M.A. IN EDUCATION

SCHEMA

2025-27

MATS SCHOOL OF EDUCATION

MATS UNIVERSITY, RAIPUR, C.G. - 493441

MATS School of Education

Vision:

> To be a centre of excellence in teacher education, preparing visionary educators who shape future generations.

Mission:

- To provide high-quality teacher education focused on pedagogy, innovation, and technology.

- To develop compassionate and competent educators with strong ethical and cultural values.

- To promote research and practice for transforming the educational landscape
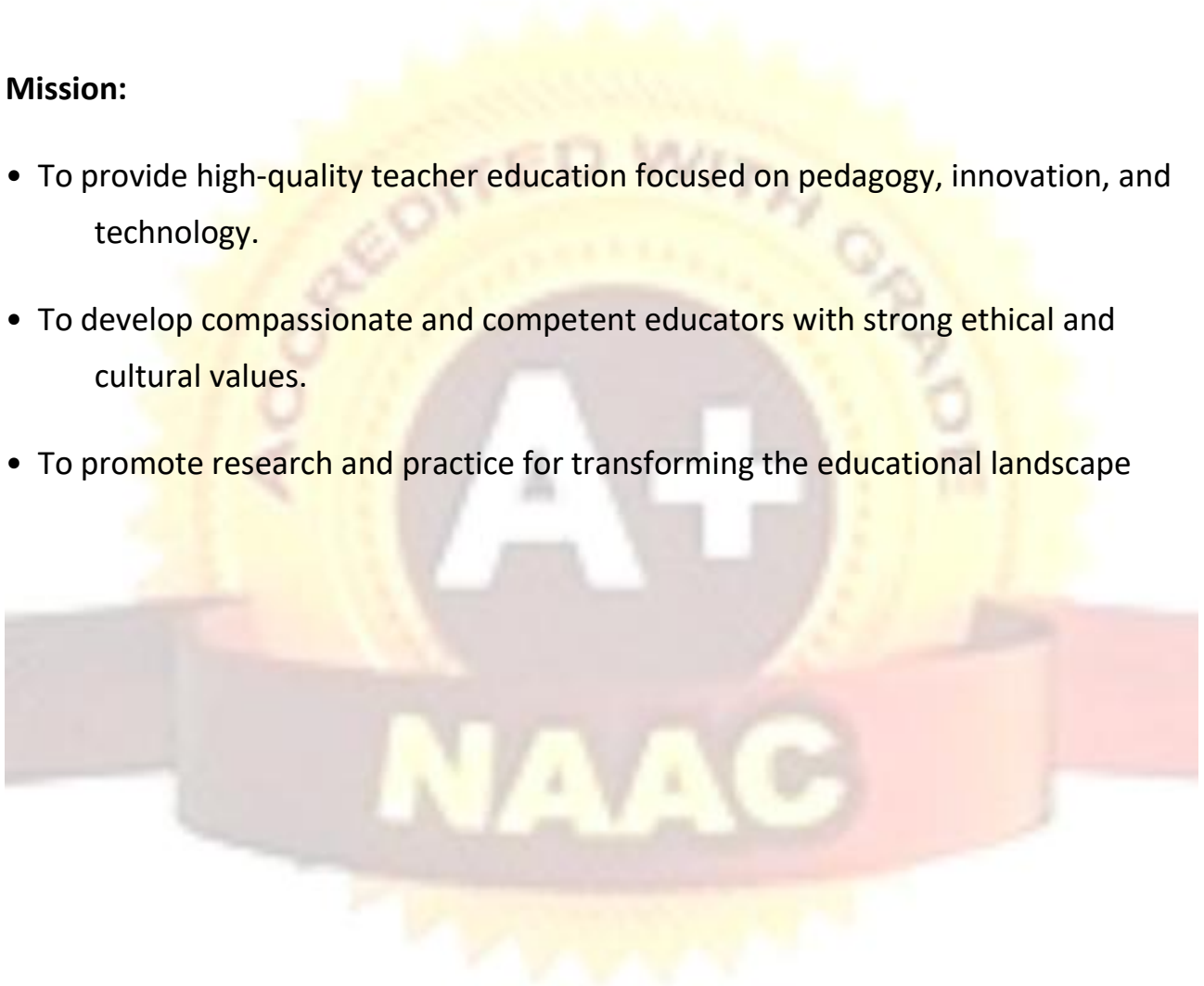
Program Structure

