

**MANUAL: SYLLABUS**  
**M.A. (EDUCATION) (SEMESTER SCHEME)**

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION**  
**(DEEMED TO BE UNIVERSITY)**

GANDHI VIDYA MANDIR, SARDARSHAHR

(CHURU) RAJASTHAN – 331403

Phone – 01564 – 220025, 223642, 223054

Web: [www.iaseuniversity.org.in](http://www.iaseuniversity.org.in)



**FACULTY OF EDUCATION**  
**CHOICE BASED CREDIT SYSTEM**

**Session 2022-2024**



## INDEX

Sr.No.	Content	Page No.	Remarks
1.	About the Department		
2.	About the Programme		
3.	Programme Outcomes (POs)		
4.	Programmes Specific Outcomes (PSOs)		
5.	Admission, Eligibility and Attendance		
6.	Guidelines for Choice Based Credit System (CBCS)		
7.	Definition clauses		
8.	Grade and Grade Points		
9.	Skill Courses/Sustainable development course (Non-credit)		
10.	Allocation of periods		
11.	Medium of Instruction & Medium of Examination		
12.	Marking Scheme of Examination (ESE and SEE)		
13.	Course Evaluation (Evaluation of Student)		
14.	Declaration of Result		
15.	Grievance Redressal Mechanism		
16.	Programme Structure and Distribution of Credits		
17.	Instruction of the programme		
18.	List of Elective Courses		
19.	Semester I		
20.	Semester II		
21.	Semester III		
22.	Semester IV		
23.	List of Elective Courses offered intra/inter-department		
24.	List of Skill Courses and Sustainable Development Courses offered intra/inter-department and intra/inter-faculty		

### **About the Department:**

The Department of Education came into existence in 1950 as Basic Teachers' Training College under the auspices of Gandhi Vidya Mandir and subsequently in 2002 it got merged with IASE (Deemed to be University). Since its inception, the faculty is trying its best to produce value oriented teachers. The institution is well-known for its teacher education where the forthcoming teachers are trained and embodied with cultural traditions of the Indian society along with the rational modern thinking to keep pace with the time. Students are trained in computer aided learning ambience where they get to meet students from different linguistic, cultural and behavioral backgrounds. Ph.D., M.A., B.Ed., B.A.-B.Ed., B.Sc.-B.Ed., M.A. in Education and many certificate programmes are offered by Faculty of Education, which have been duly approved by the NCTE. To keep pace with the changing trends and developments, it aims at developing a new cadre of teaching professionals through a rigorous full-time campus-based program.

### **About the Programme:**

The Master of Education (MA) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to MA degree with specialization in secondary education (classes IX-XII).

#### **Aims of the Programme -**

2-year MA Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in secondary education.

To develop in prospective teacher educators' skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavor to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

#### **Programme Outcome (POs):**

**PO<sub>1</sub>** : Students will become effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders.

**PO<sub>2</sub>** : Students will become competent to transfer the knowledge and understanding of Teaching Learning Process in the field and develop skills, organization and management of school system.

**PO<sub>3</sub>** : They will develop subject content and curriculum and maintain professional ethics and attitude towards teaching as a 'noble profession'.

**PO<sub>4</sub>** : Students will become teacher educators who will be able to cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration which are essential in the current developing scenario of education.

**PO<sub>5</sub>** : Students will be able to provide their service as expected of them with a sense of integrity.

#### **Programme Specific Outcomes (PSOs):**

##### **On completion of M.A. programme, the Student teacher will be able:**

**PSO<sub>1</sub>** : To make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modality such as yoga, etc.

**PSO<sub>2</sub>** : To modify curriculum and instruction based on the individual needs of their students.

**PSO<sub>3</sub>** : To use assessment of their students' learning and their own teaching to design future planning and teaching.

**PSO<sub>4</sub>** : To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.

**PSO<sub>5</sub>** : To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues and/or public education stakeholders.

**PSO<sub>6</sub>** : To synthesize, evaluate and refine information from an information base of scholarly resources.

**PSO<sub>7</sub>** : To evaluate and articulate responses to moral, ethical, legal and professional challenges from the perspective of an educational leader and/or advocate for learners who are exceptional.

**PSO<sub>8</sub>** : To employ statistically valid processes and to analyze assessment data to evaluate student learning with respect to district, state and federal goals.

**PSO<sub>9</sub>** : To work individually and collaboratively for research based change and innovation in Education.

**PSO<sub>10</sub>** : To facilitate social and civic development of their students.

**PSO<sub>11</sub>** : To work collaboratively with colleagues and community to ensure quality of instructional programmes of schools elementary (up to VIII) or secondary and senior secondary (IX to XII).

#### **Admission procedure:**

The Admission procedure shall be decided primarily subject to the norms and guidelines of the UGC and the respective regulatory authorities and the norms of the appropriate government subject to their consistency with the norms of the UGC and the respective regulatory authorities.

#### **Eligibility**

Candidates seeking admission to the MA programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

Bachelor degree in any discipline from a recognized Indian or foreign university having secured a minimum of 50% aggregate in case of General. Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

#### **Attendance:**

- Each student in the Department the minimum attendance requirement shall be such that a candidate must have attended at least 80% of the lecturers delivered, tutorials and CCA held taken together as well as 90% in Internship from the date of Session started.

The cumulative attendance of each student shall be displayed in the Department Notice Board every month with a copy to the Dean (Education). Provided further that these rules shall be subject to the decisions and change in the norms proclaimed by NCTE from time to time.

#### **Guideline for Choice Based Credit System (CBCS):**

1. The Degree will be awarded to a student on completion of a total of 82 Credits in a minimum of two years taking the courses per Semester.
2. Each paper (except Tool Courses) will be of 4 credits. Each course having 4 credits will have 100 marks.

3. Credit: 4 means {Lecturer per week: 3 (one hour each) = 3 credits  
Tutorial per week: 1 (one hour each) = 1 credit
4. To pass the degree course, a student shall have to get minimum aggregate 40% marks (P and above on grade point scale) in each course and 50% in Continuous & Comprehensive Assessment
5. A student who has failed in the semester-end exam may reappear for the semester-end Examination only twice in the subsequent examinations. The student will be finally declared as failed if s/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
6. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two Semesters,
7. While marks are awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

**Definition Clause:**

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select the prescribed Courses (Core, Elective or Minor or Soft Skill Courses).
3. **Course:** Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/ tutorials/ laboratory work/ field work/ outreach activities/ project work/ vocational training/ viva/ seminars/ term papers/ assignments/ presentations/ self-study etc. or a combination of some of these.
4. **CCC stands for 'Core Course Code' and ECC for Elective Course Code.**
5. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
6. **Credit Point:** It is the product of grade point and number of credits for a course.
7. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
8. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal points.
9. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
10. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
11. **ESE stands for 'End Semester Examination' i.e. Even Semester & SEE for 'Semester End Examination' i.e. odd semester.**
12. **Programme:** An educational programme leading to an award of a Degree, diploma or certificate.

13. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
14. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
15. **Transcript or Grade Card or Certificate:** Based on the grades earned, a statement of grades obtained shall be issued to all the registered students after every semester. This statement will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester along with statement of marks.

**Grades and Grade Points:**

**Table 1:**

Sr.No.	Letter Grade	Meaning	Marks in Percentage (%)	Grade Point
1	'O'	Outstanding	95% to 100%	10
2	'A+'	Excellent	90% to less than 95%	9
3	'A'	Very Good	80% to less than 90%	8
4	'B+'	Good	70% to less than 80%	7
5	'B'	Above Average	60% to less than 70%	6
6	'C'	Average	50% to less than 60%	5
7	'P'	Pass	40% to less than 50%	4
8	'F'	Fail	Below 40%	0
9	'Ab'	Absent	-	0

- i. A student obtaining Grade F in a paper shall be considered failed and will be required to reappear in the University End Semester examination.

**Computation of SGPA and CGPA:**

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.-

$$\text{SGPA (Si)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where the number of credits of the  $C_i$  the course and  $G_i$  is the grade point scored by the student in the course.

S.No.	Course	Credit	Grade letter	Grade point	Credit Point
-------	--------	--------	--------------	-------------	--------------

1	Course 1	4	B	6	4 x 6 =24
2	Course 2	4	B+	7	4X7=28
3	Course 3	4	B	6	4X6=24
4	Course 4	4	O	10	4X10=40
5	Course TC	2	A	8	2X8= 16
6	CCA	2	0	10	2X10=20
	Total	20			24+28+24+40+16+20 =152

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.-

$$\text{CGPA} = \Sigma (C_i \times S_i) / \Sigma C_i$$

- i. Where  $S_i$  is the SGPA of the semester and  $C_i$  is the total number of credits in that semester.
- ii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

#### Illustration for SGPA

**NOTE: TC Means Tool course and CCA is co-curricular activities.**

Thus, $\text{SGPA} = 152/20 = 7.6$				
<b>Illustration for CGPA</b>				
	<b>Semester- I</b>	<b>Semester-II</b>	<b>Semester-III</b>	<b>Semester-IV</b>
<b>Credit</b>	20	24	26	18
<b>SGPA</b>	7.6	6.33	5.84	8.44

$$\text{CGPA} = (20 \times 7.6 + 24 \times 6.33 + 26 \times 5.84 + 18 \times 8.44) / 88$$

$$608.65/88=6.90$$

#### Allocation of periods:

In view of the course content, the Department of Education will distribute the Periods to Theory/Tutorial/Practicum classes as mentioned below-

- L-T-P : 3-1-0 Three lectures and one tutorial per week – For Core and Elective Courses
- L-T-P : 2-0-0 Two lectures per week - For Skill Development Course

Six days per week and 15-16 weeks per semester. Each period is of 50 minutes and the classroom engagement is spread across 10:30 a.m. to 4:30 p.m. with a break of 45 minutes for lunch. Yoga session takes place from 6.00 to 7.00 a.m.

**Medium of Instruction:**

The programme will be taught in Bi-lingual (Hindi and English).

**Medium of Examinations:**

- The question papers will be in Hindi and English both medium.
- The students are allowed to answer the question paper and CCA in Hindi and English.

**Marking Scheme of Examination (ESE and SEE):**

Type of Exam/Assessment	Semester	Maximum Marks Allotted	Duration	Type of Questions/ Evaluation Methods
End Semester Examination (ESE)	Even Semester (II and IV)	70	3 hours	Subject Specific 100 MCQ. MCQ stands for Multiple Choice Question which has 4 options with only 1 correct answer.
Semester End Examination (SEE)	Odd Semester (I and III)	70	3 hours	Subject Specific 100 MCQ. MCQ stands for Multiple Choice Question which has 4 options with only 1 correct answer.
Continuous & Comprehensive Assessment (CCA)	Through out Every Semester	30	-	Refer to Table A

**Table : A**

Sr. No.	CCA: Component	Maximum Marks
1	Monthly Test	20x3 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Field Trip	10
10	Attendance	10
11	Co-curricular Activity	10

**Explanation (Method to ascertain Marks for CCA):**

CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by 160X30 = 11.25

Proviso-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.

Proviso-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.



<b>Attendance in Lectures, Tutorials and Practical:</b>	
Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

### **Course Evaluation (Evaluation of the Students):**

- Final examination is to be divided into two parts viz. ESE or SEE (part of the theory examination) and CCA in all the courses, except the courses having practical exams. Internal assignment will have one test comprising 5 marks and any of the two assignments given in the course will have 10 marks.
- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass a course a candidate has to pass ESE or SEE(part of the theory examination)and CCA separately.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses as per the following norms :
  - i. First Division 60% or more
  - ii. Second Division 48% or more (but less than 60%)
  - iii. Pass 45% or more (but less than 48%)

Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for M.A. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will reflect total grades and grade point average.

### **Declaration of Result:**

- The maximum span period of the program is three years from the date of registration in the program. The minimum marks for passing the examination for each semester shall be 50% in each, 40% in semester end Examination of each theory paper, 50% in training and project.
- A student will be permitted to attend the classes of the next semester immediately after the examination of the previous semester.
- To be eligible for promotion to the next semester of the program a student must have successfully cleared at least half of the total courses including CCA of the previous semester.
- The university shall try to ensure to declare the result within a period of 20 days from the date of the completion of the examination and upload the same on the website of the university.

### **Special Notes:**

1. There shall be a university examination at the end of each semester as per details of the

scheme of examination.

2. Candidates, who represent their institute/ university/ state/ nation in recognized sports/games/ cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
4. A candidate who fails in 50% courses or less than 50% courses in any semester of the programme will be eligible to take admission in next subsequent semester and take the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In fourth semester, if a candidate fails, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
5. In case the candidate is not able to pass supplementary examination in two subsequent semesters, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent semester. She/ he will not be required to appear in practical(s) if she/he has already cleared the same and has to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if s/he has completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
6. To pass a course a candidate has to pass theory & Internal Assessment examination separately.
7. Candidates can apply for re-evaluation in any of the theory courses as per rules stipulated by the University for the M.A. degree.  
Changes in statutes/ordinances/rules/regulations/syllabi and books may, from time to time, be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

### **Improvement Option:**

Every student shall have the opportunity to improve Credit thorough University Examination only. Improvement opportunity for each paper is only with two additional chances; improvement examination fee shall be on additive basis; the Credit obtained in improvement examination shall be final.

