

Shri Rawatpura Sarkar University

Raipur

Choice Based Credit System

Scheme of Courses

For

M.A. Education

Under Semester System



Semester-II

(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 - II

Course	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



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Semester- II PAPER-1

Course Title	Psychology of Education-2			
Course Code	SMAE-6			
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 Consumer Behavior, Production, Price Theory and Distribution.			
Course Contents	<p>Unite – 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-characteristic sandtypes significance in Education ○ Humanism-characteristics and significance in Education <p>Unite – 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 Cattle,Eysenek and Five Factor Model • Humanistic Theory of Rogers <p>Unit –IV Intelligence,Emotional Intelligence</p> <ul style="list-style-type: none"> • Intelligence-Concept,nature,typesandmeasurement • EmotionalIntelligence-Concept,nature,importanceandmeasurement • TheoriesofIntelligence-Cattell,Sternberg,Gardener <p>Unit –V Creativity Creativity-Concept,Factors,MeasurementandNurturance</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- II PAPER-2

Course Title	Social Dynamics				
Course Code	SMAE-7				
Course Credits	L	T	P	TC	
	3	1	-	4	
Prerequisites	Basic knowledge about Social Dynamics				
Course objectives	The objective of this course is to help student in understanding about basic concepts of Social Dynamics Consumer Behavior, Production, Price Theory and Distribution.				
Course Contents	<p>Unit 1: Education and social change 1.1 : Definition of social change 1.2 : Types of social change, Evolutionary change Revolutionary change Telic change 1.3: Determinants of social change 1.4: Theories of social change</p> <p>Unit 2: Process of Social Change 2.1: Sanskritization, Westernization and Modernization 2.2: Globalisation and its effect on Education</p> <p>Unit 3: Social Mobility 3.1: Social stratification and mobility 3.2 : Role of education in social mobility</p> <p>Unit 4: Social problems in India and role of education to minimize them 4.1: Poverty 4.2: Child abuse and child labour 4.3: Drug abuse and drug addiction 4.4: Terrorism 4.5: Regional tension 4.6: Population explosion 4.7: Illiteracy</p> <p>Unit 5: Human relationship and Human Development 5.1: Human relationship - Role of mass media and multimedia for the development of Human relationship Edusat / virtual classroom Internet, Social Media and other electronic media 5.2: Human Development Index</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	Educational Management– 2				
Course Code	SMAE – 8				
Course Credits	L	T	P	TC	
	3	1	-	4	
Prerequisites	Basic knowledge about Educational Management– 2				
Course objectives	The objective of this course is to help student in understanding about basic concepts of Educational Management– 2 Consumer Behavior, Production, Price Theory and Distribution.				
Course Contents	<p>Unit 1: Financial Resources Allocation and Efficient Use, Brief Introduction to Budgeting, Concept, The Relationship Among Central Government and Local odies The Context Of Financing Of Education</p> <p>Unit 2: Organisation Meaning Types and Characteristics of Educational Organisation Organisational Climate, OD, Organisational Effectiveness, Organisational Compliance</p> <p>Unit 3: Modern Techniques of Educational Management Program Evaluation and Review Technique (PERT) Planning Program and Budgeting System (PPBS) Management by Objectives (MBO) Total Quality Management (TQM), SWOT Analysis Appraisal of The Educational Organisation UGC, NAAC, NCTE, AICTE</p> <p>Unit 4: Management Modern trends in Educational Management Approaches to Educational planning</p> <p>Unit 5: Planning Types of Planning- Micro and Macro School Mapping</p>				
Course Out comes	After successful completion of this course students should be able to understand about basic knowledge of Educational Management– 2.				



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Semester- I PAPER-4

Course Title	Research Methodology–1			
Course Code	SMAE–9			
Course Credits	L	T	P	TC
	3	1	-	4
Prerequisites	Basic knowledge about Research Methodology–1			
Course objectives	The objective of this course is to help student in understanding about basic concepts of Research Methodology–1			
Course Contents	<p>Unit 1: Educational Research; Basic Concept and understanding</p> <p>Understanding the need for research: Rationale/ purpose, significance and application Basics concept of types of research: qualitative, quantitative and mixed method Review of related literature General steps of educational research</p> <p>Unit 2: Planning Empirical Research</p> <p>Selection of the research problem and formulation of research design, population and samples, concept of variables etc Concept of assumption, objectives, research questions, hypothesis, delimitation, limitation Research Design: Sampling types, criteria of good sample etc Tool development: standardization and adaptation, (Reliability, Validity and levels of measurement)</p> <p>Unit 3: Data Collection Methods and analysis</p> <p>Different methods of data collection, observation, interviews, tests (NRT, CRT) Questionnaire, scales etc Sampling Techniques: probability and non-probability sampling Tools and Measures: NRT, CRT, Nominal scale, Ordinal Scale, Ratio scale, Interval scale etc Data Interpretation: Descriptive statistics and inferential statistics,</p> <p>Unit 4: Writing Research report, Ethics and referencing style/ citing</p> <p>Research Ethics Preparation of Research Report</p> <p>Unit 5: Writing referencing style/ citing</p> <p>Referencing style: APA, MLA and others Manuscript/ publication of findings: basics</p>			
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Research Methodology–1			



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Semester- I PAPER-5

Course Title	Educational Technology				
Course Code	SMAE – 10				
Course Credits	L	T	P	TC	
	3	1	-	4	
Prerequisites	Basic knowledge about Educational Technology				
Course objectives	Acquaint with the basic concepts and importance of Educational Technology. Teaching and Instruction and Models of teaching for planning instruction. Familiarity with recent trends of educational technology.				
Course Contents	<p>Unit 1: Educational Technology: Conceptual Orientation</p> <p style="padding-left: 40px;">Historical Development of Educational Technology Philosophical and Psychological foundation of Educational Technology Concept of E.T Advantages and disadvantages of E.T</p> <p>Unit 2: Communication and Interaction</p> <p style="padding-left: 40px;">Components of Communication and Types of Communication Model Audience Analysis: Information and Communication Technology (ICT): Characteristics, Application and Challenges Virtual communications: social media; role, advantages and disadvantages</p> <p>Unit 3: Teaching</p> <p style="padding-left: 40px;">Teaching Skills and their components: Questioning skills, Interaction skills, lecturing skills, Reinforcement skills etc Models of teaching: Bruner’s Concept Attainment Model, Roger’s Nondirective Model, Shaver’s Jurisprudential Model</p> <p>Unit 4: 21st Century Technological Revolution/ Recent Trends in Educational Technology</p> <p style="padding-left: 40px;">Team teaching and co-teaching, blended learning, Learning management system, gamification etc Assistive Technologies/ Technology for children with diverse needs E-Learning, Mobile Learning, Massive Open Online Course (MOOC): 21 century massive learning initiative</p> <p>Unit 5: Planning Instruction</p> <p style="padding-left: 40px;">Organizing knowledge for instruction: Procedural knowledge, propositional knowledge Instructional designs: Principles, role, process, model, advantage and disadvantages</p>				
Course Outcomes	After successful completion of this course students should be able to understand about basic knowledge of Evaluation in Education.				