

**(M.A. EDUCATION)**  
**MASTERS DEGREE PROGRAMME IN EDUCATION (One Year)**  
**SEMESTER I**  
**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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**Course No. P1EDTC101      Title: Philosophical and Sociological Basis of Education**  
**Credits: 4                              Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

**The students after the completion of the course, will be equipped to**

- 1:** apply the basics of the Indian darshan and its usefulness in the bhartiya Shiksha & Samaj in the present day context of gyan.
- 2 :** understand the Indian Knowledge System & its differentiation from the different social ideologies of the West.
- 3 :** synthesise the different issues and the problems related to education in the society & how it can be resolved on the basis of the IKS.
- 4:** apply Indian Values and ethics on the basis of learning and training.

**Course Contents**

**UNIT I: Bhartiya Darshan and its impact on Samaj**

Schools of the Indian thought-Vaishesika, Nyaya, Samkhya, Yoga, PurvaMimansa and Vedanta or Uttara Mimansa. A critical review of the Bhagwat Gita by Gandhi(Character Building, Inner Discipline, Detachment & Focused Learning & NaiTalim) & Aurobindo (Integral Education & Philosophy; Swabhava & Swadharma )Buddhism , Jainism , Yoga and Indian Thinkers ( Sri Vivekananda, Sri Aurobindo , Mahatama Gandhi & J Krishnamurthy)

A general understanding but hands on training of traditional Indian Medicare & Yoga system

**UNIT 2:Western Orientations of the Philosophy**

Western schools of thoughts (Idealsim, Realism. Naturalism, Pragmatism, Existentialism) Conceptual understandings of Critical Theory & Critical Pedagogy & Critical Thinking( How it has been implied in NEP2020), Post Modernism /Post Structuralism ,Liberalism and Communitarianism, Democratic Citizenship, Feminism.



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**Course No. P1EDTC101      Title: Philosophical and Sociological Basis of Education**  
**Credits: 4                              Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Essential Readings:**

1. R Puligandla The Fundamentals of Indian Philosophy (1975) available in Market and on flipkart.
2. The Blackwell Guide to the Philosophy of Education, 2002 Ed) Wiley Corp
3. Sri Aurobindo The Essays on The Gita
4. Bhagavad Gita by M Gandhi, National Book Trust
5. Saroj Sharma The significance of Ancient Indian Sciences in Contemporary Education , National Book Trust
6. Saroj Sharma, Scientific Basis of Indian Knowledge System ( Ed) Shipra Publications
7. National Educational Policy ( 2020)
8. M Harlambos Sociology Themes and Perspectives
9. CN Shanker Rao Sociology Principles Of Sociology With An Introduction To Social Thought.

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**Course No. P1EDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Learners will explore the relationship between education and psychology,
2. Learners will analyze key psychological theories and schools of thought to enhance educational practices.
5. Learners will develop practical strategies to create inclusive classrooms that address the diverse needs of children, ensuring an equitable and supportive learning environment for all.
4. Learners will analyze current policy perspectives and legal frameworks to evaluate their roles in supporting inclusive education for children with special and diverse needs.

**Course Contents:**

**Unit I**

**Psychological processes**

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 and Constructivism

Motivation: Concept, Theories: Maslow and Murray, Theory of achievement motivation

**Unit II**

**Personality, Intelligence and Cognitive theories of learning**

Personality: Concept, Type and Trait Theories, Behavioral Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow, Assessment of Personality - Projective techniques

Intelligence: Concept, Theories of Intelligence: Guilford, Gardner

Cognitive theories of learning –Piaget, Vygotsky, Kurt Lewin and Tolman

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**Course No. P1EDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Unit III**

**Preparation for Inclusive Education**

Concept of Inclusive Education, Building inclusive learning friendly classrooms, overcoming barriers for inclusion

Categories of special needs (physically, intellectually and multiple disabilities) and diverse needs children (marginalized, tribal and first generation learners): Identification and Educational Provisions

Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism

**Unit IV**

**Current policy perspectives supporting inclusive education for children with diverse needs**

Role of Rehabilitation Council of India RCI

PWD (Persons with Disability Act, 1995)

Recommendations of NCERT

Role of Braille Signage Coimbatore in promoting inclusion

National Policy for Person with Disability (2006).

The Rights of persons with Disabilities Act, 2016.

National Trust for Welfare of Persons with Autism and Cerebral Palsy

**Mode of Transaction:** Lecture cum Discussion Method and Seminar

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**Course No. P1EDTC102**  
**Credits: 4**

**Title: Learner Psychology and Inclusion**  
**Maximum Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Essential Readings:**

Ainscow, M., Booth, T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.