### **Grievance Redressal Mechanism:**

- a) The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Head of the Department concerned as the case may be clearly stating in writing the reason(s) for the complaint / appeal.
- b) The appeal will be assessed by the Chairman and he/she shall place before the **Grievance Redressal Committee (GRC)**, Chaired by the Dean, Faculty of Education comprising of the HOD of the concerned Department and if needed Course Teacher(s) be called for suitable explanation; GRC shall meet at least once in a semester and prior to CCA finalization.

- c) The Committee will consider the case and may give a personal hearing to the appellant before deciding the case. The decision of the Committee will be final.
- d) The online and offline grievance reporting form is available.
- e) The grievance is redressed within 14 working days.

**Instruction for the programme:**

- MA programme should have a provision for regular field visits of students across the year/semester. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses could be organized. It should provide school experience opportunities (preferably in the first semester) that have sufficient rigor to enable the student to understand school practice from a broader/holistic perspective of/that informs teacher education (i.e. it should not be repetition of the school experience in first degree in education – and should weave in the broader perspective of teacher education).
- Internship should be organized in a way that it involves engagement with teacher education institutions for all students, and field experience associated with the specialization that a student chooses.
- Since the MA programme structure proposed in this report is hinged on schools and teacher education institutions (and other sites) based activities, the MA calendar should be developed keeping in mind the schedule of these institutions.

**COURSES STRUCTURE SEMESTER-WISE:**

**Semester –I**

Course & Course Code	Course Type	Name of Course	Max. Marks			Total Teaching hours	Credit	Credit Division L-T-P
			SEE	CCA	Total			
Course – 1 MAED-101	Core	Psychology of learning and development	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MAED-102	Core	Historical, Political & Economic Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MAED-103	Core	Educational Studies	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MAED-104	Core	Introduction to Educational Research	70	30	<b>100</b>	60	4	3-1-0
Course – 5 MAED-105	Tool	Communication and Expository writing	-	25	<b>25</b>	15	1	0-0-2
Course – 6 MAED-106	Tool	Self-Development	-	25	<b>25</b>	15	1	0-0-2
<b>Total</b>			280	170	<b>450</b>	270	18	

### Semester –II

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			ESE	CCA	Total			
Course –1 MAED-201	Core	Philosophical Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course –2 MAED-202	Core	Sociological foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course –3 MAED-203	Core	Curriculum Studies	70	30	<b>100</b>	60	4	3-1-0
Course –4 MAED-204	Core	Pre-service & In-service Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course –5 MAED-205	Tool	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2
Course –6 MAED-206	Core	Internship in TEI (3-weeks)		100	<b>100</b>	90	4	0-0-4
<b>Total</b>			280	270	<b>550</b>	360	22	

### Semester –III

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			ESE	CCA	Total			
Course – 1 MAED-301	Core	Institutional Planning & Management at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MAED-302	Core	Issues, Curriculum & Assessment	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MAED-303	Core	Advance educational research	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MAED-304	Core	Perspectives, Research and Issues in Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course – 5 MAED-305	Core Elective	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2

Course – 6 MAED-306	Core Elective	Academic writing	-	25	25	30	2	0-0-2
Course – MAED-307	Core	Internship(in School) (4-weeks)	-	100	<b>100</b>	144	4	0-0-4
<b>Total</b>			280	295	<b>575</b>	444	24	

#### Semester –IV

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividatio n L-T-P
			ESE	CCA	Total			
Course – 1 MAED-401	Core	Curriculum, Pedagogy and assessment	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MAED-402	Elective	Education policy, economics and planning	70	30	<b>100</b>	60	4	3-1-0
Course – 2 c MAED-402 SW	<b>Elective</b>	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	60	4	
MAED-402 SW I	<b>Elective</b>	Strategy planning						
MAED-402 SW II	<b>Elective</b>	Budget preparation						
MAED-402 SW III	<b>Elective</b>	Policy analysis						
Course – 3 MAED-403	Core	Educational management, administration, leadership and planning	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MAED-404	Tool	Dissertation	Practicum 50 + Viva Voce 50		<b>100</b>	60	4	0-0-4
Course – 5 MAED-405	Core	Environmental Studies	35	15	<b>50</b>	30	2	1-1-0
<b>Total</b>			245	205	<b>450</b>	270	18	

<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-101</b>		Course type: Core	
<b>Course Title :Psychology of Learning and Development (Course – 1)</b>			
<b>Credit</b>	4	Hour	4Hr /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives :</b></p> <ul style="list-style-type: none"> <li>To enable the students to understand the psychological foundation of education.</li> <li>To develop an understanding about theories of learning.</li> <li>To develop an understanding about learners’ cognitive thinking and learning styles.</li> <li>To develop an understanding of theories about personality and its measurement.</li> <li>To understand psychological measurement, and all aspects of educational-psychology.</li> <li>To develop an understanding of concept, models and types of Meta-cognition</li> </ul> <p><b>Course Outcomes: After completion of the course, student-teachers will be able:</b></p> <ul style="list-style-type: none"> <li>To understand concepts and principles of Educational Psychology as an applied science.</li> <li>To understand implications of psychological theories for education.</li> <li>To acquaint the learner with the process of development and assessment of various abilities and traits.</li> <li>To assess personalities and modified their teaching strategy according to needs of students.</li> <li>To understand mental hygiene &amp; its Implications for education.</li> <li>To use adjustment strategies in their day-to-day life.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p style="text-align: center;"><b><u>Nature of Educational Psychology</u></b></p> <ul style="list-style-type: none"> <li>Educational Psychology: Concept and Scope of Educational Psychology, contribution of Psychology to Education.</li> <li>Growth and Development: Concept and principles, cognitive processes and stages of cognitive Development.</li> <li>Theories of Piaget and Bruner- Major Concepts and stages and implications for Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Identify the factors which affect human development in diverse Culture and Society.</li> <li>Prepare a report on contribution of Piaget and Bruner.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b>Learning &amp; Individual Difference</b></p> <ul style="list-style-type: none"> <li>• Learning: Concept, kinds, levels of learning.</li> <li>• Principles and Theories of learning: Behavioristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence.</li> <li>• Concept of social cognition, understanding social relationship and socialization goals.</li> <li>• Concept, kinds &amp; causes of Individual Difference.</li> <li>• Motivation, Interests, Attitude and Aptitude – Concept, Kinds &amp; Techniques.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.</li> <li>• Prepare a report of fostering on Intelligence and Cognitive abilities based on current Research.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Personality &amp; Creativity</b></p> <ul style="list-style-type: none"> <li>• Personality: Concept, development, structure and dynamics of personality</li> <li>• <i>Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Kafka),</i></li> <li>• <i>Mental health and Mental hygiene</i></li> <li>• Techniques of Assessment of Personality – <ul style="list-style-type: none"> <li>a. Projective</li> <li>b. Non-Projective</li> </ul> </li> <li>• Creativity – Nature, Process, Identification, fostering and guiding creative children.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Administration and interpretation of personality test on school student.</li> <li>• Conduct an awareness program for mental hygiene among adolescence in schools.</li> <li>• Write a report after applying at least one projective test on secondary school level students.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Intelligence and Others Aspects</b></p> <ul style="list-style-type: none"> <li>• Intelligence, Emotional Intelligence and Cognitive abilities: Meaning, Concept, identification &amp; fostering.</li> <li>• <i>Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence.</i></li> <li>• <i>Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence,</i></li> <li>• <i>Concepts of Problem Solving, Critical thinking, Meta-cognition.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Review of a psychological movies on various aspects of Emotional Intelligence.</li> <li>• Organize a workshop on Emotional Intelligence.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" data-bbox="512 680 1422 1196"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</b></p> <p><b>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</b></p> <p><b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b></p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="523 1626 1246 1850"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																



<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• चौबे,एस.पी.,चौबे, अखिलेश(2007), शैक्षिक-मनोविज्ञान के मूलाधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ</li> <li>• बैस, नरेंद्र, शिक्षा मनोविज्ञान एवं विकास की अवस्थाएं, जैन प्रकाशन चौझारास्ता, जयपुर.</li> <li>• मंगल, एस. के.,(2014), शिक्षामनोविज्ञान, पीएचआई लर्निंग प्राइवेट-लिमिटेड, नईदिल्ली</li> <li>• पाठक, पी.डी., (2008), शिक्षामनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.</li> <li>• श्रीवास्तव, डी. एन.,वर्मा, प्रीति, (2010), आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण,विनोद-पुस्तक मंदिर, आगरा.</li> </ul>

<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-102</b>		Course type: Core	
<b>Course Title : Historical, Political &amp; Economic Foundations of Education (Course-2)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To enable the students to know about the Foundation of education</li> <li>• To develop an understanding about historical Foundations of Education.</li> <li>• To develop an understanding of theories related to Relationship of Education and Politics.</li> <li>• To know about Economic Foundations of Education</li> <li>• To cultivate an understanding of Concept of Economics of Education and become familiar with Cost Benefit Analysis Vs Cost Effective Analysis in Education,</li> </ul>			
<b>Learning Outcomes: After completion of the course, student-teachers will be able:</b>			
<ul style="list-style-type: none"> <li>• To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.</li> <li>• To acquaint the students with the political economy of education.</li> <li>• To develop among students understanding of labor markets.</li> <li>• To enable the students to forecast man power requirements in various streams.</li> <li>• To develop among the students an understanding of the financial aspects of education.</li> <li>• To understand the Pre-independence and post-independence development of education in India.</li> <li>• To understand the factors from historical perspective that contributed to present education system.</li> <li>• To explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.</li> <li>• To understand that development of Education is influenced by political forces of the time.</li> <li>• To acquire knowledge of characteristics features of ancient, medieval and British system of Education in India and of their strengths and limitations</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours: 15</p>	<p><b><u>Foundation of Education</u></b></p> <ul style="list-style-type: none"> <li>• Foundation of education: Meaning, need, nature, concept, type .</li> <li>• <i>Education in India during – Vedic, Buddhist, Jainism Periods.</i></li> <li>• Medieval Period &amp; English period : Concept, ideas, Agencies of Education.</li> <li>• Origin and development of modern education in India.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a Structure of Education Since an Ancient Period to the Present Time.</li> <li>• Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Historical Foundations of Education</u></b></p> <p><i>Committees and Commissions Contribution to</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Education Secondary Education Commission (1953)</i></li> <li>• <i>Kothari Education Commission (1964-66)</i></li> <li>• <i>National Policy of Education (1986,1992)</i></li> <li>• <i>National Commission on Teachers (1999)</i></li> <li>• <i>National Curriculum Framework 2005</i></li> <li>• <i>National Knowledge Commission (2007)</i></li> <li>• <i>Yashpal Committee Report (2009)</i></li> <li>• <i>National Curriculum Framework for Teacher Education (2009)</i></li> <li>• <i>Justice Verma Committee Report (2012)</i></li> <li>• RTE Act 2009</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write an analytical paper on any two committees.</li> <li>• Prepare a Report of Educational changes through educational committees and commissions.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Political Foundation of Education</u></b></p> <ul style="list-style-type: none"> <li>• Political ideology: Meaning, Concept, need and relation with education.</li> <li>• <i>Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.</i></li> <li>• <i>Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Research two or three educational policies or approaches used in India.</li> <li>• Which is the Landmark educational policy according to you and why?</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Economic Foundations of Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory.</i></li> <li>• <i>Concept of Educational Finance; Educational finance at Micro and Macro Levels,</i></li> <li>• <i>Concept of Budgeting.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Budgeting .</li> <li>• Review of related literature to justify the role of Political/ Economic/ Historical foundations of education in shaping of education.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" data-bbox="512 1088 1422 1603"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</b></p> <p><b>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</b></p> <p><b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the</b></p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p><b>respective course.</b></p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Percentage	Marks Allotted												
75% to 80%	02												
81% to 85%	04												
86% to 90%	06												
91% to 95%	08												
Above 96%	10												
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester												
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <p><b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>												
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Education and National Development (1966). Report of the Kothari Commission on Education, New Delhi.</li> <li>• Mukerji, S.N (1998). History of Education in India- Modern period Aacharya Book Depot: Baroda</li> <li>• त्यागी, जी.एस (2016). भारतीय शिक्षा का परिदृश्य. आगरा : अग्रवाल प्रकाशन।</li> <li>• रूहेला, एस.पी. (2016). शिक्षा के दार्शनिक एवं समाजशास्त्रिय आधार, आगरा : अग्रवाल प्रकाशन।</li> <li>• सिंह, एम.के. (2010). शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, आगरा : अग्रवाल प्रकाशन.</li> <li>• भटनागर, सुरेश (2010). भारत एवं शिक्षा दर्शन, मेरठ : आर लाल प्रकाशन.</li> </ul>												

