

Rules and Regulations

M.A (Education) Programme

Vikarm University , Ujjain (MP)

Effect from the Academic Year 2022-23

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 familiarize 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.

MA Education Course Highlights

Course Name	M.A. Education
Full-Form	Master of Arts in Education
Course Level	PG
Course Duration	02 Years
Exam Type	Semester- Wise
Annual Course Fees	INR 16,000
Per Semester Fees	INR 8,000
Minimum Qualification Required	Graduation of at least 03years in any discipline
Minimum Aggregate	45 % for SC/ST and 50 % for OBC and General category
Selection Process	Merit- based
Job Types	Assistant Professor (Teacher's Training College), Education Counsellor, School Teacher, Private Tutor (for competitive exams),

① H.K. Singh
7/7/2023

Sharma
7/7/23

Prakash
7/7/23

Sharma
07/07/2023

② Stani
7/7/2023

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1. Training

Training is learning experience that leads to the acquisition of a skill . It is a process for preparing people for different jobs enabling them improve their job-capacities and potentials.

Need of the Course

- The course meets quality standards.
- The course is of value to the educational mission.

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 (Semester wise programme). Each year consists two semesters.

Working Days:

- a) There shall be at least two hundred working days each year exclusive of the period of admission and examination
- b) The minimum attendance of student shall have to be 80% for all course work and practicum.

Fee Structure

16,000 Per Year (8,000 per Semester)

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

Medium of Instruction

The medium of instruction will be Hindi and 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 82. The M.A. (Education) Programme encompasses 2 years continuous programme. However, Programme will be delivered in two semester terms as given below.

MA (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
Sub Total		240	160	400	16
Semester – II					
MAEdu-201	Sociology of Education	60	40	100	4
MAEdu-202	Environment Education	60	40	100	4
MAEdu-203	Educational Statistics	60	40	100	4
MAEdu-204	Peace education	60	40	100	4
Sub Total		240	160	400	16

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	Educational Measurement & Evaluation	60	40	100	4
MAEdu-304	Teacher Education	60	40	100	4
	Research Report & Viva Voice	50	50	50	2
Sub Total		290	210	450	18

Semester-IV

MAEdu-401	Educational Technology	60	40	100	4
MAEdu-402	Guidance & Counseling	60	40	100	4
MAEdu-403	Gender Sensitization, School & Society	60	40	100	4
MAEdu-404	Yoga Education	60	40	100	4
SubTotal		240	160	400	16
Grand Total (Total Papers= 16)		1010	690	1650	66

Scheme of Examination

1. The M.A. Education, degree will be awarded to a student who completes.
2. Two Years. Each Paper will have 100 marks.
3. Each course will have 60% of marks of semester end examination.
4. 40% marks Fo internal assessment.

Pattern of Theory question papers

There is on pattern of theory examination with the duration of 3 hours for 66 marks. Totally 5 essay type questions will be given with internet choice and each question carries 12 marks.

1. The student has to pass in the combined total of internal assessment and years and examination the theory.
2. To pass a student shall have to get minimization aggregate 40% marks in each course.

Semester I

YEAR	I	MAEdu-101	CREDIT	4
SEMESTER	I	PHILOSOPHY OF EDUCATION	HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> To Recognize 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			12 Hrs
	<ul style="list-style-type: none"> 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 			
UNIT-II	Educational Thinker and their contribution in Education			12 Hrs
	<ul style="list-style-type: none"> Swami Vivekananda Ravindra Nath Tagore Mahatma Gandhi Froebel, Herbert Spencer, John Dewey, 			
UNIT-III	Indian Schools of Philosophy			14 Hrs
	<ul style="list-style-type: none"> 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 			
UNIT-IV	Western Schools of Philosophy			14 Hrs
	Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of dge, reality and values their educational implications for aims, contents and methods of education,			
UNIT-V	Modern Concept of Philosophy			

	Analysis- Logical analysis Logical empiricism Positive relativism	10 Hrs
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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

- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
- Dewey, John (1966) Democracy and Education, New Yourk: Mc Millan.

