

**MANGALAYATAN UNIVERSITY,
ALIGARH**

**DIRECTORATE OF DISTANCE AND
ONLINE EDUCATION**



PROGRAMME PROJECT REPORT

**MASTER OF ARTS
(EDUCATION) - ONLINE**

2023-24

Introduction

Master of Arts in Education (M.A. Education) through online mode is unique at Mangalayatan University in its commitment to both breadth and depth of knowledge after graduation. Its aim and scope is focused in its approach to preparing a student for higher education as well as for competitive exams. The programme helps students develop specialization in the particular area of Education including ICT enabled study. Increasing numbers of students have become interested in M.A. (Education) program, due to availability of teaching jobs in higher education institutions.

A. Programme's Mission and Objectives

Mission:

- To cater and ensure excellent theoretical and practical training through teaching, counseling, and mentoring with a view to achieve professional and academic excellence.
- To demonstrate competence on academic ingredients from philosophical, psychological, social and scientific perspective.
- To generate, disseminate and preserve knowledge for the benefit and betterment of society.

Objectives:

- To educate and train individuals to understand knowledge structures and paradigms of Education.
- To develop professionals to participate in different areas of Education.
- To preserve the academic ingredients rooted to Indian Culture, heritage and values.

B. Relevance of the Programme with HEI's Missions and Goals

The Master of Arts (Education) programme aims to master the content related to various dimensions of Education discipline with reflective thinking approach. The aim of the programme is to create a community of scholars equipped for participation in educational discourse at various levels. The stakeholder will show scientific temperaments in daily life and understand the moral dimensions of their decisions with responsibility for them including ability to engage in independent and life-long learning.

The goals of OL programme is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. The programme's objectives and goals are on the lines of HEIs vision and Mission.

Vision:

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world, and a desire to grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission:

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.

- To provide the best campus environment to students and faculty with all facilities to nurture their interest.

C. Nature of Prospective Target Group of Learners

The Distance and Online Education at Mangalayatan University (MU) shall target the working professionals as well as those who cannot attend a full-time programme due to constraints. Desirous candidates of Master of Arts (Education) shall have to meet the eligibility norms as follows:

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

D. Appropriateness of Programme to be conducted in OL mode to acquire specific skills and competence

The University has identified the following **Programme Outcomes (PO)** and **Programme Specific Outcomes (PSO)** as acquisition of specific skills and competence in M.A. (Education) Programme.

Programme Outcomes (PO)

1. To implement lifelong learning among learners through self-paced and self-directed learning aimed at personal development and adapting to changing demands of society.
2. To demonstrate specialized field knowledge by integrating knowledge and technology across content areas and will be able to use differing perspectives to engage all learners in critical thinking.
3. To investigate real life questions, to explore and implement classroom inquiry
4. To develop problem-solving, critical thinking, and self-directed learning skills.
5. To equip learners with the knowledge of curriculum construction, evaluation techniques, administration and supervision.
6. To acquaint the knowledge of curricular objectives with emphasis on foundations and evaluation of curriculum in the light of emerging issues and needs of the present scenario.
7. To utilize and generate meaningful research on pedagogical practices, student learning, educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.

Programme Specific Outcomes (PSOs)

- PSO1: Attain a systemic understanding of core concepts, principles and theories along with their applications.
- PSO2: Prepare to develop professionally through lifelong learning, higher education and accept the challenges in research and other creative pursuits in the area of specialization.

The program is divided into four semesters and minimum credit requirement is 72 to get MA – Education degree through OL mode from Mangalayatan University. Minimum time period for acquiring MA –Education degree will be two years and maximum time (extended) period is four years.

Semester-I						
S.No.	Course Code	Course Name	Credit	Continuo us Assesse nt Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	

1	MAE-101	Philosophical Foundation of Education	4	30	70	100
2	MAE-102	Psychological Foundation of Education	4	30	70	100
3	MAE-103	Methodology in Educational Research	4	30	70	100
4	MAE-104	Teacher Education-I	4	30	70	100
Total			16	120	280	400

Semester-II

S.No	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAE-201	Sociological Foundation of Education	4	30	70	100
2	MAE-202	Advance Educational Psychology	4	30	70	100
3	MAE-203	Methodology in Educational Statistics	4	30	70	100
4	MAE-204	Teacher Education-II	4	30	70	100
Total			16	120	280	400

Semester-III

S.No	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAE-301	Educational Administration and Management	4	30	70	100
2	MAE-302	Educational Technology	4	30	70	100
3	MAE-306	Practical & Field Study	4	0	100	100
4	Elective Related to School Subject Pedagogy (any one)		4	30	70	100
	MAE-303	Social Science in Education				
	MAE-304	Science Education				
	MAE-305	Language Education				

Total	16	90	310	400
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Practical & Field Study (MAE-306)

S. No.	Practical & Field Study	Marks
1	Dissertation- Selection of Topic Design presentation of synopsis	30
2	Practice teaching Observation	20
3	Extension/ Community Work	10
4	Seminar on Comprehensive Issues	20
5	Paper Presentation	20
	Total	100

Semester-IV						
S.No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max.Marks	Max.Marks	
1	MAE-401	Educational Measurement & Evaluation	4	30	70	100
2	MAE-402	Special Education	4	30	70	100
3	MAE-408	Dissertation and Viva Voce	8	60	140	200
4	Elective Group A (Candidate has to Choose one)		4	30	70	100
	MAE-403	Computer Education				
	MAE-404	Educational and Vocational Guidance				
5	Elective Group B (Candidate has to choose one)		4	30	70	100
	MAE-405	Information Communication Technology and Education				
	MAE-406	Environmental & Population Education				
	MAE-407	Yoga Education				
Total			24	180	420	600

MOOCS

The University shall give flexibility in opting for MOOC (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Mangalayatan University in consultation with contents experts and the same will be forwarded to CIQA and Board of Studies/Academic Council/ Executive Council for further suggestions and approval.

