NEHRU GRAM BHARATI

(Deemed to be Uniersity)

KOTWA – JAMUNIPUR ALLAHABAD

SYLLABUS
Masters of Arts [Education]

Department of Education
For
Post Graduate Courses

[Effective : 2019-20 Session & Onwards]

Nehru Gram Bharati (Deemed to be University) occupies an esteemed place among the rural universities of India for over decades now. Established on 27th June 2008, it is one of the promising institutes in the State of Uttar Pradesh situated at the bank of river Ganges. It was basically conceived by our Ist Prime Minister of India, Late Pt. Jawahar Lal Nehru, who laid the foundation stone of Nehru Gram Bharati on 26th July 1962 in the village of Rishi Durvasha Ashram, Kotwa-Jamunipur, Dubawal Complex of his phulpur constituency in Allahabad District. His dream was translated into reality by Sri J.N. Mishra, who had a clear vision and dedication to the cause of upliftment of rural masses through education.

As on date, the campus has emerged as a prominent establishment of professional, technical education and traditional education for meeting the aspirations of youth from rural as well as urban areas. To begin with Rajiv Gandhi Degree College was established in the year 1996 and upgraded to Rajiv Gandhi Post Graduate College from the academic session 2000-01 which subsequently merged into the Nehru Gram Bharati (Deemed to be University) in 2008-09 after University Grants Commission recommended to the Ministry of Human Resource & Development for granting it Deemed to be University Status. The MHRD notified vide its gazette Notification no. F.9-42/2005-43(A) dated as 27th June 2008 bestowing the Deemed to be University status to Nehru Gram Bharati

The Nehru Gram Bharati (Deemed to be University) is composed of six campuses encircling approximately 76 acres of land spread over within a radius of about 5 Kilometers. The campuses are as under : **Nehru Gram Bharati (Deemed to be University), Jamunipur Main Campus** The lush green campus has buildings for Administrative Office, Central Library, Faculty of Teacher Education, Arts, Science & Commerce. The Undergraduate Courses viz., Bachelor of Arts (in the subjects Ancient History, Pol. Science, Hindi, Geography, Education, Sanskrit, English, Sociology, Home Science, Economics, Music & Philosophy), Bachelor of Commerce, Bachelor of Science (In Physics, Chemistry, Zoology, Mathematics & Physics), Bachelor of Education(B.Ed.), Bachelor of Special Education (Hearing Impairment), Diploma in Special Education(D.Ed.Spl.Ed.[HI]), Bachelor of Elementary Education (B.El.Ed.), Diploma in Elementary Education (D.El.Ed.) are being offered in this campus. The Post Graduate Courses viz., Master of Arts (In Ancient History, Pol. Science, Hindi, Home-Science,Sanskrit, English, Economics, Sociology, Education, Philosophy & Geography), Master of Commerce, Master of Science (In Physics, Chemistry, Zoology, Mathematics and Botany), Master in Education (M.Ed.), Master of Special Education in Hearing Impairment (M.Ed.Spl.Ed.[HI] are being offered in the campus.

About the Department

The department of was establishe Education in 2008 in Nehru Gram Bharati (DU) jamunipur, Prayagraj. Department is Education a prestigious department which has undergone a long journey of extension in the field of Education by initiating need based and job oriented programs. The Education provides an opportunity to students to acquire knowledge and skill and also empower them for effective role performance and management of resources at micro and macro level to meet the professional challenges of the technological advancements. In the present time the main motto of our department is to enhance the standard of individuals in general and rural families and communities in particular through teaching, research and extension activities.

Program Introduction

The Postgraduate programmes aim towards the success of students in Research, Inventions, Industrial jobs and contributions in Nation building and in the interest of the Globe. UG programme in Education Faculty enhances the students ability in Cultural aspects, sense of Literature, History, Politics, Religious devotion and ethical qualities. It also upgrades the students to acclimatize in the changing scenario of the above fields with critical evaluation. Our Department with its running programmes has been trying its best to deliver the above responsibility with its well skilled and experienced faculty members.

