Program Project Report (PPR)

of

Master of Art in Education (M.A)

Centre for Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY
N.H.-9, Delhi Road, Moradabad, Uttar Pradesh

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PROGRAMME PROJECT REPORT (PPR) – Distance Mode

1. Introduction:

The M.A in Education Distance Learning Program at Teerthanker Mahaveer University, Moradabad offers a comprehensive two-year curriculum designed to equip students with essential skills and insights for navigating real-world educational challenges. The program focuses on innovative educational practices, contemporary issues analysis, and a robust theoretical framework. It provides a broad understanding of education, from its basic concepts to the generation of knowledge, catering to diverse learner needs. Our curriculum emphasizes educational administration, legal frameworks, economic policies, and other influential factors in the educational landscape. The program offers a balanced blend of core and elective courses, totaling 80 credits, tailored to meet the demands of modern educational institutions and industries.

The primary goal is to cultivate a well-rounded skill set and competency in education. The program aims to produce professionals capable of actively engaging in educational activities across various sectors, thereby enhancing the quality and effectiveness of education delivery and contributing significantly to the advancement of the educational landscape at Teerthanker Mahaveer University, Moradabad.

1.1 Programme Mission and Objective:

The Distance Mode M.A programme aims to provide contemporary education and training to meet the challenges of the evolving global scenario and changing environment in business administration. The objective of the Programme is to develop individuals with a profound understanding of education's complexities. It provides immersive learning experiences to appreciate diverse knowledge structures in education. The program fosters professionals capable of actively engaging in educational activities across sectors, contributing to educational advancement. Additionally, it strives to establish schools as hubs for meaningful educational discourse, enhancing overall education quality and effectiveness.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance Mode MA (Education) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportBlockies in the humanities area.

2.1 Vision:

To be recognized as a premier institution of excellence providing high quality of business and management education, research and consultancy services to the society.

2.2 Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in

professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in business and management stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Distance Mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular Block of e-learning material which is inter-alia self-explanatory, self-contained, self- directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through Programme structure and detailed syllabus: four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Distance and Online and other platforms without much loss of fidelity. Hence the M.A programme is suited for Distance and Online mode of learning.

1. Instructional Design:
1.1 Curriculum Design:

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.
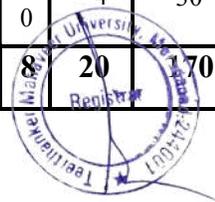
Study & Evaluation

Scheme Programme: M.A

Semester I

S.N	Category	Course Code	Course	L	T	P	Credit	Internal	External	Total
				\multicolumn{3}{c}{Periods}		\multicolumn{3}{c}{Evaluation Scheme}		
1	CC-1	DMAE-101	Philosophical Foundation of Education	4	0	0	4	30	70	100
2	CC-2	DMAE-102	Psychology Foundation of Education	4	0	0	4	30	70	100
3	CC-3	DMAE-103	Inclusive Education	4	0	0	4	30	70	100
4		DMAEPW 01N	Academic Writing and Communication Skills	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-1	DMAE-104	Environmental Education	4	0	0	4	30	70	100
6	OEC-2	DMAE-105	Adult education	4	0	0	4	30	70	100
			Total	16	0	8	20	170	330	500

Semester II

S.N	Category	Course Code	Course	L	T	P	Credit	Internal	External	Total
				\multicolumn{3}{c}{Periods}		\multicolumn{3}{c}{Evaluation Scheme}		
1	CC-4	DMAE 201	Sociological Foundation of Education	4	0	0	4	30	70	100
2	CC-5	DMAE202	Methodology in Educational Research	4	0	0	4	30	70	100
3	CC-6	DMAE203	Teacher Education	4	0	0	4	30	70	100
4		DMAEPW 02N	Project Work (Preparation of Synopsis)	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-03	DMAE204	Health & Yoga Education	4	0	0	4	30	70	100
6	OEC-04	DMAE205	Human Values and Ethics	4	0	0	4	30	70	100
			Total	16	0	8	20	170	330	500

Semester III

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-7	DMAE 301	School administration and management	4	0	0	4	30	70	100
2	CC-8	DMAE 302	Educational Technology	4	0	0	4	30	70	100
3	CC-9	DMAE303	Gender, School and Society	4	0	0	4	30	70	100
4		DMAEPW-03N	Project Work (Book Review)	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-05	DMAE304	Peace Education	4	0	0	4	30	70	100
6	OEC-06	DMAE305	Comparative Education	4	0	0	4	30	70	100
Total				16	0	8	20	170	330	500

Semester IV

S.N	Category	Course Code	Course	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-12	DMAE 401	Educational Measurement & Evaluation	4	0	0	4	30	70	100
2	CC-13	DMAE 402	Curriculum Planning & Development	4	0	0	4	30	70	100
3	CC-13	DMAE403	Vocational Guidance and Counselling	4	0	0	4	30	70	100
4	OEC-4	DMAE404	Innovation and Education	4	0	0	4	30	70	100
5	OEC-6	DMAEPW 04N	Dissertation and Viva-Voce	0	0	8	4	50	50	100
Total				16	0	8	20	170	330	500

Note- A student who successfully qualifiesTwo MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from ProgrammeCoordinator.

Course Code: DMAE101	Core Course -1 MA- Semester-I **Philosophical Foundation of Education**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the nature, functions, principles and Ideology of Philosophy in Education.	
CO2.	Applying the principles and thoughts of philosophers in present education.	
CO3.	Analyzing the contribution made by prominent Indian & western philosophers in education.	
Course Content:		
Block-1:	**Education and Philosophy:** • Education- Meaning, Nature and Concept • Philosophy- Meaning, Nature and Concept • Relationship between Education and Philosophy	**10 Hours**
Block-2:	**Philosophy & Education** • Philosophy of Education • Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism, positive relativism.	**8 Hours**
Block-3:	**Fundamental Philosophical issues:** • Metaphysical, epistemological and Axiological issues • Idealism, Naturalism, Pragmatism, Humanism, Existentialism and with special reference to knowledge, reality and values. • Their contribution to the field of educational objectives and aims	**8 Hours**
Block-4:	**Indian Schools of Philosophy:** • Sankhya, Yoga, Nyaya, Vedanta (Advait and Vishitvedanta). • Critical appreciation of the contribution of Indian philosophy-, Buddhism, Jainism. • Their application in day to day teaching learning process in education.	**8 Hours**
Block-5:	**Educational Thought of great Philosophers:** • Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti, Giju Bhai. • Western Philosophers- Plato, Herbert Spencer, John Dewey, Rousseau, Paul Freire	**8 Hours**
Text Books:	Chandra, S. S. , Sharma, R. K. (2004) : Principles of Education, New Delhi; Atlantic Publishers and Distributors.	

| **ReferenceBooks:** | • Dewey, J. (1966) : Democracy and Education, New York; McMillan.
 • Brubacher, J. S. (1969): Modern Philosophies of Education, New Delhi ; Tata McGraw Hill. | |

Course Code: DMAE102	Core Course 02 MA- Semester-I **Psychological Foundation of Education**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understand individual differences among learners and adolescent's growth, development and their problems.	
CO2.	Applying different theories & techniques of psychology to solve the problems of adjustment of their pupils.	
CO3.	Analyze the learning process based on theoretical approaches of learning	
CO4.	To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.	
Course Content:		
Block-1:	**Educational Psychology:** • Meaning, definition and relationship of education and psychology. • Major schools of psychology: • Structuralism, Functionalism, Behaviorism, Psychoanalytic, Cognitism. • Contribution pf Psychology to Education.	**8 Hours**
Block-2:	**DYNAMICS OF INDIVIDUAL DEVELOPMENT** • Growth and Development: Concept, Difference, Principles of Development. • Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications. • • Problems of Adolescents, Educational support required for adolescents.	**8 Hours**
Block-3:	**Intelligence** • Definition and nature of intelligence. • Theories of intelligence by Sternberg, Gardner. • Emotional Intelligence • Meaning, characteristics and types. • Meaning, definition and development. • Theories of Personality: • Freud, Carl Rogers, Allport , Kurt Koffka . • Personality Assessment: • Subjective, objective and protective Techniques.	**8 Hours**
Block-4:	**Learning & motivation** • Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning • Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach:	**8 Hours**

	Bhandura, Constructivism Approach and Humanistic Approach.	
	• • Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation.	
Block-5:	**Mental health** • Concept, factors, function and Importance of Mental Health • Issues concerning the youth: Identity crises. Self-awareness, • positive attitude, self-discipline, self-motivation • Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic etc. • Concept of Adjustment & Mal Adjustment • • Coping Strategies and Building Resilience	**8 Hours**
Text Books:	1. Laudon *K.C.* &Laudon *J.P.,* Management Information Systems, Galgotia Publishers.	
Reference Books:	1. Jawedkar W.S., Management InformationSystem,McGraw-Hill. 2. Mudrick R.G., An Information System forModernManagement, Pearson.	

Course Code: MDU103	Core Course – 03 M.A- Semester-I **Inclusive Education**	L-4 T-0 P-0 C-4
Course Outcome:	**On completion of the course, the students will be :**	
CO1.	Understands the support needs of differently abled students.	
CO2.	Uses appropriate technique to identify and nurture special learners in inclusive classroom setting.	
CO3	Classify different types of special learners and design strategies for adapting curriculum to the needs of special learner.	
CO4	Evaluate the different assistive devices useful for different categories of learner.	
Block-1	**Introduction to Inclusive Education** • Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), • Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education • Social, psychological and educational contexts of inclusion	**10 Hours**
Block-2	**Legal Provisions** • Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) • Persons with Disabilities Act (1995) • National Policy of Disabilities (2006) • National Curriculum Framework (2005) • Concession and Facilities to Diverse Learners (Academic and Financial), • Rehabilitation Council of India Act (1992) • Inclusive Education under Samagra Shiksha Abhiyan (SSA) Features of UNCRPD (Blocked Nations Convention on the Rights ofPersons with Disabilities) and its Implication	**10 Hours**
Block-3	**Understanding Disabilities** • Concept of Impairment, Disability and Handicap • Classification of Disabilities based on ICF Model, • Readiness of School and Models of Inclusion • Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, • Identification of Diverse Learners for Inclusion • Educational Evaluation Methods, Techniques and Tools	**10 Hours**

Block-4	**Planning and Management of Inclusive Classrooms** • Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India • Infrastructure, Human Resource and Instructional Practices, • Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching) • Parent - Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School	**10 Hours**
Text Books	Bartlett, L. D., & Weisentein, G. R. (2003).Successful inclusion for educational leaders. New Jersey: Prentice Hall.	
Reference	• Chaote, J. S. (1991). Successful mainstreaming. Allyn and Bacon. • Choate, J. S. (1997). Successful inclusive teaching. Allyn and Bacon.	