Faculty and Support Staff

The University has identified the requisite faculty and support staff as mandated by the UGC and formally they shall be allocated the required positions from amongst the existing faculty exclusively for OL mode and fresh appointments as per requirement, shall be initiated for which Letter of Intent have been issued to the prospective faculty and staff. The course material prepared by this university will be on par with any open university/Distance education centre in the country.

Delivery Mechanism

The Online Learning (OL) of MU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in OL of MU is different from that of the conventional/regular programs. Our ODL & OL system is more learner-oriented and the learner is an active participant in the teaching-learning process. OL of MU academic delivery system comprises:

The Online learning at Mangalayatan University shall have the four quadrant approach as per the UGC (Credit Framework for Online learning courses through SWAYAM) Regulations, 2016. The University shells provide (1) Video Lectures (2) Specially developed self-learning material in the digital format (e – content), that can be downloaded. (3) Online live discussion for clarifying doubts and (4) Time to time online tests and assignments to test the understanding of the learners.

A. Study Material –

The study material in digital format (e – content) of the programme shall be supplied to the students unit - wise for every course.

B. Video Lectures –

The Video lectures as prescribed by the UGC Regulation shall be made available on the LMS portal of the University.

C. Online Counselling Sessions

The online counselling sessions shall be scheduled beforehand by the Subject Coordinator and informed to the learners. There shall be 6 online counselling sessions / contact classes of 2 hours each for a 4 credit course, held on Saturdays and Sundays. In case of 2 credits course there shall be 4 sessions of 2 hours each and in case of 6 credits course there shall be 8 sessions of 2 hours each.

D. Medium of Instruction

Medium of Course Instruction:	English
Medium of Examination:	English

Student Support Systems

The university will appoint programme coordinators, course coordinator and course mentors to facilitate the learners in their learning.

Finally, The university has made appropriate arrangements for various support services including online counselling and resource-oriented-services, evaluation methods for both on and off line modes for easy and smooth services to the students' through online mode.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation

Admission Process

Admission to the M.A. (Education) will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, DDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

- The maximum duration of the M.A. (Education) is Four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

Fee Structure

Name of the Programme	Degree	Duration	Total Fees (All Inclusive)			Total Fees (All Inclusive)		
			Indian Nationals			Foreign Nationals (\$)		
Master of Arts (Education)	PG	2 to 4 Years	Semester	Full Year	Total	Semester	Full Year	Total
			9500	19000	38000	290	580	1160

Activity Schedule

S.NO.	Name of the Activity	Tentative months schedule(specify months) during year			
		From(Month)	To (Month)	From(Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact programmes (counselling, practicals, etc.)	Sep	Nov	Mar	May

Credit System

MU, DDOE proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours, 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Programme	Credits	Name of the Programme	Level of the Programme
2 to 4Yrs	72	M.A. (Education)	Post- Graduation

Evaluation System

Assignments

Online Education learners have to depend much on self-study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components:

- A. Continuous Evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Programme Co-ordinator of the DDOE.
- B. Term-end examination (weightage 70%):** Proctored online examination will be held twice every year in the months of June and December. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.mangalayatan.in/) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

G. Laboratory Support and Library Resources

The library of Mangalayatan University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation.

The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Directorate of Distance Education of Mangalayatan University has initiated the process of setting up a dedicated Library for ODL / OL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service on board (90.4 FM). We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the Programme and the Provisions

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self-study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

a) SLM Development and Distribution	:	20%
b) Postal Expense	:	10%
c) Salary and other Administrative expenses	:	60%
d) Future development	:	10%

Once programmes are operational, fee receipt from the programme's budget to be planed as per the guidelines of University Grants Commission.

I. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programme of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.

- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme (s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (Education) Programme at Mangalayatan University in OL mode, student will exhibit understanding in areas of philosophical, sociological, and psychological foundations of education to endorse reflective & critical thinking, social efficiencies & competencies, analytical reasoning & problem-solving ability. After completion of M.A. (Education) Programme, student will exhibit the essential knowledge of curricular framework and design and shall be able to apply this knowledge in curricular evaluation and reconstruction.

3. Detailed Syllabus

SEMESTER – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION (MAE-101)

CREDITS : 4

Objectives:

1. To enable the student to understand the philosophical and sociological origins of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumptions about educational phenomena.
3. To help the student to develop a philosophical and sociological outlook towards educational problems.
4. Critical appraisal of contributions made to education by prominent educational thinkers

Content of Paper:

UNIT-I

Philosophy – meaning, need, its Nature and functions.

Philosophy of Education – meaning & scope

Nature of Philosophy of Education: A directive Discipline, Liberal Discipline, An activity

Functions of Philosophy of Education : Speculative, Analytic ,Normative

Understanding Nature & Functions of Philosophy with respect to aspects : like Aims and Objectives, Methods of Teaching.

