



RANI DURGAWATI UNIVERSITY

Saraswati Vihar, Pachpedi, Jabalpur,

Madhya Pradesh (INDIA) -482001



Department of School Education

Syllabus of All Programme

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SCHOOL OF EDUCATION (B.ED)
Rani Durgavati University, Jabalpur, M.P.

**Learning Outcomes-based Curriculum
Framework (LOCF)**

For

BACHLOR OF EDUCATION (B.ED)

Two Years

Full Time Programme



As per Choice Based Credit System (CBCS)

(Revised syllabus with effective from academic session 2017 onwards)

About B.ED

The SCHOOL OF EDUCATION (B.ED) Rani Durgavati University, Jabalpur is an autonomous institute within the jurisdiction of R.D. University, The institute came into existence in the year 2005 by a resolution of the executive council of the university when NCTE New Delhi accepted the proposal of our University and sanctioned the initial establishment cost. Provide quality education in the field of Education.

Ever since the inception of this institute, emphasis was given on quality of education and practical training to the students to foster the need of the fast developing education industry. It gives six months school internship experience to the trainees .The pattern of study includes lecture, practical, projects, case studies, workshops, webinar which helps the students to grasp the theoretical as well as the practical aspects of the education industry.

Vision of the Department

Our B.Ed. Department will be a Good leader in the integration of teaching and learning advancement of the knowledge-base through research, scholarship, leadership in service and outreach. Further, the college will be involved in preparing teachers who provides leadership, exemplary educational and related services to improve the lives in a changing and complex global society.

Programmes / Courses offered

Undergraduate:

- Bachelor of Education (B.ED) - 2 years full time programme with an intake of 100 students.

Bachelor of Education (B.ED)

Programme Outcomes (PO)

- **Promotion of high standards of professional education:** - To promote high standards of professional education in students so that they can use their potential to play a critical role in shaping the texture of society & nation as well.
- **Integration of technology in education:** - Fostering innovative, responsible & systematic integration of technology in education along with humanistic skills.
- **Development of cognitive skills:** - Develop a good understanding, knowledge & technical skills to enable students to measure & manage performance in their concerned organizations.
- **Development of logistic skill:** - Develop skills for logistic development of learner.
- **Inclusion of experience based learning;**- Develop skills in all the functional area of education & management by providing multiple opportunities for experience based learning.
- **Provision of infield work place experience** Provide such education that will influence thinking and achievements at that work place.
- **Development of good conceptual understanding of contemporary skills** Develop good conceptual understanding of contemporary skills & their application.
- **Experience of financial operations** Give an insight into the financial aspects of a business operation.
- **Development of key management skills** Develop key management & tutorial skills.
- **Functional knowledge** Build necessary skills functional knowledge & attitude to enable students for smooth working in any environment.

programme Specific Outcomes (PSO)

Student will be able to

1. To promote high standards of professional education in students so that they can use their potential to play a critical role in shaping the texture of society & nation as well.

2. Fostering innovative, responsible & systematic integration of technology in education along with humanistic skills.
3. Develop a good understanding, knowledge & technical skills to enable students to measure & manage performance in their concerned organizations.
4. Develop skills for logistic development of learner.
5. Develop skills in all the functional area of education & management by providing multiple opportunities for experience based learning.
6. Provide such education that will influence thinking and achievements at that work place.
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8. Give an insight into the financial aspects of a business operation.
9. Develop key management & tutorial skills.
10. Build necessary skills functional knowledge & attitude to enable students for smooth working in any environment.

Library facility available to students

The institute has an excellent library with approximately 1200 books covering all the aspects in the emerging trends in education field as well as the basic subjects which include books related to all the areas of education.

In, fact, in case of education, the books include manuals, reference books and text books covering almost all aspects of the field. Care is taken to see that no student has to return empty handed from the library. Apart from the books and text books, the library subscribes a large number of periodicals and various education magazines.

The students also have access to the Pt. Dwarika Prasad Mishra central library of the university which has a large amount of books and periodicals

covering all areas of education and also a large number of newspapers, periodicals and magazines. E-Journal and E-Library is also available.

