

# MASTER OF ARTS -EDUCATION

**Duration: 24 Months (2 Years) Eligibility: Graduate in any discipline**

<b>COURSE STRUCTURE OF M.A IST SEMESTER</b>													
<b>Course Details</b>				<b>External Assessment</b>		<b>Internal Assessment</b>				<b>Credit Distribution</b>			<b>Allotted Credits</b>
<b>Course Code</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Total Marks</b>	<b>Major</b>		<b>Minor</b>		<b>Sessional</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Subject wise Distribution</b>
				<b>Max Marks</b>	<b>Min Marks</b>	<b>Max Marks</b>	<b>Min Marks</b>	<b>Max Marks</b>	<b>Min Marks</b>				
<b>Theory Group</b>													
6HMED101	<b>Core Course</b>	Educational Philosophy	100	50	17	20	08	30	12	4	-	-	4
6HMED102	<b>Core Course</b>	Advanced Educational Psychology	100	50	17	20	08	30	12	4	-	-	4
6HMED103	<b>Core Course</b>	Sociological Foundation of Education	100	50	17	20	08	30	12	4	-	-	4
6HMED104	<b>Core Course</b>	History of Indian Education	100	50	17	20	08	30	12	4	-	-	4
6HMED105	<b>Core Course</b>	Computer Education	100	50	17	20	08	30	12	4	-	-	4
	<b>Grand Total</b>		<b>500</b>							<b>20</b>	<b>-</b>	<b>-</b>	<b>20</b>

**Minimum Passing Marks are equivalent to Grade D**

**Major- Term End Theory Exam**

**Minor- Pre University Test**

**Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%**

**L- Lectures T- Tutorials P- Practical**

## MASTER OF ARTS -EDUCATION

**Duration: 24 Months (2 Years) Eligibility: Graduate in any discipline**

### COURSE STRUCTURE OF M.A IIND SEMESTER

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
6HMED201	<b>Core Course</b>	Advanced Educational Technology	100	50	17	20	08	30	12	4	-	-	4
6HMED202	<b>Core Course</b>	Advanced Research and Statistics	100	50	17	20	08	30	12	4	-	-	4
6HMED203	<b>Core Course</b>	Comparative Education	100	50	17	20	08	30	12	4	-	-	4
6HMED204	<b>Core Course</b>	Environmental Education	100	50	17	20	08	30	12	4	-	-	4
6HMED205	<b>Core Course</b>	Population Education	100	50	17	20	08	30	12	4	-	-	4
<b>Skill Courses</b>								<b>Sectional</b>					
*	<b>Skill Enhancement</b>	Skill Enhancement Elective Course-1	50	-	-	-	-	50	20	1	-	1	2
<b>Grand Total</b>			<b>550</b>							<b>21</b>		<b>1</b>	<b>22</b>

**Minimum Passing Marks are equivalent to Grade D**

**Major- Term End Theory Exam/ Practical Exam**

**Minor- Pre University Test**

**Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%**

**Skill Elective I – Any other course being offered in this semester as per the list given at the end of course structure.**

**L- Lectures T- Tutorials P- Practical**

# MASTER OF ARTS -EDUCATION

**Duration: 24 Months (2 Years) Eligibility: Graduate in any discipline**

## COURSE STRUCTURE OF M.A IIRD SEMESTER

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
6HMED301	<b>Core Course</b>	Teaching of science	100	50	17	20	08	30	12	4	-	-	4
6HMED302	<b>Core Course</b>	Teaching of environment studies	100	50	17	20	08	30	12	4	-	-	4
6HMED303	<b>Core Course</b>	Teaching of social science	100	50	17	20	08	30	12	4	-	-	4
6HMED304	<b>Discipline Specific Elective</b>	Educational Administration and Management	100	50	17	20	08	30	12	4	-	-	4
6HMED305	<b>Discipline Specific Elective</b>	Educational, Guidance and Counselling	100	50	17	20	08	30	12	4	-	-	4
<b>Skill Courses</b>								<b>Sectional</b>					
*	<b>Skill Enhancement</b>	Skill Enhancement Elective Course-II	50	-	-	-	-	50	20	1	-	1	2
	<b>Grand Total</b>		<b>550</b>							<b>21</b>	<b>-</b>	<b>1</b>	<b>22</b>

**Minimum Passing Marks are equivalent to Grade D**

**Major- Term End Theory Exam/ Practical Exam**

**Minor- Pre University Test**

**Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%**

**Skill Elective II – Any other course being offered in this semester as per the list given at the end of course structure.**

