
Master of Arts (MA Education)

- **Scheme of Examination**
- **Detailed Syllabus**



DR. C.V. RAMAN UNIVERSITY

KARGI ROAD, KOTA, BILASPUR, CHATTISGARH

PHONE : 07753-253737, FAX : 07753-253723

Website: www.cvru.ac.in

DEPARTMENT OF EDUCATION

INTRODUCTION

MA. is a 2 years full time Master degree programme of 54 credits divided in 4 semesters (15 credits in semester I, II and III and 9 credits in IV semester). The MA Education program at Dr. C. V. Raman University aims to prepare students for choosing various verticals of teaching and learning dimensions. Our aim is to provide a secure learning environment for all students, within which respect, persistence and individual learning styles are valued and where confidence and the development of skills are nurtured. This enables students to become job ready professionals and helps them to take up teaching roles in future. It also provides scope for research studies.

VISION

The department aims to provide decent, creative post graduates with a teaching oriented and skilled mindset ready to provide leadership to both private and public sectors. Not only this, but department also focus to provide quality education to its students which will help in overall development of students as well as of the society.

MISSION

- Our mission is to prepare learner-sensitive educators with the knowledge, skills, and dispositions to contribute to a better society.
- Strengthen and develop community connections and engagement through collaborations, research, service, and participation.
- Support a positive and inclusive college climate by advancing equity, open communication, dynamic engagement and respect.

PROGRAMME OBJECTIVE

The Master of Arts-Education (MA Education) programme aims at developing the understanding and competencies required by practising teachers for effective teaching-learning process. This programme prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behaviour under different conditions. This combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.

PROGRAMME SPECIFIC OBJECTIVES

- To enable students to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.

- **To provide opportunities to teacher trainees that enable learning experiences to make meaningful.**
- **To make the student teachers understand how children learn and develop how they differ in their approaches to learning and create learning opportunities.**
- **To develop the skills of students to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.**
- **To develop the capacity among students to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.**

PROGRAMME OUTCOME

On successfully completing the program the student will be able to:

- **Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.**
- **Recognize self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.**
- **To change the behaviour, attitude and values of teachers so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.**

MASTER OF ARTS – EDUCATION

Duration: 24 Months (2 Years)

Eligibility: Graduate in any discipline

COURSE STRUCTURE OF M.A EDUCATION SEMESTER I													
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				
Theory Group													
6HMED101	Core Course	Philosophical Foundation of Education	100	50	17	20	08	30	12	4	-	-	4
6HMED102	Core Course	Sociological Foundation of Education	100	50	17	20	08	30	12	4	-	-	4
6HMED103	Core Course	Advanced Educational Psychology	100	50	17	20	08	30	12	4	-	-	4
6HMED104	Core Course	History of Indian Education	100	50	17	20	08	30	12	4	-	-	4
6HMED105	Core Course	Value Education	100	50	17	20	08	30	12	4	-	-	4
	Grand Total		500							20	-	-	20

Minimum Passing Marks are equivalent to Grade D

L- Lectures T-

Tutorials P- Practical

Major- Term End Theory Exam

Minor- Pre University Test

Sessional weight age – Attendance 50%, Three Class Tests/Assignments 50%

MASTER OF ARTS - EDUCATION
Duration: 24 Months (2 Years)
Eligibility: Graduate in any discipline

COURSE STRUCTURE OF M.A EDUCATION SEMESTER II													
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				
Theory Group													
6HMED201	Core Course	Advanced Educational Technology	100	50	17	20	08	30	12	4	-	-	4
6HMED202	Core Course	Research Methodology	100	50	17	20	08	30	12	4	-	-	4
6HMED203	Core Course	Higher Education	100	50	17	20	08	30	12	4	-	-	4
6HMED204	Core Course	Exceptional Children	100	50	17	20	08	30	12	4	-	-	4
6HMED205	Core Course	Gender, School & Society	100	50	17	20	08	30	12	4	-	-	4
Skill Courses								Sectional					
*	Skill Enhancement	Skill Enhancement Elective Course-1	50	-	-	-	-	50	20	1	-	1	2
	Grand Total		550							21		1	22

Minimum Passing Marks are equivalent to Graded

Tutorials P- Practical

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-

MASTER OF ARTS – EDUCATION

Duration: 24 Months (2 Years)

Eligibility: Graduate in any discipline

COURSE STRUCTURE OF M.A EDUCATION SEMESTER III													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allocated 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				
Theory Group													
6HMED301	Core Course	Economics of Education	100	50	17	20	08	30	12	4	-	-	4
6HMED302	Core Course	Environmental Education	100	50	17	20	08	30	12	4	-	-	4
6HMED303	Core Course	Peace Education and Sustainable Development	100	50	17	20	08	30	12	4	-	-	4
	Discipline Specific Elective	Elective Paper - I	100	50	17	20	08	30	12	4	-	-	4
	Discipline Specific Elective	Elective Paper - II	100	50	17	20	08	30	12	4	-	-	4
Skill Courses								Sectional					
*	Skill Enhancement	Skill Enhancement Elective Course-II	50	-	-	-	-	50	20	1	-	1	2
	Grand Total		550							21	-	1	22

Minimum Passing Marks are equivalent to Graded

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%

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

SPECILIZATION WITH ELECTIVE

***Note** - Students need to select any one group and choose any two subjects from selected group for Third semester.

Electives for Third Semester		
Course Code	Course Type	List of Electives
Elective-I		
6HMED304	Discipline Specific Elective-I	Population Education
6HMED305	Discipline Specific Elective-I	Measurement and Evaluation
Elective-II		
6HMED306	Discipline Specific Elective-I	Teacher Education
6HMED307	Discipline Specific Elective-I	Guidance & Counseling

MASTER OF ARTS -HISTORY
Duration: 24 Months (2 Years)
Eligibility: Graduate in any discipline

COURSE STRUCTURE OF M.A SEMESTER IVth													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allocated 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				
Theory Group													
6HMED401	Core Course	Yoga Education	100	50	17	20	08	30	12	4	-	-	4
6HMED402	Core Course	Educational Administration and Supervision	100	50	17	20	08	30	12	4	-	-	4
	Discipline Specific Elective	Elective Paper-I	100	50	17	20	08	30	12	4	-	-	4
Practical Group				Term End Practical Exam				Sectional					
6HMED405	Project/Dissertation/Internships & Viva Voce	Project/Dissertation/Internship & Viva Voce	200	100	33	-	-	100	40	-	-	8	8
	Grand Total		500							12	-	8	20

Minimum Passing Marks are equivalent to Graded

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.

L- Lectures T-

SPECILIZATION WITH ELECTIVE

***Note** - Students need to select any one group and choose any two subjects from selected group for Fourth semester.

Electives for Fourth Semester		
Course Code	Course Type	List of Electives
Elective-I		
6HMED403	Discipline Specific Elective-I	Inclusive Education
6HMED404	Discipline Specific Elective-I	New Trends and Innovation in Education

SKILL ENHANCEMENT ELECTIVE COURSES

Non-Technical			
Elective No.	Department/ Faculty Name		
	Faculty of Information Technology		
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)
	Faculty of Management		
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)
	Faculty of Commerce		
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)
	Faculty of Humanities		
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)
	Faculty of Science		
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)
	Faculty of Education		
I	SCBE 403	Understanding of ICTC (Information Communication Technology)	2(1+0+1)
II	SCPE 201	Yoga Education	2(1+0+1)



Dr. C.V. RAMANA UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course - M.A. Education

Subject Code: 6HMED101

Theory Max. Marks: 70

Theory Min. Marks: 28

Semester- 1st

Paper : I

Subject: Philosophical Foundation of Education

Course Objectives:

Enable the Student Teacher to understand: -

- About the relationship between philosophy and education and implication of philosophy on education.
- The importance and role of education in the progress of Indian Society.
- The Contribution of great educationist to the field of education.
- To know about Sociology and education.
- To know about Culture and education