<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-103</b>		Course type: Core	
<b>Course Title : Educational Studies (Course-3)</b>			
<b>Credit</b>	4	<b>Hour</b>	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>To acquaint with the nature of education studies</li> <li>To introduce certain Nature of Educational studies</li> <li>To make familiar with Foundational educational texts.</li> <li>To introduce about the Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education</li> <li>To develop their critical capabilities about various Commissions</li> <li>To enable to analyze Contemporary Educational Policies and practices systematically</li> <li>To evaluate education policy in informed and systematic way</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>Introduce the nature of education studies and map the fields.</li> <li>Introduce certain selected seminal educational texts representing the foundational perspectives.</li> <li>Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.</li> <li>Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.</li> <li>To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.</li> <li>Introduce, understand and to enable critical analysis to form current and future professionals.</li> <li>Analyze educational issues systematically</li> <li>Evaluate education policy in informed and systematic way and to accommodate new principles and new knowledge</li> <li>Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding</li> <li></li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Nature of Educational studies</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept of Education and educational issues.</li> <li>• Aims, Objectives and Function of Education.</li> <li>• Concept and types of social Institutions and their functions (family, school and society)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.</li> <li>• Seminar on Field of Educational issues.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Comparative Education</u></b></p> <ul style="list-style-type: none"> <li>• Comparative Education: Concept, Meaning, Nature and Importance.</li> <li>• Comparative Study of Educational system at Primary, Secondary, Higher and Teacher Education of India with reference U.S.A., U.K., Russia.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a Report on Comparative Education</li> <li>• Conduct a Group discussion on Educational system at Primary, Secondary, Higher and Teacher Education.</li> <li>•</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Institution system and structure of Education</u></b></p> <ul style="list-style-type: none"> <li>• National council for Teacher Education (NCTE).</li> <li>• National Council of Educational Research and Training (NCERT).</li> <li>• University Grants Commission (UGC).</li> <li>• National Assessment and Accreditation Council (NAAC)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Seminar on Field of Institution system and structure of Education.</li> <li>• Contemporary challenges of Institution system of Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Contemporary Educational Policies, act and Provisional</u></b></p> <ul style="list-style-type: none"> <li>• RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.</li> <li>• NCF 2005 and 2009</li> <li>• New Education Policy 2020</li> <li>• Constitutional provision in Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write An Analytical Paper on Any Contemporary Educational Policies.</li> <li>• Organize a Group Discussion on any Topic of Unit.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" data-bbox="507 678 1422 1196"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="523 1626 1246 1850"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																



<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual Revision PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.
<b>SELECTED READING</b>	<ul style="list-style-type: none"> <li>• गुप्ता, निशारानी (2017). विषयवर्ग एवं विषयों की समझ. आगरा : राखी प्रकाशन.</li> <li>• रमण बिहारी लाल (2017). समकालीन भारत एवं शिक्षा. मेरठ: आर लाल. बुक डिपो.</li> <li>• भटनागर एवं पाण्डेय (2017). भारत में शिक्षा स्तर, समस्याएं एवं मुद्दे. मेरठ : आर लाल।</li> <li>• Furlong, G. (2006). Review of Initial Teacher Training Provision in Wales accessed at <a href="http://www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf">www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf</a></li> <li>• Blackwell, Fritz (2004). India: A Global Studies Handbook. United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.</li> <li>• India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.</li> <li>• Prabhu, Joseph (2006). Educational Institutions and Philosophies. Traditional and Modern. Encyclopedia of India (Vol. 2) edited by Stanley Wolpert. 23–28. Thomson Gale: ISBN0-684-31351-0.</li> </ul>

<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-104</b>		Course type: Core	
<b>Course Title : Introduction to Educational Research (Course-4)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Make familiar about Research in Education</li> <li>• Learn Sources of research problems, Review of the literature-purpose and resources and the need for formulating research objective(s),</li> <li>• Get to know about hypothesis and classify them accordingly</li> <li>• Analyse various Types of Educational Research &amp; Research Design</li> <li>• Acquaint with Normal Distribution - Properties and uses of Normal distribution.</li> <li>• Know various things related to Measurement of central tendency: Mean, Mode, Median.</li> <li>• Learn Simple Research Design, General Group &amp; Pre-Post Test Design</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Describe the nature, purpose, scope, areas, and types of research in education.</li> <li>• Explain the characteristics of quantitative, qualitative and mixed research.</li> <li>• Select and explain the method appropriate for a research study</li> <li>• Conduct a literature search and develop a research proposal</li> <li>• Explain a sampling design appropriate for a research study</li> <li>• Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.</li> <li>• Explain research design and procedure for collection of analysis</li> <li>• Explain the importance of documentation and dissemination of researches in education</li> <li>• Select and use appropriate statistics for analysis and interpretation.</li> <li>• Familiarise with basic educational statistics so as to make them better equipped to Read educational research and literature.</li> <li>• Understand Interdisciplinary research.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Research in Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Meaning, Concept and Nature of Educational Research</i></li> <li>• <i>Aims of Research as a Scientific Activity : Problem – Solving, Theory Building and Prediction</i></li> <li>• <i>Types of Variables</i></li> <li>• <i>Types of Hypothesis, Characteristics of Hypothesis</i></li> <li>• <i>Universe and Sample, Characteristics of Good Samples</i></li> <li>• <i>Steps of Educational Research.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Draft a report on the aims of research as a scientific activity.</li> <li>• Organize a One day Workshop on types of hypothesis and their characteristics.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Basic research concepts and skills</u></b></p> <ul style="list-style-type: none"> <li>• Sources of research problems</li> <li>• <i>Formulation Of Research Problem</i></li> <li>• Review of literature-purpose and resources</li> <li>• <i>Criteria and Sources for Identifying Problems</i></li> <li>• <i>Techniques of Sampling (Probability and Non-Probability)</i></li> <li>• <i>Qualities of Tools – Validity, Reliability and Standardization of a Tool)</i></li> <li>• <i>Types of Tools (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory)</i></li> <li>• <i>Techniques of Research (Observation, Interview and Projective)</i></li> <li>• Preparation of a Research Proposal: Framework of research proposal &amp; strategies for writing research proposals.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a seminar on Research identifying variables of a research study and their Classification.</li> <li>• Organize a class activity for sanitizing Research scholars about the literature search: using databases and internet, internet search tools and quality of internet resources.</li> <li>• Develop a Research Proposal on an identified research problem.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Types of Educational Research &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Research Design : Concept, types and characteristics.</li> <li>• Descriptive Research – Survey and Normative Survey.</li> <li>• Action Research: Concept, steps and strategy.</li> <li>• Experimental Research.</li> <li>• Historical Research and Design.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select any one of the research problems and prepare its research design.</li> <li>• Organize a workshop on educational research design.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Analysis Procedures</u></b></p> <ul style="list-style-type: none"> <li>• Measurement of Central tendency: Mean, Mode, Median (Variability, Fiduciary limits)</li> <li>• Normal Distribution - Properties and uses of Normal distribution.</li> <li>• Dispersion, Standard deviation</li> <li>• Correlation &amp; Regression</li> <li>• <i>Graphical Representation (Bar- Chart, Histogram, Pie- Chart, Table Chart, Line Chart etc.) and Mapping of Data.</i></li> <li>• Level of significance, Two-tailed and one-tailed tests of significance, Degree of freedom.</li> <li>• Interpretation of Data - Conclusions and Generalizations.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Class activity on Two-tailed and one-tailed tests of significance.</li> <li>• Organize a training programme on Graphical Representation.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in</p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p><b>more than 3 components in a respective course.</b>  <b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b>  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="552 356 1273 584"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10	
Percentage	Marks Allotted													
75% to 80%	02													
81% to 85%	04													
86% to 90%	06													
91% to 95%	08													
Above 96%	10													
<p><b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b></p>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>													
<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>1. Annual Revision</b>  <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>													
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• शर्मा, आर.ए. शिक्षा अनुसंधान.मेरठ:आर.लाल.बुक डिपो.</li> <li>• गुप्ता,एस.पी.व अलका. साँख्यिकीय विधियाँ. प्रयागराज:शाखदा पुस्तक भवन.</li> <li>• मंगल, एस. के. एवं मंगल, सुभा (2016). व्यवहारिक विज्ञानों में अनुसन्धान विधियाँ. दिल्ली: पी. एच।</li> <li>• गुप्ता, उमा कान्त (2016). अनुसन्धान स्वरूप एवं आयाम . दिल्ली : वाणी प्रकाशन।</li> <li>• शर्मा, वीरेन्द्र प्रकाश.रिसर्च मैथोडोलॉजी.जयपुर: पंचशील प्रकाशन.</li> <li>• कौल, एल (2016). शक्षिक अनुसन्धान की कार्यप्रणाली.दिल्ली: विकास पब्लिशिंग।</li> <li>• Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.</li> <li>• Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brett-Kochler.</li> <li>• Jill Porter &amp; Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.</li> <li>• Pamela Maykut &amp; Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.</li> <li>• Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.</li> </ul>													

<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-105</b>		Course type: Tool	
<b>Course Title : Communication and Expository Writing (Course-5)</b>			
<b>Credit</b>	1	Hour	2HR /Week
		<b>Total Teaching Hours:</b>	15
<b>Max. Marks:</b>	25	Min. Pass Marks:	12.5
<b>Attendance eligibility</b>		80 percent in respective semester	
<b>Objectives :</b> <ul style="list-style-type: none"> <li>• To enable the students to understand Communication Skills.</li> <li>• To enable the students to understand expository writing skill.</li> </ul> <b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to: <ul style="list-style-type: none"> <li>• Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.</li> <li>• Use of ICT in effective communication.</li> <li>• Understand about writing skill and enhance their expository writing skill.</li> <li>• Implement their knowledge of communication in classroom discussion and daily life</li> </ul>			
	<b>Course content</b> <ul style="list-style-type: none"> <li>• <i>Communication skills: Meaning, characteristics of communication</i></li> <li>• <i>Strategy of effective communication.</i></li> <li>• <i>Role of ICT in effective communication.</i></li> <li>• <i>Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.</i></li> <li>• <i>Barriers to effective communication.</i></li> <li>• <i>Mass-Media and Society.</i></li> <li>• Expository writing: Meaning, concept, Types and tips for effective expository writing. Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Workshop on Development of Expository Writing skills for seven days.</li> <li>• Workshop on Communication skills for ten days.</li> </ul> Note: Mode of transaction of this course will be workshop.		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> </ol>		

	<p>8. Field Visit 9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by 160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p>1. Annual Revision</p> <ul style="list-style-type: none"> <li><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after</li> </ul>																																																

<b>SELECTED READINGS</b>	<b>giving a notice for a period of one month.</b>
	<ul style="list-style-type: none"> <li>• <a href="https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#">https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#</a></li> <li>• <a href="https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf">https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf</a></li> <li>• <a href="https://ncte.gov.in/Website/Index.aspx">https://ncte.gov.in/Website/Index.aspx</a></li> <li>• <a href="https://www.ngu.ac.in/">https://www.ngu.ac.in/</a></li> <li>• <a href="http://www.ncert.nic.in/">http://www.ncert.nic.in/</a></li> <li>• <a href="https://www.scribd.com/">https://www.scribd.com/</a></li> <li>• <a href="https://www.ngu.ac.in/HandBook.aspx">https://www.ngu.ac.in/HandBook.aspx</a></li> </ul>



<b>M.A.(Education) Semester : I</b>			
<b>Course code: MAED-106</b>		Course type: Tool	
<b>Course Title :Self-Development (Course-6)</b>			
<b>Credit</b>	1	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	15
<b>Max. Marks:</b>	25	Min. Pass Marks:	12.5
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Objectives :</b> <ul style="list-style-type: none"> <li>• To enable the students to understand self-exploration and self-evolution.</li> <li>• To enable the students to know oneself and through that knowing entire existence.</li> </ul> <b>Learning Outcomes: After completion of the course, student-teachers will be able:</b> <ul style="list-style-type: none"> <li>• To understand what you are and what you want to be?</li> <li>• To make self-exploration and self-evolution.</li> <li>• To know oneself and through that knowing entire existence.</li> <li>• To recognize one's relation with every unit in existence and fulfilling it.</li> <li>• To know human conduct, human character and to live accordingly.</li> <li>• To being in harmony in one self and in harmony with entire existence.</li> <li>• It is a process of reflecting on the linkages between the self and one's professional practice.</li> </ul>			
<b>Course Content:</b>	<p>Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.</p> <ul style="list-style-type: none"> <li>• Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.</li> <li>• Happiness, harmony: with/within I, body, other society, nature, existence</li> <li>• Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.</li> <li>• Prosperity- S2, D2 &amp; S4 (Harmony: with body, in family, in society, in nature, in existence.)</li> <li>• Human Values: <ul style="list-style-type: none"> <li>• Swatantrata</li> <li>• Swarajya</li> <li>• Moksha</li> </ul> </li> <li>• Idea of self: Self-concept and self-esteem</li> <li>• Analysis of SWOT: Strength, Weakness, Opportunity and Threats</li> <li>• Prayer &amp; Meditation</li> </ul>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> </ol>		