PG PROGRAMMES IN EDUCATION :

PG programmes in education train the students in scientific skill both in theory and practice. The programmes have been instigating our students to secure skilfully their jobs as researchers and scientists in the institutes, teachers-both in schools and higher education institutes, administrators in government jobs as well as in private companies, personnels in industries, and in many other positions. From the programmes, both UG and PG the learners develop their aptitude of individual planning, habit of working in groups, field survey, literature reviews, diligence and other skills which fit them in various spheres of life and bring them closer to the society, at large.

Program Structure including Credit Specification

Departments offers three program UG, PG and Doctoral program (P.hd). The curriculum is designed keeping in mind the current relevance, depth of subject, optionality, skill development, employability (job oriented) and according to guidelines of UGC. The programme has been organised on this basis in which PG Program has 32 courses in which 24 courses in all in the whole programme. Each semester has 20 credit courses. Program Structure including Credit Specification at a glance-

Ist Semester

Course Code	Paper title	Credit	Marks Distribution		
			Internal assessment	**External assessment**	**Total Marks**
Course 1 [MAEDU101] (Core)	Philosophical Bases of Education:Western Philosophy	4	40	60	100
Course 2 [MAEDU102] (Core)	Sociological Bases of Education	4	40	60	100
Course 3 [MAEDU103] (Core)	Methodology of Educational Research	4	40	60	100
Course 4 [MAEDU104A/ MAEDU104B] (Elective)	History of Indian Education Or Population Education	3	30	45	75
Course 5 [MAEDU105] (Skill)	Practical (Skill Development) Modern Educational Thinkers	2	20	30	50
Course 6 [MAEDU106] (Interdisciplinary)	Teaching Skills(Not for M.A. Education Students)	3	30	45	75
Total		20			500

IInd Semester

Course	Paper title	Credit	Marks Distribution		
			Internal assessment	**External assessment**	**Total Marks**
Course 1 [MAEDU201] (Core)	Comparative Education	4	40	60	100
Course 2 [MAEDU202] (Core)	Psychological bases of Education	4	40	60	100
Course 3 [MAEDU203] (Core)	(Educational Administration and Management	4	40	60	100
Course 4 [MAEDU204 A/ MAEDU204B] (Elective)	Human Right Education Or Computer Education	3	30	45	75
Course 5 [MAEDU205] (Skill)	Practical Work and Viva-Voce (Skill Development)	2	20	30	50
Course 6 [MAEDU206] (Interdisciplin ary)	Communication Skills (Not for M.A. Education Students)	3	30	45	75
Total 20				500	

IIIrd Semester

Course	Paper title	Credit	Marks Distribution

			Internal assessment	**External assessment**	**Total Marks**
Course 1 [MAEDU301] (Core)	Special Education	4	40	60	100
Course 2 [MAEDU302] (Core)	Educational Guidance and Counselling	4	40	60	100
Course 3 [MAEDU303] (Core)	Foundation of Technology	4	40	60	100
Course 4 [MAEDU304A/ MAEDU304B] (Elective)	Indian Philosophy of Education Or Educational Measurement and Evaluation	3	30	45	75
Course 5 [MAEDU305] (Skill)	Women Education (Skill Development)	2	20	30	50
Course 6 [MAEDU306] (Interdisciplinary)	Skills for Democratic Citizenship) Not for M.A. Education Students)	3	30	45	75
Total	20			500	

IVth Semester

Course	Paper title	Credit	Marks Distribution		
			Internal assessment	**External assessment**	**Total Marks**
Course 1 [MAEDU401] (Core)	Enviromental Education	4	40	60	100
Course 2 [MAEDU402] (Core)	Economics of Education	4	40	60	100
Course 3 [MAEDU403] (Core)	Distance Education	4	40	60	100
Course 4 [MAEDU404A /MAEDU404B] (Elective)	Teacher Education Or Curriculum Development	3	30	45	75
Course 5 [MAEDU405] (Skill)	Practical Work(i)Writing Research Proposal (ii)Book Review Or Dissertation	2	20	30	50
Course 6 [MAEDU406] (Interdisciplinary)	Life Skills Education (Not for M.A. Education Students)	3	30	45	75
Total 20				500	

SEMESTER: FIRST

Paper : 1ST [MAEDU101]

Philosophical Bases of Education (Western Philosophy)   **Total: 60**

UNIT-I

Meaning and Nature of Philosophy, Relationship between Philosophy and Education, Needs and functions of Philosophy in Education, Scope of Philosophy of Education, Approaches to Philosophy of Education.

