

# **Syllabus for M. A. in Education (Regular Mode)**

## **(Session 2025-26 Onwards)**



**DEPARTMENT OF EDUCATION  
IGNTU, AMARKANTAK- 484887 (M.P.)**

**IGNTU, Amarkantak (M.P.)**  
**Rules and Regulations of the M.A in Education Programme**  
**(w.e.f. Academic Year 2025 – 26 onwards)**

**1. Preamble of the Program**

The Master of Arts in Education Programme is an innovative programme, by which the learners will have broader 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.

**2. Programme Outcomes**

The predominant aim of M.A. in 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. in 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 teaching and learning 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 in school education and teacher education.
- f) Think creatively and flexibly to synthesize and transform variety of practicable ideas in the school management and administration.

**3. Admission**

A candidate for admission to two years (4 – semesters) M.A. in Education Programme has to qualify at the Entrance Test conducted by the NTA/IGNTU, for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

**4. Eligibility**

A Bachelor's 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, OBC, and EWS categories, and 45% in case of candidates belonging to SC/ST and PWD categories are eligible to apply.

**5. Duration**

The M.A. in Education Programme can be completed by a student minimum in the period of two years and maximum in four years.

**6. Learning activities**

These will be achieved through the following learning activities:

- Face to face mode of classroom lectures 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 in schools on the pedagogy subjects and examinations

**7. 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. As per the UGC guidelines, 1 credit is equivalent to 15 hours of classroom teaching or 30 hours of practicum.

**8. Medium of Instruction**

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

**9. Rules of Attendance**

- a. The M.A. in Education programme shall be conferred on a candidate who, after getting admission has pursued a Regular Course of Study as herein prescribed and fulfilled the conditions laid down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
- b. A regular course of study in IGNTU, Amarkantak (MP) means attendance not less than 85% in teaching/instructional period and 95% of attendance during the period of school internship programme. In special cases, the Vice Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Head, based on medical certificate by an authorized medical officer approved by the Head, Department of Education.
- c. For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
- d. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per IGNTU rules in vogue.
- e. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
- f. Attendance shall be reckoned from the date of admission to the course in IGNTU.

**10. Programme Structure**

The M.A. in Education Programme encompasses 2 years continuous programme. It comprises four semesters with 20 credits in each semester. The total number of credits will be 80. However, Programme will be delivered in each semester as given below.

**M.A. in Education (2 Year Programme)****Structure of the Programme**

(w.e.f. Academic Year 2025-26 onwards)

<b>SEMESTER - I</b>					
<b>Paper code</b>	<b>Paper Title</b>	<b>Marks</b>		<b>Total Marks</b>	<b>No. of Credits</b>
		<b>External</b>	<b>Internal</b>		
MAEdu-101	Philosophical and Sociological Foundations of Education	60	40	100	4
MAEdu-102	Educational Psychology	60	40	100	4
MAEdu-103	History and Contemporary Issues in Education	60	40	100	4
MAEdu-104	Curriculum Studies	60	40	100	4
MAEdu-105	Emerging Technology in Education	60	40	100	4
<b>Total</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>
<b>SEMESTER - II</b>					
MAEdu-201	Educational Administration and Leadership	60	40	100	4
MAEdu-202	Educational Measurement and Evaluation	60	40	100	4
MAEdu-203	Teacher Education	60	40	100	4
MAEdu-204	Pedagogy of Physical Science/Pedagogy of Social Sciences	60	40	100	4
MAEdu-205	Pedagogy of Mathematics / Pedagogy of Biological Science / English / Hindi	60	40	100	4
<b>Total</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>
<b>SEMESTER - III</b>					
MAEdu-301	Research Methodology	60	40	100	4
MAEdu-302	Inclusive Education	60	40	100	4
MAEdu-303	Environmental Education	60	40	100	4
MAEdu-304	<b>School Internship Programme</b>				4
	Paper IV (a) - Pedagogy of Physical Science / Social Sciences	25 *	50	75	3 (1+2)
	Paper IV (b) - Pedagogy of Mathematics / Biological Science / English / Hindi	25 #	50	75	3 (1+2)
MAEdu-305	Research Plan Proposal (Preparation and Presentation)	0	50	50	2
<b>Total</b>		<b>230</b>	<b>270</b>	<b>500</b>	<b>20</b>
<b>SEMESTER - IV</b>					
MAEdu-401	Comparative Education	60	40	100	4
MAEdu-402	Statistics in Education	60	40	100	4
MAEdu-403	Tribal Education	60	40	100	4
MAEdu-404	<b>Paper IV- Optional Paper (any one)</b>	60	40	100	4
	(a) - Guidance and Counselling				
	(b) - Life Long Education				
	(c) - Open and Distance Learning				
MAEdu-405	Dissertation and Viva voce	60	40	100	4
<b>Total</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>
<b>Grand Total</b>		<b>1130</b>	<b>870</b>	<b>2000</b>	<b>80</b>

\* External Marks for School Internship Programme in Third semester will be awarded by the examiner(s) appointed by the competent authority for B.Ed. Degree. The remuneration is provided separately for this task.

# External Marks for Dissertation and Viva voce in fourth semester will be awarded by the examiner appointed by the competent authority within the university department teachers.

### 11. Dissertation work

Each student has to present a research plan proposal of 2 credits in third semester which is realistic, ethical and valid incorporating an emerging approach to ideas about data interpretation with wide range of research options on the emerging topics in the teacher education by providing a convincing research dissertation.

The Dissertation has 4 credits which is to be completed by the students in the fourth semester of the two – year M.A. in 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 pursue 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.

### 12. General Rules for Examination

- i. Candidates will be allotted to M.A. in Education Programme at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.
- ii. Instruction in various subjects shall be provided by the Department of Education as per the scheme of instruction and syllabi prescribed.
- iii. The programme of instruction, examination and vacation shall be notified by the IGNTU, Amarkantak (MP).
- iv. The medium of instruction shall be English & Hindi.
- v. IGNTU, Amarkantak (MP) examinations shall be held as prescribed in the scheme of the examination.
- vi. The course of study shall consist of class lectures, tutorials, workshops, school Internship engagement with the field, practicum & record work.
- vii. The IGNTU, Amarkantak (MP) examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching in third semesters opted by the candidate. Practicum is examined by three jury members (one internal and two external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, IGNTU.
- viii. Head, Department of Education should depute their teachers for examination work as and when assigned by the IGNTU, Amarkantak (MP). Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.
- ix. All Examination the University shall be held at Headquarters of the University or at such places and on such dates as may be notified by the Controller of Examinations.
- x. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by two passport size full face photographs (**not profile**) along with the **necessary certificates** regarding attendance, practical work, etc. The prescribed fee should be submitted to the Head, Department of Education on or before the date fixed for this purpose. The Head, Department of

Education, after verifying the eligibility of the candidate, shall forward the applications to the Examination Branch of the University.

- xi. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets with the photograph of the candidate, to the Head, Department of Education. The Head, Department of Education will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Head, Department of Education) before he/she can be admitted to the premises where the Examination is held.
- xii. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
- xiii. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
- xiv. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the semester / year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
- xv. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one degree course through regular mode in IGNTU.
- xvi. Students who have appeared once at any examination of the university need not put in fresh attendance. If they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the university. However, they have to appear at the examination according to the scheme of examination and the syllabus in force.
- xvii. Whenever a course or a scheme of examination in IGNTU changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination there after according to the changed syllabus and regulations.

### **13. Teaching Faculty as Mentors**

Each Staff in the Department of Education will act as a mentor. They have been trusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student i.e., attendance, preparation for practicum, Internship, and Dissertation work in the M.A. in Education Programme. Each mentor will be allotted a maximum of 10 student teachers and he/she will take care of his/her progress and participation in the M.A. in Education programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the M.A. in Education programme.



**14. Microteaching, Reflective Teaching and Internship**

- a. The candidates are expected to complete 4-5 microteaching lessons (choosing any two from different microteaching skills) in each Method before going for School Internship.
- b. The candidates are expected to take two period plans for duration of 20 minutes for their peer group as a part of their Reflective Teaching.
- c. The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.
- d. Every candidate shall have to undergo an internship of 6 weeks in a cooperating school as Internship. During this period, the candidate shall be attached to a school (within a radius of 10KM of the university) and he/she shall have to undertake duties & responsibilities on par with regular school teacher in all the school activities. During this period, the candidate shall teach 40 lesson plans covering 20 lesson plans from each of the Pedagogy subject respectively (20+20) in the school, under the supervision of the trained subject teachers in use school who are referred to here as - Supervising Teachers. During the Internship period, the concerned lecturers of the Colleges of Education will stay in the schools in turns and observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Headmaster of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.
- e. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned Pedagogy subjects at the cooperating schools as and when necessary, in addition to the demonstration lessons given at the beginning of Internship, for the guidance of student-teachers.
- f. In case, Internship is not completed, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship. If not, he may be allowed for further semester.
- g. The Department will have the discretion of not sending candidates for the final examination, both in Theory and Practical, in case their Practicum & Record Work is not satisfactory and those candidates who fail in the University Practical Examination & Record work also have to seek fresh admission in the subsequent semester(s) to complete their Practicum or Record Work as mentioned in the scheme of examination.
- h. All the records shall be written strictly by the candidates in their own handwriting.

**NOTE:** The differently-able students (Hearing impaired; visually impaired & orthopedically impaired) shall complete all the Practicum which includes Internship, Records, and other Dissertation work on par with normal students.

**15. Guidelines for School Head Masters / Head Mistresses**

The Head Masters/Mistresses of Cooperating Schools are expected to:

- a. Maintain the attendance of M.A. in Education students both for the forenoon and afternoon.
- b. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the period plan books of the candidates.
- c. Instruct all the M.A. in Education students to stay in the school from morning first

bell to evening last bell.

- d. Instruct the B.Ed. students to participate in School Assembly and also to present different value-added activities in the assembly session.
- e. Assign any activity related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, school management committees (SMCs), field trips, excursions and all of the regular activities of the school and school-based research activities
- f. Sign on the practicum and record work carried out by the students in the school.

### 16. Pattern of Theory Question Papers

The Theory Examination is a duration of 3 hours for 60 marks consists of 05 essay type of questions with internal choice. The candidate is expected to answer all the 05 questions in about five pages each. Each question carries 12 Marks.

### 17. Conduct of Practicum Examinations

Each of the Practicum papers (Pedagogy of School Subject) has examinations for 75 marks as internal marks each and final practical examination (Final teaching lesson plan) for 25 marks on each pedagogy subject.

<b>MODEL QUESTION PAPER</b> <b>End-Semester Examination</b> <b>M.A. in Education</b>	
<b>Paper Name:</b> .....	<b>Paper Code:</b> .....
<b>Time: 03 Hours</b>	<b>Maximum Marks: 60 (12 X 5)</b>
<b>Instructions:</b> <ul style="list-style-type: none"> <li>Answer the following <b>FIVE</b> Questions in about five pages each.</li> <li>Each question carries <b>TWELVE</b> marks.</li> </ul>	
Q. 1(a)	OR
Q. 1(b)	
Q. 2(a)	OR
Q. 2(b)	
Q. 3(a)	OR
Q. 3(b)	
Q. 4(a)	OR
Q. 4(b)	
Q. 5(a)	OR
Q. 5(b)	
<b>Note:</b> <ol style="list-style-type: none"> <li>The question paper should cover all the units judiciously.</li> <li>Application type of questions may also be included.</li> <li>Examiners may give questions from practicum.</li> </ol>	



**SEMESTER – I**

YEAR	I	MAEdu-101	CREDIT	04
SEMESTER	I	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand about the concept, Meaning, objectives, functions of Education and Philosophy as well as Education and Sociology.</li><li>➤ Understand the various Philosophical Thinkers</li><li>➤ Knowledge on the Indian and Western Schools of Philosophers</li><li>➤ Understand the various Agencies of Educational improvement.</li><li>➤ Understand the concept of Social Change, Social Mobility and Stratification.</li><li>➤ Know the Educational Opportunity for SEDGs.</li><li>➤ Knowledge on the Education and Social System of Democracy, Modernization and LPG.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Education and Philosophy</b> <ul style="list-style-type: none"><li>• Concept and Definition of Education and Philosophy; Educational Philosophy and Philosophy of Education.</li><li>• Relationship between Education and Philosophy.</li><li>• Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education.</li></ul>			12 Hrs.
Unit - 2	<b>Educational Philosophers</b> <ul style="list-style-type: none"><li>• Educational Philosophers and their contribution towards Education: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Frobel, Herbert Spencer, and John Dewey.</li></ul>			12 Hrs.
Unit - 3	<b>Indian and Western Schools of Philosophy</b> <ul style="list-style-type: none"><li>• Vedanta, Buddhism, Jainism.</li><li>• Idealism, Naturalism, Progressivism, Existentialism, Realism, and Reconstructivism with special reference to Concepts of Knowledge, Reality and Values, and their Educational implications for Aims, Content, Methods of teaching and Role of Teacher.</li></ul>			12 Hrs.
Unit - 4	<b>Education and Sociology Relationship</b> <ul style="list-style-type: none"><li>• Educational Sociology: Meaning, Definition, Function, Scope and Importance.</li><li>• Concept of Sociology and Educational Sociology; Relationship between Sociology and Education.</li><li>• Agencies of Education (Family, School, Community, Religion, Mass Media).</li><li>• Social Change, Social Mobility, and Social Stratification.</li></ul>			12 Hrs.
Unit-5	<b>Education and Social System</b> <ul style="list-style-type: none"><li>• Education and Democracy; Education and Modernization.</li><li>• Education and Nation, Education in the era of Liberalization, Privatization and Globalization (LPG).</li><li>• Equity and Equality of Educational Opportunities and Excellence</li></ul>			12 Hrs.

	<p>in Education, Education for Socially Economically Disadvantaged Groups (SEDGs).</p> <ul style="list-style-type: none"> <li>• Socio-Educational Reformers: Mahatma Jyothiba Phule, Dr. B. R. Ambedkar, and Madan Mohan Malaviya.</li> </ul>	
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show, etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i>		
<p style="text-align: center;"><b><u>(Any One of the Following for Internal Assessment)</u></b></p> <ul style="list-style-type: none"> <li>❖ To prepare a Research Paper on different aspects of Indian Social Issues or National Education Policy or Educational facilities.</li> <li>❖ House hold survey or case study of Educational, Social, Economic Problems of school children.</li> <li>❖ Preparing and Presentation of Critical analysis of any Two Educational issues from the units of the syllabus.</li> <li>❖ A Survey of Research any School, College and Institute for Educational and Physical Facilities.</li> <li>❖ A Project work on any topic for Current Issues and Improvement for Education and Society.</li> </ul>		
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>▪ Aggarwal, J.C. (1993). <i>Landmarks in the History of Modern Indian Education</i>. New Delhi: Vikas</li> <li>▪ Bhat M.S. (n.d.). <i>Educational Sociology</i>, New Delhi: APH Publications</li> <li>▪ Broudy, H.S. (1977). <i>Building a Philosophy of Education</i>, New York: Krieger.</li> <li>▪ Chandra, S.S. &amp; Sharma, R.K. (n.d.). <i>Sociology of Education</i>.</li> <li>▪ Chaube, S.P. (1994). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod</li> <li>▪ Dewey, John (1966). <i>Democracy and Education</i>, New York: Mc Millan.</li> <li>▪ Gupta, Renu (2011). <i>Philosophical, Sociological and Economic Bases of Education</i>, Ludhiyana: Tondon Publications.</li> <li>▪ Henderson (n.d). <i>Introduction to Philosophy of education</i>, Chicago: University press.</li> <li>▪ Mathur, S.S. (n.d.). <i>Sociological Approach to Indian Education</i>, Agra: Vinod Pustak Mandir</li> <li>▪ Saxena, S. (2001). <i>Philosophical and Sociological Foundation of Education</i>. Meerut: Surya Publications.</li> <li>▪ Singh, B.N. (2005). <i>Education: Social Change and Economic Development</i>, Jaipur: RBSA Publishers.</li> <li>▪ Sodhi, T.S. &amp; Suri, Aruna (1998). <i>Philosophical and sociological Foundation of Education</i>, Patiala: Bawa Publication.</li> <li>▪ Taneja, V.R. (2002). <i>Foundation of Education</i>, Chandigarh: Mohindra Capital Publishers.</li> </ul>		