Curriculum, Text Book, Teacher-Pupil Relationship, Discipline, Methods of Evaluation

UNIT- II

Western Schools: Idealism, Realism, Naturalism, Pragmatism and Existentialism:

concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

Indian Schools: Vedanta, Buddhism, Jainism and Islam: concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

UNIT-III

Educational thoughts and practices made by great thinkers like Vivekananda, Tagore, Gandhi and Sri Aurobindo and critical appreciation of their contribution with reference to their views on:

Concept of Man and his Development

Socio-cultural scenario, a global perspective.

UNIT- IV

Metaphysics and Education

Epistemology and Education

Axiology and Education

Meaning, Nature , limitations , significance and impact on aspects of education like Aims and Objectives, Methods of Teaching, Curriculum, Text Book, Teacher-Pupil Relationship, Discipline, methods of evaluation with reference to various Indian and western school.

UNIT-V

Educational thoughts and practices made by great thinkers like Plato, John Dewey, Kant and critical appreciation of their contribution with reference to their views on:

Concept of Man and his Development, Socio-cultural scenario, a global perspective.

Practicum: (any one)

Identifying the educational problems of socially deprived students and preparing and implementing a compensatory programme for them.

Reflective writing, in about 1000 words, on educational thoughts of any one educationist not included in curriculum.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (MAE-102)

Objectives:

CREDITS: 4

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits

Content:

UNIT-I

Educational Psychology : Concept, concerns and scope of educational psychology, contribution of psychology to education.

UNIT-II

Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.

Theories of Piaget and Bruner – major concepts and stages and implications for education.

Indian theory of Psychological Development.

UNIT- III

Learning : Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning. Educational implications of the view points on learning.

UNIT- IV

Group Dynamics: Group process, interpersonal relations, sociometry grouping, Social- Emotional climate of the classroom and influence of teacher characteristics.

UNIT – V

Individual Difference: Concept of intra and inter differences:

Intelligence and cognitive abilities, identification fostering

Creativity – Nature, Process, Identification, fostering and Guiding creative children.

Interests, attitude and values

Adjustment of teaching – learning process to suit individual differences – learning styles and teaching strategies.

Practicum (any one)

Preparing a lesson plan incorporating the various psychological principles

Administering any one psychological test to 5 peers and writing a report.

METHODOLOGY OF EDUCATIONAL RESEARCH (MAE-103)

Objectives of Paper:

CREDITS: 4

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
2. The characteristics of philosophical, psychological and sociological researches in education.
3. The different strategies of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling
6. The various types of tools of data collection.

Content:

UNIT- I

Nature of Research, knowledge and Inquiry.

Scientific inquiry, scientific method, nature and sources of knowledge.

Paradigm, theory, model and approach; positivist and non-positivist (humanities)
Paradigms and their implications for educational research.

UNIT –II

Philosophical, psychological and sociological orientation in educational research.
Interdisciplinary in educational research and its implications.

UNIT - III

Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic;
Documentary-analysis.
Evaluative Research and Action Research

UNIT- IV

Problem and its sources; Selection and Definition of problem.
Objectives – primary, secondary and concomitant
Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis;
directional and non-directional hypothesis.

UNIT -V

Observation; Interview; Socio-metric techniques.
Questionnaire, Rating scales; Interview schedules Attitude scales etc. Reliability and validity of various tools and techniques.

PRACTICUM (any one):

Development of a research proposal for M.Ed. Dissertation and its seminar– presentation.
Construction of one tool of data collection.

TEACHER EDUCATION (MAE-104)

Objectives:

CREDITS:4

1. Understand the philosophical foundation of teacher education.
2. Acquaint with aims, objectives, structure and curriculum of teacher education.
3. Trace the development of teacher education in India & West.
4. Understand the thinking process of a teacher.
5. Become acquainted with managerial aspects of various Practical's in teacher education.

Content:

UNIT-I

Concept, Aims and General objectives of Teacher Education
Objectives of Teacher Education at various Levels
Schools of Philosophy, Psychology and their Implications for Teacher Education:

Behaviorist

Humanistic

Constructivist

System Approach

Ethics of shaping another Person's Behavior

UNIT-II

History of Teacher Education in West and India: Qualitative and quantitative growth
Reports of National Commissions on Education - (with reference to Teacher Education only)
Reports of International Commissions on Education - (with reference to Teacher Education only)

Agencies of Teacher Education, their functions and role with reference to NCTE, UGC, NAAC, NCERT, SCERT, University Faculty of Education, Academic Staff Colleges, Open Universities.

UNIT-III

Pre-service and In-service Teacher Education: Meaning, rationale, need.

Structure and content of Pre-service and In-service Teacher Education at various levels.

General Components: Theory, Practical activities, Laboratory experiences, Practice

Teaching, Field Experiences and Internal assessment: Nature, need, interrelations , constraints and quality management.

UNIT-IV

Contexts of Becoming a Teacher:

Personal Context

Teacher Educator's Context

Client Context

Research Context

Teacher Professionalism – Roles, Attitudes, Values, Job Satisfaction

Role of Teacher Education in shaping the behavior

Teacher and Professionalizing a Teacher

Role of In service Teacher Education in shaping the teachers behavior and professionalizing a teacher

UNIT-V

Fundamental and applied researches in Teacher Education in India and in other countries

Areas of researches: Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness, classroom processes, teacher competencies & Values.

Practicum (any one)

Prepare a tool for observation or measurement of any one field activity like practice teaching, internship etc.

Critical analysis of curriculum of teacher education program at various level.