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

- OBJECTIVES:**
- 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
 - Analyse 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	12 Hrs
	<ul style="list-style-type: none"> • Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology. • Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional. 	
UNIT-II	Dynamics of Individual Development	12 Hrs
	<ul style="list-style-type: none"> • 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 	
UNIT-III	Learning & Motivation	14 Hrs
	<ul style="list-style-type: none"> • 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: Bandura, Constructivism Approach and Humanistic Approach • Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation 	

UNIT-IV	Individual Differences	14 Hrs
	<ul style="list-style-type: none"> • Meaning and Types or varieties of individual Differences • Causes and distribution of Individual Differences • Educational Implications of Individual Differences • Individual Differences in schools and Classrooms 	
UNIT-V	Mental Health	10 Hrs
	<ul style="list-style-type: none"> • Concept, factors, function and Importance of Mental Health Issues concerning the youth: Identity crises. Self awareness, positive attitude, self discipline, self motivation • Strategies for promoting good mental health: behaviour 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 :

- Adjustment Scale
- Intelligence Test
- Personality Test/World Association Test
- Detailed report on problematic
- Case Study on learning disability

REFERENCES

- Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
- Parekh priyanshi, Jain vaibhav (2020) Psychology and Education of Exceptional children, Priyanshi Ara Publication, Prayagraj-Ujjain.
- Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.). Jaypee Brothers Medical Publishers.
- Reber, S. A., & Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.
- Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.
- Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.
- 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:		<ul style="list-style-type: none"> • 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			12 Hrs
	Meaning and nature, need and importance and scope of educational research; Types of Educational Research - Fundamental Research, Applied Research and Action Research			
UNIT-II	METHODS OF EDUCATIONAL RESEARCH			12 Hrs
	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.			

UNIT-III	REVIEW OF LITERATURE, VARIABLES AND HYPOTHESIS	14 Hrs
	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.	
UNIT-IV	SAMPLING TECHNIQUES	14 Hrs
	Population- Concept; Sampling- Concept and need, characteristics of good sample; Sampling Methods - Probability sampling & non-probability sampling techniques; Errors in Sampling and sample size	
UNIT-V	DATA COLLECTION, RESEARCH TOOLS AND RESEARCH PROPOSAL	10 Hrs
	Techniques & Tools of Data Collection.- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists; Standardization procedure of tools	

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.
4. Book review.

REFERENCES

1. Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt.Ltd. Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India Best, J.W., (1963). Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd.
2. Buch. (2006). Surveys of Education Nos. 1,2,3,& 4, New Delhi: NCERT.
3. Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,
4. Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons Good, C.V. (1963). Introduction to Educational Research. New York: Appletton Century Guilford, J.P., & Truchter, B. (1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.

5. Gupta, S. P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.
6. Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House. Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi
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10. Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons Good, C.V. (1963). Introduction to Educational Research. New York: Appleton Century Guilford, J.P., & Truchter, B.(1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
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12. Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House. Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi

YEAR	I	MAEdu-104	CREDIT	4
SEMESTER	I	CURRICULUM STUDIES	HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> To develop an understanding of fundamentals of Curriculum Development To understand the role of Philosophy, Psychology Sociology 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	<ul style="list-style-type: none"> 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	<p>Foundations of Curriculum Development and System analysis</p> <ul style="list-style-type: none"> 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	<p>Principles of Curriculum Development</p> <ul style="list-style-type: none"> 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	<p>Models for Curriculum Design</p> <ul style="list-style-type: none"> 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

UNIT-V	Evaluation of Curriculum	14 Hrs
	<ul style="list-style-type: none"> • Nature and scope of Evaluation • Focus , Need and Purpose of Evaluation • Curriculum Evaluation Design • Techniques in curriculum Evaluation 	
MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<p style="text-align: center;">PRACTICUM (any one of the following):</p> <ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> • Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill. • Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press. • Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications. • Davis, I.K. (1971): The Management of Learning. London: McGraw Hill. • Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page. • Forsyth, I., Jolliff, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page. • Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston. • National Curriculum Framework (2005): New Delhi: NCERT. • Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd. • Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs. • Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt. • Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page. • 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. • Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers. <p>66 PAPER- 13 COURSE CODE: C03-DIS COURSE TITLE: DISSERTATION PR</p>		

