



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE' UNIVERSITY
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

NOTIFICATION

(21/Nov./Adp/50)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the revised Syllabi and Courses of Study for **Master Degree Programme in Education** for semesters Ist, IInd, IIIrd and IVth under the **Choice Based Credit System (Through Regular Mode)**) under **RUSA** in the main Campus and Off-Site Campuses (**as given in the Annexure**) for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	For the examinations to be held in the year
Education	Semester-I	December 2021, 2022 and 2023
	Semester-II	May 2022, 2023 and 2024
	Semester-III	December 2022, 2023 and 2024
	Semester-IV	May 2023, 2024 and 2025

The Syllabi of the courses is also available on the University website: www.jammuuniversity.ac.in.

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/21/10507-10518

Dated: 14-12-2021

Copy for information and necessary action to:

1. Dean Faculty of Education
2. HOD/Convener, Board of Studies Education
3. All members of the Board of Studies
4. C.A. to the Controller of Examinations
5. Director, Computer Centre, University of Jammu
6. Deputy Registrar/Asst. Registrar (Conf. /Exams. P.G/ Evaluation Non-Prof.)
7. Incharge University Website for necessary action please

Sumitasharma
Deputy Registrar (Academic)

[Signature]

[Signature]

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC101
Credits: 4**

**Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test : 60**

Learning Outcomes:

1. Students will analyze and evaluate the fundamental postulates of the discipline of Philosophy of Education and its relevance for Education.
2. Students will understand and evaluate the problem of Education (aims, curriculum instructional techniques, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy.
3. Students will get familiarize with ancient and modern schools of philosophy such as Vedanta, Buddhism, Empiricism, Positivism and Existentialism etc.

Course Contents:

**Unit-I
Theory and Practice**

Philosophy of Education – Its Nature, Distinctive features and Scope, Methods, Content and Functions (Speculative, Normative, Analytical);

Difference between educational theory and practice as postulated by Kant, John Dewey & Paulo Freire
Logical Analysis, Logical Empiricism and Positive Relativism

Unit-II

Impact of Ancient Indian School of thoughts on the process of Education and development

- Sankhaya, Vedanta in context of metaphysics
- Nayas, Yoga in context of Epistemology
- Buddhism, Jainism, Bhagavadgita and Islamic Traditions in context of Axiology

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC101
Credits: 4**

**Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test : 60**

Unit-III

Western Schools of thought:

- (i) Realism
- (ii) Existentialism
- (iii) Empiricism
- (iv) Dialectical Materialism

Unit-IV

Contemporary educational thoughts & philosophies:

Philosophic Conceptions of Human Personality in reference to Educational Thinkers (Aurobindo, Mahatma Gandhi, R.N. Tagore and Vivekananda); Constructivism

Social Philosophy of Education: National Values (as per Constitution), Democracy in new socio economic and political order

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC101
Credits: 4**

**Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test : 60**

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Moore T.W., Philosophy of Education – An Introduction, Routledge and Kegan Paul, Great Britain.
2. Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.
3. Wingo, G. Max., Philosophy of Education- An Introduction, Sterling Publishers Pvt. Ltd.
4. Wood, R.G. & Barrow, Introduction of Education- Methun and Co. Ltd.

Suggested Readings:

5. Pring, Richard Philosophy of Education, Continuum Studies in Education, London
6. Tuner David Theory of Education: Continuum studies in Education, London
7. Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York
8. Puligandla, R., Fundamentals of Indian Philosophy –Abingdon Press, New York

Web references

http://en.wikipedia.org/wiki/Paulo_Freire

http://en.wikipedia.org/wiki/John_Dewey

<http://dewey.pragmatism.org/#deweywebsites>

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.Pdf>

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC102
Credits: 4**

**Title: Psychological Foundations of Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will develop insight into the nature of psychology and psychological processes.
2. Students will gain knowledge of individual differences, motivation and factors affecting learning.
3. Students will understand various schools of psychology and how psychological knowledge can be given by various schools and analyzes their contribution to the field of education.
4. Students will understand some important learning theories and analyze their importance in transfer of learning
5. Students will understand and analyze the intricacies of human personality and intelligence.

Course Contents:

Unit I

Educational Psychology – Its Nature and Scope, Relationship of Education and Psychology
Main Features and Contribution of the following Schools of Psychology towards Education: Gestalt, Psychoanalysis, Constructivism
Individual Differences – Meaning, Determinants: Role of Heredity and Environment, Implications of Individual differences for organizing Educational Programmes

Unit-II

Concept Formation (meaning and attributes of Concepts, Development of some Concepts and Role of Teacher in Concept Building),
Reasoning (meaning, steps, types of reasoning and role of teacher);
Problem Solving (meaning, approaches, phases and role of teacher)

Development of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher);
and Language Development (meaning, sequence, factors influencing language development and role of teacher)

MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
Unit-IV

Personality: Concept, Type and Trait Theories
Behavioral Approach – Miller, Dollard and Bandura
Assessment of Personality – Projective techniques

Intelligence: Concept, Theories of Intelligence- Spearman, Thurstone, Thorndike and Guilford

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
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Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC102
Credits: 4**

**Title: Psychological Foundations of Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20
Major Test: 60**

Essential Readings:

Aggarwal, J.C. (2002) Essentials of Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
Bhatnagar, Suresh, and Saxena, A (2001) Advanced Educational Psychology, Meerut: Surya Publications.
Chauhan, S.S. (2005) Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
Dandapani, S. A. (2001) Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd.
Dash, M. (2006). Fundamentals of Educational Psychology, New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.

Suggested Readings:

Hurlock, Elizabeth B. (2017) Developmental Psychology, Chennai: McGraw-Hill (India) Pvt. Ltd.
Mangal. S. K. (2005). Essentials of Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
Robert A. Baron (1992) Psychology, London: Allyn and Bacon Publishers
Solso, Robert. L. (2002) Cognitive Psychology, Delhi: Pearson Ed (Singapore) Pvt. Ltd.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
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SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC103
Credits: 4**

**Title: Contemporary India Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II : 20
Major Test: 60**

Learning Outcomes:

1. Students will develop understanding of significant trends in contemporary education.
2. Students will develop awareness of various organizations and their role in the implementation of policies and programmes.
3. Students will focus attention on certain major national and social issues and role of education in relation to them.
4. Students will acquaint with the role of technology/mass media in spreading education among the masses.
5. Students will develop understanding of current problems and issues in Indian Education.

Unit-I

Elementary Education – Meaning, aims and objectives of elementary education, universalization of elementary education, girls education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme.

Mid Day Meal, SSA, Continuous and Comprehensive Evaluation at Elementary Level

Recommendation of Kothari Commission for Elementary Education

National Policy on Education 1986 (revised 1992), their implications for Elementary Education

Right of Children for Free and Compulsory Education Act 2009

Unit-II

Secondary Education – Meaning, importance and objectives of secondary education: organizational pattern of secondary education, problems and remedial measures of secondary education. Role of CBSE, RMSA in Secondary Education

Higher Education – Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance), Delor Report (Main Recommendations), RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC103

Credits: 4

Title: Contemporary India Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II : 20

Major Test: 60

Unit-III

Adult Education – Concept, aims and importance, National Adult Education Programme (NAEP), National Literary Mission (NLM), TLC, PLC, SRC, JSN

Concept and importance of Education for All

Literacy Education and Further Education (Global and Indian Context), Sakshar Bharat, Adult Education and Skill Development

Life long Education: Meaning and importance of Life Long Education

Unit-IV

Concept of Educational Ladder; Meaning and need of new educational pattern (10+2+3), vocationalization and diversification of education at +2 stages

National Education Policy, 2020

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

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Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC103

Credits: 4

Title: Contemporary India Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II : 20

Major Test: 60

Essential Readings:

Bemzai, P.N.K. (1994) Culture and political history of Kashmir, New Delhi: M.D. Publications Pvt. Ltd.

Bhatnagar, S. (2013) Education in India Today and Tomorrow. Agra.

Kohli V.K. (1976) Current Problem in Indian Education, Krishna Brothers

Kundu, C.L. (2011) Adult Education, Sterling Publishers.

Mukerji, S.N. (1964) Education in India Today and Tomorrow, Acharya Book Depot.

Prem, K. A. (1971) Decade of Education in India, Indian Book House, Delhi.

Seru, S.L. History and Growth of Education in Jammu and Kashmir (1872 AD to 1973).

Srivastava, B.D. (1970) Development of Modern Indian Education. Oxford & IBH Publishing Co. Pvt. Ltd.

