

SEMESTER III

YEAR	II	MAEdu-301 SCHOOL ADMINISTRATION AND MANAGEMENT	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To understand the concept, nature, scope, aims and role of school administration and management. CO2: To comprehend the conceptual aspects involved in school administration and management also to be expert using its functions for an effective classroom management. CO3: To appreciate the perspectives of administration and management of school issues, strategies and practices. CO4: To understand critical process of educational management related to various levels of education system such as; Local, National and Global perspective. CO5: To acquire necessary skills to understand the total quality management and its approaches relevant to school education system. CO6: To develop cognitive and non-cognitive skills, aligned with the goals of Education management for Sustainable Development and Global Citizenship. CO7: To analysis the role of various National and local agencies like; CAGE, NCERT, NIOS, SCERT and DIET’s etc.		
COURSE CONTENT / SYLLABUS				
UNIT-I	School Administration and Management			10 Hrs
	<ul style="list-style-type: none">Meaning, nature and scope of school administrationSchool administration and school management, their roleManagement as an organization, aims and functions of school management			
UNIT-II	Conceptual Basis of School Management			12 Hrs
	<ul style="list-style-type: none">Basic management function: Planning, organizing, leading, motivating and controlling and their implications for effective school management.Using management functions for an effective classroom management in schools.			
UNIT-III	Educational Administration and Management at Different Levels			15 Hrs
	<ul style="list-style-type: none">Educational administration and management at central, state and local levelsRole and functions of CAGE, NCERT, CBSE, KVS, NVS, NIOSRole and functions of SCERT, DIETs etc.			
UNIT-IV	Quality Management Approach for Schools			13 Hrs
	<ul style="list-style-type: none">Quality management: meaning, scope and roleApproaches and functions of total quality managementTQM and its application in school management			
UNIT-V	Resource Management			10 Hrs
	<ul style="list-style-type: none">Resource: meaning, nature and classificationHuman and non-human resources: creation, sharing and managementLeadership and decision makingFunding arrangements and its utilization			
PRACTICUM				

- Case based study of exemplary practices in school management
- Visits to school with records of best practices.
- Developing case profiles of effective classrooms / schools

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To explain the concept and the role of school administration and management.

CO2: To analysis the conceptual aspects involved in school administration and management to be expert using its functions for an effective classroom management.

CO3: To appreciate the perspectives of administration and management of school issues, strategies and practices.

CO4: To describe the critical process of educational management related to various levels of education system.

CO5: To explain the necessary skills to understand the total quality management and its approaches relevant to school education system.

CO6: To define the cognitive and non-cognitive skills, aligned with the goals of Education management for Sustainable Development and Global Citizenship.

CO7: To analysis the role of various National and local agencies like; CABE, NCERT, NIOS, SCERT and DIET's etc.

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YEAR	II	MAEdu-302 HISTORY AND CONTEMPORARY ISSUES IN EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To understand the historical perspectives of education in Pre-Independence and Post- Independence India. CO2: To analyze the nature of education as an area of study with multidisciplinary and transdisciplinary knowledge base. CO3: To know the concept, scope, significance, approaches and strategies of quality Education. CO4: To understand the concept and implications of liberalization, privatization and globalization in the perspective of Education. CO5: To comprehend the equalization of Educational opportunities of different class, caste, religion, gender, minorities and Divyangjan as well as to acquire knowledge about the value and environmental Education.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Historical Perspectives on Education			12 Hrs
	<ul style="list-style-type: none">Education: history and its evolutionEducation in Pre-Independent India –recommendations of commissions and committeesEducation in Post-Independent India –recommendations of Commissions and Committees			
UNIT-II	Education in Contemporary India			12 Hrs
	<ul style="list-style-type: none">Contemporary Indian Education and its salient featuresNational Policy on Education – 1986, 1992Universalization of Elementary Education – Sarva Shiksha AbhiyanRTE ACT 2009, RMSA			
UNIT-III	Assured Quality Education			10 Hrs
	<ul style="list-style-type: none">Concept and scope of quality educationNeed and significance of quality educationApproaches and strategies of quality education			
UNIT-IV	Liberalization, Privatization and Globalization			14 Hrs
	<ul style="list-style-type: none">Concept and implications of liberalization in educationConcept and implications of privatizationConcept and implications of globalization			
UNIT-V	Contemporary Issues in Education			12 Hrs
	<ul style="list-style-type: none">Equalization of Educational OpportunitiesEducation of SC/ ST, OBC, differently-abled, women and minoritiesValue EducationEnvironmental Education			
PRACTICUM				

- Study the impact of Right to Education Act 2009 on schools
- Critical Analysis of Different Committees and Commissions on Education
- Study of Educational Process in Private Schools
- Planning awareness among SC/ST students about various schemes and scholarships available to them

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To describe the historical perspectives of education in Pre-Independence and Post-Independence India.