YEAR	I	MAEdu-102 EDUCATIONAL PSYCHOLOGY	CREDIT	04
SEMESTER	I		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand the concept of Educational Psychology.</li><li>➤ Gain the knowledge on methods of Educational Psychology.</li><li>➤ Differentiate between the growth and development of the child.</li><li>➤ Acquainting with the concept of learning.</li><li>➤ Appraise the learning process based on theoretical approaches to learning.</li><li>➤ Develop critical appreciation into Personality, Intelligence and Creativity.</li><li>➤ Develop insight into mental Health Education and Counselling process in education.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Concepts and Methods of Educational Psychology</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Concept, meaning, nature, and scope of educational psychology.</li><li>• Relationship between Education and Psychology.</li><li>• Methods of Educational Psychology-Observation, Experimental, Questionnaire, Developmental: Longitudinal and Cross-sectional.</li></ul>			
Unit - 2	<b>Growth and Development, Theories and Cognitive Process</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Growth and Development: Concept, Principles, and differences.</li><li>• Theories of Development: Jean Piaget, Erikson and Kohlberg.</li><li>• Cognitive Process: Sensation, perception, attention and concept formation.</li></ul>			
Unit - 3	<b>Learning and Personality</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Learning: Meaning, concept, nature and process of learning.</li><li>• Learning theories and its implications: Behaviorist (Thorndike, B.F. Skinner and Hull), Social constructivist (Vygotsky and Bandura), Humanistic (Maslow and Carl Rogers),</li><li>• Gagne’s hierarchy of learning, Factors affecting learning.</li><li>• Personality: Meaning, definition, Determinants of personality: Types, Theories and Assessment of personality.</li></ul>			
Unit - 4	<b>Intelligence and Creativity</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Intelligence: Meaning, definition and Importance: Concepts of EQ, IQ, and SQ; Types of intelligence.</li><li>• Theories of intelligence: Sternberg’s Triarchic Model of Intelligence, Guilford’s Structure of Intelligence, Gardner’s Multiple Intelligence.</li><li>• Creativity: Meaning, nature and characteristics: Process and Elements of creativity.</li><li>• Fostering Creativity among students and role of the teacher.</li></ul>			

<b>Unit-5</b>	<b><i>Guidance, Counselling and Mental Health</i></b> <ul style="list-style-type: none"> <li>• Guidance: Concept, Need and Aims; Areas of Guidance (Educational, vocational and personal).</li> <li>• Counselling: Counselling process, Skills and professional training of counsellors; Approaches and Ethical issues in counselling.</li> <li>• Mental Health: factors and importance: Strategies for promoting good mental health.</li> </ul>	<b>12 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show, etc.		
<b>PRACTICUM</b> <b>(The practicum hours are included in the syllabus hours)</b>		
<b><u>(Any One of the Following for Internal Assessment)</u></b> <b>Conduct and interpretation of the following paper pencil tests:</b> <ul style="list-style-type: none"> <li>❖ Learning Test</li> <li>❖ Adjustment Test</li> <li>❖ Intelligence Test</li> <li>❖ Personality Test</li> <li>❖ Creativity Test</li> <li>❖ Mental Health Test</li> <li>❖ Any other test based on time-to-time relevance.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Chauhan, S.S. (2006). <i>Advanced Educational Psychology</i>. New Delhi: Vikas Publishing House.</li> <li>▪ Daniel, H. &amp; Edwards, A. (2004). <i>Psychology of Education</i>. New York, Routledge Falmer.</li> <li>▪ Dandapani, S. (2001). <i>A Textbook of Advanced Educational Psychology</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>▪ Mangal S.K. (2000). <i>Advanced Education Psychology</i>. New Delhi: Prentice Hall of India (P) Ltd</li> <li>▪ Reber, S. A., &amp; Reber, S. E. (2001). <i>Dictionary of Psychology</i> (3<sup>rd</sup> Ed.). Penguin Publications.</li> <li>▪ Santrock, W. J. (2006). <i>Psychology Essentials 2</i> (Updated Ed.). Tata McGraw-Hill Edition.</li> <li>▪ Sreevani, R. (2010). <i>A Guide to Mental Health and Psychiatric Nursing</i> (3<sup>rd</sup> Ed.). Jaypee Brothers Medical Publishers.</li> <li>▪ Woolfolk, A. (2006). <i>Educational Psychology</i> (9<sup>th</sup> Ed.). Pearson Education.</li> </ul>		

YEAR	I	MAEdu-103	CREDIT	04
SEMESTER	I	HISTORY AND CONTEMPORARY ISSUES IN EDUCATION	HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand about the Meaning, objectives, Functions, Scope and Importance of Education.</li><li>➤ Understand the Constitutional and Contemporary Issues in Education.</li><li>➤ Understand the Indian Schemes of Education.</li><li>➤ Understand the Indian Schemes of Education Promoted.</li><li>➤ Know the Commissions and NEP Suggestions for Bright Future.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Historical Perspectives of Education</b> <ul style="list-style-type: none"><li>• Education: Meaning, Objectives, Function, Scope, and Importance.</li><li>• Education system in Pre-Independent and Post-Independent India.</li><li>• Formal, Informal, and Non-formal Education.</li></ul>			12 Hrs.
Unit - 2	<b>Constitutional and Contemporary Issues in Education</b> <ul style="list-style-type: none"><li>• Constitutional Provisions: Fundamental Rights and Duties, Freedom, Justice, Equality, and Fraternity.</li><li>• Equalization of Educational Opportunity.</li><li>• Causes of Marginalization in India.</li><li>• Role of Education for Empowering the Marginalised Groups of Society: SCs/STs, OBCs, Minorities and Women.</li><li>• SC/ST Act (Prevention of Atrocities) Act 1989.</li></ul>			12 Hrs.
Unit - 3	<b>Indian Schemes of Education</b> <ul style="list-style-type: none"><li>• Sarva Shiksha Abhiyan (SSA).</li><li>• Rashtriya Madhyamik Shiksha Abhiyaan (RMSA).</li><li>• Rashtriya Ucchar Shiksha Abhiyaan (RUSA).</li><li>• Right to Education (RTE ACT) 2009.</li><li>• Mid-Day Meal and Education.</li></ul>			12 Hrs.
Unit - 4	<b>Policies and Commissions on Education</b> <ul style="list-style-type: none"><li>• Wood Dispatch -1854.</li><li>• Hunter Commission -1882.</li><li>• Mudaliar Commission -1952-53.</li><li>• Kothari Commission - 1964-66.</li><li>• Ishwarbhai Patel Committee 1977-78.</li><li>• NPE-1968,1986, POA-1992.</li><li>• National Education Policy 2020.</li></ul>			12 Hrs.
Unit-5	<b>Contemporary Issues and Challenges in Education</b> <ul style="list-style-type: none"><li>• Enrolment, Retention, Dropouts.</li><li>• Equity and Equality issues in Education.</li><li>• Cultural, Lingual, and Financial challenges</li></ul>			12 Hrs.

	<ul style="list-style-type: none"> <li>• Environmental issues in Education.</li> <li>• Skill-Based Education.</li> <li>• Access to Quality Education</li> </ul>	
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <b>(The practicum hours are included in the syllabus hours)</b> <b><u>(Any One of the Following for Internal Assessment)</u></b>		
<ul style="list-style-type: none"> <li>❖ To prepare a Research Paper different aspects of Indian Teacher Education and Educational facilities.</li> <li>❖ A survey of Research any school, college and Institute for Educational and Physical Facilities.</li> <li>❖ Preparation of Teaching learning materials in school education any teaching unit.</li> <li>❖ A Project work on any topic for current issues and improvement for Teacher Education.</li> <li>❖ House hold survey or case study of Educational, Social, Economic problems or any others Topics.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Bhatia, K. &amp; Bhatia, B. (1983). <i>The philosophical and Sociological foundation of Education</i>. New Delhi: Doaba House.</li> <li>▪ Bhattacharya, S. (2006). <i>Sociological Foundation of Education</i>. New Delhi: Atlantic Publishers.</li> <li>▪ Dhankar, N. (2010). <i>Education in Emerging Indian Society</i>. New Delhi: APH Publishing House Pvt. Ltd.</li> <li>▪ Dhiman, O. P. (1973). <i>Principles and Techniques of Education</i>. Ludhiana: Sharda Brothers.</li> <li>▪ Fagerling, I., and Saha, L. J.O. (1989). <i>Education and National Development</i> (2<sup>nd</sup> Ed.). England: Pergamon Press.</li> <li>▪ Kakkar, S. B. (1995). <i>Changing Perspectives in Education</i>. New Delhi: Vikas Publishing India Pvt. Ltd.</li> <li>▪ Kumar, Dinesh. (2019). <i>Teacher Education</i>. New Delhi: Indu Book Service.</li> <li>▪ Mehta, D. D. (2009). <i>Education in Emerging Indian Education</i>, Indian Education. Ludhiyana: Tondan Publications.</li> <li>▪ Murthy, S. K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiyana: Tondan Publications.</li> <li>▪ Narulla, S. &amp; Naik, J. P. (1964). <i>Student History of Education in India</i>. Mc Millian &amp; Co.,</li> <li>▪ National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.</li> <li>▪ Pathak, K. R. (2007). <i>Education in the Emerging India</i>. New Delhi: Atlantic Publishers.</li> <li>▪ Saxena, N.R. &amp; Mohanty, R.K. (2014). <i>Teacher Education</i>. Meerut: Lal Book Depot.</li> </ul>		



YEAR	I	MAEdu-104 CURRICULUM STUDIES	CREDIT	04
SEMESTER	I		HOURS	60
			MARKS	100 (60+40)
Course Objectives:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understanding of fundamentals of Curriculum development.</li><li>➤ Understand the role of Philosophy, Psychology, Sociology in shaping Curriculum.</li><li>➤ Understanding of System analysis in Curriculum.</li><li>➤ Develop the process of Curriculum Development.</li><li>➤ Gain Knowledge and Understanding of various Models of curriculum design.</li><li>➤ Know the Evaluation process in Curriculum.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Curriculum Development</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Meaning and concept of Curriculum Aims and objectives of curriculum Development</li><li>• Basic elements of curriculum Development.</li><li>• Types of Curriculum: Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum.</li></ul>			
Unit - 2	<b>Foundations of Curriculum Development and System Analysis</b>			10 Hrs.
	<ul style="list-style-type: none"><li>• Philosophical, Sociological and Psychological bases of Curriculum Curriculum as a system: Concept, Need, Importance and Analysis.</li><li>• Interaction among different systems and environment.</li></ul>			
Unit - 3	<b>Principles of Curriculum Development</b>			14 Hrs.
	<ul style="list-style-type: none"><li>• Principles of Curriculum Development.</li><li>• Conceptual Framework for Curriculum design.</li><li>• Difficulties in Curriculum design.</li><li>• Elements of the Curriculum, Relation among the Elements.</li><li>• Procedural Criteria, Referring to the Comprehensive Plan for Curriculum Development.</li><li>• Factors of Curriculum Development.</li><li>• Content Analysis.</li></ul>			
Unit - 4	<b>Models for Curriculum Design</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Technical models: Tyler Model, Taba Model. Alexander model, Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model, Eisener Model, and Schebertian Model</li><li>• Non-Technical Models: Open Classroom Model, W. R. Model and Interpersonal Model</li></ul>			
Unit-5	<b>Evaluation of Curriculum</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Nature, Scope, Focus, Need and Purpose of Curriculum Evaluation.</li><li>• Curriculum Evaluation Design.</li></ul>			

	<ul style="list-style-type: none"> <li>• Techniques in Curriculum Evaluation.</li> <li>• Research trends in Curriculum Development.</li> </ul>	
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b>		
(The practicum hours are included in the syllabus hours)		
<u>(Any One of the Following for Internal Assessment)</u>		
<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Review of any school text book, in the light of physical aspects, presentation of content and its organization.</li> <li>❖ Comparative study of status of elementary education in various state (at least four).</li> <li>❖ Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Bloom, B.S., Hastings, J.T. &amp; Madaus, G.F. (1971). <i>Handbook of Formative and Summative Evaluation Student Learning</i>. New York: McGraw Hill.</li> <li>▪ Bruner, J.S. (1966). <i>Towards a Theory of Instruction</i>. Cambridge: Mass, Harvard University Press.</li> <li>▪ Cropper, G.L. (1974). <i>Instructional Strategies</i>. Englewood Cliff, N.J.: Educational Technology Publications.</li> <li>▪ Davis, I.K. (1971). <i>The Management of Learning</i>. London: McGraw Hill.</li> <li>▪ Forsyth, I., Jolliffe, A. &amp; Stevens, D. (1999). <i>Evaluating a Course</i>. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.</li> <li>▪ Forsyth, I., Jolliffe, A. &amp; Stevens, D. (1999). <i>Planning a Course</i>. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.</li> <li>▪ Gagne, R.M. &amp; Briggs, L.J. (1979). <i>Principles of Instructional Design</i>. New York: Holt, Rinehart and Winston.</li> <li>▪ National Curriculum Framework (2005). New Delhi: NCERT.</li> <li>▪ Ornstein, A.C. and Hunkins, F.P. (1988). <i>Curriculum: Foundations, Principles and Issues</i>. London: Prentice Hall International Ltd.</li> <li>▪ Popham, J.M. &amp; Baker, E.L. (1970). <i>Systematic Instruction</i>. New Jersey: Prentice Hall, Inc. Englewood Cliffs.</li> <li>▪ Pratt, D. (1980). <i>Curriculum Design and Development</i>. N.Y.: Harcourt.</li> <li>▪ Romiszowski, A.J. (1986). <i>Designing Instructional Systems</i>. London: Kogan Page.</li> <li>▪ Taba, H. (1962). <i>Curriculum Development: Theory and Practice</i>. N.Y.: Harcourt Brace and World Inc.</li> <li>▪ Taylor, P. (2003). <i>How to Design a Training Course? A Guide to Participatory Curriculum Development</i>. London: Continuum.</li> <li>▪ Zais, R.S. (1977). <i>Curriculum: Principles and Foundations</i>. London: Harper and Row Publishers.</li> </ul>		

YEAR	I	MAEdu-105 EMERGING TECHNOLOGY IN EDUCATION	CREDIT	04
SEMESTER	I		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none"><li>➤ Develop conceptual understanding of educational technology and its evolution.</li><li>➤ Explore ICT tools and instructional design models relevant to teaching and learning.</li><li>➤ Analyze the role of emerging technologies (AI, AR/VR, learning analytics) in education.</li><li>➤ Design technology-integrated learning experiences suitable for Indian classrooms.</li><li>➤ Critically reflect on ethical, equity, and policy issues around educational technology in global and Indian contexts.</li></ul>			
Course Content / Syllabus				
Unit - 1	Foundations and Perspectives in Educational Technology <ul style="list-style-type: none"><li>• Meaning, Scope, and Evolution of Educational Technology.</li><li>• Types: Hardware, software, and systems approach.</li><li>• Learning Theories and Educational Technology: Behaviorism, Constructivism, Connectivism.</li><li>• Instructional models: TPACK, SAMR, and RAT.</li><li>• National and International initiatives: NEP 2020, ICT@Schools, UNESCO ICT Competency Framework.</li></ul>			12 Hrs.
Unit - 2	Communication and Instructional Design for Digital Learning <ul style="list-style-type: none"><li>• Basics of Communication in Education: Models and Barriers.</li><li>• Instructional Design: ADDIE model, Gagné’s Nine Events.</li><li>• Universal Design for Learning (UDL) Principles.</li><li>• Designing ICT-based Lesson Plans and Learning Modules.</li><li>• Open Educational Resources (OER), MOOCs, and LMS: SWAYAM, DIKSHA, Google Classroom.</li></ul>			12 Hrs.
Unit - 3	Tools and Techniques for Technology-Integrated Pedagogy <ul style="list-style-type: none"><li>• Use of ICT tools: MS Office, Video Editing apps, and Google Workspace.</li><li>• Blended, Flipped, and Online Learning Models (with Indian case examples).</li><li>• Mobile learning and EdTech apps in Indian classrooms (Khan Academy, Byju’s, DIKSHA).</li><li>• Creation of digital content: Infographics, H5P, Genially, Canva.</li><li>• Assessment tools: Google Forms, Kahoot, Quizziz, e-portfolios.</li></ul>			12 Hrs.
Unit - 4	Emerging Technologies in Education <ul style="list-style-type: none"><li>• Artificial Intelligence (AI) in Personalized Learning.</li><li>• Basics of Learning Analytics and Adaptive Learning Systems.</li><li>• Augmented Reality (AR), Virtual Reality (VR), and Metaverse in Education.</li></ul>			12 Hrs.

