॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड
'ज्ञानतीर्थ', विष्णुपुरी, नांदेड – ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED
'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA
Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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प्रस्तुत विद्यापीठाच्या सर्व संलग्नित महाविद्यालयातील आंतर विद्याशाखेमधील एम.ए. शिक्षणशास्त्र या विषयाचा अभ्यासक्रम शैक्षणिक वर्ष २०२१–२२ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ०१ जुन २०२१ रोजीच्या अंतरविद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे व दिनांक १२/०६/२०२१ रोजी संपन्न झालेल्या ५१ व्या मा. विद्या परिषद बैठकीतील **विषय क्र.२९/५१–२०२१** च्या ठरावानुसार प्रस्तुत विद्यापीठातील सर्व संलग्नित महाविद्यालयातील पद्व्युत्तर स्तरावरील **M.A. Education** प्रथम व द्वितीय वर्षाचा अभ्यासक्रम शैक्षणिक वर्ष २०२१–२२ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेत–स्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.: शैक्षणिक–१/पद्व्युत्तर/एम.ए/सीबीसीएस
अभ्यासक्रम/२०२१–२२/१८२

दिनांक : ०९.११.२०२१.

स्वाक्षरित/–
सहा.कुलसचिव
शैक्षणिक (१–अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

१) मा. अधिष्ठाता, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
२) मा. सहयोगी, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
३) मा. कुलसचिव,यांचे कार्यालय, प्रस्तुत विद्यापीठ.
४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
५) मा. प्राचार्य, सर्व संलग्नित शिक्षणशास्त्र महाविद्याये, प्रस्तुत विद्यापीठ.
६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.

SWAMI RAMANAND TEERTH MARATHWADA

UNIVERSITY, NANDED

STRUCTURE AND SYLLABUS

For award of degree of

MASTER OF ARTS

(Education)

Introduced from Academic year 2021 onwards for all affiliated

colleges and Subject to revise from time to time

2021-22

Introduction:

Swami Ramanand Teerth Marathwada University, Nanded is introducing a new post graduate course Master of Arts (Education) in the Faculty of Education from academic year 2009. This course is equivalent to M.Ed. program that already being run in the jurisdiction. M. A. Education will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

The General Objectives of M.A.(Education) Course are as

1. To prepare professional personnel required for staffing of the Colleges of Education.

2. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.

3. To prepare personnel for various educational services.

4. To enable to understand, analyze, evaluate Philosophical, Social, Economic, Cultural, Psychological concern of Education.

Duration of the Course

The course for the Master of Arts (M.A.-Education) Regular, semester Pattern shall be of two academic year having four semesters. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Eligibility for Admissions:

a. A candidate, who has passed the B.Ed., B. A. with Education Examination of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45%.

b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university in this respect from time to time.

c. The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.

Medium:

a. Medium of Instruction: -

The medium of instruction for this course will be Marathi or English. Concerned department can make arrangement and is permitted to do so by the University.

b. Medium of Dissertation: -

The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi or English irrespective of the medium of Instruction, but not different from the medium of the Examination.

c. Medium of Examination:

-The medium of the Examination shall be Marathi or English.

Attendance

a. A candidate desiring to appear for the M.A. (Education) examination must attend the College recognized for this purpose.

b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 75% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.

c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.

d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

Course Structure:

Semester I:

Course code	Title	MSE		ESE		Total	
		Credits	marks	Credits	marks	Credits	marks
EDUCC-101	Philosophical Foundations of Education	2	50	2	50	4	100
EDUCC-102	Psychological Foundation of Education	2	50	2	50	4	100
EDUCC-103	Elementary Level School Education	2	50	2	50	4	100
EDUEC-104	Inclusive Education /Education Technology	2	50	2	50	4	100

Semester II

Course code	Title	MSE		ESE		Total	
		Credits	marks	Credits	marks	Credits	marks
EDUCC-201	Sociological Foundations of Education	2	50	2	50	4	100
EDUCC-202	Methodology in Educational Research	2	50	2	50	4	100
EDUCC-203	Teacher Education	2	50	2	50	4	100
EDUEC-204	Senior and Senior Secondary School Education/ Women's' Education	2	50	2	50	4	100

Semester III

Course code	Title	MSE		ESE		Total	
		Credits	marks	Credits	marks	Credits	marks
EDUCC-301	Educational Studies	2	50	2	50	4	100
EDUCC-302	Educational Management and Administration	2	50	2	50	4	100
EDUEC-303	Educational Evaluation / Yoga and Health Education / SWAYAM -NPTEL or courses recognized by the university	2	50	2	50	4	100
EDUSEC-304	Practicum & Field study	2	50	2	50	4	100

EDUSEC304	Practical & Field Study	MSE	ESE*
1	Practice teaching observation (minimum 5 lessons)	10	10
2	Extension/ Community work related to Health, nutrition, cleanliness, literacy and other educational Issues	05	05
3	Internship at Teacher Education Institutions (02 weeks)	15	15
4	Seminar on Comprehensive issues	10	10
5	Paper presentation at state/ National level (minimum 1)	10	10
	Total (*University will appoint external examiner for viva voce)	50	50

Semester IV

Course code	Title	MSE		ESE		Total	
		Credits	marks	Credits	marks	Credits	marks
EDUCC-401	Curriculum Studies	2	50	2	50	4	100
EDUEC-402	Historical Development of Education in India	2	50	2	50	4	100
EDUSEC-403	ICT in Education/ Economics of Education/ SWAYAM -NPTEL or courses recognized by the university	2	50	2	50	4	100
EDUSEC-404	Dissertation and Viva Voce	2	50	2	50	4	100

Grand Total: Semester I (16 Credits) 400 + Semester II (16 Credits) 400 + Semester III (16 Credits) 400 + Semester IV (16 Credits) 400= **1600 (64 credits)**

Scheme of Examination

The examination for the degree of M.A. (Education) course shall be both External (ESE) & Internal (MSE) modes. External exam will be arranged by University. Internal assessment is to be followed by own examination department of college. External referee for viva voce will be appointed by University.

1. **Mid Semester Evaluation (MSE):** MSE aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned college. **MSE** will be done on a continuous basis during the year with prescribed assessment components.

2. **The components selected for MSE** may be: Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the Board of Studies.

3. Components of internal evaluation are to have a time frame for completion by students, and concurrent and continuous evaluation by teachers.

4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each course is 50% for Mid Semester Evaluation (MSE).

5. **Mid Semester Evaluation (MSE):** This is to be carried out at the end of each Semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Evaluation (ESE) is based on written examination. These examinations shall be at the end of each semester.

Examination/Evaluation Rules

The evaluation of the student will be mainly on

1. **Mid Semester Evaluation (MSE)** and

2. **End Semester Evaluation (ESE).**

   The ratio of MSE and ESE is 50:50

Passing Rules:

The MSE and ESE have different passing heads and Minimum passing: 50% of passing for each course in each head separately.

Integration of MSE and ESE:

1. A student failed in MSE shall have to appear for ESE again in that particular course/paper. In a particular paper if a student failed in internal (MSE), he deemed to be failed in that course and he has to reappear for MSE and ESE irrespective of the marks he got in ESE.