Chauhan, S.S. (2001). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.

Dash, M. (2006). Fundamentals of Educational Psychology, Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.

Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.

**Suggested Readings:**

Kirk, S. A., & Gallagher J.J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston

Mangal, S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi.

Solso, Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

Warts, Margaret G. (2011).Fundamentals of Special Education. P H I Learning Private Ltd. New Delhi

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**Course No. P1EDTC103**  
**Credits: 4**

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

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Understand the basics of research and related functions in the various fields of educational endeavour.
2. Comprehend the concept of sampling and tools, differentiate between various sampling techniques and apply appropriate sampling methods in designing research study.
3. Understand the different Research design
4. Analyse Statistics in Education and their applications.

**Course Contents:**

**UNIT 1**

**Nature and Scope of Educational Research**

Meaning, Nature, Need and Purpose of Educational Research

Types: Fundamental, Applied and Action Research

Quantitative and Qualitative Research: Concept and types

Review of Related Literature: Importance and Various Sources including Internet

Hypothesis: Concept and types

**UNIT II**

**Research Tools & Sampling in Educational Research**

Questionnaire

Interview

Observation

Sociometric techniques

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**Course No. P1EDTC103**  
**Credits: 4**

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

Characteristics of a Good Research Tool

Population and Sample: Concept & Methods of Sampling: Probability and Non-Probability

Characteristics of a Good Sample

Sampling Errors: Concept and Methods of Reducing Sampling errors

**UNIT III**

**Major Approaches & Research Design**

Descriptive Research

Ex-Post Facto Research

Historical Research

Experimental Method

Ethnographic Research

Developmental Studies

Documentary Analysis

**UNIT IV**

**Statistics in Education**

Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, smoothed frequency polygon.

Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median,

Mode Measures of Dispersion

Range

Quartile Deviation

Average Deviation & Standard Deviation

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

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**Course No. P1EDTC103**  
**Credits: 4**

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

**Books Recommended:**

|                    |  |
|--------------------|--|
| Anastasi, Annie    | Psychological Testing., Prentice Hall, 1997              |
| Best, J.W.         | Research in Education. Pearson, 2005                     |
| Freeman, Frank, S. | Theory and practice of Psychological Testing., Holt 1953 |
| Good, C.V.         | The Methodology of Educational Research., New York, 1971 |
| Hayman, J.L.       | Research in Education. Ohio, 1966                        |
| Mouly, G.J.        | The Science of Education Research. Boston, 1978          |
| Sukhia& Mehrotra   | Introduction to Education Research. Bombay, 1966         |
| Travers, M.W.R.    | Introduction to Education Research. Macmillan & Co, 1969 |

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**Course No. P1EDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will able to:

1. Analyze the importance, types and steps of preparing research proposal;
2. Understand the different styles of writing review of related literature and ethical considerations.
3. Understand the research methodology, plagiarism, copyright
4. Understand the writing style and style of writing references.

**Course Contents:**

**UNIT-1: Research Proposal**

Research Proposal: Concept, need and importance, Types of Research proposal, steps for preparing a research proposal, Difference between Research proposal and research report. Issues and the Contexts to be considered while developing the Research Proposal. Writing Research Objectives of the proposed study, guidelines for writing Research Proposal. Difference between the Research Questions and the Research Hypothesis. Difference between the General and Specific Objectives as well as the Sub objectives. Limitations and Delimitations of the study.

**UNIT –II : Review of Related Literature and Ethical Considerations**

Style of writing Review of Related Literature: Thematic, Meta-analytical and narrative style, Different Sources of Review of Related Literature, Formulation of research gap. Informed consent, confidentiality, and voluntary participation. Avoidance of plagiarism, bias, or harm to participants. Institutional ethical clearance if required.

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**Course No. P1EDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**UNIT-III: Research Methodology**

Research Design: Qualitative, quantitative, or mixed-method. Population & Sampling: Who/what will be studied, and how will participants be selected? The issues in the selection of the method: Qualitative, Quantitative, exploratory as well as the mixed method.. Developing a coherent methodology as well as defined realistic timeline: Break down research into manageable tasks and milestones. Tools/Techniques: Questionnaires, interviews, experiments, observation, secondary data. Selection of Sample.

Data Collection: Methods, sources, and ethical considerations. Data Analysis: Statistical techniques, thematic analysis, software use (SPSS, NVivo, etc.). Limitations: Scope and constraints. Anticipate potential challenges: Identify potential risks and develop contingency plans.