	<p>11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<p><b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b></p>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>																																																
<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>1.Annual Revision</b></p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>																																																
<p><b>Selected Reading</b></p>	<ul style="list-style-type: none"> <li>• Baroda. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press</li> <li>• Britton, J. (1973). Language and Learning. England: Penguin Books.</li> </ul>																																																

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Dunn. W.R. and Holoryed C.Aspects of Educational Technology Vol. I Pitman London.</li><li>• Walia, J.S. Principals of Education and Development of Educational Thought. Pal Publishers, Jallundhar City</li><li>• Paliwal M.N.R. Social Change and Education Upper Publishing House. New Delhi. 1984.</li><li>• Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi:Arya Book Depot, Vol. 1</li><li>• Mukherji S.N. Secondary School Administration of education Acharya Book Depot</li></ul> |
|--|---|

## Semester –II

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			ESE	CCA	Total			
Course –1 MAED-201	Core	Philosophical Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course –2 MAED-202	Core	Sociological foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course –3 MAED-203	Core	Curriculum Studies	70	30	<b>100</b>	60	4	3-1-0
Course –4 MAED-204	Core	Pre-service & In-service Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course –5 MAED-205	Tool	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2
Course –6 MAED-206	Core	Internship in TEI (3-weeks)		100	<b>100</b>	90	4	0-0-4
<b>Total</b>			280	270	<b>550</b>	360	22	

<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-201</b>		Course type: Core	
<b>Course Title :Philosophical Foundations of Education (Course-1)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To learn about the nature and functions of philosophy of education.</li> <li>• To enable to do Logical analysis, interpretation and synthesis of various concepts, propositions</li> <li>• To know about Philosophical Contribution of Educational thinkers</li> <li>• To develop critical thinking about various philosophical theories with educational practices.</li> <li>• To get to know about the Contribution of Indian Schools of Philosophy</li> <li>• To understand philosophical traditions with educational practice.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to :			
<ul style="list-style-type: none"> <li>• Understand the nature and functions of philosophy of education.</li> <li>• Do Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.</li> <li>• Understand and use of philosophical methods in studying educational data.</li> <li>• Do Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.</li> <li>• Understand and relate philosophical theories with educational practices.</li> <li>• Understand and relate philosophical traditions with educational practice.</li> </ul>			
<b>UNIT-1</b> Teaching hours: 15	<b><u>Nature of Educational Philosophy</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning, Concept and nature of Educational Philosophy</li> <li>• Relationship of Education and Philosophy.</li> <li>• Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Make a presentation based on any one topic of the unit.</li> <li>• Conduct a Debate on Branches of Philosophy.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Philosophical Contribution of Educational thinkers</u></b></p> <ul style="list-style-type: none"> <li>• <i>Swami Vivakanand</i></li> <li>• <i>Ravindra Nath Tagore</i></li> <li>• <i>Mahatma Gandhi</i></li> <li>• <i>Maharshi Arvind</i></li> <li>• <i>J.Krishanmurthy</i></li> <li>• <i>Savitribai Phule</i></li> <li>• <i>A.Nagraj</i></li> <li>• <i>Swami Shree Ram Sharan ji maharaj</i></li> <li>• <i>Paulo Freire</i></li> <li>• <i>Wollstonecraft</i></li> <li>• <i>Nel Nodding</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.</li> <li>• Conduct a one day seminar on Contribution of Educational thinkers</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Contribution of Indian Schools of Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <i>Sankhya educational philosophy.</i></li> <li>• <i>Vedanta educational philosophy.</i></li> <li>• <i>Geeta and Upnishad educational philosophy.</i></li> <li>• <i>Buddhism and Jainism educational philosophy.</i></li> </ul> <p><i>With special reference to Vidya, Dayanand Darshan and Islamic traditions towards educational aims and methods of acquiring knowledge</i></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a one day Seminar on educational Philosophy of Geeta and Upnishad</li> <li>• Identify the common factors between Buddhism and Jainism educational philosophy</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Western Schools of Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <i>Idealism</i></li> <li>• <i>Realism</i></li> <li>• <i>Naturalism,</i></li> <li>• <i>Pragmatism</i></li> <li>• <i>Marxism</i></li> <li>• <i>Existentialism</i></li> </ul> <p><i>Their contribution to education with special reference to information, knowledge and wisdom.</i></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Drama or Play on Naturalism.</li> <li>• Identify the common factors between Indian &amp; western philosophies.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>

	<p>9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by 160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>																																																

**SELECTED READINGS**

- Broudy, Harrys (1961). Building a Philosophical Foundations of Education, New Delhi: Prentice Hall.
- Dewey, John (1961). Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
- Guilford, J. P. (1990). Fundamentals of statistics in psychology and education. New York: Mc Graw Hill.
- Kabir, Humayun (1961). Indian Philosophy of Education. New Delhi: Asia Publishing House.
- ओड़, एल. के.(1999).शिक्षा की दार्शनिक एवं समाजशास्त्रीय भूमिका . नई दिल्ली: मेकमिलन
- मिश्र, अर्जुन (1996). दर्शन की मूलधाराएं, भोपाल: (मध्यप्रदेश) हिन्दी ग्रन्थ अकादमी।
- सिंह, एम.के. (2015).शिक्षा के दार्शनिक एवं सामाजिक आधार,मेरठ : इन्टरनेशनल पब्लिशिंग हाऊस.
- सक्सेना, एन.आर. स्वरूप (2019). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त. मेरठ : लाल बुक डिपो.
- चौबे, सरयुप्रसाद (2006). शिक्षा के दार्शनिक, ऐतिहासिक और समाजशास्त्रीय आधार इन्टरनेशनल, मेरठ : पब्लिशिंग हाऊस।
- पाण्डेय, रामशकल (1983). शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, आगरा: अग्रवाल पब्लिकेशन्स।
- ओड.एल.के. (2006). शिक्षा की दार्शनिक पृष्ठभूमि, जयपुर: राष्ट्रीय हिन्दी ग्रन्थ अकादमी।
- पचौरी, गिरीश (2003). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, मेरठ : इन्टरनेशनल पब्लिशिंग हाऊस।



<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-202</b>		Course type: Core	
<b>Course Title :Sociological Foundation of Education (Course – 2)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand the concept of Sociology &amp; Education</li> <li>• To understand the relationship among Education, Society and social substance</li> <li>• To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.</li> <li>• To understand the contribution of great educators to society and education</li> <li>• To understand the process of socialization relationship between culture, society and education.</li> <li>• To understand the concept and process of social stratification and social change</li> <li>• To understand the issues or excellence, equality and inequalities.</li> <li>• To understand emerging trends of society in global perspectives.</li> <li>• To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able:			
<ul style="list-style-type: none"> <li>• To enable the student to explain and reflect on-Gender ideology.</li> <li>• To understand Relationship between education and social change with special reference to modernization and globalization.</li> <li>• To know Relationship between concepts and processes of sociology and education.</li> <li>• To learn various theories and characteristics of sociological analysis and its relation to education.</li> <li>• To understand and explore the meaning, aims, purposes of education</li> <li>• To develop understanding of sociological dimension of education.</li> <li>• To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more in for M.A., meaningful understanding of them.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<b><u>Sociology &amp; Education</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning &amp; Nature of Educational Sociology &amp; Sociology of education.</li> <li>• Interrelationships between Education and Social Variables: Education and Family, Education and the Community, Education and religion, Education and modernization, Education and Democracy.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Organize a debate on Education &amp; Socialization.</li> <li>• organize a group discussion on Education and Social Variables.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Contexts of Socialization</u></b></p> <ul style="list-style-type: none"> <li>• Socialization: Meaning , Concept and Need.</li> <li>• <i>Family, School and society: Concep, Types and their function in socialization</i></li> <li>• Theory of Socialization (<i>Symbolic, interaction, structural functionalism and conflict</i>)</li> <li>• Effect of Epidemic <i>CORONA</i> on relationship and social Institutions.</li> <li>• Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.</li> <li>• Conduct a debate on Effect of Epidemic <i>CORONA</i> on relationship and social Institutions.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Education as a means of social change</u></b></p> <ul style="list-style-type: none"> <li>• Social change: Concept ,types,</li> <li>• <i>Contribution of thinkers in social devlopment and change(Swami Vivakanand, Ravindra Nath Tagore, Mahatma Gandhi ,Maharshi Arvind J.Krishanmurthy, Savitribai Phule, Paulo Freire, Wollstonecraft, Nel Nodding.</i></li> <li>• Social mobility Concept,types and need.</li> <li>• <i>Social Movements: Concept and Theories (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)</i></li> <li>• Education for social Integration, Nationalism and International understanding</li> <li>• De-Schooling and Change in schooling after COVID-19.</li> <li>• <b><i>Education of Socially, Economically developed and emerging society.</i></b></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a seminar on <i>Contribution of thinkers in social devlopment and change.</i></li> <li>• Conduct a Seminar on Schooling system after COVID-19.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 25</p>	<p><b><u>Education and society</u></b></p> <ul style="list-style-type: none"> <li>• National Values as enshrined in the Indian Constitution- Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.</li> <li>• Gender ideology : Role of religion, constitution and law in gender ideology.</li> <li>• Gender differentiation: stereotyping and inequality in society,liberal feminism.</li> <li>• Modernization, globalization in relation to education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a presentation based on any one topic of the course.</li> <li>• Conduct an Awareness programme on Gender Sensitization in society and write a Report.</li> </ul>
<p><b>TEACHING AND LEARNING</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> </ol>

<b>STRATEGIES</b>	<ol style="list-style-type: none"> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" data-bbox="539 611 1449 1126"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="552 1556 1273 1780"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>Semester and Examination methods for post graduate programs</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																

<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual Revision PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Dewey, John (1961). Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.</li> <li>• मिश्र, अर्जुन (1996). दर्शन की मूलधाराएं. भोपाल: मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.</li> <li>• Horne, H.H. (1936). The Democratic Philosophy of Education: Companion of Jewey's Democracy and Education, London: The Macmillan Company</li> <li>• सिंह, एम.के. (2015). शिक्षा के दार्शनिक एवं सामाजिक आधार, मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस.</li> <li>• सक्सेना, एन.आर. स्वरूप (2019). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त. मेरठ: आर.लाल बुक डिपो.</li> <li>• चौबे, सरयुप्रसाद (2006). शिक्षा के दार्शनिक, ऐतिहासिक और समाजशास्त्रीय आधार, मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस.</li> <li>• पाण्डेय, राम कल (1983). शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, आगरा: अग्रवाल पब्लिकेन्स.</li> <li>• ओड.एल.के. (2006). शिक्षा की दार्शनिक पृष्ठभूमि, जयपुर: रा.हि.ग्र. अकादमी.</li> <li>• पचौरी, गिरीश (2003). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस.</li> <li>• रुहेला, सत्यपाल (2007) शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य. नई दिल्ली: आर्यबुक डिपो.</li> </ul>

<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-203</b>		Course type: Core	
<b>Course Title :Curriculum Studies (Course-3)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand different Perspectives on curriculum</li> <li>• To know the curriculum development process</li> <li>• To gain knowledge of curriculum bases</li> <li>• To learn the different patterns of curriculum evaluation</li> <li>• To understand research topics of the curriculum</li> <li>• To know the changes and sophistication in the curriculum</li> <li>• To understand the role of instructional media in curriculum</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Conceptualize the meaning and different perspectives of curriculum</li> <li>• Understand the epistemological, sociological and the psychological basis of curriculum development.</li> <li>• Understand the different types of curriculum with respect to their main orientation and approaches</li> <li>• Compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p><b><u>Perspectives on curriculum</u></b></p> <ul style="list-style-type: none"> <li>• <i>Curriculum : Meaning, Concept ,Principles and importance</i></li> <li>• <i>Curriculum Devlopment :Strategies , Stages in the Process of Curriculum development.</i></li> <li>• <i>Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner’s needs and interests)</i></li> <li>• <i>Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of a Session Report on role of UGC, NCTE and University for curriculum development.</li> <li>• Preparation of Reports by conducting group discussions on curriculum bases</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Framework &amp; Design of Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.</li> <li>• Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.</li> <li>• <i>Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs &amp; Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model)</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a panel discussion and reporting on model of curriculum</li> <li>• Presenting PPT models of curriculum design (on any one).</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Transaction and Evaluation of Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,</li> <li>• Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, Kirkpatrick’s Model</li> <li>• Formative, Summative &amp; Interpretation of Evaluation results</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• To prepare teaching learning material on the models of curriculum evaluation (any one)</li> <li>• Instructional method organizing seminars and reporting on instructional media</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Curriculum change and improvement</u></b></p> <ul style="list-style-type: none"> <li>• <i>Curriculum change : Meaning and types, Factors affecting curriculum change.</i></li> <li>• <i>Approaches to curriculum change : Role of students, teachers and educational administrators in curriculum change and improvement.</i></li> <li>• <i>Scope of curriculum research and Types of Research in Curriculum Studies</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of reports on types of research in curriculum studies.</li> <li>• Preparing reports on curriculum change and sophistication by interviewing student teachers and educational administrators.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the</b></p>