Suggested Readings:

Report of Secondary Education Commission and Indian Education Commission 1952

Report of New Education of Policy (1986)

Report of Programme of Action (1992)

Yadav, R. S (2003) Adult Education, Ambala Cantt

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC104
Credits: 4**

**Title: Introduction to Educational Research
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will be oriented about research and its application in the field of education.
2. Students will understand various types of educational research.
3. Students will be able to select research problem.
4. Students will understand various sampling techniques used in educational research.
5. Students will be able to prepare a research proposal.

Course Contents:

Unit-I

Educational Research

- Meaning, nature and scope
- Need and purpose
- Areas of Educational Research: Philosophical, Psychological and Sociological
- Types of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences)
- Scientific enquiry and theory development

Unit-II

Research Problem

Selection (Problems and its sources)

- Evaluation (Criteria)
- Delineating and operationalizing variables

Review of Related Literature: Meaning and Importance

Hypothesis: Meaning, Sources and Types

Characteristics of a good Hypothesis

Importance, Difference between Assumption and Hypothesis

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC104

Title: Introduction to Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-III

Population and Sample

- Concept of Population, Sample
- Characteristics of a good sample
- Techniques of Sampling: Probability and Non-Probability

Probability Sampling: Simple random, Systematic random, Cluster, Stratified and Multi-stage Sampling

Non-probability Sampling: Purposive, Quota, Incidental and Snowball sampling

Unit-IV

Research Proposal

Meaning, Importance and Writing style

Steps of Preparing Research Proposal

Style of writing Bibliography/References (APA, MLA and CMS)

Modes of Transaction: *Lecture-cum-discussion, project method and practical*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC104

Title: Introduction to Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Anastasi, Annie (1997).Psychological Testing, Prentice Hall.
2. Best, J.W. (2005).Research in Education. Pearson.
3. Freeman, Frank, S. (1953) Theory and practice of Psychological Testing. Holt.
4. Good, C.V. (1971).The Methodology of Educational Research., New York.
5. Hayman, J.L. (1966).Research in Education. Ohio.

Suggested Readings:

6. Mouly, G.J. (1978).The Science of Education Research. Boston.
7. Sukhia & Mehrotra (1966) Introduction to Educational Research. Bombay.
8. Travers, M.W.R. (1969) Introduction to Educational Research. Macmillan & Co.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC105
Credits: 4**

**Title: Teaching of Skills
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand the concepts of Teaching & Micro teaching.
2. Students will understand and master the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in a seamless manner.
3. Students will practice the identified Micro teaching Skills -Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning.
4. Students will understand various educational interventions needed to hone these skills.

Course Contents:

Unit-I

Concept of Teaching

Micro teaching, Components of the Micro teaching & the cycle of Micro teaching Advantages & Disadvantages of Micro teaching

Peer Teaching: Components, Advantages & Disadvantages

Team Teaching & its components

Differentiation of the Skills, Strategies & Instructional Practices

Use & their respective implications in the classrooms

Unit-II

The Skill of Reinforcement, Components, Advantages & Disadvantages

Enacting two lessons of the Reinforcement in the different school subjects

The Skill of Questioning: Components, Advantages & Disadvantages.

Enacting two lessons of the Questioning in the different school subjects

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC105

Credits: 4

Title: Teaching of Skills

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

UNIT III

The Skill of Explanation: Components, Advantages & Disadvantages

Enacting two lessons of the Explanation in the different school subjects

The Skill of Black board Writing: Components, Advantages & Disadvantages

Enacting two lessons of the Black board writing in the different school subjects

UNIT IV

The Skill of Stimulus Variation: Components, Advantages & Disadvantages

Enacting two lessons of the Stimulus Variation in the different school subjects

Skill of Classroom Management: Components, Advantages & Disadvantages

Enacting two lessons of the classroom management in the different school subjects

Use of the New devices in the Classrooms: Skill of integrating (Blended learning) the PowerPoint presentation in conventional teaching

Use & implications of the Smart boards' vis-à-vis to the conventional classroom board – Difficulties in the integration & its implications

Modes of Transaction: *Lecture-cum-discussion method and Demonstration*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC105

Credits: 4

Title: Teaching of Skills

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Aggarwal, J.C (2015). Essentials of Educational Technology, Noida: Vikas Publishing House Pvt. Ltd.
2. Mangal S.K. & Uma Mangal (2009). Essentials of Educational Technology, Delhi: PHI Learning Private Limited.
3. Singh, Y.K., Sharma.T.K. & Upadhya Brijesh (2008). Educational Technology: Teaching Learning, New Delhi: APH Publishing Corporation

Suggested Readings:

1. Mortimore, Peter, (1999). Understanding Pedagogy and its impact on learning, London: Paul Chapman Publishing.
2. Sellars, Maura (2017). Reflective Practice for Teachers (2nd Edition), New Delhi: SAGE Publications India Pvt. Ltd.
3. Vargas, Julie, S. (2009) .Behavior Analysis for Effective Teaching, New York: Routledge Taylor and Francis Group.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC106
Credits: 4

Title: Computer Skills
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Learning Outcomes:

1. Students will be introduced to Computer and its Peripherals.
2. Students will be acquainted with the importance and usage of Computer.
3. Students will be given hands-on with the use of M.S. Office in the Discipline of Education.
4. Students will get familiarized with the usage of Computers like Power Point and application of internet, social media & mobile for the Teaching Learning Process & content creation.

Unit-I

Computers and Its Technological Development

Concept, What is a Computer, Classification of Computers, Characteristics Computers; Input and Output devices, Digital India & its applications for the students (17 by 17 like Swayam Prabha; National Digital Library & National Academic Depository)

Use of the Computers in the teaching learning process; ways & means of integration of technology with pedagogy- prospects & problems

The use & applicability of Computers for the MOOC & SWAYAM platforms- creating an Account

Unit-II

Handling the Computers: Different operating systems like Linux, Windows. Difference in its applications & workability in education; Use of Notepad & WordPad for the educational purpose

Use of Paint utility for enhancing the teaching learning process(practical) ; using Editing features on the Clip Art(Modify & to reproduce the art in accordance) Converting the Docx file to pdf, using the hyperlinks & creating the hypertext

Unit- III

Understanding latest trends in the Computers:

Concepts: Applications, Advantages & Difficulties - Mobile Learning, One to One Computing, Ubiquitous learning, Personalized Learning & Cloud computing. Use & Transfer to data from the social Media applications & computer-pictures, Videos & creating teaching learning content on You Tube, Blogs & Twitter

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC106

Credits: 4

Title: Computer Skills

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV

Use of Computers in the Teaching Learning Process:

Creating & presenting five PowerPoint presentations (with effects) on the selected topic of the syllabus; inserting the pictures, Videos in the docx files & providing the hyperlinks

Using the excel sheets for the computation of the results by the function of sum; division & if. Use & applications of the printers & scanners

Use of Mobile & the social media in the integration & development of teaching learning content

Modes of Transaction: *Lecture-cum-discussion method and Demonstration*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

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Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
EDUCATION) CHOICE BASED CREDIT SYSTEM
SEMESTER I**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC106
Credits: 4

Title: Computer Skills
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Essential Readings:

1. Computers fundamentals by R.K. Sinha, BPB Publication.
2. Fundamental of Computers by V. Rajaraman, PHI Pvt. Ltd.

Suggested Readings:

1. A first course in computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
2. The complete reference office 2000 by Stephen L Nelson.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
EDUCATION) CHOICE BASED CREDIT SYSTEM
SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC201
Credits: 4

Title: Sociological Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Learning Outcomes:

1. Students will be given a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. Students will understand the social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. Students will be able to appreciate the sociological perspectives of education and also able to take their contribution to educational development.

Course Contents:

Unit-I

Conceptual Framework

Educational Sociology, Sociology of Education, & Social Foundations of Education

Education as an Institution; a social sub system; Major roles and status (Students, teachers, home, community, NGO and administrators interrelationships)

Education as an agency of Socialization, (Folkways, mores, values, institutions), Stratification and Mobility (Westernization, Sanskritization, Urbanization, Industrialization and Modernization)

Unit-II

Social Educational Outcomes

Concept and Nature of Culture, Difference between Culture and Civilization, Enculturation and Acculturation, Cultural Compression and reproduction and Contextual role of Education

Concept and nature of Social Change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Concept of Equality of Educational Opportunity, educational diversities (gender, caste, demographic, Regionalism, ethnicity, religion as well as language); educational and social remedies in regard to the diversities

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC201

Title: Sociological Foundations of Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-III

Educational & Social Development

Contemporary issues: literacy and social development, Free and compulsory education, issues and perspectives in school and higher education, Elementary education, the state and higher education, education-autonomy, equity and equality of educational opportunities

Concept of Democracy, Totalitarian and Welfare State

Interrelationship of State and Education

Unit-IV

Theoretical framework and perspectives in the Sociology of Education

Structural-functionalism (socialization selection and allocation)

Conflict/Marxism (The state, ideology and education)

Post-modernism

Feminism (Gender and Education)

Alternatives in education & perspectives (e.g.: Paulo Freire, Ivan Illich)

Mode of Transaction: *Lecture-cum-discussion method*

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC201

Title: Sociological Foundations of Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC201

Title: Sociological Foundations of Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

1. Abraham Francis & Morgan John: Sociological Thought, McMillan India Ltd. 2002.
2. Rao, Shanker, C.N.: Sociology, Primary Principles: S. Chand & Co. 2002.
3. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
4. Sen Amritya & Dreze, Jean: India: Economic Development Social opportunity. OUP, 2000.
5. Srinivas, M.N.: Social change in Modern India, McMillan, India Ltd.
6. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
7. Haralambos, M.: Sociology Themes and Perceptive OUP, New Delhi.