Course Content		Methodology Adopted
UNIT – I	<p>Philosophical Foundation of Education</p> <ul style="list-style-type: none"> ➤ Meaning, Nature & scope of Philosophy. ➤ Branches of Philosophy: Meta Physics, Epistemology, Axiology. ➤ Logic and their bearing on Education, Need of philosophy. ➤ Educational Philosophy - Meaning, Nature, Functions and Scope. <p>Interrelationship between philosophy & Education</p>	<p>ICT based class room teaching, Group Discussion, , Individual Presentations</p>
UNIT – II	<p>Indian Schools of Philosophy</p> <ul style="list-style-type: none"> ➤ Indian Philosophy–Veda, Upnishada, Philosophy of Bhagwat Gita and Yoga. ➤ Shankhya, Vedanta, Buddhist, Jainism, Islamic Education and their Implications with special reference to the concept of Knowledge, reality & values, aims, & objectives, curriculum, methodology, Pupil-Teacher - Relationship, discipline. 	<p>ICT based class room teaching, Individual Presentation</p>
Unit -III	<p>Western Schools of Philosophy</p> <p>Idealism, Naturalism, Existentialism, Pragmatism, Realism, with special reference to Aims, & objectives, curriculum methodology, Pupil-Teacher-relationship, discipline with their educational implication.</p>	<p>ICT based class room teaching, Individual Presentation</p>
UNIT- IV	<p>Indian & Western Educational Thinkers and Their contribution</p> <ul style="list-style-type: none"> ➤ Contributions of Swami Vivekanand, Tagore, Mahatma Gandhi and Aurobindo Ghoshe in the field of Education. ➤ Contribution of Plato, Aristotle, Dewey and Kant in the field of education. 	<p>ICT based class room teaching, Individual Presentation,</p>
UNIT – V	<p>Education & Equality</p> <ul style="list-style-type: none"> ➤ Educational Provisions in Indian Constitution. ➤ Equality–Concept, Issues of equality of educational opportunity and excellence in Education. ➤ Democracy, freedom & discipline. Education and Religion- Meaning & Importance, Concept of Secularism. 	<p>ICT based class room teaching, Group Presentation</p>

Learning Outcomes:

- Pupils able to learn the differences between formal informal and non formal education.
- Pupils able to develop and modify their behaviour.
- Pupil able to understand how the philosophy influences the education system.

References:

- ❖ Bhatia K. & Bhatia B.-The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006)
- ❖ Pandey, Ram Sakal , 1986, Siksha ki Darshnikavam Samaj Sahatriya Prishthbhoomi , Vinod Pustak Mandir, Agra (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
School Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Decision Making, Problem Solving	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism	



Dr. C.V. RAMAN UNIVERSITY
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Course - M.A. Education

Semester- 1st

Subject Code: 6HMED102

Theory Max. Marks: 70

Theory Min. Marks: 28

Paper : II

Subject: Sociological Foundation of Education

Course Objectives:

To enable the Student- Teacher to understand: -

- About the relationship between philosophy and education and implication of philosophy on education.
- The importance and role of education in the progress of Indian Society.
- The contribution of different philosophical schools
- The Contribution of great educationists to the field of education.

Course Content		Methodology Adopted
UNIT – I	<p>Sociological of Education</p> <ul style="list-style-type: none"> ➤ Meaning & scope of Sociology of Education, need of Sociological Perspective in Education. ➤ Education in Society- Education as a process in Social system, as a process of socialization. ➤ Contribution of Sociology in Education. Relationship of Sociology & Education 	ICT based class room teaching, Group Discussion, , Individual Presentations
UNIT – II	<p>Socialization of the Child</p> <ul style="list-style-type: none"> ➤ Socialization- Meaning, Factors , Role of Teacher in the process of Socialization. ➤ Difference between sociology of education and Educational Sociology; Social group. ➤ Education and Society – Education as a Process in Social system , as a Process of Socialization. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Culture and Education</p> <ul style="list-style-type: none"> ➤ Culture – Meaning & Nature, Function, Relation between Education and Culture , Civilization. ➤ School and Community – Concept of community & School, Impact of community on school, Impact of school on community. ➤ Difference between sociology of education and Educational Sociology; Social group. Difference between Culture and Civilization. 	ICT based class room teaching, Group Discussion, , Individual Presentations
UNIT- IV	<p>Education and Social Change</p> <ul style="list-style-type: none"> ➤ Social Change -Meaning, Definition, Responsible Factor, Characteristics of social organization, Relation between Education & Social Change. ➤ Social Mobility –Meaning , Types , Factors, form, Merit & D-Merit ➤ Social Stratification- Meaning & Definition, Base, Education as related to social stratification with special reference to the education of SC, ST women and Rural population. 	ICT based class room teaching, Group Discussion, , Individual Presentations

UNIT – V	<p>Education & Modernization</p> <ul style="list-style-type: none"> ➤ Modernization – concept, Sanskritization, with social reference to Indian Society and its Education impact. ➤ Nationalism and Internationalism understanding. ➤ Socio-economic and Political factors and their impact on education. 	ICT based class room teaching, Group Presentation
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Learning Outcomes:

- Pupils able to learn the differences between formal informal and non formal education.
- Pupils able to develop and modify their behaviour.
- Pupil able to understand how the philosophy influences the education system.

References:

- ❖ Bhatia K. & Bhatia B.-The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006)
- ❖ Pandey, Ram Sakal, Vinod PustakMandir, Agra (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
School Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Leadership Skills, Assertiveness	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism	



Dr. C.V. RAMAN UNIVERSITY
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Course - M.A. Education

Semester- 1st

Subject Code: 6HMED103

Theory Max. Marks: 70

Theory Min. Marks: 28

Paper : III

SUBJECT: ADVANCED EDUCATIONAL PSYCHOLOGY

Course Objectives:

To enable the students to

- To understand psychology as a scientific discipline and its applications to Education.
- 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.
- To acquaint the students about the nature and concept of motivation and learners.

	Course Content	Methodology Adopted
UNIT – I	<p>Educational psychology</p> <ul style="list-style-type: none"> ➤ Psychology- concept, meaning, Scope ➤ Educational psychology- concept, meaning, need, scope, methods and of educational Psychology. Relation between education and psychology. ➤ Contribution of following schools of Psychology to Education- Behaviourism, Gestalt and Psychoanalytical. 	<p>ICT based class room teaching, Group Discussion, , Individual Presentations</p>
UNIT – II	<p>Learning</p> <ul style="list-style-type: none"> ➤ Learning-concept, meaning& nature.Factors effecting learning. ➤ Theories of Learning – Pavlov Classical Conditioning, Skinner's operant conditioning,Insight Theory, and Tolman's theory. ➤ Creativity – Meaning, Definition, elements and identification of creative child, Development of Creativity 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT – III	<p>Motivation and Intelligence</p> <ul style="list-style-type: none"> ➤ Motivation- Meaning ,Definition, Sources, Classification, Methods ➤ Maslow's theory of motivation. ➤ Intelligence- Meaning ,Definition, Nature, characteristics and theories of intelligence – two factor, multi factor, S.I. Model <p>Intelligence Test- Meaning, Types and Utility.</p>	<p>ICT based class room teaching, Group Discussion, , Individual Presentations</p>
UNIT- IV	<p>Personality and Individual Difference</p> <ul style="list-style-type: none"> ➤ Personality –Meaning, Definition, Characteristics, Type and Trait theories of personality. ➤ Measurement of Personality ➤ Individual Difference – Meaning, Definition, Verities, Causes and Educational Importance. 	<p>ICT based class room teaching, Group Discussion, , Individual Presentations</p>
UNIT – V	<p>Statistics in Education and Psychology</p> <ul style="list-style-type: none"> ➤ Measures of central tendencies-Mean , Median, Mode ➤ Co-relation – Rank Difference method, Product Moment Method ➤ t-test ➤ one way Anova 	<p>ICT based class room teaching, Group Presentation</p>

Learning Outcomes:

- Pupil able to understand concept of Education psychology.
- Pupils able to understand learning process.
- Pupils able to understand individual differences of children and help to fulfil their educational needs.

References:

- ❖ Naik P.K. – Advanced Educational Psychology
- ❖ Agarwal J.C. - Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995
- ❖ Bhatnagar S. & Saxena A. – Advanced Educational Psychology, R. Lall Book Depot Meerut.
- ❖ Chauhan, S.S.- Advanced Educational Psychology, Vikas Publication House, N.D. 1990
- ❖ Mangal S.K.- Essentials of Educational Psychology, Prentice Hall of India.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Counsellor Psychology Teacher Clinical Psychologist Counseling Psychologist School Psychologist	Problem Solving, Leadership Style	Behavioural Development, Creativity and Development of Originality	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course - M.A. Education

Semester- 1st

Subject Code: 6HMED104

Paper : IV

Theory Max. Marks: 70

Subject: History of Indian Education

Theory Min. Marks: 28

Course Objectives:

To enable the Students–

- To acquaint the students with the general development and progress of education in Ancient Period, British Period and after Independence.
- To enable the students to understand about the problems, trends of different types of Training.
- To enable the students to know about the Roles and Functions of Regulatory Bodies in the area of Education.

