

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER III
Syllabus for the Examinations to be held in December 2026, 2027 and 2028

No. P2EDTC301

Title: Curriculum Development

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

1. Understand the concept of curriculum construction.
2. Analyze the process of different curriculum designs.
3. Reflect on the models of curriculum.
4. Experience the process of curriculum evaluation.

COURSE CONTENTS

Unit-I Foundations of Curriculum

Philosophical foundations of curriculum: Idealism, Realism

Philosophy as a curriculum source; Progressivism, Reconstructionism

NCFSE 2023

Unit-II Curriculum Design

Sources of curriculum design

Components of curriculum design

Approaches of curriculum design

Unit-III Curriculum Implementation

Nature of curriculum implementation

Support for curriculum implementation

Models: Overcoming Resistance to change model, Organizational Development Model, Organizational Parts, Units and Loops and Educational Change Model

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Credits: 4

Maximum Marks: 100

Minor Test-I: 20

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Major Test: 60

Unit-IV Curriculum Evaluation

Purpose of evaluation, measurement versus evaluation

Formative & summative evaluation

Interpretation of curriculum evaluation, challenges & opportunities

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

Books Recommended:

1. Aggarwal, J.C. (1990). Curriculum Reforms in India, Doaba house, New Delhi.
2. Bill Boyle and Marie Charles (2016) Curriculum Development- A Guide for Educators. Sage Publications
3. Bruner, J.S. (1977). The Process of Education, Harward University Pres.
4. Dash, B.N. (2007). Curriculum Planning and Development Dominant Publishers and Distributors
5. Dewey, J. (1996). The child and curriculum- The school and the society, Phoenix, USA.
6. Kelly, A.V, (1989). The Curriculum: Theory and Practice: London Paul Chapaman Publishers.
7. McNeil, John, D. (1977). Curriculum A comprehensive introduction, Little Brown and Co. Boston.
8. Panda, S. K. and Panda N. (2020). Curriculum Development: Practices and Perspective, New Delhi, Shipra Publications
9. Sharpes, D.K. (1988). Curriculum Traditions and practices Roueldge London.
10. Singh R (2021). Curriculum, Development and School, Anu Books
11. Malhotra M.M (1985). Curriculum Evaluation and Renewal Manila, CBSE Publication.
12. Warwick, D (1975). Curriculum Structures and Design, University of London.

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MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER III
Syllabus for the Examinations to be held in December 2026, 2027 and 2028

Course No. P2EDTC302

Title: Inclusive 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. Apply inclusive education strategies and policies to support children with diverse needs in collaboration with teachers, parents, and the community.
2. Identify and support the educational needs of diverse and creative children.
3. Understand the needs, types, and educational support for visually and hearing-impaired children.
4. Identify orthopedic handicaps and learning disabilities, their educational programs, and support methods.

Course Contents

Unit I: Preparation for Inclusive Education & Policy Perspectives:

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

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

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

Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)

Recommendation of NCERT & Braille Signage Coimbatore in promoting inclusion National Policy for Person with Disability (2006).

The Rights of persons with Disabilities Act, 2016

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Minor Test-I: 20

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Major Test: 60

Unit-II: Education of Children with Diverse Needs & Creative Children:

Concept and meaning of diverse needs

Categories of diverse needs children: Women, tribal children, marginalized children, socially and economically disadvantaged groups, first generation learners. Criteria for identification & Educational provisions

Education of Creative Children

Concept. Characteristics. Criteria for identification. Educational provisions

Unit-III: Education of Visually and Hearing-Impaired

Concept of visually Impaired

Characteristics

Types of visual impairment on the basis of degree of impairment

Etiology and prevention

Educational Programmes

Role of National Institute for Visually Impaired

Concept of Hearing Impaired

Concept

Characteristics

Types (degree of impairment)

Etiology and prevention

Educational Programmes and placement

Role of National Institute for Hearing Impaired

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Major Test: 60

Unit-IV: Education of Orthopedically Handicapped & Learning Disabled Children:

Education of orthopedically handicapped

Concept

Types

Educational Programmes and Placement

Role of National Institute of Orthopedically Handicapped

Learning disabled children

Concept

Characteristics

Identification

Prevention

Educational programmes

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

Essential Readings:

Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.