Course Code: DMAE104	Open Elective Course-01 MA- Semester-I ENVIORMENTAL EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept of ecology and sustainable development.	
CO2.	Applying the control measures of different types of pollution.	
CO3.	Analyzing the effects of global warming.	
CO4.	Developing technologies on the basis of ecological principles and environmental regulations that helps in sustainable development	
Course Content:		
Block-1:	Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development Ecology and Environment: Concept of an Ecosystem- its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem	**8 Hours**
Block-2:	**Natural Resources:** Renewable & Non-Renewable resources; Land resources and landuse change; Land degradation, Soil erosion & desertification Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies Biodiversity: Hot Spots of Biodiversity inIndia and World Conservation, Importance and Factors Responsible of Loss of Biodiversity, Bio-geographical Classification of India.	**8 Hours**
Block-3:	**Environmental Pollutions**: Types, Causes, Effects & control; Air, Water, soil & noise pollution, nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies	**8 Hours**
Block-4:	Environmental policies & practices: Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photo-chemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context	**8 Hours**

Block-5:	Human CommBlockies & Environment: Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods &Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.	**8 Hours**
Text Books:	• "Environmental Chemistry", De, A. K., New B.A.-B.Ed. (Int.) Syllabus as per CBCS (2022-23) Page 47 AgePublishersPvt.Ltd. • "Introduction to Environmental EngineeringandScience", Masters, G. M., PrenticeHallIndia Pvt. Ltd.	
Reference Books:	• "BiodiversityandConservation", Bryant, P. J., Hypertext Book • "Textbook of Environment Studies", Tewari, Khulbe&Tewari,I.K. Publication *** Latest edition of all the suggested books is recommended.**	

Course Code: DMAE105	Open Elective Course-02 MA- Semester-I ADULT EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding concept, scope, need and importance of adult education.	
CO2.	Applying different methods of adult learning.	
CO3.	Analyzing the role of different agencies in population education.	
CO4.	Evaluating factors affecting population explosion.	
Course Content:		
Block-1:	**Meaning, Concept and Scope of Adult and Continuing Education.** • Need and Importance of Adult Education for the development of an Individual for Social Change. • National Literacy Mission - Aims, objectives and strategies.	**8 Hours**
Block-2:	**Androgogy** • Nature and Scope. Basic difference between Pedagogy and Androgogy. • Agencies and Organizations: Local, State and Central level, their problems. • Adult Learner — Characteristics, problems and motivation. Adult teaching — Different methods, Role of Mass media.	**8 Hours**
Block-3:	• Evaluation Techniques for Adult Learning. • Adult Education, lifelong learning and continuing Education • Adult Education and Continuing education • Lifelong learning- A component of adult education • Lifelong learning in IT age- Exploring ICT as a Tool	**8 Hours**
Block-4:	**Importance of Population Education** • Concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition • Symptoms of AIDS–causes, Prevention of AIDS–AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each	**8 Hours**
Block-5:	**Role of Government and Non-Govt. Agencies concerning Population Education.** • Integration of Population Concept in different School Subjects. • Population Education through co-curricular activities. • Role of the Teacher in Population Education Programs.	**8 Hours**

Text Books:	• Pandey, Ramshakal, Adult Education, Agarwal Publication • Sharma, Rama Malyeya, Population Education, Agarwal Publication	
Reference Books:	• Agarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, • Ambasht, N.K. Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi. • Ghosh, B.N. Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi • **Latest edition of all the suggested books is recommended.**	

Course Code: DMAEPW01N	Core Course –MA- Semester-I Academic Writing And Communication Skills	L-0 T-0 P-8 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding a good academic writing style	
CO2.	Developing the ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience	
CO3.	Developing effective presentation styles using available ict resources	
Course Content:		

- Content: The transaction will involve workshops to address the following aspects of Academic writing and Communication skills
- Write formal letters / covering letters
- Different kinds of writings and writing styles
- Essential features of good academic writing
- Academic sources and their referencing: Citing a source, paraphrasing and acknowledging the source
- Editing one's own writing
- Making an effective presentation
- Meaning, concept and components of effective communication.
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

PROJECT WORK
- Presentation on any topic using ICT resources
- Report Writing

Course Code: DMAE-201	Core Course –MA- Semester-II Sociological Basis of Education	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Define meaning and concepts of Educational Sociology.	
CO2.	Illustrate the meaning and concept of social change with special reference India.	
CO3.	Analyzing education as a mean of social change.	
Course Content:		
Block-1:	**Education and Sociology** • Need to understand education with sociological perspectives. • Concept of educational sociology and sociology of education. • Scope of sociology of education.	**8 Hours**
Block-2:	**Sociological perspective.** • Education, Culture and Socialization. • Concept of social Blocky, Blocky and diversity of caste, class, religion, humanlanguage, • Gender in society with specific reference to Indian society with respect to living together.	**8 Hours**
Block-3:	**Education and Social Structure** • Education for social unification. • Concept of Equality of Educational OpportBlocky. • Concept of inclusive education	**8 Hours**
Block-4:	**Education, National Integration and International Understanding** • Education and globalization. • Core values of Indian constitution and its inculcation. • National Integration & International Understanding	**8 Hours**
Block-5:	**Education and Social Change** • Concept of: social change, social development, sustainable development • Education as a means of social change: scope and limitations. •Modernization and post-modernization, liberalization-privatization-globalization (LPG).	**8 Hours**
Text Books:	**1.** Pandey, K. P. (1983) : Perspective in Social Foundations of Education, Gaziabad ; Amitash Prakashan.	
Reference Books:	1. Singh, B. N. (2005) : Education : Social Change and Economic Development, Jaipur; RBSA Publishers. – 2. Sodhi, T. S. and Suri, A. (1998) : Philosophical and Sociological Foundations of Education, Patiyala; Bawa Publication. 3. Sharma, R. N. : Philosophy and Sociology of Education ,	

| | Surjeet Publication ; New Delhi. | |
| | *** Latest editions of all the suggested books are recommended.** | |

Course Code: DMAE202	Core Course -7 MA- Semester-III Research Methodology and Statistics	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO-1	Understanding the meaning, need and importance of educational research.	
CO-2	Applying the different techniques of quantitative data analysis.	
CO-3	Analyzing the different methods of research and research methodology.	
CO-4	To develop a research proposal.	
Course Content:		
Block-1:	**Educational Research:** • Meaning, nature, need and importance of educational research • Areas of educational research • Types of educational research	**12 Hours**
Block-2:	**Quantitative Research** • Descriptive Research • Survey Research • Ex-post facto Research • Experimental Research	**8 Hours**
Block-3:	**Qualitative Research** • Ethnographic studies • Case Study • Grounded Theory • Mixed Method Research • Narrative Research	**8 Hours**
Block-4:	**Formulation of Research Problem and Developing Hypotheses** • Problem and its sources; Selection of the problem • Characteristics of a good research problem • Variables and its types • Hypothesis- Nature, Sources & Types • Characteristics of good hypotheses	**8 Hours**
Block-5:	**Data Analysis** • Graphical Representation : Histogram, Frequency polygon , Ogive, Pie chart • Percentile rank and Percentile • Measures of central tendency: Mean, Median and Mode • Measures of variability – Range, Q.D., S.D. • NPC- importance, characteristics and application (1 &2)	**8 Hours**
Text Books:	1.Gupta C.B., An Introduction to Statistical Methods, New Delhi: Vikas Publications.	

Reference Books:	1. Levin Rubin, Statistics for Management, New Delhi : Pearson. 2. Eaeshot L, Essential Quantitative Methods for Business Management and Finance, New Delhi: Palgrave. 3. Beri, Statistics for Management, New Delhi: McGraw-Hill.. 4. Chandran J.S., Statistics for Business and Economics, New Delhi: Vikas Publication. 5. Render & Stair Jr., Quantitative Analysis for Management, New Delhi : Prentice-Hall. 6. Sharma J.K., Business Statistics, New Delhi: Pearson Education. *** Latest editions of all the suggested books are recommended**	

Course Code: DMAE203	Core Course – 2 MA- Semester II **Teacher Education**	**L-4** **T-0** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To Define Meaning and concept of teacher education in India. Aims and objectives of teacher education in India with its historical perspective...	
CO2.	Teaching profession and types of teacher education programme. Development of teacher education curriculum in India.	
CO3.	various aspects of student teaching programmes prevailing in the country	
Course Content:		
Block-1	**Concept of Teacher Education:** • Teacher education: concept aims and scope. • Need and importance of teacher education. • Aims and objectives of Teacher Education at various level Elementary, Secondary, Higher Education. • Teacher education in the post-independence period.	**8 Hours**
Block-2	**Pre-Service and In-service Teacher Education:** • Pre- Service Teacher Education: Need, Concept, Objectives and techniques. • In-Service Teacher Education: Need, Concept, Objectives and techniques/strategies. • Quality of a good Teacher. • Total Quality Management in Teacher Education	**8 Hours**
Block-3	**Agencies in Teacher Education:** • Agencies of Teacher Education at the State Level and their Role and Functions –SCERT. • Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NCTE, NCERT. • Agencies of Teacher Education at the International Level and Their Role and Functions – UNESCO.	**8 Hours**
Block-4	**Teacher Education as a Profession** • Concept of Profession and Professionalism • Professional Development Professional Ethics and Professional Code of Ethics for Teacher Educators • Meaning and Components of Teacher Effectiveness • Competency Based Teacher Education, Accountability in Teacher Education	**12 Hours**

Block-5	**Trends and Innovative Practice in Teacher Education** • Emerging trend in Teacher Education. • Open and Distance learning Needs, Scope types and Characteristics. • E- learning in Teacher Education • Integration of ICT in Teacher Education	**10 Hours**
Text Books:	Mangla, Sheela (2000): Teacher Education: Trends and Strategies. New Delhi. Radha Publishing.	
Reference Books:	1. Singh, L.C.(ed.) (1990) : Teacher Education in India, Source Book . NCERT. New Delhi. 2. Soder, R.(1991): The Ethics of the Rhetoric of Teacher Professionalim, Teaching and Teacher Education,	

Course Code: DMAE24	Open Elective Corse – 3 Health & Yoga Education MA - Semester-II	L-4 T-0 P-0 C-4
Course Outcomes	**On completion of the course, the students will be :**	
CO1.	Remembering the concept of health, Physical fitness & Yoga Education.	
CO2.	Understanding school health programs, health problems and benefits of physical fitness.	
CO3.	Demonstrating and applying various yogic practices for health and stress management.	
Course Content:		
Block-1	**Health** • Introduction, Definition and Meaning of health & health education • School health programme and role of teacher in development of health • Personal and Environmental Hygiene for schools Objectives of school health services ,Role of health education in schools	**10**
Block-II	**Physical Fitness** • Definition, Meaning and Types of physical fitness • Factors affecting physical fitness • Benefits of Physical Fitness • Importance of physical activities at school level • Principles of physical fitness	**08**
Block-III	**Yoga & Meditation** • Introduction, Meaning and definitions of Yoga • Benefits of Yogic practices • Meditation: Meaning, Nature & Relationship with mind. • Importance of Meditation at school level	**08**
Block-IV	**Asanas** • Corrective Asanas: Sitting, Standing, Supine line & Prone line position • Meditative Asanas: Padma Asana, Vajra Asana & Sukha Asana • Relaxative Asanas: Shava Asana, Makara Asana	**08**
Block-V	**Pranayams** • Ujjai • Shitali • Sitkari • Bhastrika	**08**

	• Bhramari
Text Books:	Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, • Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.
	• Singh,Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. • Daryl Syedentop Introduction to physical education, fitness and sports (2nded.). London: Mayfield publishing company. • Uppal, A.K. and Gautam,G. P. Physical education and Health. Delhi: Friends publisher. • Kangane, Sopan and Sonawane, Sanjeev Physical Education (D. Ed.). Pune: Nirali publication. • Patel ,Krishna Physical Health and Yoga Education, Agarwal Publication, Agra. • Jain ,Rajeev Trilok Sampoorn Yog Vidhya, Bhopal: Manjul Pub. • Gore C.S.Yoga and Health, New Delhi: Sports Publication. • Singh ,Wazir. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors. • Singh ,I.N. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise. • Agashe, Sanjay R.. Introduction to Health Education, New Delhi: Khel Sahitya Kendra.