SEMESTER – II
SOCIOLOGICAL FOUNDATIONS OF EDUCATION (MAE-201)

Objective:

Credits: 4

1. To make them familiar with the prevailing cultural diversity and conflict as well as the role of education for a composite culture in India.
2. To Orient them in the Concept, Features, Policies and Strategies for Multicultural Education.
3. To acquaint them with the meaning, scope, process and theories of social change.
4. To help them understand various processes of social change in India.
5. To make them aware about the differences and relationship between social change and cultural change.
6. To develop among them the understanding of the relationship between social change and education.
7. To acquaint them about the limitations of education in the process of social change as well as limitations of social change in India.
8. To make them familiar and aware about the impact of Science, Technology, Industrialization, Urbanization and Modernization on Education.

UNIT-I

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education.

Education-as social sub-system-specific characteristics.

Social Process like Socialization, Stratification, Social Change, social mobility; their meaning, nature, role, constraints and relation to education

UNIT-II

Emerging trends in society, their meaning, nature, scope and impact on education regarding aims of education, curriculum, role of teacher, student teacher relations, Methods of teaching and Evaluation.

Emerging Trends:

Knowledge Society, Education for Sustainable Development, Liberalization, Privatization, Globalization, Multicultural Society & Open and Distance Education

UNIT-III

Women Empowerment through Education : Gender Disparities, Women empowerment – need & Role of Education

Education in multicultural society.

Parent Education: Meaning, need and scope, Parent-Teacher Associations & their functions, main features of Parent Education Programmes.

UNIT-IV

Impact of Individualism

Impact of Fascism

Impact of communism

Philosophy of Emerging Indian Society and Education: Meaning and Characteristics of Democracy, Socialism and Secularism and Role of Education with reference to them

UNIT-V

Education and Family

Education and Schooling

Education and Peer group

Education and culture in general

Education and religion, Caste, Gender, Class

Education for Weaker Sections

PRACTICUM (ANY ONE)

Write your statement of Educational Philosophy in 500 words

Conduct a survey regarding educational issues of your locality References:

ADVANCE EDUCATIONAL PSYCHOLOGY (MAE-202)

OBJECTIVES:

CREDITS:4

1. To acquaint the students about various theories of personality and their educational implications.
2. To develop adjustment & mental health so as to improve teaching.
3. To familiarize the students with identification, characteristics and education of exceptional children.

UNIT-I

Personality: Concept, development, structure and dynamics of personality
Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson;
Behavioural approach – Miller, Dollard and Bandura, Humanistic approach – Rogers,
Maslow

UNIT-II

Exceptional Children II: Identification, Characteristics and Education of Creative and Learning Disabled Children.

UNIT-III

Assessment of Personality – Techniques:
Personality inventories – rating scales
Projective techniques :Rorschach, TAT

UNIT-IV

Adjustment and Mental Health:
Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
Introduction to common forms of neuroses, psychosis and somatic disorders
Principles of mental hygiene – preventive, constructive, curative measures,
Implications for education

Practicum: (any one)

Prepare two case studies regarding various factors of personality
Organize a programme for mental health and report the outcomes

METHODOLOGY IN EDUCATIONAL STATISTICS (MAE-203)

OBJECTIVES:

CREDITS: 4

1. Students will be able to distinguish between Internal Validity and External Validity.
2. Students will be able to discriminate between Parametric and Non Parametric Statistical Techniques.
3. Students will be able to select appropriate method of computing Correlation and interpret the Coefficient of Correlation.
4. Students will be able to write the Thesis/Dissertation in a systematic way.

UNIT-I

Nature of educational data : Quantitative and Qualitative data.

Qualitative data : its analysis with emphasis on content analysis; analysis of interview based data and observation based data.

Quantitative data : Scales of measurement : nominal, ordinal, interval, Ratio.

Organization and representation : Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

UNIT-II

Concept, calculation and uses of : Measures of central tendencies:

Measures of variability.

Percentiles and Percentile Ranks.

Correlations, Regression equations

Properties and uses of normal distribution

UNIT-III

Standard errors, Confidence limits

Hypothesis testing difference between means, Correlations, Cross breaks (Chi-square), ANOVA

Application of statistical tests and their interpretation

UNIT-IV

Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT-V

Research report: sections (Preliminary part, main body, reference section)

Skills of writing research report:

Evaluation of Research: Criteria and types and types of research.

Practicum: (any one)

Review of two published research papers; one quantitative and the other qualitative.

Evaluation of an M.Ed. or an M.Phil. Dissertation.

TEACHER EDUCATION-I (MAE-204)

Objectives:

Credits:4

1. To enable the student to:
2. Understand the philosophical foundation of teacher education.
3. Acquaint with aims, objectives, structure and curriculum of teacher education.
4. Trace the development of teacher education in India & West.
5. Understand the thinking process of a teacher.
6. Become acquainted with managerial aspects of various Practicals in teacher education.

UNIT-I

Concept of Teaching & Learning
Relationship among Learning, Teaching and Teacher Education
3 Ps in Teaching – Perception, Planning and Performance
Principles of planning, guiding for planning and procedure of feed back
Teacher Thought process and Decision making

UNIT-II

Demonstrations
Experimentation
Practice teaching and observations
Significance and Supervision of Practice teaching
Internship
Relationship of College of Education with Co-operating Schools

UNIT-III

Internal Assessment
Aspect of Internal Assessment
Weight age for Internal assessment
New techniques of Evaluation
External Evaluation
Practice Teaching – Final Lesson
Theory papers

UNIT-IV

Teacher Education in the context of 21st century and Current issues in Teacher Education
Preparing teachers for special schools and inclusive education
Modification of teacher behaviour and teacher characteristics
Technological, Managerial, Pedagogical Trends in Teacher Education.