2. If a student passed in MSE and failed in ESE, the student needs to appear for ESE only in his next attempt and the MSE marks shall be carried.

3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in winter/summer season. However, the student has to clear the course in the prescribed maximum period for that course.

4. MSE marks will not change. A student cannot repeat MSE. In case s/he wants to repeat MSE, then s/he can do so only by registering the said course during the semester in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.

5. Students who have failed in a course may reappear for the ESE only twice in the subsequent period.

6. If student fail to acquire required Credits within four years from admission period, such student has to acquire Credits with prevailing / revised syllabus at that time.

7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).

9. While marks will be given for all examinations, they will be converted into grades. The end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

Mechanics of Credit Calculation:

As per SRTMUN standard for M.Ed.,

- 01Credit=   16 contact hours for theory courses &

    32 contact hours for practicum/internal etc.

- 01 credit=   25 marks

Credit Point (P):

Credit point is the value obtained by multiplying the grade point (G) by the credit

(C P) = G x C.

Grade Point:

I. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points (**P**) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

II. Cumulative Grade Point Average (CGPA):

'Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

Assessment and Grade point average:

The system of evaluation will be as follows: Each MSE and ESE will be evaluated in terms of marks. The marks for MSE and ESE will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

Table 1: Conversion of marks to grades in credit system

Marks (courses of 4 credits)	Marks (courses of 2 credits)	Marks (courses of 01 credit)	Grade	Grade Points
100-90	50-45	25-23	S	10
89-80	44-40	22-21	O	09
79-70	39-35	20-18	A+	08
69-60	34-30	17-16	A	07
59-55	29-26	15-14	B+	06
54-45	27-23	13-12	B	05
44-40	22-20	11-10	C+	04
39 and Less FC	19--	9--	FC	0 (Fail but Continue)
39 and Less (Internal)	19--	9--	FR	0 (Fail and Repeat the course)

A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that

course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

The Semester Performance Index (SPI) gives weighted performance index of a semester with reference to the credits of a course.

The SPI shall be calculated as-

$$SPI = \frac{\text{Total Earned Grade Pointes (as given above) for the Year}}{\text{Total Credits for the semester}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 **X** Credits for the Course

Semester Grade Point Average (SGPA): The performance of the student in a semester is indicated by number called SGPA. It shall be calculated as follows:

$$SGPA = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the semester}}$$

Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II+III+IV semester)}}{\text{Total credits for the Program}}$$

of the grade points obtained in all courses registered by the student since he / she entered the department.

Final Grade: Table -2

CGPA		Grade
09.00-10.00	S:	Super
08.00-08.99	O:	Outstanding
07.50-07.99	A+:	Excellent
07.00-07.49	A:	Very Good
06.00-06.99	B+:	Good
05.00-05.99	B:	Satisfactory
04.00-04.49	C+:	Pass
00.00-03.99	F:	Fail

i)   'B+' Grade is equivalent to at least 55% of the marks as per circular No. UGC- 1298/ [4619] UNI- 4 dated December 11, 1999.

ii)   " A" Grade is equivalent to first class

iii)   If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded 'C+' grade).

iv)   If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.

v)   For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 20 credits.These courses will be from theory courses (CC, PSS, OC).

vi)   A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

Improvement of class:
Persons who hold Second class at the M.A. Education & who appear for the same examination in the

same subjects in order to improve their class to secure higher Second Class shall be allowed to do so as per the provisions of the following rules :-

The concession to re-appear will be available only to the holders of the Master's degree of this University.

Persons holding M.A. Education degree of this University in the second class & desirous of reappearing for the same examination for improvement of class shall be given three chances to do so within a period of six years from his/her first passing the said examination in the second class.

The students who reappear for examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.

A candidate passing any of the post-graduate examination above under these rules shall be not eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

Semester-I

<div align="center">Course code: **EDUCC101**</div>

<div align="center">

PHILOSOPHICAL FOUNDATION OF EDUCATION

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Objectives of the Course: To enable the students to:

1. Understand the nature of Philosophy and Philosophy of Education

2. Critically analyze Eastern and Western Schools of Philosophy

3. Understand the implications of Eastern and Western Schools of Philosophy to Education

4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his

5. Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

Course Outcomes:

CO1 : Student will be able to demonstrate understanding of concept, scope and significance of Philosophy , nature & functions of Philosophy in educational context.

CO2 : Student will be able to demonstrate understanding of branches of Philosophy ii) explain relation amongst branches of Philosophy and education

CO3 : Student will be able understand the contributions of eastern schools of Philosophy to education

CO4 : Student will be able to understand the contributions of western schools of Philosophy to education

CO5 : Student will be able to demonstrate understanding of concept of Man and his development of educational thinkers and their implications to education.

MODULE: I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE ANDFUNCTIONS

- Philosophy- Meaning, Scope, Need and Importance (1hr.)Philosophy of Education – Meaning, Scope, Need and Importance (1 hr)
- Nature of Philosophy of Education –A Directive Discipline, A Liberal Discipline and an activity (3 hrrs)Functions of Philosophy – Speculative, Normative and Analytical (3hr.)
- Recent development in the field of Philosophy of Education(2hrs)

MODULE: II: BRANCHES OF PHILOSPHY AND EDUCATION

- Major Branches of Philosophy - Metaphysics, Epistemologyand Axiology (1hr.)
- Relationship of Metaphysics, Epistemology, Axiology andEducation (1hr.)
- Critical understanding of concept of discipline, schooling,curriculum, syllabus, text books, assessment, teaching- learning process etc, and their relation with Philosophicalperspectives. (6 hrs)
- Research in Philosophy of Education : Characteristics,Significance, areas and methodological issues (2 hrs)

MODULE: III: EASTERN SCHOOLS OF PHILOSPHY AND EDUCATION

- Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology andtheir implications to Education.
- Upanishad
- Jain
- Buddhist
- Islam
- Vision derived from synthesis of different schools(10hrs)
- Research in Philosophy of Education in the context of EasternSchools of Philosophy (2 hrs)

MODULE: IV: WESTERN SCHOOLS OF PHILOSPHY AND EDUCATION

- Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology andtheir implications to Education
- Schools:
- a) Idealism
- Naturalism
- Realism
- Pragmatism
- Reconstructionism
- Existentialism
- Essentialism(8 hrs)
- Vision derived from synthesis of different schools -Open, Flexible or Prescriptive nature (02 hrs)
- Research in Philosophy of Education in the contextwestern Schools of Philosophy (02 hrs)

Critical Analysis and Appraisal of Thoughts of different Thinkers : a) Swami Vivekananda b) Rabindranath Tagore

c) Sri Aurobindo d)Mahatma Gandhi e) Plato and f) JohnDewey g) Dr. A.P.J. Abdul Kalam with reference to

i) Concept of Man and his Development

ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher

iii) Studies on Educational thinkers

iv) Status of research in Educational Philosophy in IndianContext

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Semester I

Course code: EDUCC102

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Objectives:

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

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications ofconstructivist learning

- Visualize multiple dimensions and stages of learner's development and their implications on learning

- Understand the group dynamics

- Learn the factors affecting learner's environment and assessment

- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes

- Understand theories of Intelligence and Creativity.