II Semester

YEAR	I	MAEdu-201	CREDIT	4
SEMESTER	II	SOCIOLOGY OF EDUCATION	HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<p>On completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • To define meaning and concept of Educational Sociology. • 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	<p>EDUCATION AND SOCIOLOGY</p> <ul style="list-style-type: none"> • 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	<p>EDUCATION & SOCIAL CHANGE</p> <ul style="list-style-type: none"> • 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	<p>THE PROCESS OF SOCIALIZATION</p> <p>Concept and nature of socialization;</p> <ul style="list-style-type: none"> • 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	14 Hrs.
	<ul style="list-style-type: none"> • 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. 	
UNIT-V	SOCIAL MOBILITY & STRATIFICATION	11 Hrs.
	<ul style="list-style-type: none"> • 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)		
<ul style="list-style-type: none"> • 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		
<ol style="list-style-type: none"> 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. 5. Henderson, introduction to Philosophy of education, University press, Chicago. 6. Bhat M.S. Educational Sociology, APH Publications, New Delhi. 7. Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer. 8. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers. 9. Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi. 10. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir. 11. Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications. 12. Dewey, John (1966) Democracy and Education, New York: Mc Millan. 		

YEAR	I	MAEdu-202 Environmental Education	CREDIT	4
SEM ESTER	II		HOURS	60
			Marks	100(60+40)

OBJECTIVES:	<ul style="list-style-type: none"> • 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
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COURSE CONTENT / SYLLABUS

UNIT-I	The Multidisciplinary Nature of Environmental Studies	12 Hrs
	<ul style="list-style-type: none"> • 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 	
UNIT-II	Ecosystems	12 Hrs
	<ul style="list-style-type: none"> • 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. 	
UNIT-III	Biodiversity and Its Conservation	14 Hrs
	<ul style="list-style-type: none"> • 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 	

UNIT-IV	Environmental Pollution	
	<ul style="list-style-type: none"> • Definition, Causes, effects and control measures of 	
	(a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards <ul style="list-style-type: none"> • 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: Floods, earthquake, cyclone and landslides. 	12 Hrs
UNIT-V	Social Concerns and the Environment	
	<ul style="list-style-type: none"> • 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. • Air (Prevention and Control of Pollution) Act. • Water (Prevention and Control of Pollution) Act. • Forest Conservation Act. 	10 Hrs

PRACTICM

- 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.

REFERENCES

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
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- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai,
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YEAR	I	MAEdu-203 EDUCATIONAL STATISTICS	CREDIT	4
SEMESTER	II		HOURS	60
			Marks	100(60+40)

OBJECTIVES:	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • 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 analyse qualitative data • demonstrate competence in the use of statistical packages for analysis of data
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COURSE CONTENT / SYLLABUS

UNIT-I	<p>Descriptive Analysis of Quantitative Data</p> <ul style="list-style-type: none"> • 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
	<p>Data Relations</p> <ul style="list-style-type: none"> • Examining Relationships: Scatter plots and their interpretation; • Product Moment, Rank, Biserial, point-biserial, Tetrachoric, Partial and Multiple correlations; • Linear Regression Analysis-concept of regression, regression equation, • regression line and their uses, accuracy of prediction 	
UNIT-II		12 Hrs

UNIT-III	Inferential Analysis of Quantitative Data-1	10 Hrs
	<ul style="list-style-type: none"> • 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 	
UNIT-IV	Inferential Analysis of Qualitative Data-2	14 Hrs
	<ul style="list-style-type: none"> • 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 	
UNIT-V	Computer for Data Analysis and Preparation of Research Report	12 Hrs
	<ul style="list-style-type: none"> • 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 	

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.