UNIT-V

Professional organizations for various levels of teacher-types and their role & functions
Performance appraisal of teacher educator, Code of conduct and ethics of teacher education profession. Faculty improvement programme for teacher Education.

Practicum: (any one)

Organize a work shop/ seminar on any theme related to teacher education
Make a case study of a teacher education college.

SEMESTER – III

EDUCATIONAL ADMINISTRATION AND MANAGEMENT (MAE-301)

Objectives of Paper:

Credits: 4

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

Content:

UNIT-I

Educational Management: Concept, Nature, importance
Trends in management (concept, Nature and importance)
Human Resource Management
Performance Appraisal
Time Management

UNIT-II

Development of Modern Concept of Educational Administration from 1900 to Present- day,
Taylorism
Administration as a process
Administration as a bureaucracy
Meeting the Psychological needs of employees, systems approach
Administration such as (a) Decision making, (b) PERT,

UNIT-III

Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU
(Genesis, objectives, functions and role)
Management of Schools : Role of headmaster in planning of school activities
Staff development programmes
Role of teachers in school management and administration

UNIT-IV

Planning, Meaning and Nature
Perspective Planning & Institutional Planning
Approaches to Educational Management
Concept of Organization, Organization theory, Concept of Organizational structure, Factors
affecting organizational structure
Leadership: Meaning and Nature of Leadership theories of Leadership
Styles of Leadership
Measurements of Leadership

Unit-V

Meaning and Nature: Supervision as service activity, Supervision as a process
Supervision as functions, Supervision as educational leadership, Modern supervision
Functions of supervision, Planning the supervisory programme
Organizing supervisory programme, Implementing supervisory programme

EDUCATION TECHNOLOGY (MAE-302)

Objectives:

Credits: 4

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource

UNIT-I

Meaning, Nature, Scope and Significance of E.T.
Components of E.T.: Software & hardware.
Educational Technology and Instructional technology.
systems approach in educational technology and its characteristics

UNIT-II

Communication and Instruction: Theory, concept, nature, process, components, types and barriers, Classroom communication: (Verbal- Nonverbal), Mass media approach in educational Technology. Designing instructional system. Formulation of instructional objectives. Task analysis. Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT-III

Stages of teaching- pre-active, interactive and post-active
Teaching at different levels-memory, understanding and reflective
Modification of teaching behaviour : Microteaching, Flander's Interaction Analysis, simulation.
Models of Teaching: meaning, nature, functions and types (Psychological models and modern models of teaching.
Teaching strategies: meaning, Nature, functions and types like lecturing, questioning, presentation etc.
Modalities of Teaching-difference between teaching and instruction.
Conditioning and training

UNIT-IV

Programmed instruction (linear/branching model) - Origin and types – linear and branching.
Development of the programmed instruction material
Teaching machines
Computer Assisted Instruction
Researches in Educational Technology
Future priorities in Educational Technology

UNIT-V

Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology. Emerging trends in Educational Technology, Videotape, Radio-vision, Tele- conferencing, CCTV, CAI, INSAT – Problems of New Technologies. Evaluation and Educational Technology. Resource Centres for Educational Technology, CIET, UGG, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning.

ELECTIVE RELATED TO SCHOOL SUBJECT PEDAGOGY (Selected any one paper from MAE-203 to MAE-305)

SOCIAL SCIENCE IN EDUCATION (MAE-303)

Objectives:

Credits: 4

1. To enhance the learners' understanding of new perspectives in Social Sciences education by developing a world view of the practices in the area.
2. To acquaint the learner with the latest educational thinking about Social Sciences education.
3. To develop the skills needed for the devising Social Sciences curriculum for schools and for developing support materials and literature for curriculum transaction.
4. To develop the ability and skills for evaluating the range of outcomes in Social Sciences education.
5. To use of research findings in Social Sciences education for improving practices related to Social Sciences education.

Content:

UNIT-I

Meaning, Nature, Characteristics and Limitations of Social Sciences Philosophy of Social Sciences, Social Sciences Education: Concept, Need and Scope and aims. Subjects studied under social sciences like Economics, Geography, Civics and History: their significance, nature and interrelations. Interdisciplinary Nature of Social Sciences
Psychological , Sociological foundations of Social sciences Education

UNIT-II

Aims & Objectives of Social Sciences Education at Primary, Secondary and Higher Education level
Pedagogical principles of Social Sciences teaching, Methods, models and strategies for teaching of General and Specific Social Sciences.
Innovative Teaching Social Sciences: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, CAI, multimedia approach.

UNIT-III

Structure of General Social Sciences as a Subject of Study
Curriculum & Text books of Social Sciences at School Level with reference to Content Cum Methodology
Content Analysis and Content Enrichment of Social Sciences at School level

Co curricular activities for value addition of Social Sciences Education

Evaluation of Social Sciences learning related to cognitive, affective and psychomotor domain:
tools and techniques

UNIT-IV

Curriculum of Social Sciences Methodology in teacher education program at various level

Practice teaching, lesson guidance and supervision of Social Sciences teaching

Behavior modification of student teacher as a Social

Sciences teacher: Inculcation of skills, methods and attitude

Qualities of Social Sciences teacher- cognitive, affective and Psychomotor

UNIT-V

Research in Social Sciences Education: Need & Importance

Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation
and teachers of Social Sciences at School Level

Present status of evaluation of Social Sciences teaching.

