: none"> • Determination of Reliability and Validity 6 • Standardisation of the test4 • Laboratory Notebook.....4 • Viva- Voce10 	
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Semester		III			
Course Title	FUNDAMENTALS OF EDUCATION				
Course Code	GEC	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • develop the concept, nature, scope, aims and factors of Education. • understand the various forms of Education. • acquaint with the recent trends in Education. • acquaint with the contributions of modern great educators. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					

Units	Course Content	Lecture Hour (Cumulative)
Unit-1: Concept of Education	(i) Concept, Nature, Scope and Importance of Education. (ii) Aims of Education-Individualistic, Socialistic & Modern. (iii) Factors of Education-Students, Teachers, Educational Institution (School),Curriculum, Interrelationship between the factors. (iv) Educational for comprehensive development of human.	24
Unit-2: Forms of Education	(i) Education- Formal, Informal and Non-formal Education (at least one agency from each to be discussed). (ii) Interrelationship between the different forms. (iii) Open Education - Concept, Characteristics and Importance. (iv) ICT Education.	24
Unit-3: Recent trends in Education	(i) Education for Human Rights Development. (ii) Education for Sustainable Development. (iii) Education for National Integration. (iv) Education for International Understanding.	24
Unit-4: Contributions of Great Educators	(i) Contributions of Begum Rokeya in Education. (ii) Contributions of Aurobindo in Education. (iii) Contributions of Bertrand Russell in Education. (iv) Contributions of John Dewey in Education.	24

Semester-IV

Semester	IV
Course Title	CURRICULUM STUDIES

Course Code	EDCMT4.1	Credit	4
Course Outcome	After the completion of the course, the students will be able to - <ul style="list-style-type: none"> • acquaint with the concept, development & bases of curriculum • develop the idea on various models of curriculum design • understand the concept, nature & importance of curriculum evaluation • understand the concept, need, factors & approaches of curriculum change. 		
Scheme of Instruction			
Total Duration	6 Months	Class/Week	4
		Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)		
Scheme of Examination			
Maximum Score	50	Internal	15
		End Semester	35
Course Mapping			
Units	Course Content		Lecture Hour (Cumulative)
Unit - 1: Concept of Curriculum	(i) Curriculum – Concept, Types & Principles. (ii) Curriculum Development – Strategies & Stages. (iii) Foundations / Bases of Curriculum – Philosophical Bases (National, Democratic), Sociological Bases (Learners’ Needs & Interests). (iv) Role of National level Statutory Bodies in Curriculum Development – UGC, NCTE, NCERT & other Agencies.		24
Unit - 2: Model of Curriculum	(i) Curriculum Design – Concept, Nature & Importance. (ii) Traditional Models of Curriculum Design – Academic / Discipline		24

Design.	Based Model,Competency Based Model. (iii) Contemporary Models of Curriculum Design – Social Activity Model (SocialReconstruction), Individual Needs & Interests Models, Outcome based IntegrativeModel. (iv) Recent Model of Curriculum Design –Intervention Model, CIPP Model(Context, Input, Process, Product Model)	
Unit - 3: Curriculum Evaluation.	(i) Curriculum Evaluation - Concept, Nature & Importance. (ii) Curriculum Transaction – Role of Instructional System, Instructional Media,Instructional Techniques, Instructional Materials. (iii) Approaches to Curriculum Evaluation – Academic and Competency basedApproaches. (iv) Models of Curriculum Evaluation – Tyler’s Model, Stake’s Model, Scriven’s Model,Kilpatrick’s Model.	24
Unit - 4: Curriculum Change	(i) Curriculum Change – Concept & Needs. (ii) Curriculum Change – Factors & Approaches (iii) Role of Students, Teachers and Educational Administrators in Curriculum Change andImprovement. (iv) Curriculum Research – Recent Trends.	24

Semester		IV	
Course Title	EDUCATION OF CHILDREN WITH DIVERSE NEEDS		
Course Code	EDCMT4.2	Credit	4

Course Outcome	After the completion of the course, the students will be able to -				
	<ul style="list-style-type: none"> • develop the concept, evolution, scope of Inclusive Education and Education of Children with Diverse Needs. • understand the types, causes & prevention of Diverse learners. • understand the planning and management of diverse learners. • acquaint with the barriers and facilitators in Inclusive Education. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit - 1: Concept and Evolution	(i) Education of Children with Diverse Needs – Concept & Principles. (ii) Evolution – Special, Integrated, Inclusive Education, Education of Children with Diverse Needs. (iii) Policies & Legislations – PWD Act (1995), National Policy of Disabilities (2006), PWD Act (2015), (iv) a) Functions of RCI, b) Inclusive Education under SSA, c) Functions of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)				24