- Understand the concept of Individual Differences

- Describe the relation amongst Teaching, Psychology and Education

Course Outcomes:

CO1. Student will be able to i)understand the nature and scope of Psychology, ii) relates theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process

CO2. Student will be able to i)understand concept of learning and levels of learning, ii) understand theories learning iii) use approaches of learning iv) implements constructivist approach in learning

CO3. . Student will be able to i)understand the process of human development, ii) relates theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose

CO4. Student will be able to i)understand the concept of mental health and hygiene , ii) understand the concept of adjustment, intelligence and creativity iii) use the methods of measurement of intelligence and creativity iv) Relates the Intelligence, creativity, adjustment to educational practices

CO5. Student will be able to i)understand the concept of Group dynamics and

Social Cognition , ii) understand group dynamics in classroom climate iii) Understand factors related to group dynamics and social cognition iv) implements knowledge of group dynamics educational process

MODULE I: RELATION OF EDUCATION AND PSYCHOLOGY.

1. Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education.
2. School of Psychology.
3. Methods of Educational Psychology-
   observation , experimental , differential:
   longitudinal and
4. cross sectional
5. Scope and recent trends in Educational Psychology.
6. Education implication of Psychology to Education

MODULE II: FRAMEWORK FOR LEARNING PROCESS

1. Learning- Concept, Levels of Learning
2. Factors influencing learning.
3. Relation between Learning and motivation.
4. Theories of Learning.
5. Implications of theories of learning in education.
6. Transfer of Learning and its implication for interdisciplinary approach
7. Learning styles – concept, its implications to teaching.
8. Approaches to learning: Behavioral approaches, Cognitive approaches and Social learning approaches
9. Relation between Constructivism and learning
10. Learning in the classroom, individual differences in acquisition and performance -educational implications.

MODULE III: LEARNERS' DEVELOPMENT, INDIVIDUAL DIFFERENCES & PERSONALITY

1. Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems.
2. Theories human of development and Factors influencing development
   Piaget's Cognitive development Bruner Theory, Erikson's Psycho-social development
3. Individual difference concept of intra and inter differences
4. Role of heredity and environment for individual differences.
5. Personality : Concept of personality & Factors influencing personality , Types of Personality, Type and Trait Theory of Personality., Measurement of personality.
5. Indian concept of development & Personality

MODULE: IV: LEARNING ASSESSMENT AND PSYCHOLOGICALMEASUREMENTS

A. Mental health and hygiene
1. Concept of mental health and hygiene.
2. Difference between mental health and hygiene
3. Process of adjustment.
4. Principles of mental hygiene.

B. Intelligence & Creativity
1. Theories of intelligence by – Guilford J.P. , Gardener,Sternberg.
2. Types and Measurement of intelligence- verbal, non-verbal, individual and group.
3. Nature of intelligence- emotional intelligence, social intelligence and their measurement
5. Creativity- concept, factors , process of creativity andits measurement

MODULE V: GROUP DYNAMICS AND SOCIAL COGNITION

A. Group dynamics
1. Concept of group dynamics
2. Types of group
3. Sociometric grouping
4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning

B. Social Cognition
a) The nature of social cognition, Attachment and bonding as a process, temperament, development ofsecurity and its role in learning
b) Media , Social cognition and its relation to learning
c) Development of friendships and relationships, peerParticipations and its role in learning
d) Implications of Social Psychology to Educationalprocesses

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Course Code: EDUCC103

ELEM ENTRY LEVEL SCHOOL EDUCATION

Course Objectives:

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

- understand the context of elementary education

- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

- discuss the development of elementary education in India since independence

- Reflect on the relevance of strategies and programmes of UEE.

Course Outcomes:
CO1.   Compare the Indian Elementary education system in Pre & Post Independent period and Constitutional provisions for elementary education
CO2.   Analyses the development process of Elementary Education and assess the outcomes of elementary education.
CO3.   Understand the role of various programs for enhancing elementary education
CO4.   Analyses & compare various programs for enhancing elementary education
CO5.   Understand the management structure of elementary education on various levels.

MODULE: I: HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION

1. Elementary Education in Pre - Independent India
2. Elementary Education in Post-Independent India
3. Constitutional Provisions for Elementary Education
4. Programmes UEE (Universalization of ElementaryEducation)
   - OBB (Operation Black Board)
   - MDM (Mid-day Meal Programme)
   - DPEP (District Primary Education Programme)
   - SSA-Sarv Shiksha Abhiyan

MODULE: II: CURRICULUM, PEDAGOGY AND ASSESSMENT

1. Developing of Curriculum at ElementaryEducation (NCF-2009)
2. Pedagogies on Elementary Education
3. Assessment of Learning Outcomes at ElementaryEducation

MODULE: III– PROGRAMS FOR ENHANCING ELEMENTRY EDUCATION

1. Perspective Planning and Annual Planning
2. Civil Work
3. Teacher's Training/Capacity Building
4. Programmes for Out of School Children
5. Integrated Education for Disabled (IED)
6. Programmes for Girls' Education
   - KGBV (Kasturba Gandhi BalikaVidyalaya)
   - NPEGEL (National Programme for Education of Girls at Elementary Level)
7. MIS (Management Information System)
8. Teacher Support System
9. Community Participation

MODULE: IV MANAGEMENT STRUCTURES AT DIFFERENT LEVEL

1. National
2. State
3. District (including Municipal Corporation)
4. Block
5. Cluster
6. School

MODULE: V: ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION

1. Major Issues and Challenges in UEE
2. Drop out of students
3. Migration of parents
4. Making education assessable to remote areas
5. Availability of Subject Specialized teachers
6. Recent Researches in Elementary Education

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National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

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Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

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Course Code: EDUEC -104-01

INCLUSIVE EDUCATION

Course Objectives:

To enable the students to

- Understand the concept and nature of Inclusive Education.
- Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

MODULE: I: CONCEPT AND NATURE OF INCLUSIVE EDUCATION

1. Objectives, types, historical perspective, Inclusiveeducation
2. Researches in Inclusive Education

MODULE: II: EDUCATION OF MENTALLY RETARDED

1. Characteristics of the retarded
2. Educable mentally retarded
3. Teaching strategies
4. Enrichment programmes
5. Remedical programmes
6. Etiology and prevention
7. Mental hygiene as remediation

MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED

1. Impairments: Visual and Hearing, characteristics,degree of impairment, etiology and prevention
2. Orthopaedically Handicapped: types of handicap,characteristics
3. Educational programmes for impaired andorthopaedically handicapped

MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

1. characteristics
2. identification process
3. educational programmes

MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

1. characteristics
2. problems of alcoholion, drug addiction
3. anti-social and character disorder
4. educational programmes for Rehabilitation

REFERENCES

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Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

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EDUEC-104-02
EDUCATION TECHNOLOGY

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

1. Understand the nature and scope of educational technology and also about the various forms of technology
2. Understand the systems approach to Education and communication theories and modes of communication
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media
4. Develop basic skills in the production of different types of instructionalmaterial
5. Know the recent innovations and future perspectives of EducationTechnology.