	<ul style="list-style-type: none"> <li>• Smart Classrooms and Interactive Boards.</li> <li>• Assistive Technologies for Inclusive Education.</li> <li>• Role of Indian EdTech start-ups and NEAT portal.</li> </ul>	
<b>Unit-5</b>	<b><i>Ethics, Challenges, Research, and Future Directions</i></b> <ul style="list-style-type: none"> <li>• Ethical and Responsible use of Technology in Education.</li> <li>• Issues: digital divide, privacy, cyberbullying, and screen dependency.</li> <li>• Research Trends in EdTech: Evaluation of tools, action research, impact studies.</li> <li>• National Policies and Frameworks: NEP 2020, National Digital Education Architecture (NDEAR), e-Governance.</li> <li>• Future directions: micro-credentials, lifelong learning, AI tutors, and skill-based platforms.</li> </ul>	<b>12 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <b>(The practicum hours are included in the syllabus hours)</b> <b><u>(Any One of the Following for Internal Assessment)</u></b>		
<ul style="list-style-type: none"> <li>❖ Prepare an ICT-based lesson plan using TPACK or UDL.</li> <li>❖ Create a short educational video or interactive content.</li> <li>❖ Review a SWAYAM or DIKSHA course and present findings.</li> <li>❖ Design a quiz or assessment using a digital tool (e.g., Google Forms).</li> <li>❖ Group discussion on ethics in AI-based Education.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Adam, D.M. (1985) <i>Computers and Teacher Training: A Practical guide</i>, New York: The Haworth</li> <li>▪ Bates, T. (2019). <i>Teaching in a Digital Age</i>.</li> <li>▪ Behera, S.C. (1991) <i>Educational Television Programmes</i>: Deep and Deep Publications, New Delhi</li> <li>▪ Coburn, P. et. al. (1985): <i>Practical Guide to Computers in Education</i>, Addison: Wesley</li> <li>▪ Das, R.C. (1993): <i>Educational Technology – A Basic Text</i>, New York: Sterling Publishers Pvt. Ltd.</li> <li>▪ Evaut, M. (n.d.). <i>The International Encyclopedia of Educational Technology</i>. Prentice Hall, Inc.</li> <li>▪ Haas, K.B. and Packer, H.Q. (1990) <i>Preparation and Use of Audio Visual Aids</i>, (3<sup>rd</sup> Edition), Pren, Inc.</li> <li>▪ Kumar, K.L. (2008) <i>Educational Technology</i> (2<sup>nd</sup> Revised Edition), New Delhi: New Age International Pvt. Ltd. Publishers,</li> <li>▪ Mukhopadhyay, M. (1990) <i>Educational Technology – Year Book 1988</i>, All India Publishing Company, Inc.</li> <li>▪ NCERT. (2013). <i>ICT Curriculum for Schools</i>.</li> <li>▪ Rana, S. (1994): <i>Open Learning in India</i>, New Delhi: Commonwealth Publishers.</li> <li>▪ Selwyn, N. (2022). <i>Should Robots Replace Teachers?</i></li> <li>▪ Sharma, R. A. (2012). <i>Educational Technology and Management</i>.</li> <li>▪ UNESCO. (2022). <i>AI and the Futures of Learning</i>.</li> </ul>		

**SEMESTER – II**

YEAR	I	MAEdu-201 EDUCATIONAL ADMINISTRATION AND LEADERSHIP	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand the conceptual aspects involved in Educational administration and management.</li><li>➤ Appreciate the perspectives of administration and Leadership of school issues, strategies and practices.</li><li>➤ Understand critical process of educational management related to various levels of education.</li><li>➤ Acquire necessary skills to understand the management of human and non-human resources relevant to school education.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Educational Administration and Management</b> <ul style="list-style-type: none"><li>• Meaning, nature, types and scope of Educational administration.</li><li>• Role of Educational administration and Educational management.</li><li>• Management as an organization, aims and functions of school management: Planning, organizing, leading, motivating and controlling and their implications for effective school management.</li><li>• Modern trends of School administration, and management.</li></ul>			10 Hrs.
Unit - 2	<b>School Management: Resources and Activities</b> <ul style="list-style-type: none"><li>• Educational administration and management at central, state and local levels.</li><li>• Leadership in school managements.</li><li>• Role and functions of CABE, NCERT, CBSE, KVS, NVS, NIOS, SCERT, State Boards, DIETs, and Local bodies.</li></ul>			12 Hrs.
Unit - 3	<b>Educational Administration and Management at Different Levels</b> <ul style="list-style-type: none"><li>• School Plan, Infrastructural resources and Facilities, Preparation of School Budget, sources of Income and Expenditure of school.</li><li>• School Complex- Meaning, Purpose and Function- Maintenance of School records- Purpose and types of School records.</li><li>• Co-Curricular activities- Meaning, importance and types of Co-curricular activities- Principles of organizing Co-curricular activities.</li><li>• Role of Head master, and Teachers in school management.</li></ul>			15 Hrs.
Unit - 4	<b>School Management Approaches</b> <ul style="list-style-type: none"><li>• Quality management: meaning, scope and role.</li><li>• Human and non-human resources: creation, communication sharing and management.</li><li>• Supervision and decision making.</li><li>• Funding arrangements and its utilization.</li></ul>			13 Hrs.

	<ul style="list-style-type: none"> <li>• Approaches and functions of quality management.</li> <li>• TQM and its application in school management</li> </ul>	
<b>Unit - 5</b>	<b>Organisational Culture and Leadership</b> <ul style="list-style-type: none"> <li>• Organizational Culture-Concept and definition, creating an organizational culture and managing an organizational culture-dimensions of organizational culture.</li> <li>• Organizational climate-meaning – Definition - Dimensions of Organizational climate.</li> <li>• Leadership- Meaning – Function of Leadership – Leadership style.</li> </ul>	<b>10 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <b><u>(Any One of the Following for Internal Assessment)</u></b>		
<ul style="list-style-type: none"> <li>❖ Case based study of exemplary practices in school Management</li> <li>❖ Visits to school with records of best practices.</li> <li>❖ Developing case profiles of effective classrooms/schools.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Bhatia, K.K &amp; Singh, Jaswant: <i>Principles and practice of School Management</i>, Ludhiana: Tandan publications books Market</li> <li>▪ Bhatnagar, R.P &amp; Agarwal, Vidya: <i>Education administration, Supervision, Planning and financing</i>, Meerut: Surya Publication,</li> <li>▪ Koortz, Harold &amp; Pandya, S.R. (2011): <i>Administration and Management of Education</i>, Mumbai: Himalaya Publishing House.</li> <li>▪ Sindhu, Kulbir Singh, <i>School organisation and administration</i>, New Delhi: Sterling publishing private Limited.</li> <li>▪ Thakur D and Thakur, D.N. (1997): <i>Educational Planning and Administration</i>, New Delhi: Deep and Deep Publication.</li> <li>▪ Varshrey, G. K., <i>Organisation and Management</i>, New Delhi: S Chand and Company Ltd.</li> <li>▪ Weihrich, Heinz, <i>Essential of Management an international perspective</i>, New Delhi: Tata Mc Graw – Hill publishing Company Limited.</li> </ul>		



YEAR	I	MAEdu-202	CREDIT	04
SEMESTER	II	EDUCATIONAL MEASUREMENT AND EVALUATION	HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	On completion of this course, the students will be able to: <ul style="list-style-type: none"><li>➤ Develop an understanding of the concepts of measurement, assessment and evaluation.</li><li>➤ Develop an understanding of the taxonomy of educational objectives.</li><li>➤ Compare the tools and techniques of evaluation.</li><li>➤ Understand the basic concepts and techniques of measurement and evaluation in education.</li><li>➤ Understand the new trends in evaluation.</li></ul>			
Course Content / Syllabus				
Unit - 1	Educational Measurement and Evaluation			08 Hrs.
	<ul style="list-style-type: none"><li>• Meaning, nature, Purpose of Educational Measurement, Assessment and Evaluation – Approaches of Measurement.</li><li>• Relation between Measurement and Evaluation</li><li>• Types of Evaluation – formative, summative, Diagnostic, and Prognosis – meaning, characteristics, areas, differences.</li></ul>			
Unit - 2	Tools and Techniques of Evaluation			12 Hrs.
	<ul style="list-style-type: none"><li>• Meaning of Norms, Types of Norms - Age, Grade, Percentile and Standard Score.</li><li>• Tools of Evaluation – Test, Checklist, Questionnaire, Rating Scale, Interview, Observation, and Sociometric.</li><li>• Uses of Computer in Evaluation: Marking and Reporting Letter grades, Written description of performance, Number grades, Percentage grades, Reports, and Rubrics.</li><li>• Student Profiles and portfolios, PTA meetings.</li></ul>			
Unit - 3	Approaches to Evaluation			14 Hrs.
	<ul style="list-style-type: none"><li>• Approaches to Evaluation: Scope (Teacher made, Standardized), Attribute measured (achievement, aptitude, attitude, etc.), Nature of information gathered (Qualitative, and Quantitative), Mode of response (Oral and Written; selection and supply), Nature of interpretation (Self-referenced, Norm-referenced, Criterion- referenced).</li><li>• Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks.</li><li>• New trends in Examinations and Evaluation (CCE, Grading and CBCS, Semester system, etc.).</li></ul>			
Unit - 4	Tests of Scholastic Achievement			12 Hrs.
	<ul style="list-style-type: none"><li>• Test: Meaning and importance; Test Items: types, characteristics &amp; construction</li><li>• Achievement Test – Concept, Construction and uses; Standardized Test - Construction, Merits &amp; demerits.</li><li>• Characteristics of a good test: Validity, Reliability, Practicability, Usability.</li><li>• Test Standardization: Steps involved in standardizing a Test; Item Analysis- Method, Uses &amp; limitations.</li></ul>			

	<ul style="list-style-type: none"> <li>Administration of Test and Interpreting test result.</li> </ul>	
<b>Unit-5</b>	<b>Educational Statistics</b> <ul style="list-style-type: none"> <li>Use of Statistics in Educational Evaluation; Descriptive Statistics and Inferential statistics.</li> <li>Organization and Tabulation of Data; Graphical Representation: Histogram, Frequency polygon, Pie diagram.</li> <li>Measures of Central Tendency, Measures of Variance, Correlation.</li> <li>Organizing data from Classroom Assessment, Interpretation of Percentages, Percentile Rank and Percentiles.</li> </ul>	<b>14 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i>		
<u><b>(Any One of the Following for Internal Assessment)</b></u> <ul style="list-style-type: none"> <li>❖ Construct a Checklist or a Rating Scale to identify the challenges in Continuous and Comprehensive Evaluation Programme faced by students and teachers</li> <li>❖ Each Student-teacher has to present a Seminar on the challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges/institutions.</li> <li>❖ Collect classroom assessment data, analyse it and interpret the results using computer</li> <li>❖ Construction, try out and item analysis of a Diagnostic Test or Achievement Test.</li> <li>❖ Diagnosis of Students deficiencies in any one of the following: Problems Solving, Arithmetic, Spelling &amp; Sentence Structures, Reading</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>Aggarwal, J.C. (1995). <i>Essentials of Educational Psychology</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>Aggarwal, J.C. (2003). <i>Essentials of Examination System Evaluation, Tests and Measurement</i>. New Delhi: Vikas Publication House.</li> <li>Best, John.W and James V. Khan (2006). <i>Research in Education</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>Bhatia, H.R. (1977). <i>Textbook of Educational Psychology</i>. New Delhi: The McMillan Company of India Ltd.</li> <li>Chauhan, S.S. (1988). <i>Advanced Educational Psychology</i>. New Delhi: Vikas Publication House.</li> <li>Garret, H.E. (1971). <i>Statistics in Psychology and Education</i>. Bombay: Vakils Feller, Simons Pvt. Ltd.</li> <li>Lal, J.P. (2005). <i>Educational Measurement and Evaluation</i>. New Delhi: Anmol Publishing Pvt. Ltd.</li> <li>Mangal, S.K. (1999). <i>Educational Psychology</i>. New Delhi: Printice Hall</li> <li>Nagaraju M.T.V. and Mahammad Ali. S. (2009). <i>Educational Evaluation</i>. Hyderabad Jayam Publications.</li> <li>Padua, R.N., &amp; Santos, R.G. (1997). <i>Educational Evaluation and Measurement-Theory, Practice and Application</i>. Quezon City: Kantha Publishing Co. Inc.</li> <li>Sharma, R.A. (2004). <i>Essentials of Measurement in Education and Psychology</i> (4<sup>th</sup> Ed.). Surya Publication.</li> <li>Sidhu, K.S. (2007). <i>New Approaches to Measurement and Evaluation</i>. New Delhi: Sterling Publishing Pvt. Ltd.</li> </ul>		

YEAR	I	MAEdu-203 TEACHER EDUCATION	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	On completion of this course, the students will be able to:			
	➤ Understand about the concept, objectives, structure, teaching method and training of teacher education in India with historical perspective.			
	➤ Understand the various stage of teacher education and suggestion for improvement.			
	➤ Understand the commissions policies and NEP suggestions to improve the teacher education.			
	➤ Know the National agency to develop and implement to concerned policy in India.			
	➤ Know the teacher behaviour in different activities.			
	➤ Develop in the student an understanding about the importance of research for bright future of new generations.			
Course Content / Syllabus				
Unit - 1	History of Teacher Education in India			12 Hrs.
	<ul style="list-style-type: none"><li>• Introduction, Objectives, Structure and Organization of Teacher Education.</li><li>• Teacher Education in Ancient Period.</li><li>• Teacher Education in Medieval Period.</li><li>• Teacher Education in Modern Period.</li></ul>			
Unit - 2	Various Stages of Teacher Education and Training			12 Hrs.
	<ul style="list-style-type: none"><li>• Teacher Training at Various Stages of Education-Primary and Elementary Level, Secondary Level, College and University Level.</li><li>• Difference between Education and Training.</li><li>• Teacher Training Institutes at different Level and suggestions for implementation and improvement.</li><li>• Issues and Challenges in Teacher Education.</li></ul>			
Unit - 3	Committees and Commissions on Education			12 Hrs.
	<ul style="list-style-type: none"><li>• Hunter Commission 1882</li><li>• Sadler Commission 1917-19.</li><li>• Radhakrishahan Commission 1948-49.</li><li>• Mudaliar Commission 1952-53.</li><li>• Kothari commission 1964-66.</li><li>• Ishwaribhai Patel Committee – 1977-78</li><li>• National Policy of Education 1968, 1986, and Revised POA (1992).</li><li>• National Education Policy 2020 (NEP-2020).</li><li>• NCF-2005 &amp; NCFTE-2009</li></ul>			
Unit - 4	Agencies of Teacher Education			12 Hrs.