Course Code: DMAE04	Open Elective Corse – 4 MA - Semester-II Human Values and Ethics	L-4 T-0 P-0 C-4
Course Outcomes	**On completion of the course, the students will be :**	
CO1.	Understanding the need and importance of value education.	
CO2.	Applying the different methods of value education.	
CO3.	Analyzing the process of value education.	
CO4.	Developing professional ethics in youths.	
Course Content:		
Block-1	**Ethics and Human Values** Definition – Good Behavior, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.	06
Block-II	**Indian Constitution and Values** Fundamental Rights and Duties -Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.	08
Block-III	**Religious and Cultural Values** Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family	06
Block-IV	**Professional Ethics** Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics	06
Block-V	**Health and Nutrition** Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.	08
Text Books:	• ik.Ms;] c`ts'k] ¼2002½] ewY; ijd f'k{kk % orZeku ifjn`';] Hkkjrh; vk/kqfud f'k{kk • ik.Ms;] jke'kDy] ,oa feJk] d:.kk 'k adj] ¼2006½] ewY; f'k{kk.k] fouksn iqLrd eafnj] vkxjk	
	• Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF. 2- Eisler, J. (1994). • Comprehensive conflict result program (1993-94). New York: N. Y. City	

Year / I SEM/ II	SYNOPSIS PREPRATION	CREDIT	4
Course Code DMAEPW02N		HOURS	8
	The student has to prepare a research proposal for his/her dissertation work. • The student should submit the research proposal along with the presentation before the Departmental Research Committee. • The research supervisor of the candidate in consultation with the DRC members can incorporate if any corrections raised by the members. • The research supervisor of the candidate can give the score for the research proposal.		
	Dissertation Synopsis will be of maximum 100 marks. The M.A. student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfillment of the M.A. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP).The DOSP will comprise of the Head and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department		

Course Code: DMAE301	Core Course -14 MA-Semester-III SCHOOL ADMINISTRATION AND MANAGEMENT	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept and processes of educational administration and leadership.	
CO2.	To use the various principles of Educational Administration and Management.	
CO3.	Analyzing the educational policies and its implications for efficiency of the system.	
CO4.	Developing the qualities of leadership skill among students.	
Course Content:		
Block-1:	**Educational Administration concept:** • Educational Administration: Meaning and scope, Principles and process of administration, Approaches to administration. • Need, importance and determinants of educational policy, Partnership in policy implementation – Centre-State, Public-Private; Issues involved in implementation	8 Hours
Block-2:	**Development of thought in Administration and Implications in Educational Administration:** • Scientific Management : F.W Taylor • Bureaucratic Model : Max Waber • Human Relations and Human Resources Model : Eltan • Mayo Political and Decision making model	8 Hours
Block-3:	**Educational Planning:** • Educational Planning: Meaning, nature and need. • Educational Planning in India. • Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept.	8 Hours
Block-4:	**Educational Financing in India:** • Principle of Education Finance. • Factors influencing Educational Financing. • Financing of Higher Education in India: Role of UGC, RUSA • Private participation in Higher Education: Advantages and	8 Hours

	Disadvantages.	
Block-5:	**Educational Leadership:** • Educational Leader: Qualities and Duties. • Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor) • Grid concept of leadership styles. • Measurement of leadership styles	**8 Hours**
Text Books:	1. Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai. 2. Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi. 3. Bhatia, K.K & Singh, Jaswant: Principles and practice of school management, Tandaon publications books Market, Ludhiana.	
Reference Books:	• Bhatnagar, R.P & Agarwal, Vidya: Education administration, Supervision, Planning and financing, Surya Publication, Meerut. • Koortz, Harold & Weihrich, Heinz: Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi. • Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi. • Varshrey, G. K: Organisation and Management, S Chand and Company LTD, New Delhi *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDU302	Core Course -4 MA- Semester-III Educational Technology	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understand the nature and scope of educational technology and also about the various forms of technology	
CO2.	Differentiate between hardware and software.	
CO3.	Establish relationship between learning theories and educational technology	
CO4.	Know the instructional design and modes of development of self - learning material	
CO5.	Develop basic skills in the production of different types of instructional material.	
Course Content:		
Block-1:	**Meaning and scope of educational technology** • Meaning and Concept of Educational Technology; • Nature, Scope and Significance of Educational Technology; • Components of Educational Technology Hardware and Software; • Multi-media approach in Educational Technology. • Educational Technology and Instructional Technology.	**12 Hours**
Block-2:	**Communication and modalities of teaching** • Communication Process: Concept, nature, process, type, theory of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach; • Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.	**8 Hours**
Block-3:	**Models of teaching and instructional technology** • Models of Teaching: Concept, different families of teaching models Designing Instructional System. • Formulation of instructional. Objectives Task. • Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials. Modalities of Teaching-difference between teaching and instruction, conditioning and training. • Stages of teaching-pre- active. Interactive and post-active.	**8 Hours**
Block-4:	**Programmed learning and resource centers** • Computer assisted instruction. • Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context. • Resources centers for Educational Technology: CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST - their	**8 Hours**

	activity for the improvement of learning processes	
Block-5:	**Evaluation and instructional technology** • Evaluation Strategies in Distance Education; • Counselling Methods in Distance Education. • Development of Evaluation Tools- Norm-referenced and criterion-referenced tests.	**8 Hours**
Text Book	1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y. 2. Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.	
REFERENCES:	• Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison –Wesley Publishing Company, Inc. • Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd. • Evaut, M. The International Encyclopaedia of Educational Technology. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc. • Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition). • Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India. Association for Educational Technology, New Delhi. • Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi	

Course Code: MEDU302	Open Elective Corse – 5 GENDER, SCHOOL AND SOCIETY MA - Semester-III	L-4 T-0 P-0 C-4
Course Outcomes	On completion of the course, the students will be :	
CO1.	Understanding the concepts of gender, gender bias, gender stereotype, empowerment, Patriarchy and feminism in society & their challenges.	
CO2.	Applying the government policies, plans and schemes for addressing all forms of disparities and inequalities existing in the society.	
CO3.	Analyzing the need and importance of equality and equity in education.	
CO4.	Evaluating the paradigm shift from women studies to gender studies based on the historical backdrop.	
Course Content:		
Block-1	• Gender, Sex, Sexuality • Patriarchy, Masculinity and Feminism • Gender bias, Gender Stereotyping, and Empowerment • Equity and Equality in Education w.r.t. relation with caste, class religion, ethnicity, disability and region with respect to Gender Present status in India and prospects • Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education	10
Block-II	Paradigm shift from Women's studies to Gender studies • Historical backdrop: Some landmarks from social reform movements • Theories on Gender and Education and their application in the Indian context • Socialisation theory • Gender difference • Structural theory • Deconstructive theory	08
Block-III	• Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls • Gender Identities and Socialisation Practices in: Family, other formal and informal organisation. • Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion). • Collection of folklores reflecting socialization processes.	08
Block-IV	• Changing Perspectives with Legal Provisions Right to Inheritance etc • Social Construction of Masculinity and Femininity • Patriarchies in interaction with other social structures and identities	10

Block-V	• Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions • Overcoming Gender Stereotypes • Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues	08
Text Books:	• Trapathi, Pratima, Gender School and Society, Agarwal Publication • Vinoti, Ojha, Trivedi, Gender School and Society, Agarwal	
	Ambasht, et al Developmental Needs of TribalPeople,NCERT • Bhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization andHuman	

Course Code: MEDU303	Open Elective Corse – 6 PEACE EDUCATION MA - Semester-III	L-4 T-0 P-0 C-4
Course Outcomes	On completion of the course, the students will be :	
CO1.	Understanding the concept of peace and communal harmony.	
CO2.	Analyze the nature and origins of violence and its effects on world.	
CO3	Evaluating policies statements demonstrating an understanding of concerns, standards, Issues and conflicts related to universal human rights.	
CO4	To create interest for the practice of major issues in Education for Peace	
Course Content:		
Block-1	**Introduction of Peace Education** • Meaning, Concept and need of peace education • As a universal value • Aims and objective of Peace Education • Role of Social Agencies: Family, Religion, Mass Media CommBlocky, School, NGO's, Government Agencies in promoting peace education. • Current Status of Peace Education at Global Scenario.	10
Block-II	**PEACE IN THE INDIAN CONTEXT** • Role of Religion in propagation of Peace. Mother-Theresa Vivekananda, Gandhian Philosophy in promoting Peace Education Role of Great personalities in promoting Peace. • Challenges to Peace-Stress, Conflict, Crimes, Terrorism • Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, • Debate and etc. • Democracy and Peace, Secularism and Peace, Culture and Peace	08
Block-III	**Role of parents and family** • Contribution of parents and family members in making of children's character and the importance of teacher in making it good. • Behaviorism stimuli and responses, strategies for encouraging productive behaviors for peace. • Strategies for discouraging undesirable behaviors in a positive way, positive Behavior Intervention support	08
Block-IV	**Violence** • Meaning, Types of violence (i) Verbal (ii) Psychological (iii) Physical (iv) Structural (v) Vulgarity in popular culture. • Frontiers of violence (i) Caste (II) Gender (iii) Discrimination (iv)	10

	Corruption, (v) Communalism (vi) Advertisement (vii) Poverty. • Perils of violence, Media and Violence Peaceful resolution of conflicts, Reconciliation after conflicts. Gandhi Darshan and Peace	
Block-V	• Peace value, human rights and democracy, national Blocky and religious tolerance in India. • Globalization and peace. Meaning and need of sustainable development- environment and sustainable development	**08**
Text Books:	Peace Education : Ian Harris and Mary	

Course Code: DMAEPW-03N	BOOK REVIEW MA - Semester-III	L-0 T-0 P-8 C-4
Course Outcomes	**On completion of the course, the students will be :**	
CO1.	Analyzing the text books and reference books related to core courses & pedagogy courses.	
CO2.	Analyzing Government's Educational Policies& Reports.	
CO3	Developing the skills of reading, writing, communication and self-study.	

Course Content:

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these. **Objectives: To enable student-teachers to-**

- Develop study – habits
- Develop the skill of reading & writing summarization.
- Develop skill of summarization
- Develop skill of note-taking.

Activities
- Activities Student-teachers are expected to sit in the library regularly and to review at least 05-books of different categories in about 500 words each. These may be as follows –
- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Policy Documents, Autobiography, Commission Reports, etc.

The assessment will be done in two components: Internal 50% and External 50%
- The External assessment will be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical Internal Examiner	(Marks 50) External	Examiner (Marks 50)
Performance	20	20
File Work	20	20
Viva	-	20
Total	100	

Course Code: DMAE-402	Core Course -13 MA- Semester-IV COMPARATIVE EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To understand the concept, significance and scope of Comparative Education.	
CO2.	To Explain the factors affecting the system of education.	
CO3.	To Analyze the structure of education system of different countries.	
CO4.	Evaluating the recent trends and innovations in education.	
Course Content:		
Block-1	**Comparative Education:** • Comparative Education: Meaning, scope, need and importance. • Development of Comparative Education. • Factors affecting the system of education of a country: geographical, philosophical, social, political, economic and technological.	**8 Hours**
Block-2	**Different Level of Education:** • Primary Education in UK, USA, Russia, China, Japan, Israel and India: Development, Administration, Finance, aims, Curriculum and methods of teaching. • Secondary Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration, finance, aims, curriculum and methods of teaching. • Higher Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration and finance, aims, curriculum, methods and teaching.	**8 Hours**
Block-3	**Structure of Education:** • Administration and Finance of Education in UK, USA, Russia, China, Japan, Israel and India. • Structure of Education in UK, USA, Russia, China, Japan, Israel and India.	**8 Hours**
Block-4	**Teacher Education:** • Teacher Education in UK, USA, Russia, China, Japan, Israel and India: development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement. • Adult Education in UK, USA, Russia, China, Japan, Israeland India: Administration and finance, organization, aims and methods.	**8 Hours**

Block-5	**Recent Trends and Innovations in Education:** • Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan, Israel and India. • Distance Education in UK, USA, Russia, China, Japan, Israel and India: administration, organization and Strategies. • Globalization of Education: meaning, need and importance.	**8 Hours**
Text Books	• Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford & East Publishing Co. • Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol. 3, 153-60.	

| References Books | • Carlton, R., Colley and Machinnon. (1977). Educational change and Society. Toronto: Gage Educational Publishing.
• Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press.
• Cantor, Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25, Number 2.
• Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd. | |

Course Code: DMAE-202	Core Course – MA- Semester-IV Innovation in Education	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding of technical devices for inspiring innovations around the Globe.	
CO2.	Applying various innovative practices and experiments in education.	
CO3.	Analysis contemporary modern issues and inspiring Innovations around the Globe.	
CO4.	Developing innovative trends for growth and healthy living	
Course Content:		
Block-1:	**Innovation & Innovative classroom** • Innovation– Meaning & concept, NEP 2020 • Need and scope in view of technological, Obstacles in innovation • Role of Education in bringing innovations. • Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self-realization, Creative expression by drama.	8 Hours
Block-2:	**Innovative trends in teaching and learning** • Cooperative Learning Strategies • Constructivism, • Concept Mapping • Simulation (Role Play) • Reciprocal Peer Teaching, • Inter & Multi-Disciplinary Approach.	8 Hours

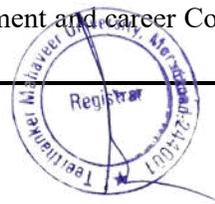|		
Block-3:	**Innovative programmes** • Innovative programmes and Schemes for social development in the field of education. • Positive Parenting, Aganwadi, Life skills Education, disaster management, Entrepreneurship development in Education, Pratham, Eklavya. • Innovative approach of inclusive education.	**8 Hours**
Block-4:	**ICT for Pedagogical Innovations** • Development of e-content; Meaning, process and applications • Web Quest and virtual field trips: Concept, process, and use in the classroom • Open Educational Resources; Meaning and importance, various OER initiatives • Assistive technology for children with special needs: Tools and processes; • Universal Design for Learning (UDL) • Role of CIET/SIETs for Integrating ICT in Education; E-pathshal, NROER, MOOC	**8 Hours**
Block-5:	**Inspiring Innovations around the Globe** • Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom. • Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Teleconferencing, Virtual reality, Swayam.	**8 Hours**
Text Books:	• Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust. • Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd.	
Reference Books:	• Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd. • Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd. • NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT. • Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd. • Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication. *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDU401	Core Course – 3 M.A- Semester-I EDUCATIONAL MEASUREMENT AND EVALUATION	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To develop an understanding of the concepts of measurement, assessment and evaluation	
CO2.	To develop an understanding of the taxonomy of educational objectives	
CO3.	To compare the tools and techniques of evaluation	
CO4.	Understand the basic concepts and techniques of measurement and evaluation in education.	
CO5.	Understand the new trends in evaluation.	
Course Content:		
Block-1:	**Concept of educational measurement and evaluation:** • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation •Types of evaluation – formative and summative – meaning, characteristics, areas, differences.	**10 Hours**
Block-2:	**Assessment and Examinations** • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges. • New trends in evaluation grading and semester system. • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations.	**12 Hours**
Block-3:	**Educational objectives** • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives. • Revised Bloom's Taxonomy of the Cognitive Domain. • Krathwohl and Masia's Taxonomy of the Affective Domain. • Dave's Taxonomy of the Psychomotor Domain. • Writing objective in behavioral terms.	
Block-4:	**Learning experiences and outcomes** • Learning Experiences: meaning, types, significance of value based learning experiences. • Learning Outcomes: meaning, need, significance. •The Relationship between Objectives, Specifications, Learning Experiences and Evaluation.	