	<b>students and their capabilities.</b>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th><b>SR. NO.</b></th> <th><b>CCA: COMPONENT</b></th> <th><b>MAXIMUM MARKS</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th><b>Percentage</b></th> <th><b>Marks Allotted</b></th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	<b>Percentage</b>	<b>Marks Allotted</b>	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
<b>Percentage</b>	<b>Marks Allotted</b>																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <ul style="list-style-type: none"> <li><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</li> </ul>																																																
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing,</li> <li>Chomsky, N (1986). Knowledge of Language. New York: Prager.</li> <li>Dewey, John (1902). The Child and the Curriculum. Chicago: University of Chicago Press</li> </ul>																																																

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Kelley, A.B. (1996). <i>The Curricular Theory and Practice</i>. United States: Harper and Row.</li><li>• Kumar Krishna (1997). <i>What is Worth Teaching?</i> New Delhi: Orient Longman.</li><li>• Margaret, K.T. (1999). <i>The open Classroom</i>. New Delhi: Orient Longman.</li><li>• Nirantar (1997). <i>Developing a Curriculum for Rural Women</i>. New Delhi: Nirantar.</li><li>• Padma M. Sarangapani (2003). <i>Constructing School Knowledge: An Ethnography of learning in an Indian Village</i>. New Delhi: Sage Publication Inc.</li><li>• Hirst, Paul (1975). <i>Knowledge and the Curriculum: A Collection of Philosophical Papers (International Library of Philosophy of Education)</i>, New York: Routledge</li><li>• Prema Clarke (2001). <i>Teaching &amp; Learning: The Culture of pedagogy</i>. New Delhi: Sage Publication.</li><li>• Steven H. Cahn (1970). <i>The Philosophical Foundation of Education</i>, New York: Harper &amp; Row Publishers.</li></ul> |
|--|---|



<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-204 I</b>		Course type: Core	
<b>Course Title :Pre-Service and In-Service Teacher Education (Course-4)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives :</b>			
<ul style="list-style-type: none"> <li>• To develop concepts about Structure, Curriculum and Modes of Pre-service Teacher Education</li> <li>• To understand various Organisations related to Different Components of Teacher Education Curriculum</li> <li>• To know the purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives</li> <li>• To develop an understanding about Planning, Organising and Evaluating an In-service Teacher</li> <li>• To critically examine the aspects of professional attitudes, values and interests needed to function as a teacher educator</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Gain insight and reflect on the concept and the status of pre-service and in-service teacher education</li> <li>• Be acquainted with the content, and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation</li> <li>• Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities</li> <li>• Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.</li> <li>• Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes</li> <li>• Design in-service teacher professional development program/activities based on the needs of teachers</li> <li>• Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.</li> <li>• Understand and appreciate the research perspective on various practices in teacher education.</li> <li>• Develop professional attitudes, values and interests needed to function as a teacher educator</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Teacher Education</li> <li>• <i>Types of Teacher Education Programs</i></li> <li>• <i>The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels</i></li> <li>• <i>Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &amp; Habermas</i></li> <li>• <i>Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a workshop on Models of Teacher Education</li> <li>• Make a presentation on any topic of unit.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Pre-service Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Pre-service teacher education – concept, nature, objectives and scope.</li> <li>• Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations</li> <li>• Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation</li> <li>• <i>Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse the existing B.ED/M.ED curriculum of any university in the light of Organisation, transaction and evaluation of different components.</li> <li>• Organize a Workshop on Modes of pre-service teacher education.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>In-Service Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept, Need, Purpose and Scope of In-service Teacher Education</i></li> <li>• <i>Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SAMSA, SSA, RMSA, SCERT, NCERT, NCTE and UGC)</i></li> <li>• <i>Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)</i></li> <li>• Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Interview practicing teachers to identify the nature of in-service teacher education received and the felt needs.</li> <li>• Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Professionalization of Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Profession and Professionalism,</i></li> <li>• <i>Teaching as a Profession, Professional Ethics of Teachers,</i></li> <li>• <i>Personal and Contextual factors affecting Teacher Development, ICT Integration</i></li> <li>• <i>Quality Enhancement for Professionalization of Teacher Education,</i></li> <li>• <i>Innovation in Teacher Education</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a training programme on Professional Ethics .</li> <li>• Conduct a seminar on Innovation in Teacher Education.</li> </ul>																																					
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p>		SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																				
1	Monthly Test	20X3 Test = 60																																				
2	Presentation	10																																				
3	Group Discussion	10																																				
4	Debate	10																																				
5	Participation and Presentation in Seminar	10																																				
6	Report Writing	10																																				
7	Content Review Writing	10																																				
8	Viva Voce	10																																				
9	Blog Writing	10																																				
10	Attendance	10																																				
11	Co-curricular Activity	10																																				

	<table border="1"> <thead> <tr> <th colspan="2">Attendance in Lectures, Tutorials and Practical</th> </tr> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Attendance in Lectures, Tutorials and Practical		Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Attendance in Lectures, Tutorials and Practical															
Percentage	Marks Allotted														
75% to 80%	02														
81% to 85%	04														
86% to 90%	06														
91% to 95%	08														
Above 96%	10														
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester														
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual Revision PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.														
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi.</li> <li>• NCERT (2005). Position paper on Teacher Education for Curricular Renewal. New Delhi.</li> <li>• UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.</li> <li>• National Curriculum Framework on School Education, NCERT (2005).</li> <li>• Govt. of India, MHRD (2005). Universilisation of Secondary Education: New Delhi: Report of the CUBE Committee.</li> <li>• Beck, Clive &amp; Clark Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist approach. State University of York.</li> <li>• Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.</li> <li>• Sharma, R. K. (2009). Teacher Education .Delhi: Shri Sai Printographers</li> <li>• हनीफ, ए. एम् (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन</li> <li>• भट्टाचार्य, सी. जी. (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन</li> </ul>														

<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-205</b>		Course type: Tool	
<b>Course Title : Dissertation (Course-5)</b>			
<b>Credit</b>	2	Hour	2HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	Min. Pass Marks:	25
<b>Attendance eligibility</b>	80 percent in respective semester		
<ul style="list-style-type: none"> <li>• Teacher educator will explore the areas of educational research.</li> <li>• Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs</li> <li>• Identification of the problem and definition.</li> <li>• Preparation of Synopsis &amp; presentation of the synopsis in DRC</li> <li>•</li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual Revision PROVISIO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.		

<b>M.A.(Education) Semester : II</b>			
<b>Course code: MAED-206</b>		Course type: Core	
Course Title : Internship in Teacher Education Institution (Course-6)			
<b>Credit</b>	4	Hours	4HR /Week
<b>Max. Marks:</b>	100	Min. Pass Marks:	50
<b>Attendance eligibility</b>		90 percent in respective semester	
<ul style="list-style-type: none"> <li>• Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 3 weeks.</li> <li>• Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.</li> </ul>			
Learning Outcomes: After completion of the course, the student-teachers will be able:			
<ul style="list-style-type: none"> <li>• To internalize the working of teacher training institution.</li> <li>• To develop insight into the working of training college. To create an interface of theory and practice.</li> <li>• To enhance practical competence of M.A. students regarding various function of teaching, management &amp; organization of activities.</li> </ul>			

<b>Assessment is based on the following activities –</b>		<b>Marks</b>
Mode of transaction and gives suggestive plan for improvement		5
Observation of day-to-day * school activities and report of an in- depth study of two activities.		4
Participation and organization of Co-curriculum activities		8
1. Cultural	2. Literacy	
3. Games & sports	4. Shramdan.	
Teaching work Five period in any one compulsory paper of TEI and five period in methodology of teaching based		10
Reflective Journal		5
Observation & supervision of 10 lesson in teaching subjects		5
Select two students and mentoring on psychology, social, academics any perspective, prepare a report.		8
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.		5
critical review with suggestions regarding level of education,health and agriculture in nearby rural community through gov. schools adopted by Faculty of Education.		20
Prepare an Action Research on any New Educational Problems		10
Review new trends in research of teacher education and Draft a report.		5
Training about arrangement of different department of the school.		10
1. Library management 2. Administration and scoring of any five psychological tests. 3. Science club. 4. Office Records and maintenance of attendance register, teacher's diary & stock Register. 5. Maintenance of technology department.		

Training for evaluation process: Construction of question paper Pre-Preparation for Examination. Evaluation of answer books and preparation of result	5
<b>Total Marks</b>	<b>100</b>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>

**Semester –III**

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			ESE	CCA	Total			
Course – 1 MAED-301	Core	Institutional Planning & Management at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MAED-302	Core	Issues, Curriculum & Assessment	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MAED-303	Core	Advance educational research	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MAED-304	Core	Perspectives, Research and Issues in Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course – 5 MAED-305	Core Elective	Dissertation	Practicum 25 + Viva Voce 25		50	30	2	0-0-2
Course – 6 MAED-306	Core Elective	Academic writing	-	25	25	30	2	0-0-2
Course – MAED-307	Core	Internship(in School) (4-weeks)	-	100	<b>100</b>	144	4	0-0-4
<b>Total</b>			280	295	<b>575</b>	444	24	



<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-301</b>		Course type: Core	
<b>Course Title : Institutional Planning &amp; Management (Course – 1)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Get to know about Historical Perspective of secondary &amp; Senior Secondary education.</li> <li>• To understand different programmes and policies for realising the constitutional obligations related to secondary education in India.</li> <li>• Make enable to know about Institutional Planning.</li> <li>• To know Principles and techniques of Educational Planning.</li> <li>• Get to know Management of educational Institution at secondary school level.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.</li> <li>• To help them determine and implement objectives of planning on the basis of individual needs of the students.</li> <li>• To develop in them the skills in planning and implementing conventional administrative procedures.</li> <li>• To develop in them the skills and attitudes to utilize human energy in getting the maximum work done.</li> <li>• To understand the recommendations of different education commissions regarding secondary education commissions.</li> <li>• To know different programmes and policies for realising the constitutional obligations related to secondary education in India.</li> <li>• To develop an idea about the structure of secondary education in India.</li> </ul>			
<b>UNIT-1</b>	<b>Teaching hours: 15</b>	<b><u>Introduction to Secondary &amp; Senior Secondary Education</u></b>	
		<ul style="list-style-type: none"> <li>• Meaning, aims, objective of secondary &amp; Senior Secondary education</li> <li>• Purpose, function &amp; Indigenous system of Secondary education.</li> <li>• Secondary Education in India – Historical Perspective, pre and post-independence.</li> <li>• Constitutional Provisions and center-state relationship in India.</li> <li>• Constitutional obligations related to secondary education.</li> </ul>	
		<b>Assignment:</b>	
		<ul style="list-style-type: none"> <li>• Prepare a report on major obstacles and challenges in universalization of secondary education.</li> <li>• Organize a Seminar in secondary school on Constitutional obligations related to secondary education.</li> </ul>	

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Institution Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, scope and nature of Institution Planning</li> <li>• Need and importance of Institution Planning</li> <li>• Types of Institution Planning</li> <li>• Process of Institution Planning in India.</li> <li>• Characteristics, - School Calendar.</li> <li>• Evaluation of Institutional Planning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a blue print of Process of Institution Planning in India. Present it in seminar.</li> <li>• Prepare an annual school calendar for secondary/senior secondary school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Principles and techniques of Educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Formulation of aims and objectives.</li> <li>• Methods and techniques of planning.</li> <li>• Approaches to Educational Planning <ul style="list-style-type: none"> <li>• Social demand approach</li> <li>• Man-power approach</li> <li>• Return of Investment approach</li> </ul> </li> <li>• Concepts <ul style="list-style-type: none"> <li>• Optimal analysis</li> <li>• Input and output</li> <li>• Marginal analysis</li> <li>• Programming</li> </ul> </li> <li>• Target and control figures</li> <li>• Tools for Planning</li> <li>• New approach to planning <ul style="list-style-type: none"> <li>• Planning</li> <li>• Adoption</li> <li>• Execution</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a workshop on Methods and techniques of planning.</li> <li>• Organize a Debate on the best approach to planning.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Educational Management</u></b></p> <ul style="list-style-type: none"> <li>• <i>Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisationsal development, Organisational climate</i></li> <li>• Management of educational Institution at secondary school level.</li> <li>• Type of Management, Effective management, Co-ordination, Supervision &amp; Inspection.</li> <li>• Techniques &amp; Skill for effective management in secondary school.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a pannel discussion on Effective management.</li> <li>• Organize an orientation Programme on Techniques &amp; Skill for effective management in secondary school</li> </ul>
<p><b>TEACHING AND</b></p>	<p>1. Lectures</p>

<b>LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SR. NO.</th> <th style="width: 60%;">CCA: COMPONENT</th> <th style="width: 30%;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th style="width: 40%;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>Semester and Examination methods for post</b>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>																																																

<b>graduate programs</b>	
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• शुक्ला, पी.एस (2016). शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन.</li> <li>• माथुर, पी.के. (2016). शैक्षिक नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन.</li> <li>• पूनम मदन एवं शुक्ल, पी.एस (2016). शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन आगरा : अग्रवाल प्रकाशन</li> <li>• Yadav, M.S. &amp; Lakshmi, T.K.S. (2003). Conceptual inputs for Secondary Teacher Education: The instructional Role. India: NCTE.</li> </ul>