**L- Lectures T- Tutorials P- Practical**

## MASTER OF ARTS -EDUCATION

**Duration: 24 Months (2 Years) Eligibility: Graduate in any discipline**

### COURSE STRUCTURE OF M.A IVTH SEMESTER

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
6HMED401	<b>Core Course</b>	Research Methodology	100	50	17	20	08	30	12	4	-	-	4
6HMED402	<b>Core Course</b>	Extension Education	100	50	17	20	08	30	12	4	-	-	4
6HMED403	<b>Discipline Specific Elective</b>	Advanced Education Special	100	50	17	20	08	30	12	4	-	-	4
<b>Practical Group</b>				<b>Term End Practical Exam</b>				<b>Sectional</b>					
6HMED405	<b>Project/Dissertation/Internships &amp; Viva Voce</b>	Project/Dissertation/Internship & Viva Voce	200	100	33	-	-	100	40	-	-	8	8
<b>Grand Total</b>			<b>500</b>							<b>12</b>	<b>-</b>	<b>8</b>	<b>20</b>

Minimum Passing Marks are equivalent to Grade D

L- Lectures T- Tutorials P- Practical

Major- Term End Theory Exam/ Practical Exam

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Compulsory Project/Dissertation & Viva Voce in Disciplinary specific elective. Compulsory one paper presentation certificate in related discipline.

**SKILL ENHANCEMENT ELECTIVE COURSES**

**Non-Technical**

<b>Elective No.</b>	<b>Department/ Faculty Name</b>		
	<b>Faculty of Information Technology</b>		
I	SCIT 201	Data Entry Operation	2(1+0+1)
II	SCIT 301	Multimedia	2(1+0+1)
III	SCIT 501	Web Designing with HTML	2(1+0+1)
IV	SCMIT 201	Web Development	2(1+0+1)
V	SCMIT 301	LINUX	2(1+0+1)
	<b>Faculty of Management</b>		
I	SMGT 201	Briefing and Presentation Skills	2(1+0+1)
II	SMGT 301	Resolving Conflicts and Negotiation Skills	2(1+0+1)
III	SMGT 802	Entrepreneurship Development	2(1+0+1)
	<b>Faculty of Commerce</b>		
I	SCOM 201	Tally ERP 9	2(1+0+1)
II	SCOM 302	Multimedia	2(1+0+1)
III	SCOM 803	Data Analyst	2(1+0+1)
	<b>Faculty of Humanities</b>		
I	SHBA 301	Pursuing Happiness	2(1+0+1)
II	SHBA302	Communication Skill and Personality Development	2(1+0+1)
III	SHMA301	Tourism in M.P	2(1+0+1)
	<b>Faculty of Science</b>		
I	SSBI 301	Mushroom Cultivation	2(1+0+1)
II	SSPH 301	House Hold Wiring	2(1+0+1)
III	SSPH 301	Basic Instrumentation	2(1+0+1)
IV	SSPH 301	DTP Operator	2(1+0+1)
V	SSCH 301	Graphic Designing	2(1+0+1)
	<b>Faculty of Education</b>		
I	SCBE 403	Understanding of ICTC (Information Communication Technology)	2(1+0+1)
II	SCPE 201	Yoga Education	2(1+0+1)

## EDUCATIONAL PHILOSOPHY

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES:

- a) To enable the students to understand the contribution of philosophy to education,
- b) To acquaint the students with the different philosophical schools.

### UNIT- I

The Concepts of Education and Philosophy and their inter relationships.

Branches of Philosophy:

- Meta Physics.
- Epistemology.
- Axiology.
- Logic and their bearing on Education.

### UNIT-II

Education and philosophical schools

- Existentialism
- Marxism
- Logical Positivism
- Realism along with their educational implication.

### UNIT.III

- Indian schools of philosophy and their educational implication on education.
- Sankhya, Yoga, Naya-Vesesika, Vedanta, Buddhism, Jainism, and their implication on education.

### UNIT-IV

- Educational Thinkers and Their contribution
- B. Russel.
- Mahatma Gandhi
- Ravindra Nath Tagore.
- Vivekanda.
- Aurobindo, Integral education.

### UNIT-V

Education and its interrelationship with:-

- Education and Religion.
- Education and Culture.
- Education and Value.
- Education and Peace.

## ADVANCED EDUCATIONAL PSYCHOLOGY

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES:

- a) To enable the students to understand psychology as a scientific discipline and its applications to Education.
- b) To enable the students to understand the nature of development and to appreciate the common characteristics, needs and behavioral problem of children and adolescents at successive stages of development.
- c) To acquaint the students about the nature and concept of motivation and learners.

#### UNIT- I

- Educational psychology, concept, meaning, scope and methods of educational Psychology.

#### UNIT- II

##### Theories of Learning

- Classical Conditioning.
- Operant Conditioning.
- Hull's Theory.
- Insight Theory.

#### UNIT-III

##### Transfer of Training

- Theories and educational implications.
- Motivation- Concept, types and Theories.
- Motivation and Learning.
- Factors effecting learning.

#### UNIT- IV

##### Individual Difference and Intelligence

- Heredity and Environment.
- Sources of individual difference.
- Abilities
- Aptitude
- Attitude.
- Interest
- Achievement.
- Theories of intelligence and measurement of intelligence, creativity and its
- Measurement.