Block-5:	**Tools of evaluation** • Concept of tools of evaluation (meaning, characteristics). • Performance tests – Oral and Practical – merits, limitations, suggestions for improvement. • Written Tests – Essay type and objective type (in general only) questions – merits, limitations, and suggestions for improvement. • Norm Referenced Testing, Criterion Referenced Testing • Online Tests – features, merits and limitations, challenges.	
Text Books:	1. Jhingan M. L, Micro Economics, New Delhi, Vrinda Publications.	
Reference Books:	1. Andrew Mas-Colell, Michael D.Whinston and Jerry R. Green:- Micro Economic Theory, New York: Oxford University Press. 2. Henderson J.M. and Richar d E. Quandit., Micro economic Theory, New York: Mcgraw Hill Company. 3. Jhingan M.L.:- Micro Economic Theory, New Delhi :Vikas Publication. 4. Gupta G.S. :- Managerial Economics, McGraw Hill Publishing Company, Ltd. , New Delhi. 5. Stonier and Hague, Textbook of Economic Theory,New Delhi: Longman Green and Co., London. 6. Dr. Girijashankar, Business Economics (Micro) , Pune: Atharva Prakashan. *** Latest editions of all the suggested books are recommended.**	

Course Code: DMAE402	Core Course -1 M.A-Semester IV Educational Guidance and Counseling	L-4 T-0 P-0 C-4
Course Outcomes:	After completion of this course the learners will be able:	
CO1.	Understanding the concepts, principles and importance of educational and vocational guidance at various level.	
CO2.	Applying the principles of mental health & hygiene for effective adjustment in life	
CO3.	Evaluating the various psychological tools in guidance and counseling.	
Course Content:		
Block-1:	Guidance: Concept: • Guidance: concept, principles, objectives and scope. • Need and importance, basic assumptions of Guidance, and its types. • Educational Guidance – concept, need, Educational Guidance at various level, principles and process of Educational Guidance. • Measuring devices in education guidance- types of data, sources of data, cumulative record, sources of information, types of information, isolates in classroom. • Guidance of special children- problem and needs. • Guidance of gifted, creative and under achieving learners.	10 **Hours**
Block-2:	Vocational Guidance: • Vocational guidance- nature, objectives, scope. • Career development and adjustment • Vocationalisation of secondary education and career development. • Group guidance: concept concern and principles, procedure and techniques of group guidance. • Information orientation services, placement service and follow up service, Evaluation of guidance programs	**10 Hours**
Block-3:	**Counseling:** • Counseling : nature, concept, meaning, importance and techniques • Counselor and counselee, Counseling process- directive, non-directive electic, counselling interview. • Types of Counseling- individual, group, educational, vocational. • Special areas of counselling- family adjustment and career Counselling. • Use of psychological tests in Counselling.	**8 Hours**

| **Block-4:** | Guidance and Counseling:
 • Testing in guidance and counseling.
 • Use of tests in guidance and counseling.
 • Tests of intelligence: aptitude, creativity, interest and personality.
 • Administering, scoring and interpretation of test scores.
 • Communication of tests results as relevant in the context of guidance programme. | **8 Hours** |

Block-5:	Mental Health: • Human adjustment and mental health. • Psychological foundation of adjustment. • Role of motivation and perception in adjustment. • Principles of mental hygiene and their implication of effective adjustment. • Mental health and development of integrated personality.	8 Hours
Text Books:	• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.	
Reference Books:	• Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.	

Course Code: MADE-403	Core Course – 8 MA - Semester-III **Curriculum Development**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To understand the basic concepts and process of curriculum.	
CO3.	To analyze various curriculum framework related to teacher education.	
CO5.	To understand Curriculum Evaluation and Research	
Course Content:		
Block-1:	**Curriculum development.** • Meaning and concept of Curriculum • Aims and objectives curriculum Development • Basic elements curriculum Development • Types of Curriculum: Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum.	**8 Hours**
Block-2:	**Foundations of curriculum development and system analysis** • Philosophical, Sociological and Psychological bases of Curriculum. • System concept, Need and Importance. • System analysis in Education. • Curriculum as a system. • Characteristics of System Analysis, Steps. • Interaction among different systems and environment.	**8 Hours**
Block-3:	**Principles of Curriculum Development** • Conceptual framework for Curriculum design • Difficulties in Curriculum design • Elements of the Curriculum, Relation among the elements • Procedural Criteria, Referring to The Comprehensive Plan for Curriculum Development. • Factors of curriculum development • Content Analysis	**8 Hours**
Block-4:	**Models For Curriculum Design** • Technical models: Tyler Model, Taba Model. Alexander model. • Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model. • Eisener model, Schebertian Model. • Non-Technical Models: Open Classroom Model, W R Model and Interpersonal model..	**8 Hours**

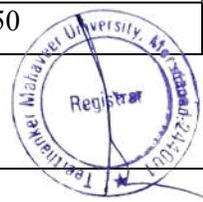|		
Block-5:	**Evaluation Of Curriculum** • Nature and scope of Evaluation. • Focus, Need and Purpose of Evaluation. • Curriculum Evaluation Design. • Techniques in curriculum Evaluation	**8 Hours**
Text Books:	• Aggarwal J.C. (1990) Curriculum reform in India World overviews Doaba House Book Seller and Publisher, New Delhi. • Arora G. L. (1984) Reflections on Curriculum and Imagination process, Theory, Pedagogy and action Research, Rout ledge U.K. • Bhatnagar R.P. and Agarwal Vidya (2003) Educational administration, Planning andSupervision.	
Reference Books:	• Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction Kanishka Publishing House Delhi. • Bloom, B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.. • Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston • NCERT (2000) National Curriculum framework for school education NCERT, New Delhi. • NCERT (2005) National Curriculum framework, NCERT, New Delhi. • Shrivastava, H.S. (1989) Comprehensive evaluation in School NCERT, New Delhi *** Latest editions of all the suggested books are recommended**	

Course Code: **DMAE404**	**Core Course – 10** **M.A- Semester-III** **DISSERTATION** (Data Collection, Data Analysis, Report Writing And Presentation)	**L-0** **T-0** **P-8** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO-1	To acquaint the learner about the various steps of research work and preparation of dissertation report.	
CO-2	Produce a dissertation following method and justify the findings of the dissertation.	
CO-3	Analyzing data to draw meaningful information.	

Course Content:

Course Action Plan:

• Each student has to conduct a research on a relevant and duly approved educational topic under the supervision of a faculty member of the PG Department of Education.

• Each student has to submit 3 copies of the complete dissertation duly signed by supervisor and student to the Department 15 days before the practical examination. The evaluation of research work shall be jointly made by both external examiner and the internal examiner.

• The dissertation shall be evaluated jointly by an External and Internal examiners on the basis of relevance of the topic, quality of research input and quality of presentation.

• The student will be evaluated on the basis of her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by examiners or any other aspect of the research work that the examiners would consider suitable.

EVALUATION CRITERIA (TOTAL MARKS: 100)

Details	Quality of Report	Presentation	Viva-voce	Total
Internal	20	10	-	100
External	10	10	50	

1.2 Duration of the programme

Study Scheme	
SUMMARY	
Institute Name	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
Programme	**MA (Education)**
Duration	Two Years (Distance Mode) (Four Semesters)
Medium	English / Hindi
Credits	
Minimum Credits Required for Degree	80
Eligibility for the program	Graduation pass in any stream from recognized University.

1.3 Faculty and support staff requirement

Academic Staff	Number of Faculty Member
Programme Coordinator	1 Member
Faculty Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

1.4 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Distance Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class

- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportBlocky for everyone to participate, as well as to ensure maintenance of decorum of the forum.

- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

1.5 Identification of media–print, audio or video, online, computer aided

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportBlocky for raising queries if any, and seek answers to the same, by chat bot or course mentors.

1.6 Student Support Services

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.

6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportBlockies to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance and Online Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: graduation pass in any stream from recognized University.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradeshhas the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for MA (Education) programme is INR 5400/- per annum.

A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2 Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance and Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Distance and Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120

Learning Management System (LMS) to support Distance and Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its

simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

6.3 Evaluation Scheme

<table>
<tr><td colspan="8" align="center">Evaluation Scheme:</td></tr>
<tr><td colspan="4" align="center">Assessment</td><td colspan="2">Internal</td><td>External</td><td>Total</td></tr>
<tr><td colspan="4" align="center">Theory</td><td colspan="2">30</td><td>70</td><td>100</td></tr>
<tr><td colspan="4">Practical/ Dissertations/ Project Reports</td><td colspan="2">50</td><td>50</td><td>100</td></tr>
<tr><td>Class Test-1</td><td colspan="2">Class Test-2</td><td>Class Test-3</td><td colspan="2">Assignment(s)</td><td>Attendance</td><td>Total</td></tr>
<tr><td colspan="4" align="center">Best two out of three</td><td colspan="2"></td><td></td><td></td></tr>
<tr><td>10</td><td colspan="2">10</td><td>10</td><td colspan="2">05</td><td>05</td><td>30</td></tr>
<tr><td colspan="4" rowspan="2" align="center">Duration of Examination</td><td colspan="3">External</td><td>Internal</td></tr>
<tr><td colspan="3">3 Hours</td><td>1.5 Hours</td></tr>
<tr><td colspan="8">To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</td></tr>
</table>

	Question Paper *Structure*

1	*The question paper shall have two section – **Section A and Section B**. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:*
2	***Section A:*** *It shall consist of short answer type questions (approx. 50 words). This section will essentially **assess CO's related to lower order thinking skills (Remembering & Understanding).** It will contain **five questions** with atleast **one question from each Block with internal choice** having "or" option with optional question from the same Block. Each question shall have equal weightage of **two marks** and total weightage of this section shall be **ten marks**.*

3	**Section B** shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify **the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding)** to be assessed and **mapped with the course outcomes stated**. It shall contain **five questions with at least one question from each Block with an internal choice having "or" option** with optional question from the same Block. Each **question shall have equal weightage of twelve marks and total weightage of twelve marks** and total weightage of this section shall be **sixty marks**.
4	**Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.**
	IMPORTANT NOTES:
1	*The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom's Taxonomy).*
2	*Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.*
3	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

6. **Requirement of the Laboratory Support and Library Resources:**

   Laboratory Support

No lab based courses are offered in this program.

Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for MA (Education) programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete

e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

7. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

8. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of MA (Education) programme of study may reflect the gaining of knowledge and skill in Educational area. Gaining of knowledge and skills in education may help the students to get new job, upgrading their position not only in employment, but also in the society.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parentsand employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments

and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has

setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.

