

Shri Rawatpura Sarkar University

Raipur

Choice Based Credit System

Scheme of Courses

For

M.A. Education

Under Semester System



Semester-I

(Effective from the session: 2023-24)



Shri Rawatpura Sarkar University
Raipur
Faculty of Arts
M.A. Education
Examination Scheme
Effective from Session 2023-24

Names of the Semester	Credit	Written/Practical Exam Marks	Internal Evaluation Marks	Total Marks
Semester I	20	350	150	500
Semester II	20	350	150	500
Semester III	20	350	150	500
Semester IV	20	350	150	500
Total	80	1400	600	2000

Semester - I

Course	Credit (3+1)	Class Hour Per Week	Written Exam Marks	Internal Evaluation Marks	Total Marks
SMAE-1: Philosophy of Education	4	4	70	30	100
SMAE-2: Psychology of Education-1	4	4	70	30	100
SMAE-3: Sociology of Education	4	4	70	30	100
SMAE-4: Educational Management-1	4	4	70	30	100
SMAE – 5 : Evaluation in Education	4	4	70	30	100
Total	20	20	350	150	500



Shri Rawatpura Sarkar University Raipur Semester-II

Courses	Credit (3+1)	Class Hour Per Week	Written Exam Marks	Internal Evaluation Marks	Total Marks
SMAE – 6 : Psychology of Education–2	4	4	70	30	100
SMAE– 7: Social Dynamics	4	4	70	30	100
SMAE – 8 : Educational Management– 2	4	4	70	30	100
SMAE–9 : Research Methodology–1	4	4	70	30	100
SMAE – 10: Educational Technology	4	4	70	30	100
Total	20	20	350	150	500

*The students M.A. in Education may earn four credits of Generic Elective Core (GE-1) paper from any department of the University except the department of Education.

Semester- III

Courses	Credit (3+1)	Class Hour Per Week	Written Exam Marks	Internal Evaluation Marks	Total Marks
SMAE – 11: Research Methodology-2	4	4	70	30	100
SMAE– 12 : Pedagogy Practical	4	8	70	30	100
SMAE-1A: History of Education Or SMAE-1B: Environmental Education	4	4	70	30	100
SMAE-2A : Inclusive Education Or SMAE-2B: Education and Mental Health	4	4	70	30	100
SMAE GE* -1: Fundamental Of Education–1 (For other discipline)	4	4	70	30	100
Total	20	24	350	150	500



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Semester- IV

Course	Credit (3+1)	Class Hour Per Week	Written Exam Marks	Internal Evaluation Marks	Total Marks
SMAE – 13: Curriculum Studies	4	4	70	30	100
SMAE– 14: Computer Practical	4	8	70	30	100
SMAE-3A: Education of Children with Diverse Needs Or SMAE-3B: Teacher Education	4	4	70	30	100
SMAE-4A: Guidance and Counselling Or SMAE -4B: Policy, Planning in Education	4	4	70	30	100
SMAE GE* -2: Scenario of Education in India	4	4	70	30	100
Total	20	24	350	150	500

CC=Core Courses, DSE=Discipline Specific Elective, GE=Generic Elective

*The students M.A./M.Sc.in Education may earn four credits of Generic Elective Core (GE-2) paper from many department of the University except the department of Education.



Shri Rawatpura Sarkar University Raipur

Semester- I PAPER-1

Course Title	Philosophy of Education			
Course Code	SMAE-1			
Course Credits	L	T	P	TC
	3	1	-	4
Prerequisites	Basic knowledge about Philosophy of Education			
Course objectives	The objective of this course is to help student in understanding about basic concepts of Philosophy of Education Consumer Behavior, Production, Price Theory and Distribution.			
Course Contents	<p>Unit – I Evolution of Philosophy Modern concept of Philosophy, Analysis–Logical Analysis, Logical Empiricism and positive relativism</p> <p>Unit – II Western Schools of Philosophy Philosophy, Existentialism, Marxism, Humanism</p> <p>Unit – III Indian Schools of Philosophy Philosophy, Sankhya, Vedanta, Islamic</p> <p>Unit – IV Educational Contributions of Western Philosophers Herbert Spencer, Froebel, Fredrick Herbart</p> <p>Unit – V Educational Contributions of Indian philosophers Aurobindo, Vidhya sagar, Vivekananda, Krishna murthy</p>			
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Philosophy of Education.			



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Semester- I PAPER-2

Course Title	Psychology of Education			
Course Code	SMAE-2			
Course Credits	L	T	P	TC
	3	1	-	4
Prerequisites	Basic knowledge about Psychology of Education			
Course objectives	The objective of this course is to help student in understanding about basic concepts of Psychology of Education			
Course Contents	<p>Unit – I Schools of Psychology and their significance in Education</p> <ul style="list-style-type: none"> • Behaviourism–characteristics and significance in Education • Cognitivism-characteristics and significance in Education • Constructivism-characteristics and type significance in Education • Humanism-characteristics and significance in Education <p>Unit – II Growth & Development with Specific Emphasis on Education</p> <ul style="list-style-type: none"> • Growth & Development –characteristics and stages. Physical and Emotional Development. • Cognitive Development Including Language and Moral Development-Piaget & Kohlberg • Social and Emotional Development-Vygotsky & Erickson • Ecological and Holistic theory of Development–Bronfen Brenner & Steiner <p>Unit –III Personality</p> <ul style="list-style-type: none"> • Concept and nature Of Personality and Type Theory-Jung • Psychodynamic Theory (Freud) & Social Learning Theory-Bandura • Trait Theories Of Cattell, Eysenck and Five Factor Model • Humanistic Theory of Rogers <p>Unit –IV Intelligence, Emotional Intelligence</p> <ul style="list-style-type: none"> • Intelligence-Concept, nature, types and measurement • Emotional Intelligence-Concept, nature, importance and measurement • Theories of Intelligence-Cattell, Sternberg, Gardner <p>Unit –V Creativity Creativity-Concept, Factors, Measurement and Nurture</p>			
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Psychology of Education.			