#### UNIT- V

##### Personality and Mental Health:-

- Concept and Themes, Types of Personality, Assessment of Personality.
- Concept of Mental Health, Conflict, Frustration.
- Process of Adjustment and Defence Mechanisms.
- Stress Management.

## SOCIOLOGICAL FOUNDATION OF EDUCATION

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

- a) To develop adequate familiarity with social structure, class, caste
- b) To help students to make a critical analysis of scope student,
- c) To help to know impact of religion, culture and society.

### UNIT- I

Sociology of Education.

- Meaning, nature and concept of society, culture, civilization and sociological education.
- Education as a subsystem of social system.
- Relationship between, individual to individual, individual to society and group to group socialization of child.

### UNIT- II

- Concept and theories of social change and social mobility.
- Prejudice - Concept and types of prejudice.
- Difference between prejudice and stereotypes.

### UNIT. III

- Role of mass media and communication for social development.
- Education and Politics.
- Provision in Indian constitution relating to education.
- Concept of urbanization, modernization, westernization and sanskritization along with their impact on education

### UNIT- IV

- Human Rights and Values Social Equality and Equality of Education Opportunities.
- Study of social thoughts of Durkheim, Radha Kamal Mukharjee, Shyama Charan Dube along with their messages for educations.
- Women Empowerment and Education.

### UNIT-V

- Meaning of National integration, Internal understanding.
- Communal Harmony (Hinduism, Islam, Christianity, Sikhism).



## History of Indian Education

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

- a) To ensure that students are having proper knowledge of thoughts and practice of western and Indian education in the development of Indian education.
- b) The students will be able to compare the Indian education with that of other countries of the world.

### UNIT-I

Education in Ancient India.

- Education in Vedic and Buddhist Period :- Education in Gurukuls, Vihars and Madrasas, Teacher pupil Relationship.
- Education in Medieval Period.

### UNIT-II

History of education in India during pre Independence Era.

- Salient features and major recommendation of Macaulay's minute, Woods Dispatch, Hunter commission, Indian Universities Commission.

### UNIT- III .

History of Education in India during post Independence Era-

- University Education Commission 1952-53.
- Indian Education Commission - 1964-66.
- Educational Policy Statement 1968.
- NPE-1986 and 1992.

### UNIT- IV

Educational Experiments In India.

- Wardha Scheme - Basic Education of Gandhi.
- Shantiniketan - Experiments of Education and Politics.
- Dyananda and DAV schools.
- Navodaya Vidyalaya.
- Jamia Millia and Banasthali Vidyapeeth.

### UNIT- V

Current issues in Indian Education.

- UPE, Universal Primacy Education.
- Literacy Campaign.
- Sarva Shiksha Abhiyan.
- Education and Globalization, Privatization of Higher Education.
- Work experience. Vocationalisation of education.

## COMPUTER EDUCATION

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

- To acquaint students with basic elements of computers.
- To acquaint them with Computers as Research tool
- To prepare students for using the Computer as medium of instruction (CAI)
- To acquaint them with computer as Communication Tool

### UNIT -I Basic of Computer Hardware.

- Computer : Structure block diagram.
- Computer Hardware : Meaning and classification
- Working of:- Input Devices, Processing Devices, Output Devices.
- Memory Devices: Primary - RAM, ROM . -
  - Secondary- HDD, FDD, CD-ROM Auxillary Memory
- Emerging Computer Hardware Technologies

### UNIT-II Software Applications.

- Application Software : Meaning, classification.
- System Software : Meaning, classification (DOS, WINDOWS in Detail)
- Documentation preparation making of synopsis, cover page, report writing by using Word Processing (Ms- Word and PageMaker)
- Use of Spreadsheet (Excel, SPSS) :- Data Entry, Data Analysis, Charts, graphs, computers in data analysis' statistical packages.
- Presentation Software:- Power point presentation of report.

### UNIT- III Computers in Education.

- Computer aided instruction.
- CAI :- Meaning , Modes,
- Advantages and disadvantages of Computer Assisted Instruction
- Multimedia : Meaning , use of multimedia CD-ROM's for educational Purposes

### UNIT-IV

- Internet : Meaning, History, working, Educational uses of the Internet including:  
educational web sites & resources; downloading information; understanding the basics of Hypertext Mark Up Language (HTML); Internet Service Providers (ISPs) Surfing the Internet: Searching, Connecting, Communicating, Downloading web education

### UNIT-V

- Electronic Mail: Application and usages of E-mail.

## ADVANCED EDUCATIONAL TECHNOLOGY

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

To help students :-

- a) understand the meaning, nature and important components of E.T in terms of hardware and software.
- b) understand the basic idea of integrating new technology in education for achieving the goal of effective teaching and learning and meet the challenges of universalization of education and information explosion expected in the near future.
- c) distinguish between communication and instruction and enable them to develop and design sound instructional system in the light of the learned models and strategies of teaching.
- d) get acquainted with emerging trends in E.T. along with resource centres of E.T and understand the need and importance of researches in this area.