	<ul style="list-style-type: none"> <li>• Pre-service and In-service Teacher Education.</li> <li>• Agencies of Teacher Education – NCTE, UGC, NCERT, SCERT, NIEPA, IASE, CTE and DIETs.</li> <li>• Continuous Professional Development for Teachers.</li> </ul>	
<b>Unit-5</b>	<b>Teacher Behaviour and Research in Education</b> <ul style="list-style-type: none"> <li>• Interaction analysis: Flanders Interaction Analysis System, Verbal Interaction Category System (VICS), Reciprocal Category System (RCS), Galloway's System of Interaction Analysis.</li> <li>• Micro Teaching, Simulated Teaching, and Macro Teaching.</li> <li>• Social Skill Training, and Action Research.</li> <li>• Research in Teacher Education.</li> <li>• Assessment and Accreditation for Teacher Education Institutions.</li> <li>• Teacher Education and Distance Learning.</li> </ul>	<b>12 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><b>(Any One of the Following for Internal Assessment)</b></u>		
<ul style="list-style-type: none"> <li>❖ To prepare a Research Paper different aspects of Indian Teacher Education and Educational facilities.</li> <li>❖ A survey of Research any school, college and Institute for Educational and Physical Facilities.</li> <li>❖ Preparation of Teaching learning materials in school education any teaching unit.</li> <li>❖ A Project work on any topic for current issues and improvement for Teacher Education.</li> <li>❖ House hold survey or case study of Educational, Social, Economic problems or any others Topics.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Korthagen, Fred A.J. et al; (2001): <i>Linking Practice and Theory: The Pedagogy of Realistic Teacher Education</i>. Lawrence Erlbaum Associates.</li> <li>▪ Kumar, Dinesh. (2019). <i>Teacher Education</i>. New Delhi: Indu Book Service, 21 Ansari Road, Daryaganj.</li> <li>▪ Lampert, M. (2001). <i>Teaching problems and the problems of Teaching</i>. New Haven: Yale University Press.</li> <li>▪ Linda Darling Hammond &amp; John Bransford (Ed.) (2005): <i>Preparing Teachers for a Changing World</i>. San Francisco: Jossey-Bass.</li> <li>▪ Loughran, John (2006): <i>Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching</i>. New York: Rutledge.</li> <li>▪ Mangala, Sheela (2000). <i>Teacher Education: Trends &amp; Strategies</i>, New Delhi: Radha Publishing.</li> <li>▪ Martin, D. J. &amp; Kimberly S. Loomis (2006): <i>Building Teachers: A constructivist approach to Introducing Education</i>. USA: Wadsworth Publishing.</li> <li>▪ MHRD (1986) <i>National Policy on Education</i>, New Delhi: Govt. of India.</li> <li>▪ MHRD (1990). <i>Towards an Enlightened and Humane Society</i>; (Rama Murti Committee Report), New Delhi: Department of Education, Govt. of India.</li> </ul>		

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YEAR	I	MAEdu – 204 (A)	CREDIT	04
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SEMESTER	II	PEDAGOGY OF PHYSICAL SCIENCE	HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Know the nature, principles and knowledge of science and its interdisciplinary nature with other subjects.</li><li>➤ Understand the importance of teaching science in schools.</li><li>➤ Develop their essential skills for effective teaching of science at school level.</li><li>➤ Develop and translate theoretical perspectives into pedagogical practices. Use various approaches and methods of teaching science at school level.</li><li>➤ Organize and maintain physical science laboratory. And organize the content into plan of action and practice the micro and macro teaching skill.</li><li>➤ Develop instructional designs such as unit plan and lesson plan for teaching of science.</li><li>➤ Prepare tools for evaluation of learning outcomes in science.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Nature and Importance of Physical Science</b>			10 Hrs.
	<ul style="list-style-type: none"><li>• Meaning and Nature of Science as a Discipline; Process and Products of Science.</li><li>• Aims and Values of Teaching physical science.</li><li>• Interdisciplinary approach of Physical science with other subjects.</li><li>• Importance of science in society and school curriculum.</li><li>• Interlinking of science, society and technology.</li></ul>			
Unit - 2	<b>Science Education in India</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Historical development of Science Education in India. Recommendations of different commissions and committees on science teaching with specific reference to school level instruction.</li><li>• Path breaking discoveries and landmark development in science. Major projects and curriculum revision/development in physical science at global levels.</li><li>• Major agencies for the development of physical science in India.</li><li>• Programs and schemes for the development of science in India.</li></ul>			
Unit - 3	<b>Pedagogical Understanding</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Instructional objectives of teaching physical science at Secondary School Level;</li><li>• Writing objectives in behavioral terms based on Bloom, Krathwohl, Simpson <i>et al.</i></li><li>• Revised Bloom's Taxonomy and Higher Order Thinking Skills.</li><li>• Concept of Pedagogical Content Knowledge (PCK) and its implications in teaching of science.</li><li>• Paradigm shift in teaching of Physical Science.</li></ul> Competencies for Teaching of Physical Sciences.			
Unit - 4	<b>Methods and Materials of Teaching Physical Science</b>			14 Hrs.
	<ul style="list-style-type: none"><li>• Integrated Methods - Lecture, Demonstration, Inductive, Deductive, Project, Laboratory, Problem Solving and Constructivist approach, Cooperative learning, Heuristic.</li></ul>			



	<ul style="list-style-type: none"> <li>Innovative methods: Role Play, Team-Teaching. Brain storming and Models of teaching.</li> <li>Self-improvised apparatus and Teaching aids in science teaching-meaning, types, significance and steps for effective use of audio-visual aids., Qualities of a good teaching aid.</li> </ul>	
<b>Unit - 5</b>	<b><i>Planning and Evaluation of Teaching Physical Science</i></b> <b>Procedures for development and protocols relating to:</b> <ul style="list-style-type: none"> <li>Science laboratory: Organization and structure of science laboratory, administration, maintenance and safety measures in the lab and first aid kit.</li> <li>Science library: need &amp; importance along with different activities of library.</li> <li>Excursion, Science Museums, Science Club, Science Fair, Science Projects.</li> <li>Planning of Teaching: Year Plan, Unit plan, Lesson plan.</li> <li>Evaluation: Concept and process of evaluation, Preparation of Scholastic Achievement Test (SAT).</li> </ul>	<b>12 Hrs.</b>
<b>MODE OF TRANSACTION :</b> Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visits, Presentation.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
<ul style="list-style-type: none"> <li>❖ Preparation of Lesson/Unit Plan by different methods of teaching. Preparation of at least two working models/ laboratory based projects.</li> <li>❖ Visit to Regional Science City/ Planetarium/IITR/CSIR and Writing Report. Preparation of multimedia presentation on any content related topic.</li> <li>❖ Preparation of objective based objective type test items for senior/ secondary level instructions.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>Fink, D. L. (2005). Integrated course design. Manhattan, KS: The IDEA Center. Retrieved from <a href="http://ideaedu.org/wp-content/uploads/2014/11/Idea_Paper_42.pdf">http://ideaedu.org/wp-content/uploads/2014/11/Idea_Paper_42.pdf</a></li> <li>Kulshreshtha, R.P. (2010): <i>Teaching of Physical Science</i>. Meerut: R.Lall.</li> <li>Kumar, Amit (2002): <i>Teaching of Physical Sciences</i>, New Delhi: Anmol Publications.</li> <li>Mangal, S.K. (1997): <i>Teaching of Science</i>, New Delhi: Arya Book Depot.</li> <li>Nagaraju M.T.V. (Ed.) (2024). <i>Content-cum-Pedagogy of Physical Sciences</i>, Hyderabad: Neelkamal Publications.</li> <li>Nayak, A.K. (2004). <i>Teaching of Physics</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>Panneerselvam, A. &amp; Rajendiran, K. (2005). <i>Teaching of Physical Science</i>. New Delhi: Shantha Publishers.</li> <li>Radha Mohan (2002): <i>Innovative Physical Science Teaching Methods</i>. Hyderabad: Neelkamal Publications.</li> <li>Rajasekar, S. (2005). <i>Methods of teaching Physical Science</i>. Neelkamal Publications.</li> <li>Textbook for B.Ed. Pedagogy of Science (2013): <i>Physical Science Part I &amp; Part II</i>. New Delhi: National Council of Educational Research and Training.</li> </ul>		

YEAR	I	MAEdu - 204 (B) PEDAGOGY OF SOCIAL SCIENCE	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)

<b>Course Outcomes:</b>	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand the foundation of teaching Social Science.</li><li>➤ Familiarize with Resources for teaching/learning Social science.</li><li>➤ Acquaint with different strategies for teaching Social Science at secondary and higher secondary level.</li><li>➤ Conduct pedagogical analysis of content for teaching in the classroom.</li><li>➤ Prepare lesson plans in Social Science for instructional purposes.</li><li>➤ Acquire skills of analyzing text book in Social Science.</li><li>➤ Enable students to organize co-curricular activities through the Social Science Club.</li><li>➤ Acquire competence in preparing tools of evaluation Social Science learning.</li><li>➤ Prepare achievement test in Social Science at secondary and higher secondary level.</li></ul>	
<b>Course Content / Syllabus</b>		
<b>Unit - 1</b>	<b><i>Nature and Scope of Teaching of Social Science</i></b> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope of Social Sciences as a school subject.</li><li>• Aims and Objectives of teaching Social Sciences at School level.</li><li>• Values of Teaching Social Sciences.</li><li>• Taxonomy and behavioral Objectives in Social Sciences.</li><li>• Relationship of Social Science with other subjects and within the subject.</li></ul>	<b>10 Hrs.</b>
<b>Unit - 2</b>	<b><i>Contents and its Pedagogical Analysis</i></b> <ul style="list-style-type: none"><li>• Understanding terminology of Social Sciences: Social structure, Social stratification, Community, State, Region, Market.</li><li>• Meaning, importance and Steps of Pedagogical Analysis.</li><li>• Pedagogical Analysis on the following topics: Constitution of India; Physical features of India, Indian Freedom Movement; Democracy in the contemporary world.</li></ul>	<b>12 Hrs.</b>
<b>Unit - 3</b>	<b><i>Approaches and Planning</i></b> <ul style="list-style-type: none"><li>• Classroom Processes: Lecture-cum-demonstration method. Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling.</li><li>• Concept Attainment, Inquiry Training Model.</li><li>• Lesson planning in Social Sciences: Need &amp; Importance, Basic Elements &amp; its Preparation; Year Plan, Unit plan and lesson plan.</li></ul>	<b>14 Hrs.</b>
<b>Unit - 4</b>	<b><i>Teaching Learning Resources and Process</i></b> <ul style="list-style-type: none"><li>• Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking).</li><li>• Social Science Club- Meaning, Importance and Organization (Club activities, Exhibitions, Field Trips, Quiz Competitions).</li><li>• Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation.</li></ul>	<b>12 Hrs.</b>
<b>Unit - 5</b>	<b><i>Evaluation in Teaching of Social Science</i></b>	<b>12 Hrs.</b>

	<ul style="list-style-type: none"> <li>• Meaning, Importance and Types of Evaluation in Social Sciences.</li> <li>• New approaches to Assessment – Question bank, Open Book Examination, Grading &amp; Credit System.</li> <li>• Construction of Achievement Test – Concept and Steps.</li> </ul>	
<b>MODE OF TRANSACTION:</b> Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and experience.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
<ul style="list-style-type: none"> <li>❖ Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>❖ Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/Prepare a List of Places of Cultural/Historical/Geographical/Economic/political/scientific interest of your locality.</li> <li>❖ Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club.</li> <li>❖ Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic.</li> <li>❖ Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.</li> <li>❖ Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test.</li> <li>❖ Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/ Learning Experience of a Topic from standard 6<sup>th</sup> to 10<sup>th</sup>.</li> </ul>		
<b>REFERENCE:</b> <ul style="list-style-type: none"> <li>▪ Agarwal, J.C. (1993). <i>Teaching of Social Studies- A Practical Approach</i>, Second Revised Edition, Vikas Publishing House.</li> <li>▪ Batra, P. (2010) <i>Social Science Learning in Schools: Perspective and Challenges</i>, New Delhi, Sage.</li> <li>▪ Dhamija, N. (1993). <i>Multimedia Approaches in Teaching Social Studies</i>, New Delhi: Harman Publishing House.</li> <li>▪ Eklavya (1994) <i>Samajik Adhyayan Shikshan: Ek Prayog</i>, Hoshangabad: Eklavya.</li> <li>▪ George, A. and Madan, A. (2009) <i>Teaching Social Science in Schools</i>, NCERT's New Textbook, New Delhi: Sage.</li> <li>▪ Gupta Rainu (2013) <i>Teaching of Social Science</i>, New Delhi, Doaba Publications. Gupta Rainu (2012) <i>Samajik Vigyan Shikshan</i>, New Delhi: Doaba Publications.</li> <li>▪ Khan, S. U. (1998). <i>History Teaching-Problems: Prospective and Prospect</i>, New Delhi: Heera Publications.</li> <li>▪ Kochhar, S.K. (1998). <i>Teaching of Social Studies</i>, New Delhi: Sterling Publishers Pvt. Ltd. New Delhi.</li> <li>▪ NCERT (2006). <i>Position Paper National Focus Group on Teaching of Social Sciences</i>, New Delhi: NCERT.</li> <li>▪ NCERT, <i>Social Science Textbooks for classes VI-X</i>, New Delhi: NCERT.</li> </ul>		

YEAR	I	MAEdu-205 (A) PEDAGOGY OF MATHEMATICS	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)

<b>Course Outcomes:</b>	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Develop insight into the meaning, nature, scope and objectives of mathematics education.</li><li>➤ Appreciate the role of mathematics in day-to-day life.</li><li>➤ Understand history, development of mathematics and the contributions of Indian mathematicians to mathematics.</li><li>➤ Understand aims and objectives of different branches of mathematics.</li><li>➤ Identify the role of branches of mathematics and their implications on the society.</li><li>➤ Understand and practice various methods and approaches of teaching mathematics.</li><li>➤ Understand the selection, preparation and uses of learning resources.</li><li>➤ Prepare lesson plan of mathematics teaching.</li><li>➤ Participate and organize the different co-curricular activities in mathematics.</li><li>➤ Understand the professional competencies, commitments and expectations of mathematics teacher.</li></ul>	
<b>Course Content / Syllabus</b>		
<b>Unit - 1</b>	<b><i>Nature and Objectives of Teaching Mathematics</i></b> <ul style="list-style-type: none"><li>• Meaning, Nature, and Scope of Mathematics; History of Mathematics with special emphasis on teaching of secondary school mathematics.</li><li>• Aims, Values, and General Objectives of teaching mathematics.</li><li>• Specific Objectives and teaching points of various content areas in different branches of secondary school mathematics</li><li>• Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.</li><li>• Linking Blooms Taxonomy with Academic Standards.</li><li>• Correlation of Mathematics with other school subjects and with other branches of Mathematics.</li></ul>	<b>12 Hrs.</b>
<b>Unit - 2</b>	<b><i>Contribution of Indian Mathematics</i></b> <ul style="list-style-type: none"><li>• Contributions of Indian Mathematicians: (a) Aryabhatta (b) Brahmagupta (c) Bhaskaracharya (d) Srinivasan Ramanujan</li><li>• Contributions of Western Mathematicians: (a) Euclid; (b) Pythagoras; (c) Rene Descarte.</li></ul>	<b>10 Hrs.</b>
<b>Unit - 3</b>	<b><i>Methods of Teaching Mathematics</i></b> <ul style="list-style-type: none"><li>i. Approaches of Teaching Mathematics: Classroom approach, Problem-solving approach, Laboratory approach, Computer based approach (CAI, Programmed Learning).</li><li>ii. Methods of Teaching Mathematics: Inductive and Deductive; Analytic and Synthetic; Heuristic, Project Method and Activity Based Teaching.</li><li>• Techniques of teaching Mathematics: Drill and Practice, Oral work and Written work, Play-way Technique,</li></ul>	<b>14 Hrs.</b>

	Assignment and Homework. <ul style="list-style-type: none"> <li>Methodological issues and variation in area of Mathematics (Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics).</li> </ul>	
<b>Unit - 4</b>	<b>Planning for Teaching-Learning Mathematics</b> <ul style="list-style-type: none"> <li>Planning of Instruction: Year Plan, Unit plan, Lesson plan based on Blooms Taxonomy and academic standards.</li> <li>Planning for Effective Instruction: Characteristics of good Instructional Programme, Formation of objectives, Selection of content or Learning material, Designing learning experiences, Preparation of Unit or Lesson Plan.</li> <li>Technology Integrated Lesson - Planning and teaching through usage of digital technology.</li> </ul>	<b>14 Hrs.</b>
<b>Unit - 5</b>	<b>Assessment and Evaluation</b> <ul style="list-style-type: none"> <li>Measurement: Meaning and concept.</li> <li>Evaluation: Need, Concept, Steps and characteristics of Evaluation</li> <li>Approaches of Evaluation: Formative, Summative, Diagnostic and Remedial</li> <li>Test: Standard Test and Teacher made Test; Preparation of Scholastic Achievement test.</li> </ul>	<b>10 Hrs.</b>
<b>MODE OF TRANSACTION:</b> Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visit, Group Work and its presentation		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
<ul style="list-style-type: none"> <li>❖ Preparation and presentation of lesson plan on any one topic from mathematics text book of 9-12 classes.</li> <li>❖ Each student has to collect and present history and contributions of one Indian or Western mathematician.</li> <li>❖ Preparation of T.L.M. for any one topic from classes 9-12 mathematics.</li> <li>❖ Preparation of power point presentation (PPT) for any one topic from a different branch of mathematics.</li> <li>❖ Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning).</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>Butler and Wren (1960). <i>The Teaching of Secondary Mathematics</i>, Tokyo: McGraw Hill Book Company.</li> <li>Davis, David R. (n.d.). <i>The Teaching of Mathematics</i>. New Delhi: Surjeet Publications</li> <li>Henderson, K. et al. (1975). <i>Dynamics of Teaching Secondary Mathematics</i>, London: Houghton Mifflin.</li> <li>Krulik and Weise (1975). <i>Teaching Secondary School Mathematics</i>. London: W.B. Saunders.</li> <li>Kuppuswamy Ayyangar, N. (1988). <i>The Teaching of Mathematics in New Education</i>, Bangalore.</li> <li>Mangal, S. K. (1989). <i>Teaching of mathematics</i>. Ludhiana: Prakash Brothers</li> </ul>		