Dash, M. (2012). *Inclusive education for children with special needs*. Atlantic Publishers.

Florian, L. (2014). *The SAGE handbook of special education*. SAGE Publications.

Gupta, R. A. (2006). *Teaching children with learning difficulties*. Commonwealth Publishers.

Mani, M. N. G. (2000). *Inclusive education in Indian context*. Ramakrishna Mission Vidyalyaya.

MHRD. (2016). *The Rights of Persons with Disabilities Act, 2016*. Government of India.

NCERT. (2005). *National Curriculum Framework*. NCERT.

NIEPA. (2000). *Education of children with special needs: Policy and practice*. NIEPA.

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Title: Inclusive Education
Maximum Marks: 100
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Major Test: 60

Rao, D. B. (2003). *Inclusive education*. Discovery Publishing House.

Rehabilitation Council of India. (2000). *Status of disability in India*. RCI.

Sharma, A., & Sharma, D. (2012). *Education of children with special needs*. Vikas Publishing House.

Sharma, U., & Das, A. K. (2005). *Inclusive education in India: Policies and practices*. NIEPA.

Suggested Readings:

Farrell, P. (2004). *Special education needs: A resource for practitioners*. Routledge.

Florian, L., & Black-Hawkins, K. (2011). *Exploring inclusive pedagogy*. Cambridge Journal of Education.

Gargiulo, R. M., & Metcalf, D. J. (2016). *Teaching in today's inclusive classrooms* (3rd ed.). Cengage Learning.

Lindsay, G. (2007). *Educational psychology and the effectiveness of inclusive education/mainstreaming*. British Journal of Educational Psychology.

Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). Routledge.

Mitchell, D. (2014). *What really works in special and inclusive education*. Routledge.

Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. Routledge.

Turnbull, R., Turnbull, A., Wehmeyer, M. L., & Shogren, K. A. (2019). *Exceptional lives: Special education in today's schools*. Pearson.

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SEMESTER III
Syllabus for the Examinations to be held in December 2026, 2027 and 2028

Course No. P2EDTC303

Title: Guidance and Counselling

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. Trace the evolution, significance along with the domains of guidance and counselling.
2. Analyse the theories that address diverse educational needs for the promotion of global competitiveness.
3. Prepare and use tools and techniques for professional development.
4. Understand the ethical concerns in line with the recommendations of NEP (2020).

Course Contents:

Unit-I: Historical Perspectives of Guidance and Counselling

Evolution of guidance & counselling in India

Significance, scope and counselling as a profession

Educational, vocational and personal domains of guidance and counselling

Unit -II: Counselling for Career Planning and Decision making

Changing nature of career planning, counselling & technology

Theories of career development and decision making: Developmental theories,
Personality theories and Sociological theories

Career planning and decision making in educational institutions: Schools & Higher
education

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Course No. P2EDTC303

Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Unit -III: Guidance and Counselling: Tools & Techniques

Selection of tool/ techniques: Criteria – Validity, Reliability and Practicability

Preparation & use of standardized test: Intelligence testing, Aptitude test, Academic achievement test, Interest inventory & Personality test

Non-Standardized techniques: Observation, Checklist, Anecdotal report

Unit- IV: Ethical Concerns

Ethical issues: Confidentiality, Personal relationship with client, Legal considerations

Counsellor's professional development

Counselling skills & NEP (2020)

Modes of Transaction: Lecture-cum-discussion method, Power point presentation

Essential Reading:

Dash, B.N., Dash, N. (2009). Career information in Career Guidance and counselling. New Delhi: Dominant Publishers and Distributors.

Nayak, A.K. (2004). Guidance and Counselling. New Delhi: APH Publishing Corporation

Koshy, J.S. (2004). Guidance and Counselling. New Delhi: Dominant Publishers and Distributors.

Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka Publishers, Distributors.

Sharma, R. N & Sharma, R. (2004). Guidance and Counselling in India. New Delhi: Atlantic Publishers and Distributors.

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Title: Guidance and Counselling

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Sharma, T.C. (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup & Sons

Sharma, Y.K. (2004). Principles of educational and vocational guidance. New Delhi: Kanishka Publishers Distributors.

Rao, N. (2009). Counselling and Guidance (2nd ed). McGraw Hill Education Private Ltd.

Vashist, S.R. (2008). Methods of Guidance. Anmol Publication Pvt.Ltd.

Suggested Books:

Charles ,K. & Jyothsna , N.G. (2011) . Guidance and counselling . Educational Publishers.

Chaube, S.B. (2005) . Educational & Vocational Guidance . New Delhi: Dominant Publishers and Distributors.

Gibson,R.L.& Mitchell, M.H. (2014). Introduction to counselling and Guidance. PHI Learning Private Limited.

Oberoi , C. (2003). Educational , Vocational Guidance& Counselling . New Delhi: Dominant Publishers and Distributors.

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Course No. P2EDTC304

Title: Pedagogics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

1. Demonstrate the key elements of pedagogical skills and its significance in the context of the latest trends in the field of teaching and learning in diverse educational settings.
2. Examine the different principles, maxims of successful teaching and the different methods of teaching, strengthening critical thinking and policy analysis to enhance learning.
3. Evaluate the effectiveness of various devices of teaching and the role of audio visual aids in the development of teaching -learning process, promoting research and innovation in improving educational resources.
4. Estimate the different levels of teaching process and be able to organize teaching at these levels fostering lifelong learning and professional development through informed decision making in educational practices.

Course Contents:

Unit-I: Pedagogy of Education

Pedagogy of Education: Concept, Scope and Importance

Modalities of teaching- Teaching and Instruction; Conditioning and Training

Relationship between Teaching and Learning

Stages of Teaching- Pre-active, Interactive and Post active stages

Principles and Maxims of successful Teaching, Blooms Taxonomy and its new version

Unit-II: Teaching: Levels and Methods

Levels of Teaching: Memory level, Understanding level and Reflective level

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Title: Pedagogics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Methods of Teaching: Inductive method, Deductive method, Analytic method and Synthetic method

Individualized and Cooperative Teaching: Concept, Purpose and Significance

Keller's Plan (PSI): Concept, Steps, Merits and Demerits

Computer Supported Collaborative Learning (CSCL): Concept, steps, merits and demerits

Unit-III: Communication and Devices of Teaching

Communication: Concept, principles, modes, process and barriers.

Teaching devices: explanation, narration, illustrations, questioning, homework, textbooks and reference books

Fixing devices: Drill, review, recapitulation and repetitive practice

Teaching aids: Concept, functions and types; audio, visual and audio-visual

Unit-IV: Lesson Planning and Evaluation

Approaches in Lesson Planning- Herbertian, RCEM and Constructivist (5Es Model)

Evaluation in Teaching: Concept, types (Formative and summative)

Relationship between Teaching and Evaluation

Methods of Evaluation: Subjective type and Objective type (Concept, types, merits, demerits and comparison)

Modes of Transaction: Lecture-cum-discussion method

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Title: Pedagogics in Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Essential Readings:

- Kochar, S.K. (2011). Methods and Techniques of teaching. Sterling Publisher Pvt. Ltd., New Delhi
- Chauhan, S.S. (1995). Innovations of teaching learning process. Vikash Publishing House, New Delhi
- Sharma, R.A. (1986). Technology of Teaching. International Publishing House, Meerut.
- Kincheloe, J. L. (2008). Critical pedagogy primer. New York: P. Lang.
- Kumar, Krishna (2000) What is Worth Teaching (2nd Edition) (Hyderabad: Orient Longman)

Suggested Books:

