

PROGRAMME PROJECT REPORT
Master of Arts in Education Programme
(2 Year Programme in accordance with NEP-2020)



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Master's Degree Programme

The National Education Policy (NEP) 2020 envisions a new vision that enable an individual to study one or more specialized areas of interest at a deep level and develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that “National Higher Education Qualifications Framework (NHEQF)” shall be aligned with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE).

The design of M.A. Education programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development of a learner.

The uniform grading system will also enable potential employers to assess the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

Master of Arts in Education Programme

The structure and duration of postgraduate programme of Master in Education in accordance with NEP 2020 includes multiple exit options within this period, with appropriate certifications:

- Level 8: a **Bachelor' Degree (Research)** for 4-year programme after completing 4th year of 4-year B.A. programme **OR PG Diploma in Education** after completing 1st year (2 semesters) of study of M.A. programme.
- Level 9: a **Master of Arts in Education** programme after 2 years (4 semesters) of study.

1. Programme Mission & Objectives

In line with the mission of the University to provide flexible learning opportunities to all, particularly to those who could not join regular colleges or universities owing to social, economic and other constraints, the 2-year Post-Graduate Programme in Education aims at providing holistic and value-based knowledge. The program offers a platform to the learners to fulfill the eligible criteria in various jobs in government and private sector.

The Master of Education programme aims at the following objectives:

The two-year M.A. in Education programme is designed to help all the students to get good quality education so that they can find employment after their Post-graduation. The curriculum intends to open new doors of systematic knowledge of the subject to the students having graduation in the subject Education. The objectives of this programme are to enable the student to develop an understanding about the-

- Contributions of philosophy, sociology and psychology to the field of education.
- Impact of Indian and western Philosophies on Indian Education.
- Nature, Scope and Limitations of educational research.
- Major approaches those are available for conducting the educational research and preparing the research report.
- Collection of data, analysis of data and developing understanding for solving an educational problem.
- To enable the students to gain the knowledge about the various / emerging issues of education.

- To acquaint the students with Educational Technologies and its emerging trends.
- To orient the students with the various areas of education like Teacher Education, Open and Distance Education, Special Education, Educational Guidance and counselling, Educational Administration and Management etc.
- To orient the students with other discipline like sociology, History, Economic, Political Science, Languages and Management etc.

2. Relevance of the Programme with HEI's Mission and Goals

The 2-year Post-Graduate Programme in M.A.- Education is designed with the objective of equipping learners to cope with the emerging trends and challenges in the education and social domain. In congruence with goals of the University the Programme also focuses to provide skilled manpower to the society to meet global demands. The Programme is designed in such a manner that a successful learner can go for higher studies as well as join the various level of educational institutions and academic societies or can run their own start-ups.

3. Prospective Target Group of Learners

The Program is targeted to all individuals looking to earn a postgraduation degree for employment, further higher education, promotion in career, professional development.

4. Outcomes of the Programme

Learning outcomes after Level 8		
Learning Outcomes	Elements of the descriptor	Level 8 Bachelor Degree (Research) OR PG Diploma in Education
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context. • a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> • a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques,
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> • apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

LO 4	Generic learning outcomes	<ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning, • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research. • problematize, synthesize and articulate issues and design research proposals, • define problems, formulate appropriate and relevant research questions,
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in one's life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> • managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team. • exercising supervision in the context of work having unpredictable changes.

Learning outcomes after Level 9		
Learning Outcomes	Elements of the descriptor	Level 9 (Master in Education)
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen fields of learning or professional practice, • procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research and development.
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> • advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning, • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • specialized cognitive and technical skills relating to a body of knowledge and practice to analyse and synthesize complex information and problems.

LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> • apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the chosen fields of learning.
LO 4	Generic learning outcomes	<ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the chosen field of study, • meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical and moral values in one's life, • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues,
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches.

5. Instructional Design

5.1 Structure of the Programme

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a master's degree, a learner must earn 80 credits in a minimum of four semesters (two years) with 20 credits per semester. For earning 80 credits, a learner must go through the following Programme Structure:

Programme Structure of M.A. Education under NHEQF

Level	Year	Sem	Core Course 1	Core Course 2	Core Course 3	Research component	Practical Lab/Dissertation with viva voce	Total credit
8	1	1 st	4	4	4	4	4	20
		2 nd	4	4	4	4	4	20
9	2	3 rd	4	4	4	4	4	20
		4 th	4	4	4	4	4	20
Total credit								80

Explanation of terms used for categorization of courses:

- A. **Course 1 to 3:** A course, which should compulsorily be studied by a learner as a core requirement is termed as a Core course.
- B. **Research Component:** The components included in this category are Basics in Research (PGBR-01), Mini Project (PGMP-02), Basic Research Tools (PGRT-03).
- C. **Industrial Training/ Survey/ Research Project/ Field Work/Apprenticeship/ Dissertation/Internship:** A course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a learner studies such a course on his own with an advisory support by a counsellor/faculty member.