UNIT-II

Western Philosophies : Major schools Naturalism Idealism Pragmatism Realism

UNIT-III

Modern Concepts of Philosophy -Existentialism ,Marxism. Logical positivism

Their educational implications with special reference to epistemology axiology and the process of education

UNIT-IV

Contribution of following Indian Philosophical thoughts to Educational Process and their relevance in the present context- Vedas, Upanishads, Gita, Sankhya and Buddhism

Great Western Educators- Plato , Rousseau ,John Dewey.

UNIT-V

Approaches to Philosophy of Education. Democracy and Education

Education and Freedom

Paper : 2ⁿᵈ [MAEDU102]

Sociological Bases of Education Total 60

UNIT-I

Meaning and scope of Sociology of Education. Need of Sociological perspective in Education

UNIT-II

Culture: Meaning and nature of culture; role of education in culture context and cultural determination of education.

UNIT-III

Social Change: Meaning and concept role of education in culture context and constraintson social change (Caste, class, language and regionalism).

UNIT-IV

Social Mobility: The meaning of Social Mobility, Education and Social Mobility.

UNIT-V

Education as related to social stratification with special reference to the education of S.C./S.T. Women and Rural population.

Paper : IIIrd [MAEDU103]

Methodology of Educational Research

Total 60

UNIT-1

Nature and   need o f educational research. Qualitative   and Quantitative research.

UNIT-II

Selection and formulation of research problem, guiding principles of problem selection.

UNIT-III

Review of related literature and formulation of hypothesis.

Unit-IV

Population   and sampling. Types of sampling-simple random sampling .Stratified random sampling, cluster sampling, systematic sampling .Purposive sampling ,snowball sampling.

Unit-V

Method of educational research, Historical, Descriptive and   Experimental research

Paper : IV t [MAEDU104A]

History of Indian Education   **Total 45**

UNIT-I

Education during the ancient

Vedic Education Buddhist Education With special reference to aims , curriculum ,methods of instruction, teacher-taught relations and educational institutions.

UNIT-II

Education during the medieval period

Muslim education with special reference to aims. Curriculum. Methods of instruction, teacher-taught relations and the centers of learning.

UNIT-III

Education during the British period

CharterActof1813and oriental occidentalcontroversy.Macaulay'sMinute-1935Wood's dispatchof1854.HunterCommission,1882-83.Calcutta University Commission 1917-19.

UNIT-IV

Indian response to western education

Hartong Committee-1929.Basic education-1937.National educational institution with special reference to Vishwa Bharati, Jamla Millia, Gujarat Vidya peeth and Kashi-Vidyapeth.

UNIT-V

Education in the post Independence Period

University Education Commission (1948-49).Secondary Education Commission (1952-53)Education Commission(1964-66).National Policy on Education 1988 and 1992

UNIT-I

Introduction: Nature and scope of population education: Meaning, Concept need ,scope ,importance and objectives.

UNIT-II

Role of teachers: Teacher role in creating awareness of the consequences of population problems ,inculcating new values and attitudes leading to modification of student behavior.

UNIT-III

Population dynamics: distribution and density, composition :Age ,sex, rural, urban, literacy-all India. Factors affecting population growth: fertility, mortality and migration (mobility).

UNIT-IV

Population and quality of Life: Population in relation to socio-economic development, health status, nutrition health services and education. Effect of unchecked growth of population on natural resources Population and quality literacy campaigns in India.

UNIT-V

Integration of population education with the general school curriculum . Population education in Schools: Scope of population education in schools.

Modern Educational Thinkers   **Total 30**

UNIT-I

Educational Thinkers – Oriental

Critical study of the educational thought of the following and their implication for Indian Education:and their contribution in developing principles of education. M. K. Gandhi: Basic tenets of Basic education.

UNIT-II

Vivekananda: Man making education and their contribution in developing principles of education.

UNIT-III

Rabindranath Tagore Critical study of the educational thought and their implication for Indian Education.

UNIT-IV

Aurovinda: Integral education, its basic premises; stages of development.

UNIT-V

Gijju Bhai : The world of the child and Oriental Critical study of the educational thought.

n

UNIT-I

Understanding Teaching

Concept and definition of Teaching.