CO2: To analyze the nature of education as an area of study with multidisciplinary and transdisciplinary knowledge base.

CO3: To explain the concept, significance, approaches and strategies of quality Education.

CO4: To describe the concept and implications of liberalization, privatization and globalization in the perspective of higher Education.

CO5: To analysis the equalization of Educational opportunities of different class, caste, religion, gender, minorities and Divyangjan.

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YEAR	II	MAEDU-303 PERSONALITY DEVELOPMENT	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To comprehend the concept, characteristics, nature and types of personality and to know the structure of Integration of Personality, traits theories of personality with its educational implications. CO2: To become aware of the significance of personality development and the practical approach of various types of personality. CO3: To familiarize themselves with different types of personality disorders and to know about the role of personality development in the resolution of conflict and stress. CO4: To understand the personality assessment through different techniques and methods such as observation, interview and scale. CO5: To appreciate different Psychological theories in the perspective of creativity and Intelligence. CO6: To understand the concept of group dynamics, self confidence, attitude and social responsibility.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Meaning, Nature and Theories of Personality			12 Hrs
	<ul style="list-style-type: none">• Meaning and definition of personality• Nature, characteristics and determinants of personality• Structure of Integration of Personality• Type and Trait theories of personality with educational Implications			
UNIT-II	Personality Development			14 Hrs
	<ul style="list-style-type: none">• Importance of personality Development• Tips of Personality Development• Personality Traits• Different Type of Personality-A practical Approach			
UNIT-III	Personality Disorders & Stress			10 Hrs
	<ul style="list-style-type: none">• Personality Disorders• Dressing and Personality Development• Communication skill and Personality Development• Role of personality development in reducing stress			
	Personality Assessment			

UNIT-IV	<ul style="list-style-type: none"> • Subjective-Introspection & Interview • Objective-Personality Inventories & Scale • Projective Techniques 	12 Hrs
UNIT-V	Indicators of Successful Person	12 Hrs
	<ul style="list-style-type: none"> • Creativity, Multiple and Emotional Intelligence 	

	<ul style="list-style-type: none"> • Group Dynamics and Interpersonal Relationship • Self Confidence, Attitude, temperament & Life Style • Social Responsibility & Community Work 	
<p style="text-align: center;">PRACTICUM</p> <p style="text-align: center;"><i>Note: Unit IV & V shall be based on practicum</i></p> <p>COURSE OUTCOMES:</p> <p>After completion of the course the students will be able</p> <p>CO1: To describe the concept and types of personality and to explain the structure of Integration of Personality, traits theories of personality.</p> <p>CO2: To give insight into the significance of personality development and the practical approach of various types of personality.</p> <p>CO3: To analysis themselves with different types of personality disorders and to identify the role of personality development in the resolution of conflict.</p> <p>CO4: To explain the personality assessment through different techniques and methods.</p> <p>CO5: To describe the different Psychological theories in the perspective of creativity and Intelligence.</p> <p>CO6: To explain the concept of group dynamics, self confidence, attitude and social responsibility.</p>		

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YEAR	II	MAEdu-304 (iii) EDUCATIONAL MEASUREMENT AND EVALUATION		4
SEMESTER	III		HOURS	60
			Marks	100(60+40)