Course Outcomes

CO1. Understand the key components of ICT with respect to education
CO2. Understand the change the nature of education, challenges and Identify affordable ICT equipments
CO3. Describe the key concepts of e-learning with Categories knowledge and skill
CO4. Understand the e-learning and learning management system
CO5. Use the multimedia and its components

MODULE: I: NATURE AND SCOPE

1. Educational technology-concept,
2. Forms of educational technology: teaching technology, instructional technology and behaviourtechnology;
3. Approaches of educational technology:Hardware and Software;
4. Historical development – programmedlearning stage; media application stage and computer application stage;
5. Major institutions of educational technology in India
– CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education

MODULE: II: SYSTEMS APPROACH TO EDUCATION AND COMMUNICATION

1. Systems Approach to Education and its Components:Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
2. Instructional Strategies and Media forInstruction.
3. Effectiveness of Communication in instructional system; Communication-Modes, Barriers and Process of Communication.
4. Education and Training: Face-to-face, Distance andother alternative modes

MODULE: III: INSTRUCTIONAL DESIGN

1. Instructional Design: Concept, Views. Process and stages of Development of InstructionalDesign.
2. Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching:
3. Models for Development of Self Learning Material, Review of Researches on Instructional Design.

MODULE: IV: AUDIO VISUAL MEDIA IN EDUCATION

1. Audio-visual media – meaning, importance andvarious forms.
2. Audio/Radio: Broadcast and audio recordings -strengths and Limitations, criteria for selectionof instructional units, script writing, pre- production, post-production process and practices
3. Roleof AIR/Gyanvani,AudioConferencingand Interactive RadioConference.
4. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, Gyandarshan and SIET programmes.
5. Use of animation films for the development of children's imagination. Use of Audio-Visual Media inEducation by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

MODULE: V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

1. Recent innovations in the area of ET interactive video
   – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.
2. Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, open schools and open universities.
3. Recent experiments in the third world countries andpointers for India with reference to education.
4. Recent trends of Research in Educational Technologyand its future with reference to education.

RACTICUM (Training & Creation)

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Writing a script for media production.
3. Critical analysis of an instructional system based on components of systems approach
4. Critical analysis of the different instructional designs based on the various instructional design models.
5. Preparation of a trend report on researches on instructional design.
6. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. Design intervention programme of educational technology in the current practices of teacher training programmes in India

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Vol 1 and 2 PantagonPress..

Semester-II

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Course Code: EDUCC201

SOCIOLOGY OF EDUCATION

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

1. Understand relationship between society and education

2. Develop the understanding of Sociology of Education

3. Understand the role of new technologies in the changing social content

4. Understand the changing nature of society and Education in 21st Century

5. Enable the role of Education in sustainable development and creating a culture of peace

Course Outcomes:

CO1. Understand the relationship between society and education
CO2. Apply the principals of sociology of education in learning process.
CO3. Understand the role of new technology in the changing social content.
CO4. Understand and analyze the changing nature of society and education in 21st century.
CO5. Acquire the knowledge about the role of education in sustainable development.

MODULE: I: SOCIOLOGY AND SOCIOLOGY OF EDUCATION

1. Educational Sociology : Meaning, Nature, Scope ofEducational Sociology

2. Relationship between Sociology and Education withspecial reference to aims of Education , method & curriculum

3. Education as a sub System of Society, as a social system. Social structure and social mobility: Impacton educational process.

4. Process of Socialization and Acculturation of the child-critical Appraisal of the role of school, parents,peer group and community.

MODULE: II: EDUCATION AND SOCIETY

1. Education as a process in the social system: structural functional school, symbolic interaction.

2. Education as a process of Socialization concept andagencies of socialization

3. Social organization and social groups : concept,nature and characteristics

4. Liberalization, privatization and globalization

5. Social control : Concept and role of education inthe process of social control

MODULE: III: THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21ST CENTURY

1. Impact of Science & Technology on society and education
2. Modernity post modernity : Concept of modernity and post modernity
3. Role of Education under modernity and post modernity
4. Social change and development through social networking
5. Learning Society : Concept, Characteristics and role of Education
6. Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship

MODULE: IV: CONTEMPERORY ISSUES AND EDUCATION

Education for sustainable development:

1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach

Education for Gender Equity:

1. Need and importance with special reference to India
2. Role of Education in women empowerment.

Human Right Education:

1. Concept, need, Role of Education with reference to human rights
2. Concept of right based schools.

Education for peace :

1. Concept and need of peace and peace education
2. Role of Education, Role of Education in developing a culture of peace

MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

1. Critical Analysis and Appraisal of Thoughts of different Thinkers : Mahatma Phule, Maharaja Sayajirao Gaikwad ,Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Karmveer Bhaurao Patil and Dr. J. P. Naik with reference to

   i) Concept of Social Development and Social Justice
   ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher

REFERENCES

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Swift, D. F. (1970). Basic readings in sociology of education. London: Routledge & Kegan Paul.

Thirtha, T. (1974). Education and Society. Banglore: Centre for Educational Sociology.

Tyler, W. (1977). The Sociology of Educational Inequality. London: Methuen and Co. Ltd.

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Semester-II

Course code: **EDUCC202**

RESEARCH METHODOLOGY IN EDUCATION

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

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select andexplain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a researchstudy
6. Explain tool, design and procedure for collection ofdata
7. Explain the importance of documentation and dissemination of researches in education

Course Outcomes:

Students will be able

CO1. To understand basic concepts involved in educational research
CO2. To apply the various methods to research problems in the field of education
CO3. To use different methods of sampling and methods of data collection
CO4. To analyse the different data involved in the research anfd interpret it.
CO5. To prepare different forms of research reports

MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

1. Meaning, purpose and areas of educational research
2. Kinds of educational research: basic & applied research,evaluation research and action research, and their characteristics
3. Preparation of a research proposal: framework of the research proposal and strategies for writing the researchproposals

MODULE: II: METHODS OF RESEARCH

1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation
2. Nature of experimental research and designs, variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control ofconfounding variables
3. Experimental research designs
4. Historical research-meaning, significance, steps, external and internal criticism of the source

MODULE: III: SAMPLING AND TOOLS OF DATA COLLECTION

Instruction (Referencing):

1. Concept of population and its type, and sample, sampling unit, sampling frame, sample size,
2. Random sampling techniques and Non- Random Sampling Techniques
3. Observations, Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information
4. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
5. Interview: types, characteristics and applicability, guidelines for conducting interviews

MODULE: IV: METHODS OF DATA ANALYSIS AND PRESENTATION

1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data
2. Description and comparison of groups: measures ofcentral tendencies and dispersion,
3. Testing of hypotheses-null and alternative hypotheses using different parametric and non parametric tests like chi-square, t test, ANOVA, ANCOVA etc. T
4. ypes of software for statistical analysis, use for preparingresearch report, EXCEL

MODULE: V: RESEARCH REPORT WRITING

1. Research report, concept, purpose , significance and types
2. Structures and nature of research reports: Research Paper, Thesis, Research Project, Conference papers, books etc.
3. Guidelines for research report writing, research ethics and plagiarism in publication,
4. Evaluation of research report

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EDUCC203
TEACHER EDUCATION

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

- Gain insight on concept, objectives and status of pre-service and in- service teacher education
- Acquaint student-teachers with historical background of teacher education in India
- Acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed
- Examine the current pre-service and in-service teacher education programmes in terms of various policy documents
- Critically examine the role of various regulating agencies of teacher education
- Understand the value and process of in-service education

Course Outcomes

CO1. The student will be able to understand the perspectives and practices of teacher education.