Course curriculum: The detail of syllabus is given in Appendix-I

Language of Instruction: Hindi. However, learner can write assignment and give Term End Examination (TEE) either in Hindi or English.

Duration of the Programme

Minimum duration in years: 02, Maximum duration in years: 04

Faculty & Support Staff

Professor (1), Assistant Professor (4), and support staff (3)

5.2 Instructional Delivery Mechanisms

The Open University system is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.

The University follows a multi-media approach to instruction. It comprises of:

- self-instructional printed material (Self Learning Material)
- audio and video lectures
- face-to-face counselling
- assignments
- laboratory work
- Project work in some courses /Dissertation work
- teleconference/web conference
- Web Enabled Academic Support Portal
- e-GYANSANGAM (Open Educational Repository): gyansangam.uprtou.ac.in
- e-GYANARJAN: It is a Learning Management System based on Moodle (gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

6. Procedure for admissions, curriculum transaction and evaluation

6.1 Admission Procedure

- (a) Detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.
- (b) Direct admission to 2-year M.A. Education programme is offered to the interested candidates.
- (c) **Eligibility:** A candidate having Bachelor Degree in any Disciplines.
- (d) **Programme Fee:** Rs. 8500/- per year. The fee is deposited through online admission portal only.

6.2 Curriculum Transaction

Through Self-Learning Material

The Self Learning Material (SLMs) are prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature.

The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have

similar nature of contents. The first page of each block indicates the numbers and titles of the units comprising the block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning-based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents.

Each unit has several “Check Your Progress” Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online web link for MOOCs/Open Educational Resources for additional reading are suggested.

Through Audio and Video lectures

Apart from SLM, audio and video lectures have been prepared for some courses. The audio-video material is supplementary to print material. The video lectures are available at YouTube channel of university (<https://www.youtube.com/@uptouonlinestudy5413>)

Through Counselling Classes

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The timetable for counselling classes is displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, the learner must go through the course materials and note down the points to be discussed as it is not a regular class or lecture.

Through Assignments

The purpose of assignments is to test the comprehension of the learning material that learner receives and help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of the university website. In any case, the learner must submit assignments before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examination (TEE). The marks obtained by the learner in the assignments will be counted in the result. Therefore, it is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

Through Field Work

Field works are an integral component of the M.A. programme for psychological based papers. While designing the curricula for laboratory courses, particular care has been taken to weed out experiments not significant to the present-day state of the discipline. Importance has been given to the utility of an experiment with respect to real life experience, development of experimental skills, and industrial applications. It is planned to phase the laboratory courses during suitable periods (such as summer or autumn vacations) so that in-service persons can take them without

Difficulty. If required Laboratory courses worth 2 credits will require full-time presence of the student at the Study Centre for one week continuously. During this time a student has to work for around 60 hours. Around 40 hours would be spent on experimental work and the remaining time will be used for doing calculations, preparation of records, viewing or listening to the video/audio programmes.

Through Teleconference/Web conference

Teleconference/web conference, using done through ZOOM/Webex in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

Through Web Enabled Academic Support Portal

The University also provides Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

Apart from the above the learner will also motivated or instruct to use e-GYANSANGAM & e-GYANARJAN.

6.3 Evaluation

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. The learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts, that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) Theory course	Max.Marks
Terminal Examination	70
Assignment	30
Total	100
(b) Practical course:	Max. Marks
Terminal Practical Examination	100

Marks of Terminal Practical Examination shall be awarded as per following scheme:

i.	Write up /theory work	30
ii.	Viva-voce	30
iii.	Execution/Performance/Demonstration	20
iv.	Lab Record/Report Writing	20

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

10-Point Grading System in the light of UGC-CBCS Guidelines

Letter Grade	Grade Point	% Range
O (Outstanding)	10	91-100
A+ (Excellent)	9	81-90
A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average)	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	Not Qualified	

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the M. Sc. degree.

Computation of CGPA and SGPA

(a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester $SGPA (S_j) = \frac{\sum (C_i * G_i)}{\sum C_i}$	where, C_i = number of credits of the i th course in j th semester G_i = grade point scored by the learner in the i th course in j th semester.
$CGPA = \frac{\sum (C_j * S_j)}{\sum C_j}$	where, S_j = SGPA of the j th semester C_j = total number of credits in the j th semester

The CGPA and CGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24)

CGPA will be converted into percentage according to the following formula:

Equivalent Percentage = CGPA * 9.5

(b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1 st Division	6.31 or more and less than 10 CGPA
2 nd Division	4.73 or more and less than 6.31 CGPA
3 rd Division	3.78 or more and less than 4.73 CGPA

6.4 Multiple Entry and Multiple Exit options

The 2-year M.A. programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated in Table 1.

