Syllabus for M. A. (Education)
(Regular Mode)
Session 2018-19 Onwards

DEPARTMENT OF EDUCATION
IGNTU, AMARKANTAK (M.P.)

Rules and Regulations of M.A Programme
IGNTU, Amarkantak (M.P.)
Effect from the Academic Year 2018 – 19

Preamble of the program

The Master of Arts (Education) Programme is an innovative programme, by which the learners will have wider and more comprehensive understanding of education as a field of knowledge and it would familiarise by catering a wide variety of learner needs. The significant practical relevancies related to teacher professionalism, psycho societal elements of shaping education, critical expansion of inclusive equality and the contemporary system have been given to nurture the prospective teachers.

Objective of the Programme

The predominant aim of M.A. (Education) Programme is to create the dynamic team of well-trained teachers knowledgeable with all professionalism in education and its various dimensions. More specifically, the M.A. (Education) programme intends to:

a) Provide learning – experiences, which will enable students to understand and appreciate knowledge structures and paradigms of education.

b) Develop expertise for effective participation in educative process in different capabilities.

c) Create a community of schools adequately equipped for participation in educational discourse with stronger commitments.

d) Use of critical reflection to explore the relationship between theory and practice in complex situations

e) Bring ability to analyze, judge and critique complex or contradictory areas of wisdom, varied practices,

f) Think creatively and flexibly to synthesize and transform variety of practicable ideas.

Eligibility –

A Bachelor degree in any discipline from a recognized Indian or foreign university (as per the AIU foreign equivalence list) having secured a minimum of 50% aggregate in case of General and OBC categories and 45% in case of candidates belonging to SC/ST categories are eligible to apply.

Duration

The M.A. (Education) Programme can be completed by a student in the period of two years.

Learning activities

These will be achieved through the following learning activities:

- Lectures in classrooms to entertain in interactive session.
- Seminar sessions in the classrooms to bring out the teaching skills
- Online support to incorporate diversify in learning
- Essays to bring out the various elements
- Professional practice links

Classroom Interactive Hours

At University, the term contact hours are used very broadly to refer to the amount of time that a learner spend on learning with interaction while teaching is on for studying a particular course. This time allotment provides with support in developing the subject knowledge with skills; provides opportunities to develop proper insight of the concept and to be reflective independent learning.

Medium of Instruction

Though the medium of instruction is available only in English, the Hindi will be used for personal communication.

General Instructions

The M.A. Education Programme comprises four semester course with differential weightage. The total number of credits will be 78. The M.A. (Education) Programme encompasses 2 years continuous programme. However, Programme will be delivered in two semester terms as given below.

M. A. (Education)
Structure of the Program
Semester-I

Paper code	Title of the Paper	Marks		Total Marks	No of Credits
		External	Internal		
MAEdu-101	Philosophy of Education	60	40	100	4
MAEdu-102	Psychology of Education	60	40	100	4
MAEdu-103	Methodology of Educational Research	60	40	100	4
MAEdu-104	Curriculum Studies	60	40	100	4
MAEdu-105	Massive Open Online Course (MOOCS)	60	40	100	3
Sub Total		**30**	**200**	**50**	**19**
Semester –II					
MAEdu-201	Sociology of Education	60	40	100	4
MAEdu-202	Advanced Educational Psychology	60	40	100	4
MAEdu-203	Educational Statistics	60	40	100	4
MAEdu-204	Comparative Education	60	40	100	4
MAEdu-205	Tribal Art and Education	60	40	100	3
Sub Total		**30**	**200**	**50**	**19**
Semester-III					
MAEdu-301	School Administration and Management	60	40	100	4
MAEdu-302	History and Contemporary issues in Education	60	40	100	4
MAEdu-303	Personality Development	60	40	100	4
MAEdu-304	Peace Education/ Guidance and Counselling /Educational Measurement & Evaluation -I	60	40	100	4
MAEdu-305	Teacher Education	60	40	100	4
	Research Proposal		50	50	2
Sub Total		**30**	**250**	**50**	**22**
• *Observation of Classroom teaching for One Week.* • *School Experience Programme for Two weeks. Preparation and Administration of an Achievement Test.*					

Semester-IV

MAEdu-401	Life Long Education	60	40	100	4
MAEdu-402	Environmental Education	60	40	100	4
MAEdu-403	Educational Technology	60	40	100	4
MAEdu-404	Human Rights Education/ Organization and Administration of Guidance Services in India/ Educational Measurement & Evaluation -I	60	40	100	4
MAEdu-405	Dissertation	50	50	100	4
Comprehensive Viva-Voce		50	-	50	2
Sub Total		**34**	**210**	**55**	**22**
Grand Total (Total Papers= 20)		**1240**	**860**	**2050**	**82**

Additionally, a learner Propose a methodology for the research proposal which is realistic, ethical and valid incorporating an emerging approach to ideas about data interpretation with wide range of research options by providing a convincible research dissertation.

Dissertation has 4 credits which is to be completed by the students in the second year of the two – year M.A. (Education) programme. In Order to fulfil the requirements of the course, as a student is expected to carry out research work on a problem identified by her/him. The problem may be based on any of the compulsory courses or the specialized courses. He/she to purse the Dissertation work under the supervision of a guide approved by university Department. At the end of the Dissertation work, he/she has to submit the dissertation report to the Department for evaluation. The lists of reading and references will be updated by the department and by the respective teachers from time to time.

RULES & REGULATIONS

The M.A. (Education) degree will be awarded to a student who completes a total of 78 credits in a minimum of two years. Each paper will have 100 marks.

Each course will have

1. 60% of marks as semester end examination

2. 40 % marks for internal assessment

Each core unit will have an internal (continues) assessment of 50 % of marks and a teacher may select a minimum of two of the following procedures:

➢ Written Test

➢ Term Paper

➢ Mid Term Test

➢ Journal / Lecture / Library Notes

➢ Seminar Presentation

➢ Short Quizzes

➢ Assignments

➢ Extension Work

Scheme of Assessment

The scheme of assessment will include the following:

- The student has to pass in the combined total of internal assessment and external assessment at year end examination in the theory and practical.

- Retotaling of the year end examination answer scripts are accepted but not of internal assessments paper.

- Internal assessment answer book may be shown to the students concerned but not the year - end examination answer scripts.

- While marks will be given for all examinations, they will be converted into grades. The year end and final grade sheets and transcripts will have only grades and grade-points average.

- To pass a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.

- The system of evaluation will be as follows: Each assignment/ test will be evaluated in terms of marks. The marks for separate assignment and the final examination will be added together and converted into a grade and later grade point average. Results will be declared for each year and the final examination will give total marks, grades, grade point average.

Marks	Grade	Grade point
75 to 100	O: Outstanding	06
65 to 74	A: Very Good	05
55 to 64	B: Good	04
50 to 54	C: Average	03
45 to 49	D: Satisfactory	02
40 to 44	E: Pass	01
00 to 39	F: Fail	00

The formula for conversion of Grade point average (GPA) into the final grade

05.5 -	06	- O
04.5 -	05.49	- A
03.5 -	04.49	- B
02.5 -	03.49	- C
01.5 -	02.49	- D
00.5 -	01.49	- E

GPA = Total Amt. Of Grade Points Earned X Credits hours for each course

/Total Credit.

If a student misses an internal assessment examination he/she will be given second chance with permission of the teacher concerned within stipulated time considered by the department.

Students who have failed and who have been absent for the entire course may reappear at the year - end exam. Their internal marks will not change.

The description for each of the grades will be as follows:

Grades	Proposed Norms
O : Outstanding	Excellent Analysis of the topic Accurate knowledge of the primary material, wider range of reading, logical

development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.

A : Very Good   Excellent Analysis of the topic Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B : Good   Good analysis and treatment of the topic Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression.

C: Average   some important points covered basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.

D: Satisfactory   some points discussed basic knowledge of the primary material, some organization, acceptable language or expression.

E: Pass any two of the above

F: Fail None of the above

Student Evaluation

There will be an evaluation of each course by the students at the end of every semester.

Academic Integrity and Plagiarism

It is the department task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behavior expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examination or other forms of assessment and must ensure they do not plagiarise.

The Department has adopted the following definition of Plagiarism:

Plagiarism is the act of misrepresenting as one's original work, the ideas, interpretations, words of creative works of another. These include published and unpublished documents, designs, music, sound, image, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and /or electronic media.