Suggested Readings:

8. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
9. Ahmed, Intiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, Sage Publications.
10. Beteille, Andra: Sociology: Essays on Approach and Methods, OUP 2000.
11. Meek and Suwanwela: Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

Web References:

<http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>

<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism>

http://en.wikipedia.org/wiki/Ivan_Illich

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC202

Title: Methods of Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Learning Outcomes:

- (i) Students will understand various types of research
- (ii) Students will be acquainted with various methods of educational research
- (iii) Students will be able to use various tools used in educational research
- (iv) Students will be able to know how to construct research tools
- (v) Students will be able to prepare research report

Course Contents:

Unit-I

Quantitative Research: Concept and Characteristics

Historical Research (concept, steps, types, merits and demerits)

Primary and Secondary sources of Data

External and Internal Criticism of the Source

Descriptive Research (concept, steps, merits and demerits) - Survey Studies, descriptive studies, correlation studies and casual comparative studies

Experimental Research (Concept, Steps, Merits and Demerits)

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design

Internal and External Validity of Results in Experimental Research

Variables in Experimental Research: Independent, Dependent, Confounding variables

Variables: Concept of Univariate, Bivariate and Multivariate Variables

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC202

Title: Methods of Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Unit-II

Qualitative Research: Concept and Characteristics

Types of qualitative Research: Phenomenological Research, Ethnographic Research, Case Studies, Philosophical Studies and Grounded Theory

Qualitative Data: Descriptive, Personal documents, Official documents, field notes and photographs

Differences between Quantitative Research and Qualitative Research

Unit-III

Tools of Educational Research: Meaning and characteristics and Uses of the following tools:

- i) Information Schedule
- ii) Questionnaire
- iii) Opinionnaire
- iv) Interview
- v) Observation
- vi) Rating Scale
- vii) Socio-metric Techniques
- viii) Attitude Scale
- ix) Reaction Scale

Construction of Scales

Unit-IV

Research Report

Concept and Purpose

Steps of writing Research Report

Mechanics of writing Research Report

Differences between Research Proposal and Research Report

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC202

Title: Methods of Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC202

Title: Methods of Educational Research

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Essential Readings:

1. Anastasi, Annie Psychological Testing. Prentice Hall, 1997
2. Best, J.W. Research in Education. Pearson, 2005
3. Freeman, Frank, S. Theory and practice of Psychological Testing., Holt 1953
4. Good, C.V. The Methodology of Educational Research., New York, 1971
5. Hayman, J.L. Research in Education. Ohio, 1966

Suggested Readings:

6. Mouly, G.J. The Science of Education Research, Boston, 1978
7. Sukhia & Mehrotra Introduction to Education Research. Bombay, 1966
8. Travers, M.W.R. Introduction to Education Research. MacMillan & Co, 1969

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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC203

Credits: 4

Title: Guidance and Counseling

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Learning Outcomes:

1. Students will understand the concept of guidance and counseling.
2. Students will be made aware about guidance and curriculum, guidance and classroom learning.
3. Students will understand about vocational development.
4. Students will gain insight about organization of guidance services.
5. Students will understand the concept of counseling and its relevance.

Course Contents:

Unit-I

Guidance: Concept, Principles, Need and Significance of Guidance, Scope of Guidance; types of guidance -Educational, vocational and personal, Role of the teacher in guidance
Guidance and Curriculum; guidance and classroom learning
Agencies of guidance – National and State level

Unit-II

- Vocational choice, vocational development and vocational maturity; factors affecting occupational choice and vocational development; approaches to career guidance, vocationalization of secondary education
- Tools and Techniques of Guidance – Cumulative records, rating scales, interview and psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality). Use of tests in guidance and Counseling
- Organization of Guidance Programme – Principles of organization, organizing various guidance services (Individual inventory; information: Educational, Occupational and Personal – Social; Counseling; placement and follow-up) at different levels of education (School and College/University)

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Course No. PSEDTC203

Title: Guidance and Counseling

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit-III

Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children

Group guidance: concept and techniques of group guidance

Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality

Unit-IV

Counseling Process: Concept, Principles and Counseling approaches – directive, non-directive and elective

Group Counseling Vs Individual Counseling, Counseling for adjustment

Characteristics of good Counseling, the counselor as a person

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC203

Title: Guidance and Counseling

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow. An Introduction to Guidance, Eurasia Publishing House Ltd., New Delhi, 1962
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counseling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer – Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counseling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi. 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

Suggested Readings:

8. Nair-Psychological Bases of Vocational Guidance, Meenakshi Prakashan, 1972.
9. Pandey, K.P. Educational and Vocational guidance in India-VishwaVidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC204

Credits: 4

Title: Teacher Education

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Learning Outcomes:

1. Students will understand about the concept, aims and scope of teacher education in India with historical perspective.
2. Students will understand the role of various agencies and organization in the field of teacher education.
3. Students will gain knowledge about various techniques and strategies to be applied in the class room.
4. Students will get aware about the correlates of effective teachers and process of practice teaching and suggestions.

Course Contents:

Unit- I

Teacher Education – Concept, Aims and Scope;

Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992)

Historical development of Teacher Education in Jammu and Kashmir State

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SEMESTER II
Syllabus for the Examinations to be held in May 2021, 2022 and 2023**

**Course No. PSEDTC204
Credits: 4**

**Title: Teacher Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20
Major Test : 60**

Unit-II

Objectives of Teacher Education at Different Levels (Elementary and Secondary level)
Problems of Teacher Education in India
Remedial Measures to overcome the Problems of Teacher Education

Pre-Service Training: Meaning, Need and Objectives
Teaching Practice, Practicing Schools

In-Service Training Meaning, Need and Importance
Agencies of In-service programme: Role of NCERT, NCTE, SCERT, DIET, HRDC and Extension Department
Teacher Education through Distance Mode

Unit-III

Techniques for Higher Learning

Meaning, Objectives and Importance:

- i. Conference Technique
- ii. Seminar Technique
- iii. Symposium Technique
- iv. Workshop Technique
- v. Panel Discussion Technique

Instructional Strategies in Teacher Education:

- i. Lecture strategy Discussion
- ii. Brain Storming
- iii. Supervised study
- iv. Individualized study
- v. Simulation

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**Course No. PSEDTC204
Credits: 4**

**Title: Teacher Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20
Major Test : 60**

Unit-IV

Teacher Effectiveness:

Concept –Determinants, Identification, Characteristics (Cognitive and affective Correlates of effective teachers – Intelligence, Skill, Personality, Values and Attitudes)

Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent Practice Teaching Internship- its Organization and Problems

Supervision of Practice Lessons: Observation and Assessment: Feedback to Student Teacher-Concept and Types

Research Activities in Teacher Education with reference to:

- i) Teaching Effectiveness
- ii) Criteria of Admission
- iii) Modification of Teacher Behavior
- iv) School Effectiveness.

Modes of Transaction: *Lecture-cum-discussion method, Demonstration*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC204
Credits: 4

Title: Teacher Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II: 20
Major Test : 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. CABE, 1992 Report of the CABE Committee on Policy Perspective. Govt. of India, MHRD, New Delhi
2. Deighton, Lec, C. The Encyclopedia of Education, Vol. 1 & 11, McMillan & Co. & Free Press, New York
3. Delors., J. (1996) Learning: The Treasure with in UNESCO publishing.
4. Dunkin, J. Michael (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press
5. Husen, Torsten (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Beverly Hills, Sage Publishing.
9. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
10. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New

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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC204

Credits: 4

Title: Teacher Education

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Delhi.

11. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
12. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.