Institutions/Organisations Involved in Social Sciences Education & Research: NCERT,
Tata Institute of Fundamental Research, University departments and NGOs.

PRACTICALS: (any one)

Planning a lesson using any one model of teaching.

Preparation of 20 higher order questions on any one unit of Social Sciences at Upper Primary
and Secondary level.

Review of Minimum five Researches in Social Sciences Education.

Visits to Institutes related to Social Sciences Education.

SCIENCE EDUCATION (MAE-304)

Objectives:

Credits: 4

1. To enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
2. To acquaint the learner with the latest educational thinking about science education.
3. To develop the professional skills needed for practicing modern education including the Scientific listing of behavioral objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
4. To develop the skills needed for the devising science curriculum for schools and for Developing support materials and literature for curriculum transaction.
5. To develop the ability and skills for evaluating the range of outcomes in science education.
6. To use of research findings in science education for improving practices related to science education.

UNIT-I

Meaning, Nature, Characteristics and Limitations of Science

Philosophy of Science : Positivist and Non positivist

History of Science Revolution

Major Scientific Principles evolved during the progress of Science

Science Education: Concept, Need and Scope and aims

Scientific Attitude And Science Literacy : meaning, nature,

parameters and dimensions of Development : Personal, Social and National

UNIT-II

Aims & Objectives of Science Education at Primary, Secondary and Higher Education level

Pedagogical principles of science teaching, Methods, models and strategies for teaching of General and Specific Science.

Innovative Teaching Science: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, CAI, multimedia approach.

Constructive Learning in Science: Knowledge Construction- Meaning & Importance

UNIT-III

Structure of General Science as a Subject of Study

Interdisciplinary Nature of Science

Curriculum & Text books of Science at School Level with reference to Content Cum Methodology. Content Analysis and Content Enrichment of Science at School level

Co curricular activities for value addition of Science Education

Evaluation of Science learning related to cognitive, affective and psychomotor domain: tools and techniques

UNIT-IV

Curriculum of Science Methodology in teacher education program at various level

Practice teaching, lesson guidance and supervision of science teaching

Behavior modification of student teacher as a science teacher: Inculcation of skills, methods and attitude. Qualities of Science teacher- cognitive, affective and Psychomotor

UNIT-V

Research in Science Education: Need & Importance

Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Science at School Level

Present status of evaluation of science teaching.

Institutions/Organizations Involved in Science Education & Research: NCERT, Tata Institute of Fundamental Research, Marathi Vidynyan Parishad, Centre for Environmental Education

PRACTICALS: (any one)

Planning a lesson using any one model of teaching.

Preparation of 20 higher order questions on any one unit of Science at Upper Primary and Secondary level.

Review of Minimum five Researches in Science Education.

Visits to Institutes related to Science Education.

LANGUAGE EDUCATION (MAE-305)

OBJECTIVES:

Credits: 4

1. To develop an understanding of the nature functions and implications for planning and teaching language.
2. To acquaint the students to the traditions of Language education.

3. To acquaint the students with pedagogy of language learning and teaching.
4. To develop understanding and skill in differentiating between Teaching language and teaching literature in the context of L 1 and L2.
5. To help the students to know various problems such as contextual, curriculum, teacher preparation etc. of language education in India.

Content:

UNIT-I

Nature and characteristics of language
 Use of Language
 Social Context of Language
 Saussure and Yekaboson's views about language

UNIT-II

Indian Traditions: Yask, Panini, Patanjali, Bhartihari
 Western Tradition: Behavioristic Approach, Cognitive Approach, Communicative Approach

UNIT-III

Psycholinguistic approach, principles of language
 Relation between the brain and language
 Psychology of language learning and language acquisition
 Factors affecting language learning and language acquisition

UNIT-IV

Developing the language curriculum and the syllabus, Need & Methods of teaching languages (L1, L2, L3) in school curriculum.
 Innovative techniques for teaching grammar reading comprehension written expression, note-making, differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes.
 Teaching of Literature: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories
 Teaching language for creativity

UNIT-V

Multi lingual context of India
 Three –Language formula original as well as modified and its present status
 Policy Formulation and language Education levels: National Level, State level, District and Local level
 Researches done in India in the field of Teaching of language
 PRACTICUM (any one)
 Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level

Survey the language Competency of school children /women /disadvantaged groups and writings its report.

Visit to Language Laboratory and writing its report Preparation of two content enriched lesson –Plan by using various sources.

PRACTICAL & FIELD STUDY (MAE-306)

Credits: 4

Sl. No.	Particulars		Marks
1.	Dissertation-Selection of topic design presentation of synopsis	20	
2.	Practice teaching observation (minimum 5 lessons)		10
3.	Extension/ Community work related to Health, nutrition, cleanliness, literacy and other educational issues	15	
4.	Seminar on Comprehensive issues		15
5.	Paper presentation at state/ National level (minimum 1 during the period of course)		10
	Total	100	

SEMISTER- IV

EDUCATIONAL MEASUREMENT AND EVALUATION (MAE-401)

Objectives:

Credits: 4

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. Understand , manipulate and prepare the tools of measurement
3. To understand measurement of educational and psychological aspects
4. Get acquaint with various reforms in examination system

Content of course:

UNIT-I

Meaning and concept of Educational Measurement

Historical background of measurement

Educational Evaluation - Concept, process, principles and types

Relationship among measurement, assessment and evaluation

Taxonomies of educational objectives.