The following are the examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

Direct copying of paragraphs, sentences, a single sentence or significant part of a sentence;

Direct copying of paragraphs, sentences, a single sentence or significant part of a sentence with an end reference but without quotation marks around the copied text;

Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;

Paraphrasing, summarization or simply rearranging another person's words, ideas, etc. without changing the basic structure and/or meaning of the text;

Offering an idea or interpretation that is not one's own without identifying whose idea or interpretations it is;

A 'cut and paste' of statements from multiple sources;

Presenting as independent, work done in collaboration with others;

Copying or adapting another student's original work into a submitted assessment item.

Pattern of Theory Question Papers

There is one pattern of Theory Examinations with the duration of 3 hours for 60 marks; Totally 5 essay type questions will be given with internal choice and each question carries 12 Marks.

Guidelines for Attendance

1. The students are permitted to fill in the exam form and complete the formalities but the students who acquire 75% of attendance in individual courses as well as aggregate will be allowed to pay fee online within the stipulated time and appear for theory and practical examinations. A student will appear for only those courses in which she/he acquires ≥ 75% attendance. However, a student is promoted to the next semester as per the promotion Rules of the University.

2. All semester end exams including practical exams have to be held after 90 working days and the students who fulfil the attendance criterion alone shall be permitted to appear for practical and semester end exams.

3. Theory and practical Examinations can be held for the courses for which the concerned faculty members conduct the classes as per the credits. For example, the semester End Examination for a 4 credit course cannot be held if the concerned faculty member does not conduct 60 classes of one hour duration or 60 practical's of

    two hours duration. Every faculty member has to submit a statement at the end of the semester on the number of the classes s/he conducted in a semester as per the credits allotted to all such courses.

4. A student shall not be permitted to appear for the practical and semester end examination in the course in which he/she does not have less than 75% of attendance.

YEAR	I	**MAEdu - 101**	CREDIT	4
SEMESTER	I	**PHILOSOPHY OF EDUCATION**	HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	• To recognized and define the concept of Philosophy. • To enable the student to understand the Philosophical origins of educational theories and Practices. • To enable the student to develop a philosophical outlook towards educational problems. • To understand nature and functions of education and philosophy and their relationship. • To analyze the concept and process of getting knowledge and its related phenomena. • To Recognized and define the concept of Philosophy. • To Interpret the contribution of various Indian and western schools of Philosophy in the field of Education.

COURSE CONTENT / SYLLABUS

UNIT-I	**EDUCATION AND PHILOSOPHY** • Concept and definition of Education and Philosophy • Relationship between Education and Philosophy • Educational Philosophy and Philosophy of Educational • Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education	10 Hrs.
UNIT-II	**EDUCATIONAL THINKER AND THEIR CONTRIBUTION IN EDUCATION** • Swami Vivekananda • Ravindra Nath Tagore • Mahatma Gandhi • Froebel, • Herbert Spencer, • John Dewey	10 Hrs.
UNIT-III	**INDIAN SCHOOLS OF PHILOSOPHY** • Vedanta • Buddhism • Samkhya • Jainism • With Special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher	15 Hrs.
UNIT-IV	**WESTERN SCHOOLS OF PHILOSOPHY** Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.	15 Hrs.

UNIT-V	**MODERN CONCEPT OF PHILOSOPHY**	10 Hrs.
	• Analysis- Logical analysis • Logical empiricism • Positive relativism	

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show.

PRACTICUM

- Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus.
- They can do such a project either individually or jointly with other Students.
- Students will be required to submit a long essay on a philosophical topic to the teacher.

REFERENCES:

1. Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.

2. Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.

3. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.

4. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

5. Bhat M.S. Educational Sociology, APH Publications, New Delhi.

6. Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.

7. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

8. Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

9. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.

10. Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.

11. Dewey, John (1966) Democracy and Education, New York: Mc Millan.

YEAR	I	MAEdu - 102	CREDIT	4
SEMESTER	I	PSYCHOLOGY OF EDUCATION	HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	On completion of this course the students will be able to: • Understand individual differences among learners. • Gain knowledge of methods of Educational Psychology and recent trends. • Understand adolescent's growth, development and their problems. • Get acquainted with concept of learning and motivation • Analyze the learning process based on theoretical approaches of learning • To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning. • To develop insight into mental Health Education and a positive attitude towards mentally ill people.

COURSE CONTENT / SYLLABUS

UNIT-I	**NATURE OF EDUCATIONAL PSYCHOLOGY** • Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology. • Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional. • Recent Trends in Educational Psychology.	12 Hrs.
UNIT-II	**DYNAMICS OF INDIVIDUAL DEVELOPMENT** • Growth and Development: Concept, Difference, Principles of Development. • Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications. • Problems of Adolescents, Educational support required for adolescents.	10 Hrs.
UNIT-III	**LEARNING & MOTIVATION** • Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning • Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and Humanistic Approach. • Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation.	15 Hrs.
UNIT-IV	**INDIVIDUAL DIFFERENCES** • Meaning and Types or verities of individual Differences • Causes and distribution of Individual Differences • Educational Implications of Individual Differences • Individual Differences in schools and Classrooms	10 Hrs.
UNIT-V	**MENTAL HEALTH** • Concept, factors, function and Importance of Mental Health • Issues concerning the youth: Identity crises. Self-awareness,	13 Hrs.

	positive attitude, self-discipline, self-motivation	
	• Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic etc.	
	• Concept of Adjustment & Mal Adjustment	
	• Coping Strategies and Building Resilience	

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Conduct and interpretation of following tests:
- Learning Test
- Mental Health Test
- Adjustment Scale
- Stress Management test
- Transfer of learning using mirror drawing apparatus
- Whole vs. part method of learning poetry
- Achievement Motivation Test

REFERENCES:

1. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
2. Sreevani, R. (2010). A Guide to Mental Health and Psychiatric Nursing (3rd. ed.). Jaypee Brothers Medical Publishers.
3. Reber, S. A., & Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.
4. Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.
5. Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.
6. Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education.

YEAR	I	**MAEdu - 103** **METHODOLOGY OF EDUCATIONAL RESEARCH**	CREDIT	4
SEMESTER	I		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • Understand the meaning & Nature of Educational Research. • To provide insight of types of Educational Research. • Understand the foundations of educational research. • Develop insight of the types and methods of educational research. • Understand the necessity of review of literature. • Construct and use different kinds of Tools & techniques of Collecting Data. • Formulate and test Hypothesis. • Understand about the fundamentals of Sampling theory and technique. • Familiarize about various measurement and scaling techniques.

COURSE CONTENT / SYLLABUS

UNIT-I	**INTRODUCTION TO EDUCATIONAL RESEARCH**
	
	• Meaning and nature, need and importance and scope of educational research;
	• Types of Educational Research
	   ➢ Fundamental Research,
	   ➢ Applied Research
	   ➢ Action Research
		12 Hrs.

UNIT-II	**METHODS OF EDUCATIONAL RESEARCH** • Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data; • Descriptive Research- surveys, case study, content analysis, developmental and correlation studies – nature and use, steps and interpretation, • Ex- Post Facto Research; • Experimental Research – need and significance, nature and steps-validity; internal and external, use and limitations of different types of experimental designs; • Qualitative Research.	12 Hrs.
UNIT-III	**REVIEW OF LITERATURE, VARIABLES AND HYPOTHESIS** • Review of related literature- purpose and need; • Research problem - Source, selection and criteria, scope and delimitations, • Organizing the Related Literature; Variables - Concept, nature, characteristics and types; • Hypothesis - Concept, importance, characteristics and forms; formulation and testing.	11 Hrs.

UNIT-IV	**SAMPLING TECHNIQUES** • Population- Concept, • Sampling- Concept and need, characteristics of good sample; • Sampling Methods - Probability sampling & non-probability sampling techniques; • Errors in Sampling and sample size.	13 Hrs.
UNIT-V	**DATA COLLECTION, RESEARCH TOOLS AND RESEARCH PROPOSAL** • Techniques & Tools of Data Collection- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists; • Standardization procedure of tools	12 Hrs.

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem Solving, Film Show.

PRACTICUM
1. Write a review paper related to your domain.
2. Design a tool to collect the data.
3. Design a proposal.

REFERENCES:

1. Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.

2. Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.

3. Best, J.W. (1963). Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd.

4. Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.

5. Campbell, D.T. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,

6. Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay:

7. Vakil, Fiffer & Simons Good, C.V. (1963). Introduction to Educational Research. New York: Applenton Century

8. Guilford, J.P., & Truchter, B. (1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.

9. Gupta, S. P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.

10. Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

11. Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi.