Unit - 2: Types of Diverse Learners	<p>(i) Classification of Disabilities based on ICF Model.</p> <p>(ii) Types, Characteristics & Educational Needs of Diverse Learners (Intellectual, Physical & Multiple Disabilities).</p> <p>(iii) Causes & Prevention of Disabilities.</p> <p>(iv) Identification of Diverse Learners for Inclusion – Educational Evaluation Methods, Techniques & Tools.</p>	24
Unit - 3: Planning and Management	<p>(i) Planning and Management of Diverse Learners – Concept & Needs.</p> <p>(ii) Inclusive Classroom – Infrastructure, Human Resource and Instructional Practice, Curriculum & Curricular Adaption for Diverse Learners.</p> <p>(iii) Assistive & Adaptive Technology for Diverse Learners – Product (Aids & Appliances) and Process (Individualized Education Plan, Remedial Teaching).</p> <p>(iv) Parent-Professional Partnership – Role of Parents, Peers, Professionals, Teachers, School.</p>	24
Unit - 4: Barriers and Facilitators in Inclusive Education	<p>(i) Challenges & barriers to Inclusive Education – Attitude, Social and Educational.</p> <p>(ii) Relevant Concept – Individualized Education Plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming.</p> <p>(iii) UDL (Universal Design of Learning).</p> <p>(iv) Research Trends of Inclusive Education in India.</p>	24

Semester		IV			
Course Title	TEACHER EDUCATION				
Course Code	EDCMT4.3A	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • develop the concept, nature, types, approaches of Teacher Education. • understand the concept, scope, organization & agencies of in-service teachereducation. • acquaint with the concept of professionalism in education. • acquaint with the modern trends in Teacher Education. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit - 1: Concept of Teacher Education	(i) Teacher Education – Concept, nature & scope. (ii) Types of Teacher Education Programme. (iii) Structure of Teacher Education Curriculum – Curriculum Documents of NCERT & NCTE at Elementary, Secondary & Higher Secondary levels. (iv) Organization & Components of Pre-Service Teacher				24

	Education Programme -Transactional Approaches (Expository, Collaborative & Experiential learning).	
Unit - 2: In-service Teacher Education	<p>(i) In-service Teacher Education – Concept, Need & Scope.</p> <p>(ii) Organization and Modes of In-service Teacher Education.</p> <p>(iii) Agencies & Institutions of In-service Teacher Education – SSA, RMSA, RUSA, NCERT, NCTE & UGC.</p> <p>(iv) Planning of In-service Teacher Education Programme – Purpose, Duration, Resources, Budget & Limitations.</p>	24
Unit - 3: Professionalism in Teacher Education	<p>(i) Concept and Development of Profession and Professionalism</p> <p>(ii) Professionalism in Teacher Education, Teaching as a Profession, Professional Ethics of Teachers.</p> <p>(iii) Personal & Contextual factors effecting Teacher Development – ICT Integration, Skill Enhancement.</p> <p>(iv) Quality Enhancement for Professionalization of Teacher Education.</p>	24
Unit - 4: Modern Trends in Teacher Education	<p>(i) Understanding knowledge-based Teacher Education – view point from Schulman, Deng, Luke & Habermas.</p> <p>(ii) Reflective Teaching – Concept & Strategies.</p> <p>(iii) Models of Teacher Education – Behaviouristic, Competency based & Inquiry Oriented Teacher Education Models.</p> <p>(iv) Innovation in Teacher Education.</p>	24

Semester		IV			
Course Title	POLICY AND PLANNING IN EDUCATION				
Course Code	EDCMT4.3B	Credit	4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> • develop the concept,nature,need & determinants of Educational Policy. • acquaint with the various national commissions and policies on Educationin India. • develop the concept of Educational Planning. • understand the policy formulation and its importance. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	4	Hours/week	4
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal	15	End Semester	35
Course Mapping					
Units	Course Content				Lecture Hour (Cumulative)
Unit - 1: Concept of Educational Policy	(i) Concept, Nature & Need of Policy. (ii) Educational Policy – Concept, Nature & Determinants (iii) Importance of Policies in Education. (iv) Criteria of a good Educational Policy.				24

