

# **Shri Rawatpura Sarkar University**

**Raipur**

**Choice Based Credit System**

**Scheme of Courses**

**For**

**M.A. Education**

**Under Semester System**



**Semester-IV**

**(Effective from the session: 2023-24)**



# Shri Rawatpura Sarkar University Raipur

## Faculty of Arts M.A. Education Examination Scheme Effective Session 2023-24

Names of the Semester	Credit	Written/Practical ExamMarks	Internal EvaluationMarks	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
<b>Total</b>	<b>80</b>	<b>1400</b>	<b>600</b>	<b>2000</b>

### Semester-IV

Courses	Credit	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 -2G: : Scenario of Education in India	4	4	70	30	100
<b>Total</b>	<b>20</b>	<b>24</b>	<b>350</b>	<b>150</b>	<b>500</b>



# Shri Rawatpura Sarkar University Raipur

Semester- IV

PAPER-1

<b>Course Title</b>	<b>Curriculum Studies</b>				
<b>Course Code</b>	SMAE-13				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	3	1	-	4	
<b>Prerequisites</b>	<b>Basic knowledge about Curriculum Studies</b>				
<b>Course objectives</b>	Understand the meaning, concept and types of curriculum. foundations of curriculum. Apply various principles of curriculum development. know the issues in curriculum construction and evaluation				
<b>Course Contents</b>	<b>Unit 1: Concept of Curriculum</b> Meaning and Concept Forms (Types) of curriculum Functions of Curriculum as Product, Process and Programme Structures of Curriculum: Frameworks and Syllabus				
	<b>Unit 2: Foundations of Curriculum</b> Principles Philosophical and sociological consideration of curriculum Designs of curriculum development Levels of Curriculum Planning: National, State, and Institutional Models of Curriculum development: Taba and Lawton				
<b>Course Contents</b>	<b>Unit 3: Psychological foundations in Curriculum</b> Psychological implication for the curriculum development Curriculum Development and theories of learning: Behaviourists, Cognitivists, Humanists and Constructivists Human development: Piaget and Vygotsky Curriculum implementation: meaning and implication				
	<b>Unit 4: Curriculum Construction &amp; Evaluation</b> Theories of curriculum development Processes of curriculum construction Types of curriculum evaluation A Review of NCFTE 2010				
<b>Course Outcomes</b>					



# Shri Rawatpura Sarkar University Raipur

Semester- IV

PAPER-2

<b>Course Title</b>	<b>Computer Practical</b>				
<b>Course Code</b>	<b>SMAE – 14</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>	
<b>Prerequisites</b>	<b>Basic knowledge about Social Dynamics</b>				
<b>Course objectives</b>					
<b>Course Contents</b>	<p><b>Unit 1: Fundamentals of Computer</b> Meaning, Definition, Characteristics and History of Computer Classification and Anatomy of Computer</p> <p><b>Unit 2: Computer Organization: Hardware and Software</b> Input Devices, Central Processing Unit, Memory Devices and Output Devices Central Processing Unit Operating System and Software Computer Virus and its prevention</p> <p><b>Unit 3: Microsoft Windows (System Software)</b> Introduction to MS-Windows: Meaning, Scope, elements and Techniques Microsoft Word Microsoft Excel: analysis and interpretation of Data Microsoft Power Point</p> <p><b>Unit 4: Analyzing data using statistical software (i.e., Introduction to SPSS)</b> Data access, Data preparation and Transformations: Excel interface and Statistical functions Descriptive and inferential statistics Parametric and Non-Parametric tests</p>				
<b>Course Outcomes</b>					



# Shri Rawatpura Sarkar University Raipur

## Semester- IV

**PAPER-3**

<b>Course Title</b>	Education of Children with Diverse Needs				
<b>Course Code</b>	SMAE-3A				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>	
<b>Prerequisites</b>	Basic knowledge about				
<b>Course objectives</b>					
<b>Course Contents</b>	<p><b>Unit 1: Historical Evolution of Special/ diverse Needs Education</b>            Historical development (National and International/ global)            Equality of Opportunities and Fundamental Constitutional Rights            Policies and Legislations: International and national: SSA, RCI, PWD, RTE Act (2009), Rights of person with disabilities (2016) etc            Role of organisations and statutory bodies (Gov. and Non Gov.): National and International</p> <p><b>Unit 2: Disability categorization/ Types of disabilities: Concept, characteristics, identification, assessment and intervention (1)</b>            Sensory disabilities: visually impaired (VI) and hearing impaired (HI)            Physical disabilities: locomotor disability (LD) Slow learners and learning disabilities (LDC) Emotional and behavioural disorder</p> <p><b>Unit 3: Disability categorization/ Types of disabilities: Concept, characteristics, identification, assessment and intervention (2)</b>            Intellectual disabilities (ID) and Gifted learners Cerebral Palsy (CP)            Autism spectrum disorder (ASD) Multiple disabilities</p> <p><b>Unit 4: Current Trends, Practices and Future Prospects</b>            Challenges and barriers to special needs education: need for identification and labelling, addressing needs and diversity, teacher preparation for special needs education etc            Relevant Concepts: Individualized Educational plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming, Integration and Inclusion etc Current trends and future prospects: IEP, Universal design and accessibility, Curriculum adaptation, accommodations, school, family and community partnership, Assistive technologies for diverse needs etc</p>				
<b>Course Outcomes</b>	.				