YEAR	I	**MAEdu - 104**		CREDIT	4
				HOURS	60
SEMESTER	I	**CURRICULUM STUDIES**		MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• To develop an understanding of fundamentals of Curriculum development.
	• To understand the role of Philosophy, Psychology, Sociology in shaping Curriculum.
	• To develop understanding of System analysis in Curriculum.
	• To develop the process of Curriculum Development.
	• To gain Knowledge and Understanding of various Models of curriculum design.
	• To understand the Evaluation process in Curriculum.

COURSE CONTENT / SYLLABUS

UNIT-I	**CURRICULUM DEVELOPMENT** • Meaning and concept of Curriculum • Aims and objectives curriculum Development • Basic elements curriculum Development • Types of Curriculum : Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum	12 Hrs.
UNIT-II	**FOUNDATIONS OF CURRICULUM DEVELOPMENT AND SYSTEM ANALYSIS** • Philosophical, Sociological and Psychological bases of Curriculum. • System concept, Need and Importance. • System analysis in Education. • Curriculum as a system. • Characteristics of System Analysis, Steps. • Interaction among different systems and environment.	10 Hrs.
UNIT-III	**PRINCIPLES OF CURRICULUM DEVELOPMENT** • Conceptual framework for Curriculum design • Difficulties in Curriculum design • Elements of the Curriculum, Relation among the elements • Procedural Criteria, Referring to The Comprehensive Plan for Curriculum Development. • Factors of curriculum development • Content Analysis	14 Hrs.
UNIT-IV	**MODELS FOR CURRICULUM DESIGN** • Technical models: Tyler Model, Taba Model. Alexander model. • Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model. • Eisener model, Schebertian Model. • Non-Technical Models: Open Classroom Model, W R Model and Interpersonal model.	14 Hrs.

	EVALUATION OF CURRICULUM	
UNIT-V	• Nature and scope of Evaluation. • Focus, Need and Purpose of Evaluation. • Curriculum Evaluation Design. • Techniques in curriculum Evaluation.	10 Hrs.

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM (any one of the following)

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.
- Comparative study of status of elementary education in various state (at least four).
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

REFERENCES:

1. Bloom, B. S., Hastings, J. T. & Madaus, G. F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
2. Bruner, J. S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
3. Cropper, G. L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
4. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
5. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Gagne, R. M. & Briggs, L. J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
8. National Curriculum Framework (2005): New Delhi: NCERT.
9. Ornstein, A. C. and Hunkins, F. P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
10. Popham, J. M. & Baker, E. L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
12. Romiszowski, A. J. (1986): Designing Instructional Systems. London: Kogan Page.
13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.
14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.
15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

YEAR	I	**MAEdu - 105**	CREDIT	3
		MASSIVE OPEN ONLINE COURSES (MOOCs)	HOURS	60
SEMESTER	I		MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • To acquire knowledge to student about the MOOCs. • To make awareness and create interest of student in MOOCs. • To enable the student–teachers understand about MOOCs and its applications in Educational system. • To develop video modules of different Educational subjects through MOOCs. • To create interest among the children through MOOCs platforms. • To maintain the ethics in MOOC development.

COURSE CONTENT / SYLLABUS

UNIT-I	**MOOCS** • Definition, History, scope and importance of MOOC. • Online education and Virtual Education.	12 Hrs.
UNIT-II	**WORKING PRINCIPALS** • MOOC working principals. • Different program comes under MOOCs.	12 Hrs.
UNIT-III	**PROSPECTIVE OF MOOCS** • Introduction • Global, National and local levels prospective and its values • Application of MOOCs.	14 Hrs.
UNIT-IV	**ETHICS IN MOOC DEVELOPMENT** • Plagiarism in MOOCs development. • Language propensity in MOOCs. • MOOC plat form, module, Google classroom, You-tube presentation, screen CASTOMETIC	12 Hrs.
UNIT-V	**MOOCS - DIFFERENT ONLINE PORTALS** • Cash study, courser, Edx, SWAYAM, NPTEL, IARI, udasity	10 Hrs.

YEAR	I	**MAEdu - 201** **SOCIOLOGY OF EDUCATION**	CREDIT	4
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • To define meaning and concept of Educational Sociology. • To Justify Social and economic relevance of Education. • To understand the major concepts, and theories, in sociology and Education. • To understand certain current educational issues in social context. • To understand the process of globalization.

COURSE CONTENT / SYLLABUS

UNIT-I	**EDUCATION AND SOCIOLOGY**	
	• Concept of sociology and educational sociology; • Relationship between sociology and education; • Educational sociology: nature, scope, function, and its importance; • Social Organization: Concept and factors of influence; • Dynamic characteristics of social organization and its Educational Implications.	11 Hrs.
UNIT-II	**EDUCATION & SOCIAL CHANGE**	
	• Meaning, nature & Process of social change; • Relationship between Education and social change; • Factors promoting social change (Agencies of social change): Family, religion, school and mass-media. • Constraints on social change: Caste, Class, Language, Religion, population and regionalism.	12 Hrs.
UNIT-III	**THE PROCESS OF SOCIALIZATION**	
	• Concept and nature of socialization; • Role of education in the process of socialization; • Agents of socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy; • Education as a social system, as a social process and a process of social progress	12 Hrs.
UNIT-IV	**EDUCATION AND SOCIAL SYSTEM**	
	• Characteristics of School as a sub-social System. • Education and Democracy; Concept of secularism and its Educational implications. • Globalization, Industrialization, Sanskritization, Modernization and privatization: Concept, Overview of its impact on education and society. • Education as a potential equalizing social force: Equality of educational opportunities.	14 Hrs.

UNIT-V	**SOCIAL MOBILITY & STRATIFICATION**	11 Hrs.
	• Meaning, nature, types and factors in social stratification; • Meaning, factors and types in social mobility; • Role of education in social mobility; • Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.	

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, etc.

PRACTICUM (any one of the following)

- Students will be Preparing and presentation of Critical analysis of any two educational issues out of different units of the syllabus.
- They can do such a project either individually or jointly with other Students.

REFERENCES:
1. Chandra, S.S. & Sharma, R.K. Sociology of Education.
2. Sodhi, T.S. &Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
3. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
4. Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra. Henderson, introduction to Philosophy of education, University press, Chicago.
5. Bhat M.S. Educational Sociology, APH Publications, New Delhi.
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8. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
9. Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
10. Dewey, John (1966) Democracy and Education, New York: Mc Millan.

YEAR	I	MAEdu - 202 ADVANCED EDUCATIONAL PSYCHOLOGY	CREDIT	4
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • To develop and understanding of role and application of psychology in education. • Understanding learner's diversity and managing classroom • behavior. • To develop critical appraisal and understanding about personality in terms of its Nature, Development and Assessment. • To develop an appropriate understanding and understanding about Intelligence in terms of its concept, measurement, evolution and theories. • Get acquainted with concept and nature of children with special needs.

COURSE CONTENT / SYLLABUS

UNIT-I	**ADVANCED EDUCATIONAL PSYCHOLOGY** • Concept of Advanced Educational Psychology, meaning and definitions • Concept of various schools of psychologies: psychodynamic, humanistic, behavioristic, cognitive, neurobiological • Contribution of Advanced Educational Psychology to the teaching process.	12 Hrs.
UNIT-II	**UNDERSTANDING LEARNER'S DIVERSITY** • Meaning, nature and definition of personality • Determinants of Personality • Theories of personality: Western and Indian perspective • Assessment of Personality (Projective & Objective technique) • Intelligence – cognitive (J.P. Guilford, Emotional (D. Goleman) and Multiple (H. Gardner) • Aptitude, Interest, Creativity	12 Hrs.
UNIT-III	**CHILDREN WITH SPECIAL NEEDS** • Catering to Individual Differences i) Cognitively Exceptional Children ii) Physically Exceptional Children iii) Socio – Culturally Exceptional Children • Concept and Types of Learning Disabilities i) Dyslexia ii) Dysgraphia iii) Dyscalculia • Emotional and Behavioral Disorders i) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) ii) Disruptive Behavior Disorder	12 Hrs.