Objective as a base of teaching and measurement.

UNIT-II

Subjective and objective tools of measurement

Nature, characteristics, advantages and limitations of the tests: essay tests, objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.

Norm –referred and criterion referenced tests.

Raw derived and standard scores Z score and T score

UNIT-III

Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms
Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability

Validity - Types, Factors affecting, interpretation and improving validity

Process of standardization of test: meaning, nature, steps and limitations.

UNIT-IV

Intelligence & creativity: Techniques, Needs, significance and limitations

Personality : Techniques, Needs, significance and limitations

Achievement, Interest, Attitude and Aptitude: Techniques, Needs, significance and limitations

UNIT-V

Meaning, nature, significance and limitations of following reforms :

Grading, Marking and Credit System

Semester System

Question Bank

Continuous Internal Assessment

Moderation and revaluation

Online Examination

Researches in Measurement &Evaluation : present status and future priorities.

PRACTICALS

Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course. Study of online examination system through visit to computer Institute. Measure attitude /interest /personality of five students at any level. (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.

Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

COURSE OBJECTIVES:

SPECIAL EDUCATION (MAE-402)

Credits: 4

1. Define the concept of exceptional Children
2. Explain the needs and problems of Exceptional Children
3. Describe the meaning and scope of Special Education in India
4. Describe the meaning of Integrated / Inclusive Education
5. Explain various types of disabilities and their cause
6. Describe various types of educational programmers for exception children.

COURSE CONTENTS

UNIT-1

1. Concept and content of Exceptionality and Special Education

Types of Exceptionality

Positive, Negative and Multiple deviations

Needs of Exceptional Children

Problems of Exceptional Children

2. Nature of Special Education

Objectives of Special Education

Historical perspective

Continuum of special education alternative programmers.

Scope of Special Education

Integrated / Inclusive Education

UNIT-II

1. Education of orthopaedically Handicapped children
 - Concept
 - Etiology
 - Characteristics

Educational Programmes

UNIT-III

2. Education of Mentally Retarded Children
 - Concept
 - Classification
 - Etiology
 - Educational Programmes for educable mentally retarded
 - Educational Programmes for trainable mentally retarded

UNIT-IV

3. Education of visually Impaired Children
 - Concept Characteristics
 - Degree of Impairment
 - Etiology and Intervention
 - Educational Programmes

(Electives Group-A)

COMPUTER EDUCATION (MAE-403)

1Credits: 4

Objectives:-

1. Enable the students to explain the History of Computers
2. Enable the students to differentiate between single user & multi user operating system
3. Learn about origin of Artificial Intelligence & its applications
4. Learn about the application of MS Word & M.S. Excel.

COURSE CONTENTS

UNIT-I

Computer Basics

- History of Computers
- Types of Computer
- Flow Diagram of Computer
- Number system: Binary, Decimal, Octal and Hexadecimal

Operating System

- Meaning of Operating System
- Need of Operating System
- Types of Operating System-Single User and Multi-User

UNIT-II

Artificial Intelligence

- Origin of Artificial Intelligence
- Meaning of Artificial Intelligence
- Applications of Artificial Intelligence
- Artificial Intelligence and Education

UNIT-III

Application Oriented Information

Word Processing and its Creation – M.S. Word

Data Bases and its uses: Excel

UNIT-IV

Networking on Computers

Meaning of Networking, Need of Networking, Types of Networking & Use of Networking in Education

Internet. Meaning of Internet, Internet Tools, E-Mail, Browsers & Visiting Web Sites

EDUCATIONAL AND VOCATIONAL GUIDANCE (MAE-404)

COURSE OBJECTIVES:

1. Explain life and the world around.
2. Explain the importance of making right choice in life, education, vocation etc.
3. Describe the importance of working with a group, for a group and in a group.
4. Explain as every individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. Assess the needs of the individual correctly.
6. Understand life and the world around.
7. Understand the importance of making right choice in life, education, vocation etc.
8. Understand the importance of working with a group, for a group and in a group.
9. Understand that every individual is capable of making some unique contribution to the allround growth and development of the society because of his unique potentialities.
10. Assess the needs of the individual correctly.

COURSE CONTENTS

UNIT-I

- a. Concept, meaning, principles, need and importance of guidance.
- b. Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance
Organization of guidance services in schools – need, principles, steps & Strategies for effective organization of Guidance services at school level.

UNIT-II

- a. Group Guidance – Meaning, advantages, principles and kinds of group guidance.
- b. Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems

UNIT-III

Counseling – Meaning, Need, Procedure and Types

- a. Directive counseling – concept, advantages and limitations
- b. Non-Directive Counseling-concept, advantages and limitations
- c. Elective counseling – concept, advantages and limitations

UNIT-IV

- a. Occupational information – meaning and need. b. Methods of imparting occupational information.
- c. Sources of occupational information in India.a. Job Analysis-Meaning, Types and Purposes of Job Analysis

- b. Job Satisfaction- Meaning & Factors affecting Job Satisfaction
- c. Placement Service –Meaning, Functions and Principles
- d. Follow-up Service – Meaning, purposes and characteristics

UNIT-V

- a. Study of the individual, data collection techniques of Information.
- b. Standardized and Non-Standardized techniques:
Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation & Interview & Commutative Record Card.