### UNIT-I

- Educational Technology- Meaning & Definition, scope and significance.
- Development of Educational Technology
- Technology in Education and Technology of Education
- Difference in Educational Technology, Instruction Technology and Information Technology.
- Forms of Educational Technology
- Systems Approach in Education- Concept, sub, systems and closed and open system  
application of systems approach to Instruction. Advantages of adopting systems approach in education.

### UNIT-II

- Hardware and software Technologies: meaning and development of hardware technologies in education.
- Video hardware-non-projected Programmed text books and teaching machines.
- Projected overhead projector, LCD Projector, paper presenter technology and uses.
- Audio hardware - Recorder, radio & interactive broadcasting through class room.

- Audio-video - Instructional Television Importance and scope. Closed circuit television.
- Technology and uses. Computers in Education meaning of computer assisted and computer managed learning application in education.

#### UNIT-III

- Communication technologies: concept process, elements sender, receiver, message and media, Types of communication, media in communication, Print media.
- Models of Teaching- Definition and characteristics, Families of models of Teaching. Information processing models-inquiry training, concept attainment advance organizer. Social interaction model jurisprudential. Personal development model - non directive teaching, modification. Programmed Instruction

#### UNIT-IV

- New Technologies - Interactive (Computer mediated) video and its use in Education hypertext tale text, Video, digital. white board Decoder.
- Computer technology - Computer as an educational tool, Types of computer (According to size and function)
- Computer accessories used for educational purposes - scanner, OMR, digital camera web camera different kinds of microphones and there uses.
- Internet: Meaning and its working, Virtual Reality, Virtual University, Artificial intelligence.

#### UNIT-V

Mass Media approach in Technology :-

- Meaning a definition of mass media.
- Types and functions of mass media.
- Mass media in education, present status of educational mass in India.
- Difficulties in the use of mass media.
- Characteristics of media planning and arrangement.
- Multimedia package for effective class room instruction.

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**Seal**

## ADVANCED RESEARCH AND STATISTICS

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

To enable the students to:-

- a) understand the meaning of scientific method, scientific inquiry, paradigm, theory and their implications for educational research.
- b) understand the characteristics of philosophical, psychological and sociological researches in education.
- c) develop the ability and competence of students to plan and execute research and apply its findings in educational practices.
- d) understand the methodology of various types of researches, analyze the data, interpret it, and to draw conclusions.

### UNIT- I Nature of Research Knowledge and Inquiry.

- Scientific inquiry; Scientific Method, nature and source of knowledge
- Paradigm, theory, model and approach: positivist and non positivist (humanities) paradigms and their implications for educational research.
- Educational Research - Meaning, nature, need, scope and basic assumptions; Levels of research-basic, action and applied, quantitative and qualitative, ethnographic and phenomenological, History of development of educational research. Philosophical, Psychological and Orientation in Educational Research, inter-disciplinarily in Educational Research and its implications.
- Basic Elements of Research: Problem and Variable; types of variables their characteristics and relations.
- Methods of Educational Research : Experimental, Normative Survey, Historical, Case Study, Ethnographic, Documentary Analysis.

### UNIT – II

- Developing a Research Proposal: Format of a Research Proposal, Selection of a problem Sources, Criteria and practices for selecting, identifying and defining a problem, Objectives - Primary, Secondary and Concomitant: Review of Related Literature: Hypothesis- Nature, definition, types, sources, characteristics of- a good hypothesis, Directional and Non-directional Hypothesis.
- Sampling: Population and sample; sampling techniques, probability and non-probability sampling. Characteristics of a good sample: Use of Table of Random numbers, Sampling error and method of reducing it.

### UNIT III

- Tools and Techniques of Data Collection and their uses - questionnaire, schedules, Rating Scales, Attitude Scales projective and psychometric measures; observation, Interview, Semantic differential.
- Characteristics of a good research tool- Reliability, Validity, Objectivity, Usability, Norms
- Research Report - Significance and mechanism-format, chapterisation, language and style, features of scientific writing and their implications for researchers and practitioners; bibliography and References.
- Evaluation of Research report.

### UNIT IV

Nature of Educational Data: Qualitative and Quantitative

- Qualitative Data: Its analysis with emphasis on content analysis: analysis of Interview based and observation based data.
- Quantitative Data: Scales of Measurement: Nominal, Ordinal, Interval, Ratio.
- Use of computer in data analysis.