UNIT-IV	**IMPLICATIONS FOR LEARNING AND THINKING STYLES IN CLASSROOM TEACHING**	10 Hrs.
	• Learning styles: Concepts and Application of Kolb's Model. • Thinking Styles: concept, Application and Contribution of R. Sternberg. • Creative Thinking: Concept, Application and Contribution of E. De'Bono. • Teaching Thinking : Feuerstein's Approach.	
UNIT-V	**PROBLEMS AND APPROACHES TO MANAGING CLASSROOM BEHAVIOR**	12 Hrs.
	• Identifying Behavior Problem: i) Distraction ii) Aggression iii) Interpersonal Problems • Analyzing Behavior Problems: i) Defining Behavior ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behavior Problems. • Changing Behavior: Behavioristic vs. Humanistic Approach • Group Dynamics : Leadership, Team Building and Techniques of Managing the Group	

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

<div align="center">

PRACTICUM
</div>

- Intelligence test
- Personality test/ Word Association Test
- Detailed report on problematic child
- Case study on learning disability
- Aptitude test

REFERENCES:

1. Hallahan, P.D., & Kauffman, M. J. (1991). *Exceptional Children; Introduction to Special*
2. *Education* (5th ed.). Allyn & Bacon.
3. Mangal, K.S. (2007). *Educating Exceptional Children; An Introduction to Special*
4. *Education.* PHI Learning Private Limited, New Delhi.
5. Friedman, S.H., & Schustack, W.M. (2003). *Personality; Classic Theories & Modern Research* (2nd ed.). Pearson Education.
6. Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd.

YEAR	I	MAEdu - 203 EDUCATIONAL STATISTICS	CREDIT	4
SEMESTER	II		HOURS	60
			MARKS	100(60+40)

OBJECTIVES:	**On completion of this course, the students will be able to:** • Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation. • Examine relationship between and among different types of variables of a research study. • Explain or predict values of a dependent variable based on the values of one or more independent variables. • Estimate the characteristics of populations based on their sample data. • Test specific hypotheses about populations based on their sample data. • Use appropriate procedures to analyze qualitative data. • Demonstrate competence in the use of statistical packages for analysis of data.

COURSE CONTENT / SYLLABUS

UNIT-I	**DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA** • Data types: Nominal, Ordinal, Interval and Ratio; • Data Levels: individual and group; Graphical representation of data • Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation • Normal Distribution: Theoretical and empirical distributions, • Deviation from normality and underlying causes, • Characteristics of Normal Probability curve and its applications; • Relative Positions Percentile Rank z-scores.	12 Hrs.
UNIT-II	**DATA RELATIONS** • Examining Relationships: Scatter plots and their interpretation; • Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations; • Linear Regression Analysis-concept of regression, regression equation, • Regression line and their uses, accuracy of prediction	12 Hrs.
UNIT-III	**INFERENTIAL ANALYSIS OF QUANTITATIVE DATA-1** • Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean • Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses, • Testing of Null Hypotheses, types of Error, • Levels of Significance, testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances.	10 Hrs.

	INFERENTIAL ANALYSIS OF QUALITATIVE DATA-2	
UNIT-IV	• Analysis of variance and Co-variance (ANOVA and ANCOVA)- concept, assumptions and uses. • Analysis of Frequencies using Chi-square, Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses. • Non-Parametric statistics: assumptions and uses of sign test, rank test and median test.	13 Hrs.
	COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT	
UNIT-V	• Analysis of visual data, segmenting coding and developing category systems; • Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results • Use of Computer for Data Analysis and its importance • Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6 etc.	12 Hrs.

PRACTICUM (any one of the following):

Presentation, Demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

SESSIONAL WORK

The students may undertake any one of the following activities:
• A critical assessment of statistical techniques used in a research report.
• Preparation of graphic designs of data obtained in a research study.
• Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
• Analysis of data using Statistical Packages like SPSS, N6, Excel etc.

REFERENCES:
1. Cononver, W. J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
2. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
3. Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
4. Glan, G. V., & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
5. Guilford, J. P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology (Student-Sixth edition). Tokyo: McGraw Hill.
6. Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
7. Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
8. Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
9. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York.

YEAR	I	MAEdu - 204 COMPARATIVE EDUCATION	CREDIT	4
SEMESTER	II		HOURS	60
			MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • To understand the concept, significance and scope of Comparative Education. • To acquaint with the various approaches to study of comparative education; and also factors affecting development of education. • To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries. • To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration. • To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education. • To understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

COURSE CONTENT / SYLLABUS

UNIT-I	**CONCEPTUAL FRAMEWORK OF COMPARATIVE EDUCATION** • Concept, Significance and Scope of Comparative Education • Factors Affecting Development of Educational System • Approaches to the study of Comparative Education: Historical, Philosophical and Sociological views.	10 Hrs.
UNIT-II	**A COMPARATIVE REFLECTIONS ON TEACHER EDUCATION (FINLAND AND INDIA)** • Concept, Importance and Scope • Practice teaching • Evaluation system	10 Hrs.
UNIT-III	**STRUCTURE OF EDUCATIONAL SYSTEM: A COMPARATIVE STUDY** • A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education: ➢ United States of America ➢ United Kingdom ➢ India	14 Hrs.
UNIT-IV	**COMPARATIVE REFLECTIONS ON RECENT TRENDS AND BEST PRACTICES IN EDUCATION** • Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system. • Vocational Education: USA & India. • Educational Administration in USA, UK & India.	14 Hrs.

	CURRENT ISSUES AND SIGNIFICANCE OF RESEARCH IN EDUCATION	
UNIT-V	• Issues: Poverty, population explosion, environmental degradation, human trafficking, terrorism, unemployment, illiteracy, in-equalization of educational opportunities. • Role of various International agencies: UNO, SAARC, UNICEF, UNESCO. • Role of various National scheme in Education: SSA,RMSA, RUSSA, MDG, RTE.	12 Hrs.

MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show.

PRACTICUM

Preparation and presentation on comparative analysis of education system of any two countries.

- Preparing a report on some current issues and also measures taken by concern International agencies.
- Unit test will be conducted.
- Group discussion will be organized on some given topics.
- Students will review various researches carried out in this area and also will be identifying dearth research topics.
- Writing a report on the best practices of teacher training programs in India and Finland.

REFERENCES:

1. Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford & East Publishing Co.
2. Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol. 3, 153-60.
3. Carlton, R., Colley and Machinnon. (1977). Educational change and Society. Toronto: Gage Educational Publishing.
4. Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press.
5. Cantor, Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25, Number 2.
6. Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd.

YEAR	I	**MAEdu - 205**	CREDIT	3
		TRIBAL ART AND CULTURE	HOURS	60
SEMESTER	II		MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Understanding the tribes of India.
	• Understanding the importance of the tribal art and culture and their way of presentation.
	• Understand various 'culture forms' and their integration in traditional practices.
	• Develop creativity through different creative tribal art and painting.
	• Understand the different tribal culture, festivals and dance forms.

COURSE CONTENT / SYLLABUS

UNIT-I	**TRIBES OF INDIA**	
	• Tribal: Concept and definition of tribes in Indian context.	
	• Geographical distribution of tribes in India.	10 Hrs.
	• Characteristics, Classification of tribes: on the basis of Language and culture.	

UNIT-II	**HISTORICAL DEVELOPMENT OF TRIBES**	
	• Impact of British administration on Tribes: land, forest social institutions.	
	• Society: Social Groups (Primary and Secondary), Family, Marriage and Kinship in Tribal Society.	14 Hrs.
	• Social changes: Factors and Agencies.	
	• Sanskritization and westernization among Indian tribes.	

UNIT-III	**TRIBAL ART**	
	• Colour, Strokes and Sketching – understating of various means and perspectives.	
	• Different form of tribal art and painting – Worli art, Gond art, Bodo art, Santal art.	
	• Use of drawing and Painting in Education – Chart making, Poster making, drawing and other form.	14 Hrs.
	• Decorative Art – Rangoli, Ekebana, Wall painting (Mural).	
	• The use of different art forms in Education.	

UNIT-IV	**TRIBAL CULTURE AND FESTIVALS**	
	• Basic nature of tribal culture.	
	• Festival: keslapur Jathra – Gond, Karma – Baiga, Baishagu.	
	• Festival – Bodo, Disum Sendra – Santal, Hornbill	12 Hrs.
	• Festival – Naga, Bushu – Kachari, Wangala – Garo, Nongkre	
	• Festival – Khasi, Karam, Maghe – Munda.	

UNIT-V	**TRIBAL DANCE FORAMS**	
	Various Dance Forms:	
	• Bagurumba	
	• Dalkhai	
	• Hojagiri	14 Hrs.
	• Karma	
	• Keslapur Jathra	
	• Parvi Nach	

PRACTICUM
• Tribal Art (Warli Art).
• Designing Infographics of Tribal Art and culture.
• Visiting tribal Villages.
• Documentary of tribal culture and way of living.