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- Nagaraju M.T.V. (Ed.) (2018). *Mathematical ability, reasoning, and achievement of high school students*, LAP LAMBERT: Academic Publishing.
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YEAR	I	MAEdu – 205 (B) PEDAGOGY OF BIOLOGICAL SCIENCE	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Develop broad understanding of principles and knowledge used in Biology Science.</li><li>➤ Acquire essential skills for practicing Biological Science.</li><li>➤ Translate theoretical perspectives into Pedagogical Practices.</li><li>➤ Use various approaches and methods of Teaching Life Science.</li><li>➤ Formulate instructional designs and lesson plans of Biological Science.</li><li>➤ Prepare objective congruent tools for evaluation in Biological Science.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Nature and Importance of Biological Science</b> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope of Biological Science.</li><li>• History of Biological Science, Important discoveries and Inventions in the area of Biology and Zoology.</li><li>• Significance of Inquiry; Observation and Experimental in Biological Science; its interdisciplinary linkages and societal concerns.</li><li>• Value development: Intellectual, Utilitarian, Aesthetic, Disciplinary, Scientific, Attitude, and Vocational.</li></ul>			10 Hrs.
Unit - 2	<b>Aims and Objectives of Teaching Biological Science</b> <ul style="list-style-type: none"><li>• Aims and objectives of Biological Sciences.</li><li>• Objectives of teaching Biological Science at Secondary School level.</li><li>• Acquiring skills to understand processes of studying Biology Ex. Observation, Exploration, Experimental, etc.</li><li>• Generalization of observations and validation of Knowledge.</li><li>• Bloom’s taxonomy of Educational Objectives. Writing objectives in behavioral terms.</li></ul>			12 Hrs.
Unit - 3	<b>Methods of Teaching Biological Science</b> <ul style="list-style-type: none"><li>• Methods - Lecture, Demonstration, Inductive, Deductive, Integrated, Heuristic, Project, Laboratory, Experiential learning Project Based, Problem Solving and constructivist.</li><li>• Techniques – Team-Teaching, Computer Assistance Learning (CAL).</li><li>• Effective Use of teaching learning materials such as Charts, Models, Aids etc.</li></ul>			14 Hrs.
Unit - 4	<b>Non-Formal method of Teaching Biological Science</b> <ul style="list-style-type: none"><li>• Biology museum, Biology club, Field Trips, Exhibition, Aquarium, Herbarium and Vivarium.</li><li>• Learning resources from immediate environment.</li><li>• Preparation of Improvised Learning Resources.</li><li>• Use of ICT in teaching-learning process of Biological Sciences with computer-aided methods like - Power Point,</li></ul>			12 Hrs.

	Multimedia, Simulation, Software, Webinars. <ul style="list-style-type: none"> <li>Professional Organisations for Biological Sciences.</li> </ul>	
<b>Unit - 5</b>	<b>Planning and Evaluation</b> <ul style="list-style-type: none"> <li>Planning - a) Year Plan b) Unit plan c) Lesson plan</li> <li>Evaluation- a) Concept, Types and Process of Evaluation</li> <li>Preparation of Scholastic Achievement Test (SAT).</li> <li>Different Methods, approaches and techniques of Evaluation in Biological Science.</li> </ul>	<b>12 Hrs.</b>
<b>MODE OF TRANSACTION:</b> Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio- Visual Aid, Action Research, Visits, Presentation.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
<ul style="list-style-type: none"> <li>➤ Preparation of instructional designs in the form of Lesson/Unit Plan by different methods of teaching.</li> <li>➤ Preparation of two working models.</li> <li>➤ Visit to Botanical and Zoological garden and Writing Report.</li> <li>➤ Preparation of multimedia presentation on any content related topic.</li> <li>➤ Preparation of the objective based objective type test items in biology at school level.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>Agarwal, D. (2001). <i>Modern Methods of Teaching Biological Sciences</i>. New Delhi: Sarup &amp; Sons.</li> <li>Ahmad, J. (2011). <i>Teaching of Biological Sciences</i>. New Delhi: PHI Learning Pvt. Ltd.</li> <li>Amin, J. A. (2011). <i>Training science teachers through activities; towards constructivism</i>. USA: Lap -Lambert publishing house.</li> <li>Agrwal D. D. (2002). <i>Modern Methods of Teaching Biological Sciences</i>, New Delhi: Sorup and Sons.</li> <li>All NCERT Science Text Books from class IX to XII.</li> <li>Benjamin, S. Bloom, Ed. (1958). <i>Taxonomy of Educational Objectives-Handbook I - Cognitive Domain</i>. New York: Harcourt Brace &amp; World Inc.</li> <li>Bhaskara Rao, D. (2000). <i>Teaching of Biological Sciences</i>, Guntur: Nagarjuna Publishers.</li> <li>Chikara, M. S. and S. Sharma (1985) <i>Teaching of Biological Sciences</i>, Ludhiana: Prakash brothers.</li> <li>Chunavala, S. (2006). <i>Science Education: A Trend Report</i>. In NCERT (Eds.), <i>Sixth Survey of Educational Research (1993-2000)</i>. New Delhi: NCERT.</li> <li>Gupta, S.K. (1983). <i>Technology of Science Education</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>Gupta, V. K. (1996). <i>Science and Technology Education: New Thrusts and Recent Trends</i>. Chandigarh: Arun Publishing House.</li> <li>Hassard, J. (2000). <i>Science as Inquiry</i>. New Jersey: Good Year Books.</li> <li>Krathwohl, David R., Ed. (1964). <i>Taxonomy of Educational Objectives, Handbook II -Affective Domain</i>. New York: David Mckay.</li> <li>Kohli, V.K. (2006). <i>How to Teach Science</i>. Ambala: Vivek Publications.</li> <li>Mohan, Radha (2004). <i>Innovative Science Teaching</i>. New Delhi: Prentice Hall of India.</li> </ul>		

YEAR	I	MAEdu - 205 (C) PEDAGOGY OF ENGLISH	CREDIT	04
SEMESTER	II		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Describe the nature of English language.</li><li>➤ Formulate instructional objectives for English language in terms of behavioural outcomes.</li><li>➤ Select and organize learning experiences according to content and level of students.</li><li>➤ Use basic language skills as a tool of comprehension.</li><li>➤ Design appropriate teaching – learning strategy suited to particular content.</li><li>➤ Use ICT and various teaching aids in teaching of English.</li><li>➤ Construct achievement tests and diagnostic test for measuring learning outcomes in English language at school level.</li><li>➤ Use innovative practices.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>English Language in Educational Context</b>			10 Hrs.
	<ul style="list-style-type: none"><li>• English Language its position in India and Globe.</li><li>• English as First Language, Second Language, Third Language</li><li>• English as an International Language.</li><li>• Aims and Objectives of Teaching of English at Secondary and Higher Secondary level.</li><li>• General and Specific Objectives in behavioural terms.</li><li>• Values of teaching English Language.</li></ul>			
Unit - 2	<b>English Language Pedagogy</b>			14 Hrs.
	<ul style="list-style-type: none"><li>• Specific features of English language in terms of Phonology, Morphology, Syntax and Semantics.</li><li>• A brief course in phonetics with the help of language laboratory to be conducted on the basis of available resource pool.</li><li>• Receptive (Listening and Reading) and Productive (Speaking and writing) Skills: Importance and functions</li><li>• Methods and Approaches of teaching English: Grammar-cum-Transaction Method, Audio-Lingual and Cognitive Code Method</li><li>• English teachers’ role with reference to Pronunciation, Active and Passive Vocabulary.</li><li>• Spellings: Function and content words.</li></ul>			
Unit - 3	<b>Teaching Learning Materials and Resources</b>			14 Hrs.
	<ul style="list-style-type: none"><li>• Use of ICT in teaching-learning process of English with computer- aided methods like-Power Point, Multimedia, Software etc.</li><li>• Importance of instructional material and their effective use: Chalk board, Record-Player, Flannel board, Radio, Pictures, Television, Picture cut-out, Film and filmstrips, Charts, Overhead Projector, Tape-recorder.</li></ul>			

	<ul style="list-style-type: none"> <li>• Text book, reference book and online resources.</li> <li>• Curriculum: Concept, role, significances and approaches.</li> </ul>	
<b>Unit - 4</b>	<b>Planning and Procedure</b> <ul style="list-style-type: none"> <li>• Teaching of Prose, Poetry, Novel, Drama, Story, Biography, and Essay</li> <li>• Lesson plan development for teaching of Prose, Poetry, Grammar and Composition.</li> </ul>	<b>12 Hrs.</b>
<b>Unit - 5</b>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Testing Language skills: Listening, Speaking, Reading, Writing</li> <li>• Testing Language components: Pronunciation, Vocabulary, Grammar Achievement tests, diagnostic testing and remedial teaching in English.</li> <li>• Preparation of Scholastic Achievement Test.</li> </ul>	<b>10 Hrs.</b>
<b>MODE OF TRANSACTION:</b> Lecture, lecture cum Discussion, project work, Demonstration of Audio-Visual Aids, Action Research, Visit, Group work and its Presentation.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u>(Any One of the Following for Internal Assessment)</u>		
<ul style="list-style-type: none"> <li>❖ Preparation of various teaching aids based on the course content at secondary level.</li> <li>❖ Developing linguistic profiles of learners (Case study)</li> <li>❖ Word Formation, Phonetic Transcription, Text book analysis, Book review.</li> <li>❖ Critical analysis of a poem, essay, prose passages.</li> <li>❖ Construction of various types of test items.</li> <li>❖ Construction of achievement and diagnostic tests.</li> <li>❖ Conducting of Action Research on selected problems.</li> <li>❖ Development and use of Language laboratory.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Agnihotri, R. K. (2009). <i>Language and dialect</i>. Learning curve, 13.</li> <li>▪ Allen, H., &amp; Cambell, R. (1972). <i>Teaching English as second Language</i>, McGraw Hill, New York.</li> <li>▪ Bharthi, T., &amp; Hariprasad, M. (2004). <i>Communicative English</i>, Hyderabad: Neelkamal Publications.</li> <li>▪ Bhatia, K. K. (2006). <i>Teaching and Learning English as a Foreign Language</i>. New Delhi: Kalyani Publishers.</li> <li>▪ Brence: <i>The Teaching of English Abroad</i>, Part I, II, III.</li> <li>▪ Bindra, R. (2005). <i>Teaching of English</i>. Jammu: Radha Krishan Anand and Co.</li> <li>▪ Bryne, D. (1988). <i>Teaching Writing Skills</i>, England: Longman.</li> <li>▪ Krishna Swamy (2003). <i>Teaching English: Approaches, Methods and Techniques</i>, New Delhi: Macmillan Publication.</li> <li>▪ Kunwar, N. (2015). 'Right writing' in <i>Indian classroom: learning to be artificial</i>. Language and language teaching. Vol 4, No. 1, Issue 7.</li> <li>▪ Menon, T.K.N. and Patel, M.S. <i>The teaching of English as a Foreign Language</i>, Baroda: Acharya Book Depot.</li> <li>▪ Sinha, S. (2012). <i>Reading without meaning: The dilemma of Indian classrooms</i>. Language and Language Teaching, 1:1. 22- 26.</li> <li>▪ Sachdeva, M. S. (2007). <i>Teaching of English</i>. Patiala: Twenty First Century Publications.</li> <li>▪ Sahu, B. K. (2004). <i>Teaching of English</i>. Ludhiana: Kalyani Publishers.</li> <li>▪ Shaik, M. &amp; Gosh, R.N. (2005). <i>Techniques of Teaching English</i>, Hyderabad: Neelkamal Publications.</li> </ul>		

वर्ष	I	MAEdu - 205 (D) हिन्दी शिक्षण (PEDAGOGY OF HINDI)	क्रेडिट	०४
सेमेस्टर	II		घंटे	६०
			अंक	१०० (६०+४०)
पाठ्यक्रम के उद्देश्य:	इस पाठ्यक्रम को पूरा करने पर छात्र सक्षम होंगे : <ul style="list-style-type: none"><li>➤ शिक्षा में भाषा के महत्व को रेखांकित कर सकेंगे।</li><li>➤ हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।</li><li>➤ कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण, रचना शिक्षण के स्वरूप से परिचित कराना।</li><li>➤ हिन्दी भाषा का अन्य विधियों विषयों से सह-सम्बन्ध स्पष्ट करना।</li><li>➤ छात्रों के वास्तविक जीवन से सम्बंधित करके ज्ञान प्राप्त कराना।</li><li>➤ हिन्दी शिक्षण की प्रमुख पद्धतियों की जानकारी देना।</li><li>➤ भाषायी कौशलों की जानकारी देना और उनके प्रयोग से परिचित कराना।</li></ul>			
पाठ्यक्रम सामग्री / पाठ्यक्रम				
इकाई – १	हिन्दी शिक्षण-प्रकृति, मित्व एवं उद्देश्य <ul style="list-style-type: none"><li>• भाषा का अर्थ, महत्व एवं प्रकार।</li><li>• भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन।</li><li>• देवनागरी लिपि की विशेषताएं एवं सीमाएँ।</li><li>• हिन्दी की व्याकरणिक व्यवस्था-ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार।</li><li>• राष्ट्रीय एकता के विकास में हिन्दी की भूमिका।</li><li>• माध्यमिक उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य।</li></ul>			१२ घंटे
इकाई – २	हिन्दी शिक्षण के कौशल एवं विधियाँ <ul style="list-style-type: none"><li>• हिन्दी शिक्षण के उद्देश्य : ज्ञानात्मक, कौशालात्मक, सौन्दर्यानुभूती प्रकृति एवं सृजनात्मक।</li><li>• मूलभूत भाषा कौशल - भाषा-श्रवण, वाचन, पाठ और लेखन का परिचय।</li><li>• हिन्दी शिक्षण में अनुवाद का अर्थ।</li><li>• गद्य शिक्षण के उद्देश्य एवं विधियाँ।</li><li>• पद्य शिक्षण के उद्देश्य एवं विधियाँ।</li><li>• व्याकरण शिक्षण के उद्देश्य एवं विधियाँ।</li><li>• रचना शिक्षण (मौखिक एवं लिखित) के उद्देश्य एवं विधियाँ।</li><li>• उच्चारण शिक्षण का महत्व एवं दोष।</li></ul>			१२ घंटे
इकाई – ३	हिन्दी शिक्षण में पाठ योजना <ul style="list-style-type: none"><li>• सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास।</li><li>• पाठ्य योजना का अर्थ, महत्व एवं विशेषताएं।</li><li>• पाठ योजना एवं अन्विति योजना-निर्माण।</li><li>• गद्य, पद्य, व्याकरण की पाठ्य योजना के सोपान।</li><li>• एक उत्तम पाठ्य योजना का निर्माण।</li><li>• पाठ योजना के चरण एवं उनके विद्वान्।</li><li>• वार्षिक योजना एवं इकाई योजना एवं भाषा साहित्य की विभिन्न विद्याओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास।</li></ul>			१२ घंटे
इकाई – ४	साधन एवं सामग्री <ul style="list-style-type: none"><li>• पाठ्य सहगामी क्रियाओं का स्वरूप, प्रकार एवं भाषाभिव्यक्ति में उनका महत्व।</li><li>• शिक्षण उपकरणों का सन्दर्भ, महत्व व विकास।</li></ul>			१२ घंटे