### UNIT V

- Graphical representation of data, Measures of Central Tendency (Mean, Median, Mode): Measures of Variability (Range, Quartile deviation, Average deviation, Standard deviation) Measures of Relative Position (Percentile and Percentile Ranks), Measures of Association : Linear correlation biserial, Point biserial, Tetrachoric and Phi-co-efficient. Partial Correlation, Regression Prediction.
- Normal distribution - characteristics & application.
- Inferential Statistics: parameter and statistics, concept of standard error of statistical measures.
- Parametric and Non parametric Techniques:-
  - Parametric - t-test, one way analysis of variance (ANOVA), — Testing of difference between correlations.-
  - Non parametric - Sign, Median and chi-square Tests

## COMPARATIVE EDUCATION

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

The course content will help students :-

- a) To understand comparative education as a new discipline.
- b) Develop an understanding about the educational systems in terms of factors and approaches of comparative education.
- c) Develop the skills that enables one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing there.
- d) Develop a perspective about the implications of comparative education for solving existing educational problems in India.

### UNIT-1

- Comparative Education: Meaning, aims and implications :-
  - Scope, Methods and major concepts of comparative education.
  - Intra and Inter educational analysis.
- Modern trends in world education - National and Global.
  - Factors affecting national system of Education in India.

### UNIT- II

- Comparative Education: Factors and Approaches - Racial, Geographic, Economic, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological, Religious, Political.
  - Cross-disciplinary approach.
- Democracy and Nationalism.

### UNIT. III

A comparative study of the systems of education of different countries with special reference to

- Pre-primary education - U.S.A., U.K., Russia, India.
- Primary Education - U.S.A., U.K., Japan, India.
- Secondary Education - U.S.A., U.K., Russia, Japan, India.
- Higher Education - U.S.A., U.K., Russia, France, India.
- Teacher Education - U.S.A., U.K., Russia, India.
- Women's Education - India.

#### UNIT .IV

- Prevalent problems in Developing countries and intervention of education - Issues and concerns.
  - Major problems and educational interventions with special reference to India.
- Environmental Degradation and sustainable development.
- Population explosion.
- Universalization of elementary education.
- Unemployment.
- Terrorism and insurgency.
- Economic under-development.
- Vocationalization of education.
- Political Instability

#### UNIT V

- Role of U.N.O. in improving educational opportunities among member countries.
  - Official organs of U.N.O. and their educational activities in India.

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## **ENVIRONMENTAL EDUCATION**

### **PATTERN:**

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

#### **Unit I : Environment—Meaning, Scope and Nature**

- Environmental Education— Definition, meaning and approaches
- Introduction of Environmental Pollution and its types
- Causes, effect and control of Air, Water, Noise, Land, Radioactive/Nuclear
- Social Pollution

#### **Unit II : Causes and Effects of Environmental Hazards Global and Local**

- Environmental Pollution and its relation with environmental hazards.
- Environmental hazards—green house effect, ozone layer depletion, acid rain, global warming, rise in sea level, glacier melting.
- Impact of Human activities on Environment.

#### **Unit III : Salient Features of Environment Awareness Through Education**

- Programme of Environmental Education for upper primary and secondary school children.
- Role of curriculum.
- Different teaching methods and different activities to bring awareness.
- Evaluation techniques to test awareness of children.

#### **Unit IV : Biodiversity Concept of Biodiversity National Parks, Sanctuaries and Projects**

- Components of Ecosystem biotic and abiotic, food web, food-chain, Ecosystem and its types.
- Carbon, Nitrogen, Water cycle
- Conservation of National resources water, soil
- Biodiversity and its conservation
- Biodiversity and food security
- An Important Environmental priority learning to live in harmony with nature.
- Interdependence of man and Environment.
- Air Pollution control Act, water pollution control Act, Environmental protection Act.

#### **Unit V : Role of School in Environmental Conservation and Sustainable Development**

- Role of teacher in Inculcation of those values among Students, which are helpful in conservation of Environment.
- Methodology to record attitudinal/ behavioral changes in school children towards environmental protection.

## POPULATION EDUCATION

### PATTERN:-

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

The course content will help students :-

- a) To acquaint about socio-economic conditions of the society and its relation to the population.
- b) To acquaint the students about population dynamics, growth and its impact on the community.
- c) To impart knowledge about population growth and its impact on development.
- d) To provide knowledge about gender equality and equity for empowerment of women.

### UNIT-I

Nature and scope of population Education.

- Definition & Concept of Population Education.
- Scope and Importance of Population Education.
- Historical perspectives of Population Education.
- Objectives and approaches of Population Education.
- Components of Population Education and its relation with other discipline.

### UNIT-II

Population Dynamics in India:

- Status of Population in Madhya Pradesh and India.
- Distribution and density of Population in India.
- Causes of Population growth in India.
- Constrictions of Population in India Religious, Social, Economic & Political.
- Population migration, demographic terminologies.

### UNIT-III

Population and Quality of Life.

- Meaning of quality of life and development.
- Consequences of Population growth in India.
- Impact of Population growth on quality of life.

- Impact of Population on health services, housing, food, education, environment, employment etc.
- Population growth and transportation.

#### **UNIT-IV**

Population Environment & Resources.