- Aggarwal, J.C. (1995). Essentials of Educational Technology. Vikash Publishing House, New Delhi
- Walia, J.S. (2013). Educational Technology. Jalandhar, Punjab: Ahim Publications.
- Mangal, S.K. and Mangal, U. (2010) Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Limited
- Mangal, S.K. (1988) Foundations of Educational Technology, Ludhiana, Tandan Publications
- Nageswar Rao, S., Sreedhar, P. & Rao, B. (2007). Methods and techniques of teaching, Sonali Publications, New Delhi
- Pathak, R.P. & Chaudhary, J. (2012) Educational Technology, Pearson, New Delhi
- Ryburn, W.M.(1955) Principles of Teaching, Geoffrey Cambridge, OUP

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SEMESTER III
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Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

1. Understand the theoretical foundations, approaches, and technological relevance of comparative education.
2. Critically examine secondary, higher, and vocational education systems of India, UK, and USA.
3. Analyze similarities, differences, and innovations in structure, governance, curriculum, and policy.
4. Draw policy implications for reform and improvement of Indian education. (how will this be achieved)

Course Contents:

Unit I: Foundations of Comparative Education

Meaning, scope, and importance of comparative education, A Brief History of Comparative Education

Factors shaping education: socio-cultural, political, economic, technological, and global influences for Inclusion, equity, and access (marginalised groups, special education, gender equity)

Role of technology in comparative education (Virtual Learning Environment, Virtual Universities, Digital Platforms, Learning Management System (LMS), Learning Content Management System (LCMS), EdTech, Flipped Learning, Blended Learning, Hybrid Learning)

Unit II: Comparative Study of Secondary Education (India, UK, USA)

Approaches: Historical, Descriptive, Problem-solving, Area Studies, Bereday's Four-Step Approach, Noah & Eckstein's Models

Structures and stages of schooling (K–12, GCSE/A-Levels, CBSE/State Boards)

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Course No. P2EDTE305

Title: Comparative Education

Credits: 4

Maximum Marks: 100

Minor Test-I : 20

Minor Test-II: 20

Major Test: 60

Curriculum reforms, examinations, and assessment system

Visit a secondary school and prepare a case study highlighting implementation of National Education Policy (NEP) 2020 with regard to the curriculum reforms, examinations and assessment system

Unit III: Comparative Study of Higher Education (India, UK, USA)

- Structure and organisation of higher education institutions (Universities, Colleges, Community Colleges, Open Universities)
- Governance and regulatory mechanisms (UGC, NAAC, Ofsted/QAA, Accreditation in USA)
- Issues of financing, privatisation, and student support (scholarships, loans, debt)
- Develop a case study after visiting a higher education institution highlighting pedagogical shifts, institutional governance and autonomy, financing, privatisation, student support (scholarships, loans, debt, etc.) vis-à-vis National Education Policy (NEP) 2020

Unit IV: Comparative Study of Vocationalisation of Education (India, UK, USA)

- Taking insights from National Education Policy (NEP) 2020, develop a plan for vocationalisation of education in Jammu and Kashmir (Tracing History from the Mudaliar Commission to National Education Policy (NEP) 2020)
- Vocational streams in schools and higher education
- National Skill Development Initiatives (India), Apprenticeship & T-Levels (UK), Career & Technical Education (USA)
- Industry linkages, employability skills, lifelong learning, NEP 2020 & global best practices

Modes of Transaction: Lecture cum Discussion Method and Seminar

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Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Suggested Readings:

Unit I: Foundations of Comparative Education

Core Readings:

- Bereday, G.Z.F. *Comparative Method in Education*.
- Noah, H.J. & Eckstein, M.A. *Toward a Science of Comparative Education*.
- Bray, M., Adamson, B., & Mason, M. *Comparative Education: Approaches and Methods*.
- Mukhopadhyay, M. *Educational Technology for Teachers: Technology Integrated Education*.
- Singh, C.P. *Advanced Educational Technology*.

Unit II: Secondary Education

India

- National Education Policy (NEP) 2020, Govt. of India.
- Ministry of Education, *Annual Report on School Education in India*.