<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-302</b>		Course type: Core	
<b>Course Title : Issues, Curriculum and Assessment Course - 2</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To make Enable to Know Issues &amp; Concern of secondary Education.</li> <li>• To Know about Development of Secondary Education.</li> <li>• To Understand about Type of Schools &amp; Pedagogy at Secondary Education.</li> <li>• To make Enable to Know Assessment Process of Secondary Education.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Understand the problem and challenges related to secondary and senior secondary education.</li> <li>• Examine the status of development of secondary and senior secondary education in India after Independence.</li> <li>• Reflect on various issues related with secondary education</li> <li>• Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.</li> <li>• Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education</li> <li>• Identify critical issues related to universalization of secondary education.</li> <li>• Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education</li> <li>• To understand the concept of quality education at secondary school level.</li> <li>• To understand different programmes and agencies for ensuring the quality of secondary education in India</li> <li>• To reflect upon different issues, concerns and problems of secondary education in India.</li> <li>• To understand principles, aims and features of secondary school curriculum.</li> <li>• To examine the present school curriculum.</li> <li>• To analyze the present evaluation system at secondary school level.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours: 15</p>	<p><b><u>Introduction of Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of Secondary Education.</li> <li>• Secondary Education before Independence.</li> <li>• Secondary Education after Independence.</li> <li>• Development of Secondary Education.</li> <li>• Different in-service programmes for ensuring quality, different agencies – SCERT, NCERT, CIET, NUEPA, IASE etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• List out the training programmes organized by NUEPA/NCERT in previous session and find out number of teacher educators benefitted from your state mentioning various current issues of training.</li> <li>• List out the nation parameters of quality education in India and examine the quality of secondary education in your state.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Issues &amp; Concerns</u></b></p> <ul style="list-style-type: none"> <li>• Organization of Educational setup at secondary level.</li> <li>• Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.</li> <li>• Educational Initiative : Balika Shiksha Foundation, Kasturba Gandhi Balika Vidyalaya, Rajasthan Text Bookboard, Bharat Scout and Guide, Edusat, Gyan Darshan, Gyan Vani.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical review on education management system of secondary school education.</li> <li>• Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Type of Schools &amp; Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.</li> <li>• Type of school &amp; their contribution to society.</li> <li>• <i>Pedagogy prescribed in the Educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo and Gijubhai with special reference to their relevance in teaching-learning.</i></li> <li>• Pedagogy and Educational Technology</li> <li>• Instructional Objectives : Difference between Objectives and Instructional Objectives, Bloom's Taxonomy</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy</li> <li>• Find out the best learning engagement method of Secondary level student, after experience with them.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p style="text-align: center;"><b><u>Assessment and evaluation in secondary school level</u></b></p> <ul style="list-style-type: none"> <li>• <i>Meaning nature and functions of evaluation &amp; assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.</i></li> <li>• <i>New trends in evaluation – grading , internal assessment, year system, CCE.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.</li> <li>• Evaluation of assessment process in any school and write about its merit and demerits.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by 160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a</p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p><b>candidate to appear in the monthly test conducted in the respective course.</b></p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Percentage	Marks Allotted												
75% to 80%	02												
81% to 85%	04												
86% to 90%	06												
91% to 95%	08												
Above 96%	10												
<b>Semester and Examination methods for post graduate programs</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester												
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>												
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Aggerwal, J.C, (2005) The Progress of Education in free India. New Delhi: Man Singh Arya book Depot</li> <li>• Chaube, S.P, (2011), History and Problems of Indian Education, Agra: Agrawal Publications.</li> <li>• NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi: NCERT</li> <li>• NCERT (2005). Position paper on Teacher Education for Curricular Renewal, New Delhi: NCERT.</li> <li>• NCERT (2009). National Curriculum Frameworks for Teacher Education New Delhi: NCERT</li> <li>• NCERT (2005). National Curriculum Framework on School Education, New Delhi: NCERT</li> <li>• अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन. आगरा: अग्रवान प्रकाशन.</li> <li>• पाल, हंसराज एवं शर्मा. मंजूलता (2009), मापन आकलन एवं जयपुर: मूल्यांकन शिक्षा प्रकाशन.</li> <li>• कुमार, अनिल(2008). शिक्षा मे मापन एवं मूल्यांकन दिल्ली: रजत प्रकाशन</li> <li>• पाण्डेय, श्रीधर (2010). शिक्षा में मापन मूल्यांकन. फैजावाद: भवदीय प्रकाशन ।</li> <li>• शर्मा ज्याति (2009). शैक्षिक मापन एवं मूल्यांकन. आगरा: अग्रवाल प्रकाशन ।</li> <li>• Paul, Black (2012). Assessment for learning. United States: Mc Graw Hill.</li> <li>• Ecclestone, Kathryn (2010). Transforming formative assessment in life long learning. United States: Mc Graw Hill. Eng</li> </ul>												



<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-303</b>		Course type: Core	
<b>Course Title : Advance Educational Research (Course-3)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives :</b>			
<ul style="list-style-type: none"> <li>• To Understand concept, Characteristics &amp; Themes of Qualitative &amp; Quantitative Research.</li> <li>• Make Enable to Know Approaches/Methods of Qualitative &amp; Quantitative research.</li> <li>• Make Enable to Know Data Analysis in Qualitative &amp; Quantitative Research.</li> <li>• To Understand Evaluation or Analysing of Data in Qualitative &amp; Quantitative Research.</li> <li>• To Understand preparing a report of the data in Qualitative &amp; Quantitative Research.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:-			
<ul style="list-style-type: none"> <li>• Understand concept, Characteristics &amp; Themes of Qualitative &amp; Quantitative Research.</li> <li>• Examine different types of advance research and their characteristics.</li> <li>• Examine the concept of Qualitative &amp; Quantitative Research.</li> <li>• Develop a tool which allows for the evaluation and data collection of Qualitative&amp; Quantitative Research</li> <li>• Design a framework or outline of Qualitative&amp; Quantitative Research.</li> <li>• Investigate appropriate methods of data analysis.</li> <li>• Explain how to plan the research project of advance Research.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<b>Introduction to Qualitative &amp; Quantitative Research</b>		
	<ul style="list-style-type: none"> <li>• Qualitative &amp; Quantitative Research: Meaning, concept and types, Characteristics, issues, concerns &amp; major approaches</li> <li>• Relevance of Qualitative &amp; Quantitative Research in education.</li> <li>• Qualitative &amp; Quantitative Research in education: Retrospect and prospect.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Selection of a problem and developing a research synopsis.</li> <li>• Identify five qualitative &amp; quantitative research problems and prepare at least five research questions for each with clear research title.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b>Approaches/Methods of Qualitative &amp; Quantitative research</b></p> <ul style="list-style-type: none"> <li>• Qualitative &amp; Quantitative research approaches: Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory, Experiential, historical, descriptive, Phenomenology &amp; Case study.</li> <li>• Action Research: Meaning, concept, importance and strategies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also, you might use more than one in order to cover your topic.</li> <li>• Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)</li> <li>• A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Qualitative &amp; Quantitative Research Designing:</b></p> <ul style="list-style-type: none"> <li>• Experimental &amp; Quasi-Experimental Research designs: meaning, concept , characteristics and types.</li> <li>• Meta-analysis &amp; Triangulation of data.</li> <li>• Non- Experimental Research: concept and steps.</li> <li>• Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation.</li> <li>• Techniques of control: matching, holding the extraneous variable constant and statistical control.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them. (Use three perspectives i.e. Strategies, data collection/analysis, and approaches.)</li> <li>• Identify an experimental educational research problem and prepare their research designing with justification.</li> <li>• Review the sort of data you will be collecting and the type of analysis you will want to subject them to. Do they fall into one or the other category? Recognize the difference and explain , how can you recognize the difference?</li> <li>• Make a list of the likely skills that you will need to learn and practise before you can carry out various stages in your research plan.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Data Analysis in Quantitative Research</b></p> <ul style="list-style-type: none"> <li>• Student’s Distribution &amp; homogeneity of variances</li> <li>• Analysis of Variances: Concept and procedure.</li> <li>• Partial and multiple Correlation</li> <li>• Multiple regression and their use in educational research.</li> <li>• Research report of Quantitative &amp; Qualitative Research</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Workshop on Data Analysis in Quantitative Research.</li> <li>• Review of Quantitative research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> </ol>

	<p>5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th><b>SR. NO.</b></th> <th><b>CCA: COMPONENT</b></th> <th><b>MAXIMUM MARKS</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th><b>Percentage</b></th> <th><b>Marks Allotted</b></th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	<b>Percentage</b>	<b>Marks Allotted</b>	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
<b>Percentage</b>	<b>Marks Allotted</b>																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>Semester and Examination methods for post graduate programs</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																
<b>PERIODICAL REVISION OF</b>	<b>1.Annual Revision</b> <b>PROVISO:</b> Provided that the University may REVISION the part of																																																

<b>SYLLABUS</b>	<b>syllabus at any time during the running semester after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• मंगल, एस.के. एवं मंगल, सुभा (2016). व्यवहारिक विज्ञानों में अनुसंधान विधिया. दिल्ली : पी.एच.आई.</li> <li>• गुप्ता, उमा कान्त (2016). अनुसंधान स्वरूप एवं आयाम. दिल्ली : वाणी प्रकाशन.</li> <li>• कोल, एल (2016). शैक्षिक अनुसंधान की कार्यप्रणाली, दिल्ली : विकास पब्लिशिंग।</li> <li>• Anfara, Vincent &amp; Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.</li> <li>• Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.</li> <li>• Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.</li> <li>• Gravetter. F.J. &amp; Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.</li> <li>• Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.</li> <li>• Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall.long learning. United States: Mc Graw Hill. Eng</li> </ul>

<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-304</b>		Course type: Core	
<b>Course Title :Perspectives, Research and Issues in Teacher Education (Course -4)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives :</b>			
<ul style="list-style-type: none"> <li>To Know About Perspectives and Policy on Teacher Education Teaching.</li> <li>Make enable to know Structure and Management of Teacher Education.</li> <li>To Understand Trends of research in teacher education.</li> <li>Get to Know about Problems and Issues in Teacher Education.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>Develop competence in organisation and evaluation of various components of teacher education programmes</li> <li>Design in-service teacher professional development programmes/activities based on the needs of teachers</li> <li>Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.</li> <li>Understand and appreciate the research perspective on various practices in teacher education.</li> <li>Develop professional attitudes, values and interests needed to function as a teacher educator</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours : 15</b></p>	<p><b><u>Perspectives and Policy on Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Development – Concept, Factors influencing teacher development – personal, contextual. Teacher Expertise – Berliner’s stages of development of a teacher.</li> <li>• Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.</li> <li>• National and state policies on teacher education – A review</li> <li>• Different organisations and agencies involved in teacher education– their roles, functions and networking .</li> <li>• Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices.</li> <li>• Initiatives of the NGOs in designing and implementing in-service teacher education programmes</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Designing training material on any one of art, craft, music, physical education and special education or any other for in-service teachers at secondary school level.</li> <li>• Study of the Annual Reports of SCERT/ RIE/ NCERT/ NUEPA to identify various programmes for professional development of teacher educators.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Structure and Management of Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Structure of teacher education system in India – its merits and demerits.</li> <li>• Universalisation of Secondary Education and its implications for teacher education at the secondary school level.</li> <li>• Professional development of teachers and teacher educators – present practices and avenues</li> <li>• Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes</li> <li>• Vertical mobility of a school teacher - avenues</li> <li>• Systemic factors influencing the quality of pre and in-service education of secondary school teachers</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select any one current practice in teacher education and trace the background of its formulation as a policy.</li> <li>• Write a Report on Structure of teacher education system in India.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Research in Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Paradigms for research on teaching – Gage, Doyle and Shulman.</li> <li>• Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.</li> <li>• Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation</li> <li>• Trends of research in teacher education – review of a few recent research studies in teacher Education with reference design, findings and policy implications.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A review of researches in any one area of research in teacher education and write the policy implications</li> <li>• Organize a Workshop on Trends of research in teacher education.</li> </ul>												
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Problems and Issues in Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,</li> <li>• Sufficiency of subject matter knowledge for teaching at the senior secondary school level.</li> <li>• Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation</li> <li>• Issues related to enhancing teacher competence, commitment and teacher performance.</li> <li>• Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare report for presentation on Issues in Teacher Education.</li> <li>• Conduct a Group Discussion on enhancing teacher competence.</li> </ul>												
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>												
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Group Discussion</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS											
1	Monthly Test	20X3 Test = 60											
2	Presentation	10											
3	Group Discussion	10											