BACHELOR OF EDUCATION (B.Ed.) COURSE STRUCTURE:

Semester Scheme – I

| Course/Paper | Hours per week | credits | Internal (Formative) | External (Summative) | Total Marks |
|--|----------------|-----------|----------------------|----------------------|-------------|
| Group A: Core Course | | | | | |
| CC 1: Childhood & Growing Up | 05 | 05 | 40 | 60 | 100 |
| CC 2. Education in India- Status, Problems and Issues | 05 | 05 | 40 | 60 | 100 |
| CC 3. Curriculum Development & School | 05 | 05 | 40 | 60 | 100 |
| CC 4. Language across the curriculum | 05 | 05 | 40 | 60 | 100 |
| EPC – AESD -1 Reading and Reflecting on Texts | 08 | 04 | 40 | 60 | 100 |
| Total | 28 | 24 | 200 | 300 | 500 |

Course Outcomes(B.Ed)

SEMESTER 1

Paper -CC 1: Childhood & Growing Up

Course objectives

To develop an understanding of different aspects of a child's physical, motor, social and emotional development. To understand the developmental process of children with diverse abilities in social, cultural and political context. To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context. To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood. To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.

Course learning outcome

Student will be able to

To develop critical deconstruction of significant events that media highlights and creates during childhood. To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children. To develop the power to interpret how gender caste and social class may impact the lived experience of children.

Paper - CC 2. Education in India- Status, Problems and Issues

Course objectives

To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P. To develop an understanding of the brief historical background of Indian.

Course learning outcome

Student will be able to

Education with special reference to Secondary Education. To develop an understanding of the objectives and scope of Secondary Education. To develop an awareness of the professional ethics.

Paper- CC 3. Language across the curriculum

Course objectives

Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course learning outcome

Student will be able to

It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Paper- CC 4. Curriculum Development & School

Course objectives

To acquaint students with the nature and types of curriculum. To acquaint students with the context of curriculum development and some Innovative Curriculum Models.

Course learning outcome

Student will be able to

Student will be familiarized with Designing of Curriculum. Student will get practical experience in Evaluating, Designing and Reviewing Curriculum.

Paper-EPC 1 READING AND REFLECTING ON TEXTS

Course objectives

To enable the students to read and response to a Varsity of text in different ways. To develop Meta cognitive awareness.

Course learning outcome

Student will be able to

Student's capacities will be enhanced readers and writers by becoming participants in the process of reading. The student teachers will work on the field and make predictions and check their predictions and then summarize.

SEMESTER 2

| Course/Paper | Hours per week | credits | Internal (Formative) | External (Summative) | Total Marks |
|---|----------------|-----------|----------------------|----------------------|-------------|
| Group B: Core Course | | | | | |
| CC 1: Learning & Teaching | 05 | 05 | 40 | 60 | 100 |
| 2. PC (I) Pedagogy of a School Subject – Part I Biology /Maths/Social Sciences (SS)/Language-Hindi/English/Sanskrit | 05 | 05 | 40 | 60 | 100 |
| 3. PC (II) Pedagogy of a School (Part II): Chemistry /Physics /History/ Civics/ Geography/Economics/ Commerce) | 05 | 05 | 40 | 60 | 100 |
| CC-2 Skills And Strategies Of Teaching | 05 | 05 | 40 | 60 | 100 |
| EPC 2 AESD-II Drama & Art in Education | 08 | 04 | 40 | 60 | 100 |
| Total | 28 | 24 | 200 | 300 | 500 |

Paper-CC1 Learning & Teaching

Course objectives

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;

Course learning outcome

Student will be able to

- Student will be able to explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner’s based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Paper-CC 2. Pedagogy of a School Subject

Hindi

Course objectives

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.

3. Help pupils to acquire basic skills of language teaching,
Aims/Objectives.

Course learning outcome

Student will be able to

- Know the different methods of teaching .
- Prepare a lesson notes and teach accordingly.
- Appreciate and use of modern educational media.

English

Course objectives

- To master the different techniques, devices of the Second language structure, sounds and vocabulary.
- To understand the status of English language.
- To distinguish between different approaches and methods of teaching English and their use in the classroom.
- Acquire the basic skills of language learning.
- Plan and execute of different types of lessons in prose, poetry according to classroom situations.

Course learning outcome

Student will be able to

- To appreciate the importance and use of suitable audio -visual aids in class room situations.
- To know the principles of curriculum construction.
- To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
- To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
- To guide the students to use the language correctly.

Sanskrit
Course objectives

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.

Course learning outcome

Student will be able to

- Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
- Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
- Understand the importance of Language Laboratory.
- Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
- Understand the importance of co-curricular activities in language learning.
- Imbibe the special qualities of Sanskrit teacher.

Mathematics
Course objectives

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.

5. Analyse and evaluate the curriculum of mathematics at Secondary school level.

COURSE LEARNING OUTCOMES

Student will be able to

- Apply different approaches and methods of teaching mathematics in classroom situations.
- Prepare and use instructional materials in teaching mathematics.
- Prepare different kinds of test and understand the comprehensive evaluation.
- Participate and organize the different co-curricular activities in mathematics.
- Understand the professional competencies, commitments and expectations of mathematics teacher.