Nature of teaching and characteristic factors affecting teaching.

Relation between teaching and training.

UNIT-II

Types of Teaching (Concept and Characteristics)

Micro-teaching and Micro lesson.

Simulated teaching

Integrated teaching

UNIT-III

Skills of Teaching (Basic Concept)

Nature and definition of skills of teaching Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids.

Illustration and Reinforcement.

UNIT-IV

Phases of teaching:

Pre-active, Inter-active, Post-active

Tpyes of Teaching skill.

UNIT-V

Learning Design (LD)

Concept and importance of learning design in teaching.

Steps of learning design

Qualities of good learning design

Paper 1ˢᵗ   [MAEDU201]

Comparative Education   Total -60

UNIT-I

Comparative education – Meaning as a new discipline. Scope and major concepts of comparative education. Methods: Juxtaposition. Area Study Intra and Inter educational analysis.

UNIT-II

Comparative education-factors and approaches: geographical, economic, cultural ,philosophical, sociological, linguistic, scientific, historical, ecological and functional factors. Cross disciplinary approach used in comparative education.

UNIT-III

A comparative study of reference to the educational systems of countries with special reference to

Primary Education—USA, UK, India

Secondary Education- USA, UK, India

Higher Education- USA, UK, India

Teacher Education- USA, UK, India

Adult Education- USA, UK, India

UNIT-IV

Problem prevailing in developing countries with special reference to India,their causes and solution through education. Poverty and Unemployment.

UNIT-V

India their causes and solution through education
Population explosion ,Illiteracy
Terrorism, Casteism and communalism.

SEMESTER -SECOND

Paper II [MAEDU202]

Psychological bases of Education   Total-60

UNIT-I

Concept ,Concerns and Scope of Education Psychology, Contribution of Psychology to Education.

UNIT-II

Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems. Factors influencing development and their relative role. Major concepts and stages of the theories of Piaget and Bruner and their implications for education.

UNIT-III

Theories of Learning with their Educaiton implication- Pavlov's Classical and Skinner's Operant Conditioning, Hull"s Concept ,kinds and levels of Learning -Ganne' shierarchy. Thorndike's Connectionism Reinforcement Theory, Factors influencing learning.

Transfer of Learning Motivation ,Concept, Theories, Theories of Motivation. Individual Differences and its Implications for Education.

UNIT-IV

Intelligence : Nature and Theories of Intelligence, Measurement of Intelligence

Creativity: Concept and Nature, Main Aspects of Creativity and Intelligence.

UNIT-V

Meaning. Types , Factors affecting Personality, Methods of personality ,measurement.

Adjustment and mental health: Meaning and factors affecting mental health.

Paper IIIrd [MAEDU203]

EDUCATIONAL ADMINISTRATION AND MANAGEMENT Total-60

UNIT-I

Meaning and Nature of Educational Administration and Management objectives and scope of educational administration.

UNIT-II

Functions of Educational   Administration. Principals of Educational Administration. Types and Theories of Educational Administration.

UNIT-III

Role of Central ,state and local bodies in education**:-**Central Administrative Machinery of Education. Role of the Central Government in Education. Advisory bodies of the Union Govt. in the field of Education. State Administrative Machinery of Education in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education.

UNIT-IV

Development of modern concept of educational administration:-Administration as a process-Special Trends in Educational administration such as decision making, organizational compliance Leadership in Educational Administration and Taylorism.

UNIT-V

Theories of Leadership. Styles of Leadership. Educational supervision-Meaning, Nature and Functions. Planning and organizing supervisory programme.
Traditional Vs. Modern Supervision

Human Rights Education   **Total-45**

UNIT-I

Basic Concept of Human Rights

Nature and concept of Human Rights

Human Values – Dignity, liberty, equality, justice, unity in diversity

Meaning and significance of Human Rights Education.

UNIT-II

United Nations and Human rights

Brief history of human rights–National and International perspectives

Universal Declaration of human rights in brief.United Nations and Human rights – duties and limitations.

UNIT-III

Human Rights – Enforcement Mechanism in India

Human Rights Act – 1993

Human Rights Commission – role and objectives.Judicial organs – Role of Supreme court and High court (in brief) .