UNIT – I	<p>Progress of Education in Ancient Periods</p> <ul style="list-style-type: none"> ➤ Vedic period ➤ Buddhist Period ➤ Jain Period ➤ Islamic Period 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Progress of Education in British Period</p> <p>Review of British period of Education. With reference to:</p> <ul style="list-style-type: none"> ➤ Macaulay's Minutes on Education (1835) ➤ Woods Despatch (1854) ➤ Hartog Committee (1928 - 29) ➤ Sargent Report (1944) 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Progress of Education after Independence</p> <p>Constitutional Provision for Education</p> <p>University Education Commission (1948)</p> <p>Secondary Education Commission (1952-53)</p> <p>Indian Education Commission (1964-66)</p> <p>National Policy on Education 1986 Revised National Policy on Education 1992</p>	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>History of Teacher's Training</p> <p>History of Different Types of Education</p> <p>Situations of different types of education before and after independence-</p> <ul style="list-style-type: none"> ➤ Nursery Education ➤ Primary Education ➤ Secondary Education ➤ Vocational Education ➤ Teacher Education ➤ Higher Education 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Role and Function of Regulatory Bodies</p> <ul style="list-style-type: none"> ➤ NCERT, ➤ UGC, ➤ NCTE, ➤ SCERT 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupil able to understand needs and importance of different educational commissions.
- Pupils able to understand about educational systems in different periods.
- Pupils able to recognize the roles of different educational organizations.

References:

- ❖ Altekar A.S.- Education in Ancient India
- ❖ Mukharji R.K.- Ancient Indian Education
- ❖ Naik J.P. & Nurulla- A History of Education in India (during the British period)
- ❖ Munroe - A text Book in History of Education
- ❖ NCERT- The First Year Book of Education 1961.
- ❖ Naik J.P.- Educational Planning in India 1965

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher	Persuading, influencing and negotiating skills	Moral Development, Quality Education	



Dr. C.V. RAMAN UNIVERSITY
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Course - M.A. Education

Semester- 1st

Subject Code: 6HMED105

Paper : V

Theory Max. Marks: 70

Subject: Value Education

Theory Min. Marks: 28

Course Objectives:

- To enable the Students –
- To acquaint the students with the needs and importance of educational Value.
- To enable the students to understand about the Logical and Ethical Knowledge.
- To enable the students to know about the Role of Teachers in Value Education.

UNIT – I	<p>Concept of Human Value</p> <ul style="list-style-type: none"> ➤ Value– Meaning, Definition, Characteristics, Need & Importance. ➤ Classification of Value- General, Special, Category Wise, heredity ➤ Criteria of Judging Value – the committee of religious and moral education 1959. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Theory of Axiology</p> <ul style="list-style-type: none"> ➤ Axiology meaning, Characteristics, type of value axiology. ➤ Ethics and education. ➤ Logic – Meaning Element, Relation with Different philosophies ➤ Pedagogies – Meaning, Scope, Method of Teaching. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Educational Value</p> <ul style="list-style-type: none"> ➤ Religious – Meaning, features, Sources, India as a home of Dharma. ➤ The Bases of Bhartiya Moral Life – Varna, Ashrama, Tirreed, Purusharthas, Sixteen Ceromontes. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Teachers and Value</p> <ul style="list-style-type: none"> ➤ Ideal of teachers- According to Veda, Upnishada, Purana, Santkavya. ➤ Qualities of Teacher- Account ability, Profession Commitment, Profession Norms, Professional Ethics ➤ Conduct of Students- meaning, Characteristics. ➤ Role of Teacher & Schools Develop Value Education 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Measurement Evaluation and Research Studies of Value</p> <p>Measurement Value- Meaning, Definition, Need of measuring, Types. Label of Value Insulation. Research Studies – Need of Research, Areas and approaches.</p>	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand needs and importance of educational Value.
- Pupils able to understand about Logical and Ethical Knowledge.
- Pupils able to understand Ideal of teachers.

References:

- ❖ Sharma, R.A., Human Value and Education, R. Lall Book Depot Meerut.
- ❖ Shrivastav, K.C., 1987, - Ancient Indian History and culture, United Publication Prayagraj.
- ❖ Munroe - A text Book in History of Education
- ❖ Dahal, Pradeep Singh, 2016, Contemporary India and Education, R. Lall Book Depot Meerut.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher, Value Educator	Leadership Skills, Time management	Moral Development, Quality Education	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course M.A. Education

Semester- 2nd

Subject Code: 6HMED201

Paper-VI

Theory Max. Marks: 70

Subject: Advanced Educational Technology

Theory Min. Marks: 28

Course Objectives:

To enable the students :-

- To understand the meaning, nature and important components of E.T in terms of hardware and software.
- To 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.
- To 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.
- To 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	<p>Concept of Educational Technology</p> <ul style="list-style-type: none"> ▪ Educational Technology- Meaning & definition, scope and significance. ▪ Development of Educational Technology ▪ Technology in Education and Technology of Education ▪ Difference among Educational Technology, Instructional Technology and Information Technology. ▪ Forms of Educational Technology ▪ Systems Approach in Education 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Hardware and Software Technologies</p> <ul style="list-style-type: none"> ▪ Hardware and software Technologies: meaning and development of hardware technologies in education. ▪ Video hardware- Overhead projector, LCD Projector, PPT. ▪ Audio hardware - Recorder, radio & interactive broadcasting through class room. ▪ Audio-video - Instructional Television, Importance and scope. CCTV 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Communication</p> <ul style="list-style-type: none"> ▪ Communication technologies: concept, process, elements, types of communication, media in communication, ▪ Models of Teaching- Definition and characteristics, ▪ Programmed Instruction. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Computer and Other New Technologies</p> <ul style="list-style-type: none"> ▪ New Technologies - Interactive (Computer mediated) video and its use in Education hypertext text, Video, digital. white board Decoder. ▪ Computer technology - Computer as an educational tool, CAI ▪ Computer accessories used for educational purposes - scanner, OMR, digital camera, web camera, different kinds of microphones and their uses. ▪ Internet: Meaning and its working, Virtual Reality. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Mass Media in Education</p> <p>Mass Media approach in Technology :-</p> <ul style="list-style-type: none"> ▪ 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. 	ICT based class room teaching, Group Presentation

	Multimedia package for effective class room instruction	
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Learning Outcomes:

- Pupils able to learn the concept and importance of technology of education and technology in education.
- Pupils able to utilize different types of modern innovations in the field of education.

References:

- ❖ Sharma R.A. - Essential of Education Technology and Management
- ❖ Sharma R.A. – Educational Technology
- ❖ Sharma R.A. – Technological foundations of Education
- ❖ Mangal S.K. & Mangal U. -Essentials of Educational Technology

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Computer Teacher/Trainer	Leadership Skills, Computing Skills	Pupils able to apply and utilize their knowledge of technology such as Internet, E-learning, Online conferencing etc. in their practical life	



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Kargi Road, Kota, Bilaspur (C.G.)
Course M.A. Education

Semester- 2nd

Paper - VII

Subject: Research Methodology

Subject Code: 6HMED202

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

- To understand the concept of research and educational research.
- To understand the research problems and Sampling.
- To understand formulation of Hypothesis.

UNIT – I	<p>Concept of Research and Educational Research</p> <ul style="list-style-type: none"> ➤ Research –Concept & Meaning, importance and steps. ➤ Educational Research - Meaning, nature, need, importance and steps. ➤ Types of educational research – Fundamental, Applied, Action research. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Review of Related Literature</p> <ul style="list-style-type: none"> ➤ Purpose and need of Review of Related Literature. ➤ Sources, Recording & style of writing related literature. ➤ Style of writing Reference and Bibliography. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Research Problems, Hypothesis and Sampling</p> <ul style="list-style-type: none"> ➤ Source, selection and criteria of research problem, ➤ Hypothesis- Meaning, Importance, Sources, types, Formulation and testing. ➤ Sampling-Meaning, Types, Advantage & Limitation. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Tools and Techniques of Educational Research</p> <ul style="list-style-type: none"> ➤ Observation & interview. ➤ Questionnaire & Schedule ➤ E tools – Email, fax, website, Internet, teleconferencing ➤ Characteristics of a good measuring tool – Reliability, Validity, Objectivity, Norms 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Analysis, Interpretation of Data and Inferential Statistics</p> <ul style="list-style-type: none"> ➤ Research report writing. ➤ Graphical Representation of data - Histogram, Frequency, Polygon, Ogive & Pie chart ➤ Measures of Central tendency – Mean, Median, Mode. ➤ Measures of variability – Range, Q.D., S.D. ➤ Rank Difference & Product Moment Method in correlation ➤ t-test 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to learn the concept, importance and types of research.
- Pupils able to understand about different aspects of research.
- Pupil able to calculate different statistical problems.