- Sustainable management of resources-unsustainable consumption and production patterns and their impact on environment, need for fostering sustainable resource use and prevention of environmental degradation.
- Interrelation between population and environmental issues.
- Improving quality of the environments.

#### **UNIT-V**

Population and Sustainable Development.

- Integration of Population issues in the development strategies: Planning, decision making and resource allocation for meeting the needs of all, promoting social justice and eradication of poverty.
- Interrelationship between eradication of poverty and population stabilisation.

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## TEACHING OF SCIENCE

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions. Course Objectives to enable the teacher trainees:

- (1) To develop competencies and skills of student teachers in all the domains of science as a subject.
- (2) To develop understanding of the nature of science.
- (3) Be acquainted with the objectives of teaching sciences and its domain.
- (4) Be acquainted with the concepts of different methods of teaching sciences.
- (5) To analyse the content in terms of concepts sub concepts and then interrelationship in different domain of science.
- (6) To acquaint with states of science curriculum and enable them to review science Curriculum.
- (7) To develop and use appropriate educational technology and low cost teaching material.

### Unit: 1

Nature and Scope of Modern science, Impact of science on modern communities (1) Scientific Methods and attitude. (2) Aims and objectives of teaching science in school, (3) Bloom's Taxonomy and its applications

### Unit: 2

History and Modern Trends in Science Curriculum-

- (1) Principles of planning science curriculum as school level.
- (2) Science curriculum project Nuffield chem. study.
- (3) Co-curricular and non-formal approaches:  
Field trips, Science clubs, organizing science fairs & Excursion.

### Unit: 3

Methods of Teaching Science & Their Practical Curriculum –

- (1) Planning for teaching developing year plans, lesson plans, Content analysis, preparation & development of improvised apparatus, practice to develop lesson plan on current topics covered in the secondary curriculum.

### Unit: 4

Preparation, Selection & Use of Teaching aids, Team Teaching-Seminar presentation, Micro Teaching & Computer Assisted teaching, Importance of teaching material.

## **Unit: 5**

Evaluation: Comprehensive and Continuous Evaluation-

1. Types of test: objective, essay type & short answer type, Diagnostic test and rHMEDial test, Achievement test, Criterion referenced test and Blue print.
2. Developing questions for test of different types in sciences.

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## TEACHING OF ENVIRONMENT STUDIES

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions. Course Objectives To enable the teacher trainee:

1. To understand the nature, scope and objectives of teaching environmental studies at secondary stage.
2. To develop the skills of using various methods and techniques of teachings.
3. To evaluate environmental study text book for school level.
4. To select appropriate devices of evaluation.
5. To develop skills of using instructional materials.
6. To develop awareness about environmental hazards, their causes and rHMEDies.
7. To develop a sense of responsibility towards conservation of environment.

### Unit: 1

Nature and Scope of Environmental Studies-

- (1) Aims and objectives of teaching environmental studies in schools.
- (2) Bloom's Taxonomy and its application.
- (3) Inculcation of values for the conservation of environment.

### Unit: 2

Methods of Teaching Environmental Study and their practical application-

- (1) Observation, Experimental, Supervised Study method, Project, Heuristic, Role-playing, Solving, Excursion etc.

### Unit: 3

Teaching Aids-

- (1) Preparation, Selection and use of teaching aids.
- (2) Conferences, Seminars, Symposium, Workshop, Nature club.
- (3) Use of Internet.

### Unit: 4

Lesson Plan-

- (1) Maxims of teaching, Unit plan, Lesson plan and year plan.

### Unit: 5

Curriculum and Evaluation—

- (1) Principles of curriculum construction
- (2) Modern trends in curriculum.
- (3) Types of Tests and Evaluation.
- (4) Blue print.
- (5) Evaluation of text-book of secondary level.

## TEACHING OF SOCIAL SCIENCE

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### Course Objectives

To enable the teacher trainees:

1. To understand the objectives of teaching social studies at secondary level.
2. To understand the techniques of teaching social studies.
3. To develop the skills of using various methods of teaching social studies.
4. To evaluate social studies text-book of school level.
5. To select appropriate devices evaluation.
6. To develop skills of using instructional materials.

### Unit: 1

Objectives, Scope and Curriculum-

- (1) Meaning and nature of social studies.
- (2) Aims and objectives of teaching of social studies at school stage and skills to be developed among school students.
- (3) General principles of curriculum framing, principles of selection and organization of content.
- (4) Presentation of the subject matter of social studies at secondary level.

### Unit: 2

Methods of Teaching and Resources of History-

- (1) General principles and maxims of teaching in relations to History.
- (2) Method and techniques of teaching History.
- (3) Traditional Method-
  - (i) Modern method,
  - (ii) Importance and need of textbooks.
- (4) Qualities of History Teachers.