Program Project Report (PPR)

of

Master of Art in Education (M.A)

Centre for Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY
N.H.-9, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in

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8	Cost Estimate of the Programme and the Provisions
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**PROGRAMME PROJECT REPORT (PPR) – Online
Mode**

</div>

1. Introduction:

The M.A in Education Online Learning Program at Teerthanker Mahaveer University, Moradabad offers a comprehensive two-year curriculum designed to equip students with essential skills and insights for navigating real-world educational challenges. The program focuses on innovative educational practices, contemporary issues analysis, and a robust theoretical framework. It provides a broad understanding of education, from its basic concepts to the generation of knowledge, catering to diverse learner needs. Our curriculum emphasizes educational administration, legal frameworks, economic policies, and other influential factors in the educational landscape. The program offers a balanced blend of core and elective courses, totaling 80 credits, tailored to meet the demands of modern educational institutions and industries.

The primary goal is to cultivate a well-rounded skill set and competency in education. The program aims to produce professionals capable of actively engaging in educational activities across various sectors, thereby enhancing the quality and effectiveness of education delivery and contributing significantly to the advancement of the educational landscape at Teerthanker Mahaveer University, Moradabad.

1.1 Programme Mission and Objective:

The Online Mode M.A programme aims to provide contemporary education and training to meet the challenges of the evolving global scenario and changing environment in business administration. The objective of the Programme is to develop individuals with a profound understanding of education's complexities. It provides immersive learning experiences to appreciate diverse knowledge structures in education. The program fosters professionals capable of actively engaging in educational activities across sectors, contributing to educational advancement. Additionally, it strives to establish schools as hubs for meaningful educational discourse, enhancing overall education quality and effectiveness.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online Mode MA (Education) Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this program offers the students great career opportBlockies in the humanities area.

2.1 Vision:

To be recognized as a premier institution of excellence providing high quality of business and management education, research and consultancy services to the society.

2.2 Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in

professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in business and management stream with premier institutions in India and abroad.

3. **Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. **Appropriateness of programme to be conducted in Online Mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning e-Module which is a modular Block of e-learning material which is inter-alia self-explanatory, self-contained, self- directed at thelearner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level oflearning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through Programme structure and detailed syllabus: four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Online and Online and other platforms without much loss of fidelity. Hence the M.A programme is suited for Online and Online mode of learning.

1. **Instructional Design:**
1.1 **Curriculum Design:**

Curriculum has been designed by experts in the area of accounting and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.
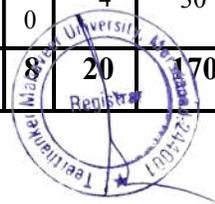
Study & Evaluation

Scheme Programme: M.A

Semester I

S.N	Category	Course Code	Course	L	T	P	Credit	Internal	External	Total
					Periods			Evaluation Scheme		
1	CC-1	DMAE-101	Philosophical Foundation of Education	4	0	0	4	30	70	100
2	CC-2	DMAE-102	Psychology Foundation of Education	4	0	0	4	30	70	100
3	CC-3	DMAE-103	Inclusive Education	4	0	0	4	30	70	100
4		DMAEPW 01N	Academic Writing and Communication Skills	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-1	DMAE-104	Environmental Education	4	0	0	4	30	70	100
6	OEC-2	DMAE-105	Adult education	4	0	0	4	30	70	100
Total				**16**	**0**	**8**	**20**	**170**	**330**	**500**

Semester II

S.N	Category	Course Code	Course	L	T	P	Credit	Internal	External	Total
					Periods			Evaluation Scheme		
1	CC-4	DMAE 201	Sociological Foundation of Education	4	0	0	4	30	70	100
2	CC-5	DMAE202	Methodology in Educational Research	4	0	0	4	30	70	100
3	CC-6	DMAE203	Teacher Education	4	0	0	4	30	70	100
4		DMAEPW 02N	Project Work (Preparation of Synopsis)	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-03	DMAE204	Health & Yoga Education	4	0	0	4	30	70	100
6	OEC-04	DMAE205	Human Values and Ethics	4	0	0	4	30	70	100
Total				**16**	**0**	**8**	**20**	**170**	**330**	**500**

Semester III

S.N	Category	Course Code	Course	Periods L	T	P	Credit	Evaluation Scheme Internal	External	Total
1	CC-7	DMAE 301	School administration and management	4	0	0	4	30	70	100
2	CC-8	DMAE 302	Educational Technology	4	0	0	4	30	70	100
3	CC-9	DMAE303	Gender, School and Society	4	0	0	4	30	70	100
4		DMAEPW-03N	Project Work (Book Review)	0	0	8	4	50	50	100
Select Anyone.										
5	OEC-05	DMAE304	Peace Education	4	0	0	4	30	70	100
6	OEC-06	DMAE305	Comparative Education	4	0	0	4	30	70	100
Total				16	0	8	20	170	330	500

Semester IV

S.N	Category	Course Code	Course	Periods L	T	P	Credit	Evaluation Scheme Internal	External	Total
1	CC-12	DMAE 401	Educational Measurement & Evaluation	4	0	0	4	30	70	100
2	CC-13	DMAE 402	Curriculum Planning & Development	4	0	0	4	30	70	100
3	CC-13	DMAE403	Vocational Guidance and Counselling	4	0	0	4	30	70	100
4	OEC-4	DMAE404	Innovation and Education	4	0	0	4	30	70	100
5	OEC-6	DMAEPW 04N	Dissertation and Viva-Voce	0	0	8	4	50	50	100
Total				16	0	8	20	170	330	500

Note- A student who successfully qualifiesTwo MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from ProgrammeCoordinator.

Course Code: DMAE101	Core Course -1 MA- Semester-I **Philosophical Foundation of Education**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the nature, functions, principles and Ideology of Philosophy in Education.	
CO2.	Applying the principles and thoughts of philosophers in present education.	
CO3.	Analyzing the contribution made by prominent Indian & western philosophers in education.	
Course Content:		
Block-1:	**Education and Philosophy:** • Education- Meaning, Nature and Concept • Philosophy- Meaning, Nature and Concept • Relationship between Education and Philosophy	**10 Hours**
Block-2:	**Philosophy & Education** • Philosophy of Education • Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism, positive relativism.	**8 Hours**
Block-3:	**Fundamental Philosophical issues:** • Metaphysical, epistemological and Axiological issues • Idealism, Naturalism, Pragmatism, Humanism, Existentialism and with special reference to knowledge, reality and values. • Their contribution to the field of educational objectives and aims	**8 Hours**
Block-4:	**Indian Schools of Philosophy:** • Sankhya, Yoga, Nyaya, Vedanta (Advait and Vishitvedanta). • Critical appreciation of the contribution of Indian philosophy-, Buddhism, Jainism. • Their application in day to day teaching learning process in education.	**8 Hours**
Block-5:	**Educational Thought of great Philosophers:** • Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti, Giju Bhai. • Western Philosophers- Plato, Herbert Spencer, John Dewey, Rousseau, Paul Freire	**8 Hours**
Text Books:	Chandra, S. S. , Sharma, R. K. (2004) : Principles of Education, New Delhi; Atlantic Publishers and Distributors.	

| **ReferenceBooks:** | • Dewey, J. (1966) : Democracy and Education, New York; McMillan.
• Brubacher, J. S. (1969): Modern Philosophies of Education, New Delhi ; Tata McGraw Hill. | |

Course Code: DMAE102	Core Course 02 MA- Semester-I **Psychological Foundation of Education**	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understand individual differences among learners and adolescent's growth, development and their problems.	
CO2.	Applying different theories & techniques of psychology to solve the problems of adjustment of their pupils.	
CO3.	Analyze the learning process based on theoretical approaches of learning	
CO4.	To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.	
Course Content:		
Block-1:	**Educational Psychology:** • Meaning, definition and relationship of education and psychology. • Major schools of psychology: • Structuralism, Functionalism, Behaviorism, Psychoanalytic, Cognitism. • Contribution pf Psychology to Education.	**8 Hours**
Block-2:	**DYNAMICS OF INDIVIDUAL DEVELOPMENT** • Growth and Development: Concept, Difference, Principles of Development. • Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications. • • Problems of Adolescents, Educational support required for adolescents.	**8 Hours**
Block-3:	**Intelligence** • Definition and nature of intelligence. • Theories of intelligence by Sternberg, Gardner. • Emotional Intelligence • Meaning, characteristics and types. • Meaning, definition and development. • Theories of Personality: • Freud, Carl Rogers, Allport , Kurt Koffka . • Personality Assessment: • Subjective, objective and protective Techniques.	**8 Hours**
Block-4:	**Learning & motivation** • Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning • Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach:	**8 Hours**

	Bhandura, Constructivism Approach and Humanistic Approach. • • Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation.	
Block-5:	**Mental health** • Concept, factors, function and Importance of Mental Health • Issues concerning the youth: Identity crises. Self-awareness, • positive attitude, self-discipline, self-motivation • Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic etc. • Concept of Adjustment & Mal Adjustment • • Coping Strategies and Building Resilience	**8 Hours**
<u>**Text Books:**</u>	1. Laudon *K.C.* &Laudon *J.P.,* Management Information Systems, Galgotia Publishers.	
<u>**Reference Books:**</u>	1. Jawedkar W.S., Management InformationSystem,McGraw-Hill. 2. Mudrick R.G., An Information System forModernManagement, Pearson.	

Course Code: MDU103	Core Course – 03 M.A- Semester-I **Inclusive Education**	L-4 T-0 P-0 C-4
Course Outcome:	**On completion of the course, the students will be :**	
CO1.	Understands the support needs of differently abled students.	
CO2.	Uses appropriate technique to identify and nurture special learners in inclusive classroom setting.	
CO3	Classify different types of special learners and design strategies for adapting curriculum to the needs of special learner.	
CO4	Evaluate the different assistive devices useful for different categories of learner.	
Block-1	**Introduction to Inclusive Education** • Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), • Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education • Social, psychological and educational contexts of inclusion	**10 Hours**
Block-2	**Legal Provisions** • Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) • Persons with Disabilities Act (1995) • National Policy of Disabilities (2006) • National Curriculum Framework (2005) • Concession and Facilities to Diverse Learners (Academic and Financial), • Rehabilitation Council of India Act (1992) • Inclusive Education under Samagra Shiksha Abhiyan (SSA) Features of UNCRPD (Blocked Nations Convention on the Rights ofPersons with Disabilities) and its Implication	**10 Hours**
Block-3	**Understanding Disabilities** • Concept of Impairment, Disability and Handicap • Classification of Disabilities based on ICF Model, • Readiness of School and Models of Inclusion • Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, • Identification of Diverse Learners for Inclusion • Educational Evaluation Methods, Techniques and Tools	**10 Hours**

Block-4	**Planning and Management of Inclusive Classrooms** • Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India • Infrastructure, Human Resource and Instructional Practices, • Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching) • Parent - Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School	**10 Hours**
Text Books	Bartlett, L. D., & Weisentein, G. R. (2003).Successful inclusion for educational leaders. New Jersey: Prentice Hall.	
Reference	• Chaote, J. S. (1991). Successful mainstreaming. Allyn and Bacon. • Choate, J. S. (1997). Successful inclusive teaching. Allyn and Bacon.	