Suggested Readings:

1. NCERT (1987) In-service Training Package for Secondary Teachers MHR, New Delhi.
2. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
3. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
4. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, McMillan Publishing.
5. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
6. Singh, L.C. *et al.* (1990) Teacher Education in India, New Delhi, NCERT.
7. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharti Prakashan.

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SEMESTER II
Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC205

Credits: 4

Title: Special Education

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Learning Outcomes:

- i) Students will know about special, inclusive and integrated education.
- ii) Students will understand the role of various Acts and policies given by organizations in context of children with special needs.
- iii) Students will understand the role of for special schools, integrated school, teachers and community in education of children with special needs.
- iv) Students will know the specific characteristics and procedure of identification of various types of children with special needs.
- v) Students will understand various educational interventions for meeting the needs of children with special needs.

Course Contents:

Unit-I

Special Education: Nature and Scope and Objectives, Historical Perspectives, Concept of Inclusive Education

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA of 1992
- National Policy for Person with Disability, 2006

Unit-II

Education of Mentally Retarded (MR): Concept, Characteristics, Need and Causes, Criteria for identification

Education of MR children and placement:

Role of National Institute for Mentally Retarded

Education of Gifted and Creative Children: Concept, Characteristics & Identification,

Educational programmes

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SEMESTER II**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC205

Title: Special Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Unit-III

Concept of Visually Impaired: Characteristics and Types (degree of impairment)

Etiology and prevention

Educational Programmes

Role of National Institute for Visually Impaired

Concept of Hearing Impaired: Characteristics and Types (degree of impairment)

Etiology and prevention

Educational Programmes and placement

Role of National Institute for Hearing Impaired

Unit-IV

Education of Orthopedically Handicapped:

Concept, Types

Educational Programmes and Placement

Role of National Institute of Orthopedically Handicapped

Learning Disabled Children: Concept and Characteristics

Identification, Prevention

Educational programmes

Nature and Objectives of special schools, Concept of main streaming, Integrated school, Role of teacher, Role of community

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023
Course No. PSEDTC205 **Title: Special Education**
Credits: 4 **Maximum Marks: 100**
Minor Test-I : 20
Minor Test-II: 20
Major Test : 60

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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Course No. PSEDTC205

Title: Special Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test : 60

Essential Readings:

1. Bender, W.N. (1995) Learning Disability, London: Allyn & Bacon.
2. Berdine, W.H., &Blackurst A.E., (1980): An Introduction to Special Education, Boston: Harpers Collins Publishers.
3. Dash, M., (2000). Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors.
4. Hallahar, D.P., & Kauffman, J.M., (1991). Exceptional Children: Introduction to special Education, Massachusetts: Allyn and Bacon, Publishers.
5. Hewett, Frank, M., & Foreness, Steven R., (1984) Education of Exceptional learners, Allyn& Bacon Publishers.
6. Kirk, S. A., & Gallagher J.J., (1989). Education of Exceptional Children, Boston: Houghton Mifflin Co.

Suggested Readings:

1. Farrell, Michael (2012). Educating Special Children, New York: Routledge Taylor and Francis Group
2. Wilson, Ruth A., (2003). Special Educational Needs in the Early Years, New York: RoutledgeFalmer Taylor and Francis Group.
3. Ysseldyke, James E., (2010). Critical Issues in Special Education, Boston: Houghton Mifflin Compa

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC206
Credits: 4

Title: Educational Measurement and Evaluation

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test 60

Learning Outcomes:

1. Students will be acquainted with the basic concepts and practices adopted in educational measurement and evaluation.
2. Students will understand the relationship between measurement and evaluation in education.
3. Students will develop the skills and competencies in constructing and standardizing a test.
4. Students will understand how various requirements of education are measured/evaluated and interpreted.

Course Contents:

Unit-I

Educational measurement and evaluation: Concept, Scope and Need, difference between measurement and evaluation

Measurement of achievement, aptitude, intelligence, interests and attitude

Unit-II

Principles of test construction

Item analysis

Test Standardization (Steps in construction and standardization)

Norm referenced and criterion referenced test (concept and difference)

Characteristics of a good measuring instrument

Concept, characteristics and types of:

Validity, Reliability, Usability, Norms

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SEMESTER II

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC206
Credits: 4

Title: Educational Measurement and Evaluation

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test 60

Unit-III:

Tools of measurement and evaluation

Essay Type Test, Objective type Test

Questionnaire, Schedule, Inventory, Rating Scale

Unit-IV

New trends in Evaluation: Grading, Semester system

CBCS, Continuous Comprehensive Evaluation (CCE), Types of Evaluation

Instructional Objectives and Objective based Evaluation

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

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SEMESTER II

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC206

Title: Educational Measurement and Evaluation

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Admas. G.K. (1965) Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal. Y. P. (1998), Statistical Methods: Concepts Applications and Computation, Sterling, New Delhi
3. Aggarwal. R.N. and Asthana, Vipin (1983), Educational measurement and Evaluation, Vinod, Agra
4. Aiken. L.R. (1985) Psychological Testing and Assessment

Suggested Readings:

5. Anastasi. A. (1982) Psychological Testing, Macmillan, New York
6. Cronbach. L.J. (1964) Essential of Psychological Testing, Harper and Row, New York
7. Ebel. R.L. and Frisbel D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New York

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC301
Credits: 4**

**Title: Educational Technology
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand the meaning, nature, scope and significance of Educational Technology and its Components in terms of Hardware and Software.
2. Students will understand the difference between Communication and Instruction so that they can develop and design a sound instructional system.
3. Students will be acquainted with the levels, strategies and models of teaching for future improvement.
4. Students will understand programmed learning and analyse its types.
5. Students will be acquainted with the models and trends in Educational Technology.

Course Contents:

Unit-I

Educational Technology-concept and scope

Components of Educational Technology – Hardware and Software

System approach in educational technology, and its characteristics

Multi-media & Mass media approaches in educational technology

Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

Instructional Technology: concept, importance and implications, difference between educational and instructional technology

Communication and Instruction: concept, nature, principles, modes, facilitators and barriers of communication process, classroom communication (Interaction – verbal and non-verbal)

Unit-II

Designing Instructional System – formulation, task analysis, designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials (concept and importance)

Programmed Learning – concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, various steps involved in construction of programmes

Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – concept, process, merits and demerits

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC301

Credits: 4

Title: Educational Technology

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-III

Teaching Strategies - Meaning, Nature, Functions and Types of the following Models of Teaching:

- Concept Attainment Model
- Inquiry Training Model
- Glaser's Basic Teaching Model

Modification of teaching behavior:

- Microteaching: concept; importance, different teaching skills, microteaching cycle, advantages and limitations
- Flanders Interaction analysis and Simulation: nature, procedure, advantages and limitations

Unit-IV

Distance Education: Concept – Different contemporary System viz., Correspondence, Distance and Open, Student Support Services, Counselling Methods in Distance Education, Evaluation strategies in Distance Education, use of ICT in Distance Education, IGNOU an open learning system

Emerging trends in Educational Technology – Role of Videotape, Radio-television, Tele-conferencing, CCTV, EDUSAT, e-learning, Virtual Class Room

Composition and Role of Resource Centres for Educational Technology – CES (UGC) CIET, AVRC, EMRC, INTEL

Mode of Transaction: *Lecture-cum-practical exposure*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC301

Credits: 4

Title: Educational Technology

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Allen, D. & Tyen, K. (1969) Micro-Teaching, Addison-Wesley.
2. Chauhan, S.S. (1978) a Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co
3. Flanders, Ne, A. (1970) Analyzing Teaching Behavior, Addison-Wesley Pub. Co
4. Groundlund, Norman E. (1970) Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co.
5. Mager, Robert F. (1965) Preparing Instructional Objectives Fearon Publishers.
6. Markle, Susan M. (1969) Good Frames and Bad – A Grammer of Frame Writing – John Wiley and Sons.

Suggested Readings:

7. Pipe, Peter (1965) Practical Programming, Holt, Rainohard & Winster.
8. Passi, B.K. (1976) Becoming Better Teacher-Micro Teaching Mudranalyan.
9. Pandey, K.P.(1980) A first course In Instructional Technology. Gaziabad, Amitash Prakashan.

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC302
Credits: 4**

**Title: Comparative Education
Maximum Marks: 100
Minor Test-I : 20
Minor Test-II : 20
Major Test 60**

Learning Outcomes:

1. Students will understand the Comparative Education in the context of the Changing contexts & the needs of Education
2. Students will understand the role of Comparative Education in the context of the school and the Higher education.
3. Students will understand the comparative education in facilitating the diversities in the classrooms
4. Students will understand the different educational systems in India and in the developed economies.