	<ul style="list-style-type: none"> <li>हिन्दी शिक्षा में नवाचारी एवं सांसाधनों की आवश्यकता ।</li> <li>हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग ।</li> <li>भाषा प्रयोगशाला ।</li> </ul>	
इकाई - ५	<b>हिन्दी में मूल्यांकन</b> <ul style="list-style-type: none"> <li>हिन्दी शिक्षण व मूल्यांकन की नवीन प्रविधियां, निदानात्मक एवं उपचारात्मक शिक्षण ।</li> <li>शैक्षणिक उद्देश्यों का ब्लूम के वर्गीकरण के अनुसार व्यवहारपरक उद्देश्य ।</li> <li>हिन्दी शिक्षण दृश्य-श्रव्य सहायक साधनों का महत्व ।</li> <li>हिन्दी शिक्षण में सतत एवं व्यापक मूल्यांकन ।</li> </ul>	१२ घंटे
कार्य सम्पादन प्रणाली : व्याख्यान, पी०पी०टी० एवं समूह वार्तालाप		
<b>प्रायोगिक कार्य (PRACTICUM)</b> <i>(The practicum hours are included in the syllabus hours)</i> <b>(Any One of the Following for Internal Assessment)</b>		
<ul style="list-style-type: none"> <li>❖ विद्यार्थियों की अचघम समस्याओं के निदान और समाधान के लिए कियात्मक अनुसन्धान का प्रयोग ।</li> <li>❖ हिन्दी विषय के विद्यार्थियों का एक उपलब्धि परीक्षण का निर्माण करना ।</li> <li>❖ हिन्दी शिक्षण की किन्ही दो अधनूतन विधियों का परिचय एवं उनके उपयोग की तुलनात्मक समीक्षा ।</li> <li>❖ आदर्श पाठ योजना का निर्माण (गद्य, पद्य व्याकरण) ।</li> <li>❖ अपनी मन पसन्द कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना ।</li> </ul> <p><b>नोट:</b> उपर्युक्त किये गये प्रायोगिक कार्य का प्रतिवेदन (रिपोर्ट) जमा करना अनिवार्य है ।</p>		
<b>सन्दर्भ ग्रन्थ सूची:</b> <ul style="list-style-type: none"> <li>■ रामशकल पाण्डेय हिन्दी शिक्षण अग्रवाल पब्लिकेशन आगरा-2 ।</li> <li>■ डा. श्रुतिकान्त पाण्डेय (2010) हिन्दी शिक्षण अभिनव आयाम, एक्सिस पब्लिकेशन दरियागंज, नई दिल्ली ।</li> <li>■ उमा मंगल (2005) हिन्दी शिक्षण आर्य बुक डिपो करोल बाग, नई दिल्ली ।</li> <li>■ शिखा चतुर्वेदी - हिन्दी शिक्षण, आर. लाल बुक डिपो मेरठ ।</li> <li>■ रमन बिहारी लाल-हिन्दी शिक्षण रस्तोगी पब्लिकेशन, मेरठ ।</li> <li>■ शर्मा, डॉ० मार्तंड – हिन्दी शिक्षण सरद पुस्तक भवन इलाहबाद ।</li> <li>■ सुषमा जोशी नवीनतम संस्करण हिन्दी भाषा शिक्षण, आलोक प्रकाशन, लखनऊ ।</li> <li>■ सावित्री सिंह -हिन्दी शिक्षण, इंटर नेशनल पब्लिशिंग हाउस, मेरठ ।</li> <li>■ भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा ।</li> <li>■ निरंजन कुमार सिंह – माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थानी हिन्दी ग्रन्थ अकादमी जयपुर ।</li> <li>■ तिवारी उदय नारायण, हिन्दी भाषा का उद्गम एवं विकास, भारती भंडार, लीडर प्रेस इलाहबाद ।</li> <li>■ भगवत दत्त, भाषा का इतिहास, आत्मा राम एण्ड संस नई दिल्ली-6 ।</li> <li>■ रघुनाथ सफाया- हिन्दी शिक्षण विधि, हरियाणा साहित्य अकादमी, चण्डीगढ़ ।</li> <li>■ अज्ञेय, सच्चिदं नंद हीरानंद वात्सयायन 2010, वतस्त निधि प्रकाशन माला संवित्ति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली</li> <li>■ कुमार, कृष्ण 2004, बचचे की भाषा और अध्यापक, राष्ट्रीय पुरस्कार न्यास, नई दिल्ली कौशिक, जयनारायण ।</li> <li>■ हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ ।</li> <li>■ Chandra Sekhar, (1965) A New Approach to language teaching, to linguistic circle of Delhi.</li> <li>■ Bhattacharya Indrajit (1998): An approach to Communication Skills. New Delhi: Dhanapathi Rao &amp; Co.</li> </ul>		



**SEMESTER – III**

YEAR	II	MAEdu-301 RESEARCH METHODOLOGY	CREDIT	04
SEMESTER	III		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Describe about evolutionary prospective of knowledge construction process.</li><li>➤ Describe the nature, scope and needs of Educational Research.</li><li>➤ Explain different approaches and designs of educational research.</li><li>➤ Identify and formulate research problem and state the hypothesis.</li><li>➤ Differentiate between Probability and Non probability sampling techniques.</li><li>➤ Describe qualitative, quantitative and mixed method research design.</li><li>➤ Select and develop different types of data collection tools.</li><li>➤ Prepare the research proposal and report.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Foundations of Educational Research</b> <ul style="list-style-type: none"><li>• Meaning, Nature, Scope, and Need of Educational Research.</li><li>• Evolution of Scientific Knowledge Construction.</li><li>• Scientific Method: Meaning, Steps, and Characteristics: Replicability, Precision, Falsifiability, Parsimony.</li><li>• Types: Exploratory, Explanatory, and Descriptive.</li><li>• Aims of Research as a Scientific Activity: Problem Solving, Theory Building, Prediction.</li><li>• Types of Educational Research: Fundamental, Applied, and Action Research.</li></ul>			12 Hrs.
Unit - 2	<b>Research Approaches and Research Problem</b> <ul style="list-style-type: none"><li>• Approaches to Educational Research: Qualitative, Quantitative, and Mixed Methods.</li><li>• Research Problem: Criteria for Selecting a Problem; Sources of Research Problems; Formulation and Statement of the Problem.</li><li>• Variables in Research: Independent, Dependent, Extraneous, Intervening, and Moderator.</li><li>• Hypothesis and Research Questions: Meaning, Characteristics, Types, Sources.</li><li>• Hypothesis Testing: Concept of Type - I and Type - II Errors.</li></ul>			12 Hrs.
Unit - 3	<b>Review of Literature, Sampling, and Data Collection</b> <ul style="list-style-type: none"><li>• Review of Related Literature: Purpose, Importance, and Sources.</li><li>• Population and Sampling: Concept of Population and Sample.</li><li>• Sampling Techniques: Probability (Simple Random, Stratified, and Cluster), Non-Probability (Purposive, Quota, and Convenience).</li><li>• Determining Sample Size.</li><li>• Tools and Techniques of Data Collection: Identification, Selection, and Development of Tools- Rating Scale, Attitude Scale, Questionnaire, Aptitude Test, Interview, Observation, Inventory (Triangulation, Explanatory and Exploratory designs).</li></ul>			12 Hrs.

<b>Unit - 4</b>	<b>Qualitative and Quantitative Research Designs</b>	<b>12 Hrs.</b>
	<ul style="list-style-type: none"> <li>Qualitative Designs: Grounded Theory: Types, Characteristics, Steps, Strengths and Weaknesses, Phenomenological, Ethnographic, Naturalistic Inquiry.</li> <li>Quantitative Designs: Descriptive Research: Case Study, Survey, Developmental.</li> <li>Correlational Research: Concept, Features, Process.</li> <li>Experimental Research: Concepts, Characteristics, Designs, Validity.</li> <li>Ex-post Facto Research: Concept, Features, Process.</li> </ul>	
<b>Unit - 5</b>	<b>Mixed Methods and Ethics in Educational Research</b>	<b>12 Hrs.</b>
	<ul style="list-style-type: none"> <li>Mixed Method Research: Characteristics and Rationale Types: Triangulation, Explanatory, Exploratory Designs, Steps in Conducting Mixed Methods, Research Strengths and Limitations.</li> <li>Ethical Considerations in Educational Research: Informed Consent, Confidentiality and Anonymity, Plagiarism and Research Integrity</li> <li>Writing and Reporting Research: Structure of a Research Report/Thesis; Referencing Styles (APA guidelines 7<sup>th</sup> Edition)</li> <li>Use of Digital Tools for Research Writing.</li> </ul>	
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b>		
<i>(The practicum hours are included in the syllabus hours)</i>		
<b><u>(Any One of the Following for Internal Assessment)</u></b>		
<ul style="list-style-type: none"> <li>❖ Write a review paper related to your domain.</li> <li>❖ Design a tool to collect the data.</li> <li>❖ Design a proposal.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>Ary, D. &amp; Jacobs, L. (2002). <i>Introduction to Research in Education</i>. Belmont USA: Wadsworth Thomason Learning.</li> <li>Best, J.W. (1986). <i>Research in education</i>. New Delhi: Prentice Hall of India.</li> <li>Borg, W.R. &amp; Gall, M.D. (1989). <i>Educational research: An introduction</i>. New York: Longman.</li> <li>Campbell, W.G. &amp; Ballou, S.V. (1974). <i>Form and style: These reports, term papers</i>. Boston: Houghton Mifflin.</li> <li>Creswell, J.W. (2014). <i>Educational Research</i>. Delhi: PHI learning private limited. Creswell,</li> <li>Edwards, A.L. (1984). <i>Experimental design in Psychological Research</i>. New York: Harper Collins College Div. Publication.</li> <li>Gay, L.R. &amp; Airsian, P. (2000). <i>Educational Research: Competencies for Analysis and Application</i>. New York: Macmillan. Kerlinger.</li> <li>J.W. (2007). <i>Qualitative Inquiry and Research Design: Choosing among five approaches</i>. London: Sage Publications.</li> <li>F.N. (2018). <i>Foundation of Behavioural Research</i>. Delhi: Surjeet Publication.</li> <li>Koul, L. (1988). <i>Methodology of Educational Research</i>. New Delhi: Vikash Publishing House. McMillan, J.H. &amp; Schumacher, S. (1989). <i>Research in Education: A conceptual introduction</i>. New York: Harper Collins.</li> </ul>		

<b>YEAR</b>	<b>II</b>	<b>MAEdu-302</b>	<b>CREDIT</b>	<b>04</b>
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SEMESTER	III	INCLUSIVE EDUCATION	HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand concept, meaning and significance of Inclusive Education.</li><li>➤ Distinguish the concepts of Integrated Education and Inclusive Education.</li><li>➤ Analyze critically the needs, problems, causes and educational provisions meant for CWDN.</li><li>➤ Apply different teaching strategies for Differently able students.</li><li>➤ Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.</li><li>➤ Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers, parents, peers and community</li><li>➤ Identify and utilize existing resources for promoting inclusive practice.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Inclusive Education: An Overview</b> <ul style="list-style-type: none"><li>• Meaning, objectives, scope, and evolution of Inclusive Education.</li><li>• Integrated Education, Special Education, and their Educational Implications.</li><li>• Inclusive Education- Issues and Challenges in the present scenario.</li></ul>			12 Hrs.
Unit - 2	<b>Children With Special Needs (CWSN)</b> <ul style="list-style-type: none"><li>• CWSN: Concept, Classification, Identification, Characteristics, Causes, Problems, and Education.</li><li>• Types of Disabilities:<ul style="list-style-type: none"><li>a) Locomotor Disability</li><li>b) Hearing and visual Impairment</li><li>c) Intellectual Disability</li><li>d) Learning Disability</li></ul></li><li>• Social Behavioural problems.</li></ul>			12 Hrs.
Unit - 3	<b>Inclusive Teaching Methods and Strategies</b> <ul style="list-style-type: none"><li>• Universal design for learning.</li><li>• Assistive Technology, Co-Teaching, One Teach One Assistant, Station-Teaching, Parallel Teaching, Alternate Teaching, and Team Teaching.</li><li>• Differentiated Instruction, Factors responsible for successful inclusion in the mainstream - future vision.</li><li>• Educational Provisions and Programmes, Aids and Appliances for Special Needs Children.</li></ul>			12 Hrs.
Unit - 4	<b>Government Policies and Programmes</b> <ul style="list-style-type: none"><li>• Recommendations on Inclusive Education:<ul style="list-style-type: none"><li>(a) Kothari Commission (1964-66).</li><li>(b) National Policy of Education (1986) and POA (1992).</li><li>(c) Person with Disability Act (1995).</li></ul></li></ul>			14 Hrs.

	(d) National Policy of Disabilities (2006). (e) Right of Persons with Disability Act (2016). • National Education Policy (2020).	
<b>Unit - 5</b>	<b>Rehabilitation Of Children With Special Needs</b> • Rehabilitation - Concept, Issues and Challenges. • Institutes and Agencies imparting rehabilitation; Programmes of rehabilitation. • Role of Rehabilitation Council of India (RCI), Governments, NGO's, National Institute of Handicapped. • Role of parents, peers, teachers, and society in rehabilitation of Children with Special Needs.	<b>10 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
❖ 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.		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Allyn and Bacon Choate, J. S. (1997). <i>Successful Inclusive Teaching</i>. Allyn and Bacon</li> <li>▪ Bartlett, L. D. and Weisentein, G. R. (2003). <i>Successful Inclusion for Educational Leaders</i>. New Jersey: Prentice Hall.</li> <li>▪ Chaote, J. S. (1991). <i>Successful Mainstreaming</i>,</li> <li>▪ Daniels, H. (1999). <i>Inclusive Education</i>. London: Kogan.</li> <li>▪ Deiner, P. L. (1993). <i>Resource for Teaching Children with Diverse Abilities</i>, Florida: Harcourt Braceand Company</li> <li>▪ Dessent, T. (1987). <i>Making Ordinary School Special</i>. Jessica Kingsley Pub.</li> <li>▪ Gargiulo, R. M. <i>Special Education in Contemporary Society: An Introduction to Exceptionality</i>. Belmont: Wadsworth.</li> <li>▪ Gartner, A. &amp; Lipsky, D. D. (1997) <i>Inclusion and School Reform Transferring America's Classrooms</i>, Baltimore: P. H. Brookes Publishers.</li> <li>▪ Giuliani, G. A. &amp; Pierangelo, R. (2007) <i>Understanding, developing and Writing IEP</i>. Corwin press: Sage Publishers.</li> <li>▪ Gore, M. C. (2004). <i>Successful Inclusion Strategies for Secondary and Middle School Teachers</i>, Crowin Press, Sage Publications.</li> <li>▪ Hegarthy, S. &amp; Alur, M. (2002) <i>Education of Children with Special Needs: from Segregation to Inclusion</i>, Corwin Press. Sage Publishers</li> <li>▪ Karant, P. &amp; Rozario, J. (2003). <i>Learning Disabilities in India</i>. Sage Publications.</li> <li>▪ Karten, T. J. (2007). <i>More Inclusion Strategies that Work</i>. Corwin Press, Sage Publications.</li> <li>▪ King- Sears, M. (1994) <i>Curriculum- Based Assessment in Special Education</i>. California: Singular Publications.</li> <li>▪ Lewis, R. B. &amp; Doorlag, D. (1995) <i>Teaching Special Students in the Mainstream</i>. 4<sup>th</sup> Ed. New Jersey: Pearson.</li> <li>▪ McCormick, Sandra. (1999) <i>Instructing Students who Have Literacy Problems</i>. 3<sup>rd</sup> Ed., New Jersey: Pearson</li> </ul>		

<b>YEAR</b>	<b>II</b>	<b>MAEdu-303</b>	<b>CREDIT</b>	<b>04</b>
<b>SEMESTER</b>	<b>III</b>	<b>ENVIRONMENTAL EDUCATION</b>	<b>HOURS</b>	<b>60</b>

			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ To acquire knowledge to student about the concept of Environment and Ecology.</li><li>➤ To make awareness and create interest of student in Environmental Education.</li><li>➤ To enable the student-teachers understand about Pollution and its control.</li><li>➤ To develop a sense of responsibility towards about the Global Environmental problems.</li><li>➤ To develop reasonable understanding to the need for Conservation of the resources.</li><li>➤ To develop desirable attitude, values and respect for the Environment.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Environmental Education and Natural Resources</b> <ul style="list-style-type: none"><li>• Definition, Scope, Importance and Need of Environmental Education; Public awareness of Environmental Education.</li><li>• Natural Resources: Renewable and Non-renewable, Alternative energy.</li><li>• Problems associated with Natural Recourses such as Forest, Water, Food, Energy, Mineral, and Land.</li><li>• Equitable use of Natural Resources.</li><li>• Role of an Individual in Conservation of Natural Resources.</li></ul>			12 Hrs.
Unit - 2	<b>Ecosystems</b> <ul style="list-style-type: none"><li>• Concept of Ecosystem; Structure and Functions - Grass Land, Desert, Forest, and Aquatic.</li><li>• Energy flow in the Ecosystem.</li><li>• Food chains, Food webs and Ecological pyramids.</li><li>• Producer, Consumer and Decomposer, Ecological succession.</li><li>• Ecosystem restoration.</li></ul>			12 Hrs.
Unit - 3	<b>Biodiversity and Conservation</b> <ul style="list-style-type: none"><li>• Meaning and Concept of Biodiversity; Types of Biodiversity: Genetic, Species and Ecosystem diversity.</li><li>• Biodiversity at Global, National and Local levels and its values</li><li>• India as a Mega-Diversity Nation and Hot-spots of Biodiversity.</li><li>• Threats to Biodiversity: Habitat loss, Poaching of wildlife, Man-wildlife conflicts.</li><li>• Endangered and Endemic species of India.</li><li>• Conservation of biodiversity: <i>in-situ</i> and <i>ex-situ</i> conservation.</li></ul>			12 Hrs.
Unit - 4	<b>Environmental Pollution</b> <ul style="list-style-type: none"><li>• Pollution: 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.</li><li>• Solid Waste Management: Causes, Effects and Control measures of Urban and Industrial wastes; e-Waste</li></ul>			14 Hrs.