REFERENCES:

1. Hasnain Nadeem (2017), Tribal India.
2. Mohanty, Namita (2013), Tribal Education Issue and Approaches, Satprakash Katla, New Delhi.
3. Pani, P.K. (2014). Tribes and Tribal Problems, Classical Publicating Company, Karampura, New Delhi.
4. Taneja, B.K. (2014). Changing Tribal Society in Indian issue and Challenges. Abhijeet Publications, New Delhi.
5. Bhowmick, P.K., Singh, K., & Rajak, M.P. (2016). Tribal Health in North East India, New Delhi.
6. Loustaunam, M.O. and Sobo, E.J. (1997). The cultural context of Health, Illness and Medicine. – Westport, ct: Bergin and Garvey.
7. http://www.tourmyindia.com/blog/the-indigenous-colour-of-india-the-indian-tribes/
8. http://htindia.com/blog/indian-folk-and-tribal-dances/

YEAR	II	**MAEdu - 301** **SCHOOL ADMINISTRATION AND MANAGEMENT**	CREDIT	4
SEMESTER	III		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • Understand the conceptual aspects involved in school administration and management. • Appreciate the perspectives of administration and management of school issues, strategies and practices. • Understand critical process of educational management related to various levels of education. • Acquire necessary skills to understand the management of human and non-human resources relevant to school education.

COURSE CONTENT / SYLLABUS

UNIT-I	**SCHOOL ADMINISTRATION AND MANAGEMENT** • Meaning, nature and scope of school administration • School administration and school management, their role. • Management as an organization, aims and functions of school management.	10 Hrs.
UNIT-II	**CONCEPTUAL BASIS OF SCHOOL MANAGEMENT** • Basic management function: Planning, organizing, leading, motivating and controlling and their implications for effective school management. • Using management functions for an effective classroom management in schools.	12 Hrs.
UNIT-III	**EDUCATIONAL ADMINISTRATION AND MANAGEMENT AT DIFFERENT LEVELS** • Educational administration and management at central, state and local levels • Role and functions of CABE, NCERT, CBSE, KVS, NVS, NIOS • Role and functions of SCERT, DIETs etc.	15 Hrs.
UNIT-IV	**QUALITY MANAGEMENT APPROACH FOR SCHOOLS** • Quality management: meaning, scope and role. • Approaches and functions of total quality management. • TQM and its application in school management.	13 Hrs.
UNIT-V	**RESOURCE MANAGEMENT** • Resource: meaning, nature and classification. • Human and non-human resources: creation, sharing and management. • Leadership and decision making. • Funding arrangements and its utilization.	10 Hrs.

PRACTICUM
• Case based study of exemplary practices in school management. • Visits to school with records of best practices. • Developing case profiles of effective classrooms/schools.

REFERENCES:

1. Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai.
2. Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi.
3. Bhatia, K.K & Singh, Jaswant: Principles and practice of school management, Tandaon publications books Market, Ludhiana.
4. Bhatnagar, R.P & Agarwal, Vidya: Education administration, Supervision, Planning and financing, Surya Publication, Meerut.
5. Koortz, Harold & Weihrich, Heinz: Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi.
6. Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi.
7. Varshrey, G. K: Organisation and Management, S Chand and Company LTD, New Delhi.

YEAR	II	**MAEdu - 302**	**CREDIT**	**4**
		HISTORY AND CONTEMPORARY ISSUES IN EDUCATION	**HOURS**	**60**
SEMESTER	**III**		**MARKS**	**100 (60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Analyze the historical perspectives of education at different levels. • Understand the nature of education as an area of study with multidisciplinary knowledge base. • Reflect on the contemporary issues in education. • Appreciate that relevant research work would help to achieve efficiency and excellence in the educational practices.

COURSE CONTENT / SYLLABUS

UNIT-I	**HISTORICAL PERSPECTIVES ON EDUCATION**	
	• Education: history and its evolution. • Education in Pre-Independent India – recommendations of commissions and committees. • Education in Post-Independent India – recommendations of Commissions and Committees.	12 Hrs.
UNIT-II	**EDUCATION IN CONTEMPORARY INDIA**	
	• Contemporary Indian Education and its salient features. • National Policy on Education – 1986, 1992. • Universalization of Elementary Education – Sarva Shiksha Abhiyan. • RTE ACT 2009, RMSA.	12 Hrs.
UNIT-III	**ASSURED QUALITY EDUCATION**	
	• Concept and scope of quality education. • Need and significance of quality education. • Approaches and strategies of quality education.	10 Hrs.
UNIT-IV	**LIBERALIZATION, PRIVATIZATION AND GLOBALIZATION**	
	• Concept and implications of liberalization in education. • Concept and implications of privatization. • Concept and implications of globalization.	14 Hrs.
UNIT-V	**CONTEMPORARY ISSUES IN EDUCATION**	
	• Equalization of Educational Opportunities. • Education of SC/ST, OBC, differently-abled, women and minorities. • Value Education. • Environmental Education.	12 Hrs.

PRACTICUM

- Study the impact of Right to Education Act 2009 on schools.
- Critical Analysis of Different Committees and Commissions on Education.
- Study of Educational Process in Private Schools.
- Planning awareness among SC/ST students about various schemes and scholarships available to them.

REFERENCES:
1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
2. Bhattacharya, S. (2006). Sociological Foundation of Education: Atlantic Publishers. New

Delhi.

3. Dhankar, N. (2010). Education in Emerging Indian Society. New Delhi: APH Publishing Corporation.
4. Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
5. Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
6. Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
8. Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana:Tondan Publications, Books Market.
9. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
10. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
11. Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
12. National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
13. Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.

YEAR	II	**MAEdu - 303**	CREDIT	4
		PERSONALITY DEVELOPMENT	HOURS	60
SEMESTER	III		MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• To develop understanding about personality in terms of its nature, development and assessment
	• To promote the strategies of the personality development among students.

COURSE CONTENT / SYLLABUS

UNIT-I	**MEANING, NATURE AND THEORIES OF PERSONALITY** • Meaning and definition of personality. • Nature, characteristics and determinants of personality. • Structure of Integration of Personality. • Type and Trait theories of personality with educational implications.	12 Hrs.
UNIT-II	**PERSONALITY DEVELOPMENT** • Importance of personality Development. • Tips of Personality Development. • Personality Traits. • Different Type of Personality-A practical Approach.	14 Hrs.
UNIT-III	**PERSONALITY DISORDERS & STRESS** • Personality Disorders • Dressing and Personality Development • Communication skill and Personality Development • Role of personality development in reducing stress	10 Hrs.
UNIT-IV	**PERSONALITY ASSESSMENT** • Subjective-Introspection & Interview. • Objective-Personality Inventories & Scale. • Projective Techniques.	12 Hrs.
UNIT-V	**INDICATORS OF SUCCESSFUL PERSON** • Creativity, Multiple and Emotional Intelligence • Group Dynamics and Interpersonal Relationship • Self Confidence, Attitude, temperament & Life Style • Social Responsibility & Community Work	12 Hrs.

REFERENCES:

1. Aggarwal, G.C. (1996). Essential of Educational Psychology. Vikas Publishing House, New Delhi.
2. De Bono, Edward. (2000). Six Thinking Hats. 2nd Edition. Penguin Books.
3. Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
4. Gardner, Howard. (1993). Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
5. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
6. Mangal, S.K. & Mangal, S. (20005). Development of Learner & Teaching Learning Process, Loyal Book Depot, Meerut.
7. Minippally, Methukutty. M. (2001). Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
8. Pease, Allan. (1998). Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.
9. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
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11. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadswoth. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
12. Sherfield, R. M. Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

YEAR	II	**MAEdu - 304 (i)** **PEACE EDUCATION**	CREDIT	4
SEMESTER	III		HOURS	60
			MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Understand the importance of peace.
	• Describe the historical importance of peace education.
	• Recognize the education for peaceful life.
	• Promoting culture of peace.