UK

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.
- Ravitch, D. (2016). *The Death and Life of the Great American School System*

UK

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Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.
- Ravitch, D. (2016). *The Death and Life of the Great American School System*

Unit III: Higher Education

India

- UGC & NAAC policy documents.
- NEP 2020 (Sections on Higher Education).

UK

- QAA (Quality Assurance Agency) Reports.
- Scott, P. (2015). *Mass Higher Education in UK: The Legacy of Robbins*.

USA

- Thelin, J.R. (2019). *A History of American Higher Education*.
- Bok, D. (2017). *The Struggle to Reform Our Colleges*.
- Altbach, P.G. (2016). *Global Perspectives on Higher Education*.

UK

- Department for Education (DfE) policy documents on National Curriculum, GCSEs, A-levels.
- Ofsted Annual Reports.

USA

- U.S. Department of Education: *Every Student Succeeds Act (ESSA)*.

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Credits: 4

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Minor Test-II: 20

Major Test: 60

- Ravitch, D. (2016). *The Death and Life of the Great American School System*

Unit III: Higher Education

India

- UGC & NAAC policy documents.
- NEP 2020 (Sections on Higher Education).

UK

- QAA (Quality Assurance Agency) Reports.
- Scott, P. (2015). *Mass Higher Education in UK: The Legacy of Robbins*.

USA

- Thelin, J.R. (2019). *A History of American Higher Education*.
- Bok, D. (2017). *The Struggle to Reform Our Colleges*.
- Altbach, P.G. (2016). *Global Perspectives on Higher Education*.

Unit IV: Vocationalisation of Education

India:

- Ministry of Skill Development & Entrepreneurship: *Skill India Mission Reports*.
- Mehrotra, S. (2014). *Vocational Education in India: Current Trends and Future Prospects*.
- National Education Policy (NEP) 2020, Govt. of India
- Tilak, J.B.G. (2020). *Education and Development in India*.

UK

- Department for Education: *T-Levels and Apprenticeship Reports*.
- Keep, E. (2015). *Governance in UK Vocational Education and Training*.
- Hodgson, A. & Spours, K. (2016). *The English System of Vocational Education*.

USA

- U.S. Department of Education: *Perkins V Act (Strengthening Career and Technical Education)*.
- Grubb, W.N. & Lazerson, M. (2004). *The Education Gospel: The Economic Power of Schooling*.

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Course No. P2EDTE305

Title: Educational Planning and Administration

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

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

1. Develop an understanding of the concepts, scope, and significance of educational planning and management.
2. Familiarize students with various models, approaches, and trends in educational planning.
3. Enable students to analyze and apply principles of effective educational management in institutional and system-wide settings.
4. Build competencies in leadership, decision-making, and human resource management in education.

Course Contents

UNIT I: Introduction to Educational Planning

Concept and Nature of Educational Planning, Need, Objectives, and Importance of Educational Planning, Types of Planning: Indicative vs. Imperative, Perspective vs. Tactical, Levels of Planning: National, State, Institutional, Agencies Involved in Planning: NITI Aayog, Ministry of Education, NUEPA (now NIEPA), UNESCO

UNIT II: Approaches and Models of Educational Planning

Manpower Planning Approach; Social Demand Approach; Rate of Return Approach; Cost-Benefit and Cost-Effectiveness Analysis; Strategic Planning and Contingency Planning; Case Studies of Educational Planning in India

UNIT III: Educational Management and Administration

Concepts of Educational Management, Administration, and Governance;

Functions of Management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting (POSDCORB);

Types of Educational Management: Centralized, Decentralized, Democratic, and Bureaucratic Institutional Planning and Development; Role of Leadership in Educational Management

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Title: Educational Planning and Administration

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

UNIT IV: Contemporary Issues and Innovations in Educational Planning & Management

Educational Leadership and Decision- Making, Resource Mobilization and Financial Management, Monitoring, Supervision, and Evaluation, Total Quality Management (TQM) in Education, Use of ICT in Planning and Management, Recent Policies and Reforms (NEP 2020 and its implications)