References:

- ❖ Best, J.W. & Kahn- Research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi, 1982)

- ❖ Tuckman B. W. : Conducting Educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
- ❖ Garrett H.E. -Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
- ❖ Buch M.B., - A survey of Research in Education (Centre of advanced Studies in Education, M.S.University Baroda, 1974)
- ❖ Naik, P.K.,- Advanced Educational Psychology, 2015.
- ❖ Naik,P.K., - Dubey,P.2016,Research Methodology, APH Publication New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher Data Analyst	Writing Skills, Problem Solving, Communicative Skill	Quality Education, Better Quality of Research	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 2nd

Subject Code: 6HMED203

Paper- VIII

Theory Max. Marks: 70

Subject: Higher Education

Theory Min. Marks: 28

Course Objectives:

- To Understand the Policies, Plans and Developments in the area of Higher education
- To Get Knowledge about the Communication Skills in Higher Education
- To Acquire Information about the Evaluation Processes in Higher Education
- To Enable the Students to get idea on the Teaching – Learning Process in Higher Education
- To Develop Skills on Management of Higher Education

UNIT – I	<p>Indian Higher Education</p> <ul style="list-style-type: none"> ➤ Higher Education in Ancient India ➤ Growth of higher Education in India after Independence ➤ Aims of Higher Education ➤ The Constitutional Provisions Regarding Indian Higher Education. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Commissions and Committees</p> <ul style="list-style-type: none"> ➤ UGC and HECI – Objectives, Importance and Role in Higher Education ➤ National Policy on Education & higher Education – 1986 ➤ National Revised Policy on Education & higher Education – 1992 ➤ Roles of State & Central Governments in Higher Education ➤ Role of HRD in Higher Education ➤ NAAC & Quality Improvement in Higher Education 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Structure formation of Higher Education</p> <ul style="list-style-type: none"> ➤ Structure of Higher Education ➤ Different Types of Colleges & Universities for Higher Education – <ul style="list-style-type: none"> • State Universities • Central Universities • Autonomous Colleges • Private Universities • Deemed Universities 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Problems of Higher Education in India</p> <ul style="list-style-type: none"> ➤ Autonomy of Colleges & Universities ➤ Financial Problems for Higher Education – Economical Conditions of Students, Lack of Scholarship Programmes for all, Lack of Governmental Institutes, High Course Fees in Private Institutes ➤ Lack of Well – Trained and Well – Qualified Teachers in Higher Education. ➤ Problems in Curriculum Development ➤ Problems in Planning, Implementation and Execution 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Globalization and Higher Education in India</p> <ul style="list-style-type: none"> ➤ Impact of Globalization on Higher Education ➤ Flow of Students towards Foreign Countries for Higher Education – Different Tests held for Higher Education ➤ Brain Draining ➤ Various Aspects of Higher Education –Curriculum 	ICT based class room teaching, Group Presentation

	aspect,Structural Research aspect.	aspect,Financial	aspect,Quality	aspect,	
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References:

- ❖ Choudhury R. R. C , Higher Education in India, Regal Publications.
- ❖ Viyyanna Rao K , Higher Education in India, SSDN
- ❖ Kamalanar G. , Higher Education in India Emerging Challenges, CW Publications
- ❖ Dubey K. N. & Yadav G.P. , Higher Education in India Problems & Prospects, Classical Publicatins
- ❖ Uniyal G. K. , Higher Education System , CW Publications
- ❖ Oza D, Higher Education, APH Publications

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher/Tutor	Problem-solving, Team Working, Action planning,	Understanding about the Policies, Plans and Developments in the area of Higher education	



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Course M.A. Education

Semester- 2nd

Paper- IX

Subject: Exceptional Children

Course Objectives:

To enable the students-

- To explain the concept, identification, cause, prevention and remedies for various differently abled learners.
- To promote in the learner an extensive purview of the knowledge about all exceptionalities and
- Comprehend their inter-relatedness
- To enable the learner to understand the policies and legislation in special Education in India.
- To understand the current and future needs, trends and issues related to special education.
- To acquire basic knowledge on teaching- learning strategies, vocational training, and curriculum adjustment for differently abled.
- To develop awareness of researches in special education in India.

Subject Code: 6HMED204

Theory Max. Marks: 70

Theory Min. Marks: 28

UNIT – I	<p>Overview of Disabilities and Exceptionalities</p> <ul style="list-style-type: none"> ➤ Special Education – Meaning, brief history, scope, need & importance, govt. policies and legislations. ➤ Exceptional-Meaning, Characteristics, Types, Identification of Differently Abled Children 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Unit II Visual Impairment and Hearing Impairment</p> <ul style="list-style-type: none"> ➤ Concept, Nature, Characteristics and Causes of Visual Impairment ➤ Concept, nature, characteristics and causes of Hearing, Speech and Language Impairment 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Unit III Orthopedic, Muscular, Mental and Multiple Impairment</p> <ul style="list-style-type: none"> ➤ Concept, nature, characteristics and causes of Orthopaedic Impairment ➤ Concept, nature, characteristics and causes of dis- locomotive and Neuromuscular Disability. ➤ Concept, nature, characteristics and causes of Mental Impairment. ➤ Concept, Nature, and Characteristics of Multiple Disabilities. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Unit IV Agencies of Education</p> <ul style="list-style-type: none"> ➤ Family and community involvement. ➤ Integrated and special schools. ➤ Vocational training and guidance in institutions and clinics. ➤ Residential rehabilitation centers and employment facility after rehabilitation. ➤ Curriculum, Methodology of teaching – Learning, individualized education program ➤ Teaching aids – Use of information and communication technology such as audio – visual aids, multi – sensory approach, computer assisted instruction (CAI) ➤ Concept of Remedial teaching. 	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	Current Trends, Researches, Future Perspectives of Special Education <ul style="list-style-type: none"> ➤ Special education Normalization, Mainstreaming, Inclusion ➤ Cross disability approach ➤ Open School Learning system: non-formal Education ➤ Research in Assessment Recent Development of research Focus in India. 	ICT based class room teaching, Group Presentation
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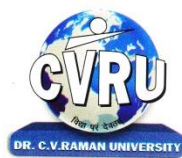
Learning Outcomes:

- Pupils able to understand the concept of exceptional children.
- Pupils able to learn about different types of disabilities.
- Pupils able to help exceptional children in their practical life.

References:

- ❖ Curickshank W. and Jonson O. (1965)- Education of Exceptional Children, Prentice Hall.
- ❖ Dunn. L.M. (1963)- Exceptional Children in the schools. Holt,Rinehert and Winston
- ❖ Evans, P and Verma, V(Eds) – Special Education,
- ❖ Panda, K.C. (1997) – Education of Exceptional Children, Vikas PublishingHouse, New Delhi.
- ❖ Pandey,R.S. and Advani l.(1995) – Perspectives in Disability and Rehabilitaion,Vikas Publishing House, NewDelhi.
- ❖ Naik P.K.(2015) – Advanced Educational Psychology
- ❖ Panda K.C. (1997)- Education of exceptional Children, VikasPublishingHouse, New Delhi
- ❖ Pandey, R.S. and Advani L., (1995)- Perspectives in Disability and Rehabilitation, VikasPublishingHouse, NewDelhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teachers Special Educator	Action planning	Promotion of extensive knowledge about all exceptionalities and their inter-relatedness	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course M.A. Education

Semester- 2nd

Paper- X

Subject: Gender, School & Society

Subject Code: 6HMED205

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

- To understand the role of culture (apart from biology) as determinants of gender distinction in social living
- To aware of factors that shape gendered roles in Indian society
- To understand the problems of girl child education in our society
- To develop a critical perspective on gender-based discrimination and its effects
- To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.