Biological Science

Course objectives

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.

2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms

3. Acquaint with the Resources for teaching Biology & their effective Utilization.

4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.

COURSE LEARNING OUTCOMES

Student will be able to

- Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
- Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
- Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
- Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
- Plan & execute various curricular & co-curricular activities related to teaching of Bio-science.

Paper-CC 3. Pedagogy of a School Subject

Geography / Economics

Course objectives

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics
2. Acquire knowledge and understanding of the aims and objectives of Geography
3. Realize the values of learning geography

COURSE LEARNING OUTCOMES

Student will be able to

- Make use of Audio-visual aids about Geography and Economics
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography Curriculum

History / Civics

Course objectives

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics

4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.

COURSE LEARNING OUTCOMES

Student will be able to

- Acquire the knowledge of Instructional Material and resources in teaching History and Civics
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating History and civics with other school subjects.
- Cultivate the qualities of a good History and civics teacher
- Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
- Evaluate History and civics text books and prescribed courses
- Develop necessary skills in the application of methods and techniques in the classroom

COMMERCE **Course objectives**

1. To introduce student teachers with the methodology of teaching used in -teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

COURSE LEARNING OUTCOMES

Student will be able to

- To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
- To equip student teachers with the curriculum.

Physics and Chemistry

Course objectives

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.

- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.

COURSE LEARNING OUTCOMES

Student will be able to

- Understand the principles of text-book construction.
- Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
- Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.

- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching aids.

Paper-CC 4-Skills and Strategies of Teaching

Course objectives

- To enable students to respond to a variety of maxims of teaching.
- To develop the teaching skill of students.
- To enable Students to respond to a variety of Maxims of Teaching.
- To develop the teaching skills of Students

COURSE LEARNING OUTCOMES

Student will be able to

- **Understand the content of application of different strategies of teaching and implement them.**
- **Understand the various features of models of teaching effectiveness.**

Paper-EPC : DRAMA AND ART IN EDUCATION

Course objectives

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

COURSE LEARNING OUTCOMES

Student will be able to

- recognize the need of basic facilities for organization of drama and arts activities; and
- encourage learners to share their resources and materials in group activities.
- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at

secondary level • Enhance awareness of the rich cultural heritage, artists and artisans.

SEMESTER 3

| Course/Paper | Hours per week | credits | Internal (Formative) | External (Summative) | Total Marks |
|---|----------------|-----------|----------------------|----------------------|-------------|
| Group A: Core Course | | | | | |
| CC1. Population Education And Adult Education | 04 | 04 | 40 | 60 | 100 |
| 2. School Internship | 16 | 16 | 20 | 180 | 300 |
| 3. EPC 3- Educational Psychology Practical | 08 | 04 | 40 | 60 | 100 |
| Total | 28 | 24 | 200 | 300 | 500 |

Paper -CC 1: Population Education and Adult Education

Course objectives

- (1) To create awareness about the population explosion problems related to population.
- (2) To create awareness for small family
- (3) To create health awareness
- (4) Social and personality development Mode of involvement in social movement.
- (5) To make students aware about population and how the development of the nation is not possible unless we have balance population.

COURSE LEARNING OUTCOMES

Student will be able to

Student will Define the concept of population education; Explain the need and significance of population education; State the goals and objectives of population education; Discuss the aspects and scope of population education; and Describe the origin, growth and development of population (and development) education including its present status. Students would know the causes of over population and how to make solution. Development of nation depends on literacy therefore the students will be aware about literacy situation, literacy programme and population education programme implemented in country.

Paper-EPC 302-SCHOOL INTERNSHIP

Course objectives

To Identify well-qualified and adequately-motivated teachers to be associated with TEIs as mentor teachers. Depute the mentor-teachers to participate in the orientation meetings in the TEI. Make available all school facilities to the student-teachers such as library, laboratories, playgrounds etc. Permit the student-teachers to participate and contribute in all activities of the school such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. Participate in the assessment of students' performance. Address promptly the problems and difficulties of student-teachers.