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- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
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- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York:

YEAR	I	MAEdu-204 (Generic Elective) PEACE EDUCATION	CREDIT	3
SEMESTER	II		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> ▪ 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			10 Hrs
	Introduction, Meaning,- Definition – Concept – Scope- 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			14 Hrs
	Aims, Creation of United Nations, Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC, Amnesty International, International Committee of Red Cross and NGOs, Peace Education in India and its development,			
UNIT-III	Integrating peace Education in the Curriculum			10 Hrs
	Curriculum Development of Education for peace, 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			14 Hrs
	Aspects of Conflicts - Antagonism; social divisions - Types of Conflicts; Conflict resolution; Conflict management; Models of conflict Resolution.			
UNIT-V	Promoting culture of peace			10 Hrs
	Introduction; 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.	
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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
7. Civilization, PRIO: International Peace research institute of Oslo and sage publication.
8. Kreidler, W.J (1995), Teaching, Conflict Resolution through Children's Literature: New York: Scholastic.

Semester III

YEAR	II	MAEdu-301 SCHOOL ADMINISTRATION AND MANAGEMENT	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> • 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			10 Hrs
	<ul style="list-style-type: none"> • Meaning, nature and scope of school administration • School administration and school management, their role • Management as an organization, aims and functions of school management 			
UNIT-II	Conceptual Basis of School Management			12 Hrs
	<ul style="list-style-type: none"> • 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. 			
UNIT-III	Educational Administration and Management at Different Levels			15 Hrs
	<ul style="list-style-type: none"> • Educational administration and management at central, state and local levels • Role and functions of CAGE, NCERT, CBSE, KVS, NVS, NIOS • Role and functions of SCERT, DIETs etc. 			
UNIT-IV	Quality Management Approach for Schools			13 Hrs
	<ul style="list-style-type: none"> • Quality management: meaning, scope and role • Approaches and functions of total quality management • TQM and its application in school management 			
UNIT-V	Resource Management			10 Hrs
	<ul style="list-style-type: none"> • Resource: meaning, nature and classification • Human and non-human resources: creation, sharing and management • Leadership and decision making • Funding arrangements and its utilization 			

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

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

YEAR	II	MAEdu-302 HISTORY AND CONTEMPORARY ISSUES IN EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> 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			12 Hrs
	<ul style="list-style-type: none"> 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 			
UNIT-II	Education in Contemporary India			12 Hrs
	<ul style="list-style-type: none"> Contemporary Indian Education and its salient features National Policy on Education – 1986, 1992 Universalization of Elementary Education – Sarva Shiksha Abhiyan RTE ACT 2009, RMSA 			
UNIT-III	Assured Quality Education			10 Hrs
	<ul style="list-style-type: none"> Concept and scope of quality education Need and significance of quality education Approaches and strategies of quality education 			
UNIT-IV	Liberalization, Privatization and Globalization			14 Hrs
	<ul style="list-style-type: none"> Concept and implications of liberalization in education Concept and implications of privatization Concept and implications of globalization 			
UNIT-V	Contemporary Issues in Education			12 Hrs
	<ul style="list-style-type: none"> Equalization of Educational Opportunities Education of SC/ ST, OBC, differently-abled, women and minorities Value Education Environmental Education 			
PRACTICUM				
<ul style="list-style-type: none"> 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

- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi
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- Dhiman, O.P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
- Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
- Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
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- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
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- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.

YEAR	II	MAEdu-303		4
SEMESTER	III	EDUCATIONAL MEASUREMENT AND EVALUATION	HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 behavioural terms 			
UNIT-IV	LEARNING EXPERIENCES AND OUTCOMES			11 Hrs

	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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		
<ul style="list-style-type: none"> ❖ 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		
<ul style="list-style-type: none"> ✓ 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

1. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests and Measurement. New Delhi: Vikas Publication House.
3. Best, John.W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Chakhan, S.S. (1988). Advanced Educational Psychology. New Delhi: Vikas Publication House. Mangal, S.K.(1999). Educational Psychology.
5. Garret, H.E. (1971). Statistics in Psychology and Education. Bombay: Vakils Feller, Simons Pvt. Ltd.
6. Lal, P. (2005). Educational Measurement and Evaluation. New Delhi: Anmol Publishing Pvt. Ltd.
7. Nagaraju M.T.V. and Mahammad Ali.S. (2009). Educational Evaluation. Hyderabad: Jayam Publications
8. Padua, R.N., & Santos, R.G. (1997). Educational Evaluation and Measurement-Theory, Practice and Application. Quezon City: Kantha Publishing Co. Inc.
9. Sharma, R.A. (2004). Essentials of Measurement in Education and Psychology (4th Ed.). Surya Publication.
10. Sidhu, K.S. (2007). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishing Pvt. Ltd. 11. Srivastava. H.S. and Shourie.J.P. (1989). Instructional objectives of school subjects. New Delhi: NCERT