OBJECTIVES:	<p>After completion of the course the students will be able</p> <p>CO1: To comprehend the concept, nature, types, purpose, differences and areas of educational measurement, assessment and evaluation.</p> <p>CO2: To develop an understanding of the new trends and challenges in evaluation, grading and semester system in Indian higher Education.</p> <p>CO3: To understand the concept of domains of various Taxonomies in the term of Education to determine its aims and objectives.</p> <p>CO4: To know the concept, types, ethics, significances and outcomes of learning experiences and evaluation.</p> <p>CO5: To facilitate the students about the concept, nature, types, construction and standardization of various tools of evaluation.</p> <p>CO6: To understand the basic concepts and techniques of online tests and their challenges regarding measurement and evaluation in education.</p>			
COURSE CONTENT / SYLLABUS				
UNIT-I	<table border="1"> <tr> <th data-bbox="323 757 1313 835">CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION</th><td data-bbox="1313 757 1474 1077" rowspan="2">10 Hrs</td></tr> <tr> <td data-bbox="323 835 1313 1077"> <ul style="list-style-type: none"> • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation • Types of evaluation – formative and summative – meaning, characteristics, areas, differences. </td></tr> </table>	CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION	10 Hrs	<ul style="list-style-type: none"> • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation • Types of evaluation – formative and summative – meaning, characteristics, areas, differences.
CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION	10 Hrs			
<ul style="list-style-type: none"> • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation • Types of evaluation – formative and summative – meaning, characteristics, areas, differences. 				
UNIT-II	<table border="1"> <tr> <th data-bbox="323 1077 1313 1120">ASSESSMENT AND EXAMINATIONS</th><td data-bbox="1313 1077 1474 1442" rowspan="2">12 Hrs</td></tr> <tr> <td data-bbox="323 1120 1313 1442"> <ul style="list-style-type: none"> • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges • New trends in evaluation grading and semester system • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations </td></tr> </table>	ASSESSMENT AND EXAMINATIONS	12 Hrs	<ul style="list-style-type: none"> • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges • New trends in evaluation grading and semester system • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations
ASSESSMENT AND EXAMINATIONS	12 Hrs			
<ul style="list-style-type: none"> • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges • New trends in evaluation grading and semester system • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations 				
UNIT-III	<table border="1"> <tr> <th data-bbox="323 1442 1313 1485">EDUCATIONAL OBJECTIVES</th><td data-bbox="1313 1442 1474 1807" rowspan="2">15 Hrs</td></tr> <tr> <td data-bbox="323 1485 1313 1807"> <ul style="list-style-type: none"> • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives • Revised Bloom's Taxonomy of the Cognitive Domain, • Krathwohl and Masia's Taxonomy of the Affective Domain • Dave's Taxonomy of the Psychomotor Domain • Writing objective in behavioural terms </td></tr> </table>	EDUCATIONAL OBJECTIVES	15 Hrs	<ul style="list-style-type: none"> • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives • Revised Bloom's Taxonomy of the Cognitive Domain, • Krathwohl and Masia's Taxonomy of the Affective Domain • Dave's Taxonomy of the Psychomotor Domain • Writing objective in behavioural terms
EDUCATIONAL OBJECTIVES	15 Hrs			
<ul style="list-style-type: none"> • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives • Revised Bloom's Taxonomy of the Cognitive Domain, • Krathwohl and Masia's Taxonomy of the Affective Domain • Dave's Taxonomy of the Psychomotor Domain • Writing objective in behavioural terms 				
UNIT-IV	<table border="1"> <tr> <th data-bbox="323 1807 1313 1868">LEARNING EXPERIENCES AND OUTCOMES</th><td data-bbox="1313 1807 1474 1868">11 Hrs</td></tr> </table>	LEARNING EXPERIENCES AND OUTCOMES	11 Hrs	
LEARNING EXPERIENCES AND OUTCOMES	11 Hrs			