COURSE LEARNING OUTCOMES

Student will be able to

Acquire the competency of undertaking multiple roles of a teacher with a complete understanding of school as a system; undertake

responsibility of planning and implementing teaching-learning activities for specific units of study; develop various teaching skills and competencies and positive attitude towards teaching; reflect upon and consolidate school experiences as well as foster own development as a teacher; develop a broad spectrum of perspectives on teaching as a profession. The aim of these teacher education programmes is to train teachers to educate and teach effectively in order to facilitate learning in the classroom , internship experiences enhance students' selfconfidence , values and attitudes and leads to an increase in student independence, social maturity and interpersonal skills. Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. The internship is a educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in partnership with members of the teaching staff. Develop professional skills and attitudes, Offers fruitful exposure on the job, Understanding the nature of working climate and status, Securing purposeful relationships with the existing human resources.

Paper-EPC-302-AESDIII-Educational Psychology Practical

Course objectives

- .
5. To apply the knowledge of various psychological experiments and tests in school situations To enable the students to understand way of conducting psychological experiments.
 2. To give practical experiences to B.Ed. students teachers in regard to some of the psychological concepts and principles.
 3. To enable the B.Ed. students to apply scientific method for the solution of psychological problems in psychological laboratory.
 4. To give B.Ed. students living experience in regard in the conducting of psychological experiences in their class room situation in future.
 6. To apply the psychological tests in during research work.

COURSE LEARNING OUTCOMES

Student will be able to

1. To develop an understanding and appreciation of the dietary and environmental factors which underline learning ability.
2. To provide base for understanding the nature and principles of learning and to supply the techniques for its improvement.
3. To understand and appreciated factors influencing individual ability to learn.
4. To provide understanding of the external factors like training aids, libraries, classrooms which are largely within the control of the teacher and the institution.
5. To evaluate teaching efficiency.
6. To develop an appreciation of the individual and importance of the individual with their individual differences.

7. Scope of Educational Psychology: Scope of educational psychology tells us the areas of application.

SEMESTER 4

| Course/Paper | Hours per week | credits | Internal (Formative) | External (Summative) | Total Marks |
|---|----------------|-----------|----------------------|----------------------|-------------|
| Group B: Core Course | | | | | |
| CC1 Gender School & Society | 05 | 05 | 40 | 60 | 100 |
| CC2 Educational Technology & ICT | 05 | 05 | 40 | 60 | 100 |
| CC3 Creating an Inclusive School | 05 | 05 | 40 | 60 | 100 |
| CC4 Optional CoCourses A. Guidance & Counseling B. Environmental education | 05 | 05 | 40 | 60 | 100 |
| AESD IV Understanding the Self | 08 | 04 | 40 | 60 | 100 |
| Total | 28 | 24 | 200 | 300 | 500 |

Paper -CC 1: Gender, School and Society

Course objectives

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.

2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

COURSE LEARNING OUTCOMES

Student will be able to

Explain the concepts of gender and sex; Differentiate between gender and sex; Explain the meaning of gender socialisation and gender roles; Identify the agents of gender socialisation; Specify the nature of gender roles; and Identify the determinant factors of gender roles. Explain the meaning of Gender Discrimination; Explain the types of Gender Discrimination; Identify the causes for Gender Discrimination; and Explain Gender Discrimination at different levels of Institutions – Social, Cultural, Economic, Political, and Educational.