Table 1				
Level	Qualification Title	Programme Duration	Entry Option	Exit Option
8	B.A. (Research) or PG Diploma in Education	First year (first two semesters) of the M.A. Education programme	Bachelor Degree	Awarded with Bachelor' Degree (Research) of 4 year OR Awarded with PG Diploma in Education
9	Master in Education	Two years (four semesters) of the M.A. Education programme	B.A. (Research) OR PG Diploma in Education obtained after completing the first year (two semesters) of the M.A. programme	Awarded with Master's in Education

7. Requirement of the laboratory support and Library Resources

The practical sessions are held in the science laboratories of the Study Centre. In these labs, the learner will have the facility to use the equipment and consumables relevant to the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also has a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

Cost estimate of the programme and the provisions

2-year M.A. programme consists of 16 theory courses, 03 Field/project work courses and 01 dissertation with Viva-Vice. Each course is of 4 credits which consists of approx. 16 units. The total approximated expenditure on the development of 16 courses is:

S. No.	Item	Cost per Unit (writing, editing & Vetting)	Total cost (Rs.)
1	Total no. of units in 16 courses = 256	9500	2432000
2	BOS Meetings etc.	100000	100000
Total			2532000

8. Quality assurance mechanism and expected programme outcomes

(a) **Quality assurance mechanism:** The program structure is developed under the guidance of the Board of studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

- ✓ Annual academic audit
- ✓ Feedback analysis for quality improvement
- ✓ Regular faculty development programs
- ✓ Standardization of learning resources
- ✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school

(b) Expected programme outcomes (POs)

After completion of the programme the learners will be able -

PO-1	To understand the perception of education.
PO-2	To explain the Impact of Indian and western Philosophies on Indian Education.
PO-3	To discuss about the various issues of education.
PO-4	To use the technology in education.
PO-5	To understand the various areas of education like Teacher Education, Open and Distance Education, Special Education, Educational Guidance and Counselling, Educational Administration and Management etc.
PO-6	To formulate the educational actions in different areas of education.
PO-7	To construct tools for educational measurement and evaluation.
PO-8	To perform as a good researcher in the field of education.
PO-9	To use other discipline like sociology, History, Economic, Political Science, Languages and Management etc. in the field of education.

Programme:	Master of Arts [M.A.- Education]	
Year	First Introduction year: 2002	
Revision of Programme in accordance with NEP-2020		
	Initiation year of revision	2022
	Completion year of revision	2023

9. Academic Counsellor in Learner Support Centres

The University has a policy to establish an educational institution to work as learner support centre (Study Centre). The basic eligibility of an academic counselor for the programme is equivalent to Assistant Professor in education as per UGC norms.

Detailed Programme Structure & Syllabus

Year wise Structure of M.A. in Education

Discipline Centric Course

Year	Semester	Course Code	Title of paper	Type of Course	Max. Marks	Credits	
One	1	MAED-101N	Educational Administration, Management and Finance	Theory	100	04	
		MAED-102N	Educational Measurement and Evaluation	Theory	100	04	
		MAED-103N	Educational Guidance and Counselling	Theory	100	04	
		MAED -104N	Gender, School and Society	Theory	100	04	
		MAEDPW-01N	Project Work (Survey of Literature)	Project Work	100	04	
	1st semester credits/Max. Marks					500	20
	2	MAED-105N	Educational Technology and Innovation in Education	Theory	100	04	
		MAED-106N	Research Methodology and Statistics	Theory	100	04	
		MAED-107N	Open and Distance Learning	Theory	100	04	
		MAED-108N	Contemporary Issues of Education	Theory	100	04	
		MAEDPW-02N	Project Work (Preparation of Synopsis)	Project Work	100	04	
2nd semester credits/Max. Marks					500	20	
Two	3	MAED-109N	Philosophical and Sociological Perspectives of Education	Theory	100	04	
		MAED-110N	Psychological Perspectives of Education	Theory	100	04	
		MAED-111N	Health and Physical Education	Theory	100	04	
		MAED-112N	Peace Education	Theory	100	04	
		MAEDPW-03N	Project Work (Book Review)	Project Work	100	04	
	3rd semester credits/Max. Marks					500	20
	4	MAED-113N	Yoga Education	Theory	100	04	
		MAED-114N	History and Development on Indian Education	Theory	100	04	
		MAED-115N	Educational Thinkers	Theory	100	04	
		MAED-116N	Curriculum Development	Theory	100	04	
		MAEDPW-04N	Project Work (Dissertation)	Project Work	100	04	
4th semester credits/Max. Marks					500	20	