Course Code: DMAE104	**Open Elective Course-01** **MA- Semester-I** **ENVIORMENTAL EDUCATION**	**L-4** **T-0** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept of ecology and sustainable development.	
CO2.	Applying the control measures of different types of pollution.	
CO3.	Analyzing the effects of global warming.	
CO4.	Developing technologies on the basis of ecological principles and environmental regulations that helps in sustainable development	
Course Content:		
Block-1:	Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development Ecology and Environment: Concept of an Ecosystem- its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem	**8 Hours**
Block-2:	**Natural Resources:** Renewable & Non-Renewable resources; Land resources and landuse change; Land degradation, Soil erosion & desertification Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies Biodiversity: Hot Spots of Biodiversity inIndia and World Conservation, Importance and Factors Responsible of Loss of Biodiversity, Bio-geographical Classification of India.	**8 Hours**
Block-3:	**Environmental Pollutions**: Types, Causes, Effects & control; Air, Water, soil & noise pollution, nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies	**8 Hours**
Block-4:	Environmental policies & practices: Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photo-chemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context	**8 Hours**

Block-5:	Human CommBlockies & Environment: Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods &Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.	**8 Hours**
<u>Text Books:</u>	• "Environmental Chemistry", De, A. K., New B.A.-B.Ed. (Int.) Syllabus as per CBCS (2022-23) Page 47 AgePublishersPvt.Ltd. • "Introduction to Environmental EngineeringandScience", Masters, G. M., PrenticeHallIndia Pvt. Ltd.	
<u>Reference Books:</u>	• "BiodiversityandConservation", Bryant, P. J., Hypertext Book • "Textbook of Environment Studies", Tewari, Khulbe&Tewari,I.K. Publication *** Latest edition of all the suggested books is recommended.**	

Course Code: DMAE105	Open Elective Course-02 MA- Semester-I ADULT EDUCATION	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding concept, scope, need and importance of adult education.	
CO2.	Applying different methods of adult learning.	
CO3.	Analyzing the role of different agencies in population education.	
CO4.	Evaluating factors affecting population explosion.	
Course Content:		
Block-1:	**Meaning, Concept and Scope of Adult and Continuing Education.** • Need and Importance of Adult Education for the development of an Individual for Social Change. • National Literacy Mission - Aims, objectives and strategies.	**8 Hours**
Block-2:	**Androgogy** • Nature and Scope. Basic difference between Pedagogy and Androgogy. • Agencies and Organizations: Local, State and Central level, their problems. • Adult Learner — Characteristics, problems and motivation. Adult teaching — Different methods, Role of Mass media.	**8 Hours**
Block-3:	• Evaluation Techniques for Adult Learning. • Adult Education, lifelong learning and continuing Education • Adult Education and Continuing education • Lifelong learning- A component of adult education • Lifelong learning in IT age- Exploring ICT as a Tool	**8 Hours**
Block-4:	**Importance of Population Education** • Concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition • Symptoms of AIDS–causes, Prevention of AIDS–AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each	**8 Hours**
Block-5:	**Role of Government and Non-Govt. Agencies concerning Population Education.** • Integration of Population Concept in different School Subjects. • Population Education through co-curricular activities. • Role of the Teacher in Population Education Programs.	**8 Hours**

Text Books:	• Pandey, Ramshakal, Adult Education, Agarwal Publication • Sharma, Rama Malyeya, Population Education, Agarwal Publication	
Reference Books:	• Agarwal, S. N., India's Popu1ation Problems, New Delhi, Tata McGraw Hill, Pub. House, • Ambasht, N.K. Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi. • Ghosh, B.N. Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi • **Latest edition of all the suggested books is recommended.**	

Course Code: DMAEPW01N	Core Course –MA- Semester-I Academic Writing And Communication Skills	L-0 T-0 P-8 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding a good academic writing style	
CO2.	Developing the ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience	
CO3.	Developing effective presentation styles using available ict resources	
Course Content:		

- Content: The transaction will involve workshops to address the following aspects of Academic writing and Communication skills
- Write formal letters / covering letters
- Different kinds of writings and writing styles
- Essential features of good academic writing
- Academic sources and their referencing: Citing a source, paraphrasing and acknowledging the source
- Editing one's own writing
- Making an effective presentation
- Meaning, concept and components of effective communication.
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

PROJECT WORK
- Presentation on any topic using ICT resources
- Report Writing

Course Code: DMAE-201	Core Course –MA- Semester-II Sociological Basis of Education	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Define meaning and concepts of Educational Sociology.	
CO2.	Illustrate the meaning and concept of social change with special reference India.	
CO3.	Analyzing education as a mean of social change.	
Course Content:		
Block-1:	**Education and Sociology** • Need to understand education with sociological perspectives. • Concept of educational sociology and sociology of education. • Scope of sociology of education.	**8 Hours**
Block-2:	**Sociological perspective.** • Education, Culture and Socialization. • Concept of social Blocky, Blocky and diversity of caste, class, religion, humanlanguage, • Gender in society with specific reference to Indian society with respect to living together.	**8 Hours**
Block-3:	**Education and Social Structure** • Education for social unification. • Concept of Equality of Educational OpportBlocky. • Concept of inclusive education	**8 Hours**
Block-4:	**Education, National Integration and International Understanding** • Education and globalization. • Core values of Indian constitution and its inculcation. • National Integration & International Understanding	**8 Hours**
Block-5:	**Education and Social Change** • Concept of: social change, social development, sustainable development • Education as a means of social change: scope and limitations. • Modernization and post-modernization, liberalization-privatization-globalization (LPG).	**8 Hours**
Text Books:	**1.** Pandey, K. P. (1983) : Perspective in Social Foundations of Education, Gaziabad ; Amitash Prakashan.	
Reference Books:	1. Singh, B. N. (2005) : Education : Social Change and Economic Development, Jaipur; RBSA Publishers. – 2. Sodhi, T. S. and Suri, A. (1998) : Philosophical and Sociological Foundations of Education, Patiala; Bawa Publication. 3. Sharma, R. N. : Philosophy and Sociology of Education ,	

	Surjeet Publication ; New Delhi.	
	* Latest editions of all the suggested books are recommended.	

Course Code: DMAE202	Core Course -7 MA- Semester-III Research Methodology and Statistics	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO-1	Understanding the meaning, need and importance of educational research.	
CO-2	Applying the different techniques of quantitative data analysis.	
CO-3	Analyzing the different methods of research and research methodology.	
CO-4	To develop a research proposal.	
Course Content:		
Block-1:	**Educational Research:** • Meaning, nature, need and importance of educational research • Areas of educational research • Types of educational research	**12 Hours**
Block-2:	**Quantitative Research** • Descriptive Research • Survey Research • Ex-post facto Research • Experimental Research	**8 Hours**
Block-3:	**Qualitative Research** • Ethnographic studies • Case Study • Grounded Theory • Mixed Method Research • Narrative Research	**8 Hours**
Block-4:	**Formulation of Research Problem and Developing Hypotheses** • Problem and its sources; Selection of the problem • Characteristics of a good research problem • Variables and its types • Hypothesis- Nature, Sources & Types • Characteristics of good hypotheses	**8 Hours**
Block-5:	**Data Analysis** • Graphical Representation : Histogram, Frequency polygon , Ogive, Pie chart • Percentile rank and Percentile • Measures of central tendency: Mean, Median and Mode • Measures of variability – Range, Q.D., S.D. • NPC- importance, characteristics and application (1 &2)	**8 Hours**
Text Books:	1.Gupta C.B., An Introduction to Statistical Methods, New Delhi: Vikas Publications.	

Reference Books:	1. Levin Rubin, Statistics for Management, New Delhi : Pearson. 2. Eaeshot L, Essential Quantitative Methods for Business Management and Finance, New Delhi: Palgrave. 3. Beri, Statistics for Management, New Delhi: McGraw-Hill.. 4. Chandran J.S., Statistics for Business and Economics, New Delhi: Vikas Publication. 5. Render & Stair Jr., Quantitative Analysis for Management, New Delhi : Prentice-Hall. 6. Sharma J.K., Business Statistics, New Delhi: Pearson Education. *** Latest editions of all the suggested books are recommended**

Course Code: DMAE203	Core Course – 2 MA- Semester II **Teacher Education**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To Define Meaning and concept of teacher education in India. Aims and objectives of teacher education in India with its historical perspective...	
CO2.	Teaching profession and types of teacher education programme. Development of teacher education curriculum in India.	
CO3.	various aspects of student teaching programmes prevailing in the country	
Course Content:		
Block-1	**Concept of Teacher Education:** • Teacher education: concept aims and scope. • Need and importance of teacher education. • Aims and objectives of Teacher Education at various level Elementary, Secondary, Higher Education. • Teacher education in the post-independence period.	**8 Hours**
Block-2	**Pre-Service and In-service Teacher Education:** • Pre- Service Teacher Education: Need, Concept, Objectives and techniques. • In-Service Teacher Education: Need, Concept, Objectives and techniques/strategies. • Quality of a good Teacher. • Total Quality Management in Teacher Education	**8 Hours**
Block-3	**Agencies in Teacher Education:** • Agencies of Teacher Education at the State Level and their Role and Functions –SCERT. • Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NCTE, NCERT. • Agencies of Teacher Education at the International Level and Their Role and Functions – UNESCO.	**8 Hours**
Block-4	**Teacher Education as a Profession** • Concept of Profession and Professionalism • Professional Development Professional Ethics and Professional Code of Ethics for Teacher Educators • Meaning and Components of Teacher Effectiveness • Competency Based Teacher Education, Accountability in Teacher Education	**12 Hours**

Block-5	**Trends and Innovative Practice in Teacher Education** • Emerging trend in Teacher Education. • Open and Online learning Needs, Scope types and Characteristics. • E- learning in Teacher Education • Integration of ICT in Teacher Education	**10 Hours**
Text Books:	Mangla, Sheela (2000): Teacher Education: Trends and Strategies. New Delhi. Radha Publishing.	
Reference Books:	1. Singh, L.C.(ed.) (1990) : Teacher Education in India, Source Book . NCERT. New Delhi. 2. Soder, R.(1991): The Ethics of the Rhetoric of Teacher Professionalim, Teaching and Teacher Education,	

Course Code: DMAE204	Open Elective Corse – 3 Health & Yoga Education MA - Semester-II	L-4 T-0 P-0 C-4
Course Outcomes	On completion of the course, the students will be :	
CO1.	Remembering the concept of health, Physical fitness & Yoga Education.	
CO2.	Understanding school health programs, health problems and benefits of physical fitness.	
CO3.	Demonstrating and applying various yogic practices for health and stress management.	
Course Content:		
Block-1	**Health** • Introduction, Definition and Meaning of health & health education • School health programme and role of teacher in development of health • Personal and Environmental Hygiene for schools Objectives of school health services ,Role of health education in schools	10
Block-II	**Physical Fitness** • Definition, Meaning and Types of physical fitness • Factors affecting physical fitness • Benefits of Physical Fitness • Importance of physical activities at school level • Principles of physical fitness	08
Block-III	**Yoga & Meditation** • Introduction, Meaning and definitions of Yoga • Benefits of Yogic practices • Meditation: Meaning, Nature & Relationship with mind. • Importance of Meditation at school level	08
Block-IV	**Asanas** • Corrective Asanas: Sitting, Standing, Supine line & Prone line position • Meditative Asanas: Padma Asana, Vajra Asana & Sukha Asana • Relaxative Asanas: Shava Asana, Makara Asana	08
Block-V	**Pranayams** • Ujjai • Shitali • Sitkari • Bhastrika	08

	• Bhramari
Text Books:	Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, • Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.
	• Singh,Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. • Daryl Syedentop Introduction to physical education, fitness and sports (2nded.). London: Mayfield publishing company. • Uppal, A.K. and Gautam,G. P. Physical education and Health. Delhi: Friends publisher. • Kangane, Sopan and Sonawane, Sanjeev Physical Education (D. Ed.). Pune: Nirali publication. • Patel ,Krishna Physical Health and Yoga Education, Agarwal Publication, Agra. • Jain ,Rajeev Trilok Sampoorn Yog Vidhya, Bhopal: Manjul Pub. • Gore C.S.Yoga and Health, New Delhi: Sports Publication. • Singh ,Wazir. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors. • Singh ,I.N. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise. • Agashe, Sanjay R.. Introduction to Health Education, New Delhi: Khel Sahitya Kendra.