CO2. The student will be able to understand the different organizations and agenesis of teacher education and describe their role, functions

CO3. The student will be able to understand general structure of teacher education in India.

CO4. The student will be able to analyze the factors infecting the quality of in and pre service teacher education program in India.

CO5. The student will be able to understand the paradigms and practices for research in teacher education

MODULE: I: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION

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1. A review of the understandings developed on teacherroles and functions
1. Pre-service teacher education – concept, nature,objectives and scope.
2. The structure of teacher education curriculum and itsvision in curriculum documents of NCERT and NCTE
3. Components of pre-service teacher education –foundation courses, subject
4. Specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relativemerits and limitations

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MODULE: II: ORGANISATION OF TEACHER EDUCATION CURRICULUM

1. The student teacher as an adult learner – characteristics. The concept of andragogy and its principles organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.

2. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation

3. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

MODULE: III: IN-SERVICE TEACHER EDUCATION IN INDIA

1. Concept, Structure and Modes
2. Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives
3. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
4. Modes and Models of in-service teacher education:
5. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
6. Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

MODULE: IV: PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION

1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
2. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
3. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
4. Qualities and characteristics of an effective in-service teacher educator

MODULE: V: ORGANIZATION AND ROLE OF VARIOUS AGENCIES IN THE FIELD

OF TEACHER EDUCATION

Objectives, functions and role of followingagencies in Teacher Education

1. UGC
2. NCERT
3. NCTE
4. SCERT
5. CTE
6. DIET

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Course Code: EDUEC204-01
SECONDARY AND SENIOR SECONDARY SCHOOL EDUCATION

Objectives

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

1. To enable students to understand the Organization of Curriculum in Secondary and Senior Secondary Education
2. To enable students to understand the importance of Co-curricular activities in Secondary and Senior Secondary Education
3. To enable students to gain an understanding of Evaluation at Secondary and Senior Secondary Education
4. To enable students to know the New Trends and Innovation in Secondary and Senior Secondary Education
5. To enable students to know the status and role of teachers in Secondary and Senior Secondary Education

Course Outcomes :

1. Understand the aims and objectives , status, recruitment, qualifications and role of Teacher in Secondary and Senior Secondary Education
2. Understand the Indian Secondary education system in Pre & Post Independent period,
3. Sort out the Problems and Issues in Curriculum Development at secondary and Senior Secondary education.
4. Understand the importance of Co-Curricular Activities in Secondary and Senior Secondary Education , Organize and manage Co-Curricular Activities.
5. Understand the Purposes, Nature, Types & Issues in the Evaluation at Secondary and Senior Secondary Education.

MODULE: I: Organization of Curriculum in Secondary and Senior Secondary Education

> ✓ Aims and objectives of Education at Secondary and Senior Secondary level
>
> ✓ Secondary and Secondary level education in India Pre-independent period
>
> ✓ Secondary and Secondary level education in India post-independent period
>
> ✓ Main features and components of secondary and senior secondary school curriculum
>
> ✓ Curriculum and Text Book development
>
> ✓ Problems and Issues in Curriculum Development at secondary and Senior Secondary education.

MODULE: II: CO-CURRICULAR ACTIVITIES IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Place of Co-Curricular Activities in Secondary andSenior Secondary Education
- ✓ Objectives of Co-Curricular Activities;
- ✓ Principles underlying the Organization of Co-Curricular Activities
- ✓ Type of Co-Curricular Activities
- ✓ Management of Co-Curricular Activities
- ✓ Place of Co-curricular activities in CCE

MODULE: III– EVALUATION AT SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Purposes of Evaluation at Secondary and SeniorSecondary Education
- ✓ Nature of Evaluation at Secondary and SeniorSecondary Education
- ✓ Types of Evaluation at Secondary and SeniorSecondary Education
- ✓ Issues and Problems in the Evaluation at Secondary and Senior Secondary Education

MODULE: NEW TRENDS AND INNOVATION IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Universalization of Secondary and Senior Secondary Education: Need, Challenges andActions.
- ✓ Rashtriya Madhamik Shiksha Abhiyan (RMSA)-Objectives and Functioning
- ✓ Innovations in Teaching learning at Secondary and Senior Secondary Education-Blend of ICT, Competency Based teaching, Project based learning
- ✓ Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-lineExamination, No Examination
- ✓ Research in Secondary and Senior SecondaryEducation

MODULE: V: TEACHERS IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Status of Teachers in Secondary and Senior Secondary Education: Recruitment, Qualificationsand present position.

- ✓ Role of Teacher in Secondary and SeniorSecondary Education

- ✓ Teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict,accountability.

- ✓ Education of Teachers: Pre-service Education andin-service education of teachers.

- ✓ Issues and problems with the Teachers in Secondary and Senior Secondary Education

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<div align="center">Course code: **EDUEC104-2**</div>
<div align="center">**WOMEN'S EDUCATION**</div>

Objectives of Paper:

1. To know the expected roles (political, social and economic) of Indian Women in developing countries including India.

2. To acquaint with the types and modes of preparation needed for them in playing such roles

3. Effectively and efficiently in tune with the Constitutional directives.

4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.

MODULE: I: BACKGROUND AND STATUS

1. Problems of women face in developing countries including India.

2. Literacy percentage of women inadequate nutrition and technology existing against women etc.

MODULE: II: HISTORICAL DEVELOPMENT OF WOMEN'S EDUCATION

1. Historical perspective of Women's Education in India   Early, Colonial and Modern Periods
2. Government initiatives and schemes , objective significance and evaluation

MODULE:III: PIONEERS OF WOMEN'S EDUCATION IN INDIA

- Raja Ram Mohun Roy,
- Mahatma Jyotirao Phule and Savitribai Phule
- Maharaja Sayajirao Gaikwad
- Periyar EV Ramaswamy
- Dr. Bhimrao Ramji Ambedkar
- Maharshi Dhondo Keshav Karve

MODULE: IV: NATIONAL PERSPECTIVE PLAN FOR WOMEN'S EDUCATION

1. Role of UGC, MHRD,

2. National policy of education- 1968, 1986, 2020

3. Constitutional Provision;

4. Committees and Commissions on Women's Education-

MODULE: V: RESEARCH IN WOMEN'S EDUCATION

1. Needed direction in educational research: Access to education, and retention, apathy at home, child labor, early child marriage continuance of out-dated laws, and positive attitude towards girl's education.