	<ul style="list-style-type: none">• Learning Experiences: meaning, types, significance of value based learning experiences• Learning Outcomes: meaning, need, significance.• The Relationship between Objectives, Specifications, Learning Experiences and Evaluation	
UNIT-V	TOOLS OF EVALUATION	12 Hrs
	<ul style="list-style-type: none">• Concept of tools of evaluation (meaning, characteristics)• Performance tests – Oral and Practical – merits, limitations, suggestions for improvement• Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement;• Norm Referenced Testing, Criterion Referenced Testing• Online Tests – features, merits and limitations, challenges	
<p style="text-align: center;">PRACTICUM</p> <ul style="list-style-type: none">❖ Each student should construct two questionnaires (minimum 10 questions) to assess the opinions of ten students and ten teachers, analyse the data and submit a report on any one of the following:❖ The challenges in Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII)❖ The challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges/institutions.. <p>COURSE OUTCOMES: After completion of the course the students will be able CO1: To explain the concept and areas of educational measurement, assessment and evaluation. CO2: To give the insight into the new trends and challenges in evaluation, grading and semester system in Indian Education system. CO3: To explain the concept of domains of various Taxonomies in the term of Education CO4: To recognize the concept, types, ethics and significances of learning experiences. CO5: To describe the concept, nature, types, construction and standardization of various tools of evaluation. CO6: To analysis the basic techniques of online tests and their challenges regarding measurement and evaluation in Indian education system.</p> <p style="text-align: center;">SEMINAR</p> <ul style="list-style-type: none">✓ Each Student-teacher has to present a Seminar on a topic relevant to Education. Assessment will be done for the written work and for the presentation.		

REFERENCES

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YEAR	II	MAEDU-305 TEACHER EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To comprehend the concept, aims and scope of teacher education in India with historical perspectives. CO2: To analysis the recommendations of various Commissions and Committees on Teachers Education in India. CO3: To visualize the structure and frame work of Indian teacher education at different levels. CO4: To understand the Concept of Pre-service and In-service Teacher Training Programmes running in various agencies such as; NCERT, NCTE, RIE, SCERT, DIET and ASC etc. CO5: To enable the students to understand the current trends in teacher education and agencies to develop and implement the concerned policies in India. CO6: To develop the research attitude in the students an understanding about the important research areas in teacher education. CO5: To understand the teaching as a profession, faculty development programme and refresher courses of various levels of Teachers Education.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Fundamentals of Teacher Education			12 Hrs
	<ul style="list-style-type: none">• Concept, Aims and Scope of Teacher Education.• Historical Background of Teacher Education in India with Special Reference to the recommendation of various Commissions on Teachers Education.• Kothari Commission, National Policy of Education 1986 and 2020, Revised POA(1992).• Historical development of Teacher Education in India• Aims and objectives of teacher education at different level: Elementary Level, Secondary Level and College level.			
UNIT-II	Structure of Teacher Education			12 Hrs
	<ul style="list-style-type: none">• Objectives of Teacher Education at Different Levels			

	<ul style="list-style-type: none">• Recommendations of NCERT (NCF, 2005) and NCFTE (2009).• Problems of Teacher Education in India and Remedial Measures• Pre-Service and In-service Teacher Training programme• Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department.• Teacher Education through open and Distance learning	
UNIT-III	Teacher programs	12 Hrs
	<ul style="list-style-type: none">• Taxonomy of teacher behavior• Post graduate courses in education, research and innovations in teacher education• Techniques of teacher training, core teaching, micro-teaching, interaction analysis.• Evaluation of student teaching.• Implementation of curricula of teacher education and Research	
UNIT-IV	Teacher Effectiveness	12 Hrs
	<ul style="list-style-type: none">• Concept, Determinants, Identification and Characteristics of teacher Effectiveness.• Effective Practice Teaching Internship- its Organization and Problems.• Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher• Recent trends and Research Activities in Teacher Education	
UNIT-V	Professional Development	10 Hrs
	<ul style="list-style-type: none">• Teaching as a Profession:• Professional organizations for various levels of teachers and their role; performance appraisal of teachers.• Faculty improvement program for Teacher Education.• Orientation and Refresher courses• Current Problems:• Teacher Education and Practicing Schools	
PRACTICUM		

- A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
- Preparation of facilitative resource materials in school education (on any teaching unit).
- A work study project related to teacher education, problems and improvement possibilities.
- Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used.
- Preparing a "Peer Group Observation Performa", administer it and evaluate teaching materials and skills. Give feedback and suggestions for improvement.

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To explain the historical perspectives of teacher education in India.

CO2: To analysis the recommendations of various Commissions and Committees on Teachers Education

in India.

CO3: To describe the structure and frame work of Indian teacher education at different levels.

CO4: To explain the Concept of Pre-service and In-service Teacher Training Programmes running in various government agencies.

CO5: To understand the current trends in teacher education and and implement the concerned policies in India.

CO6: To identify the research attitude in the students about the important research areas of teacher education.

CO7: To analysis the teaching as a profession, faculty development programme and refresher courses of various levels of Teachers Education.

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