Course Contents:

Unit I

Comparative Education & conceptual framework

What is Comparative Education, Scope & History of Comparative Education, Approaches & Methods in Comparative Education; who are the main actors in the Comparative Education; The role & power of individuals, institutions, and countries play in the field of comparative education?

Difference between the Comparative Education & International Education

Unit II

Education in Context of Economy

Why there is need of Education for All and the compulsory Education and what are the different approaches being used by the Government to achieve the target of the Compulsory Schooling for All; the strengths and limitations of these measures in the context of the different policies and Commissions recommendations. The Digital Divide in the society and in the educational Institutions and how Technology spread of the Education both at school as well as in the higher level. The Higher Education Not as a public Good.

Unit III

Diversity in the classrooms

The diversities of the language (Monolingual, bilingual & Multilingual class), the use of the foreign language in the classrooms of the schools & in the Higher Education -the strengths & the weaknesses
The Diversity based on the caste, religion & socio economic status as well of the Divyangs in the class and its remedies as suggested in the different commissions & policies recommendations. The disadvantages of the students living on the international borders and the students having the internal displacements
The role of the international Bodies (UNESCO, UNO, World Bank & IMF) in supporting the cause of the education in the low developing economies

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC302

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II : 20

Major Test 60

Unit IV

Education system in the other Countries

Early Childhood Education, Secondary Education (including Vocationalization), Higher Education and Teacher Education in context of the policies & Programs in India and in USA, UK and China

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

Bray (2007) – Chapter 1 – Actors and Purposes in Comparative education

Hayhoe, Ruth, Carly Manion, and Karen Mundy, “Why study comparative education?” pp. 1-21.
Sustainable Development Goals Fund (n.d.) Goal 4: Quality Education.

Carnoy, M. (1974) Education as Cultural Imperialism, (pp. 31-77). New York:

D. McKay. Martin, C. (2016). The reductive seduction of other people's problems. Bright Magazine.

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTC302

Credits: 4

Title: Comparative Education

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II : 20

Major Test 60

Takayama, K., A. Sriprakash, and R. Connell, "Toward a Postcolonial Comparative and International Education," *Comparative Education Review* 61, no. S1 (2017): 1-24

Banerjee and Duflo (2011). *Poor Economics*. Ch.4 Top of the Class. pp 71-101.

Castillo, Nathan M., and Daniel A. Wagner. 2014. "Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy." *Comparative Education Review* 58 (1): 166-173.

Kremer et al. (2013). *The Challenge of Education and Learning in the Developing World*. Fresh Ed podcast with Steve Klees, "How Do Economists Understand Education?" <http://www.freshedpodcast.com/steveklees/>

Muralidharan et al. (2019). In *Delhi Experiment, Software Sparks Success*. *Education Next*. (Link). Read the article and/or listen to the podcast.

Warschauer, M., & Ames, M. (2010). Can one laptop per child save the world's poor? *Journal of International Affairs*, 64(1), 33-51. (Link).

Chambers and Trudgill (1998) *Dialectology*. 2nd edition. (Chapter 1 – pp 3-12)

Mazrui, A. A., & Mazrui, A. M. (1998). *The Power of Babel: language and governance in the African experience*. University of Chicago Press. (ch10 – pp141-159)

Suggested Readings:

Walter, S. & Benson, C. (2012). Ch14. Language policy and medium of instruction in formal education. In Spolsky (2012). *The Cambridge handbook of language policy*.

Practical

Explore the Ethnologue website. Identify one language you had never heard about before and prepare to share two or three facts about that language.

Spend 10 minutes exploring policies of the Rhode Island Department of Education to support multilingual learners. (Link).

McCoy et al (2016). *Early Childhood Developmental Status in Low- and Middle-Income Countries: National, Regional, and Global Prevalence Estimates Using Predictive Modeling*.

UNICEF (2014). *Building better brains: New frontiers in early childhood development*. (Link).

UNESCO (2018). *Recruiting and deploying effective teachers*. (Link).

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC303
Credits: 4**

**Title: Methods of Data Analysis
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand the concepts and methods used in Statistical analysis of test scores.
2. Students will gain idea about the concept of qualitative and quantitative data.
3. Students will understand the concept of and also analyze the uses of Inferential and Descriptive Statistics.
4. Students will develop the skill for computations through statistical techniques.

Course Contents:

Unit-I

- (a) Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Scales of Measurement
- (b) Raw scores and Frequency Distribution Graphical Representation of Frequency Distribution – Polygon and Histogram – Differences between the two methods, Cumulative Frequency Curve, – Pie- Chart, ogive and smoothed frequency curve

Unit-II

Measures of Central Tendency – Concepts and Calculation of Mean, Median and Mode, Properties of Mean, when to employ mean, median and mode, Merits and Demerits
Measures of Variability: Concept and Calculations of Quartile Deviation, Standard Deviation, Interpretation of standard deviation, Percentile and Percentile Rank through ogive also, Merits and Demerits

Unit-III

Normal Distribution Curve: Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases
- iii) Determination of raw scores from the given percent of cases.

Measures of Relationship: Concept, uses and computations of correlations by Pearson Product Moment Method and first order partial correlation.

Unit-IV

- a) Concept of levels of significance.
- b) Types of Errors (Type I and Type II error), One-tailed and Two-tailed tests.
- b) Significance of Statistics: Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).
- c) Analysis of Variance: Meaning, Assumptions and uses with computations up to one-way classification only.

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTC303
Credits: 4**

**Title: Methods of Data Analysis
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Modes of Transaction: *Lecture-cum-discussion method, Problem solving method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry. E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh.(2011)Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi

Suggested Readings:

6. Mangal, S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt. Ltd. New Delhi

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTE304
Credits: 4**

**Title: Creativity and Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will get familiarized with creativity and its aspects.
2. Students will be able to differentiate between creativity and Intelligence and creativity and Personality.
3. Students will be acquainted with and analyze different procedures, measurement and development of creativity.

Course Contents:

Unit-I

Concept of creativity: Meaning, nature, dimensions of creativity, historical development: contributions of Guilford and Torrance

Major aspects of creativity:

- The creativity process
- The creative product
- The creative persons

Theories of creativity

Unit-II

Creativity and Intelligence:

Concept of Intelligence
Theories of Intelligence- Gardner and Sternberg
Relationship of creativity with intelligence
Creativity and Academic Achievement
Problem solving and creativity
Research in creativity: In India and abroad

Unit-III

Creativity and Personality

- i) Personality of a creative child;
- ii) Personality of a creative Scientist;

Stages of creative development during i) Pre-School; ii) Elementary school years; iii) after school years.

Impact of heredity and environment in the development of creativity.

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE304

Credits: 4

Title: Creativity and Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV

Measuring and developing creativity:

- i) Tools of Measuring creative talent
- ii) Techniques of developing creativity:
 - a. Brainstorming
 - b. Group discussion
 - c. Play way
 - d. Problem solving

Teaching for creativity, Role of Teacher and School in promoting creativity
Problems of creative children and their remedies

Mode of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE304

Credits: 4

Title: Creativity and Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

1. Getzels, J.W. Creativity and Intelligence & Jackson, P.E
2. Gowan, J.C.; Dwes G.D. Creativity and its Educational & Torrance, E.P. Implications
3. Kneller, G.E. The Art and Science of Creativity.
4. Mehdi, B. Creativity in Teaching and Learning (New Delhi: NCERT. 1981).
5. Mehdi, B. towards Learning Society. (Delhi: Northern Book Depot, Ansari) Road.
6. Rather, A.R. Creativity and Drop out incidence. (Srinagar: Gulshan Publishers).
7. Sharma, K.N. Dynamics of Creativity.

Suggested Readings:

8. Stein, Morris & Heinz Creativity and the Individual.
9. Torrance, E.P. Guiding Creativity Talent. 10. Vernon, E.P. (Ed) Creativity.

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SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTE305
Credits: 4**

Title: Information and Communication Technology in Education

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

(48 marks for theory and 12 marks for Practical)

Duration of Theory examination: 2hrs

Learning Outcomes:

1. Students will get familiarized with fundamentals of ICT.
2. Students will develop awareness about the use of ICT in Education.
3. Students will develop the skills of computing education.
4. Students will develop awareness about new concepts, terminologies being used in digital world.
6. Students will be able to use computers in data analysis/ processing and research in education.