Modes of Transaction: Lecture cum Discussion Method and Seminar

Suggested Readings:

1. Bhatnagar, R.P. & Aggarwal, V. – *Educational Planning*
2. Naik, J.P. – *Educational Planning in India*
3. UNESCO – *Guide to Educational Planning*
4. Mathur, S.S. – *Educational Administration and Management*
5. Mukhopadhyay, M. – *Total Quality Management in Education*
6. NIEPA publications and working papers
7. NEP 2020 Documents

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Course No. P2EDTE305

Title: Environmental 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. Differentiate between environmental education and awareness and suggest strategies for promoting environmental understanding.
2. Analyse human impact on the environment and demonstrate ethical values for environmental conservation.
3. Identify challenges of sustainable development and evaluate the role of government and NGOs in environmental protection.
4. Evaluate the different biodiversity conservation strategies and interpret key environmental laws and their integration in school education.

Course Contents

Unit-I: Environmental Education – Concept, Objectives & Approaches

Environmental education-meaning, objectives, Importance

Difference between environmental education and environmental awareness

Environmental awareness through education-programme for secondary and higher Secondary school children

Formal and non-formal environmental education

Unit-II: Man-Environment Relationship & Conservation Values

Man and environment relationship, man as a creator and destroyer

Effect of human activities on environment, values and ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness and social forestry

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Course No. P2EDTE305

Title: Environmental Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Unit-III: Sustainable Development – Concept and Challenges

Concept and need of sustainable development

Challenges for sustainable development

Preservation of environmental and natural resources for sustainable development

Role of govt. and non-govt. Organizations in protection and preservation of environment

Unit-IV: Biodiversity Conservation & Environmental Legislation

Concept and types of biodiversity

Strategies for conservation of bio-diversity-in-situ and ex-situ

Integration of environmental education in various school subjects and in co-curricular activities

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 education Act-1990

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MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER III
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Title: Environmental Education

Credits: 4

Maximum Marks: 100

Minor Test-I: 20

Minor Test-II: 20

Major Test: 60

Modes of Transaction:

Lecture-cum-discussion, Brainstorming and small group activities, Project-based learning, Guest lectures by environmentalists or forest officers, Field visit to local NGO or community-based project, Case studies and legislation analysis, Field visits to botanical gardens or biodiversity parks.

Essential Readings:

Aggarwal, J.C. (2007) Education for values, environment and human rights, Shipra publications, Delhi.

Bhat, Tanveer Ahmad (2021).Environmental Education with special reference to Jammu and Kashmir, Clever Fox Publishing.

Dixit, Rajan and Hussain, M.I.(2024).Environmental Education and Sustainable Development, R Lal Publisher &Disributors

Kohli, V. and Kohli, V (2000) Environmental Pollution and Management, Vivek Publishers, Ambala.

Mohanka, Reena and Singh, M.P.(2022).Biodiversity and Sustainable Development

Prints Publications Pvt Ltd.

Mohanka, Reena and Singh, M.P.(2022).Eco-Environment and Global Biodiversity, Prints Publications PVT LTD.

Suggested Readings:

Das, Kamalesh, and Nehal Ghazala (2024). Environmental Education.

Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad.

Sharma, R.C. (1986). Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh, S.M. (2006): An introduction to Environmental Education, Akashi Book Depot, Shillong.

Shimray, Chong (2024). Understanding Environmental Education From Theory to Practices in India, Routledge India.

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MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER III
Syllabus for the Examinations to be held in December 2026, 2027 and 2028

Course No. P2EDPC306

Title: School Internship-III

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 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

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Title: School Internship-III

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 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.

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Course No. P2EDPC306

Title: School Internship-III

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 3rd 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.**

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MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER III
Syllabus for the Examinations to be held in December 2026, 2027 and 2028

Course No. P2EDRC307

Title: Dissertation

Credits: 4

Maximum Marks: 100 (25 Internal + 75 External)

1. Research Proposal

- a) Data Collection
- b) Analysis and Interpretation of Data