Paper -CC 2 Educational Technology & ICT

Course objectives

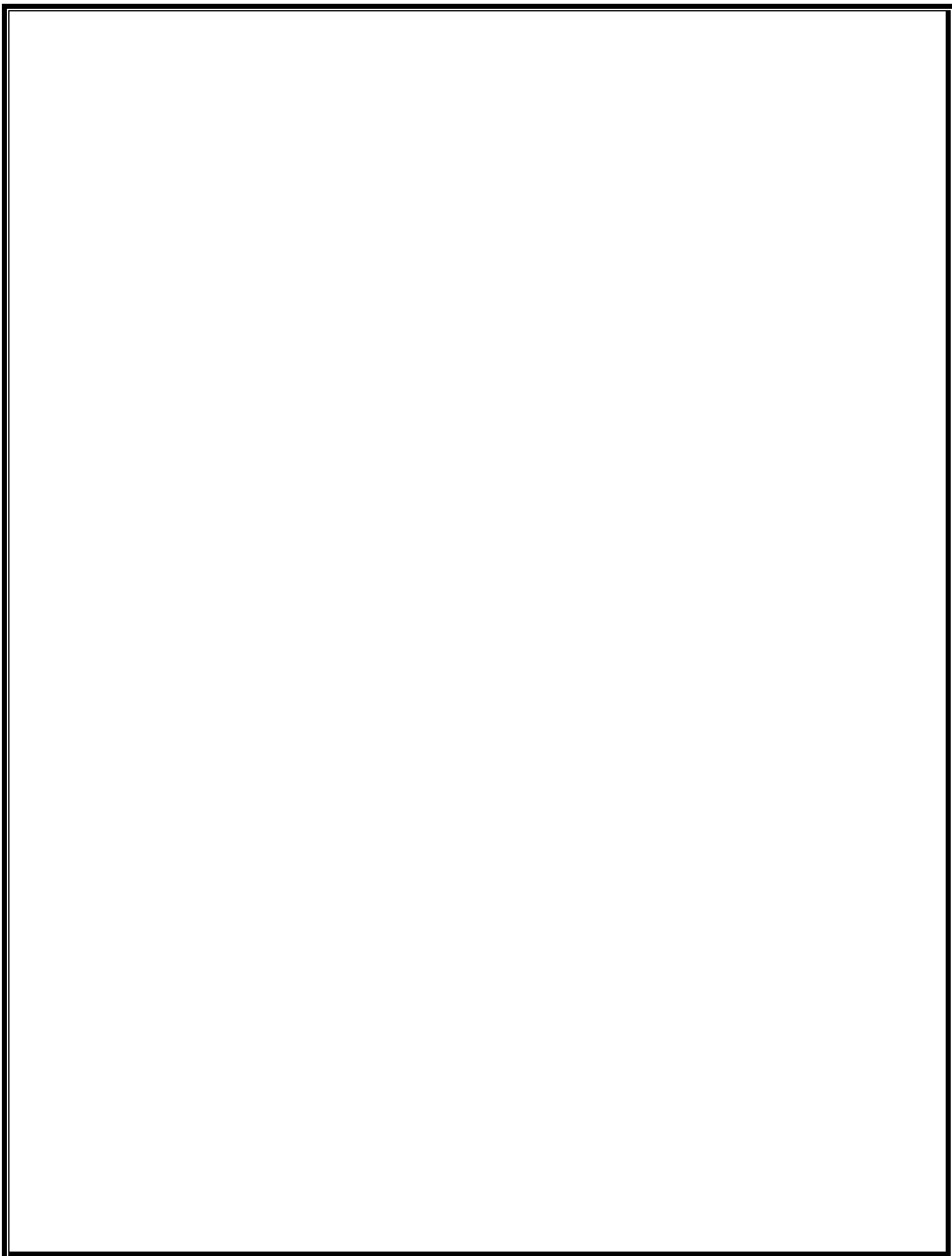
- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.

COURSE LEARNING OUTCOMES

Student will be able to

- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.
- Discuss the major institutions of education technology in India; and Distinguish between forms of educational technology; Discuss the nature, objectives, scope and types of educational technology; Explain the meaning of educational technology; Identify key role of technology in the process of education.
- Discuss the types of teaching aids and Explain the meaning of teaching aids.
- Explain the taxonomy of educational objectives.





SCHOOL OF EDUCATION (B.ED)
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Learning Outcomes-based Curriculum
Framework (LOCF)

For

MASTER OF ARTS (EDUCATION)
Two Years

Full Time Programme



(Revised syllabus with effective from academic session 2022 onwards)

About M.A. Education

The School of Education, Rani Durgavati University, Jabalpur is an autonomous institute within the jurisdiction of R.D. University, The institute came into existence in the year 2005 by a resolution of the executive council of the university when NCTE New Delhi accepted the proposal of our University and sanctioned the initial establishment cost. Provide quality education in the field of Education. The Deptt. has established a master of arts in Education in 2021.

Ever since the inception of this institute, emphasis was given on quality of education and practical training to the students to foster the need of the fast developing education industry. The pattern of study includes lectures, practical projects, case studies, workshops, webinars which helps the students to grasp the theoretical as well as the practical aspects of the education industry.

Vision of the Department

Our Education Department will be a Good leader in the integration of teaching and learning advancement of the knowledge-base through research, scholarship, leadership in service and outreach. Further, the college will be involved in preparing teachers who provide leadership, exemplary educational and related services to improve the lives in a changing and complex global society.

Programmes / Courses offered

Postgraduate:

- Master of Arts(Education) - 2 years full time programme with an intake of 25 students.