Unit-I

Computer & Technological Development

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System
- Disruptive Technologies: Concept & its application; the use of social media & mobile apps in the integration of the pedagogy & teaching learning process. The Integration & data transfer from the You Tube Twitter & Blog (Creation, dissemination & reproduction) for the educational content. The respect for the Copy Rights & policy of plagiarism in the Googling

Unit-II

Use of Computers in Instruction and Research

- Introduction to the MS Office, its Anatomy and Applications
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player. Editing & Formatting of the Clip Art Pictures & Videos. Use of paint facility in producing a new Content
- Concept of CAL, CAI, E-Books, E-Boards. Differences & Applications. Use of the Digital India Initiatives in Education – Concept of the SWAYAM & its utilities in NDL, NAD. Use of MOOC & creating a dummy account. Use & fill ups of Online applications

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE305

Title: Information and Communication Technology in Education

Credits: 4

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

(48 marks for theory and 12 marks for Practical)

Duration of Theory examination: 2hrs

Unit-III

Working with Computers (MS Office and its Utilities)

- MS Word: Concept of Notepad, WordPad and Word processor, Creating, Saving and navigating a document, Mail Merge
- MS Excel: Concept, Creating and Saving Worksheet, working with Data, and using Graphics. Use of Statistical Functions
- MS Power Point: Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation on Educational themes & topics (Five PPTs)
- MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files

Unit-IV

Networking and Internet

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS
- Internet: Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP Cloud Computing – The concept & its applications in education
- Searching the Web: Use of search engines for the research problems, identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web

Duration of Practical Examination: 1 hr.

- MS Office and its applications
- Using the Commands of DOS
- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus
- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics

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Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE305

Title: Information and Communication Technology in Education

Credits: 4

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

(48 marks for theory and 12 marks for Practical)

Duration of Theory examination: 2hrs

MS Front Page Introduction of the front page, creating a web page on the web. Previewing & Publishing the web page on the web

The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 12 marks followed by viva-voce marks to be conducted by the same external examiner.

Modes of Transaction: Lecture-cum-discussion method, Demonstration and practical

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 09 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

- Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
- Computer Fundamentals by R.K. Sinha, BPB Publication.
- Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
- A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE305

Title: Information and Communication Technology in Education

Credits: 4

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

(48 marks for theory and 12 marks for Practical)

Duration of Theory examination: 2hrs

Suggested Readings:

- The Complete Reference Office 2000 by Stephen L. Nelson.
- Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTE306
Credits: 4**

**Title: Environmental Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will develop awareness about the relationship between environment & humans.
2. Students will understand importance of environment for sustaining development.
3. Students will organize various activities at the secondary & hr. Secondary level.
4. Students will realize the need and analyze approaches for environmental management.
5. Students will appreciate the various bio-diversity present, need and ways to preserve them.
6. Students will gain knowledge of various environmental legislations.
7. Students will analyze and evaluate the various measures available to conserve environment.

Unit-I

Environmental education-meaning, objectives, scope and need of environmental education
Environmental awareness through education-programme for secondary & hr. Secondary school children
Formal & non-formal environmental education

Unit-II

Man & environment relationship, man as a creator & destroyer
Conservation of environment: an immediate need
Need of sensitizing learners towards concern of environmental conservation
Concept and need of sustainable development
Challenges for sustainable development

Unit-III

Need for environmental management
Aspects of environment management-ethical, economic, technological and social
Approaches for environmental management- economic policies, environmental indicators, setting of standards, information exchange and surveillance

Unit-IV

Concept and types of biodiversity
Strategies for conservation of bio-diversity-institution and ex-situ environmental legislations in India:-
a) The water act-1977
b) Forest conservation act-1980
c) The air act-1981
d) Environmental act-1986
e) National environmental educational Act-1990

MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
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SEMESTER III

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

Course No. PSEDTE306

Credits: 4

Title: Environmental Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction: *Lecture-cum-discussion method, field visits*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

Aggarwal, J.C. (2007): Education for values, environment and human rights, Delhi: Shipra publications,
Kohli, V. and Kohli, V (2000): Environmental Pollution and Management. Ambala: Vivek Publishers,
Nanda, V. K. (1997): Environmental Education, New Delhi: Anmol Publications.
Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Hyderabad: Neelkamal Publications Pvt. Ltd,
Sharma, V. S. (2006) Environmental Education, New Delhi: Anmol Publications Pvt. Ltd.
Shrivastava, K.K. (2014) Environmental Education, New Delhi: Kanishka Publishers, Distributors.

Suggested Readings:

Sing, P.P., & Sharma, Sandhir, (2004) Teaching of Environment, New Delhi: Deep & Deep Publications Pvt. Ltd.
Sungosh, S.M. (2006): An introduction to Environmental Education, Shillong: Akashi Book Depot,
a) Trivedi, R.N. (1990): Dimensions of safe environment, New Delhi: Anmol Publications Pvt. Ltd.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER III
Syllabus for the Examinations to be held in December 2021, 2022 and 2023**

Course No. PSEDDC 307

Credits: 4

Title: Dissertation

Maximum Marks: 100

Writing of the Research Proposal

Preparation of Tools

Data Collection

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A.
EDUCATION) CHOICE BASED CREDIT SYSTEM
SEMESTER III**

Syllabus for the Examinations to be held in December 2021, 2022 and 2023

**Course No. PSEDTO 308
(SWAYAM) Credits: 4**

Open course

Maximum Marks: 100

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CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

**Course No. PSEDTC401
Credits: 4**

**Title: Curriculum Development
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand the concept of curriculum construction.
2. Students will be familiarized with the process of different curriculum designs.
3. Students will understand the models of curriculum.
4. Students will understand the process of curriculum evaluation.

Course Contents:

Unit-I

Curriculum – concept, difference between syllabus and curriculum
Concept of Emerging, Hidden and Irrelevant Curriculum
Sources of curriculum design
Major approaches to curriculum – structure and humanistic
Current Issues and Trends in curriculum organization and development
National Curriculum Framework (NCF) -2000 & 2005

Unit-II

Curriculum Planning: concept, components of Curriculum Planning
Trends in Curriculum Planning
Principles of Curriculum Planning

Unit-III

Curriculum Development: concept, different categories and types of curriculum
Different models of Curriculum Development
Process of Curriculum Development

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC401

Credits: 4

Title: Curriculum Development

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV

Curriculum Evaluation: concept, need, sources of Curriculum Evaluation

Role of Support material, types of material

Evaluation – Aspects of Evaluation -formative and summative evaluation and its interpretation

Mode of Transaction: *Project method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC401

Credits: 4

Title: Curriculum Development

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

1. Aggarwal, J.C. (1990): Curriculum Reforms in India, Doaba house, New Delhi.
2. Kelly, A.V, (1989): The Curriculum: Theory and Practice: London Paul Chapman Publishers.
3. Bruner, J.S. (1977) : The Process of Education, Harvard University Pres.
4. Sharpes, D.K. (1988) Curriculum Traditions and practices Routledge London.
5. Warwick, D (1975) Curriculum Structures and Design, University of London.
6. Dewey, J. (1996) the child and curriculum- The school and the society, Phoenix, USA.
7. Malhotra M.M (1985) Curriculum Evaluation and Renewal Manila, CBSE Publication.

Suggested Readings:

8. Stephen, W. & Douglas, P. (1972) Curriculum Evaluation Bristol NFER Publishing.
9. Mac Neil, John, D. (1977) Curriculum A comprehensive introduction, Little Brown and Co. Boston.
10. Dash, B.N. (2007) Curriculum Planning and Development Dominant Publishers and Distributors.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC402
Credits: 4

Title: Pedagogy of Education
Maximum Marks: 100
Minor Test-I 20
Minor Test-II 20
Major Test 60

Learning Outcomes:

1. Students will understand the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.
2. Students will be familiarized with the principles, maxims of successful teaching and the different methods of teaching.
3. Students will understand the need and importance of various devices of teaching and the role of audio-visual aids in the development of teaching-learning process.
4. Students will be able to point out and illustrate the difference between teaching and learning and their relationship between the two.
5. Students will be acquainted with the different levels of teaching learning process and will be able to organize teaching at these levels.

Course Contents:

Unit-I

Pedagogy of Education:

- Meaning and Scope of Pedagogics of Education, Components of teaching, Teaching as Science and Art, Phases of Teaching, Relationship between Teaching and Learning, Variables of Teaching.