	<table border="1"> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			
Percentage	Marks Allotted																																				
75% to 80%	02																																				
81% to 85%	04																																				
86% to 90%	06																																				
91% to 95%	08																																				
Above 96%	10																																				
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																				
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>																																				
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Beck, Clive &amp; Clark Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist approach. State University of York.</li> <li>• Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.</li> <li>• Herne Steve, Jessel John &amp; Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.</li> <li>• Korthagen, Fred A.J.et al (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.</li> <li>• NCTE (1998). Policy Perspectives in Teacher Education. New Delhi.</li> </ul>																																				



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: New Delhi: Pre-Service Education.</li><li>• Linda Darling, Hammond &amp; John Bransford (2005). Preparing Teachers for changing World. John Wiley &amp; Son Francisco.</li><li>• Loughran, John (2006). Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Routledge: New York.</li><li>• Yadav, M.S. &amp; Lakshmi, T.K.S. (2003). Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.</li><li>• हनीफ, ए.एम. (2017) अध्यापक शिक्षा. आगरा : अग्रवाल प्रकाशन ।</li><li>• भट्टाचार्य, सी.जी. (2017) अध्यापक शिक्षा. आगरा : अग्रवाल प्रकाशन ।</li><li>• Sharma, R. K. (2009). Teacher Education .delhi: Shri Sai Printographers</li></ul> |
|--|---|

<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-305</b>		Course type: Tool	
<b>Course Title :Dissertation (Course-5)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	50
<b>Attendance eligibility</b>	80 percent in respective semester		
<ul style="list-style-type: none"> <li>• <b>Research work will be done by the students in guidance of teacher educator:</b> <ul style="list-style-type: none"> <li>a. Give the background of the problem.</li> <li>b. Review of the literature.</li> <li>c. Make a research designing</li> <li>d. Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.</li> </ul> </li> <li>• <b>Analysis and Tabulation of data.</b></li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p style="text-align: center;"><b>1. Annual Revision</b></p> <p><b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>		

<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED- 306</b>		Course type: Tool	
<b>Course Title :Academic Writing(Course- 6)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives :</b></p> <ul style="list-style-type: none"> <li>• To Know about writings and writing styles.</li> <li>• Make Enable to Know Essential components of writing skills.</li> <li>• Make Enable to Know about Academic Writting Skill as a Career.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Sensitize to their communicative behaviour.</li> <li>• Enable to reject and improve their communicative behaviour performance</li> <li>• Build capacities for self criticism and facilitate growth.</li> <li>• Enhance their listening &amp; writing skill.</li> <li>• Present effective lecture after enhancing their listening skills.</li> <li>• Write or draft professional letters and mail etc.</li> <li>• Use &amp; differentiate different kinds of writings and writing styles according to co-curriculum activitiession.</li> <li>• Reflect on essential requirements of academic writing &amp; distinguish a good academic writing from others.</li> <li>• Analyse academic sources and how to refer to them.</li> <li>• Cite a source, paraphrase and acknowledge the source &amp; edit one's own writing.</li> </ul>			
<b>UNIT-1</b>  <b>Teaching hours : 15</b>	<ul style="list-style-type: none"> <li>• Meaning, concept and nature of different kinds of writings and writing styles.</li> <li>• Meaning, concept and need of academic writing.</li> <li>• Essential requirements of academic writing &amp; distinguishing a good academic writing from others.</li> <li>• Meaning, type, refer and analysis of academic sources.</li> <li>• Meaning, concept and style of citeing a source, paraphrase and acknowledging the source &amp; editing one's own writing.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Workshop on academic writing skill.</li> <li>• Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.</li> <li>• Write a paragraph on any topic of your interest, then acknowledge the source &amp; edit one's own writing. Prepare a report on the entire programmme.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<ul style="list-style-type: none"> <li>• Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation &amp; text selection, academic articles.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a Programme on SMS case writing and documentation.</li> <li>• Attend a seminar/workshop or conference and write a report on entire programme.</li> <li>• Workshop on e-mail drafting.</li> </ul>																											
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<ul style="list-style-type: none"> <li>• Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a programme on reflective thinking and negotiation skill and conduct it in school.</li> <li>• Prepare your resume/effective profile for an interview.</li> </ul> <p><b>Note: - Mode of transaction of this course will be workshop.</b></p>																											
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>																												
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																											
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Viva Voce</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																										
1	Monthly Test	20X3 Test = 60																										
2	Presentation	10																										
3	Group Discussion	10																										
4	Debate	10																										
5	Participation and Presentation in Seminar	10																										
6	Report Writing	10																										
7	Content Review Writing	10																										
8	Viva Voce	10																										

	<table border="1"> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
9	Blog Writing	10																				
10	Attendance	10																				
11	Co-curricular Activity	10																				
Percentage	Marks Allotted																					
75% to 80%	02																					
81% to 85%	04																					
86% to 90%	06																					
91% to 95%	08																					
Above 96%	10																					
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																					
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>																					
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• <a href="https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#">https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#</a></li> <li>• <a href="https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf">https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf</a></li> <li>• <a href="https://ncte.gov.in/Website/Index.aspx">https://ncte.gov.in/Website/Index.aspx</a></li> <li>• <a href="https://www.ngu.ac.in/">https://www.ngu.ac.in/</a></li> <li>• <a href="http://www.ncert.nic.in/">http://www.ncert.nic.in/</a></li> <li>• <a href="https://www.scribd.com/">https://www.scribd.com/</a></li> <li>• <a href="https://www.ngu.ac.in/HandBook.aspx">https://www.ngu.ac.in/HandBook.aspx</a></li> </ul>																					

<b>M.A.(Education) Semester : III</b>			
<b>Course code: MAED-307</b>		Course type: Core	
Course Title :Internship in School (Course-7)			
<b>Credit</b>	4	Hours	4HR /Week
<b>Max. Marks:</b>	100	Min. Pass Marks:	50
<b>Attendance eligibility</b> 90 percent in respective semester			
<b>Learning outcomes:- After completion the internship, students will be able-</b>			
<ul style="list-style-type: none"> <li>• To experience and understand the academic and social climate of school as social Institution.</li> <li>• To observe and drive the developmental need of students.</li> <li>• To identify and workout practical solution of different type of problems.</li> <li>• Develop teaching competence through practice teaching and social modeling</li> </ul>			
<b>ACTIVITY</b>			<b>MARKS</b>
A journal by the student in which he/she records one's experiences, observations, and reflections during internship.			<b>10</b>
Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.			<b>10</b>
<b>These two activities mention above are mandatory for all and Select any two activity from each group given below:</b>			
<b>Activity Group A</b>		<b>Marks</b>	
Prepare a report after analysis of private/innovative/ alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.		<b>8</b>	
Working with community based on any project of social welfare. (submission of activity report)		<b>8</b>	
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.		<b>8</b>	
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.		<b>8</b>	
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process		<b>8</b>	
<b>Activity Group B</b>		<b>Marks</b>	
Preparing a suggested comprehensive plan of action for some aspects of school improvement		<b>8</b>	
Prepare portfolio, including detailing of teaching-learning plans, resources used, Assessment tools, student observations and records.		<b>8</b>	
Analysis of text book from peace perspective		<b>8</b>	
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.		<b>8</b>	
Analyze any one course curriculum /text book in the light		<b>8</b>	

of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/Link school knowledge in different subjects and children's everyday experiences.		
<b>Activity Group C</b>	<b>Marks</b>	
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	8	
Learning achievement surveys (baseline, Monthly term and end term) would be made to track children's performance over the period.	8	
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	8	
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	8	
<b>Activity Group D</b>	<b>Marks</b>	
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	8	
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	8	
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	8	
Conduct a programme in school with/in association of local artisans/workmen in school activities.	8	
<b>Activity Group E</b>	<b>Marks</b>	
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.	8	
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.	8	
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	8	
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be under taken in education and allied areas.	8	

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>
--	--

**Semester –IV**

Course & Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			ESE	CCA	Total			
Course – 1 MAED-401	Core	Curriculum, Pedagogy and assessment	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MAED-402	Elective	Education policy, economics and planning	70	30	<b>100</b>	60	4	3-1-0
Course – 2 c MAED-402 SW	<b>Elective</b>	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	60	4	
MAED-402 SW I	<b>Elective</b>	Strategy planning						
MAED-402 SW II	<b>Elective</b>	Budget preparation						
MAED-402 SW III	<b>Elective</b>	Policy analysis						
Course – 3 MAED-403	Core	Educational management, administration, leadership and planning	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MAED-404	Tool	Dissertation	Practicum 50 + Viva Voce 50		<b>100</b>	60	4	0-0-4
Course – 5 MAED-405	Core	Environmental Studies	35	15	<b>50</b>	30	2	1-1-0
Total			245	205	<b>450</b>	270	18	



<b>M.A.(Education) Semester : IV</b>			
<b>Course code:</b> MAED- 401		Course type: Core	
<b>Course Title :</b> Curriculum, Pedagogy and assessment (Course 1)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To Make Enable to Know About the curriculum theories.</li> <li>TO Understand Pedagogy and Critical Pedagogy.</li> <li>To Make Enable to Know Concept and Theories of Andragogy in Education</li> <li>Get to Know Parameters of Curriculum Evaluation.</li> <li>To Make Enable to Know Assessment in Pedagogy and Andragogy of Education.</li> </ul> <b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to: <ul style="list-style-type: none"> <li>To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.</li> <li>To expertise/ specialize in curriculum theories, models and analysis of syllabus.</li> <li>To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.</li> <li>To understand appropriate text books, syllabus and other curriculum material.</li> <li>To play their role in refining curriculum after understanding curriculum theories and model of evaluation.</li> <li>To develop capabilities of understanding of Pedagogy and Pedagogical Analysis</li> <li>To develop capabilities of understanding Concept of Andragogy in Education.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<u><b>Curriculum Theories</b></u> <ul style="list-style-type: none"> <li>Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.</li> <li>Type of Curriculum in Elementary Level</li> <li>Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.</li> <li>Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul>		
	<b>Assignment:</b> <ul style="list-style-type: none"> <li>Organize a Seminar on Type of Curriculum in Elementary Level .</li> <li>Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Curriculum in India</u></b></p> <ul style="list-style-type: none"> <li>• Critical analysis of curriculum :concept, importance and process</li> <li>• Study of different state curriculum</li> <li>• Difference of curriculum among different type of school</li> <li>• Curriculum and NCERT,SIERT</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Study of difference of curriculum among different type of school and write a Report on it.</li> <li>• Comparative study of status of secondary education in various states.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Pedagogy and Pedagogical Analysis</u></b></p> <ul style="list-style-type: none"> <li>• <i>Pedagogy, Pedagogical Analysis - Concept and Stages.</i></li> <li>• <i>Critical Pedagogy - Meaning, Need and its implications in Teacher Education.</i></li> <li>• <i>Organizing Teaching: Memory Level (Herbartian Model)Understanding Level (Morrison teaching Model), Reflective Level(Bigge and Hunt teaching Model).</i></li> <li>• <i>Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning.</i></li> <li>• <i>Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on the Teaching Model.</li> <li>• Organize a Workshop on Theory of Andragogy.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Assessment in Pedagogy and Andragogy of Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources</i></li> <li>• <i>Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Presentation on any Topic of Course.</li> <li>• Organize a seminar on role of Rubrics in evaluation.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> </ol>

	<p>10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																															
1	Monthly Test	20X3 Test = 60																																															
2	Presentation	10																																															
3	Group Discussion	10																																															
4	Debate	10																																															
5	Participation and Presentation in Seminar	10																																															
6	Report Writing	10																																															
7	Content Review Writing	10																																															
8	Viva Voce	10																																															
9	Blog Writing	10																																															
10	Attendance	10																																															
11	Co-curricular Activity	10																																															
Percentage	Marks Allotted																																																
75% to 80%	02																																																
81% to 85%	04																																																
86% to 90%	06																																																
91% to 95%	08																																																
Above 96%	10																																																
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester																																																
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p>2. Annual Revision</p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>																																																
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>Erickson, H.L. (2002). Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum</li> </ul>																																																

	<p>Framework, NCERT, New Delhi.</p> <ul style="list-style-type: none"> <li>• National Curriculum for Elementary and Secondary Education (1998) - New Delhi: A Framework, NCERT.</li> <li>• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.</li> <li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.</li> <li>• Hamilton (1989) in Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.</li> <li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.</li> <li>• Smith, M. K. (2000). Curriculum theory and practice the encyclopedia of informal education, <a href="http://www.infed.org/biblio/b-curric.htm">www.infed.org/biblio/b-curric.htm</a>.</li> <li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.</li> <li>• Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education-Washington DC- 53(2)</li> </ul>
--	---