□ **Master of Arts(Education)**

Programme Outcomes (PO)

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- **Integration of technology in education:** - Fostering innovative, responsible & systematic integration of technology in education along with humanistic skills.
- **Development of cognitive skills:** - Develop a good understanding, knowledge & technical skills to enable students to measure & manage performance in their concerned organizations.
- **Development of logistic skill:** - Develop skills for logistic development of learners.
- **Inclusion of experience based learning;**- Develop skills in all the functional areas of education & management by providing multiple opportunities for experience based learning.
- **Provision of infield work place experience** Provide such education that will influence thinking and achievements at that work place.
- **Development of good conceptual understanding of contemporary skills** Develop good conceptual understanding of contemporary skills & their application.
- **Experience of financial operations** Give an insight into the financial aspects of a business operation.
- **Development of key administration & management skills** Develop key management & tutorial skills.
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Programme Specific Outcomes (PSO)

Student will be able to

1. To promote high standards of professional education in students so that they can use their potential to play a critical role in shaping the texture of society & nation as well.
2. Fostering innovative, responsible & systematic integration of technology in education along with humanistic skills.
3. Develop a good understanding, knowledge & technical skills to enable students to measure & manage performance in their concerned organizations.
4. Develop skills for logistic development of learners.
5. Develop skills in all the functional areas of education & management by providing multiple opportunities for experience based learning.

6. Provide such education that will influence thinking and achievements at that work place.
7. Develop good conceptual understanding of contemporary skills & their application.
8. Give an insight into the financial aspects of a business operation.
9. Develop key management & tutorial skills.
10. Build necessary skills, functional knowledge & attitude to enable students to work smoothly in any environment.

Library facility available to students

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In fact, in the case of education, the books include manuals, reference books and textbooks covering almost all aspects of the field. Care is taken to see that no student has to return empty handed from the library. Apart from the books and textbooks, the library subscribes to a large number of periodicals and various education magazines.

The students also have access to the Pt. Dwarika Prasad Mishra central library of the university which has a large number of books and periodicals covering all areas of education and also a large number of newspapers, periodicals and magazines. E-Journal and E-Library are also available.

Master of Arts(Education)

COURSE STRUCTURE:

Semester Scheme – I

| S.N. | Theory Papers | Total | Theory Marks (Total) | minimum passing Marks | Internal Marks (Total) | minimum passing Marks |
|------|---|-------|----------------------|-----------------------|------------------------|-----------------------|
| . | Educational Philosophy | 100 | 75 | 27 | 25 | 09 |
| . | Advanced Educational Psychology | 100 | 75 | 27 | 25 | 09 |
| . | Sociological Foundation of Education | 100 | 75 | 27 | 25 | 09 |
| . | Practical-Field work & Seminar Presentation | 100 | 75 | 27 | 25 | 09 |

Course Outcomes(M.A. Edu)

SEMESTER 1

Paper-1: Educational Philosophy

Course objectives

To enable the students to understand the contribution of philosophy of education. To acquaint the students with the different philosophical schools.

Course learning outcome

Student will be able to-

Understand and explain philosophically important theories and concepts that have historically been used to organize and explain human experience. Understand and employ the principles of contemporary logic to think clearly and critically.

Paper -2. Advanced Educational Psychology

Course objectives

To enable the students to understand psychology as a scientific discipline and its application to education. To enable the students to understand the nature of development and to

appreciate the common characteristics, needs and behavioural problem of children and adolescence at successor stage of development, to acquaint the students above the nature and concept of motivation and learners.

Course learning outcome

Student will be able to-
demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Paper- 3. Sociological Foundation of Education

Course objectives

To develop and educate familiarity with social structure, class, and caste. To help students to make a critical analysis of scope students. To help to know the impact of religion, culture and Society.

Course learning outcome

Student will be able to-
list the special measures taken by the Govt. for educational upliftment of minorities, disadvantaged, SC, ST and special needs children. recognize the role of sociology in education. comprehend the role of education as an agent of social transformation. examine the meaning of society, its structure, system of social stratification, culture, socialization, acculturation, social mobility and social and cultural change. interpret the role of education for human resource development. describe culture and equality in educational context. critically analyse the social ideologies and their implications to education.

Paper-4 Practical-Field work & Seminar Presentation

Course objectives

To identify practical learning skills and concepts that will promote students' academic success. To encourage students to explore the connection between university study and life enrichment, lifelong learning, and civic responsibility. To promote respect for diversity issues and concepts.

Course learning outcome

Student will be able to-

Students will develop persuasive speech, present information in a compelling, well-structured, and logical sequence, respond respectfully to opposing ideas, show depth of knowledge of complex subjects, and develop their ability to synthesize, evaluate and reflect on information.