COURSE CONTENT / SYLLABUS

UNIT-I	**PEACE EDUCATION**	
	• Introduction, Meaning, Definition, Concept, Scope	10 Hrs.
	• Objectives of peace education,	
	• Human Miseries in the Modern world and quest for peace,	
	• Gandhian concept of peace,	
	• Different approaches to peace;	
	• Establishment of peace education institutions; Pacifism and Education.	
UNIT-II	**HISTORICAL DEVELOPMENT OF PEACE EDUCATION**	
	• Aims, Creation of United Nations, UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC, Amnesty International.	14 Hrs.
	• International Committee of Red Cross and NGOs,	
	• Peace Education in India and its development.	
UNIT-III	**INTEGRATING PEACE EDUCATION IN THE CURRICULUM**	
	• Curriculum Development of Education for peace,	10 Hrs.
	• Stage specific approach - Early childhood; Elementary stage; Secondary stage; Higher Education stage; Adult Education stage.	
	• Major Media of Integration, Subject context, Subject perspectives - Teaching methods.	
UNIT-IV	**CONFLICT RESOLUTION**	
	• Aspects of Conflicts - Antagonism; social divisions	14 Hrs.
	• Types of Conflicts; Conflict resolution; Conflict management; Models of conflict Resolution.	
UNIT-V	**PROMOTING CULTURE OF PEACE**	
	• Introduction,	10 Hrs.
	• Peaceful Home;	
	• Culture of Peace;	
	• Fostering culture of peace for inner peace;	
	• Participatory Communication;	
	• Democratic Participation and Gender equality;	

| | Sustainable Economic and social development; Non-violence; International Peace and Security in the present scenario. | |

PRACTICUM
- Street Play for demonstrating the importance of peaceful life   - Field Visit to have real experience of peaceful existence of the society.   - Conflict resolution Management in the affected in the tribal areas.

REFERENCES:

1. Barash. & David (2000). Approaches to peace, Oxford University Press, New York.

2. NCERT National Curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).

3. Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin: Atwood Publishing.

4. Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.

5. Bernard Jessie, (1957) "The sociological study of conflict" International sociological Association, The nature of conflict UNESCO Paris.

6. Galtung, J (1996), Peace by peaceful means: Peace and conflict, Development and Civilization, PRIO: International Peace research institute of Oslo and sage publication.

7. Kreidler, W.J (1995), Teaching, Conflict Resolution through Children's Literature: New York: Scholastic.

YEAR	II	**MAEdu - 304 (ii)** **GUIDANCE AND COUNSELLING**	**CREDIT**	**4**
SEMESTER	**III**		**HOURS**	**60**
			MARKS	**100(60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:**
	• To develop understanding of bases meaning, need and types of guidance • To get acquainted with the tools and techniques of appraisal of an individual. • To develop understanding of meaning characteristics and types of counseling. • To get acquainted with process and techniques of Counseling. • To get acquainted with the importance of placement and follow up services. • To develop understanding about Counseling- research, issues and trends.

COURSE CONTENT / SYLLABUS

	MEANING AND CONCEPT OF GUIDANCE	
UNIT-I	• Meaning, nature and scope of Guidance • Needs and importance of Guidance service • Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological • Influence of family and Community on guidance. • Functions and purposes of Guidance.	10 Hrs.
	TYPES OF GUIDANCE	
UNIT-II	• Types of Guidance. • Major guidance areas- Educational, Vocational, Personal, Career, Social, Health, Marital, Moral etc. • Adjustive guidance, Identification of maladjusted children and the principles of dealing with them. • Group Guidance-meaning, importance and Techniques.	14 Hrs.
	COUNSELLING: MEANING , TYPE AND OTHER ASPECTS	
UNIT-III	• Meaning, Characteristics and importance of counseling. • Difference between Guidance and Counseling. • Types of counseling. • Basic assumptions, process and steps of Counseling. • Role of counselor in counseling. • Different school of thoughts in counseling.	10 Hrs.
	THEORIES OF COUNSELLING	
UNIT-IV	• Client Centered Therapy (Carl Rogers). • Rational Emotive Therapy (Albert Ellis). • Behavior Therapy (B.F. Skinner). • Gesalt Therapy (Fredric Pearls). • Psychoanalytic Therapy (Sigmund Freud).	14 Hrs.

UNIT-V	**TOOLS FOR COLLECTING INFORMATION, CAREER RESOURCE CENTRE**	
	• Techniques of Counseling – formal- informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods. • Questionnaire, Anecdotal Record, Autobiography, • Rating scale, Observation, cumulative record card and interview. • Career Resource center: Central and State Planning. • Problems of Guidance services in India.	10 Hrs.

PRACTICUM (Any two)

• Maintenance of Self -Appraisal reports with respect to Guidance Programme at Elementary/Secondary level.
• Conduct a Guidance and Counseling Programme at Elementary/Secondary level.
• Organizing a Job Fair/Career Fate for school children.
• Preparation and administration of any two tool that is observation, interview, questionnaire etc. with respect to guidance services at elementary/secondary level.
• Preparation of Job resume for Self-enrichment.
• Visit to Guidance and counseling cell /bureau and prepared the report.

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YEAR	II	**MAEdu - 304 (iii)**	**CREDIT**	**4**
		EDUCATIONAL MEASUREMENT AND	**HOURS**	**60**
SEMESTER	III	**EVALUATION - I**	**MARKS**	**100 (60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:** • To develop an understanding of the concepts of measurement, assessment and evaluation • To develop an understanding of the taxonomy of educational objectives • To compare the tools and techniques of evaluation • Understand the basic concepts and techniques of measurement and evaluation in education. • Understand the new trends in evaluation.		

COURSE CONTENT / SYLLABUS

UNIT-I	**CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION**	10 Hrs.
	• Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation • Types of evaluation – formative and summative – meaning, characteristics, areas, differences.	
UNIT-II	**ASSESSMENT AND EXAMINATIONS**	12 Hrs.
	• Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges. • New trends in evaluation grading and semester system. • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations.	
UNIT-III	**EDUCATIONAL OBJECTIVES**	15 Hrs.
	• Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives. • Revised Bloom's Taxonomy of the Cognitive Domain. • Krathwohl and Masia's Taxonomy of the Affective Domain. • Dave's Taxonomy of the Psychomotor Domain. • Writing objective in behavioral terms.	
UNIT-IV	**LEARNING EXPERIENCES AND OUTCOMES**	11 Hrs.
	• Learning Experiences: meaning, types, significance of value based learning experiences. • Learning Outcomes: meaning, need, significance. • The Relationship between Objectives, Specifications, Learning Experiences and Evaluation.	
UNIT-V	**TOOLS OF EVALUATION**	12 Hrs.
	• Concept of tools of evaluation (meaning, characteristics). • Performance tests – Oral and Practical – merits, limitations, suggestions for improvement. • Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for	

	improvement.	
	• Norm Referenced Testing, Criterion Referenced Testing • Online Tests – features, merits and limitations, challenges.	

PRACTICUM
- Each student should construct two questionnaires (minimum 10 questions) to assess the opinions of ten students and ten teachers, analyse the data and submit a report on any one of the following:
- The challenges in Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII)
- The challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges/institutions.

SEMINAR
- Each Student-teacher has to present a Seminar on a topic relevant to Education.
- Assessment will be done for the written work and for the presentation.

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YEAR	II	**MAEdu - 305 (DSE)** **TEACHER EDUCATION**	CREDIT	4
SEMESTER	III		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	On completion of this course the students will be able to:
	• To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
	• To visualize the structure and frame work of teacher education.
	• To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
	• To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
	• To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENT / SYLLABUS

UNIT-I	**FUNDAMENTALS OF TEACHER EDUCATION**	12 Hrs.
	• Concept, Aims and Scope; Historical Background of Teacher Education in India with Special Reference to the recommendation various commissions on Teachers Education, Kothari Commission.	
	• National Policy on Education 1986, Revised POA (1992).	
	• Historical development of Teacher Education in India: Aims and objectives of teacher education at: Elementary Level, Secondary Level and College level.	
	• Implementation of curricula of teacher education.	

UNIT-II	**STRUCTURE OF TEACHER EDUCATION**	12 Hrs.
	• Objectives of Teacher Education at Different Levels.	
	• Recommendations of NCERT (NCF, 2005) and NCFTE (2009).	
	• Problems of Teacher Education in India and Remedial Measures.	
	• Pre-Service and In-service Teacher Training programme.	
	• Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department.	
	• Teacher Education through open and Distance learning.	

UNIT-III	**TEACHER PROGRAMS**	12 Hrs.
	• Taxonomy of teacher behavior.	
	• Post graduate courses in education, research and innovations in teacher education.	
	• Techniques of teacher training, core teaching, micro-teaching, interaction analysis.	
	• Evaluation of student teaching.	
	• Implementation of curricula of teacher education and Research.	

	TEACHER EFFECTIVENESS	
UNIT-IV	• Concept, Determinants, Identification and Characteristics of teacher Effectiveness. • Organization of Practice Teaching for developing an Effective • Practice Teaching Internship- its Organization and Problems. • Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher. • Recent trends and Research Activities in Teacher Education.	12 Hrs.
UNIT-V	**PROFESSIONAL DEVELOPMENT**	
	• Teaching as a Profession. • Professional organizations for various levels of teachers and their role; performance appraisal of teachers. • Faculty improvement program for Teacher Education • Orientation and Refresher courses Current Problems: • Teacher Education and Practicing Schools	10 Hrs.