# Shri Rawatpura Sarkar University Raipur

**Semester- IV**

**PAPER-3**

<b>Course Title</b>	<b>Teacher Education</b>				
<b>Course Code</b>	SMAE-3B				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>	
<b>Prerequisites</b>	<b>Basic knowledge about</b>				
<b>Course objectives</b>	General and Specific objectives of teacher education Pre primary, Primary, Secondary, College.				
<b>Course Contents</b>	<p style="text-align: center;"><b>Unit 1 Concept and significance of teacher education</b></p> <p>Teacher training vs teacher education : Development of teacher education in India Recommendation of Kothari Commission on teacher education, national policy education regarding teacher education General and Specific objectives of teacher education Pre primary Primary, Secondary, College</p> <p style="text-align: center;"><b>Unit 2: Technology in teacher education</b></p> <p>Instructional objectives: Taxonomy : Techniques of teacher training: Core teaching skills, micro teaching: Instructional design: Lecture, demonstration, project, tutorial, seminar, conference, teamteaching</p> <p><b>Unit 3: Professional preparation of teachers</b> Formal education : Pre-Service teacher education In service teacher education Orientation and refresher courses Preparing teachers of special schools Distance Education Training of distance educators as in different roles e.g. Course writer, counsellor,evaluator etc.</p> <p><b>Unit 4: Models of teaching and Research in teacher education</b> : Models of teaching Characteristics and elements of Models of teaching Types of Models of teaching: Advance organiser, concept attainment and inquiry training model : Research in teacher education</p>				
<b>Course Outcomes</b>					



# Shri Rawatpura Sarkar University Raipur

Semester- IV

PAPER-4

<b>Course Title</b>	Guidance and Counselling				
<b>Course Code</b>	SMAE-4A				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	3	1	-	4	
<b>Prerequisites</b>	<b>Basic knowledge about</b>				
<b>Course objectives</b>					
<b>Course Contents</b>	<p><b>Unit 1 Meaning of Guidance and Counselling</b> Definition Nature Scope and Functions of Guidance and Counselling Types of Guidance and Counselling Qualities of a Counsellor Techniques of Counselling</p> <p><b>Unit: 2 Educational, Vocational Personal Guidance</b> Concept, Meaning and Need for Educational, Vocational and Personal Guidance The Guidance Programme at Primary, Secondary and College Level Promoting Parental Collaboration in Educational Guidance. Organisation of a Guidance Programme</p> <p><b>Unit :3 Measurement In Guidance</b> Need for Psychological Tests and Uses of Tests Characteristics of a Good Psychological Test Different Types of Test Cumulative Record , anecdotal record, case study, interview</p> <p><b>Unit :4 Stress and Stress Management</b> Definition and Classification Internal and External Stressors The Effects of Acute and Chronic Stress Coping Strategies</p>				
<b>Course Outcomes</b>	.				



# Shri Rawatpura Sarkar University Raipur

Semester- IV

PAPER-4

<b>Course Title</b>	<b>Policy, Planning in Education</b>				
<b>Course Code</b>	<b>SMAE-4B</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>	<b>-</b>	<b>4</b>	
<b>Prerequisites</b>	<b>Basic knowledge about</b>				
<b>Course objectives</b>					
<b>Course Contents</b>	<b>Unit 1: Concept of Education Policy</b>				
	Definition of Policy Education Policy Definition Determinants of Education Policy Criteria of good Education Policy Policy Formulation Agency				
	<b>Unit 2: National Educational Policy in India</b>				
	National Education Policy -1968 National Policy on Education 1986 Ramamurthi Committee (1990-92) Janardhana Reddy Committee (1991-92) National Policy on Education 2016: Report of the Committee for Evolution of the New Education Policy				
<b>Course Contents</b>	<b>Unit 3: Concept of Educational Planning</b>				
	Definition, Need and Scope of Educational Planning Types of Planning: Micro, Macro Planning, Perspective and Long Term Planning, District Plan, Grassroot and Block Level Planning, Institutional Planning Different Approaches To Educational Planning: Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Social Justice Approach, Demographic Projection, Intra-Educational Extrapolation Approach				
	<b>Unit 4: Techniques and Method of Planning</b>				
<b>Course Contents</b>	Different step of Planning Population and Enrolment Projection Estimate of teacher and other supply Finance Five Year Plans in India				





# Shri Rawatpura Sarkar University Raipur

<b>Course Outcomes</b>	



# Shri Rawatpura Sarkar University Raipur

Semester- IV

PAPER-5

<b>Course Title</b>	Scenario of Education in India (For other department Student)				
<b>Course Code</b>	SMAE -2G:				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	3	1	-	4	
<b>Prerequisites</b>	Basic knowledge about				
<b>Course objectives</b>					
<b>Course Contents</b>	<p><b>Unit 1: Federal Structure in India and Education</b> Parliamentary Democratic System Share Responsibility of Central and State Government Role of Local Government and Institution Agency in Education</p> <p><b>Unit 2: National Education Pattern and Status of different Stages of Education</b> National Education Pattern Status of different Stages of Education Elementary Education Secondary Education Higher Education</p> <p><b>Unit 3: Various Types and Modes of Education</b> Various Types of Education Academic Professional Vocational and Technical Modes of Education Regular Mode Distance Mode</p> <p><b>Unit 4: Problems of Education India and its remedies</b> Quality and Quantity Social Stratification and Education Education Policy Political Will</p>				
<b>Course Outcomes</b>					