UNIT – I	<p>: Gender: Key Concepts - Social Construction of Gender</p> <ul style="list-style-type: none"> ➤ Gender – Concepts , Meaning, Gender, sex, sexuality, patriarchy, masculinity and feminism ➤ Gender bias, gender roles in society through family, caste, Religion, Culture and stereotyping, and its consequences. ➤ Opportunities for Education to Girls. Social Construction of masculinity and feminism. ➤ Female Sex ratio in India & Chhattisgarh. 	<p>ICT based class room teaching, Group Discussion, Individual Presentations</p>
UNIT – II	<p>Gender and Schooling</p> <ul style="list-style-type: none"> ➤ Schooling of girls- Meaning, Aims, Need and Importance. ➤ School and Challenge of Masculine and Feminine Gender, Problems and Solution of schooling. ➤ Gender bias – Meaning, Resource, Type and Suggestion for End of Gender bias. ➤ Critical examination of school and classroom processes– challenging gender biases and stereotypes ➤ Understanding relationships within the school and child, teacher-child and teacher peer group relationships from the perspective of gender. ➤ Feminization of teaching profession. 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT – III	<p>Gender and Sexuality</p> <ul style="list-style-type: none"> ➤ Concept of Sexuality, Source of Control of Sexuality, Family and the relationship between power and sexuality. ➤ Violence against women –Violence, Types, Main Law Act. For women issue, empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women. ➤ Legal (sexual and reproductive) rights of women. ➤ Role of Teacher in Gender and Sex Counselling. 	<p>ICT based class room teaching, Individual Presentation</p>

UNIT- IV	Feminism and Women Empowerment Perspectives <ul style="list-style-type: none"> ➤ Feminism– Concept, Type - Radical Feminist, Socialist Feminist, Post Modernist Feminist and other perspectives. ➤ Women Empowerment – Meaning, Need and Importance, Barrier and Status, Strategies (State & Central Government) ➤ Role of Women, Status and Education of Women. ➤ Recent debates. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Strategies for Change <ul style="list-style-type: none"> ➤ Society – Meaning, Definition, Characteristics, Element, Function and Importance. ➤ Sex Education – Meaning, Need and Importance, Centre, Positive Gendered Notions among Young people and Sex Education. ➤ Mass media – Meaning, Classification, Scope, Importance, Function, Source. Role of Gender Equality and Women Empowerment. 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand different forms of gender and difference between gender and sexuality.
- Pupils able to learn about gender inequality in schooling system and how to remove those.
- Pupils able to know psychological and sociological perspectives of gender.

References:

- ❖ Gender Analysis of State Policies, A case study of Chhattisgarh, Dr. Sen Iliina
- ❖ Towards Gender Equality in Education, Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
- ❖ Bhattacharjee, Nandini (1999), Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- ❖ Geetha, V. (2007) *Gender*. Stree: Calcutta.
- ❖ Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher Counsellor	Action planning, Assertiveness	Ability to learn about gender inequality in schooling system and how to remove those. Knowledge about psychological and sociological perspectives of gender.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 3th
Paper- XI
Subject: Economics of Education

Subject Code: 6HMED301
Theory Max. Marks: 70
Theory Min. Marks: 28

Course Objectives:

To enable the students-

- To help the learner to become effective manager of teaching /Economics of Education.
- To acquaint the learner with the challenges and opportunities emerging in the Economics in education.
- To make the students understand about the finance, economics of Education.
- To make the student familiar with the new economical trends and of education.
- To development an understanding of the planning of education in India and its socioeconomic context.

UNIT – I	<p>Education and Economics</p> <ul style="list-style-type: none"> ➤ Education - Meaning, Nature, Need, importance, Utilities and function of Education. ➤ Economics – Origin, Meaning, Nature, Need, importance, objective and function of Economics. ➤ Relation between Education and Economics, Contributions of Economics in the field of Education. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Economics of Education</p> <ul style="list-style-type: none"> ➤ Concept, Origin, Meaning, Nature, Need, importance, objective and function of Economics. ➤ Education in five years plan and progress of education. ➤ Different forms of education- Role of education in development of National Resources, education as one of the main resources for economical development. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Educational Cost, Analysis and finance</p> <ul style="list-style-type: none"> ➤ Educational Cost – Meaning and classification. Cost analysis of Educational project. Cost benefits analysis. ➤ Input-Output analysis in education- Aims, importance and analysis method. ➤ Educational Finance - Meaning, Source, educational expenditure, types of educational expenditure. <p>Grant in Aid- meaning, objectives, characteristics, general rules and types</p>	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Human Capital Formation</p> <ul style="list-style-type: none"> ➤ Human Capital Formation - Meaning, Need, characteristics, objectives and importance. ➤ Limitation and measurement of Human capital formation. ➤ Role of Education in the Human Capital Formation. ➤ Remedy of Human Capital Formation. 	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	Educational Planning <ul style="list-style-type: none"> ➤ Educational Planning –Concept, Meaning, Need, Utilities, objectives and importance. ➤ Principle of Educational Planning, characteristics of educational planning. ➤ Level of Educational Planning. ➤ Format of Educational Planning. 	ICT based class room teaching, Group Presentation
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Learning Outcomes:

- Pupils able to understand the need, role and importance of educational planning & Management and utilize those concepts.
- Pupils able to realize the role of Human Capital Formation and apply these concepts.
- Pupils will learn the organization Economics of Education.

References:

- ❖ Chaubey D.K.- Economics of Education, Agra Publication, Agra (U.P.) Roychoudhury N.,- Management in Education- A. P.H. Publishing Corporation, New Delhi.
- ❖

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher. Education Consultant. Principal. Vice Principal.	Commercial Awareness	Understanding about Human Capital, Human Development, Human Development Index (HDI), Education and Employment Analysis of earning, manpower planning and financing of education.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 3rd

Paper- XII

Subject: Environmental Education

Subject Code: 6HMED302

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable the students to

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

UNIT – I	<p>Environment and Ecology</p> <ul style="list-style-type: none"> ➤ Environment- meaning, definition, structure and types and components, Relationship between man and environment. ➤ Ecology – Meaning, Definition, scope, and branches of ecology, ecological factors. ➤ Ecosystem- concept, meaning, components, dynamics in ecosystem, balanced Ecosystem, Stability of Ecosystem. 	<p>ICT based class room teaching, Group Discussion, Individual Presentations</p>
UNIT – II	<p>Environmental Education</p> <ul style="list-style-type: none"> ➤ Environmental Education –Concept, Meaning, Nature, Need, Scope and importance. ➤ Aims and Objectives of Environmental Education. ➤ Role of communication and media on environmental education – newspaper, radio, television, plays, film shows, organisation of different competition. 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT – III	<p>Environmental Conservation in Indian Philosophy</p> <ul style="list-style-type: none"> ➤ Religions and Environment- Hindu, Islam, Sikkha, Christian, Jain, Baudha ➤ Culture and Environment. ➤ Economics and Environment. ➤ Politics and Environment. ➤ Concept of Green family. 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT- IV	<p>Environmental Pollution</p> <ul style="list-style-type: none"> ➤ Environmental pollution – Air, Water, and Land. ➤ Additional pollution – thermal, radiation, marine, domestic & industrial waste water disposal. ➤ Other pollution – Noise, vehicular, industrial and moral. 	<p>ICT based class room teaching, Individual Presentation, Demonstration</p>
UNIT – V	<p>Environmental Awareness</p> <ul style="list-style-type: none"> ➤ Environment and Indian Constitution. Swachha Bharat Abhiyan. ➤ Special Works Taken by the Ministry of Environment and Forests of Government of India – Important Days, Environmental Orientation Programmes in Schools. Eco-clubs ➤ Environmental Conservation – IUCN, WWF, UNEP. Earth Summit 	<p>ICT based class room teaching, Group Presentation</p>

Learning Outcomes:

- Pupils able to learn the concept, importance of comparative education.
- Pupils able to understand about different aspects of comparative education in different countries.