Behavioral Objectives:

- Meaning and importance of behavioral objectives, writing behavioral objectives for different subjects, difference between educational and instructional objectives. Blooms Taxonomy and its new version

Principles and Maxims of successful Teaching

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC402

Credits: 4

Title: Pedagogy of Education

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

Unit-II

Organizing Teaching at:

- Memory level, understanding level and reflective level

Methods of Teaching:

Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method. (f) Brainstorming
Individualized and Cooperative Teaching and Learning

- Concept and Significance of Individualized and Cooperative Teaching-Language Laboratory, Tutorials, Keller's Plan (PSI), Learner Controlled Instructions (LCI), Computer Supported Collaborative Learning (CSCL)

Unit-III

Devices of Teaching:

- Teaching devices: Oral communication, exposition, explanation, narration, description, illustrations, questioning, homework, textbooks and reference books
- Fixing devices: Drill, review, recapitulation and repetitive practice

Teaching aids:

- Communication Media: Concept, types and functions of audio, visual and audio-visual media
- Audio: Radio, Tape-recorder
- Visual: Projected aids, Overhead projector, and Slide projector
- Non-projected aids: Charts, Display boards, Models, Posters, Maps, Diagrams, Flash cards
- Audio-visual: Films, Television, Video projection and Satellite instruction

Unit-IV

Lesson Planning:

- Meaning, importance and Criteria of an Effective lesson Plan
- Approaches in Lesson Planning- Herbartian, and RCEM Approaches. Difference between different Approaches

Evaluation in Teaching:

- Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (formative and Summative)

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC402

Credits: 4

Title: Pedagogy of Education

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

- Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative merits and demerits of different methods of evaluation

Modes of Transaction: *Lecture-cum-discussion method, Project Method, Practical.*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

- Aggarwal, J.C. Principles, Method and Techniques of Teaching, Vikas Publishing House, Pvt. Ltd
- Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi
- Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC402
Credits: 4

Title: Pedagogy of Education
Maximum Marks: 100
Minor Test-I 20
Minor Test-II 20
Major Test 60

Suggested Readings:

- Champion Lectures on Teaching English in India, Oxford University Press.
- Dececco, J.P. & Crawford, W.R the Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd, 1977
- Fleming, C.M. Teaching, Methuen and Co. Ltd. 1958.
- Gage, N.L. The Scientific Basis of Art of Teaching, London Teachers College Press, Columbia University 1978
- Kochar, S.K. Methods and Techniques of Teaching Sterling Publishers (P) Ltd., 1981Shambri & others Teaching of English, Longmans
- Prerna clerke Teaching and Learning: The Culture of Pedagogy sage publication, 2001.
- Sharma R.A. Managing Teaching Activities, Surya publications, 2003.
- Skinner B.F. The Technology of Teaching. Appleton Century Crafts. New York, 1968
- Tara Chand Principles of Teaching, Anmol Publications 1990.
- Valdman, Abert Trends in Language Teaching, McGraw Hill; K.C. 1966.
- Vedanyagam, E.G. Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd New Delhi 1998.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

**Course No: PSEDTC403
Credit: 4**

**Title: Educational Planning and Finance
Maximum Marks: 100
Minor Tests-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand the concept and process of educational administration.
2. Students will understand the function of educational administration.
3. Students will develop an insight about the educational planning and supervision.
4. Students will understand the recent techniques in educational administration.

Course Contents:

Unit I

Educational administration: Concept, objectives, nature, elements and principles; Basic functions of administration: Planning, organizing, directing and controlling. Difference between the Educational administration & Management

Educational Supervision: Meaning, objectives and nature, Inspection vs. supervision
Types of educational supervision, qualities of a good supervisor, defects in present supervision
Planning, organizing and implementing a supervisory Programme

Unit II

Educational Planning: Meaning, objectives and nature Approaches to educational planning
Institutional planning: Need, characteristics and steps. The Role of Quality Control in the Institutions and the parameters of Quality. Difference between the educational auditing & Inspection
The Role of the peer team in the Quality controls of the Institution

Educational Organizations: Meaning, characteristics and types Functions of educational organizations, The Organisation of Panchayat & its role in the SSA & educational administration of PRIs. Decentralization in Education

Unit III

Functions of State govt. at different levels of education Functions of board of school education and university. The Role & function of UGC in the administration of Higher Education

Modern Trends in Educational Administration and Management: PPBS (Planning Programming Budgeting System) - Concept and implications, MBO (Management by Objective) - Concept and implications

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No: PSEDTC403

Title: Educational Planning and Finance

Credit: 4

Maximum Marks: 100

Minor Tests-I: 20

Minor Test-II: 20

Major Test: 60

Unit IV

Role of Headmaster in school management and administration Role of teacher in school management and administration

Leadership: Concept, nature and types of leadership Theories of leadership

Modes of Transaction: *Lecture-cum-discussion method, Field Visits.*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION) CHOICE BASED
CREDIT SYSTEM**

SEMESTER IV

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No: PSEDTC403

Title: Educational Planning and Finance

Credit: 4

Maximum Marks: 100

Minor Tests-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

1. Harbison, I.F. (1967). Educational Planning and Human Resource development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, and Budgeting – A Systems Approach, New Jersey: Prentice Hall
4. King rough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
5. Ravi Shankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.

Suggested Readings:

6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

**Course No. PSEDTE404
Credits: 4**

**Title: Advanced Statistics in Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test 60**

Learning Outcomes:

1. Students will be made conversant with the problems of research design, the tools of collecting data and methods and techniques of analysis.
2. Students will be able to interpret educational research.
3. Students will understand the concepts and methods used in statistical analysis of test scores.
4. Students will be able to apply the derived knowledge in tabulating and interpreting tests scores.
5. Students will develop the skills necessary for the analysis and interpretation of tests scores.

Course Contents:

Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence Normality, Applications of Normal Curve

- i. To compare the distributions in term of overlapping
- ii. To determine the relative difficulty of test questions, problems and other test items
- iii. To separate a given group into sub- groups according to capacity when the trait is normally distributed

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE404

Title: Advanced Statistics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test 60

Unit - II

1. Concept, uses and Computations of Biserial, Point- Biserial, comparison Tetra choric, Phi-coefficient, comparison and 2nd order partial and multiple correlations
2. Regression Equations: Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate Coefficient of Alienation, forecasting Efficiency coefficient, Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction

Unit-III

1. (a) Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions
(b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent)
(c) Significance of Mean Differences of Two matched groups on Mean and SD
2. Analysis of variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE404

Title: Advanced Statistics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-IV

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Kolmogorov- Smirnov test (Small and Large Small with equal and unequal N), RUN test and Mann- Whitney U test

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis
 - ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis
 - iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency
 - iv) Goodness of fit of Normal Distribution of Frequencies
- Factor Analysis (up to one factor loading)

Mode of Transaction: *Problem solving method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weight age (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes	20
Major Test (after 90 days)	Up to 100%	Three hours	60

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE404

Credits: 4

Title: Advanced Statistics in Education

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry. E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi

Suggested Readings:

6. Mangal, S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt. Ltd. New Delhi
7. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmedabad

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE405
Credits: 4

Title: Mental Health and Yoga
Maximum Marks: 100
Minor Test-I 20
Minor Test-II 20
Major Test 60

Learning Outcomes:

1. Students will understand the concept of mental health and hygiene and role of various agencies in sustenance of mental health
2. Students will understand the forms, symptoms and causes of various mental disorders and stress management.
3. Students will understand the importance of Yoga education and its approaches.

Course Contents:

Unit-I

Meaning, functions, goals and principles of mental health and hygiene
Factors influencing Mental Health, Characteristics of mentally healthy individual
Role of School, Home and Community in the prevention of mental illnesses and sustenance of mental health

Unit-II

Meaning, objectives and importance of Yoga education
Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dyana and Samadhi
Types of food according to yogic diet
Demonstration and practice of various Asanas and Pranayamas

Unit-III

Symptoms of Mental Illness
Causes of Mental illness with special reference to adolescence
- Common forms of neurosis and psychosis
- Stress Management: Concept, manifestations of stress and coping with stress
- Psychotherapies: Behavioural Therapy, Client centered therapy and Group therapy

Unit-IV

Approaches of health and yoga education
Role of yoga on community health promotion- individual, family and community
Qualities of a good yoga teacher, Teacher's role and responsibilities in yoga education

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE405

Credits: 4

Title: Mental Health and Yoga

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

Modes of Transaction: *Lecture-cum-discussion method, Practice of Asanas.*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Up to 25%	Forty five minutes (Practical based)	20
Minor Test-II (after 60 days)	Up to 50%	Forty five minutes (Practical based)	20
Major Test (after 90 days)	Up to 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Essential Readings:

1. Akhilanand Swami, (1952) Mental Health, and Hindu Psychology, London, Auen and Unwin.
2. Ark off, Abe (1968) adjustment and Mental Health, New York: McGraw Hill Company.
3. Bahadur Mal, (1955) Mental Health in Theory and Practice Hoshiarpur, V.V.R.I.
4. Bernard Harold, W., (1952) Mental Hygiene for class-room Teachers: Mc Grew Hill Book Co.