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Semester- I PAPER-3

Course Title	Sociology of Education			
Course Code	SMAE-3			
Course Credits	L	T	P	TC
	3	1	-	4
Prerequisites	Basic knowledge about Sociology of Education			
Course objectives	The objective of this course is to help student in understanding about basic concepts of Sociology of Education Behavior, Theory			
Course Contents	<p>Unit – I Concept of Sociology of Education</p> <p style="padding-left: 40px;">Meaning and nature of Educational Sociology , Sociology of education, Social dynamics in education Methods of sociological study</p> <p>Unit – II Equality of educational opportunity</p> <p style="padding-left: 40px;">Concept of equity and equality, Concept of disparity and diversity, Education of the disadvantaged sections of the society: SC/ ST and OBC , Backward religious minority, Women, Rural people and slum dwellers</p> <p style="padding-left: 40px;">Constitutional provision for the above mentioned disadvantaged section</p> <p>Unit – III Culture, Polity and Education</p> <p style="padding-left: 40px;">Culture - Meaning nature and determinants of culture Concept of cultural lag , Education as cultural imperialism</p> <p>Unit – IV Polity and Education</p> <p style="padding-left: 40px;">Polity - Nature of Indian polity</p> <p style="padding-left: 40px;">Central-state relationship in India in respect of education, Relationship between nature of state and education.</p> <p>Unit – V Role of family, school and community for the development of human being</p> <p style="padding-left: 40px;">Family: Structure and role of education , School: Dyadic relationship in school Community participation in school, Effects of psychosocial climate of school and students achievement, Teachers/parents expectation and student performance and attitude</p>			
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Sociology of Education.			



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Semester- I PAPER-4

Course Title	Educational Management–1				
Course Code	SMAE-4				
Course Credits	L	T	P	TC	
	3	1	-	4	
Prerequisites	Basic knowledge about EducationalManagement–1				
Course objectives	The objective of this course is to help student in understanding about basic concepts of EducationalManagement–1Consumer Behavior, Production, Price Theory and Distribution.				
Course Contents	<p>Unite – I EducationalAdministration</p> <p style="padding-left: 40px;">Educational Administration in India: Structure, Role of Central Government, StateGovernment and LocalBodies, Taylorism, HumanRelationsApproachtoAdministration, Administrationasaprocess, Administrationasabureaucracy</p> <p>Unite – II Educational Management</p> <p style="padding-left: 40px;">MeaningandNature, FunctionsofEducationalManagement, working StylesofEducationalManagement.</p> <p>Unit –III :ManagementofResourcesinEducation</p> <p style="padding-left: 40px;">HRManagementinEducationalOrganisation, Motivationandgroupdyna mics</p> <p>Unit –IV EducationalSupervisionProgramme</p> <p style="padding-left: 40px;">MeaningandNature, FunctionsofSupervision ,Planning, Organising, ImplementingSupervisory</p> <p>Unit –V LeadershipinEducationalOrganisation</p> <p style="padding-left: 40px;">MeaningandNature ,StylesofLeadership, MeasurementinLeadership, TheoriesofLeadership</p>				
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of EducationalManagement–1.				



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Semester- I PAPER-5

Course Title	Evaluation in Education				
Course Code	SMAE-5				
Course Credits	L	T	P	TC	
	3	1	-	4	
Prerequisites	Basic knowledge about Educational Management–1				
Course objectives	Acquaint with the basic concepts and practices of evaluation in education. Understand the test construction and its process. Develop skills in the scoring and reporting the evaluation. Orient about contemporary methods of evaluation.				
Course Contents	<p>Unit – I Concepts in Evaluation</p> <p>Evaluation: Concept and need, Interrelationship between measurement and evaluation in education, Process and types of Evaluation, Objectives and Taxonomies of Educational Objectives</p> <p>Unit – II Test Construction</p> <p>Construction of a standardized test (NRT & CRT), Issues and Biases with Testing, Writing test items – objective type, essay type and interpretive type, Types of Reliability and Validity</p> <p>Unit –III Scoring in Evaluation</p> <p>True scores and Errors of Measurement, Distractor analysis and Item analysis procedures for NRT and CRT</p> <p>Unit –IV Reporting in Evaluation</p> <p>Concepts of Percentile and Standard scores (Z-Score, Stanine & C-Score) Concept of Mastery Learning</p> <p>Unit –V Contemporary Techniques of Evaluation</p> <p>Continuous Comprehensive evaluation (CCE), Question Bank, Semester, Grading, Portfolio Assessment, Computerized and Online Evaluation, Open Book Examination</p>				
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Evaluation in Education.				



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