2. Areas of research : Women empowerment through education , issues of working women , Status of women (urban & rural) contributors of women empowerment and education

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.

2. A study of the functioning contribution of a various agencies

3. Panel discussion on women education related topics.

4. Prepare a plan for the mobilization of different types of resources for a women empowerment form the community.

5. Analysis of reports of government agencies.

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Semester III

<div align="center">

Course code: EDUCC301

EDUCATIONAL STUDIES

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Objectives of the Course:

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

1. Understand and appreciates the theoretical development in Education in their proper perspectives

2. Analyze the concept and the relevance of education by reflecting on various educationalthoughts and visions

3. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

4. Analyze the social and the cultural dimensions of education and the issues related.

5. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

Course Outcomes

CO1.   Read critically for argument and Demonstrate their understanding of scholarly literature, particularly within their Area of Emphasis

CO2.   Demonstrate understanding of the assumptions and principles underlying common education research methods

CO3.   Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another

CO4.   Demonstrate coherent understanding of the salient contemporary issues and challenges in education

CO5.   Connect theory to real world and Approach education issues from multiple perspectives

MODULE: I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

1. Education as a socially contrived system influencedby social, cultural, political, economic, and technological factors.
2. Critical analysis of concepts, principles, theories, assumptionsand contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage topedagogy and practices.
3. School education: Contemporary challenges
4. Prioritizing the aims of Indian Education in the context of ademocratic, secular, egalitarian and a humane society.
5. Procedure of bridging gap in the process of knowledge

MODULE II : EPISTEMOLOGICAL BASIS OF EDUCATIONAL STUDIES

1. Epistemological perspectives, categories ofKnowledge and Education
2. Procedure of bridging gap in the process of knowledgeconstruction between:
   a) Content knowledge and Pedagogy knowledge
   b) School knowledge and out of the school knowledge
   c) Experiential knowledge and empirical knowledge
   d) Theoretical knowledge and practical knowledge

Role of different subjects in the faculty of education inbridging the above mentioned gaps

MODULE: III: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

2. Contribution of science and technology to education and challenges ahead.

3. Axiological issues in education: role of peace and other values, aesthetics in education.

4. Dynamic relationship of education with the political process.

Interrelation between education and development.

MODULE: IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

1. Cultural functions of Education- diffusion,acculturation; Cultural lag; Cultural conflict
2. Social purpose of Education; Understanding Indian societywith reference multicultural and multilingual classrooms
3. Role of Education in addressing the technological culture , privatization and globalization.
4. Interrelationship between education and sustainabledevelopment
5. Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education

MODULE: V: NEED FOR A VISION OF SCHOOL EDUCATION AND TEACHER EDUCATION

1. Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education
2. Philosophical schoolsof thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;
3. Linkage between education and other developmentsectors.
4. The complex process related to the role of educational transformation in national development in the rights of the child.

PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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Course code: EDUCC 302

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

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Objectives of Paper:

1. To help the students to understand the concepts, principles processes andtechniques of management of education scientifically.

2. To acquaint the students with some management skills required in the educationalenvironment.

3. To enable the students to apply the concepts, techniques and processes ofmanagement to the situations in education.

4. To orient the students with the procedures of supervision and inspection and bringabout improvement in the field of education.

MODULE: I: CONCEPT AND MEANING OF EDUCATIONAL MANAGEMENT

1. Educational Management: Concept, Nature,importance
2. Trends in management (concept, Nature andimportance)
   : Human Resource Management , Performance Appraisal , Time Management

MODULE II: CONCEPT AND MEANING OF EDUCATIONAL ADMINISTRATION

1. Development of Modern EducationalAdministration from 1900 to Present-day.

2. Taylorism

4. Administration as a process and administration as a bureaucracy

5. Meeting the Psychological needs of employees,systems approach Administration such as (a) Decision making, (b) PERT

MODULE III: STRUCTUR FRAMEWORK OF EDUCATIONALMANAGEMENT IN INDIA

1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis,objectives, functions and role)

2. Management of Schools : Role of headmaster in planning of school activities

3. Staff development programmes
4. Role of teachers in school management and administration

MODULE: IV: PROCESS OF MANAGEMENT

Planning :   Meaning and Nature, Approaches to Educational Planning , Perspective
                  Planning,   Institutional Planning
Organization : Concept of Organization, Organization theory, Concept of Organizational
                  Structure, Factors affecting organizational structure
Leadership : Meaning and Nature of Leadership, Theories of Leadership, Styles of
                  Leadership, measurements of Leadership

MODULE: V: EDUCATIONAL SUPERVISION

1. Meaning , Nature and Functions of supervision
2. Supervision as service activity , as a process , as a functions , as a educational leadership
3. Modern supervision
4. Planning, Organization and Implementation of the supervisory programme

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Study of conflict resolution studies adopted by Heads in two schools.
4. Panel discussion on corporate punishment in schools.
5. Prepare a plan for the mobilization of different types of resources for a schoolform the community.

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Course Code EDUEC 303-01
EDUCATIONAL MEASUREMENT & EVALUATION

Objectives of the course:

To enable the student to:
1. Get acquainted with the basic concepts and practices adopted in educationalmeasurement and educational evaluation
2. Understand the relationship between measurement and evaluation
3. To understand various taxonomies of educational objective
4. Get acquaint with various reforms in examination system

Course Outcomes:
- **CO1.** Student will be able to understand concept and process of educationalmeasurement and evaluation
- **CO2.** Student will be able to understand taxonomies of educational evaluation
- **CO3.** Student will be able to design tools of educational measurement and evaluation
- **CO4.** Student will be able to apply the principles and methods of evaluation to learning and education.
- **CO5.** Student will be able to understand and evaluate reforms in examination .

MODULE: I: EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

1. Meaning and concept of EducationalMeasurement
2. Historical background of measurement
3. Educational Evaluation - Concept, process,principles and types
4. Relationship among measurement, assessment and evaluation

MODULE: II: TAXONOMIES OF EDUCAITONAL OBJECTIVES

Domains of Evaluation: Cognitive, Affective andPsychomotor
Taxonomies of educational objectives in different domains

MODULE: III: MODULE: III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

1. Validity, Reliability, Objectivity, Adequacy, Usability, discriminatingpower, Norms
2. Reliability - methods of establishing reliability, factors affecting, interpretationand improving reliability
3. Validity - Types, Factors affecting,interpretation and improving validity

MODULE: IV: EVALUATION OF LEARNING

1. Diagnosis and Remediation of LearningDifficulties

2. Nature and Characteristics of good diagnosis

3. Diagnostic Test – meaning, purpose planning,administration and interpretation

4. Techniques in Evaluating : Anecdotal records, rating scales, checklists, peerappraisal, self-report observation, focused group discussion, etc.