Course Code: DMAE04	Open Elective Corse – 4 MA - Semester-II Human Values and Ethics	L-4 T-0 P-0 C-4
Course Outcomes	**On completion of the course, the students will be :**	
CO1.	Understanding the need and importance of value education.	
CO2.	Applying the different methods of value education.	
CO3.	Analyzing the process of value education.	
CO4.	Developing professional ethics in youths.	
Course Content:		
Block-1	**Ethics and Human Values** Definition – Good Behavior, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.	06
Block-II	**Indian Constitution and Values** Fundamental Rights and Duties -Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.	08
Block-III	**Religious and Cultural Values** Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family	06
Block-IV	**Professional Ethics** Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics	06
Block-V	**Health and Nutrition** Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.	08
Text Books:	- ik.Ms;] c`ts'k] ¼2002½] ewY; ijd f'k{kk % orZeku ifjn`';] Hkkjrh; vk/qfud f'k{kk - ik.Ms;] jke'kDy] ,oa feJk] d:.kk 'k adj] ¼2006½] ewY; f'k{k.k] fouksn iqLrd eafnj] vkxjk	
	- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF. 2- Eisler, J. (1994). - Comprehensive conflict result program (1993-94). New York: N. Y. City	

Year / I SEM/ II	SYNOPSIS PREPRATION	CREDIT	4
Course Code DMAEPW02N		HOURS	8
	The student has to prepare a research proposal for his/her dissertation work. • The student should submit the research proposal along with the presentation before the Departmental Research Committee. • The research supervisor of the candidate in consultation with the DRC members can incorporate if any corrections raised by the members. • The research supervisor of the candidate can give the score for the research proposal.		
	Dissertation Synopsis will be of maximum 100 marks. The M.A.student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfillment of the M.A. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP).The DOSP willcomprise of the Head and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department		

Course Code: DMAE301	Core Course -14 MA-Semester-III SCHOOL ADMINISTRATION AND MANAGEMENT	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept and processes of educational administration and leadership.	
CO2.	To use the various principles of Educational Administration and Management.	
CO3.	Analyzing the educational policies and its implications for efficiency of the system.	
CO4.	Developing the qualities of leadership skill among students.	
Course Content:		
Block-1:	**Educational Administration concept:** • Educational Administration: Meaning and scope, Principles and process of administration, Approaches to administration. • Need, importance and determinants of educational policy, Partnership in policy implementation – Centre-State, Public-Private; Issues involved in implementation	**8 Hours**
Block-2:	**Development of thought in Administration and Implications in Educational Administration:** • Scientific Management : F.W Taylor • Bureaucratic Model : Max Waber • Human Relations and Human Resources Model : Eltan • Mayo Political and Decision making model	**8 Hours**
Block-3:	**Educational Planning:** • Educational Planning: Meaning, nature and need. • Educational Planning in India. • Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept.	**8 Hours**
Block-4:	**Educational Financing in India:** • Principle of Education Finance. • Factors influencing Educational Financing. • Financing of Higher Education in India: Role of UGC, RUSA • Private participation in Higher Education: Advantages and	**8 Hours**

	Disadvantages.	
Block-5:	**Educational Leadership:** • Educational Leader: Qualities and Duties. • Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor) • Grid concept of leadership styles. • Measurement of leadership styles	**8 Hours**
Text Books:	1. Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai. 2. Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi. 3. Bhatia, K.K & Singh, Jaswant: Principles and practice of school management, Tandaon publications books Market, Ludhiana.	
Reference Books:	• Bhatnagar, R.P & Agarwal, Vidya: Education administration, Supervision, Planning and financing, Surya Publication, Meerut. • Koortz, Harold & Weihrich, Heinz: Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi. • Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi. • Varshrey, G. K: Organisation and Management, S Chand and Company LTD, New Delhi *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDU302	Core Course -4 MA- Semester-III Educational Technology	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understand the nature and scope of educational technology and also about the various forms of technology	
CO2.	Differentiate between hardware and software.	
CO3.	Establish relationship between learning theories and educational technology	
CO4.	Know the instructional design and modes of development of self - learning material	
CO5.	Develop basic skills in the production of different types of instructional material.	
Course Content:		
Block-1:	**Meaning and scope of educational technology** • Meaning and Concept of Educational Technology; • Nature, Scope and Significance of Educational Technology; • Components of Educational Technology Hardware and Software; • Multi-media approach in Educational Technology. • Educational Technology and Instructional Technology.	**12 Hours**
Block-2:	**Communication and modalities of teaching** • Communication Process: Concept, nature, process, type, theory of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach; • Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.	**8 Hours**
Block-3:	**Models of teaching and instructional technology** • Models of Teaching: Concept, different families of teaching models Designing Instructional System. • Formulation of instructional. Objectives Task. • Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials. Modalities of Teaching-difference between teaching and instruction, conditioning and training. • Stages of teaching-pre- active. Interactive and post-active.	**8 Hours**
Block-4:	**Programmed learning and resource centers** • Computer assisted instruction. • Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context. • Resources centers for Educational Technology: CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST - their	**8 Hours**

	activity for the improvement of learning processes	
Block-5:	**Evaluation and instructional technology** • Evaluation Strategies in Online Education; • Counselling Methods in Online Education. • Development of Evaluation Tools- Norm-referenced and criterion-referenced tests.	**8 Hours**
Text Book	1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y. 2. Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.	
REFERENCES:	• Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison –Wesley Publishing Company, Inc. • Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd. • Evaut, M. The International Encyclopaedia of Educational Technology. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc. • Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition). • Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India. Association for Educational Technology, New Delhi. • Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi	

Course Code: MEDU302	Open Elective Corse – 5 GENDER, SCHOOL AND SOCIETY MA - Semester-III	L-4 T-0 P-0 C-4
Course Outcomes	On completion of the course, the students will be :	
CO1.	Understanding the concepts of gender, gender bias, gender stereotype, empowerment, Patriarchy and feminism in society & their challenges.	
CO2.	Applying the government policies, plans and schemes for addressing all forms of disparities and inequalities existing in the society.	
CO3.	Analyzing the need and importance of equality and equity in education.	
CO4.	Evaluating the paradigm shift from women studies to gender studies based on the historical backdrop.	
Course Content:		
Block-1	• Gender, Sex, Sexuality • Patriarchy, Masculinity and Feminism • Gender bias, Gender Stereotyping, and Empowerment • Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects • Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education	10
Block-II	Paradigm shift from Women's studies to Gender studies • Historical backdrop: Some landmarks from social reform movements • Theories on Gender and Education and their application in the Indian context • Socialisation theory • Gender difference • Structural theory • Deconstructive theory	08
Block-III	• Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls • Gender Identities and Socialisation Practices in: Family, other formal and informal organisation. • Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion). • Collection of folklores reflecting socialization processes.	08
Block-IV	• Changing Perspectives with Legal Provisions, Right to Inheritance etc • Social Construction of Masculinity and Femininity • Patriarchies in interaction with other social structures and identities	10

Block-V	• Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions • Overcoming Gender Stereotypes • Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues	08
Text Books:	• Trapathi, Pratima, Gender School and Society, Agarwal Publication • Vinoti, Ojha, Trivedi, Gender School and Society, Agarwal	
	Ambasht, et al Developmental Needs of TribalPeople,NCERT • Bhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization andHuman	

Course Code: MEDU303	Open Elective Corse – 6 PEACE EDUCATION MA - Semester-III	L-4 T-0 P-0 C-4
Course Outcomes	On completion of the course, the students will be :	
CO1.	Understanding the concept of peace and communal harmony.	
CO2.	Analyze the nature and origins of violence and its effects on world.	
CO3	Evaluating policies statements demonstrating an understanding of concerns, standards, Issues and conflicts related to universal human rights.	
CO4	To create interest for the practice of major issues in Education for Peace	
Course Content:		
Block-1	**Introduction of Peace Education** • Meaning, Concept and need of peace education • As a universal value • Aims and objective of Peace Education • Role of Social Agencies: Family, Religion, Mass Media CommBlocky, School, NGO's, Government Agencies in promoting peace education. • Current Status of Peace Education at Global Scenario.	10
Block-II	**PEACE IN THE INDIAN CONTEXT** • Role of Religion in propagation of Peace. Mother-Theresa Vivekananda, Gandhian Philosophy in promoting Peace Education Role of Great personalities in promoting Peace. • Challenges to Peace-Stress, Conflict, Crimes, Terrorism • Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, • Debate and etc. • Democracy and Peace, Secularism and Peace, Culture and Peace	08
Block-III	**Role of parents and family** • Contribution of parents and family members in making of children's character and the importance of teacher in making it good. • Behaviorism stimuli and responses, strategies for encouraging productive behaviors for peace. • Strategies for discouraging undesirable behaviors in a positive way. positive Behavior Intervention support	08
Block-IV	**Violence** • Meaning, Types of violence (i) Verbal (ii) Psychological (iii) Physical (iv) Structural (v) Vulgarity in popular culture. • Frontiers of violence (i) Caste (II) Gender (iii) Discrimination (iv)	10

	Corruption, (v) Communalism (vi) Advertisement (vii) Poverty. • Perils of violence, Media and Violence Peaceful resolution of conflicts, Reconciliation after conflicts. Gandhi Darshan and Peace	
Block-V	• Peace value, human rights and democracy, national Blocky and religious tolerance in India. • Globalization and peace. Meaning and need of sustainable development- environment and sustainable development	**08**
Text Books:	Peace Education : Ian Harris and Mary	

Course Code: DMAEPW-03N	BOOK REVIEW MA - Semester-III	L-0 T-0 P-8 C-4
Course Outcomes	**On completion of the course, the students will be :**	
CO1.	Analyzing the text books and reference books related to core courses & pedagogy courses.	
CO2.	Analyzing Government's Educational Policies& Reports.	
CO3	Developing the skills of reading, writing, communication and self-study.	

Course Content:

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these. **Objectives: To enable student-teachers to-**

- Develop study – habits
- Develop the skill of reading & writing summarization.
- Develop skill of summarization
- Develop skill of note-taking.

Activities
- Activities Student-teachers are expected to sit in the library regularly and to review at least 05-books of different categories in about 500 words each. These may be as follows –
- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Policy Documents, Autobiography, Commission Reports, etc.

The assessment will be done in two components: Internal 50% and External 50%
- The External assessment will be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical Internal Examiner	(Marks 50) External	Examiner (Marks 50)
Performance	20	20
File Work	20	20
Viva	-	20
Total	100	

Course Code: DMAE-402	Core Course -13	L-4 T-0 P-0 C-4
	MA- Semester-IV	
	COMPARATIVE EDUCATION	
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To understand the concept, significance and scope of Comparative Education.	
CO2.	To Explain the factors affecting the system of education.	
CO3.	To Analyze the structure of education system of different countries.	
CO4.	Evaluating the recent trends and innovations in education.	
Course Content:		
Block-1	**Comparative Education:** • Comparative Education: Meaning, scope, need and importance. • Development of Comparative Education. • Factors affecting the system of education of a country: geographical, philosophical, social, political, economic and technological.	**8 Hours**
Block-2	**Different Level of Education:** • Primary Education in UK, USA, Russia, China, Japan, Israel and India: Development, Administration, Finance, aims, Curriculum and methods of teaching. • Secondary Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration, finance, aims, curriculum and methods of teaching. • Higher Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration and finance, aims, curriculum, methods and teaching.	**8 Hours**
Block-3	**Structure of Education:** • Administration and Finance of Education in UK, USA, Russia, China, Japan, Israel and India. • Structure of Education in UK, USA, Russia, China, Japan, Israel and India.	**8 Hours**
Block-4	**Teacher Education:** • Teacher Education in UK, USA, Russia, China, Japan, Israel and India: development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement. • Adult Education in UK, USA, Russia, China, Japan, Israeland India: Administration and finance, organization, aims and methods.	**8 Hours**

Block-5	**Recent Trends and Innovations in Education:** • Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan, Israel and India. • Online Education in UK, USA, Russia, China, Japan, Israel and India: administration, organization and Strategies. • Globalization of Education: meaning, need and importance.	**8 Hours**
Text Books	• Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford & East Publishing Co. • Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol. 3, 153-60.	

| References Books | • Carlton, R., Colley and Machinnon. (1977). Educational change and Society. Toronto: Gage Educational Publishing.
• Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press.
• Cantor, Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25, Number 2.
• Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd. | |

Course Code: DMAE-202	Core Course – MA- Semester-IV Innovation in Education	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding of technical devices for inspiring innovations around the Globe.	
CO2.	Applying various innovative practices and experiments in education.	
CO3.	Analysis contemporary modern issues and inspiring Innovations around the Globe.	
CO4.	Developing innovative trends for growth and healthy living	
Course Content:		
Block-1:	**Innovation & Innovative classroom** • Innovation– Meaning & concept, NEP 2020 • Need and scope in view of technological, Obstacles in innovation • Role of Education in bringing innovations. • Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self-realization, Creative expression by drama.	8 Hours
Block-2:	**Innovative trends in teaching and learning** • Cooperative Learning Strategies • Constructivism, • Concept Mapping • Simulation (Role Play) • Reciprocal Peer Teaching, • Inter & Multi-Disciplinary Approach.	8 Hours