Syllabus for M.A. in Education

Programme: Master of Art in Education	Year: First	Semester: I
Subject: Education		
Course Code: MAED-101N	Course Title: Educational Administration and Management	
Course Objectives: Provide the knowledge and understanding about Educational Administration and Leadership.		
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the concept and trends of Educational Administration and Management. CO-2: To explain educational planning and finance. CO-3: To use the various principles of Educational Administration and Management. CO-4: To discuss about the various styles of leadership in education. CO-5: To understand the national systems of educational administration in India and abroad.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Educational Administration, Management and Principles	
Unit 1	Educational Administration and Management: Meaning and Nature	
Unit 2	Principles of Educational Administration	
Unit 3	Conflict Management in Educational Administration	
Unit 4	Decision Process in Educational Administration	
Block 2	Leadership in Education	
Unit 5	Leadership: Meaning, Nature and Need	
Unit 6	Principles of Leadership	
Unit 7	Leadership Style	
Unit 8	Measurement in Leadership	
Block 3	Educational Planning	
Unit 9	Educational Planning: Meaning, Goal and Principles	
Unit 10	Approaches of Educational Planning	
Unit 11	Types and Problems of Educational Planning	
Unit 12	Financial Arrangement and Five-Year Plans of Indian Education	
Block 4	National System of Educational Administration	
Unit 13	Educational Administration in India	
Unit 14	Educational Administration in United State of America	
Unit 15	Educational Administration in Greate Britain	
Unit 16	Educational Administration in Japan	
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Programme: Master of Art in Education		Year: First	Semester: I
Subject: Education			
Course Code: MAED-102N		Course Title: Educational Measurement and Evaluation	
Course Objectives: Provide the knowledge and understanding about Educational Measurement, Evaluation and Statistical Analysis.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the process of measurement and evaluation. CO-2: To construct the various tests. CO-3: To explain the process of standardization of test. CO-4: To assess the various psychological and educational variables. CO-5: To compute the various statistical values.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Concept and Techeniques of Mesurement and Evaluation		
Unit 1	Nature of Mesurement and Evaluation		
Unit 2	Important Techeniques of Mesurement and Evaluation		
Unit 3	Mesurement and Evaluation in Distance Education		
Unit 4	Tools Used in Mesurement and Evaluation		
Block 2	Characteristics and Construction of Good Mesuring		
Unit 5	Test Construction and Standradization		
Unit 6	Test Reliability		
Unit 7	Test Validity		
Unit 8	Test Norms		
Block 3	Use of Psyhchological Tes		
Unit 9	Personality Test		
Unit 10	Intelligence Test		
Unit 11	Aptitude Test		
Unit 12	Attitude Test		
Block 4	Use of Statistics in Mesurement and Evaluation		
Unit 13	Normal Probability Curve		
Unit 14	Nature of Statistics and Measures of Central Tendency		
Unit 15	Measures of Deviation		
Unit 16	t-Test and Analysis		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: I
Subject: Education			
Course Code: MAED-103N		Course Title: Educational Guidance and Counseling	
Course Objectives: Provide the knowledge and understanding about Nature, Need, Types and Tests of Educational Guidance and Counselling.			
Course Outcomes: After completion of this course the learners will be able – CO-1: To understand the concept, scope and significance of guidance and counselling. CO-2: To explain the types and process of guidance and counselling. CO-3: To use various tests and tools in guidance and counselling services. CO-4: To discuss the importance of mental health and mental hygiene. CO-5: To recognize the special groups for guidance.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Educational Guidance and Counseling		
Unit 1	Nature and Need of Guidance		
Unit 2	Historical Development of Guidance		
Unit 3	Principles and Techniques of Guidance		
Unit 4	Model of Guidance		
Block 2	Types of Guidance		
Unit 5	Educational Guidance		
Unit 6	Vocational Guidance		
Unit 7	Personal Guidance		
Unit 8	Carrier Guidance		
Block 3	Nature of Counselling		
Unit 9	Aspect of Counselling		
Unit 10	Theoretical Base of Counselling		
Unit 11	Counselling Process		
Unit 12	Characteristics of Counsellor		
Block 4	Types and Test of Counselling		
Unit 13	Different Form of Counselling		
Unit 14	Personnel and Group Counselling		
Unit 15	Uses of Test in Guidance		
Unit 16	Guidance for Special Group		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: I
Subject: Education			
Course Code: MAED-104N		Course Title: Gender, School and Society	
Course Objectives: Provide the knowledge and understanding about Gender, School and Society.			