Semester Scheme – II

| SN | Theory Papers | Total | Theory Marks (Total) | minimum passing Marks | Internal Marks (Total) | minimum passing Marks |
|----|--|-------|----------------------|-----------------------|------------------------|-----------------------|
| 1. | History of Indian education | 100 | 75 | 27 | 25 | 09 |
| 2. | Advanced Educational Technology and Management | 100 | 75 | 27 | 25 | 09 |
| 3. | Advanced Research Statistics | 100 | 75 | 27 | 25 | 09 |
| 4. | Practical-Case Study | 100 | 75 | 27 | 25 | 09 |

Paper-CC1 History of Indian education

Course objectives

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

Course learning outcome

Student will be able to-

To explore the possibilities of an understanding After completing this course students are expected to have a fair knowledge about the prehistory, protohistory and the sources of Ancient Indian History of education.

Paper-CC 2. Advanced Educational Technology and Management

Course objectives

To help students to understand the meaning, nature and important components of educational technology in terms of hardware and software. To help students 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 universalisation of education and information explosion expected in the near future. To help students to distinguish between communication and instruction and enable them to develop and design sound instructional systems in the light of the land models and strategies of teaching. To help students to get acquainted with emerging trends in educational technology along with resource centers of educational technology and understand the need and importance of research in this area.

Course learning outcome

Student will be able to

To provide education in the use of Information and Communication Technology or ICT. To encourage higher-level thinking and creativity through ICT. To deliver students with a learning experience in instructional technology. To promote computer-based educational resources.

Paper-3. Advanced Research and Statistics

Course objectives

To enable the students to understand the meaning of scientific method, scientific enquiry, paradigm, theory and their implication for educational research, to understand the characteristics of philosophical psychological and sociological researches in education, to develop the ability and competence of a students to plan and execute Research and apply its finding in educational practices, to understand the methodology of various types of researches, to analyse the data interpret it and to draw conclusions.

Course learning outcome

Students will be able to

Summarize data visually and numerically. Students will build and assess data-based models. Students will learn and apply the tools of formal inference. Understand the limitations of particular research methods. Develop skills in qualitative and quantitative data analysis and presentation. Develop advanced critical thinking skills. Demonstrate enhanced writing skills.

Paper-4-Practical-Case Study

Course objectives

Learning case studies present learners with problems and challenges based on real life situations and drive them to make difficult decisions based on the evidence given. They are designed to raise questions and to present just enough data to stimulate/engage learners to find their own answers.

Course learning outcome

Student will be able to-

Promote reflective practice: Learning case studies offer learners not only an opportunity to think and act, but also to critically reflect on their process of thinking and action and its consequences. Build imaginative responses: A well written learning case study stimulates creativity and innovative thinking.

SEMESTER 3

| S. N. | Theory Papers | Total | Theory Marks (Total) | minimum passing Marks | Internal Marks (Total) | minimum passing Marks |
|--------------|-----------------------|--------------|-----------------------------|------------------------------|-------------------------------|------------------------------|
| . | Comparative Education | 100 | 75 | 27 | 25 | 09 |
| . | Population Education | 100 | 75 | 27 | 25 | 09 |
| . | Methods of Teaching | 100 | 75 | 27 | 25 | 09 |
| . | Computer Education | 100 | 75 | 27 | 25 | 09 |

Paper - 1:Comparative Education

Course objectives

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

Course learning outcome

Student will be able to
compare current educational theory and practice in various countries with a view to broadening and deepening understanding of the problems of education across national boundaries. To become better informed about the educational system of other countries. To become better informed about the ways in which people in other cultures have carried out certain social functions by means of education.

Paper-2: Population education

Course objectives

To acquaint students with the social 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 the development, to provide knowledge about gender equality for empowerment of women.

Course learning outcome

Student will be able to
Explain demographic changes in the world and their major determinants, apply demographic concepts and population theories to explain past and present population characteristics, evaluate the use of demographic concepts and population theories to understand contemporary socio-economic issues and current affairs and assess the relationship between demographic change and policy.

Paper-3: Computer Education

Course objectives

To acquaint students with basic elements of computers, to acquaint them with computers as a research tool, to prepare students for using the computer as a medium of instruction, to acquaint them with computers as a communication tool.

Course learning outcome

Student will be able to
Critically analyze a problem and to design, implement, and evaluate a computing solution that meets requirements, to work effectively in small groups on medium scale computing projects, Intellectual skills. With this type of learning outcome, the learner will understand concepts, rules or procedures, Cognitive strategy. In this type of learning outcome, the learner uses

personal strategies to think, organize, learn and behave, to effectively communicate technical concepts in oral and written form, to understand the social and ethical implications of working as a professional in the field of computer science, to use current tools and methodologies in computing practice.

Paper-3: Methods of Teaching

Course objectives

To enable the students to understand the concept of methods of teaching, to acquaint the student with different teaching methods.