UNIT-IV

Role of Advocacy Groups

Role of educational institutions

Role of press and media

Role of NGOs

UNIT-V

Consumer Rights, Constitution and Fundamental Rights Human Rights Education –

Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India .
Constitution , Difference between Human Rights and Fundamental Rights Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender.

SEMESTER: SECOND

Paper – IV th [MAEDU204B]

Computer Education   **Total-45**

UNIT-I

Introduction to Computer, Meaning, Characteristics, Hardware Components of Computer Input Devises, Processing Device, Output Devices. Educational Applications of Computer Hardware.

UNIT-II

Computer Software Meaning, Characteristics, Classification Types of Software: System Software, Application Software.

UNIT-III

Origin of Computer Assisted Instruction Meaning and Definition of CAI,Modes of CAI, Advantages of CAI, Delimitations of CAI.

UNIT-IV

Educational Implication of various web Technologies: Email, Messenger, Social Networking. Internet: History Working Characteristics, Tools and Services of Internet.

UNIT-V

Introduction to MS-Windows: Meaning, Scope, Elements and Techniques. Microsoft Word Microsoft Excel: Analysis and interpretation of Data Microsoft Power Point .

SEMESTER-II

Paper : V th [MAEDU205]

Practical Work and Viva-Voice   **Total-30**

UNIT-I

Each student will have to administer any one of following tests and prepare a detailed report:

(i)Interest-To measure the interest by interest inventory

(ii) Creativity- Measurement of creativity

UNIT-II

Critical Analysis of Educational Schemes Psychology Practical –
   (i)   Intelligence
UNIT-III
Study of Sociometry of a class
            OR
Study of effect of Mental Work and Fatigue on Learning

UNIT-IV

Objective type test- Span of attention or apprehension
               OR
Adjustment- To know the level of adjustment

UNIT-V
Learning- Learning by substitution method or code basis

OR

Personality Test- TAT

Note: It will be mandatory for every student to prepare a test file. Practical examination will be conducted on any two of the above stated tests. External examiner would take a viva voice based on project work and student would be evaluated on the basis of practical work done by her/him as will performance in viva-voice

Marks distribution

Written exam	20
File/record	10
Viva	20
Total	**50**

SEMESTER: SECOND

Paper : VI th [MAEDU206]

Communication Skill (Not for Departmental Students)

UNIT-I

Introduction to Communication

Meaning, Nature and types of communication

Principles   of communication.

UNIT-II

Process of communication:

Sender, encoding, recipient, decoding and feedback

Barriers of   effective communication.

UNIT-III

Listening Skills

Principles of listening skills

Types of listeners

Barriers to listening.

UNIT-IV

Speaking Skills

Verbal and non-verbal communication

Public speaking: Extempore.

 Group discussion.

UNIT-V

Reading and Writing Skills

Previewing, skimming, and scamming

Development of skills for correct pronunciation, reading and comprehension

Sentence formation and punctuation.

SEMESTER:THIRD

Paper : 1ST   [MAEDU301]

SPECIAL EDUCATION

Total: 60

UNIT-I

Meaning and scope of special education ,a brief history of development of special education. Government Policies and legislation.

UNIT-II

Recommendation given in NPE 1986 ,POA 1992 and PWD(Persons with Disabilities) Act 1995'National Institutes of Handicapped and the role of Rehabilitation council of India.

UNIT-III

Education of the mentally retarded, Gifted and creative children. Juvenile Delinquents orthopedically Handicapped.

UNIT-IV

Meaning of an educational intervention-nature and objectives of special schools. Concepts of mainstreaming. Integrated schools and support them viz resource room, resource teacher, counselor etc.

UNIT-V

Techniques   of teacher training-core teaching, micro teaching and interaction analysis. Evaluation of students teaching.

SEMESTER: THIRD

EDUCATIONAL GUIDANCE AND COUNSELLING   Total - 60

UNIT-I

Concept, Principles and Nature of Guidance Programme. Needs scope and significance of guidance. Types of guidance (Educational, vocational, personal and social) Role of the teacher in guidance. Agencies of guidance-National & State level.