PRACTICUM
- A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
- Preparation of facilitative resource materials in school education (on any teaching unit).
- A work study project related to teacher education, problems and improvement possibilities.
- Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used.
- Preparing a" Peer Group Observation Performa", administer it and evaluate teaching materials and skills. Give feedback and suggestions for improvement.

REFERENCES:
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14. NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.

15. NCERT (2005): National Curriculum Framework.

16. NCERT (2006): Teacher Education for Curriculum renewal.

17. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.

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YEAR	II	**RESEARCH PROPOSAL**	CREDIT	2
SEMESTER	III		HOURS	30
			MARKS	50 (Internal)

OBJECTIVES:	• The student has to prepare a research proposal for his/her dissertation work. • The student should submit the research proposal along with the presentation before the Departmental Research Committee. • The research supervisor of the candidate in consultation with the DRC members can incorporate if any corrections raised by the members. • The research supervisor of the candidate can give the score for the research proposal.

YEAR	II	**MAEdu - 401** **LIFE LONG EDUCATION**	CREDIT	4
SEMESTER	IV		HOURS	60
			MARKS	100 (60+40)

OBJECTIVES:	**On completion of this course the students will be able to:** • Understand the Conceptual framework of Adult and Lifelong Learning. • Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning. • Understand the Role of Lifelong Learning in the context of Globalization. • Understand International practices across the world.

COURSE CONTENT / SYLLABUS

UNIT-I	**BASICS OF LIFELONG LEARNING** • Concepts and terms of Lifelong Learning and Extension. • Adult and Lifelong Learning – Pre-Independence period & Post-independence period.	8 Hrs.
UNIT-II	**GREAT THINKERS OF LIFE LONG EDUCATION** • Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussin. • Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere. • Indian Values for adult education and its practices.	12 Hrs.
UNIT-III	**CREATION OF CONSTRUCTIVE SOCIAL AWARENESS THROUGH LEARNING** • Creation of Right Life orientation by constructive learning. • Environment movements in India and in abroad for healthy life • Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for sustaining rural lives. • Women's movement for sustainable growth.	12 Hrs.
UNIT-IV	**CURRENT TRENDS IN LIFELONG LEARNING IN INDIA** • Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing. • Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning	14 Hrs.
UNIT-V	**ORGANIZATIONS AND PROGRAMS FOR CONTEXTUALIZING VALUE BASED DEVELOPMENT** • Evolving institutions for sustainable livelihoods - International and national Missions on learning – Consumer Awareness; Capacity building programs - National Rural Livelihood Mission (NRLM), Jan Dhan Yojana (JDY). Tribal welfare programs.	14 Hrs.

	• Skill India Program: Introduction, Objectives, Features and Advantages	

PRACTICUM
- Identification of Out-of School Children in the tribal schools.
- Design of Computer Aided Learning (CAL) for aged tribal groups by Using of Internet.
- Monitoring of any one Welfare Program at Gram Panchayat Level in the tribal locality.
- Practical Application of transforming public space into adult learning centers.

REFERENCES:

1. Alexgender, K.C. (1994), The Process of Development of Society. New Delhi: Sage Publication.
2. Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP.
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YEAR	II	**MAEdu - 402** **ENVIRONMENTAL EDUCATION**	**CREDIT**	**4**
SEMESTER	**IV**		**HOURS**	**60**
			MARKS	**100(60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:** • To acquire knowledge to student about the concept of Environment and Ecology. • To make awareness and create interest of student in Environmental Education. • To enable the student–teachers understand about Pollution and its control. • To develop a sense of responsibility towards about the Global Environmental problems. • To develop reasonable understanding to the need for Conservation of the resources. • To develop desirable attitude, values and respect for the Environment.

COURSE CONTENT / SYLLABUS

UNIT-I	**THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES** • Definition, scope and importance. • Need for public awareness. • Renewable and Non-renewable Resources: Natural resources and associated problems in Recourses – Forest, Water, Food, Energy, Mineral, Land. • Role of an individual in conservation of natural resources.	12 Hrs.
UNIT-II	**ECOSYSTEMS** • Concept of an ecosystem; Structure and function of an ecosystem. • Producers, consumers and decomposers, Energy flow in the ecosystem Ecological succession. • Food chains, food webs and ecological pyramids. • Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.	12 Hrs.
UNIT-III	**BIODIVERSITY AND ITS CONSERVATION** • Introduction, definition: genetic, species and ecosystem diversity. • Biodiversity at global, National and local levels and its values • India as a mega-diversity nation. • Hot-spots of biodiversity. • Threats to biodiversity: habitat loss, poaching of wildlife, man- wildlife conflicts. • Endangered and endemic species of India. • Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.	14 Hrs.
UNIT-IV	**ENVIRONMENTAL POLLUTION** • Definition, Causes, effects and control measures of	12 Hrs..

	(a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards. • Solid waste management: Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution. Pollution case studies. Disaster management: Foods, earthquake, cyclone and landslides.	
UNIT-V	**SOCIAL CONCERNS AND THE ENVIRONMENT** • Urban problems; Water conservation, rain water harvesting, watershed management. • Environmental ethics: Issues and possible solutions. • Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. • Environment Protection Acts. • Air (Prevention and Control of Pollution) Act. • Water (Prevention and Control of Pollution) Act. • Wildlife Protection Act. • Forest Conservation Act. • Issues involved in enforcement of environmental legislation.	10 Hrs.

PRACTICUM
• Visit to a local area to document environmental assets—river/forest/grassland/hill/ Mountain.
• Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.
• Study of common plants, insects, birds.
• Study of simple ecosystems—pond, river, hill slopes, etc.

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YEAR	II	**MAEdu - 403** **EDUCATIONAL TECHNOLOGY**	CREDIT	4
			HOURS	60
SEMESTER	IV		MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Understand the nature and scope of educational technology and also about the various forms of technology
	• Establish relationship between learning theories and educational technology
	• Know the instructional design and modes of development of self - learning material.
	• Know the different models of teaching.
	• Develop basic skills in the production of different types of instructional material.
	• Know the recent innovation and future perspectives of educational technology.
	• Familiarize with evaluation techniques.

COURSE CONTENT / SYLLABUS

	MEANING AND SCOPE OF EDUCATIONAL TECHNOLOGY	
UNIT-I	• Meaning and Concept of Educational Technology; • Nature, Scope and Significance of Educational Technology; • Components of Educational Technology Hardware and Software; • Multi-media approach in Educational Technology. • Educational Technology and Instructional Technology.	12 Hrs.
	COMMUNICATION AND MODALITIES OF TEACHING	
UNIT-II	• Communication Process: Concept, nature, process, type, theory of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach; • Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.	12 Hrs.
	MODELS OF TEACHING AND INSTRUCTIONAL TECHNOLOGY	
UNIT-III	• Models of Teaching: Concept, different families of teaching models Designing Instructional System. • Formulation of instructional. Objectives Task. • Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.	14 Hrs.

	• Modalities of Teaching-difference between teaching and instruction, conditioning and training. • Stages of teaching-pre- active. Interactive and post-active.	
UNIT-IV	**PROGRAMMED LEARNING AND RESOURCE CENTRES** • Computer assisted instruction. • Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context. • Resources centers for Educational Technology: CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST - their activity for the improvement of learning processes.	12 Hrs.
UNIT-V	**EVALUATION AND INSTRUCTIONAL TECHNOLOGY** • Evaluation Strategies in Distance Education; • Counselling Methods in Distance Education. • Development of Evaluation Tools- Norm-referenced and criterion-referenced tests.	10 Hrs.

PRACTICUM

1. Complete any MOOC course from SWYAM.
2. Visit to any Educational Technology Institution.
3. Design any instructional material.

REFERENCES:

1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
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YEAR	II	**MAEdu - 404 (i)**	CREDIT	4
		HUMAN RIGHTS EDUCATION	HOURS	60
SEMESTER	III		MARKS	100(60+40)

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Understand the importance of peace
	• Describe the historical importance of peace education
	• Recognize the education for peaceful life
	• Promoting culture of peace
	• Understand concept, meaning and significance of inclusive education.
	• Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
	• Analyze critically the needs, problems, causes and educational provisions meant for CWDN.
	• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
	• Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers, parents, peers and community.

COURSE CONTENT / SYLLABUS

UNIT-I	**VALUES OF PEACE EDUCATION IN SUSTAINING HUMAN RIGHTS**	
	• Introduction, Meaning- Definition, Concept, Scope, Objectives of peace education and Human Rights.	12 Hrs.
	• Human Miseries in the Modern world and quest for peace,	
	• Gandhian concept of peaceful life,	
	• Different approaches to civil Rights,	
	• Establishment of peace education institutions; Pacifism and Education.	