Course Outcomes: After completion of this course the learner will be able – CO1: To understand familiarity with key concepts related gender issue. CO2: To know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society CO3: To understand gender issues in curriculum, school and society. CO4: To explain gender-based violence in society and evolve strategies for addressing it. CO5: To promoting the gender equity in society.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Gender: Concepts and Issues		
Unit 1	Concepts of Gender, Sex and Sexuality, Types of Gender		
Unit 2	Equity and Equality in Education with Respect to Gender		
Unit 3	Gender Bias: Concept, Factors and Remedies for Removing Gender Bias		
Block 2	Gender Studies: Paradigm Shift		
Unit 4	Historical Perspective of Gender Studies		
Unit 5	Theories of Gender Studies		
Unit 6	Factors Influencing Paradigm Shift in Gender Studies		
Block 3	Gender, Power and Education		
Unit 7	Gender Identities and Social Practices		
Unit 8	Inequalities in Education of Girls		
Unit 9	Legal Right for Women		
Block 4	Gender Issues in Curriculum		
Unit 10	Gender Disparities in Curriculum		
Unit 11	Gender Equality in School: Need and strategies		
Unit 12	Committees and Commissions on Women Education		
Block 5	Woman Empowerment		
Unit 13	Concept, Strategies and Issues of Women Empowerment		
Unit 14	Current Social Structure and Girls Education		
Unit 15	Role of Education and Society in Woman Empowerment		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: II
Subject: Education			
Course Code: MAED-105N		Course Title: Educational Technology and Innovation in Education	
Course Objectives: Provide the knowledge and understanding about Educational Technology and Innovation in Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the concept, scope and developmental history of E.T. CO-2: To explain the various tools, techniques and models of E.T. CO-3: To select and integrate the various means of communication. CO-4: To manage and evaluate the E.T. CO-5: To recognize the issues, innovations and research priorities in E.T.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Nature, Needs and Development of Educational Technology		
Unit 1	Meaning and Needs of Educational Technology		
Unit 2	Historical Perspectives of Educational Technology		
Unit 3	Objectives and Approaches of Educational Technology		
Unit 4	Emerging Nature of Educational Technology		
Block 2	Machinery in Educational Technology		
Unit 5	Methods and Techniques of Educational Technology		
Unit 6	Models of Teaching		
Unit 7	Hardware in Educational Technology		
Unit 8	Software in Educational Technology		
Block 3	Information and Communication Technology		
Unit 9	Selection and Integration of Distance Communication Technology		
Unit 10	Audio-Visual Aids in Educational Technology		
Unit 11	Use of Distance Educational Technology in Teaching Skills		
Unit 12	Challenges and Problems Related to Distance Communication Technology		
Block 4	Management and Evaluation of Educational Technology		
Unit 13	Economical Aspect of Educational Technology		
Unit 14	Management of Educational Technology		
Unit 15	Evaluation of Educational Technology		
Unit 16	Innovation in Educational Technology		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: II
Subject: Education			
Course Code: MAED-106N		Course Title: Research Methodology and Statistics	
Course Objectives: Provide the knowledge and understanding about Research Methodology and Statistics.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the types, significance and purpose of educational research. CO-2: To compute the values of various descriptive and inferential statistics. CO-3: To use the Normal Probability Curve. CO-4: To prepare a research report. CO-5: To construct various tools for research.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Meaning of Research, Need, Nature of Problem and Design		
Unit 1	Meaning, Types and Needs of Research		
Unit 2	Nature and Selection of Research Problem		
Unit 3	Research Hypotheses		
Unit 4	Research Sampling		
Block 2	Research Methods		
Unit 5	Historical Research		
Unit 6	Descriptive Research		
Unit 7	Experimental Research		
Unit 8	Qualitative Research		
Block 3	Techniques of Data Collection		
Unit 9	Test, Questionnaire and Interview		
Unit 10	Measurement Methods		
Unit 11	Case Study Method		
Unit 12	Sociometric Method		
Block 4	Statistical Methods		
Unit 13	Measurement of Central Tendency and Correlation Coefficient		
Unit 14	Basis of Statistical Inference		
Unit 15	t-Test and Analysis of Variance		
Unit 16	Non-Parametric Statistics- (Y2 Md Test, KS Test, Chi- Test, Mann-Whitney, U Test)		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: II
Subject: Education			
Course Code: MAED-107N		Course Title: Open and Distance Learning	
Course Objectives: Provide the knowledge and understanding about Research Concept, Scope, Student Support Services, Organizational Structure and Evaluation in Open and Distance Learning.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the open and distance education. CO-2: To discuss issues of quality assurance and challenges of open and distance education. CO-3: To explain various learner support services of open and distance education. CO-4: To describe the organizational structures of open and distance education. CO-5: To evaluate the distance learner.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Concept and Scope of Open and Distance Education		