### Unit 3

Teaching Aids for History-

- (1) Traditional Aids-Black board, Text books.
- (2) Verbal aids-Story, Example, Dramatization.
- (3) Visual Aids-Bulletin Board, Historical Charts, Historical Maps, Real objects, Specimen, Models, Pictures, Photographs.
- (4) Audio Aids-Radio, Tape-recorder.
- (5) Audio-Visual Aids-Historical filmstrips, T.V.
- (6) History Room/Corner in School.
- (7) Excursion, Excavation, Field work, Museum, Exhibition of Social and Cultural life of people.

#### **Unit: 4**

Lesson Planning: Meaning, Important & Approaches-

- (1) Year Plan,
- (2) Unit Plan,
- (3) Lesson Plan : Steps, Exponents of Lesson Plan.
- (4) Unit Test.

#### **Unit: 5**

Evaluation in History-

- (1) meaning and purpose of evaluation, steps of evaluation.
- (2) Techniques of Evaluation: Essay type, short answers and objective type test items, evaluation and values related to History.
- (3) Construction of unit test.
- (4) Writing objective type test items under the cognitive, affective and psychomotor domains.



## EDUCATIONAL ADMINISTRATION AND MANAGEMENT

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### Unit I :

- Conceptual framework: concept of educational administration. Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

### Unit II :

- Role and functions of headmaster teacher: Basic functions of administration — planning, organising, directing and controlling, maintenance for the awareness of management . Co-ordination and growth development.
- Supervision and inspection
- Defects in the present supervision and inspection
- Scope of education supervision
- Types of supervision
- Providing guidance; leadership function.
- Crisis in management
- Decision making

### Unit III :

- Communication in Educational Administration : Role of communication in effective management and administration, Methods of communication.
- Barriers of communication in educational administration. Overcoming barriers to communication and effective communication in educational administration.

### Unit IV :

- Management of schools - Role of headmaster in planning of school activities, approach to management —manpower approach, cost benefits approaches , social demand approach, social justice approach, Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of author and accountability.
- Role of the headmaster in monitoring, supervision and evaluation. Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts
- Role of the headmaster in creaming resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

Unit V :

- Educational administration in the state: The administrative structure in the field of education in the state.
- Control of school education in the state a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

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## EDUCATIONAL, GUIDANCE AND COUNSELLING

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

The course content will help the students to –

- understand the concepts, needs and view points about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
- get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
- know and use the tools and techniques required for providing guidance and counselling services to students.

### UNIT –I

- Guidance and counselling: Concept, nature need scope and purpose; relationship with education; issues and problems; role of teacher. -
  - Basic types of Guidance and the underlying principles, nature scope and purposes; basic approaches of counselling and their underlying assumptions.
- Educational Guidance: basic assumptions and principles
  - Curricular choice and its implications for Career guidance; Guidance and curriculum and class room learning.

### UNIT – II

- Vocational Guidance: basic principles.
  - Vocational choice as a development process.
  - Nature of work and Job analysis, discrimination of occupational information: vocationalisation of secondary education and career development
- Personal Guidance: basic assumptions; types of behavioral problems of school stage students.
  - Place of counselling in personal guidance.

### UNIT –III

- Guidance services: Individual Inventory and Information counselling Group guidance services, Placement services and follow-up services.
  - Guidance of children with special needs, role of teacher.
- Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels
  - Evaluation of Guidance programmes

#### **UNIT- IV**

- Guidance appraisal of the Individual: meaning, need, purpose and place of appraisal.
- Techniques of Appraisal: Testing techniques-ability tests (Viz: Intelligence, Aptitude, Achievement, Interest tests and Personality measures).
- Non-Testing Techniques - Rating scales, Questionnaires, Inventories, records and sociometric tools.

#### **UNIT- V**

- Guidance and Counselling in Groups: Nature aims, Principles and procedure, Group Counselling Vs Individual counselling, counselling for adjustment.
  - types of group activities-their merits and demerits
- Current Trends, concerns and Demands in Guidance.

## RESEARCH METHODOLOGY

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

- a) understand the meaning of scientific method, scientific inquiry, paradigm, theory and their implications for educational research.
- b) understand the characteristics of philosophical, psychological and sociological researches in education.
- c) develop the ability and competence of students to plan and execute research and apply its findings in educational practices.
- d) understand the methodology of various types of researches, analyze the data, interpret it, and to draw conclusions.

### UNIT-I

- Nature of Social Research: Importance and uses, Difference between pure and Applied Research, Identification of Research Problem, Research Design.

### UNIT-II

- Hypothesis, Concept and Variables, Typologies. Hypotheses Formulation and testing, Sampling Method

### UNIT-III

- Tools and Techniques of Data Collection  
Observation: Characteristics of observation, Kind of observation, Merits and Demerits,  
Questionnaire schedule and interviews, sampling and survey technique

### UNIT-IV

- Nature of Study: Case Study, technique, Role and importance of Case studies, pilot studies and panel Studies.

