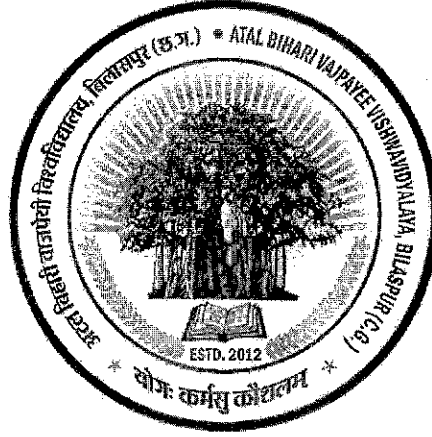


Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur (C.G.)



Scheme and Syllabus

of

M.A. Education

Program Code: MAEDUR106

**Semester system for affiliated college
(As per LOCF and credit system)**

w.e.f. 2024-2025

(As approved by AC and EC meetings held on 16.08.2023 and 18.04.2023 respectively)



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Scheme of M.A. EDUCATION under Semester System Program Code: MAEDUR106

Semester	Course Code	Subject Name	Credit			Total Credit	Marks			
			L	T	P		ESE	IA	Total	
									Ma x	Mi n
Third	EDUT301	Comparative Education	3	1		4	80	20	100	36
	EDUT302	Educational Measurement and Evaluation	3	1		4	80	20	100	36
	EDUT303	Contemporary Issues in Education	3	1		4	80	20	100	36
	EDUP304	Environmental Education	3	1		4	80	20	100	36
	EDUP305	Proposal of Dissertation	-		4	4	-	-	100	36
Subtotal			12	4	4	20	320	80	500	
Fourth	EDUT401	Education Technology	3	1		4	80	20	100	36
	EDUT402	Financial Management in Education	3	1		4	80	20	100	36
	EDUT403	Elective Inclusive education	3	1		4	80	20	100	36
		ve Educational Guidance and counseling								
	EDUT404	Dissertation	3	1		4	-	-	100	36
	EDUT405	Viva -Voice in Dissertation	-	-	4	4	-	-	100	36
Subtotal			12	4	4	20	240	60	500	
TOTAL			48	16	16	80	1200	300	2000	



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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2024-25
1	Course Code	EDUT 301
2	Course Title	COMPARATIVE EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none">To describe educational systems, processes, or outcomes.To assist in the development of educational institutions and practices.To highlight the relationships between education and society.To establish generalized statements about education that are valid in more than one country.To help the current generation understand the nowadays education systems with reference to the past
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Meaning, nature and scope of comparative education Meaning nature and scope of comparative education objectives of comparative education, Approaches : Regional, national and international, Intra and inter educational analysis	12
II	Methods and factors of comparative education Methods of comparative education- Descriptive, socio-cultural, scientific and statistical, Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism	12
III	Comparative education structures with reference to school education Primary education : USA, UK, Japan and India, Secondary and vocational education : USA, UK, FRANCE, Japan and India	12

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IV	Comparative educational structures with reference to higher education, teacher education and distance education Higher education, teacher education and professional education: USA, UK, India, Distance educational: USA, UK, India	12
V	International perspective of education Educated unemployment in USA, UK and India, Various official organization of UNO and their role in educational development, Recommendations of Dellar's commission report	12

Part C - LEARNING RESOURCES

Bearday : Comparative Methods in Education

Hans : Comparative Education

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<https://www.enmwikipedia.org>

<https://www.tamdforline.com>

<https://www.sciencedirect.com>

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2024-25
1	Course Code	EDUT-302
2	Course Title	EDUCATIONAL MEASUREMENT AND EVALUATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: To find out the student's achievement and motivate them to learn. To identify the strengths and weakness of the learner. To discuss the tools and techniques of educational measurement and evaluation, develop cognitive skills, psychomotor skills and affective skills.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Concept, need and importance of educational measurement and evaluation, Taxonomies of Educational Objectives in cognitive, affective and psychomotor domains., Scales of measurement, norm referenced and criterion referenced, formative and summative evaluation	12
II	Test reliability – various types, factors affecting it, improving reliability, Test validity – various types, factors affecting it., Test norms – various types and their uses.	12
III	Development and standardization of test – steps of test development with an emphasis on item analysis, Improving test quality through item analysis	12

K. J. Jaiswal

K. J. Jaiswal



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Dr ULHAS WARE	
Dr VIVEK NATH TRIPATHI	



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III	Quality parameters in higher education, Role of national bodies like UGC, AICTE, NCTE and NAAC in promotion of general and professional education, Priorities in higher education as envisaged by National Knowledge Commission Report, Empowerment of university and college teachers by Human Resource Development Centre (HRDC).	12
IV	Globalization: Concept and its impact on education. The role of public and private sector in development of higher education in India, The scope of private universities and foreign universities in India as well as the scope of Indian Universities abroad.	12
V	Concept, need and relevance of human rights education, Methods and techniques of human rights education, Rights of child: provision in international and national documents, Rights of women: provision in international and national documents, women empowerment.	12