UNIT-II

Vocational Guidance :concept and Nature of Vocational Guidance.Nature of work..Approaches to career guidance Vacationalisation of secondary education and career development. Career development-Super's Theory about guidance.

UNIT-III

Organization of a Guidance Programme Principles of organization Various types of services- Counselling. Concept ,nature principles of counseling. Counseling approaches- directive , non- directive .Group counseling vs. individual counseling for adjustment. Characteristics of good counseling. Counseling Process.

UNIT-IV

Placement service and follow up service .Evaluation of guidance programme. Group guidance, individual Inventory service and information orientation service.

UNIT-V

Guidance of Children with special needs- Problems and needs, Guidance of the gifted and creative students. Guidance of under-achiever and first generation learners.
Role of the teacher in helping   children with special needs.

SEMESTER:THIRD

Paper : IIIrd [MAEDU303]

FOUNDATION OF TECHNOLOGY

Total: 60

Unit-I

Concept of Educational Technology Meaning, Nature, Scope and significance of ET. Components of ET: System Approach, Software. Hardware, Educational Technology, Instructional Technology, Teaching Technology, Behavior Technology

Unit-II

Concept, Nature, Process & Theories of Classroom Communication. Mass media approach in Educational Technology, Components and Types of Classroom Communication.

Unit-III

Modification of Teaching Behavior, Micro teaching, Flanders's Interaction Analysis, Simulation, Models of Teaching.

Unit-IV

Programmed instruction linear/branching model -Origin and types linear and branching. Teaching machines Computer Assisted Instruction

Unit-V

Emerging trends in Education Technology Problems of New Technologies. Resource Centers for Educational Technology, CIET, UGC, IGNOU ,NOS ,state ET Cells, etc- their activity for the improvement of teaching learning

SEMESTER:THIRD

Paper :IVth [MAEDU304A]

INDIAN PHILOSOPHIES OF EDUCATION   **Total-45**

UNIT-I

Introduction of Indian Philosophy: Basic features and characteristics of Indian Philosophy. Historical review of Indian Philosophy Brief Sketch of Indian systems Ancient & Medieval. Classification of Indian Philosophical System.

UNIT-II

Indian Schools of Philosophy: Orthodox - Six Philosophies (Shat Darshan):, Yoga, Nyaya, Vaisheshika, Uttar Mimansa, Poorva Mimansa; With special reference to the concept of knowledge, reality, values and their educational Implications.

UNIT-III

Indian Schools of Philosophy: Herterodox - Jainism, Buddhism, Sankhya Charvaka, Christianism & Islamic traditions –with special reference to the concept of knowledge,reality,values and their educational Implications.

UNIT-IV

Contributions of Great Modern Indian Thinkers: Mahamana Madan Mohan Malviya,

 S. Radhakrishnan, Bheem Rao Ambedkar Dr.APJ Abdul Kalam.

UNIT-V

A brief Introduction of Perennial Philosophy: its meaning, nature, scope, stage of Transcendence specially in the context of Value and Attitude formation in a child for the Present Indian Value System and National Values enshrined in Indian Constitution.

Paper : IVth [MAEDU304B]

Educational Measurement and Evaluation

Total -45

UNIT-I

Need and Importance of Educational Measurement and Evaluation. Taxonomies of Educational Objectives in Cognitive, Affective and Psychomotor Domains. Scales of measurement Norms Referenced and Criterion Referenced Tests: Formative and Summative Evaluation, Rote of Evaluation, Models in Educational evaluation ,Evaluation and curriculum.

UNIT-II

Test Reliability-Various types; Factors affecting it; improving reliability. Test Validity-Various types and their uses.

UNIT-III

Test Norms-Various types and their uses. Development and standardization of a test; Steps of test development: Item analysis, Improving test quality through item analysis.

UNIT-IV

Construction of Likert and Turnstone type. Attitude scales. A study of at least two tools for measuring intelligence Personality Aptitude Interest Creativity.

UNIT-V

Evaluation Programme, Institutional Progamme Evaluation; Methods of feed back to students. New Trends-Examination reform, Grading system ,Continuous internal Assessment, Semester System ,Question Bank, Use of Computer in Examination and Evaluation. T-Score, C-Score, Z-Score and Normalized score ,Scaling ,On line Examination on Demand.