Course learning outcome

Student will be able to

Disseminate up-to-date knowledge, develop the capability to use ideas and information, develop the student's ability to test ideas and evidence, develop the student's ability to generate ideas and evidence, and facilitate the personal development of students.

SEMESTER 4

| S.N | Theory Papers | Total | Theory Marks (Total) | minimum passing Marks | Internal Marks (Total) | minimum passing Marks |
|------------|-------------------------------------|--------------|-----------------------------|------------------------------|-------------------------------|------------------------------|
| 1 | Extension Education | 100 | 75 | 27 | 25 | 09 |
| 2 | Educational guidance and counseling | 100 | 75 | 27 | 25 | 09 |
| 3 | Advance special education | 100 | 75 | 27 | 25 | 09 |
| 4 | Practical-Dissertation | 100 | 75 | 27 | 25 | 09 |

Paper - 1: Extension Education

Course objectives

To develop adequate familiarity with extension education, to ensure that students are having proper knowledge of thoughts and practice of extension Education. To impart practical based knowledge on agriculture and allied sectors. To impart in-depth practical knowledge in rural development. To provide hand hold exposure on agriculture-allied sectors like Dairy, Apiculture, Fishery, Poultry science etc. To disseminate different rural technologies through various extension activities. To identify and overcome the problems encountered in day-to-day life in agriculture and the social sector. To provide knowledge on commercial agricultural production practices. To make students competitive in pursuing higher studies.

Course learning outcome

Student will be able -

To get an exposure to a new rural area and the socio-economic condition of people. To provide knowledge from ancient to modern agricultural practices. To face the rural reality during the rural living and learning experience. To impart in-depth practical knowledge in crop cultivation practices. To cope with adverse situations during their rural stay at different remote parts of rural Bengal. To provide knowledge on working of different farm implements. Detailed knowledge on various agri-business activities. To build the manpower for serving the rural community. To disseminate recent agricultural technologies through extension.

Paper -2: Educational guidance and counseling

Course objectives

The course content will help the students to understand the concepts, needs and viewpoints about guidance and counseling and the underlying principle in reference to normal children as well as in reference to children with special needs, get acquainted with two organizational framework and procedures of guidance services in educational institutions, know and use the tools and techniques required for providing Guidance counseling services to students.

Course learning outcome

Student will be able to-

Explain the importance of school guidance services in terms of the contemporary educational process. To relate between contemporary education and psychological counseling and guidance. To explain the necessity of guidance services in schools based on examples. To comprehend the necessity of common guidance understanding in the

educational environment. To explain essential principles and rules for school guidance services. To explain the legal regulations and the applications related to the existing guidance services in schools. To know the current legal regulations about the applications of school guidance services. To explain the current school guidance regulations in terms of the application. To report the applications related to the present school guidance services in elementary schools. To report the applications related to the current school guidance services in secondary or high schools. To implement the plans and applications needed for effective school guidance services. To question the school guidance services in terms of various school grades. To plan the school guidance services in terms of educational, vocational and personal-social aspects of the guidance services for various school grades. To implement the school guidance services in terms of educational, vocational and personal-social aspects of the guidance services for various school grades. To implement the applications of various tests and non-test techniques for various school grades. To implement the guidance services for families. To present suggestions for the effectiveness of school guidance services.

Paper-3: Advance Special Education

Course objectives

To make the students know and understand the concepts and principles of special education and its scope in India, understand the reasons for the suggestion of recent commissions of education about special education as important and essential for realising the objectives of universalisation of education, grab the meanings, special needs and characteristics and modalities of identifying various types of special/exceptional children. know and understand the various educational intervention programs and academic provisions for meeting the exceptional needs of a special child separately as also in regular classroom.

Course learning outcome

Student will be able to-

Face diversity and identify the barriers to participation and learning arising within schools; Draw up development priorities and planning interventions to support diversity (e.g. curricula adaptations, design of differentiated lessons); Use alternative learning practices, techniques, materials, and associated assessment tools to review development; Use ICT to support all learners in inclusive settings; Foster collaboration within the school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students' participation and achievement in

sustainable school systems; Understand the key features of an inclusive learning environment.

Paper-3:Practical-Dissertation

Course objectives

The aim of this module is to enable students to develop an understanding and obtain practical experience of the research process and research skills required to undertake a supervised research project. Students will be required to identify relevant information on a topic and critically review the research of others.

Course learning outcome

Engage in systematic discovery and critical review of appropriate and relevant information sources. appropriately apply qualitative and/or quantitative evaluation processes to original data. understand and apply ethical standards of conduct in the collection and evaluation of data and other resources.