5. Remedial Instruction – meaning, principles, andorganization

MODULE: V: EXAMINATION REFORMS

1. Concept, need and importance

2. Grading, Marking and Credit System

3. Semester System

4. Question Bank

5. Continuous Internal Assessment

6. Moderation and revaluation

7. Online Examination

PRACTICUM (Training & Creation)

1. Prepare a question bank of 25 questions at different levels and
types for anyone paper of B.Ed. or M.Ed. Course.
50
2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at
any level (School/B.Ed./M.Ed.)with the readymade test or
inventory and interpret theresults.
4. Prepare administer and assess an achievement test for one Unit at B.Ed or
M.Ed level andequivalence the results (within the group and against a
standard)

REFERENCES

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York :Harper and Row Publishers.

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and Statistics.Bombay : Sheth Publishers.

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Measurement inEducation. Boston : Ptllyn and Bacon Tnc.

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andPsychology. New York : Holt, Rinehart.

<div align="center">**Course Code EDUEC 303-01**</div>

<div align="center">**YOGA AND HEALTH EDUCATION**</div>

Course Outcomes

The learning outcome of the paper are as :

CO1: To understand the background of Yoga and Health.

CO2: To introduce to stages of Yoga and Importance of practicing Yoga and Health Education.

CO3: To understand benefits and effects of Asanas.

CO4: To enable them to understand of Yoga, health and physical fitness.

CO5: To acquaint students with the practical knowledge of Aasan, Pranayam and Kriyas.

MODULE: I: INTRODUCTION / BASIC IN YOGA

- Meaning and Definations of Yoga.
- Astanga Yoga.
- Principles of yogic practices.
- Time-Place-Cloths-Diets for the period of Yogic practices.
- Prayer- its significance

MODULE: II: ASANAS

- Meaning, Definations of Asanas.
- Need and Importance
- Types, Techniques of Asanas.
- Benefits and Effects of Asanas.
- Padmasana, Vajrasana, Parvatasan, Halasan, Naukasan, Sarvangasan, Bhujangasan, Dhanurasan, Pashimotanasan, Tadasan, Uraksasan, Trikalasan, Shavasan - Methods and Benefits.
- Suryanamaskar : Methods and Benefits.

MODULE: III: PRANAYAM

Pranayam: :Techniques and Benefits
- Introduction and Meaning of Pranayama.
- Anulom Vilom.
- Kapalbhati
- Bramari
- Shitali.

MODULE: IV: KRIYA

: Kriya: :Techniques and Benefits
- Meaning, Techniques and Benefits of Kriya.
- Jalneti.
- Danda Dhoti.
- Sutraneti.
- VashrDhot

- Yoga in Psychological Preparation
- Mental Wellbeing
- Effect of Yoga on Physiological System
- Self Actualization, Concentration

PRACTICUM (Training & Creation)

1. Arrange Yoga Program and write report
2. Perform basic Asanas and Pranayama under supervision of teacher/ coach
3. Conduct survey related to public health in your locality
4. Conduct interviews of regular yoga practisioners and prepare a report

REFERENCES

Gary, Kaftsow.(1999), Yoga for wellnwss. Penguin Akarna. NewZealand.

Ghatore M. L. (2009) Yogic Prakriyanche Margadarshan : Lonavala Yog Institute, Pune.

Ghatore M. L. (2010) Guideline of Yogic Practices : Lonavala Yog Institute, Pune.

Iyengar B. K. (2005), Yog deepika Orient Longman pvt. Ltd Mumbai.

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Swami.S.S (2008), Asana, Pranayam. Mudra bandha, Bhagya bhushan Press, Varanashi.

Semester IV

Course code EDUCC401
CURRICULUM STUDIES

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

- Understand the concept, nature, components and factors affecting on the curriculum.
- Augment with the approached and models of curriculum
- Analyze any curriculum with respect to context, issues and factors.
- Evaluate any curriculum.
- Understand the process of curriculum development.

Course Outcomes:
- **CO1.** Understand component, leads and relationship of curriculum.
- **CO2.** Identify and explain factors considered in curriculum.
- **CO3.** Understand the critical issues in the development of curriculum.
- **CO4.** Understand the agents of curriculum evaluation
- **CO5.** Understand curriculum mapping and research areas in curriculum

.MODULE: I: CURRICULUM-CONCEPT, NATURE AND COMPONENTS

1. Curriculum - meaning, concept, nature
2. Components of curriculum.
3. Levels of curriculum-Global, National, State, regional
4. Relation among Curriculum, Syllabus, Text-book &Learning Environment.

MODULE: II: CURRICULUM CONSTRICTION

1. actors to be Considered in Curriculum -Social,Political, Economic
2. Sociocultural, multicultural contexts andcurriculum constriction
3. Critical issues in curriculum constriction-environment gender, inclusive, value
4. Principles of curriculum construction.
5. Hidden curriculum

MODULE: III: DEVELOPMENT OF CURRICULUM

1. Setting of goals, Aims and objectives.
2. Selection of knowledge and organization oflearning experiences , content
   & Learning Resources
3. Approaches of curriculum constriction
4. Models of curriculum development
5. Curricular engagement and integration with real life

MODULE: IV: EVALUATION OF CURRICULUM AND CURRICULUM

1. Transaction of curriculum
2. Continual evaluation of curriculum
3. Feedback from Learner, Teacher, Administrate for& society.
4. Review & Revision of curriculum
5. Curriculum mapping

MODULE: V: RESEARCH AREAS IN CURRICULUM

Critical Studies in Curriculum and Pedagogy:

1. Educational phenomena in and out of schools related to socio-economic-cultural-political-philosophical-historical perspectives

Learning Schools and Innovations:

1. Instruction in different setting,
2. Development of learning resources,
3. Evaluation and assessment
4. Learning of different subject areas.

Teaching and Teacher Education:

1. Study of teaching and teacher learning across the curriculum.
2. Teachers' beliefs, attitude and perspectives

PRACTICUM (Training & Creation)

1. Analyze how curriculum is culturally, politically, and economically situated.
2. Compare global and international dimensions of curriculum studies involving multicultural education
3. An essay on your reflections on curriculum studies involving critical theory or poststructuralism
4. Critical analysis of a curriculum with respect to any one--gender sensitivity, language across the curriculum, integration of formal and hidden curricula
5. Meta analysis of existing researches on curriculum at different level.

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HISTORY HISTORICAL DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives:

- To enable the students to develop knowledge and understanding of the history of education
- To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees
- To acquaint the students with the different aspects of growth of the national system of education
- To acquaint the students with the educational development at different levels as well as some special aspects of it
- To acquaint the students with role of politics in education
- To acquaint students with role of education in economic development

Course Outcomes:

CO1. Classify & Compare the characteristics of education system in the various era of Indian education.

CO2. Understand the history of Education.

CO3. Analyses & compare the different aspects of growth of the national system of education.

CO4. Analyses & compare the different aspects of growth of the national system of education.