Paper : Vth [MAEDU305]

WOMEN EDUCATION   Total -30

UNIT-I

Historical Perspectives of Women Education-

Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period Contribution of Missionaries Role of British Govt.

UNIT-II

Policy Perspective, Committee and Commission on Women Education-

Constitutional provision, NPE -1968, 1986, 1992, POA-1992Radhakrisnan, Mudaliar and Kothari Commission Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee.

UNIT-III

Major Constraints of Women Education and Women Empowerment-

Social–Psychological Political–Economical Role of women empowerment in modern society in brief.

UNIT-IV

Women in India-

Reform movements in pre-independence India- Brahmo Samaj, Arya Samaj, Aligarh Movement and self respect movement.

UNIT-V

Women and Work
Women and Work (Household, Agriculture, Industry, Profession).Education and Women: Primary and Secondary Education, higher Education and Professional Education .Women Movement in post independent India.

Paper : VIth [MAEDU306]

Skill for Democratic Citizenship (Not for Departmental Students)

Total-45

UNIT-I

Rights and duties in Indian Constitution

Democratic rights

Fundamental Rights

Duties of citizenship

UNIT-II

Protection of Children

Child protection - concept and need.

Child Rights – concept, classification and need

Legal actions –POCSO

UNIT-III

Domestic Harmony

Domestic violence – definition and types

Protection of Women from Domestic Violence Act, 2005 – basic features

Protection of males in DVA 2005

UNIT-IV

Role of Education

Awareness programmes - rallies, debates etc

Mass media

UNIT-V

(Term Paper/Project Paper)-
Seminars and workshops-

Any one may be taken up by the college and recorded by the students on any one of the

above topics.

SEMESTER:FOURTH

Paper : IST [MAEDU401]

ENVIRONMENTAL EDUCATION

Total -60

UNIT-I

Introduction Concept, Importance and Scope Aim sand Objectives .Relationship between man and Environment. Ecological and Psychological Perspective Guiding Principles and foundations of Environment Education .

UNIT-II

Concept of environment and ecosystem. Natural System earth and biosphere , a biotic and biotic components. Natural resources, a biotic resource. Human system-Human being as part of environment. Human adaptations to environments, population.

UNIT-III

Environmental pollution physical, air, water, noise ,chemical, Technological system-industrial growth, scientific and technological inventions and their impact on the environmental system. Environment and Sustainable Development. Environment Hazards.Extinction of flora and fauna, deforestation, soilerosion, global warming. Need and efforts for conservation preservation and protection of rich environmental heritagd.

UNIT-IV

Features of curriculum for environmental education. Special nature of curriculum on environmental education Method sand approaches of environmental.

UNIT-V

Strategies and approaches, treating environment education as a separate subject topical units, integration and interdisciplinary approaches. Method-Discussion,Seminar Workshop, Dialogue. Problem Solving. Field Surveys,Projects and Exhibition. Role of Media, Print ,Films and T.V.

Programme of environmental education for primary, secondary and higher education institutions.

Total -60

UNIT-I

Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.

UNIT-II

Education as an Industry :important characteristics of an Industry inherent in an educational System.

UNIT-III

Education as Investment: Concept Significance and Strategies.

UNIT-IV

Education and Economic Development :Human Capital Formation. Modernization and educational development.

UNIT-V

Resources for Education: Role of Center, State and Institutions for financing education , problems of financing. Grant-in-aid system.

Paper: IIIrd [MAEDU403]

DISTANCE EDUCATION   **Total -60**

UNIT-I

Distance Education and Its Development -Understanding Distance Education System Some Definitions and Teaching Learning ComponentsNeed and Characteristic Features of Distance Education.

UNIT-II

Distance Teaching Learning Systems-

Distance Teaching Learning Systems in India

Development pattern of some selected open universities of U.K .Australia & China.

UNIT-III

Intervention Strategies at a Distance- Information and Communication Technologies and their Applications in Distance Education.Designing and Preparing Self-Instructional Material Media: Print & Electronic ,Media Integration. Distance Educator: Nature and Characteristics.

UNIT-IV

Learning at a distance-Student Support Services in Distance Education and their Management Technical and Vocational Programmes through Distance Education.
Distance Education and Rural Development .Problems of Distance Learners.