References:

- ❖ Ojha, S.K., 2016, Ecology and Environment, Baudhik Publication Prayagraj
- ❖ Goyal, M.K., 2011, Environmental Counselling, Shree Vinod Pustak Mandir, Agra(UP)
- ❖ Pandey, K.K., 2015, New thinking in Environmental Education.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher. Education Consultant. Principal. Vice Principal.	Decision Making, Problem Solving	Develop an understanding about the Environmental systems in terms of factors and approaches of comparative education. Develop the skills that enable one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing there.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester-3rd

Paper- XIII

Subject: Peace Education & Sustainable Development

Course Objectives:

To enable the students to

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

Subject Code: 6HMED303

Theory Max. Marks: 70

Theory Min. Marks: 28

UNIT – I	<p>Perspectives of Peace Education</p> <ul style="list-style-type: none"> ➤ Peace Education – Concept & Meaning, aims and importance. ➤ Curriculum of Peace Education. Curriculum of Peace Education according to Informal System. ➤ Strategies for Peace Education, Peace Skills. ➤ Peace Education and International Brotherhood. ➤ Indian Life Value in Peace Education. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Human Rights and Education</p> <ul style="list-style-type: none"> ➤ Human Rights - Meaning, Brief History, Objectives, steps ,Functions of Human Rights- International and National Perspectives. ➤ Structure of Human Rights, Power of human rights commission ➤ Human Rights education- Meaning, Concept, Objectives, Curriculum, Contents of Human Rights Education as B.Ed level. Role of Non-government organisation in Human Rights Education 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Violence and Corruption</p> <ul style="list-style-type: none"> ➤ Violence - Meaning, Nature, Objectives, steps ➤ Social media and Violence, Control on abrasiveness and violence. ➤ Corruption – Meaning & Definition, Characteristics, Types and Reason of corruption. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Moral Development and Poverty</p> <ul style="list-style-type: none"> ➤ Moral Educational - Meaning, Need, Importance, relationship among moral education and other subjects. ➤ Implication of Ethics. ➤ National education policy 1986 and Value ➤ Poverty – Concepts, Definitions, Poverty in India as a problem, Reason of Poverty in India. ➤ Social effects of Poverty 	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	Gandhi : Philosophical thought for Peace <ul style="list-style-type: none"> ➤ Gandhism ➤ Main characteristics of Educational thoughts of Gandhi ➤ Basic education of Gandhi: Concept, Historical background, ➤ Characteristics. Basic education before and after independence, Life Value 	ICT based class room teaching, Group Presentation
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Learning Outcomes:

- Pupils able to learn the concept, importance of comparative education.
- Pupils able to understand about different aspects of comparative education in different countries.

References:

- ❖ Sharma, Girdharilal, Shanti shiksha avam Satat Vikas, Radha Publication, Agra
- ❖ Naseema & Jibin – Peace Education with special reference to elementary education
- ❖ Yadav, P. - New thinking in Peace Education, Gayatri Publication, Rewa.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Assertiveness, Action Planning	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 3rd

Paper- XIV Elective I

Subject- Population Education

Subject Code: 6HMED304

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable the students

- To understand Human Capital, Human Development, Human Development Index (HDI), To acquaint about socio-economic conditions of the society and its relation to the population.
- To acquaint the students about population dynamics, growth and its impact on the community.
- To impart knowledge about population growth and its impact on development.
- To provide knowledge about gender equality and equity for empowerment of women.

UNIT – I	<p>Nature and scope of population Education</p> <ul style="list-style-type: none"> ➤ Meaning, Concept and Need of Population Education. ➤ Scope and Importance of Population Education. ➤ Historical perspectives of Population Education. ➤ Objectives and approaches of Population Education 	<p>ICT based class room teaching, Group Discussion, Individual Presentations</p>
UNIT – II	<p>Population Dynamics in India</p> <ul style="list-style-type: none"> ➤ Distribution and density of Population in India. ➤ Population Composition- Age, Sex, Rural, Urban Literacy Population Education and its relation with other discipline. ➤ Causes of Population growth in India. ➤ Population in relation to Social, Economic development, Political, housing, food, education, environment, Health service and Education, Employment etc. ➤ Population migration, demographic terminologies. 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT – III	<p>Population and Quality of Life</p> <ul style="list-style-type: none"> ➤ Meaning of quality of life and development. ➤ Education of Family life- Concept of Family, family role and responsibilities. Need and resource of family. ➤ Impact of Population growth on quality of life. 	<p>ICT based class room teaching, Individual Presentation</p>
UNIT- IV	<p>Population Related Policy and Programme</p> <ul style="list-style-type: none"> ➤ Population Policy in relation to Health environment Education Policies. ➤ Interrelation between population and environmental issues. ➤ Programmes related to Employment Social movements Voluntary and International agencies- UNFPA, WHO, UNESCO etc. 	<p>ICT based class room teaching, Individual Presentation, Demonstration</p>
UNIT – V	<p>Population and Sustainable Development</p> <ul style="list-style-type: none"> ➤ Population growth and transportation. ➤ Factors of affecting Population growth, Fertility, Mortality and Emigration. 	<p>ICT based class room teaching, Group Presentation</p>

	<ul style="list-style-type: none"> ➤ Integration of Population issues in the development strategies. ➤ Interrelationship between eradication of poverty and population stabilisation. 	
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Learning Outcomes:

- Pupils able to understand the role and importance of population education.
- Pupils able to apply and utilize different aspects of population education in their practical life.

References:

- ❖ Pandey, B.C. – Population Education
- ❖ Kamble, R. – Population education
- ❖ Singh U.K. Sudarshan – Population Education

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher Education Consultant	Persuading, influencing and negotiating skills	<p>To understand Human Capital, Human Development, Human Development Index (HDI), To quaint about socio-economic conditions of the society and its relation to the population.</p> <p>To acquaint the students about population dynamics, growth and its impact on the community</p>	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 3rd

Paper- XIV Elective I

Subject- Measurement and Evaluation

Subject Code: 6HMED305

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

- To acquaint the student teacher with the basic scientific concept and practices in educational and mental measurement.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teacher for the use of the techniques in the field.
- To enable the student teachers to interpret the result of educational measurement.
- To enable the student understand about various educational and mental measurement tools.

Course Content		Methodology Adopted
UNIT – I	Measurement & Evaluation Concept of measurement, need Concept of Evaluation, Type, Functions Relationship between measurement & Evaluation in Education. Scales of Measurement, Nominal, ordinal, Internal & ratio.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	Test Construction General Principles of the construction & its Coordination. Writing test items objective type, essay type qualities of a test, reliability, validity, Usability.	ICT based class room teaching, Individual Presentation
UNIT – III	Techniques of test conduction and Statistics Importance of establishment of report with the students, arranging seats, distribution of question, techniques. Techniques for avoiding guessing in answering cheating copying Interpreting measurement: normal probability curve, skewness and kurtosis. • Percentiles and percentile ranks. Standard scores.	ICT based class room teaching, Individual Presentation
UNIT- IV	Psychological Testing Achievement test Intelligence test Assessment of personality Interview, rating scale, projective techniques Attitude test.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Educational Statistics Measure of central tendency – mean, median, mode Variability-Q.D, A.D, S.D. Correlation Rank difference & Product moment	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand needs and importance of measurement and evaluation in education.
- Pupils able to learn different perspectives and techniques of test construction and can construct themselves.
- Pupils able to learn about different types of psychological tests and apply them in proper situations.
- Pupils can utilize different statistical procedures.

References:

- ❖ Asthana B. & Agrawal, Measurement & Evaluation in Psychology & Education Vinod Pustak Mandir, Agra
- ❖ Verma R.S. & Shailkeshik M., Vinod Pustak Mandir, Agra
- ❖ Sharma R.A., Measurement & Evaluation in Education & Psychology, R. Lall Book Depot.
- ❖ Naik P.K.-Advance Educational Psychology, Sharda Pustak Bhawan Allhabad(U.P.).