(Electives Group-B)

INFORMATION COMMUNICATION TECHNOLOGY AND EDUCATION (MAE-405)

Objectives:

Credits: 4

1. Be acquainted with the Information and Communication Technology to apply for Education
2. Be acquainted with Computer Hardware and Software to be able to use in Education.
3. Be acquainted with Media Technology and Instructional System for use in Education

Content:

UNIT-I

Information technology: concept need and importance
 Historical development of information technology and different facts of information technology
 Meaning of telecommunication, Analog and digital signal, Modulation and its need
 Modems: Transfer speeds
 Communication satellite, ISDN
 Need for Data Transmission, The Basic communication systems, Data Transmission and techniques
 Importance of computer networks, network terminology, types of network
 Theory and models of communication

UNIT-II

Meaning of hard-ware and various hardware components of a personal computer
 Input Device: Input fundamentals, Categories of Input Devices: Keyboard, Pointing Devices, voice Input Devices. Hardware inside data processing unit
 Output devices : Output Fundamentals, Categories of output devices: Monitors,voice output systems, :HardCopy Output Devices
 Memory and its types–primary secondary stage devices

UNIT-III

Computer Software: Meaning and Types
 System software: Types - System Control Software, System support software, System Development Software

Operating Systems: Meaning, Types, Commands and Working
 Programming language: Classification, Types, Uses and special features of high level languages
 Application software, Utility software (in brief) & Features of MS Windows & MS Office

UNIT-IV

Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet
 Internet Hardware and Software requirement, Internet Security, Internet Terminology.
 The World Wide web : Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services.
 Electronic Mail (e-mail) : The Concept of e-mail, \ Advantages and Disadvantages of e-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail services, Newsgroups
 The Concept of Multimedia, Components of Multimedia, Use Of Multimedia : in Entertainment, Software

Training, Education and Training, in office work; Multimedia Servers and Databases

Multimedia Tools (In brief) : Paint and Draw Applications, Graphic Effects and Techniques, Sound and

Music, Video, Multimedia Authoring Tools, types of Presentations.

Computer care - Virus, security and maintenance

UNIT-V

Use of IT in Educational Management : Office Automation, Correspondence, Personal records,

Accounting, Examinations.

Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites.

Use of IT in Teaching and Learning at School and College Levels : Computer in schools, Computer Aided Instruction, Computer Assisted Learning, Drill-Practice-Tutorial, Simulation and games in instruction, Presentation aids, interactive multimedia, web based learning.

Use of IT in Research : Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

Practicum:

Use Internet for e-mailing, chatting, Blog etc.

MS word application: A letter for Job application or Leave application.

MS Excel –feed and process data: Mean; Median; SD; Correlation & prepare graphs.

Power point slide show between 12 to 15 slides on school topic or B.Ed topic or M.Ed topic.

Paint applications: Prepare pictorial chart.

Use Internet for teaching, learning and research.

ENVIRONMENTAL & POPULATION EDUCATION (MAE-406)

OBJECTIVE:

CREDITS: 4

1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the Globe.
6. To understand the nature scope and need of population education;
7. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
8. To gain knowledge about the various techniques of maintenance of “status” of population.
9. To understand the concept of prosperous family.
10. To learn about the latest policies of population education and agencies working towards their achievement.

COURSE CONTENTS:

UNIT-I

Nature, Meaning and importance of environmental education.

Relationship between man and environment: Ecological and psychological perspectives.

UNIT-II

Programmes of environmental education for Primary, Secondary and Higher institutions.

Education for environmental awareness and attitude change.

UNIT-III

Environmental stressors – Natural and man made disasters; education for coping with the environmental stressors.

Comparative study of environmental projects from various countries.

UNIT-IV

Nature and Scope of Population Education: Meaning, Concept, Need and Importance of population education, objectives of Population Education.

Population Situation and Dynamics : Distribution and density; Population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.

UNIT-V

Population and Quality of Life : Population in relation to socioeconomic development; health status health service; nutrition, environment, resource educational provision.

Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.

Population related policies and programmes : Population policy in relation to health environment education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.

YOGA EDUCATION (MAE-407)

OBJECTIVE:

CREDITS: 4

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana yoga. Bhakti yoga, and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.

5. Understand the scientific basis and therapeutic values of yoga.

COURSES CONTENT:

UNIT-I

Metaphysical basis of yoga

Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the SukshamSharir). Nature of knowledge and knowledge getting process – the Pramanas.

UNIT-II

The Philosophy of yoga and its relationship to individual and social upliftment:

The meaning and definitions of Yoga.

Yoga as a way to healthy and integrated living.

Yoga as a way to socio-moral upliftment of man.

Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

UNIT-III

Different types of yoga systems and characteristics of yoga practitioner:

Ashtanga yoga of Patanjali

Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.

Integral yoga of Aurobindo and modern off shoots of yoga

Characteristics of a practitioner of yoga.

UNIT-IV

The instrumentals of yoga (Sadhana pad).

The Five yamas (observances).

The Five Niyamas (abstinences).

Asans – The right postures.

Pranayam – controlling the breath.

Pratyahara – controlling the senses.

Dharana (concentration) and its methods

Dhyana (meditation) and its kinds.

Samadhi – its various types.

UNIT-V

Scientific basis of yoga – yoga and mental health:

Yoga and Bio-feedback

Therapeutic values of yoga.

Different Asans and their effects to promote a sound physical and mental health.

Dhyana, and its therapeutic value.

Practical : DISSERTATION & VIVA-VOCE (MAE-407)