UNIT-II	**HISTORICAL DEVELOPMENT OF HUMAN RIGHTS EDUCATION**	
	• Aims, Creation of United Nations, Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC, Amnesty International, International Committee of Red Cross and NGOs.	12 Hrs.
	• Peace and human Rights Education in India and its lawful developments.	

UNIT-III	**INTEGRATING HUMAN RIGHTS EDUCATION IN THE CURRICULUM**	
	• Curriculum Development of Education for Human Rights;	10 Hrs.
	• Stage specific approach - Early childhood; Elementary stage; Secondary stage; Higher Education stage; Adult Education stage;	
	• Major Media of Integration, Subject context - Subject perspectives - Teaching methods.	

	INTRODUCTION TO INCLUSIVE EDUCATION	
UNIT-IV	• Concept of Inclusive Education, Integrated Education and Special Education. • Need, Objectives & Scope of Inclusive Education. • Factors responsible for successful inclusion in the mainstream - future vision. • Definition of disability and inclusion in educational framework. • Threats of psychological problems of disability. • Historical perspectives of inclusive education for children with diverse needs.	14 Hrs.
	TYPES OF CHILDREN WITH DIVERSE NEEDS (CWDN)	
UNIT-V	• Concept, classification, characteristics, causes, problems, identification, classroom management strategies and prevention for children with diverse needs, Right of person with Disability Act (2016). • Learning disability. • Mental Retardation. • Visual Impairment and Hearing Impairment. • Locomotor Impairment, Educational Provisions & Programmes.	12 Hrs.

PRACTICUM

- Street Play for demonstrating the importance of peaceful life.
- Field Visit to have real experience of peaceful existence of the society.
- Conflict resolution Management in the affected in the tribal areas.
- Preparation of a status report on education of any category of CWDN.
- Report on a visit to school practicing inclusion and identifying learning disabled students.

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YEAR	II	**MAEdu - 404 (ii)**	**CREDIT**	**4**
		ORGANIZATION AND ADMINISTRATION OF	**HOURS**	**60**
SEMESTER	**IV**	**GUIDANCE SERVICES IN INDIA**	**MARKS**	**100 (60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:**
	• Explain the concept, aims, objectives, principles and development of guidance.
	• Describe the nature of guidance programme.
	• Understand meaning, nature, principles, types, techniques, origin and development of counseling.
	• Explain concept and process of career development.
	• Understand relevance of helping relationship.
	• Become acquainted with the concept and relevance of counseling in Indian situations.
	• Understand the skills of counseling.

COURSE CONTENT / SYLLABUS

UNIT-I	**ORGANISATION OF GUIDANCE SERVICES** • Meaning of career, Golden rules, components • Sources and methods of Career information • Meaning and Sources of Occupational information, aspects, Classifications. • Personal and Social Information, • Kinds of services, like informative, placement, appraisal, and follow – up.	12 Hrs.
UNIT-II	**THEORIES OF CARRIER DEVELOPMENT** • Meaning and importance of career development • Strategies of Planning and Decision making • Theories of Career Development: Holland, Krumboltz and Super.	10 Hrs.
UNIT-III	**PLACEMENT AND FOLLOW UP AND RECENT TRENDS** • Aims and types of placement. • Responsibility of the school and Community about the placement services. • Importance and purposes of follow up services. • Research, Issues, Trends in guidance and counseling.	12 Hrs.
UNIT-IV	**HELPING RELATIONSHIPS** • Helping relationships: Meaning, nature and importance. • Counseling as helping relationship. • Concept & relevance of parental counseling, adolescents counseling, peer counseling & counseling of special groups (Children with disabilities, disadvantaged, adopted children, gifted) in Indian situations.	14 Hrs.

	PROCESS OF COUNSELLING	
UNIT-V	• Process, stages of counseling, ethics of counseling • Counseling techniques and practices: Structure the counseling relationships, Degree of lead by counselor, Non- verbal behavior, transference and counter- transference, process of referral. • Skills of counseling – building trust, listening, observation & empathy, communication, decision making & anger management.	10 Hrs.

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PRACTICUM (Any two)

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- Conduct a Guidance and Counseling Programme at Elementary/Secondary level.
- Organizing a Job Fair/Career Fate for school children.
- Preparation and administration of any two tool that is Observation, Interview, Questionnaire etc. with respect to Guidance services at Elementary/Secondary level.
- Preparation of Job resume for Self-enrichment.
- Visit to Guidance and counselling cell/bureau.

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YEAR	II	**MAEdu - 404 (iii)**	**CREDIT**	**4**
SEMESTER	**III**	**EDUCATIONAL MEASUREMENT AND**	**HOURS**	**60**
		EVALUATION-II	**MARKS**	**100 (60+40)**

OBJECTIVES:	**On completion of this course the students will be able to:** • Understand the basic concepts and techniques of measurement and evaluation in education. • Understand the new trends in evaluation. • Understand and develop Skills in the construction and standardization of tests. • Understand and develop Skills in the construction of Diagnostic test and organize remedial teaching. • Prepare an objective based Question bank. • Understand and use the various Models in Evaluation. • Develop skills in feedback and reporting.

COURSE CONTENT / SYLLABUS		
UNIT-I	**APPROACHES TO EVALUATION** • Approaches to Evaluation: scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (self-referenced, norm-referenced, criterion-referenced). • Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and	12 Hrs.
UNIT-II	**TOOLS AND TECHNIQUES OF EVALUATION** • Administration of Test and Interpreting test result • Meaning of Norms, Types of Norms, Age, Grade, Percentile and Standard Score • Checklist, Questionnaire, Rating Scale, Interview, Observation • Uses of Computer in Evaluation: Marking and reporting Letter grades, Written description of performance, Number grades, percentage grades, reports, student Profiles and PTA meetings.	12 Hrs.
UNIT-III	**TESTS OF SCHOLASTIC ACHIEVEMENT** • Test: Meaning and importance; Test Items: types, characteristics & construction; Types of Tests: Teacher made, Standardized, Norm referenced and criterion referenced. • Achievement Test – Concept, Construction and uses; Standardized Test - Construction, Merits & demerits. • Characteristics of a good test: Validity, Reliability, Practicability, Usability. • Test Standardization: Steps involved in standardizing a Test; Item Analysis- Method, Uses & limitations.	10 Hrs.

	EDUCATIONAL STATISTICS	
UNIT-IV	• Use of Statistics in Educational Evaluation; Descriptive Statistics and inferential statistics • Organization and tabulation of data; Graphical Representation: Histogram, Frequency polygon, Pie diagram • Measures of Central tendency, Measures of variance, Correlation • NPC- Properties and uses, Skewness and Kurtosis; Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T-scores.	14 Hrs.
UNIT-V	**INTERPRETATION OF RESULTS**	
	• Organizing data from classroom assessment. • Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed) • Normal Probability Curve – concept, meaning and characteristics • Interpretation of Percentages, Percentile Rank and Percentiles.	10 Hrs.

PRACTICUM
Each student must submit a report on any one of the following:
• Collect classroom assessment data, analyze it and interpret the results using computer.
• Construct a Checklist or a Rating Scale, on any one educational topic.

Each student must submit a report on any one of the following:
• Construction, try out and item analysis of a teacher made test.
• Construction, try out of a Diagnostic Test or Achievement Test.
• Diagnosis of Students deficiencies in any one of the following: Problems Solving, Arithmetic - Spelling & Sentence Structures – Reading.

SEMINAR
• Each Student-teacher has to present a Seminar on a topic relevant to Education.
• Assessment will be done for the written work and for the presentation.

REFERENCES:
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YEAR	II		CREDIT	4
		MAEdu - 405 **DISSERTATION**	HOURS	60
SEMESTER	IV		MARKS	100 (50 Internal + 50 External)
OBJECTIVES:		• The student has prepared a dissertation based on the research proposal submitted during the 3rd semester. • The research supervisor has to supervise the candidate to complete the dissertation research work. • The student has to submit the certified dissertation work to the department.		

YEAR	II		CREDIT	2
SEMESTER	IV	**COMPREHENSIVE VIVA-VOCE**	MARKS	50 (External)
OBJECTIVES:		• The student has to give the presentation on his/her dissertation work before the open viva-voce committee. • The viva-voce committee will examine the dissertation work and raise the clarification from the student if any. • The external examiner can give the score in consultation with the viva-voce committee.		