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE405

Credits: 4

Title: Mental Health and Yoga

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

5. Bonne, Merl E. (1960) Mental Health in Education, Boston: Allyn and Bacon Inc.
6. Bonne, Merl E, (1960) Mental Health in Education Allyn and Bacon, Boston.
7. Carstensen, Laura and Ornstein, Robert, (1991) Psychology – the study of human experience, Harcourt Brace Jovanovich Publishers, New York.

Suggested Readings:

8. Carol Herbert, A., (1956) Mental Hygiene: The Dynamics of Adjustment (3rd Ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc.
9. Coleman, J.C. (1976) Abnormal Psychology and Modern Life Bombay, D.B. Tara Porewala Sons & Co.
10. Crow, Lester D. & Crow Alice (1952) Mental Hygiene, Mc Graw Hill Book Company, New York.
11. Garg, B.R., (2002) an Introduction to Mental Health, Ambala, Associated Publications.
12. Hadfield, J.A. (1952) Psychology and Mental Health, London; George Allen and Unwin Ltd.
13. Ingersoll, Gary, M. (1989) Adolescents, Prentice Hall Englewood Cliffs, New York.
14. Katz, Barney & Lerner. (1953) Mental Hygiene in Modern Living. The Ronald Press Company, New York.
15. Sinha, A.K. (1982) The Concept of Mental Health in India and Western psychologies, Kurukshetra, Vishal Publications.
16. Suraj Bhan & N.K. Dutt, (1978) Mental Health through Education, New Delhi, Vision Books Publications.
17. Thorpe, L.P. (1950) the Psychology of Mental Health, New York: the Ronald Press Co.
18. Wall, H.D. (1955) Education and Mental Health, UNESCO.
19. Watkins Ted. R. and Calicut, James W (190) Mental Health: Policy and Practice Today, New Delhi. Sage Publications

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTC406
Credits: 4

Title: School Internship
Maximum Marks 100

Components of School Internship

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4th Semester consisting of 80 hours

1. Practice of Teaching (40marks)
2. Internship cum School Report (20 marks)
3. Supervision of Lessons (10 marks)
4. Final Teaching (30 marks)

1. Practice Teaching:

Each student shall participate in practice of teaching for three hours daily for twenty working days under the supervision of a qualified teacher educator. The teacher educators in different teaching subjects opted by the students shall be appointed by the HOD. Each student shall have to opt for two teaching subjects being taught at the school level, preferably out of those, which the student has studied at B.A. level provided if it happens to be school subject otherwise, the choice will be exercised by the students themselves out of the subjects prescribed in B.Ed. Syllabi. The teaching practice will be conducted in schools fixed by the teacher in-charge of the Department who will coordinate with the teacher educators for supervising the subjects. The students will follow the schedule as such:

- Demonstration lesson will be delivered by respective Teacher Educators in each teaching subject followed by one discussion lesson in each teaching subject.
- Actual teaching in the school will be practiced by delivering 20 lessons (five Herbartian, five RCEM and ten on constructivism) in each teaching subject to be supervised by teacher educator.
- The teacher educator in each teaching subject will guide and supervise the lessons of the students daily. The lessons delivered by the students shall bear the remarks of the teacher educator, indicating the deficiencies and tips for improving the lesson and presentation of the student. The students will be trained to use appropriate teaching aid and its relevance while delivering the lesson in actual classroom situation. The students may make use of transparencies, power point presentation and any other mode of presentation. The students will be awarded marks for their performance in Practice of Teaching by teacher educators in consultation with teacher in-charge of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDTE405

Credits: 4

Title: Mental Health and Yoga

Maximum Marks: 100

Minor Test-I 20

Minor Test-II 20

Major Test 60

2. Internship cum school Report

During Practice of teaching each student studying in 4th Semester shall take part in the morning assembly of the School, prepare a time-table, organize certain activities in the school, check the home task given to the student, maintain attendance register, prepare cumulative progress card and should acquire knowledge of preparing School Leaving Certificate etc. The participation of the Students in said activities will be judged by the Head of the Institution who will prepare a report on the performance and progress of the students during course of Internship duly signed by the Head of the Institution which will be kept for handing over the same to the teacher in – charge. The head will award marks on the basis of participation of students in different school activities, his/her sense of class management etc. the marks shall be awarded out of 25. The teacher in-charge of the Department will collect the marks from the respective Head of the Institution. Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D

3. Supervision of Lessons

Each student after having completed internship and skill in teaching shall also be involved in making supervision of ten lessons delivered by M.A./ B.Ed students in actual classroom situation in any two teaching subjects. The supervision made by the students will be judged by a Committee, which will award marks on the basis of appropriateness of the remarks/feedback/guidance given to the M.A./ B.Ed. students for further improving their lessons.

4. Final Teaching Practice

Two final lessons will be delivered (one in each teaching subject) by each student for evaluation by two External Examiners. Any teacher nominated by HOD will organize final examination of teaching practice. Two external examiners appointed by the University out of the approved panel shall observe the final examination of the lessons. The external examiners shall award marks on the basis of the performance of the students based on the delivery of the lesson, relevance and use of appropriate teaching aids.

The marks shall be awarded separately for each activity and thereafter, may a combined to make a composite score. The award roll shall be prepared on the basis of composite score and the same shall be recorded in a register meant for maintaining records. The records of all activities undertaken by a Student shall be retained/preserved by the Department till the declaration of the result of 4th Semester if all the students have qualified. In case, any students' falls in reappear category, his record shall be retained till he/she qualifies. No students shall be allowed to appear as a private candidate.

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SEMESTER IV

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDDC407

Title: Dissertation

Credits: 4

Maximum Marks: 100

Dissertation

- Interpretation
- Analysis
- Report Writing
- Viva Voce

Dissertation and Viva-voce:

The Dissertation is a compulsory component of M.A. (Education) programme. It aims at providing students with an academic space to explore study and reflect upon a selected issues/ themes in the discipline of Education. The themes are usually related to any of the courses or the key thrust areas of education. The identified themes is then consolidated into research problem and pursued by the students in the semester programme.

Each student will be required to complete work under the guidance of a supervisor within 30 days from the last paper of the fourth semester. Each student shall have to submit one hard copy and soft copy in the Department. The external examiner shall evaluate the dissertation out of 75 marks. He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each external examiner will evaluate eight dissertations.

Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. The viva-voce shall be out of 20 marks. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce. The presentation shall be of 05 Marks.

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Course No. PSEDPC408
Credits: 4

Title: Project Work
Maximum Marks: 100

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five)50 marks
2. Portfolio of an adolescent 20 marks
3. Care of one tree on campus 20 marks
4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

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Syllabus for the Examinations to be held in May 2021, 2022 and 2023

**Course No. : PSEDTO409
Credits: 4**

**Title: Skills in Teaching
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60**

Learning Outcomes:

1. Students will understand teaching & Micro teaching.
2. Students will understand and master the skills of the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in seamless manner.
3. Students will be able to practice the identified Micro teaching Skills -Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning.
4. Students will understand the various educational interventions needed to horn these skills.

Course Contents:

Unit-I

Concept of Teaching, Micro teaching, Components of the Micro teaching & the cycle of Micro teaching
Advantages & Disadvantages of Micro teaching

Peer Teaching: components Advantages & Disadvantages; Team Teaching & its components

Differentiate the Skills Strategies & Instructional Practices; Use & its implications in the classrooms

Unit-II

The Skill of Reinforcement, Components, Advantages & Disadvantages

The Skill of Questioning: Components, Advantages & Disadvantages

UNIT III

The Skill of Explanation: Components, Advantages & Disadvantages

The Skill of Black board Writing: Components, Advantages & Disadvantages

**MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
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SEMESTER IV**

Syllabus for the Examinations to be held in May 2021, 2022 and 2023

UNIT IV

The Skill of Stimulus Variation: Components, Advantages & Disadvantages. The Skill of Classroom Management: Components, Advantages & Disadvantages. Use of the New devices in the Classrooms: Skill of integrating the PowerPoint presentation & Blackboard teaching (Blended learning) Use & implications of the Smart boards vis-à-vis to the conventional classroom board – Difficulties of the integration & its implications

Modes of Transaction: *Lecture-cum-discussion method and Demonstration*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows:

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CHOICE BASED CREDIT SYSTEM
SEMESTER IV
Syllabus for the Examinations to be held in May 2021, 2022 and 2023

Essential Readings:

1. Aggarwal, J.C (-----) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd,
3. Singh, Y.K (2010) Micro Teaching, APH Publishing House
4. Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

Web References

www.ugc.ac.in

<https://swayam.gov.in/>

mooc.org