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Statistician (Teacher)	Tool Construction	Ability to learn about different types of psychological tests and apply them in proper situations.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course - M.A. Education

Semester- 3rd

Paper-XV Elective II

Subject: Teacher Education

Subject Code: 6hmed306

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable the students

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

UNIT – I	<p>I Historical Perspective and Concept of Teacher Education</p> <ul style="list-style-type: none"> ➤ Historical perspective : Recommendations of various commissions on teacher education – Kothari Commission ➤ National Policy of Education ➤ Meaning, Nature, Aims & Objectives of Teacher Education – Elementary level, Secondary level, College level 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Teaching as a Profession and Professional Trainings</p> <ul style="list-style-type: none"> ➤ Professional Organisations for various levels of teachers – Types, Roles and Functions ➤ Faculty Improvement Training for Teacher Education, Ethics and Codes ➤ In service Teacher Education and Pre service Teacher Education ➤ Short term trainings 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Evaluation procedures and Current Problems in Teacher Education Internal Assessment</p> <ul style="list-style-type: none"> ▪ Aspect of Internal Assessment ▪ Weight age for Internal assessment ▪ New techniques of Evaluation ➤ External Evaluation <ul style="list-style-type: none"> ▪ Practice Teaching – Final Lesson ▪ Theory papers ➤ Problems in Teacher Education ➤ Teacher Education in Practicing Schools ➤ Relation with other institutions such as BEO & DEO ➤ Preparing teacher for Special Schools ➤ Implications of Curriculum of Teacher Education 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Researches in Teacher Education</p> <ul style="list-style-type: none"> ➤ Need of Research in Teacher Education ➤ Action Research for Quality Improvement in Teacher Education ➤ Areas of Researches in Teacher Education <ul style="list-style-type: none"> ▪ Teaching Effectiveness ▪ Criteria of Admission ▪ Modification of Teacher’s Behaviour ▪ School Effectiveness 	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	Agencies of Teacher Education <ul style="list-style-type: none"> ➤ Concept and Functions of <ul style="list-style-type: none"> ▪ SCERT ▪ NCERT ▪ NCTE ▪ NCFW ➤ Colleges of Teacher Education ➤ University Department of Teacher Education ➤ Open Learning System, Open Universities and Distance Education for Teacher Education 	ICT based class room teaching, Group Presentation
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Learning Outcomes:

- Pupils able to understand the need, role and importance of Teacher Education
- Pupils able to realize different aspects and problems of Teacher Education.
- Pupils able to analyze the functions of different organization related to Teacher Education.

References:

- ❖ Sualemeyarlindsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd.,New Delhi-55.
- ❖ William Taylor – Society and the Education of Teachers, Faber 7 Faber
- ❖ Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
- ❖ Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
- ❖ K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teachers Trainer	Decision Making Skills, Time Management	Moral Development, Quality Education, Innovative Teaching Learning Method,	



Dr. C.V. RAMANA UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course - M.A. Education

Semester- 3rd

Paper : XV Elective II
Subject: - Guidance and Counselling

Subject Code: 6HMED307
Theory Max. Marks: 70
Theory Min. Marks: 28

Course Objectives:

To enable students to-

- To develop understanding of basic meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of Counselling.

To develop understanding about Counselling- research, issues and trends

UNIT – I	Core Concept in Guidance <ul style="list-style-type: none"> ➤ Meaning, Nature, Principles & Functions of Guidance. ➤ Types of Guidance –Educational Guidance, Vocational Guidance and Personal Guidance ➤ Agencies for Guidance –Home and School. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Testing Devices & Techniques <ul style="list-style-type: none"> ➤ Testing devices and Non-Testing Techniques in Guidance. ➤ Test for Guidance: Aptitude, Interest and personality. ➤ Techniques used for Guidance: Interview, Case study. 	ICT based class room teaching, Individual Presentation
UNIT – III	Fundamentals of Counseling <ul style="list-style-type: none"> ➤ Meaning of counselling, differentiate between Guidance and counselling. ➤ Theories of counselling: (i) Carl Roger’s theory of self, (ii) Albert Ellis-REBT. ➤ Types of counselling :Directive , Non Directive , Elective 	ICT based class room teaching, Individual Presentation
UNIT- IV	Process and Skills Required In Counseling <ul style="list-style-type: none"> ➤ Process of counselling – (i) Initial Disclosure (ii) In-depth Exploration (iii) Commitment to action ➤ Skill required for counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating ➤ Professional Ethics in Counselling. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	The Emerging Role of a Counseling In The Contemporary Context <ul style="list-style-type: none"> ➤ Role of counselling in school settings ➤ Teacher as a Counsellor ➤ Role of Counsellor in developing self concept ➤ Career Counselling in the present context 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand the needs and importance of guidance and counselling in present context.
- Pupils can learn and apply different devices and techniques of guidance.

- Pupils able to learn skills necessary for counselling and utilize those skills.

References:

- ❖ Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, NaiSalak, Delhi.
- ❖ Anatasi Anne: Psychological testing, New York, Mac Millan 1982.
- ❖ Mennet M.E.: Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
- ❖ Crites J.O: Vocational psychology, New York, GMC Grow Hill Book Company 1968.
- ❖ Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, Govt. of India,, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Guidance Officer Counsellor	Leadership Skills, Decision making Skills	Moral Development, Quality Education, Constructivism	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)

Course- M.A. Education

Semester- 4th

Paper- XVI

Subject: Yoga Education

Subject Code: 6HMED401

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

- To enable the student teachers to understand different perspectives of Philosophy.
- To enable the student teachers to understand different perspectives of Yoga.
- To enable the student teachers to understand different perspectives of Education.
- To enable the Student teachers to inform main perspectives of Yoga Education.
- To enable the Student teachers to be familiar with the chief Indian thinkers and philosophers in the field of Education and Yoga and their contributions in their respective areas.

UNIT – I	<p>- Yoga Education</p> <ul style="list-style-type: none"> ➤ Yoga Vidya - Meaning, , types, importance, aims of life- (Purusharth), Misconceptions regarding Yoga Education. ➤ Yoga Education - Concepts, Meaning, Definition, Origin of Yoga & its brief development, Elements, scope, classification, ➤ Spirituality - Meaning, concept, scope, spiritual health, hazards in spiritual health, role of Yoga in attaining spiritual health, Concept of E.S.P. ➤ Conducts of Yoga - Sadhaka, Yama and Niyama. Retention and Samadhi. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Thinkers and Philosophers of Yoga & Education: Brief Life Sketch, Philosophy And Contribution In The Field of Yoga & Education:</p> <ul style="list-style-type: none"> ➤ Ancient: Maharishi Patanjali and Buddha ➤ Medieval: Gourakhnath and Guru Nanak ➤ Modern: Gandhi, Tagore, Vivekananda and Swami Ramadev. ➤ Meditation – Meaning, Type, and principles, Difference between Yoga and Meditation. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>Anatomy Physiology for Yogic Practices</p> <ul style="list-style-type: none"> ➤ Introduction of human body and its systems. Difference between Yoga and Non-Yogic Exercise. ➤ Effect of Asanas on various Systems, Difference between Asana and Exercise., Difference between Pranayama and deep breathing. ➤ Asanas - Classification and its Mechanism. Cultural Asana (standing, sitting, supinline, praline position & topsy-turvy), Meditative Asana and Relaxative Asana. 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Yoga and Stress Management</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Learning Objectives ➤ Concept of Stress ➤ Stress – A Yogic perspective ➤ Yoga as a way of life to cope with stress ➤ Yoga practices for stress management 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<p>Yoga and Self Development</p> <ul style="list-style-type: none"> ➤ Concept and nature of self – development ➤ The concept of values and value education ➤ Meaning of Pranayama, its types and principles. Yoga and human excellence 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to learn role of Yoga in attaining spiritual health.
- Pupils able to know about the contributions of different thinkers and philosophers in the field of Yoga.
- Pupils able to apply Yoga to their life to gain healthy mind, body and personality.
- Pupils able to understand importance of diet, and spiritual health.

Reference:

- ❖ Gupta, S.N. & Das., (1987), Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Das Publishers.
- ❖ Hiriyanna M., (1995), The Essentials of Indian Philosophy, New Delhi, Moti Lal Banarasi Das Publishers.
- ❖ Iyengar B.K.S., (2005), Light on life, Oxford, Pan Macmillan Ltd.
- ❖ Iyengar B.K.S., (2009), The Tree of Yoga, New Delhi, Harper Collins.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Yoga Trainer	Time management, Team Working	Ability to apply Yoga to their life to gain healthy mind, body and personality.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 4th

Paper- XVII

Subject: Educational Administration and Supervision

Subject Code:6HMED402

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable the students-

- To help the learner to become effective manager of teaching / Administration of Education.
- To help learner to become & agents of change in various aspects of education i.e. classroom management, curriculum, construction, examination systems, Educational policies.
- To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- To acquaint the learner with the Central and State machinery for educational administration and management.
- To make the students understand about the finance, management of Education.
- To make the student familiar with the new trends and techniques of education.
- To enable the students to get some insight into supervision, inspection and know trends of development
- To development an understanding of the planning of education in India and its Socioeconomic context.