### UNIT-V

- Theory Formation in Social Science, Survey Analysis, Types, Merits. Demerits, Report Writing, Purpose and content of a report

## EXTENSION EDUCATION

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :-

- a) To acquaint students with Concept, philosophy and traditions in extension education.
- b) To enable the students understand the use and implication of extension principles and extension methods.
- c) To provide them knowledge to understand role and importance of local resources in community organisation.
- d) To help them to understand the various aspects or group dynamics, methods of working with groups and use of groups in extension education.

### UNIT-I

Extension Education & Extension Systems.

- Basic aims of education and its implications of Extension Education.
- Origin and growth of Extension Education : a historical perspective.
- Objectives philosophy : principles and scope of extension education.
- Extension Education as discipline and profession: its scope and relationship with subject matter, fields and allied social and behavioural sciences.

### UNIT-II

Extension Role of Universities and integrated functioning of teaching, research and extension.

- N.S.S. and community development programme similarities and difference between extension education and community development.
- Study of extension systems in the Government Departments National Institutions, Universities and other agencies.
- A comparative study of extension education systems in selected developed and developing countries.

### UNIT-III

Extension Methods :

- Concepts and characteristics of teaching and learning process in Extension Education.
- Basic principles of teaching and learning, classification and step of extension teaching methods with special emphasis on group methods, demonstrations, exhibitions and public speaking.
- Principles of selecting effective combination of extension teaching methods.

#### UNIT-IV

##### Transfer of Technology.

- Concept of diffusion and adoption of innovations.
- Models and theories of adoption and diffusion.
- Adopters categories and their characteristics.
- Attributes of innovations relationship with rate of adoption and sources of information.

#### UNIT-V

##### Role of Change Agents in Adoption and Diffusion their Characteristics.

- Clientele systems and technology.
- Consequences of adoption of innovations.
- Technological gap (research, management and extension) and developing strategies for transfer of technology.

## ADVANCED SPECIAL EDUCATION

### PATTERN:

The question paper will consist of five questions carry 10 marks each, one from each of the five units of the syllabus and will have internal choice. These five questions will have two parts A & B, candidates are required to answer all questions.

### OBJECTIVES :

To make the students -

- a) Know, and understand the concept and principles of special education and its scope in India.
- b) Understand the reasons for and suggestions of recent commissions of education about special education as important and essential for realizing the objective of universalisation of Education.
- c) Grasp the meanings, specific needs and characteristics, and modalities of identifying various types of special/exceptional learners.
- d) Know and understand the various educational intervention programmes and academic provisions for meeting the exceptional needs of special children separately as also in regular classrooms.

### UNIT-I

- Special children: Nature, needs and types of special children:- children with exceptional abilities - creative and gifted with deficiency and handicaps- mentally retarded, sensory and physically disabled; with learning disability - slow learners, under achievers and other types of learning disabled; with social and emotional problems - truant, delinquents, drug addicts etc.
- Characteristics, problems and special educational needs of each type of special children.
- Special Education: Concept, nature, status, problems and issues; Historical perspective.
  - Objectives, principles and scope of special education in India.
  - Educational Interventions: Meaning and type.
  - Educational programmes and their trends.
  - Concepts of mainstreaming from segregated, 'integrated to inclusive.

### UNIT- II

#### Administration of special education

- Special Education in India: constitutional provisions, government policies and legislations.
- Recommendations of various committees and commissions - NPE (1986). POA (1992), PWD (person's with Disability) Act (1995).
- National Institutions of Special Education.
- Role of Rehabilitation Council of India.



### UNIT- III

- The Disabled Learners: Mentally retarded, slow learner, Backward and learning disabled children - etiology and characteristics of each type and prevention - measures.
- Psychology of Teaching and Learning in relation to the disabled learner (in reference to each type of disabled learner).
  - Curriculum, Pedagogy, evaluation and placement.

### UNIT-IV

- Special children with Physical disabilities. Basis of classification (physical, social psychological and mental), characteristics and etiology of each type and differences between them; Educational needs and problems of each type.
  - Physically disabled - Visually handicapped
  - Audio handicapped (speech and Hearing disabled)
  - Orthopedically handicapped
- Socially deprived and Emotionally Disturbed Children: Meaning and Types (Dyslexic and Delicate Children), and etiology and AIDS affected children.
- Psychology of Teaching and learning in relation to each type of disabled learners and their specific needs.
- Curriculum, Pedagogy and Evaluation and Placement in respect to each type.

### UNIT –IV

- Special children with Exceptional Abilities: Types - Gifted and creative; Meaning, characteristics, problems and identification of each type. Principles of creativity and its levels. Measurement of creativity and fostering activities and programmes for creativity.
- Education of the Gifted and the Creative Children: need and scope. Psychology of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy and Evaluation and Placement in respect to each type.

### UNIT-V

- Problem children: concept and meaning of Truants, Delinquents, drug addicts and other types of problem children, AIDS affected children their characteristics, problems and etiology; preventive measures and educational programmes; placement of delinquents, drug addicts and other types:

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