Unit 1	Format and Concept of Open and Distance Education		
Unit 2	Historical Development of Open and Distance Education		
Unit 3	Planning of Open and Distance Education		
Unit 4	Main Factors of Open and Distance Education		
Block 2	Student Support Services		
Unit 5	Self-Learning Material		
Unit 6	Assignment		
Unit 7	Counselling Session		
Unit 8	Information and Communication Technology		
Block 3	Organizational Structure of Open and Distance Education		
Unit 9	Distance Education Bureau		
Unit 10	Open University		
Unit 11	Correspondence and Distance Educational Institution		
Unit 12	National Institute of Open Schooling (NIOS)		
Block 4	Evaluation in Distance Education		
Unit 13	Challenges of Distance Teacher		
Unit 14	Problems of Distance Education		
Unit 15	Evaluation in Distance Education		
Unit 16	Research in the Area of Distance Education		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: First	Semester: II
Subject: Education			
Course Code: MAED-108N		Course Title: Contemporary Issues of Education	
Course Objectives: Provide the knowledge and understanding about Contemporary Issues of Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the process of curriculum development. CO-2: To discuss about the quality enhancement in education. CO-3: To explain the contemporary trends in education like liberalization, privatization, globalization etc. CO-4: To understand the various contemporary educational concepts like vocational education, teacher education, special education, value education, health education, population education, environmental education and peace education etc. CO-5: To use the ICT in education.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Issues to Consider		
Unit 1	Universalization of Primary Education		
Unit 2	Curriculum Development		
Unit 3	Use of Information and Communication Technology		
Unit 4	Quality Enhancement		
Block 2	Educational Trends		
Unit 5	Role of Non-Government Organizations (NGO ^s)		
Unit 6	Human Right		
Unit 7	Globalization		
Unit 8	Privatization		
Block 3	Contemporary Educational Concepts-I		
Unit 9	Vocational Education		
Unit 10	Teacher Education		
Unit 11	Special Education		
Unit 12	Value Education		
Block 4	Contemporary Educational Concepts-II		
Unit 13	Health Education		
Unit 14	Population Education		
Unit 15	Environment Education		
Unit 16	Peace Education		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: III
Subject: Education			
Course Code: MAED-109N		Course Title: Philosophical and Sociological Perspectives of Education	
Course Objectives: Provide the knowledge and understanding about Philosophical and Sociological Base of Education, Major Schools of Philosophy of Education and Educational Problems from Philosophical Point of View.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the Philosophical and Sociological foundation of education. CO-2: To explain the Indian Philosophy of Education as well as Western Philosophy of Education. CO-3: To discuss various educational problems in philosophical perspective. CO-4: To describe relationship between education and religion and education and democracy. CO-5: To argue in various concepts like educational values, discipline and freedom, education and nationalism, education and internationalism, science in education etc.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Philosophical Base of Education		
Unit 1	Nature and Scope of Philosophy		
Unit 2	Concept and Work of Education		
Unit 3	Correlation Between Education and Philosophy		
Unit 4	Nature and Need of Educational Philosophy		
Block 2	Major Schools of Philosophy of Education		
Unit 5	Naturalism		
Unit 6	Idealism		
Unit 7	Pragmatism		
Unit 8	Realism and Existentialism		
Block 3	Educational Problems from Philosophical Point of View		
Unit 9	Religion and Education		
Unit 10	Democracy and Education		
Unit 11	Educational Value		
Unit 12	Discipline and Freedom		
Block 4	Sociological Base of Education		
Unit 13	Education and Society		
Unit 14	Education and Nationality		
Unit 15	Education and Internationality		
Unit 16	Science in Education		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: III
Subject: Education			
Course Code: MAED-110N		Course Title: Psychological Perspectives of Education	
Course Objectives: Provide the knowledge and understanding about Psychological Perspectives of Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the concepts, principles and implications of Educational Psychology. CO-2: To explain the dimensions of human development. CO-3: To discuss learner's process of development. CO-4: To assess various psychological abilities and traits of learner. CO-5: To describe theories of various psychological variables.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Background of Educational Psychology		
Unit 1	Meaning, Workspace and Importance of Educational Psychology		
Unit 2	Methods of Educational Psychology		
Unit 3	Contribution of Schools of Psychology to Education		
Unit 4	Growth and Development		
Block 2	Dimensions of Development		
Unit 5	Physical Development		
Unit 6	Cognitive Development		