UNIT – I	<p>Educational Administration</p> <ul style="list-style-type: none"> ➤ Meaning, Nature, Elements, Types, Scope of Educational administration ➤ Concept of educational management human beings as input, process and products inputs. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<p>Management functions-</p> <ul style="list-style-type: none"> ➤ Leadership -Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership. ➤ Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation. 	ICT based class room teaching, Individual Presentation
UNIT – III	<p>School Management</p> <ul style="list-style-type: none"> ➤ Concept of School management ➤ Management of Human Recourses & Material Resources ➤ Construction of Time-table ➤ Class management ➤ Maintenance of school records ➤ Organization of school library Organization of co-curricular activities 	ICT based class room teaching, Individual Presentation
UNIT- IV	<p>Role of Communication& Supervision</p> <ul style="list-style-type: none"> ➤ Role and communication in effective management and administration ➤ Barriers of communication in Educational Administration ➤ Overcoming barriers to communication and effective communication in Educational Administration ➤ Role and functions of headmaster & teacher: planning, organizing, directing and controlling. ➤ Supervision – Meaning, Types, & Scope, Defects in the present supervision. ➤ Providing guidance; leadership function ➤ Crisis in management ➤ Decision making 	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	Organizational Structure of Educational Administration in CG <ul style="list-style-type: none"> ➤ Educational Administration in the state: The administrative structure of CG. ➤ Control of school education in the state –a critical analysis ➤ Functions of the stage government in relation to secondary and higher secondary school. ➤ Functions of the board of secondary education in controlling secondary schools ➤ Problems of secondary school administration in government school. 	ICT based class room teaching, Group Presentation
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References:

- ❖ School Organisation and Administration- M.S. Sachdeva
- ❖ Management in Education- Namita Roy Chaudhary A. P.H. Publishing Corporation, New Delhi.
- ❖ Educational Planning and Management Premila Chandrasekaran, Sterling Publication Pvt.Ltd.
- ❖ Educational Administration and Management – S.S. Mathur Theory of Educational Administration- S.R. Vashost7. Efficient School Management and Role of Principals- Alka Karla
- ❖ Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
- ❖ Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house
- ❖ School Organisation and Administration- U.S. Sidhu
- ❖ Administration of Education in India- S.N. Mukharji
- ❖ Educational Administration Principles and Practices- S.S. Mathur

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher Administrator	Leadership Skills, Language Skills	<ul style="list-style-type: none"> • Moral Development, Quality Education, the Central and State machinery for educational administration and management. 	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)

Course- M.A. Education

Semester- 4th

Paper-XVIII Elective I

Subject: Inclusive Education

Subject Code: 6HMED403

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

- To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- To understand diverse learner and Diverse Learner's needs and challenges.
- To develop awareness of learner towards inclusive education and its practices.
- To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.
- To enable the student to organize inclusive classroom.

UNIT – I	Introduction to Inclusive Education. <ul style="list-style-type: none"> ➤ Historical Development in India. ➤ Concept, Need and Meaning ➤ Philosophical Approaches to Inclusive Education. ➤ Psychological Perspectives of Inclusive Education. ➤ Sociological Perspectives of Inclusive Education. ➤ Principle of Inclusive Education. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Special Educational Needs (SEN) of Learners in Inclusive School <ul style="list-style-type: none"> ➤ Identification of diverse needs of (SEN) learners and Referrals ➤ Disabilities in children and SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities. ➤ Types and Use of Assistive Devices for learners with SEN ➤ Adaptations & Accommodations: Physical & Curricular 	ICT based class room teaching, Individual Presentation
UNIT – III	Inclusive Practice in Class Room for All <ul style="list-style-type: none"> ➤ Curriculum ➤ Methodology of teaching-learning ➤ Remedial Help ➤ Teaching aids ➤ Evaluation 	ICT based class room teaching, Individual Presentation
UNIT- IV	Developing Support Networks <ul style="list-style-type: none"> ➤ Family ➤ Regular and Integrated Schools ➤ Special Schools ➤ Vocational Guidance Institution and Clinics. ➤ Residential rehabilitation Centre 	ICT based class room teaching, Individual Presentation, Demonstration, Field Visit
UNIT – V	Legal and Policy Perspective <ul style="list-style-type: none"> ➤ National Legislation <ul style="list-style-type: none"> (i) RCL Act 1992 (ii) PWD Act 1995 (iii) National Trust Act 1999 ➤ National Policy on Education 1986 ➤ The Integrated Education Scheme 1992 for Children with disabilities. ➤ The Programme of Action 1992 	ICT based class room teaching, Group Presentation

Reference:

- ❖ Bender, W.N. Learning Disability, Allyn& Bacon, Simon and Schuster, 1995, Boston London
- ❖ Berdine, W.H &Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
- ❖ Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
- ❖ Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn& Bacon, Massachusetts, 1991
- ❖ Hewett, Frank M. &Foreness Steven R., Education of Exceptional Learners, Allyn& Bacon, Masachusetts, 1984.6.
- Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal.	Team Working	Moral Development, Quality Education, Understanding of Inclusive, Integrated and special education, need of inclusive education and its practices.	



Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course- M.A. Education

Semester- 4th

Paper- XVII Elective III

Subject- New Trends and Innovations in Education

Subject Code: 6HMED404

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable students to-

- Understand the meaning, nature and scope of ICT in Education.
- Get acquainted with structure, Hardware and Software of computer.
- Understand the changes that occur due to ICT in Education.
- Prepare student to select the appropriate communication facilities through Internet.
- Understand ICT support teaching learning strategies.

Course Content		Methodology Adopted
UNIT – I	<p>Innovation Technology In Education</p> <ul style="list-style-type: none"> ➤ Innovation - Concept, importance and Need of Innovation in view of Technological and Social Change. ➤ Need of information and communication Technology in Education. ➤ Obstacles in innovation, Role of Education in bringing innovations. ➤ Role of UNICEF in introducing innovations in Indian School Education. 	<p>ICT based class room teaching, Group Discussion Individual Presentations</p>
UNIT – II	<p>Early Childhood and Innovation</p> <ul style="list-style-type: none"> ➤ Early Childhood care and Education under article 45 of Constitution of India, Balwadi, Aaganwadi and other efforts in Public and Private sectors at State and Central Level. ➤ Private initiatives of some innovations in Education – Pratham, Educomp. ➤ State supported innovations; Sarve ShikshaAbhiyan, Lok Jumbish, Eklavya, Mahila Samakhya. ➤ National Level – Brief Account of right to Education, National Literacy Mission & Adult Education, Life Skill Education. 	<p>ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit</p>
UNIT – III	<p>Distance Education</p> <ul style="list-style-type: none"> ➤ Distance Education –Concept, Need Benefites and Limitations. ➤ Distance Education and Open Education, Open School, Open University, Virtual University. ➤ Ideal of Naturing Rural talent – the Navodya Viddyalaya Sangathan. ➤ Change School in the Era of Liberalization, privatization and Globalization. ➤ Virtual Classroom ➤ Role of EDUSAT 	<p>ICT based class room teaching, Individual Presentation, Constructivist Approach</p>
UNIT IV	<p>ICT Integrated Education</p> <ul style="list-style-type: none"> ➤ Changing face of school and University in the age of Information, Communication and Technology. ➤ Education through interactive radio, Television, Computer and Internet, Tele & Video conferencing, EDUSAT. ➤ Facilities available for Communication-E-mail, chat, Blog, Wiki. Internet forum, News . ➤ Role of E-Learning in Education, E- content , E-magzines and E-Journals. 	<p>ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit</p>
UNIT – V	<p>Introduction to E-Learning</p> <ul style="list-style-type: none"> ➤ E-Learning –Concept and Nature 	<p>ICT based class room teaching, Individual Presentation,</p>

	<ul style="list-style-type: none"> ➤ Web Based Learning ➤ Virtual Classroom ➤ Role of EDUSAT. 	Experimental Method, Field Visit
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References:

- ❖ Singh , Bhai Yogendrajeet ,Shiksha me Navacharavam Naveen Pravitiyan – BhavdiyPrakashanFaizabad U.P.
- ❖ Rao, V.K., Instructional system Design – Instructional Technology
- ❖ Arora, Bansal ,Computer fundamental – Vikas Publication House New Delhi.
- ❖ Sharma, A. R. ,Educational Technology, Vinod PustakMandir, Agra
- ❖ Crumlish Christian- ABC of Internet
- ❖ Chauhan, S. S., 1994, Innovation in Teaching Hearing Process, Vikas Publication House Nrw Delhi
- ❖ ICT stragies for school-MohentyLaxman

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship
Teacher Administrator	Making effective presentation, Commercial awareness	<ul style="list-style-type: none"> • Understand the changes that occur due to ICT in Education. • Prepare student to select the appropriate communication facilities through Internet. • Understand ICT support teaching learning strategies. 	