YEAR	II	MAEDU-304 TEACHER EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Objectives of Teacher Education at Different Levels 			
		<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> • 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 	
UNIT-IV	Teacher Effectiveness	12 Hrs
	<ul style="list-style-type: none"> • 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 	
UNIT-V	Professional Development	10 Hrs
	<ul style="list-style-type: none"> • 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 	
PRACTICUM		
<ul style="list-style-type: none"> • 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

- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Rutledge: New York.
- Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
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- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

SEMESTER IV

SEMESTER	IV	EDUCATIONAL TECHNOLOGY 401	HOURS	60
			Marks	100(60+40)
OBJECTIVES:		On completion of this course the students will be able to: <ul style="list-style-type: none"> • 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				
UNIT-I	Meaning and Scope of Educational Technology			12 Hrs
	(a) Meaning and Concept of Educational Technology; (b) Nature , Scope and Significance of Educational Technology; Components of Educational Technology Hardware and Software; Multi-media approach in Educational Technology. (c) Educational Technology and Instructional Technology.			
UNIT-II	Communication and Modalities of teaching			12 Hrs
	(a) 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; (b) Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.			
UNIT-III	Models of Teaching and instructional Technology			14 Hrs
	(a) 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			

	(b) 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	12 Hrs
	(a) Computer assisted instruction. (b) 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 ; (c) 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.	
UNIT-V	Evaluation and Instructional Technology	10 Hrs
	Evaluation Strategies in Distance Education; Counselling Methods in Distance Education. Development of Evaluation Tools-Norm-referenced and criterion-referenced tests.	

PRACTICUM

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

Suggested Books

1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
2. Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
3. Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
4. Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
5. Evaut, M. The International Encyclopaedia of Educational Technology.
6. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
7. Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
8. Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
9. Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi

SEMESTER	IV	Guidance & Counseling 402	
		HOURS	Marks
		60	100(60+40)
OBJECTIVES:		<p>On completion of this course the students will be able to:</p> <ul style="list-style-type: none"> 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			
UNIT-I	MEANING AND CONCEPT OF GUIDANCE		12 Hrs
	<ul style="list-style-type: none"> 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.. 		
UNIT-II	TYPES OF GUIDANCE		12 Hrs
	<ul style="list-style-type: none"> 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 		
UNIT-III	COUNSELLING: MEANING , TYPE AND OTHER ASPECTS		14 Hrs
	<ul style="list-style-type: none"> 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. 		
UNIT-IV	THEORIES OF COUNSELLING		12 Hrs
	<ul style="list-style-type: none"> Client Centered Therapy (Carl Rogers). Rational Emotive Therapy (Albert Ellis). Behavior Therapy (B.F. Skinner). Gesalt Therapy (Fredric Pearls). Psychoanalytic Therapy (Sigmund Freud). 		

UNIT-V	TOOLS FOR COLLECTING INFORMATION, CAREER RESOURCE CENTRE	10 Hrs
	<ul style="list-style-type: none"> • Techniques of Counseling– formal- informal discussions • Committeereports,lectures,dramaticsquestionbanks,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. 	

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.