**Unit-IV: Writing Style and References**

How to frame and write the research Proposal in context of Issues : Clarity ( specific, focused, and relevance, Research gaps . Grammar and Style: Use of proper grammar and punctuation( American/ Britisher) to ensure error-free writing. Writing style: First person or third person, Use of clear and concise language having active Voice and avoidance of jargon and technical terms unless necessary.

Importance of References in Research, Differences between Bibliography and References, Style of writing References (APA, MLA&CMS). Citation, Criteria for avoiding plagiarism and copy Rights. Creative Commons and its use and implications for research

**Mode of Transaction:** Lecture-cum-discussion cum hands on training method

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**Course No. P1EDRC104**

**Title: Research Proposal and Methodology**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Suggested Readings**

Anastasi, Annie Psychological Testing, Prentice Hall, 1997

Best, J.W. Research in Education. Pearson, 2005

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The Craft of Research (4th ed.). University of Chicago Press.

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.

Creswell, J. W. & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage Publications.

Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). Sage Publications.

Koul Lokesh (2020) Methodology of Educational Research.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). Sage.

Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.

Punch, K. F. (2006). Developing Effective Research Proposals. Sage Publications

Silverman, D. (2021). Interpreting Qualitative Data (6th ed.). Sage.

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**Course No. P1EDRC105**

**Title: Development of Research Proposal**

**Credits: 4**

**Maximum Marks: 100 (25 Internal + 75 External)**

Prepare a research proposal including tools and data collection on a selected Educational related Problem/Issue with its procedural design

- a) Preparation of Research Proposal**
- b) Development of Tools**
- c) Data Collection**

**Structure of the Research Proposal**

- Front Page (Statement of the Problem, Guide, Researcher and affiliation)
- Introduction
- Review of related literature
- Justification of the study
- Operational Definitions of the key terms used
- Objectives of the Study
- Hypothesis/Research questions
- Research Methodology:
  - i. Variables
  - ii. Population and Sample
  - iii. Tools to be used
  - iv. Data Collection
  - v. Scoring Procedure
  - vi. Statistical Technique/s to be used
- Analysis of Data and Interpretation of results
- Delimitations of the Study
- References

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**Course No. P1EDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. interpret the history of artificial intelligence, the philosophy related to it and contrast the various concepts related to artificial intelligence.
2. differentiate the artificial intelligence project cycle with its constituent parts and analyze the various issues of ethics related to artificial intelligence.
3. integrate the concepts of artificial intelligence to education and other disciplines.
4. evaluate the various applications of artificial intelligence in education.

**Course Contents:**

**Unit I – Introduction**

Meaning, definitions and history of artificial intelligence, Difference between Artificial intelligence (AI), Machine Learning (ML) and Deep learning (DL)

Principles of artificial intelligence integrated learning, objectives of artificial intelligence integrated learning, design thinking, critical thinking, and creative thinking

**Unit II-Project Cycle & Ethics**

Problem scoping, data acquisition, data exploration, modeling, evaluation, Data visualization – Need and means of data visualization using graphical tools, data fluency, and computational thinking. Moral issues, data privacy, artificial intelligence bias awareness, artificial intelligence access, future loss in jobs

**Unit III-Use in Education**

Teaching-learning process and assessment in schools by teachers, artificial intelligence integrated education, reinforcement learning, artificial intelligence in industry, artificial intelligence in enterprise

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**Course No. P1EDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit III-Use of AI in Education**

Teaching-learning process and assessment in schools by teachers, artificial intelligence integrated education, reinforcement learning, artificial intelligence in industry, artificial intelligence in enterprise

**Unit IV- Applications of AI**

Perception, problem analysis, abstract knowledge, experiential learning, AI in education learning experience, adjustable learning environment, new opportunities, improved efficiency, AI driven education platforms

**Modes of Transaction:** Lecture-cum-discussion cum hands on experience method

**Essential Readings:**

D. Khemani (2017). A first course in artificial intelligence. Mc Grow Hill Education, India.

Kapur, R. (2024). AI made simple: A beginner's guide to generate intelligence. Rinity India.

Malhotra, R. (2021). Artificial intelligence and the future of power: 5 and Battlegrounds. Rupa Publications India.

Mehrotra, D. (2020). Basics of artificial intelligence & machine learning. Notion Press, India.

Russell, S., & Norvig, P. (2020). Artificial intelligence: A modern approach. Pearson Education India.

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**Course No. P1EDTC106**

**Title: Fundamentals of Artificial Intelligence**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Suggested Readings:**

Chowdary, K. R. (2020). Fundamentals of artificial intelligence. Springer, India Pvt. Ltd.