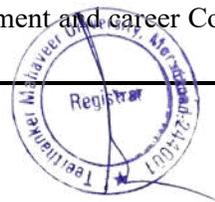|		
Block-3:	**Innovative programmes** • Innovative programmes and Schemes for social development in the field of education. • Positive Parenting, Aganwadi, Life skills Education, disaster management, Entrepreneurship development in Education, Pratham, Eklavya. • Innovative approach of inclusive education.	**8 Hours**
Block-4:	**ICT for Pedagogical Innovations** • Development of e-content; Meaning, process and applications • Web Quest and virtual field trips: Concept, process, and use in the classroom • Open Educational Resources; Meaning and importance, various OER initiatives • Assistive technology for children with special needs: Tools and processes; • Universal Design for Learning (UDL) • Role of CIET/SIETs for Integrating ICT in Education; E-pathshal, NROER, MOOC	**8 Hours**
Block-5:	**Inspiring Innovations around the Globe** • Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom. • Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Teleconferencing, Virtual reality, Swayam.	**8 Hours**
Text Books:	• Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust. • Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd.	
Reference Books:	• Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd. • Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd. • NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT. • Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd. • Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication. *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDU401	Core Course – 3 M.A- Semester-I EDUCATIONAL MEASUREMENT AND EVALUATION	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To develop an understanding of the concepts of measurement, assessment and evaluation	
CO2.	To develop an understanding of the taxonomy of educational objectives	
CO3.	To compare the tools and techniques of evaluation	
CO4.	Understand the basic concepts and techniques of measurement and evaluation in education.	
CO5.	Understand the new trends in evaluation.	
**Course Content:**	
Block-1:	**Concept of educational measurement and evaluation:** • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation •Types of evaluation – formative and summative – meaning, characteristics, areas, differences.	**10 Hours**
Block-2:	**Assessment and Examinations** • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges. • New trends in evaluation grading and semester system. • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations.	**12 Hours**
Block-3:	**Educational objectives** • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives. • Revised Bloom's Taxonomy of the Cognitive Domain. • Krathwohl and Masia's Taxonomy of the Affective Domain. • Dave's Taxonomy of the Psychomotor Domain. • Writing objective in behavioral terms.	
Block-4:	**Learning experiences and outcomes** • Learning Experiences: meaning, types, significance of value based learning experiences. • Learning Outcomes: meaning, need, significance. •The Relationship between Objectives, Specifications, Learning Experiences and Evaluation.	

Block-5:	**Tools of evaluation** • Concept of tools of evaluation (meaning, characteristics). • Performance tests – Oral and Practical – merits, limitations, suggestions for improvement. • Written Tests – Essay type and objective type (in general only) questions – merits, limitations, and suggestions for improvement. • Norm Referenced Testing, Criterion Referenced Testing • Online Tests – features, merits and limitations, challenges.	
Text Books:	1. Jhingan M. L, Micro Economics, New Delhi, Vrinda Publications.	
Reference Books:	1. Andrew Mas-Colell, Michael D.Whinston and Jerry R. Green:- Micro Economic Theory, New York: Oxford University Press. 2. Henderson J.M. and Richar d E. Quandit., Micro economic Theory, New York: Mcgraw Hill Company. 3. Jhingan M.L.:- Micro Economic Theory, New Delhi :Vikas Publication. 4. Gupta G.S. :- Managerial Economics, McGraw Hill Publishing Company, Ltd. , New Delhi. 5. Stonier and Hague, Textbook of Economic Theory,New Delhi: Longman Green and Co., London. 6. Dr. Girijashankar, Business Economics (Micro) , Pune: Atharva Prakashan. *** Latest editions of all the suggested books are recommended.**	

Course Code: DMAE402	Core Course -1 M.A-Semester IV Educational Guidance and Counseling	L-4 T-0 P-0 C-4
Course Outcomes:	**After completion of this course the learners will be able:**	
CO1.	Understanding the concepts, principles and importance of educational and vocational guidance at various level.	
CO2.	Applying the principles of mental health & hygiene for effective adjustment in life	
CO3.	Evaluating the various psychological tools in guidance and counseling.	
Course Content:		
Block-1:	Guidance: Concept: • Guidance: concept, principles, objectives and scope. • Need and importance, basic assumptions of Guidance, and its types. • Educational Guidance – concept, need, Educational Guidance at various level, principles and process of Educational Guidance. • Measuring devices in education guidance- types of data, sources of data, cumulative record, sources of information, types of information, isolates in classroom. • Guidance of special children- problem and needs. • Guidance of gifted, creative and under achieving learners.	10 **Hours**
Block-2:	Vocational Guidance: • Vocational guidance- nature, objectives, scope. • Career development and adjustment • Vocationalisation of secondary education and career development. • Group guidance: concept concern and principles, procedure and techniques of group guidance. • Information orientation services, placement service and follow up service, Evaluation of guidance programs	**10 Hours**
Block-3:	**Counseling:** • Counseling : nature, concept, meaning, importance and techniques • Counselor and counselee, Counseling process- directive, non-directive electic, counselling interview. • Types of Counseling- individual, group, educational, vocational. • Special areas of counselling- family adjustment and career Counselling. • Use of psychological tests in Counselling.	**8 Hours**

| **Block-4:** | Guidance and Counseling:
• Testing in guidance and counseling.
• Use of tests in guidance and counseling.
• Tests of intelligence: aptitude, creativity, interest and personality.
• Administering, scoring and interpretation of test scores.
• Communication of tests results as relevant in the context of guidance programme. | **8 Hours** |

Block-5:	Mental Health: • Human adjustment and mental health. • Psychological foundation of adjustment. • Role of motivation and perception in adjustment. • Principles of mental hygiene and their implication of effective adjustment. • Mental health and development of integrated personality.	8 Hours
Text Books:	• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.	
Reference Books:	• Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.	

Course Code: MADE-403	Core Course – 8 MA - Semester-III **Curriculum Development**	L-4 T-0 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	To understand the basic concepts and process of curriculum.	
CO3.	To analyze various curriculum framework related to teacher education.	
CO5.	To understand Curriculum Evaluation and Research	
Course Content:		
Block-1:	**Curriculum development.** • Meaning and concept of Curriculum • Aims and objectives curriculum Development • Basic elements curriculum Development • Types of Curriculum: Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum.	**8 Hours**
Block-2:	**Foundations of curriculum development and system analysis** • Philosophical, Sociological and Psychological bases of Curriculum. • System concept, Need and Importance. • System analysis in Education. • Curriculum as a system. • Characteristics of System Analysis, Steps. • Interaction among different systems and environment.	**8 Hours**
Block-3:	**Principles of Curriculum Development** • Conceptual framework for Curriculum design • Difficulties in Curriculum design • Elements of the Curriculum, Relation among the elements • Procedural Criteria, Referring to The Comprehensive Plan for Curriculum Development. • Factors of curriculum development • Content Analysis	**8 Hours**
Block-4:	**Models For Curriculum Design** • Technical models: Tyler Model, Taba Model. Alexander model. • Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model. • Eisener model, Schebertian Model. • Non-Technical Models: Open Classroom Model, W R Model and Interpersonal model..	**8 Hours**

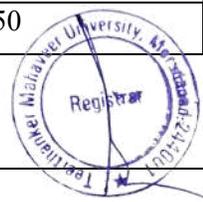|		
Block-5:	**Evaluation Of Curriculum** • Nature and scope of Evaluation. • Focus, Need and Purpose of Evaluation. • Curriculum Evaluation Design. • Techniques in curriculum Evaluation	**8 Hours**
Text Books:	• Aggarwal J.C. (1990) Curriculum reform in India World overviews Doaba House Book Seller and Publisher, New Delhi. • Arora G. L. (1984) Reflections on Curriculum and Imagination process, Theory, Pedagogy and action Research, Rout ledge U.K. • Bhatnagar R.P. and Agarwal Vidya (2003) Educational administration, Planning andSupervision.	
Reference Books:	• Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction Kanishka Publishing House Delhi. • Bloom, B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.. • Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston • NCERT (2000) National Curriculum framework for school education NCERT, New Delhi. • NCERT (2005) National Curriculum framework, NCERT, New Delhi. • Shrivastava, H.S. (1989) Comprehensive evaluation in School NCERT, New Delhi *** Latest editions of all the suggested books are recommended**	

Course Code: DMAE404	Core Course – 10 M.A- Semester-III **DISSERTATION** (Data Collection, Data Analysis, Report Writing And Presentation)	L-0 T-0 P-8 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO-1	To acquaint the learner about the various steps of research work and preparation of dissertation report.	
CO-2	Produce a dissertation following method and justify the findings of the dissertation.	
CO-3	Analyzing data to draw meaningful information.	

Course Content:

Course Action Plan:

• Each student has to conduct a research on a relevant and duly approved educational topic under the supervision of a faculty member of the PG Department of Education.

• Each student has to submit 3 copies of the complete dissertation duly signed by supervisor and student to the Department 15 days before the practical examination. The evaluation of research work shall be jointly made by both external examiner and the internal examiner.

• The dissertation shall be evaluated jointly by an External and Internal examiners on the basis of relevance of the topic, quality of research input and quality of presentation.

• The student will be evaluated on the basis of her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by examiners or any other aspect of the research work that the examiners would consider suitable.

EVALUATION CRITERIA (TOTAL MARKS: 100)

Details	Quality of Report	Presentation	Viva-voce	Total
Internal	20	10	-	100
External	10	10	50	

1.2 Duration of the programme

Study Scheme	
SUMMARY	
Institute Name	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad
Programme	**MA (Education)**
Duration	Two Years (Online Mode) (FourSemesters)
Medium	English / Hindi
Credits	
Minimum Credits Required for Degree	80
Eligibility for the program	Graduation pass in any stream from recognized University.

1.3 Faculty and support staff requirement

Academic Staff	Number of Faculty Member
Programme Coordinator	1 Member
Faculty Coordinator	1 Member
Course Mentor	1 Member per batch of 250 students

1.4 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class

- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportBlocky for everyone to participate, as well as to ensure maintenance of decorum of the forum.

- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection oftheir understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

1.5 Identification of media–print, audio or video, online, computer aided

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportBlocky for raising queries if any, and seek answers to the same, by chat bot or course mentors.

1.6 Student Support Services

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.

6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance and Online Learning mode will beconducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/coursesmay be termed Online Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board ofStudies and Academic Council which are based on UGC guidelines. Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1 Procedure for Admission:

Minimum Eligibility Criteria for admission: graduation pass in any stream from recognized University.

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradeshhas the right to make necessary changes from time to time as deemed fit in Eligibility
criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for MA (Education) programme is INR 5400/- per annum.

A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2 Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:
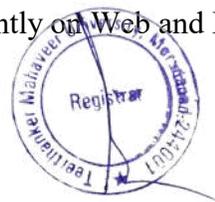
- Online and Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Online and Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120

Learning Management System (LMS) to support Online and Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its

simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

6.3 Evaluation Scheme

Evaluation Scheme:					
Assessment			**Internal**	**External**	**Total**
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	**Class Test-2**	**Class Test-3**	**Assignment(s)**	**Attendance**	**Total**
Best two out of three					
10	10	10	05	05	30
Duration of Examination			**External**	**Internal**	
			3 Hours	1.5 Hours	

To qualify the course a student is required to secure a minimum of 35% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.

	Question Paper Structure

1	*The question paper shall have two section – **Section A and Section B**. The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:*
2	***Section A:** It shall consist of short answer type questions (approx. 50 words). This section will essentially **assess CO's related to lower order thinking skills (Remembering & Understanding).** It will contain **five questions** with atleast **one question from each Block with internal choice** having "or" option with optional question from the same Block. Each question shall have equal weightage of **two marks** and total weightage of this section shall be **ten marks**.*

3	*Section B* shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify **the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding)** to be assessed and **mapped with the course outcomes stated**. It shall contain **five questions with at least one question from each Block with an internal choice having "or" option** with optional question from the same Block. Each **question shall have equal weightage of twelve marks and total weightage of twelve marks** and total weightage of this section shall be **sixty marks**.
4	*Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.*
	IMPORTANT *NOTES:*
1	*The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom's Taxonomy).*
2	*Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.*
3	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

6. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab based courses are offered in this program.

Library Resources

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for MA (Education) programme. The Central Library of University is also having good source of reference books. Thebooks available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete

e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

7. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

8. Quality assurance mechanism and expected programme outcomes

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of MA (Education) programme of study may reflect the gaining of knowledge and skill in Educational area. Gaining of knowledge and skills in education may help the students to get new job, upgrading their position not only in employment, but also in the society.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parentsand employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments

and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has

setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programmes.