Unit 7	Emotional Development		
Unit 8	Social Development		
Block 3	Characteristics of Learner		
Unit 9	Language Development		
Unit 10	Conceptual Development		
Unit 11	Intelligence, Aptitude and Creativity		
Unit 12	Personality		
Block 4	Aspects of Learning		
Unit 13	Learning		
Unit 14	Motivation		
Unit 15	Memory, Forgetfulness and Thinking		
Unit 16	Education of Special Children		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education	Year: Second	Semester: III
Subject: Education		
Course Code: MAED-111N	Course Title: Health and Physical Education	
Course Objectives: Provide the knowledge and understanding about Health and Physical Education, Health and Hygiene, Food and Nutrition and Health services.		
Course Outcomes: After completion of this course the learner will be able – CO1: To understand the concept of holistic health, its various dimensions and determinants. CO2: To develop positive attitude towards health and physical education as individual. CO3: To sensitize, motivate and help learner to acquire the skills for physical fitness, learn correct postural habits and activities. CO4: To understand various policies and programmes related to health and physical education. CO5: To create interest for the practice of yogasanas and meditations. CO6: To use the process of assessment of health and physical fitness.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Health and Hygiene	
Unit 1	Health: Meaning, Types and Factors Influencing Health	
Unit 2	Health Indicators and Technique	
Unit 3	Hygiene: Meaning, Scope and Importance	
Block 2	Health Education	
Unit 4	Health Education: Meaning, Scope and Need	
Unit 5	Objectives and Curriculum of Health Education	
Unit 6	Methods and Techniques of Health Education	
Block 3	Food and Nutrition	
Unit 7	Health and Nutrition	
Unit 8	Diet Therapy	
Unit 9	Advanced Nutrition, Recommended, Dietary Allowances	
Block 4	Health services	
Unit 10	Public health: Nature, Scope, Significance and Types	
Unit 11	Community Nutrition	
Unit 12	Health Programmes- Prevention from Community Diseases	
Block 5	Physical Education	
Unit 13	Physical Exercise in Schools	
Unit 14	Meditation & Yogic Asanas	
Unit 15	Martial Arts	
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Programme: Master of Art in Education		Year: Second	Semester: III
Subject: Education			
Course Code: MAED-112N		Course Title: Peace Education	
Course Objectives: Provide the knowledge and understanding about Peace Education.			
Course Outcomes: After completion of this course the learner will be able – CO1: To understand the Concept and Relevance of Peace Education in India. CO2: To develop Positive attitude towards Promotion of Peace for Social Security. CO3: To understand various policies and programmes related to Peace education. CO4: To understand sensitize, motivate and help in Society for Peace. CO5: To create interest for the practice of major issues in Education for Peace.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Concept and Relevance of Peace Education		
Unit 1	Peace Education: Meaning, Relevance and Significance of Peace Education		
Unit 2	Historical Perspective of Peace Education		
Unit 3	Indian Perspective in Peace Education		
Block 2	Dangers to Social Security		
Unit 4	Terrorism, Wars and Naxalism		
Unit 5	Natural Calamities		
Unit 6	Promotion of Peace for Social Security		
Block 3	Education for Peace		
Unit 7	Meaning and Concept of Difference in Education for Peace		
Unit 8	Strategies for Education for Peace		
Unit 9	International Efforts for Peace Education		
Block 4	Role of teacher in Education for Peace		
Unit 10	Role of Teacher in the Context of Education for Peace		
Unit 11	Need for sensitizing learner for peace		
Unit 12	Role of Media in Peace Education		
Block 5	Major issues in Education for Peace		
Unit 13	Legal aspects of Peace Education		
Unit 14	Factors influencing Education for Peace		
Unit 15	Training of Teachers for Education for Peace		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: IV
Subject: Education			
Course Code: MAED-113N		Course Title: Yoga Education	
Course Objectives: Provide the knowledge and understanding about Yoga Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the bases of yoga education. CO-2: To discuss relation among personal and social development with yoga. CO-3: To explain various types of posture. CO-4: To describe the psychological bases of yoga. CO-5: To evaluate the clinical value of yoga.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Metaphysical Basis of Yoga		
Unit 1	Concept of Purusha (Pure Consciousness) and Prakriti: Basic Element as a Cosmic Reality		
Unit 2	Concept of Intelligence and Ego as Fundamental Elements of Individual Nature		
Unit 3	Divisions of Ego – Mind (Brain), Sense of Action, Sense Organs, Tanmatra (Subtle Body)		
Unit 4	Nature and Process of Knowledge		
Block 2	Philosophy of Yoga and Its Relation to Personal and Social Progress		
Unit 5	Yoga- Meaning and Definition		
Unit 6	Yoga for a Healthy and Integrated Life		
Unit 7	Yoga for Social and Moral Upliftment of Human		
Unit 8	Yoga for Spiritual Growth – Self Realization, Perception		
Block 3	Different Types and Postures of Yoga		