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IV	Need for teachers training in environmental education, Methods of teaching environmental education, co curricular activities etc, Role of universities, media, NGOs in environmental education	12
V	Programmes for environmental protection and improvement, Environmental and laws, Environmental management	12

Part C - LEARNING RESOURCES

Nanda, V.K.	: Environmental Education
Trivedi, P.R.	: Environmental Education
Gopal, G.V.	: Environmental Education in School an overall perspective of NCF
Sharma, R.M.	: Environmental Education
Srivastva, K.K.	: Environmental Education
Detwlyer, T.R.	: Man's Impact on Environment
Marcus, M.G.	: Physical Geography of City
Gregory, K.T.	: Man's and Environment Process
Furely, P.A. & Newey	: Man and Biosphere
Arvill, R.	: Man and Environment crisis and the strategy of choice
Singh, S.	: Environmental Geography
Calhoun, J.B.	: Education and Population.

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<https://www.merriam.webster.com>

<https://www.sciencedirect.com>

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2024-25
Course Code	EDUT-401	
Course Title	EDUCATIONAL TECHNOLOGY	
Course Type	Theory	
Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur	
Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: To enable the learner to become effective user of technology in Education. To make the student familiar with new trends, techniques in education along with e-learning. To enable students teacher to understand about the meaning, nature and scope and significance of E.T. To make the student familiar with new trends, techniques in education along with e-learning.	
Credit Value	04	
Total Marks	Internal Marks: 20 External Marks: 80	Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	CONCEPT OF EDUCATIONAL TECHNOLOGY Concept and process of communication, Nature, Principals and Types of communication, Modes and barriers o communication, Formulation of instructional objectives, Task analysis.	12
II	COMMUNICATION MODES IN EDUCATION Concept and process of communication, Nature, Principals and types of communication, Modes and barriers of communication, Formulation of instructional objectives, Task analysis.	12
III	INTEGRATING MULTIMEDIA IN EDUCATION Meaning and concept of multimedia text, graphics, animation, audio-video, Multimedia Applications for educationist, Development of multimedia lesson in education.	12

K. Bajpai

Dr. Anil



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	in state, Allocation of Resources- economic and social bases for allocation resources in education'	
III	School budget and Expenditure School Budgetary and accounting procedure , Financial Distribution of at different levels of Education- Upper Primary and Secondary level, Meaning of education expenditure : recurring, non-recurring, direct indirect, development, committed, contingent, admissible, miscellaneous,	12
IV	Management of Finance Monitoring of Expenditure, control and utilization of funds, Accounting and internal auditing, Problems of educational finance and suggestion for removing problems of educational financing.	12
V	External Auditing and Financial Controlling Role and functions of comptroller and auditor general of India, AG CG, District Treasury system, Local Fund Auditing.	12
	PRACTICUM The students may undertake both of the following activities, Estimation of institutional cost of a secondary school Preparation of a school budget at Hr. Sec. Level	

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III	<p>Children with Diverse Needs Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted and children mentally challenged children), development disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, environmental/ecological difficulties, Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, Adaption in instructional objectives, curriculum and co-curriculum activities for meeting diverse needs of children from sensory, intellectual, learning disabled groups, Role of technology for meeting diverse needs of learners</p>	12
IV	<p>Recommendations of Education Commission and Committees on restructuring policies and practices to respond to diversity International Initiatives The World Declaration on Education for all its Framework for Action to meet Basic- Learning needs, 1990 (Article 3 Clause 5), The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).</p> <p>National Initiatives The Indian Education Commission (1964-66), National Policy on Education (NPE, 1986-92), Establishment of National Institutes and their Regional Centers.</p>	12
V	<p>Utilization of Resources Concept and importance of human and material resources, Types of services approaches, strategies, personnel involved and their specific roles and responsibilities, Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community, Identifying the required resources for children with varied special needs, Survey the locality for early identification of children with disabilities.</p>	12

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10/11/2023



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Part B: Content of the Course		
Unit	Topics	Total Hours
I	Meaning, Concept and its Types- Meaning, Definition concept, issues and problems of guidance, Scope, significance and Needs of guidance, Role of the teacher in guidance, Types of Agencies of guidance- National and State level	12
II	Educational and Vocational Guidance Types of Educational and Vocational guidance, Principles of educational guidance, Individual guidance and group guidance & its advantages, Guidance and curriculum, guidance and classroom learning, Career development- Super's Theory about guidance, Approaches to carrier guidance.	12
III	Guidance of Children with special needs Problems and needs, Guidance of gifted and creative students, Role of the teacher in helping children with special needs.	12
IV	Understanding Counselling Meaning, nature and Principles of counselling, Concept and scope of counselling, Stages of counselling process, Characteristics of good counselling.	12
V	Types and Areas of Counselling Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of children belonging to special groups, Process and uses of group counselling, Peer counselling: Its concept, Group counselling vs individual Counselling, Counselling for adjustment.	12

K. B. Jaiswal

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