CO5. Analyses the role of politics in education and the role of education in economic development

MODULE: I: HISTORICAL DEVELOPMENT OF INDIAN EDUCATION

1. Need and importance of History of Education.
2. Education in Ancient India.
3. Education in Medieval India.
4. Discontentment against western system of education.
5. National Educational Movement
6. Basic Education Movement

MODULE: II: ELEMENTARY AND SECONDARY EDUCATION

A. Elementary Education
   a. Development of elementary education
   b. Recommendation of different committees and commissions.
   c. Efforts to introduce compulsion : Gokhale's attempt; introduction of compulsory primary education in the State of Baroda,
   d. Issues in Elementary education.

B. Secondary Education
   a) Recommendations of different committees and commissions on Secondary education
   b) Issues in Secondary education.

MODULE: III: HIGHER EDUCATION

1. Origin of modern universities in India.
2. Types of University in India: State University, CentralUniversity, Unitary University, Affiliated University, Deemed University
3. Expansion and progress of higher education: University Grants Commission; Recommendations of different Committees and Commissions; Distance education;Highereducation under the current plan.
4. Problems of Higher Education: Language; Students' unrest; job-oriented curricula; linkage of university with environment, privatization, fee structure, shortage of teachers

MODULE: IV: POLITICS IN EDUCATION

1. Education policy-making and the politics of educationalreforms
2. Politicization of Education: Curriculum, , transaction ofcurriculum, teachers union, Recruitment
3. Globalization and politics of Education

MODULE: V: EDUCATION AND ECONOMIC DEVELOPMENT

1. Role of Education in Economic Development
2. Education as an Investment
3. Returns/Benefits from Educational Investment
4. Manpower approach for Educational planning

PRACTICUM (Training & Creation)

1. Prepare scrap book on education in ancient period and medieval period

2. Presentation on critical analysis of education system in ancient period and medievalperiod

3. Collect information regarding the education institutions in medieval period.

4. Collect information and make presentation on different types of universities.

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Course Code: EDUEC 401-01
ICT IN EDUCATION

Course Objectives

To enable the student to:
1. Understand the Technology and its relevance with education.
2. Understand the concepts associated with e-learning.
3. Understand the technical aspects of e-content design.
4. Understand the scientific application Multimedia in Education.
5. Introduce government initiatives for technology enhances education
6. Understand the applications of Technology in Educational Research.

Course Outcomes

CO1. Understand the key components of Technology & ICT with respect to education

CO2. Understand the change in the nature of learner and Identify student centered technology tools

CO3. Describe the key concepts of LMS, e-content and e-learning platforms

CO4. Understand and uses of multimedia and its components

CO5. Development of an understanding of cyber security issues even for students from non-technical streams.

CO5. Understand and uses applications of technology for purpose of educational research

MODULE: ITECHNOLOGY IN EDUCATION

- Technology & ICT: Meaning, Concept, Need and importance, advantages, disadvantages and uses w.r.t. Education
- Role of Technology in bringing paradigm shift in Education
- Challenges in integrating Technology at various levels of Education
- Affordable Technology equipped Classroom
- Basics of internet

MODULE: II: TECHNOLOGY AND STUDENTS CENTER LEARNING

- Student centric technological concepts: Techno-pedagogy skills,e-pedagogy, e-Content and e-Books, Virtual Classroom, VirtualUniversity, Open learning and Open curriculum and Open University
- E-learning: Meaning, elements of e-learning
- Characteristics of the e-Learner,
- Technology enabled student centric learning: role based learning, situation based learning, scenario based learning.
- Blended learning & its models

MODULE: III: LEARNING MANAGEMENT SYSTEM & INITIATIVES BY INDIAN GOVERNMENT

- Open Educational Recourses, CC License & Search engines
- MOOC: Concept, Need and importance, MOOC Platforms
- ICT initiative by government of India: competencies defined in the national policy on ICT in school educationLearning strands,

MODULE: IV: EDUCATIONAL MULTIMEDIA & LMS

- Multimedia: Meaning, Concept & Nature
- Components of Multimedia
- Multimedia Development Team
- Theories of Multimedia
- Principles of Multimedia
- Introduction to Learning Management System

MODULE: V: TECHNOLOGY AND EDUCATIONAL RESEARCH

- Application of Technology for Research problem identification, Review of literature, Tool designing andData collection, Data analysis and presentation, Reportwriting and publication
- Plagiarism policy & its software's
- Research Softwares: Scopus, Mendeley, Scientific writing softwares, Microsoft office, Scilab etc.

Research database: Shodhaganga, Shodhsindhu, ERIC etc.

PRACTICUM (Training & Creation)

1. Creating and licensing any one OER
2. Lecture cum demonstration and hands-on-experiences on the preparation of e-content.
3. Visit to local institute where the e-learning is in practice.
4. Successfully complete any one online course during the semester.
5. Data analysis with the help of any one application software.

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ECONOMICS OF EDUCATION

Course Objectives:

To make the students aware about:

1. The meaning, importance and scope of economics of education.

2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;

3. The concept and relationship between input and output of education.

4. The source and resources of finances for education.

5. The financial resource management.

Course Outcomes:

The course will enable the students to:

1. To understand meaning, importance and scope of economics of education.

2. To understand and interpretation Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;

3. To analyse the plural relationships between input and output of education.

4. To understand source and resources of finances for education.

5. To understand financial resource management.

MODULE: I: ECONOMICS OF EDUCATION: AN INTRODUCTION

1. Economics: Meaning , concepts, nature, significance and scope
2. Interrelations between Economics, Education and development
3. Economics of Education: Concept, Scope and Significance. Recent trends in Economics of education.

MODULE: II: APPROCHES OF ECONOMICS OF EDUCATION

1. Education as productive Consumption
2. Education as returning Investment
3. Taxonomy of Costs of Education
4. Taxonomy of Benefits of Education
5. Age-Education-Earning Profiles
6. Rates of Return of Investment in Education
7. Earning Differentials-   Concepts, Significance and Strategies.

MODULE: III: DEVELOPMENT AND EDUCATION

1. Education and Economic development: Human capital formation and Manpower planning.
2. Human development: meaning, concept and importance
3. Role of Education in human development
4. Resources for Education: Role of the Centre, Slates and Institutions for financing education.
5. Five year plans and Education
6. Impact of Liberalization, Privatization and Globalization

MODULE: IV: EDUCATIONAL FINANCE

1. Importance of Financing of Education Principles of Financing of Education
2. Sources of Educational Finance
3. Factors influencing Financing of Education
4. Role of Government in Financing of Education
5. The System of Grants-in-Aid Scheme

   (Sharing and distribution of financial responsibility)
6. International Sources of Financing Education in India
7. Problems of Financing Education in India.

MODULE: V: EDUCATIONAL FINANCING AND ECONOMIC PRODUCTIVITY

1. Concept of Economic Productivity
2. Productivity of educational System
3. Efficiency of Educational System
4. Education as a industry
5. Approaches for measuring the Contribution of Education to Economic Growth
   a. Correlation Approach
   b. Residual approach

PRACTICUM (Training & Creation)

1. Development of Institutional Plan or Institutional Budget
2. Preparation of a Educational Perspective Plan
3. Review of Research Studies in Educational Planning or Finance
4. Review of a Book on Educational Planning /Financing
5. Development of Learning Resources on Educational Planning/Finances.

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