Unit 9	Patanjali's Ashtanga Yoga		
Unit 10	Gyan Yoga, Bhakti Yoga and Karma Yoga		
Unit 11	Aurobindo's Holistic Yoga and Modern Forms of Yoga		
Unit 12	Surya Namaskar and Asanas with Mantra		
Block 4	Scientific Basis of Yoga - Yoga and Mental Health		
Unit 13	Yoga and Bio-Support		
Unit 14	Therapeutic Value of Yoga		
Unit 15	Effects of Various Asanas on Improving Physical and Mental Health		
Unit 16	Meditation and its Therapeutic Value		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: IV
Subject: Education			
Course Code: MAED-114N		Course Title: History and Development on Indian Education	
Course Objectives: Provide the knowledge and understanding about History and Development on Indian Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the Educational Thoughts of Ancient and Western Educational system. CO-2: To understand the system of education of 20th Century. CO-3: To study the educational system of Independence period. CO-4: To explain the contributions of National Education Policies in India. CO-5: To compare the educational system of different periods in India.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Education in ancient and medieval Period		
Unit 1	Education in the Vedic Period		
Unit 2	Education in the Later Vedic Period		
Unit 3	Education in Buddhist Period		
Unit 4	education in the medieval period		
Block 2	Education in British India		
Unit 5	Education in the Early Years of British Rule		
Unit 6	Education in the Early 20th Century		
Unit 7	Major Commissions of British India		
Unit 8	Advantages and Disadvantages of British Education		
Block 3	Education in the Post-independence Era		
Unit 9	Indian Constitution and Education		
Unit 10	Important Education Commission		
Unit 11	Important Education Committees		
Unit 12	National Education Policy - 1968		
Block 4	Education in Contemporary India		
Unit 13	National Education Policy - 1986		
Unit 14	Implementation Program - 1986 and 1992		
Unit 15	Major Acts and Provisions Related to Education		
Unit 16	National Education Policy - 2019		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: IV
Subject: Education			
Course Code: MAED-115N		Course Title: Educational Thinkers	
Course Objectives: Provide the knowledge and understanding about Educational Thinkers.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the Educational Thoughts of Western Educational Thinkers. CO-2: To understand the Educational Thoughts of Indian Educational Thinkers. CO-3: To Compare the Educational Thoughts of Indian and Western Educational Thinkers. CO-4: To explain the contributions of Educational Thinkers. CO-5: To argue about the aims of Education, curriculum and teaching methods on the basis of Thoughts of Educational Thinkers.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Thinkers of Western School		
Unit 1	Rousseau		
Unit 2	Plato		
Unit 3	John dewey		
Unit 4	comenius		
Block 2	Prominent Western Educationist		
Unit 5	Fravel		
Unit 6	montessori		
Unit 7	Harbart Spencer		
Unit 8	T.P.Nun		
Block 3	Thinkers of Indian Scholastic Schools		
Unit 9	Shankaracharya		
Unit 10	Dayanand Saraswati		
Unit 11	Vivekananda		
Unit 12	Arvind		
Block 4	Prominent Indian Educationist		
Unit 13	Rabindra Nath Tagore		
Unit 14	Madan Mohan Malviya		
Unit 15	Mahatma Gandhi		
Unit 16	Purushottam Das Tandon		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Programme: Master of Art in Education		Year: Second	Semester: IV
Subject: Education			
Course Code: MAED-116N		Course Title: Curriculum Development	
Course Objectives: Provide the knowledge and understanding about Curriculum Development.			
Course Outcomes: After completion of this course the learner will be able – CO1: To understand the basic concepts and process of curriculum. CO2: To analyze text books objectives of education and learning outcome. CO3: To analyze various curriculum framework related to teacher education. CO4: To organized the Curriculum Engagement and Transduction. CO5: To understand Curriculum Evaluation and Research.			
Credits: 04		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Curriculum and Related Concepts		
Unit 1	Curriculum: Meaning, Nature, Need and Types		
Unit 2	Differences between (i)Curriculum, Syllabus and Content (ii)Teaching and Instruction (iii)Text Books and Reference Books (iv)Supplementary Books and Work Books		
Unit 3	Curriculum Determinants		
Block 2	Critical Appraisal of Curriculum		
Unit 4	National Curriculum Framework- 2005 (NCF 2005)		
Unit 5	National Curriculum Framework for Teacher Education-2009 (NCFTE 2009)		
Unit 6	International Consideration for Curriculum Development		
Block 3	Curriculum Planning		
Unit 7	Curriculum Planning: Concept, Need and Objectives		
Unit 8	Approaches of Curriculum		
Unit 9	Models of Curriculum		
Block 4	Curriculum Engagement and Transduction		
Unit 10	Role of School philosophy for Curriculum Engagement		
Unit 11	Infrastructural Support and Curriculum Engagement		
Unit 12	Curriculum Transduction		
Block 5	Curriculum Evaluation and Research		
Unit 13	Curriculum Evaluation		
Unit 14	Contemporary Issues of Curriculum		
Unit 15	Research in Curriculum		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		