Suggested Books

References:

1. Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
2. Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling, A practical approach, Vol. I. New Delhi: Vikas.
3. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, A theoretical perspective, Vol.II. New Delhi: Vikas.
4. Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation
5. Gardner, H. (1999). Multiple intelligence: Understanding the mind. National Professional Resources: NY.
6. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance, (7th Edition) New Delhi, Pearson Education, Inc.
7. Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT.
8. Myers, G.E. (1948). Principles and techniques of vocational guidance. London: Mcgraw Hills Company.
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YEAR	II	MAEdu-403	CREDIT	4
SEMESTER	IV	Gender Sensitization, School & Society	HOURS	60
			Marks	100(60+40)
OBJECTIVES:	<ul style="list-style-type: none"> To acquaint the student teachers with the concept of gendered roles in society and their challenges. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context. To enable the student teachers to critically examine the 4 stereotypes and rethink their beliefs To Help student teachers to develop abilities to handle notation of gender and sexuality. 			
COURSE CONTENT / SYLLABUS				
UNIT-I	Gender Issues : Key Concepts <ul style="list-style-type: none"> The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society; Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state. Unequal access of education to girls; access to schools; gender identity construction at home and in society. Indian societal context : Power and authority in Indian Social System (patriarchy), Socialization of child into a specific gender influences, and opportunities for education. 			12 Hrs
UNIT-II	Gender Challenges and Education <ul style="list-style-type: none"> Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks etc. Representation of gendered roles, relationships and ideas in textbooks and curricula. Schools nurture or challenge creation of young people as masculine and feminine selves. 			12 Hrs
UNIT-III	Gender Issues and Role of Teacher <ul style="list-style-type: none"> Counselling and Guidance : Teacher's need help to develop abilities to handle notations of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their student's instead of shying away from the same.) Sex Education : Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues.) Identification of sexual abuse/violence and its verbalistaton, (combating the dominant societal outlook objectification of the female body, and so on.) 			14Hrs

UNIT-IV	Role of the Media and Life Skills Education	14 Hrs
	<ul style="list-style-type: none"> • Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school. • Life Skills courses in school : provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self. • Gender equality Education : of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state.) 	

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YEAR	II	MAEdu.-404 YOGA EDUCATION	CREDIT	4
SEMESTER	IV		HOURS	60
			Marks	100(60+40)

OBJECTIVES:	<ul style="list-style-type: none"> • Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar etc. • Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration. • Understand different types of Yoga – The Ashtanga yoga, the Jnana yoga, Bhakti yoga, and other modern off-shoots. • Understand the socio-psychological basis, leading to a dynamic transformation of personality. • Understand the scientific basis and therapeutic values of yoga.
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COURSES CONTENT/ SYLLABUS

UNIT-I	<ul style="list-style-type: none"> • The meaning and definitions of Yoga. • Yoga as a way to healthy and integrated living. • Yoga as a way to socio-moral upliftment of man. • Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti. • The Philosophy of yoga and its relationship to individual and social upliftment: 	Hrs. 10
UNIT-II	<ul style="list-style-type: none"> • Metaphysical basis of yoga • Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality. • Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual. • Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir). • Nature of knowledge and knowledge getting process – the Pramanas. 	Hrs. 10
UNIT-III	<ul style="list-style-type: none"> • Different types of yoga systems and characteristics of yoga practitioner: 	Hrs. 15
	<ul style="list-style-type: none"> • Ashtanga yoga of Patanjali • Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita. • Integral yoga of Aurobindo and modern off shoots of yoga • Characteristics of a practitioner of yoga. 	

UNIT-IV	<ul style="list-style-type: none"> ❖ The instrumentals of yoga (Sadhana pad). ❖ The Five yamas (observances). ❖ The Five Niyamas (abstinences). ❖ Asans – The right postures. ❖ Pranayam – controlling the breadth. ❖ Pratyahara – controlling the senses. ❖ Dharana (concentration) and its methods ❖ Dhyana (meditation) and its kinds. ❖ Samadhi – its various types. 	Hrs. 15
UNIT-V	<ul style="list-style-type: none"> ❖ Scientific basis of yoga – yoga and mental health: ❖ Yoga and Bio-feedback ❖ Therapeutic values of yoga. ❖ Different Asans and their effects to promote a sound physical and mental health. ❖ Dhyana, and its therapeutic value. 	Hrs. 10

H/Chh
7/7/23

Shree
7/7/23

Prakash
7/7/23

Swami
7/7/2023

Shree
07/07/2023