Crompton, H., & Burkee, D. (2024). Artificial intelligence applications in higher education: Theories, Ethics and case studies for Universities. Routledge

Mitchell, M. (2020). Artificial Intelligence: A guide for thinking humans. Pelican Penguin Random House.

Nazeer, M., Patel, G., Srinivasalu, B., Obulesh, A., (2024). Fundamentals of Artificial Intelligence and its implications. Immortal Publications

Seshadri, S., & Iyer, S. (2024). AI for everyone: A common man's guide to artificial intelligence. Embassy Books Distributors, India.

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**Course No. P1EDTC107**

**Title: Vocational Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Outcomes:** After completion of the course, the learner will be able to:

1. Reflect on vocational education and vocationalisation of education in India.
2. Understand the different programs and policies working at national level on vocational education.
3. Familiarize the students about innovations in teaching-learning in VET in India.
4. Apply their knowledge of Craft Centred Education and Wood Work.

**Course Contents**

**Unit-I: Vocationalisation of Education**

Vocationalisation of Education: Concept, Needs and Importance

Vocational Education: Concept and types

Problems of Vocationalisation of Education (Social, Academic & Economic)

Essentials for a successful Vocational Programme

**Unit-II: Vocational Education: Program and Policies**

National Policies on Vocational Education

NEP 2020 and Vocational Education in School and Colleges

Skill India (Kaushal Vikas Yojana): Objectives, needs & Scope

Innovations in Teaching-Learning in Vocational Education and Training (VET): Role of Vocational Teachers in Innovations

**Unit-III: Issues and Challenges in Vocational Education in India:**

PSS Central Institute of Vocational Education, Bhopal (NCERT): working & Mandate

A study of Vocationalisation in Germany, Singapore & Finland as a model of Vocational Education

Training of teachers/trainers: Issues in training of teachers/trainers – lack of qualified teachers/trainers, lack of institutions for training, lack of involvement of industry in training, lack of employability skills

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**Course No. P1EDTC107**

**Title: Vocational Education**

**Credits: 4**

**Maximum Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Unit-IV: Craft Centered Education: Wood Work**

Craft Centered Education: Meaning, Nature, Types and Scopes

M.K. Gandhi and his recommendations on Craft Centered Education

Woodwork: Need, importance and scope of woodwork

Workshop Activities: Workshop discipline, safety, precaution, safe handling of tools, first aid, definition of push and pull saw, fret saw and saw sharpening.

**Practicals:** Visit to the centres of Wood Carving /DTP/ Computer Hardware & Networking

**Mode of Transaction: Field Visit cum Practical Method**

**Books Recommended:**

Agrawal J.C & Agrawal S.P.(1999). Vocational Education in India, Why, What and How.Doaba House.

Alan Brown, Simone Kirpal, Felix Rauner (2007). Technical and Vocational Education and Training: Issues, Concerns and Prospects, Identities at Work (Technical and Vocational Education and Training: Issues, Concerns and Prospects) [1 ed.]. Springer Netherlands.

BIBB (Federal Institute for Vocational Education and Training)“Vocational Education and Training in Germany”

David Sherlock, Nicky Perry (2008). Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy. Springer Netherlands.

Evans, R.N &Herr,E.L. (2004). Foundations of Vocational Education. (2<sup>nd</sup>ed.) Macmillan. 16

Felix Rauner, Rupert Maclean (auth.), Felix Rauner, Rupert Maclean (eds.), (2008). training, Handbook. Springer Netherlands.

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**Course No. P1EDPC108**

**Title: School Internship**

**Credits: 4**

**Maximum Marks: 100 (25 Internal and 75 External)**

**Components of School Internship**

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4<sup>th</sup> 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

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**Course No. P1EDPC108**

**Title: School Internship**

**Credits: 4**

**Maximum Marks: 100 (25 Internal and 75 External)**

of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

**2. Internship cum school Report**

During Practice of teaching each student studying in 4<sup>th</sup> 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.

**(M.A. EDUCATION)**  
**MASTERS DEGREE PROGRAMME IN EDUCATION (One Year)**  
**SEMESTER I**  
**Syllabus for the Examinations to be held in December 2026, 2027 and 2028**

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**Course No. P1EDPC108      Title: School Internship**

**Credits: 4                      Maximum Marks: 100 (25 Internal and 75 External)**

**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 2<sup>nd</sup>Semester if all the students have qualified. In case, any students fall in reappear category, his record shall be retained till he/she qualifies. No students shall be allowed to appear as a private candidate.**