<p>Unit - 2: National Commissions and Policies on Education in India.</p>	<p>(i) Major Recommendations of Secondary Education Commission (1952-53) and Kothari Commission (1964-66).</p> <p>(ii) Major Recommendations of National Policy on Education (1968, 1986, 1992)</p> <p>(iii) Major Recommendations of National Commission on Teacher Education (1999), National Knowledge Commission (2007), Yashpal Committee Report (2009).</p> <p>(iv) National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012 and after) & New National Policies on Education (Draft Policy Placed in 2019).</p>	<p>24</p>
<p>Unit - 3: Educational Planning</p>	<p>(i) Educational Planning – Concept, Need & Scope.</p> <p>(ii) Types of Planning – Micro, Macro, Long-term, Gross-root and Instructional.</p> <p>(iii) Different Approaches – Manpower Planning, Social Demand Approach, Social Justice Approach, Intra Educational Extrapolation Approach.</p> <p>(iv) Five Years Plan and its Importance in Education (2007 & 2012).</p>	<p>24</p>
<p>Unit - 4: Policy Formulation</p>	<p>(i) Process of Policy Formulation – Analysis of the Existing Policies.</p> <p>(ii) Policy for Decision Making and Planning of Policy Implementation.</p> <p>(iii) Policy Impact Assessment and Policy cycles.</p> <p>(iv) Policy Formulating Agencies (UGC, NUEPA, NCTE, NCERT).</p>	<p>24</p>

Semester		IV			
Course Title	REVIEW OF RELATED LITERATURE				
Course Code	EDCMP4.4	Credit	4		
Course Outcome	After completion of the present Practicum Course, Students will be able to: <ul style="list-style-type: none"> • Learn the scientific method of conducting Review of Related Literature; • Develop the appraisal report on Review of Related Studies on a giventopic; • Find out the knowledge gap for conducting scientific study; • Present the Statement of the problem of study. 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	8	Hours/week	8
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					
Maximum Score	50	Internal		End Semester	50
Course Mapping					
Course Content					Lecture Hour (Cumulative)
An Area/ Problem of a Study be assigned to each of the students by the Department and students will complete the Practicum on Review of Related Studies according to the following format under the guidance of a Mentor within the stipulated period of time:					
<ul style="list-style-type: none"> • Introduction (Stating purpose, objectives, hypotheses/ research Questions etc.) 					48

<ul style="list-style-type: none"> Review of Related Studies (at least 10 from studies with the specific focus on Objectives, Research Questions/Hypotheses & Findings) 	48
<ul style="list-style-type: none"> A Critical Appraisal and Identification of the Knowledge Gap(s) 	48
<ul style="list-style-type: none"> Identification of the Variables/ Factors & Statement of the Problem 	28
<ul style="list-style-type: none"> References 	20

Semester		IV			
Course Title	DISSERTATION / PROJECT				
Course Code	EDCMP4.5	Credit	4+4		
Course Outcome	<p>After the completion of the course, the students will be able to -</p> <ul style="list-style-type: none"> learn how to collect data learn how to analyse the data develop the art of writing project report understand the process of presentation and defence of Project 				
Scheme of Instruction					
Total Duration	6 Months	Class/Week	8	Hours/week	8
Instruction Mode	Offline & Online (Blended Mode)				
Scheme of Examination					

Maximum Score	100	Internal		End Semester	100												
Course Mapping																	
Units	Course Content				Lecture Hour (Cumulative)												
	<p>Rules & Regulations:</p> <ol style="list-style-type: none"> 1. It will be individual. 2. Topic will be selected by the respective Department. 3. Selection of Research Proposal must be guided by an External Expert. <p>DISTRIBUTION OF MARKS</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Data Collection</td> <td style="text-align: right;">25</td> </tr> <tr> <td>2. Data Analysis</td> <td style="text-align: right;">25</td> </tr> <tr> <td>3. Project Report Writing.....</td> <td style="text-align: right;">25</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: right;">15</td> </tr> <tr> <td>5. Défense</td> <td style="text-align: right;">10</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">50+50</td> </tr> </table>				1. Data Collection	25	2. Data Analysis	25	3. Project Report Writing.....	25	4. Presentation	15	5. Défense	10	TOTAL	50+50	192
1. Data Collection	25																
2. Data Analysis	25																
3. Project Report Writing.....	25																
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TOTAL	50+50																