	<p>Management.</p> <ul style="list-style-type: none"> <li>• Role of an individual in prevention of Pollution. Pollution case studies.</li> <li>• Disaster management: Definition, Causes and Types.</li> <li>• Preventive and Precautionary Measures of Disaster Management with respect to Government and Non-government Agencies.</li> </ul>	
<b>Unit - 5</b>	<p><b><i>Social Concerns Towards Environment</i></b></p> <ul style="list-style-type: none"> <li>• Urban Problems; Water conservation, Rain Water Harvesting, Watershed Management.</li> <li>• Environmental ethics: Issues and Possible solutions.</li> <li>• Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear accidents and Holocaust. Case studies.</li> <li>• Environment Protection Acts. Air, Water, Wildlife, and Forest Conservation Act.</li> <li>• Issues involved in Enforcement of Environmental Legislation.</li> <li>• Role of Technology in Environmental Conservation and Sustainable Development.</li> </ul>	<b>10 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<p style="text-align: center;"><b>PRACTICUM</b>  <i>(The practicum hours are included in the syllabus hours)</i></p>		
<ul style="list-style-type: none"> <li>❖ Visit to a local area to document environmental assets - river/forest/grassland/ hill/Mountain.</li> <li>❖ Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.</li> <li>❖ Study of common plants, insects, birds.</li> <li>❖ Study of simple ecosystems - pond, river, hill slopes, etc.</li> </ul>		
<p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>▪ Agarwal, K.C. (2001). <i>Environmental Biology</i>, Bikaner: Nidi Publ. Ltd.</li> <li>▪ Brunner R.C., (1989). <i>Hazardous Waste Incineration</i>, McGraw Hill Inc.</li> <li>▪ Cunningham, W.P. Cooper, T.H. Gorhani, E &amp; Hepworth, M.T. (2001). <i>Environmental Encyclopedia</i>, Mumbai: Jaico Publ. House</li> <li>▪ Gleick, H.P. (1993). <i>Water in crisis, Pacific Institute for Studies in Dev., Environment &amp; Security</i>. Stockholm Env. Institute: Oxford Univ. Press.</li> <li>▪ Hawkins R.E., <i>Encyclopedia of Indian Natural History</i>, Bombay (R): Bombay Natural History Society</li> <li>▪ Heywood, V.H &amp; Waston, R.T. (1995). <i>Global Biodiversity Assessment</i>. Cambridge Univ. Press</li> <li>▪ Jadhav, H &amp; Bhosale, V.M. (1995). <i>Environmental Protection and Laws</i>. Delhi: Himalaya Pub. House.</li> <li>▪ Mckinney, M.L. &amp; School, R.M. (1996). <i>Environmental Science systems &amp; Solutions</i>, Web enhanced edition.</li> <li>▪ Miller T.G. Jr. <i>Environmental Science</i>, Wadsworth Publishing Co. (TB)</li> <li>▪ Nagaraju M.T.V., Ravinder, Ch., &amp; Gayatri. A. (2020). <i>Environmental Education</i>, Hyderabad: Neelkamal Publications</li> <li>▪ Rao M N. &amp; Datta, A.K. (1987). <i>Waste Water treatment</i>. Oxford &amp; IBH Publ. Co. Pvt. Ltd.</li> <li>▪ Sharma B.K., (2001). <i>Environmental Chemistry</i>, Meerut: Goel Publ. House.</li> <li>▪ Trivedi R.K., <i>Handbook of Environmental Laws, Rules Guidelines</i>, New Delhi.</li> <li>▪ Wanger K.D., (1998). <i>Environmental Management</i>. Philadelphia, USA: W.B. Saunders Co.</li> </ul>		

<b>YEAR</b>	<b>II</b>	<b>MAEdu-304</b>	<b>CREDIT</b>	<b>03 + 03</b>
<b>SEMESTER</b>	<b>III</b>	<b>SCHOOL INTERNSHIP PROGRAMME</b>	<b>HOURS</b>	<b>45 + 45</b>
		<b>[Paper 304 (a) &amp; 304 (b)]</b>	<b>MARKS</b>	<b>150</b>



<b>Course Outcomes:</b>	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"> <li>➤ How to teach the Pedagogy subject for the school children.</li> <li>➤ Write the lesson plan for the school subject.</li> <li>➤ To organize the achievement test on the school subject.</li> <li>➤ To enable the student-teachers understand about School environment and its function.</li> <li>➤ To develop a sense of responsibility towards about the Teaching.</li> <li>➤ To develop reasonable understanding to the needs of students learning.</li> <li>➤ To develop desirable attitude, values and respect for the school students.</li> </ul>				
<b>Course Code</b>	<b>Paper Name</b>	<b>Marks for Teaching Records (2 Credits)</b>	<b>Final Practical Teaching Lesson (1 Credit)</b>	<b>Total Marks</b>	<b>Total Credits</b>
304	Paper 304 (a) - Pedagogy of Physical Science / Social Sciences	50 (Internal)	25* (External)	75	3
	Paper 304 (b) - Pedagogy of Mathematics / Biological Science / English / Hindi	50 (Internal)	25 (Internal)	75	3

\* External Marks will be awarded by the examiner(s) those who are appointed by the competent authority for B.Ed. Degree School Internship Programme may after supervision and evaluation. The remuneration is provided separately for this task.

YEAR	II	MAEdu - 305 RESEARCH PLAN PROPOSAL (Preparation and Presentation)	CREDIT	02
SEMESTER	III		HOURS	30
			MARKS	50 (Internal)
Nature of Work:	<ul style="list-style-type: none"><li>➤ The student has to prepare a research proposal for his/her dissertation work.</li><li>➤ The student should submit the research proposal along with the presentation before the Departmental Research Committee.</li><li>➤ The research supervisor of the candidate in consultation with the DRC members can incorporate if any corrections raised by the members.</li><li>➤ The research supervisor of the candidate can give the score for the research plan proposal to the candidate.</li></ul>			

**SEMESTER – IV**

YEAR	II	MAEdu-401 COMPARATIVE EDUCATION	CREDIT	04
SEMESTER	IV		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand the concept, significance and scope of Comparative Education.</li><li>➤ Acquaint with the various approaches to study of Comparative Education; and also factors affecting development of education.</li><li>➤ Comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries.</li><li>➤ Know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration.</li><li>➤ 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.</li><li>➤ Understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Conceptual Framework of Comparative Education</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Concept, Significance and Scope of Comparative Education.</li><li>• Factors Affecting Development of Educational System.</li><li>• Approaches to the study of Comparative Education: Historical, Philosophical and Sociological views.</li></ul>			
Unit - 2	<b>A Comparative Reflections on Teacher Education (Finland and India)</b>			10 Hrs.
	<ul style="list-style-type: none"><li>• Concept, Importance and Scope of Curriculum.</li><li>• Practice Teaching</li><li>• Evaluation System</li></ul>			
Unit - 3	<b>Structure of Educational System: A Comparative Study</b>			14 Hrs.
	<ul style="list-style-type: none"><li>• A comparative study of education in United States of America and United Kingdom with special reference to Primary Education, Secondary Education and Higher Education.</li></ul>			
Unit - 4	<b>Comparative Reflections on Recent Trends and Best Practices in Education</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.</li><li>• Vocational Education: USA, UK &amp; India.</li><li>• Technical and Digital Education: USA, UK &amp; India.</li><li>• Educational Administration in USA, UK &amp; India.</li></ul>			
Unit - 5	<b>Current Issues and Significance of Research in Education</b>			12 Hrs.
	<ul style="list-style-type: none"><li>• Issues: Poverty, Population explosion, Environmental</li></ul>			

	<p>degradation, Human trafficking, Terrorism, Unemployment, Illiteracy, Inequality of Educational opportunities.</p> <ul style="list-style-type: none"> <li>• Role of various International Agencies: UNO, SAARC, UNICEF, and UNESCO.</li> <li>• Role of various National scheme in Education: SSA, RMSA, RUSSA, SDG and RTE.</li> </ul>	
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> <i>(The practicum hours are included in the syllabus hours)</i> <u><i>(Any One of the Following for Internal Assessment)</i></u>		
<ul style="list-style-type: none"> <li>❖ Preparation and presentation on comparative analysis of education system of any two countries.</li> <li>❖ Preparing a report on some current issues and also measures taken by concern International agencies.</li> <li>❖ Group discussion will be organized on some given topics towards comparative education</li> <li>❖ Students will review various researches carried out in this area and also will be identifying dearth research topics.</li> <li>❖ Writing a report on the best practices of teacher training programs in India and Finland</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Beredy, G.Z.F. (1964). <i>Comparative Methods in Education</i>. New Delhi: Oxford &amp; East Publishing Co.</li> <li>▪ Blavic, Emile. (1987). <i>Primary Education: Development and Reform, Perspectives in Education</i>. In Education, Vol 3, 153-60.</li> <li>▪ Cantor, Leonard. (1989). <i>The Re-visioning of Vocational Education in American High School</i>. In <i>Journal of Comparative Education</i>, Vol 25, Number 2.</li> <li>▪ Carlton, R., Colley and Machinnon. (1977). <i>Educational change and Society</i>. Toronto: Gage Educational Publishing.</li> <li>▪ Carnoy, M.H. Levin. (1985). <i>Schooling and Work in the Democratic State</i>. California: Stanford University Press.</li> <li>▪ Dearden, R.F. (1970). <i>The Philosophy of Primary Education</i>. London: Routledge and Kegan Paul Ltd.</li> </ul>		

YEAR	II	MAEdu-402 EDUCATIONAL STATISTICS	CREDIT	04
SEMESTER	IV		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On Completing of this course the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand and describe the basic concepts of quantitative and qualitative data in educational research.</li><li>➤ Apply appropriate descriptive and inferential statistical techniques to analyze data.</li><li>➤ Interpret relationships among variables using correlation and regression.</li><li>➤ Demonstrate proficiency in using statistical software such as Excel and SPSS.</li><li>➤ Develop skills for analyzing and presenting data in research reports.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Descriptive Analysis of Quantitative Data</b> <ul style="list-style-type: none"><li>• Types of data: Nominal, Ordinal, Interval, and Ratio.</li><li>• Levels of data: Individual and Group.</li><li>• Graphical Presentation: Bar graphs, Histograms, and Pie charts.</li><li>• Central tendencies and dispersion: Mean, Median, Mode, Range, and SD.</li><li>• Normal distribution: Characteristics, Empirical rules, NPC, Percentile ranks, and z-scores.</li></ul>			12 Hrs.
Unit - 2	<b>Data Relations and Correlations</b> <ul style="list-style-type: none"><li>• Relationships in data: Scatter plots, Interpretation.</li><li>• Correlation: Product moment, Rank, Biserial, Point-biserial, Tetrachoric.</li><li>• Partial and multiple correlation.</li><li>• Linear Regression: concepts, Regression equation, Interpretation of slope and intercept.</li><li>• Prediction accuracy and limitations.</li></ul>			12 Hrs.
Unit - 3	<b>Non-Parametric Tests</b> <ul style="list-style-type: none"><li>• Chi-square test: goodness of fit and test of independence.</li><li>• Contingency coefficients and interpretation.</li><li>• Sign test, Rank test, Median test – Concepts, assumptions, and applications.</li><li>• Use of non-parametric techniques in educational research.</li><li>• Limitations and applications of non-parametric methods.</li></ul>			12 Hrs.
Unit - 4	<b>Hypothesis Testing and Parametric Procedures</b> <ul style="list-style-type: none"><li>• Estimation and sampling distribution.</li><li>• Concept of standard error and confidence intervals.</li><li>• Hypothesis testing: Null and Alternative Hypotheses.</li><li>• Types of error (Type I &amp; II), significance levels and interpretation.</li><li>• t-test: One Sample, Paired, and Independent.</li></ul>			12 Hrs.

	<ul style="list-style-type: none"> <li>ANOVA and ANCOVA: Assumptions, computation, and interpretation.</li> </ul>	
<b>Unit - 5</b>	<b>Statistical Applications in Education</b> <ul style="list-style-type: none"> <li>Use of SPSS/Excel for data entry, analysis, and reporting.</li> <li>Application of statistical analysis in dissertation and action research.</li> <li>Interpretation and reporting of statistical findings.</li> </ul>	<b>12 Hrs.</b>
<b>Mode of Transaction-</b> Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.		
<b>PRACTICUM</b>		
<i>(The practicum hours are included in the syllabus hours)</i>		
<b><u>(Any One of the Following for Internal Assessment)</u></b>		
<ul style="list-style-type: none"> <li>❖ Presentation/demonstration on any statistical concept using SPSS or Excel.</li> <li>❖ Critical review of an empirical research article using statistical analysis.</li> <li>❖ Group exercises on hypothesis testing or correlation analysis.</li> <li>❖ Develop a statistical analysis plan for dissertation work.</li> <li>❖ Create and present graphs/charts based on a given dataset.</li> </ul>		
<b>SESSIONAL WORK</b>		
<b>Students shall undertake any one of the following:</b>		
<ul style="list-style-type: none"> <li>❖ Critical analysis of statistical tools in published research.</li> <li>❖ Design of graphs and visual representation of educational data.</li> <li>❖ Selection of appropriate statistical tests for research problems.</li> <li>❖ Hypothesis formulation and testing using real or simulated data.</li> <li>❖ SPSS/Excel analysis reports with interpretation.</li> </ul>		
<b>REFERENCES:</b>		
<ul style="list-style-type: none"> <li>Aggarwal, Y. P. (1998). <i>Statistical Methods: Concepts, Applications and Computation</i>. New Delhi: Sterling Publishers.</li> <li>Conover, W.J. (1971). <i>Practical Non-Parametric Statistics</i>. Wiley.</li> <li>Ferguson, G.A. (1981). <i>Statistical Analysis in Psychology and Education</i>. McGraw-Hill.</li> <li>Garrett, H.E. &amp; Woodworth, R.S. (2017). <i>Statistics in Psychology and Education</i>. New Delhi: Surjeet Publications. (Indian edition)</li> <li>Gibbons, J.D. (1971). <i>Non-Parametric Statistical Inference</i>. McGraw-Hill.</li> <li>Glan, G.V., &amp; Hopkins, K.D. (1996). <i>Statistical Methods in Education and Psychology</i>. Allyn &amp; Bacon.</li> <li>Guilford, J.P., &amp; Fruchter, B. (1987). <i>Fundamental Statistics in Education and Psychology</i>. McGraw-Hill.</li> <li>Gupta, S.P. (2014). <i>Statistical Methods</i>. New Delhi: Sultan Chand &amp; Sons.</li> <li>Henry, G.T. (1995). <i>Graphing Data: Techniques for Display and Analysis</i>. Sage.</li> <li>Howell, D.C. (1997). <i>Statistical Methods for Psychology</i>. Duxbury Press.</li> <li>Huck, S.W. (2007). <i>Reading Statistics and Research</i>. Allyn &amp; Bacon.</li> <li>Mangal, S.K. (2019). <i>Statistics in Psychology and Education</i>. New Delhi: PHI Learning Pvt. Ltd.</li> <li>Popham &amp; Sirohi (1993). <i>Educational Statistics: Use and Interpretation</i>. Harper Collins.</li> <li>Sharma, R.A. (2017). <i>Fundamentals of Educational Research and Statistics</i>. Meerut: R. Lall Book Depot.</li> </ul>		