<b>M.A.(Education) Semester : IV</b>			
<b>Course code: MAED-402</b>	Course type: Core		
<b>Course Title : Education policy, economics and planning (Course-2)</b>			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continuous &amp; Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To Understand the Principles, Techniques and approaches of Educational Planning</li> <li>• To Understand the of Secondary Education</li> <li>• Make enable to Know about Vision and Mission of Secondary Education</li> <li>• Make enable to Know about Educational Finance</li> <li>• Make enable to Know about problems and issues of Educational Finance</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course the student- teachers will be able to:-			
<ul style="list-style-type: none"> <li>• To reflect on financial sources and funding mechanism of elementary education at various levels.</li> <li>• Understand economics of education and relation between education and economics.</li> <li>• To implement their knowledge about school finance and budget in real social or professional life.</li> <li>• Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.</li> <li>• Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.</li> <li>• Help them determine and implement objectives of planning on the basis of individual needs of the students.</li> <li>• Develop in them the skills in planning and implementing conventional administrative procedures.</li> <li>• Acquaint the students with the relationship between the financial support of education and quality of education,</li> <li>• Develop familiarities with various sources of financing in India;</li> <li>• Develop in them the understanding of school accounting and developing skill in school budgeting;</li> <li>• Develop appreciation of the financial problems of educational administration;</li> <li>• Enable the students to locate human and material resources and utilize them to the maximum benefit for education</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b><u>Principles, Techniques and approaches of Educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Guiding principles of educational planning</li> <li>• Methods and techniques of educational planning.</li> <li>• Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach</li> <li>• Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.</li> <li>• Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Educational Finance</u></b></p> <ul style="list-style-type: none"> <li>• Need, Significance ,Principles and Concept of Educational Finance.</li> <li>• Educational Financing in India: Historical Perspective</li> <li>• Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.</li> <li>• Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Listing the numbers of secondary /senior secondary schools in your district/town/city and numbers students of the standard of that area. Analyse the demand and supply of resources and school at the level.</li> <li>• What nations/state stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the financial determinants of high or low percentages? What changes appear to be likely in the next few years?</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Policies &amp; Programs of Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• District elementary education programme-goals and strategies.</li> <li>• SAMSA &amp; RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.</li> <li>• Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.</li> <li>• Critical Analysis of Research Studies on programs and policies related to elementary education.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Economics of Education</u></b></p> <ul style="list-style-type: none"> <li>• Concept of Economics and Education &amp; Economics of Education.</li> <li>• Meaning, Nature &amp; Area of Economics of Education.</li> <li>• Relation between Economics and Education.</li> <li>• Relation among Economics, Economics of Education &amp; Education contribution to Economics.</li> <li>• Basic Education of Mahatma Gandhi</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse similarities &amp; differences of thoughts of Indian &amp; western economists on economics of education.</li> <li>• Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</b></p> <p><b>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</b></p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p><b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b></p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="552 322 1273 546"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Percentage	Marks Allotted												
75% to 80%	02												
81% to 85%	04												
86% to 90%	06												
91% to 95%	08												
Above 96%	10												
<p><b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b></p>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>												
<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>3. Annual Revision</b></p> <p><b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>												
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• Blaug. Mark (1972). An Introduction to Economics of Education, Penguin. Cohn E and T: Allen Lane, London.</li> <li>• Gaske (1989). Economics of Education. London: Pregamon Press.</li> <li>• Mehrotra, Santosh (2006). The Economics of Elementary Education in India, The Challenge of public finance private provision and household costs. Sage publication: New Delhi.</li> <li>• National Curriculum Framework (NCF)-2005 NCERT, New Delhi.</li> <li>• Rao, V.K. (2007): Universatisation of Elementary Education. New Delhi: Indian Publishers.</li> <li>• Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.</li> </ul>												



**Swayam course on any one topic**

**Swayam course on any sub theme  
Elementary level/Secondary level**

Strategy Planning  
Budget Preparation  
Policy Analysis

MAED-402 SW I  
MAED-402 SW II  
MAED-402 SW III

<b>M.A.(Education) Semester : IV</b>			
<b>Course code: MAED-403</b>		Course type: Core	
<b>Course Title : Educational Management, Administration and Leadership (Course– 3)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To know about Planning &amp; school management.</li> <li>• To Know about Management of Secondary Education.</li> <li>• Make to Know about Planning &amp; school management.</li> <li>• Make to Know about planning at central, state and local levels.</li> <li>• To Know about problems of educational Planning .</li> <li>• To Know about Educational planning for qualitative improvement.</li> <li>• Make to Know about Educational expenditure &amp; planning.</li> <li>• Make enable to Know about School Administration.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:-			
<ul style="list-style-type: none"> <li>• To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.</li> <li>• To help them determine and implement objectives of planning on the basis of individual needs of the students.</li> <li>• To develop in them the skills in planning and implementing conventional administrative procedures.</li> <li>• To develop an insight into the perspectives of management in the light of practices in education.</li> <li>• To recognize the importance of Educational Resources and their effective management for quality education,</li> <li>• To understand structure and system of administration at national state and local level.</li> <li>• To understand the division of authorities among employees.</li> <li>• To play their active role to enhance school community relationship</li> <li>• To understand and implement the concept and various types of educational management and administration in the field.</li> <li>• To equip with the leadership skills needed to emerge as Leaders.</li> <li>• Understand school leadership and build a vision for change and improvement</li> <li>• To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b><u>Concept, need and process of Educational Management</u></b></p> <ul style="list-style-type: none"> <li>• Concept, scope and nature of Educational management</li> <li>• Need and importance of Educational management</li> <li>• Types of Educational management</li> <li>• Process of Educational management in various type schools in India.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central &amp; state Govt. for secondary Education prepare a report of entire activity.</li> <li>• Review research on educational management or management of secondary education which are used in other countries but not in India.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>School Management</u></b></p> <ul style="list-style-type: none"> <li>• Planning, site &amp; location- Design and Dimension, Equipment and infrastructure required for schools.</li> <li>• Student teacher ratio, profession development programme for teachers.</li> <li>• Managing committee: - Role, Constitution and functions</li> <li>• Inspecting offices; Role, Duties, and functions.</li> <li>• PTA- Need, Importance, formation and contributions</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collect data from relevant sources on student &amp; teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.</li> <li>• Make a comparative study of PTA of any one Govt and private school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>School Administration</u></b></p> <ul style="list-style-type: none"> <li>• Need for school administration, objectives, and Influencing factors.</li> <li>• Main changing concept and scope of school administration, role and responsibilities of the principal &amp; Teacher (with special reference to free and compulsory act)</li> <li>• Organization of secondary school – Meaning, type and its impact on shaping school performance.</li> <li>• SMC and school administration</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).</li> <li>• Prepare a report on role and responsibilities of the principal &amp; Teachers (with special reference to free and compulsory act)</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Academic Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need Importance and Nature of Academic Leadership in school Education.</li> <li>• Meaning, Need and Importance to shift from management of schools to Leadership of school.</li> <li>• Role and responsibilities of leadership ( in reference to RTE &amp; CCE)</li> <li>• Component and characteristics of high quality school leadership.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.</li> <li>• Orientation cum workshop on any topic related to nature of leadership.</li> <li>• Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</b></p> <p><b>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in</b></p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p>more than 3 components in a respective course.  <b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b>  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Percentage	Marks Allotted												
75% to 80%	02												
81% to 85%	04												
86% to 90%	06												
91% to 95%	08												
Above 96%	10												
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester												
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>4. Annual Revision</b>  <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>												
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• शुक्ला, पी.एस (2016) शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।</li> <li>• माथुर, पी.के. (2016) शैक्षिक नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।</li> <li>• पूनम मदन एवं शुक्ल, पी.एस (2016) शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।</li> <li>• Hanson, A. H. (1966) The Process of Planning: A Study of India's five year Plans (1950-1964) London: Oxford University Press.</li> <li>• Schultz, T. W. (1960) Education and Economic Growth, University of Chicago.</li> </ul>												

<b>M.A.(Education) Semester : IV</b>			
<b>Course code: MAED-404</b>		Course type: Tool	
<b>Course Title : Dissertation (Course – 4)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	50	Min. Pass Marks:	25
<b>Attendance eligibility</b>	80 percent in respective semester		
<ul style="list-style-type: none"> <li>• Result, Conclusion and Findings.</li> <li>• Bibliography and Abstract.</li> <li>• Solution must be implemented in the school and justified the result.</li> <li>• Report Writing.</li> <li>• Final Viva voice of the Dissertation.</li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b>		
	<ul style="list-style-type: none"> <li>• <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></li> </ul>		

<b>M.A.(Education) Semester : IV</b>			
<b>Course code: MAED-405</b>		Course type: Core	
<b>Course Title : Environmental studies (Course– 5)</b>			
<b>Credit</b>	2	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	Min. Pass Marks:	20
<b>Theory Examination</b>	25	Min. Pass Marks:	10
<b>Continuous &amp; Comprehensive Assesment (CCA)</b>	15	Min. Pass Marks:	6
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To get enable to know about historical background of Environmental education.</li> <li>• Make enable to know concept and structure of Eco-system.</li> <li>• To know about Biodiversity.</li> <li>• To make aware about current environment issues.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• To understand background of EVS as a composite area of study that draws upon the science, social science and enviroins mental education.</li> <li>• To develop understanding about various ecosystems and biodiversity.</li> <li>• Helping student to develop the ability to plan comprehensive units for environmental management and conservation.</li> <li>• Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.</li> <li>• To analyze and understand environment concerns through the process of inquiry.</li> <li>• To develop a sense of awareness about the environment hazards and its causes and remedies.</li> <li>• Understand natural history of virus transmission, prevention and diagnostics.</li> <li>• Develop an understanding clinical characterization of virus.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<b><u>Introduction to Environmental Studies</u></b>		
	<ul style="list-style-type: none"> <li>• Environmental studies: Historical background, concept, Nature and scope of EVS</li> <li>• Natural and social environment: concept, its components, and relationship, man &amp; Environment, man on environment.</li> <li>• Disciplinary and Multidisciplinary approach of EVS.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.</li> <li>• Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.</li> <li>• Conduct awareness campaigning for plantation of <i>Tulsi</i>, <i>Neem</i>, and <i>Khejri</i> etc.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Eco-systems</u></b></p> <ul style="list-style-type: none"> <li>• Concept of an ecosystem.</li> <li>• Structure and function of an ecosystem.</li> <li>• Producers, Consumers and decomposers.</li> <li>• Introduction, types, characteristic features, structure and function of the following ecosystem-</li> <li>• Forest ecosystem.</li> <li>• Grassland ecosystem.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work</li> <li>• Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.</li> <li>• Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class.( Basant Panchmi, hariyali amavasya etc.)</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Biodiversity, Its Conservation</u></b></p> <ul style="list-style-type: none"> <li>• Introduction – Definition: genetic, species and ecosystem diversity.</li> <li>• Value of Biodiversity &amp; Biodiversity at global, National &amp; local levels.</li> <li>• Hot-Spots of Bio-diversity.</li> <li>• Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.</li> <li>• Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in heathy life style the pupil teacher will compile their experiences and draft a report then present it in class.</li> <li>• Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.</li> </ul>



<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Environmental Issues</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept, process, effects and preventive action of Acid rain &amp; Global warming.</li> <li>• Natural &amp; Manmade disasters.</li> <li>• Meaning, concept, Effects and preventive action of</li> <li>• Water pollution.</li> <li>• Air Pollution.</li> <li>• Noise Pollution.</li> <li>• Land or Soil pollution.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an orientation programme in rural / urban school on waste management.</li> <li>• Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">20X3 Test = 60</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Group Discussion</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Debate</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Participation and Presentation in Seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Report Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Content Review Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Viva Voce</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Blog Writing</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Co-curricular Activity</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA</p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10
SR. NO.	CCA: COMPONENT	MAXIMUM MARKS																																			
1	Monthly Test	20X3 Test = 60																																			
2	Presentation	10																																			
3	Group Discussion	10																																			
4	Debate	10																																			
5	Participation and Presentation in Seminar	10																																			
6	Report Writing	10																																			
7	Content Review Writing	10																																			
8	Viva Voce	10																																			
9	Blog Writing	10																																			
10	Attendance	10																																			
11	Co-curricular Activity	10																																			

	<p><b>component. However, the said exemption must not be provided in more than 3 components in a respective course.</b>  <b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b>  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="552 394 1273 618"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
Percentage	Marks Allotted												
75% to 80%	02												
81% to 85%	04												
86% to 90%	06												
91% to 95%	08												
Above 96%	10												
<p><b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b></p>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>												
<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>5. Annual Revision</b>  <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>												
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• Bahuguna, Sundarlal (1996). Dharti ki Pukar. Radhakrishna Publication: Delhi.</li> <li>• Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental studies. New Age International (P) Ltd. Publishers: New Delhi.</li> <li>• Goel, M.K. (2006). Paryavaran Addhyayan. Vinod Pustak Mandir: Agra.</li> <li>• Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics. Seema Press: Varanasi.</li> <li>• Sharma, P.D. (2001).Ecology And Environment. Rajson Printers: New Delhi.</li> <li>• Shukla, C.S. (2007). Paryavaran Shiksha. Alok Prakashan: Lucknow.</li> <li>• Singh, S.K. (2008) Environmental Education and Ethics. Amrit Prakashan: Varanasi.</li> <li>• Singh, S.K. (2010). Fundamentals of Environmental Education.Sharda Pustak Bhawan: Allahabad.</li> <li>• Srivastava, P. (2005). Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy: Bhopal.</li> <li>• NCERT (2004). Environmental Education in Schools. NCERT: New Delhi.</li> <li>• NCERT (2011). Teachers’ Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT: New Delhi.</li> </ul>												