UNIT-V

Quality Enhancement and Program Evatuation-

Quality Assurance of Distance Education Mechanisms for Maintenance of Standards in Distance Education Evaluation in Distance Education New Dimensions in Distance Education-Promises for the Future.

TEACHER EDUCATION

Total-45

UNIT-I

Teacher Education: concept, aim, need and scope. Development of teacher education in India from ancient,medieval, British to Post Independence period. Needs of the learners, educational system and the teacher education Programme.

UNIT-II

Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level.Norms and guidelines for teacher education at different stages. Appraisal of current curricula and reforms proposed by N.C.T.E . and N.C.E.R.T. for different levels.

UNIT-III

Teacher Education Programmes: In-Service, Pre-Service, Distance Education programmes and Orientation and Refresher – courses – their problems and limitations. Qualities of a good teacher – cognitive, affective and Psychomotor .Teacher Effectiveness: Concept, issues, evaluation – procedures, tools and related problems in the context of each.

UNIT-IV

Models of Teaching -- Concept Attainment, Inquiry – Training, Problem -solving and instructive thinking models - aims, purposes and paradigms Teaching and Teaching Models: Nature, definition and principles of teaching. Agencies of teacher Education: their roles and scope International level – U.N.E.S.C.O. National level -- U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E. State level -- S.C.E.R.T., D.I.E.T.

UNIT-V

Research in the area of Teacher Education: Need, areas, problems and trends.
 Innovations in Teacher Education: meaning of innovation, factors and constraints in their acceptance and implementation. Organization of Practice-teaching and Supervision of practice lessons: Block Teaching Group-teaching, intermittent–teaching, Internship related problems, observation and assessment of practice-lessons.

CURRICULUM DEVELOPMENT

Total-45

UNIT-I

Curriculum: Concept and meaning.
Curriculum, syllabus and Textbooks – selection, gradation and organization of subject matter

Bases, determinants and motives of curriculum – Philosophical, Psychological, Sociological and discipline oriented considerations. Basic elements and principles of curriculum.

UNIT-II

History of curriculum development
Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary.

UNIT-III

Curriculum design and organization: Components, source, principles and approaches.
Models of Curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hilda Taba) Demonstration, System analysis. Criteria for selecting a model.

UNIT-IV

Curriculum Construction – principles and approaches; deduction of curriculum from aims and objectives of education. Curriculum Implementation: Models and Strategies; Leadership role and community participation. Role of curriculum support materials and Types and place materials and media (aids) to be used.

UNIT-V

Curriculum Evaluation: Importance and Models of curriculum evaluation. Types of curriculum evaluation (formative, summative). Interpretation of evaluation results and the methods. Issues and Trends in curriculum development and curriculum research in India. Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).

Paper : Vth   [MAEDU405]

PRACTICAL WORK AND VIVA-VOCE

Total-30

UNIT-I
Writing Research Proposal

Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal.

OR

UNIT-II

DISSERTATION

UNIT-III

Paper Presentation - Any one may be taken up by the college and recorded by the students on any one of the M.A Education   Syllabus)

OR

Participation in Seminar /Workshop /Symposium

UNIT-IV

Book Review –
The layout of BA(Education)/MA(Education)
BE.d/ ME.d book reviews is as fellow: bibliographical information ,introduction ,thesis supportive, context ,summary ,critical analysis and counclusion.

UNIT-V

VIVA-VOCE EXAMINATION

(INTERNAL AND EXTERNAL)

SEMESTER : FOURTH

Paper : VIth [MAEDU406]

LIFE SKILL EDUCATION   (Not for Departmental Students)

UNIT-I

Concept of Life Skills-Meaning and concept of life skill. Origin of life skill in education. The Concept of life skills. Definitions and interpretation.

UNIT-II

Classification of life skills - Generic Life skills (a)Survival skills (b)Negotiating skills

(c) Coping skills

UNIT-III

Specific skills and Development-Problem specific skills.
Skills for area specific development. Development of the concept of specific life skills.

UNIT-IV

Training and Techniques-Concept of training and techniques for life skill education.Types of training**.**Stages of life skill education.

UNIT-V

Life skills for leadership training-Definition of leadership training.Styles of leadership training.Functions of leadership training.Training of leadership through personality building and like skills.

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