YEAR	II	MAEdu-403 TRIBAL EDUCATION	CREDIT	04
SEMESTER	IV		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understanding the tribes of India.</li><li>➤ Understanding the importance of the Tribal Art and Culture and their way of presentation.</li><li>➤ Understand the different Tribal Culture, Festivals and Dance forms.</li><li>➤ Understand Tribal Histories, Cultures, Values, and Languages.</li><li>➤ Respect and Integrate Indigenous knowledge systems in Teaching.</li><li>➤ Learn techniques to increase participation and motivation among Tribal Students.</li><li>➤ Participate in Workshops, Seminars, and Training programs focused on Tribal Education.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Tribes and Education</b> <ul style="list-style-type: none"><li>• Concept and definition of tribes in Indian context; Classification of Tribes on the basis of Language and Culture.</li><li>• Educational Perspective of Tribes in India; Understanding of Indigenous Knowledge; Language and Cultural Disconnect.</li><li>• Structural Challenges and Disparities and Emerging Trends.</li><li>• Constitutional Provisions and Legislation, and Constitutional amendments.</li><li>• Social Change: Education, Reservations, Movements, Migration and Mobility.</li><li>• Tribal Festivals, Fares, and Magic.</li></ul>			08 Hrs.
Unit - 2	<b>Tribal Culture, Art, and Practices</b> <ul style="list-style-type: none"><li>• Concept of Tribal Culture and Arts.</li><li>• Types of Tribal Culture – Hunter - Gatherer, Pastoral, Agricultural, Artisan Tribes based on Language and Race.</li><li>• Tribal paintings - Worli art, Gond art, Madhunbani art, Kalamkari art.</li><li>• Tribal Arts and Socio-Cultural beliefs.</li><li>• Tribal Practices: Music, Drama, Dance, and Folklore.</li><li>• Tribal Culture, and Arts in Education.</li></ul>			12 Hrs.
Unit - 3	<b>Government Policies and Initiatives</b> <ul style="list-style-type: none"><li>• Policies and Programmes for Tribal Development in India; Tribal livelihood intervention; Tribal Rights, Movements and Governance.</li><li>• Eklavya Model Residential Schools (EMRS), Ashram Schools, Sarva Shiksha Abhiyan (SSA) with Tribal components.</li><li>• Curriculum Design &amp; Pedagogy for Tribal Classrooms; Culturally responsive curriculum, MTB MLE, Curriculum development methods.</li><li>• Role of Government, Non-Governmental Organizations, Voluntary, Community Based Organizations in Tribal development.</li><li>• Empowerment of Tribal women.</li></ul>			12 Hrs.



<b>Unit - 4</b>	<b>Challenges and Issues in Education of Tribes</b>	<b>14 Hrs.</b>
	<ul style="list-style-type: none"> <li>• Access and Infrastructure; Schools, Roads, Electricity, and Shortage of qualified teachers especially in Tribal Languages and Dialects.</li> <li>• Dropout Rates in Tribes at different levels of Education; Factors for Dropouts: Poverty, Child labour, Migration, Early marriage, Language barriers.</li> <li>• Language Barriers in Education for Tribes.</li> <li>• Digital Divide: Digital infrastructure, Internet connectivity, and Technological training.</li> <li>• Socio Economic problems of Tribes.</li> </ul>	
<b>Unit - 5</b>	<b>Strategies and Solutions</b>	<b>14 Hrs.</b>
	<ul style="list-style-type: none"> <li>• Mother Tongue Based Multilingual Education (MTB-MLE): Early education in the tribal language with gradual transition to regional/national languages.</li> <li>• Community Involvement: Inclusion of Tribal elders, Parents, and Leaders in School Governance and Curriculum development.</li> <li>• Educational Provisions and Incentives: Residential Schools, Hostels, Scholarships, and other Financial support to encourage enrolment and retention.</li> <li>• Mobile Schools/Hostels: Addressing the migration and distance issues; Hiring local educated as Teachers.</li> <li>• Cultural awareness and training for teachers in the tribal context.</li> </ul>	
<b>Mode of Translation-</b> Lecture, Discussion, Case Study, Experiments, Problem Solving, Film Show etc.		
<b>PRACTICUM</b>		
<b><i>(The practicum hours are included in the syllabus hours)</i></b>		
<b><i>(Any One of the Following for Internal Assessment)</i></b>		
<ul style="list-style-type: none"> <li>❖ Conduct a small research project on a relevant issue (e.g., dropout rates, language barriers, girl child education, etc.).</li> <li>❖ Documentary of tribal culture and way of living.</li> <li>❖ Visit government and NGO-run tribal schools (e.g., Ashram Schools, Eklavya Model Residential Schools).</li> <li>❖ Observe classroom teaching, infrastructure, and student-teacher interaction.</li> <li>❖ Interact with teachers, students, parents, and community members.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Bhowmick, P.K., Singh, K., &amp; Rajak, M.P. (2016). <i>Tribal Health in North East India</i>, New Delhi.</li> <li>▪ Hasnain Nadeem (2017), <i>Tribal India</i>.</li> <li>▪ Lousaunam, M.O. and Sobo, E.J. (1997). <i>The cultural context of Health, Illness and Medicine</i>. – Westport, ct: Bergin and Garvey.</li> <li>▪ Mohanty, Namita (2013), <i>Tribal Education Issue and Approaches</i>, Satprakash Katla, New Delhi.</li> <li>▪ Pani, P.K. (2014). <i>Tribes and Tribal Problems</i>, Classical Publicating Company, Karampura, New Delhi.</li> <li>▪ Taneja, B.K. (2014). <i>Changing Tribal Society in Indian issue and Challenges</i>. Abhijeet Publications, New Delhi.</li> <li>▪ <a href="http://htindia.com/blog/indian-folk-and-tribal-dances/">http://htindia.com/blog/indian-folk-and-tribal-dances/</a></li> <li>▪ <a href="http://www.tourmyindia.com/blog/the-indigenous-colour-of-india-the-indian-tribes/">http://www.tourmyindia.com/blog/the-indigenous-colour-of-india-the-indian-tribes/</a></li> </ul>		

YEAR	II	MAEdu-404 (B) LIFE LONG EDUCATION	CREDIT	04
SEMESTER	IV		HOURS	60
			MARKS	100 (60+40)
Course Outcomes:	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand the Conceptual framework of Adult and Lifelong Learning.</li><li>➤ Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.</li><li>➤ Understand the Role of Lifelong Learning in the context of Globalization.</li><li>➤ Understand International practices across the world.</li></ul>			
<b>Course Content / Syllabus</b>				
Unit - 1	<b>Basics of Lifelong Education</b> <ul style="list-style-type: none"><li>• Concepts, Scope, Aims, and Importance of Lifelong Education</li><li>• Adult Education, Lifelong Learning, Continuing and Extension Education.</li><li>• Lifelong Education - Pre-independence and Post-independence period.</li></ul>			08 Hrs.
Unit - 2	<b>Lifelong Education: Eminent Thinkers</b> <ul style="list-style-type: none"><li>• Views of National Thinkers on Lifelong Education: Vivekananda, M.K. Gandhi, Tagore, Zakir Hussain, Gijubhai Badheka.</li><li>• Views of International Thinkers on Lifelong Education: Frank Charles Laubach, Ivan Illich, Paulo Freire.</li><li>• Values of Lifelong Education and its practices.</li></ul>			12 Hrs.
Unit - 3	<b>Social Awareness Through Lifelong Learning</b> <ul style="list-style-type: none"><li>• Life orientation by Lifelong learning.</li><li>• Social Awareness through Environmental movements in India and abroad for a healthy life.</li><li>• Social Exclusion and Social Justice; Dalit Movement and its developments – Agrarian Relations for sustaining rural lives.</li><li>• Women’s Empowerment.</li></ul>			12 Hrs.
Unit - 4	<b>Value-Based Developmental Programmes</b> <ul style="list-style-type: none"><li>• Evolving institutions for sustainable livelihoods.</li><li>• National and International Missions on Lifelong learning.</li><li>• Consumer Awareness.</li><li>• Capacity building programs - National Rural Livelihood Mission (NRLM), Jan Dhan Yojana (JDY), Tribal welfare programs, and Skill India Program.</li></ul>			14 Hrs.
Unit – 5	<b>Current Trends in Lifelong Learning in India</b> <ul style="list-style-type: none"><li>• State intervention in Social and Economic development: Vulnerable groups - Street Children, Bonded Labour, Gender Sensitization, and Tribal well-being.</li><li>• Engagement of Non-Government Organisations in Social development - Use of Technology and Innovations in Lifelong Learning.</li></ul>			14 Hrs.

**Mode of Transaction-** Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show etc.

**PRACTICUM**

*(The practicum hours are included in the syllabus hours)*

**(Any One of the Following for Internal Assessment)**

- ❖ 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:**

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- Anand, S. & Sen, A.K (1996), *Sustainable Human Development: Concepts and priorities*, Office of development studies, Discussion paper, no. 1. New York: UNDP.
- Arunachalam. J (2005), *Women's Equality – A Struggle for Survival*: Gyan Publishing House, New Delhi.
- Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.
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- Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.
- John, Mary E (1996) *Gender and Development in India, 1970s-1990s* Some Reflections on the Constitutive Role of Contexts, EPW, Vol. 31, Issue No. 47, 23 Nov. Learning.
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- Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.
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- Redeliff, Michelle (1995) *Sustainable Development*. Canada: Routledge Publication.
- Roger, Harrison (Ed.2002) *Supporting Lifelong Education*, London: Rutledge.
- Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association.
- Sharma, S.C. (1987), *Media Communication and Development*, Jaipur: Rawat Publication.
- Singh, Madhu. (Ed.2002) *Lifelong Learning*, Humberg: UNESCO Institute of Lifelong
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<b>YEAR</b>	<b>II</b>	<b>MAEdu-404 (C)</b> <b>OPEN AND DISTANCE LEARNING</b>	<b>CREDIT</b>	<b>04</b>
<b>SEMESTER</b>	<b>IV</b>		<b>HOURS</b>	<b>60</b>

		MARKS	100 (60+40)
<b>Course Outcomes:</b>	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"><li>➤ Understand about the Meaning, Objectives, Scopes and Historical Background of Open and Distance Learning.</li><li>➤ understand the Difference Types of Educations and Challenges of Equivalent to Face-to-Face Education.</li><li>➤ understand the Course design steps and deliver systems to Learners.</li><li>➤ know the Self Learning Instructional Materials Types of used in Teaching in Distance Mode.</li><li>➤ know the Admission without Hindrance, Work Process of Study Canters, PCP or Counselling, Assignment and Examination Evaluation Process.</li></ul>		
<b>Course Content / Syllabus</b>			
<b>Unit - 1</b>	<b>Introduction of Open and Distance Learning</b> <ul style="list-style-type: none"><li>• Open and Distance Learning: Meaning, Definitions, Aims, Objectives, Importance, Scope, Characteristics, Historical Background, and Educational Implications.</li><li>• Different forms of Education: Formal Education, Informal Education, Correspondence Education, Open Education, Distance Education and Self Education.</li><li>• Development of Distance Education in Independent India; Recommendations of different Committees and Commissions on quality in Distance Education.</li></ul>	<b>10 Hrs.</b>	
<b>Unit - 2</b>	<b>Self-Learning Metrical</b> <ul style="list-style-type: none"><li>• Self-Learning Material (SLM): Meaning, importance and features in distance education; Types of Self Learning Materials in Distance Education: Print Material, Audio, Video and Web Based Interactive Materials.</li><li>• Scope of selection, processing, evaluation and editing of Self Learning Material.</li><li>• Course development and delivery system.</li></ul>	<b>12 Hrs.</b>	
<b>Unit - 3</b>	<b>Learner Support Services</b> <ul style="list-style-type: none"><li>• Learner Support Services: Modal Study Centers, Regional Study Centers and Student Study Centers.</li><li>• Learners Characteristics, Problems and admission and learning Methods.</li><li>• On-line classes and workshop.</li><li>• Personal Contact Programme (PCP).</li></ul>	<b>12 Hrs.</b>	
<b>Unit - 4</b>	<b>Strategies and Sources in Distance Education</b> <ul style="list-style-type: none"><li>• Use of Sources: Importance of Internet, Television, CCTV, Teleconferencing, Smart Phones and online classes. New Approaches in Distance Education: E-Learning, Blended learning, OER, MOOCs,</li><li>• Counselling Service and Counselor Qualities.</li><li>• Assignment, Examinations, and Evaluation Process in Distance Education.</li></ul>	<b>14 Hrs.</b>	
<b>Unit - 5</b>	<b>Open and Distance Learning in the Present Scenario</b>	<b>12 Hrs.</b>	

	<ul style="list-style-type: none"> <li>• Open and Distance Learning: Issues and Challenges in the present scenario Quality enhancement, monitoring, evaluation and feedback</li> <li>• Role of Central Government, State Government, and Non-Governmental Organizations in the promotion of distance education.</li> <li>• Distance Education Bauru (DEB).</li> </ul>	
<b>Mode of Translation-</b> Lecture, Discussion, Case Study, Experiments, Problem Solving, Film Show etc.		
<b>PRACTICUM</b> (The practicum hours are included in the syllabus hours) (Any One of the Following for Internal Assessment)		
<ul style="list-style-type: none"> <li>❖ To Prepare a Research Paper different aspects of On Line and Distance Education.</li> <li>❖ A Survey of Research Report submitted any Distance University or Center.</li> <li>❖ Preparation of PPT and Assignment in any unit Guidelines for Teachers.</li> <li>❖ A Project work on any topic for current issues and improvement for Open and Distance Education.</li> <li>❖ A Survey Reports of Center and State Government Enrolment and Importance of Open and Distance Education.</li> </ul>		
<b>REFERENCES:</b> <ul style="list-style-type: none"> <li>▪ Bhaskara, D. (2001). <i>Distance Education in Different Countries</i>. APH Publishing Corporation New Delhi.</li> <li>▪ Goel, I., and Goel, S.G. (2000). <i>Distance Education in the 21<sup>st</sup> Century</i>. Deep Publications Pvt. Ltd. New Delhi-110027.</li> <li>▪ IGNOU (n.d). <i>Open and Distance Learning: Theory and Practice, Training Module for Academic Counsellors</i>, New Delhi: STRIDE</li> <li>▪ Kumar, Dinesh. (2015). <i>Educational Research Analysis</i>. Meerut: Anu Book.</li> <li>▪ Kumar, Dinesh. (2019). <i>Teacher Education</i>. New Delhi: Indu Book Service, 21 Ansari Road, Daryagange.</li> <li>▪ Nagaraju M.T.V. (2014). <i>Quality concerns in Distance Teacher Education</i>, New Delhi: Commonwealth Publishers Pvt. Ltd.</li> <li>▪ Reddy, V. V., and Manulika. S. (2000). <i>The World of Open and Distance Learning</i>. Viva Books Pvt. Ltd. New Delhi.</li> <li>▪ Sahoo, P.K. (1994). <i>Open Learning System</i>. Uppal Publishing House New Delhi.</li> <li>▪ Sharma, R.A. (1995). <i>Distance Education: Theory, Practice and Research</i>.</li> <li>▪ STRIDE (2008): ES-311 <i>Growth and Philosophy of Distance Education</i>, Block -1 Socio-Academic Issues, Indira Gandhi National Open University (IGNOU), New Delhi</li> </ul>		

YEAR	II	MAEdu - 405 DISSERTATION and VIVA-VOCE	CREDIT	04
SEMESTER	IV		HOURS	60
			MARKS	100

				(60 External + 40 Internal)
<b>Course Outcomes:</b>	<b>On completion of this course, the students will be able to:</b> <ul style="list-style-type: none"> <li>➤ The student has to prepare a dissertation based on the research proposal submitted during the 3rd semester.</li> <li>➤ The research supervisor has to supervise and ensure the candidate to complete the dissertation research work.</li> <li>➤ The student has to submit the certified dissertation work from the research supervisor through Head of the Department.</li> <li>➤ The student has to give the presentation on his/her dissertation work before the open viva-voce committee and defend on his/her research work.</li> <li>➤ The viva-voce committee will examine the dissertation work and raise the clarification from the student if any.</li> <li>➤ The external examiner can give the score in consultation with the viva-voce committee</li> </ul>			