A. **Title of the program** : Master of Arts in Education (M.A. Education)

B. **Duration of the program** : Two Years (Four Semesters)

- **Semester I & III** – July to December, **Semester II & IV** – January to June

C. **Semester Wise distribution of credits:**

S. No.	Semester	Credits
1	Semester I	20
2	Semester II	20
3	Semester III	20
4	Semester IV	20
5	**Total**	**80**

SEMESTER - I

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/101	Philosophical Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/102	Psychological Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/103	Sociological Foundations of Education - I	Core Paper	30	70	4	100
EDN/MA/104	Methodology of Educational Research & Educational Statistics - I	Core Paper	30	70	4	100
EDN/MA/105	Information and Communication Technology in Education	Core Paper	30	70	4	100
Total					20	500

SEMESTER - II

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/201	Philosophical Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/202	Psychological Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/203	Sociological Foundations of Education - II	Core Paper	30	70	4	100
EDN/MA/204	Methodology of Educational Research & Educational Statistics - II	Core Paper	30	70	4	100
EDN/MA/205	Educational Technology	Core Paper	30	70	4	100
Total					20	500

SEMESTER - III

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/301	Comparative Education -I	Core Paper	30	70	4	100
EDN/MA/302	Curriculum Studies-I	Core Paper	30	70	4	100
EDN/MA/303-1	Educational Measurement and Evaluation - I	Elective Papers (Any 2)	30	70	4+4	100+100
EDN/MA/303-2	Teacher Education-I					
EDN/MA/303-3	Educational Management and Administration - I					
EDN/MA/304	Dissertation/Proposal				4	100
Total					**20**	**500**

N.B: Dissertation will start in Third Semester and continue till Forth Semester.

SEMESTER - IV

Course Code	Course Title	Course Type	Marks		Credits	Full Marks
			Internal	End Semester		
EDN/MA/401	Comparative Education -II	Core Paper	30	70	4	100
EDN/MA/402	Curriculum Studies-II	Core Paper	30	70	4	100
EDN/MA/403-1	Educational Measurement and Evaluation - II	Elective Papers (Any 2)	30	70	4+4	100+100
EDN/MA/403-2	Teacher Education-II					
EDN/MA/403-3	Educational Management and Administration - II					
EDN/MA/404	Viva-voce on Dissertation				4	100
Total					20	500

➢ **Examinations –**

    a. The examination shall be held semester wise in June & December for the Calendar Batch and in December & June for Academic batch respectively.

    b. Admit Cards/Roll No. Slips and date sheet for appearing in the examination shall be provisional subject to fulfilling the eligibility, etc. Admit Cards/Roll Nos. and date-sheet will be issued to the candidates concerned, through ERP or by hand, 10-12 days before the commencement of examination concerned, if the students have fulfilled all the requirements and paid their all kinds of fees/dues and submitted the requisite documents. If any candidate does not receive his/her Admit Card/Roll No. slip in time, he/she should contact to the Principal School of Education.

    c. An Examination Centre for theory will be decided by the Exam Cell and will be located in Department/ School, where all the requisite facilities can be made available.

➢ **Evaluation System**

To ensure uniform system of education, duration of postgraduate programme, eligibility criteria for and mode of admission, credit load requirement and its distribution between course and system of examination and other related aspects, following academic rules and regulations are recommended.

1. Course Evaluation

The performance of every student in each course will be evaluated as follows:

- Internal evaluation by the course faculty member(s) based on continuous assessment, for 30% of the marks for the course; and

- Final examination by the University through written paper or practical test or oral test or presentation by the student or a combination of any two or more of these, for 70% of the marks for the course.

- In order to earn the credit in a course a student has to obtain grade other than Fail.

2. Grading

    The student's performance in any semester will be assessed by the Semester Grade Point Average (SGPA). Similarly, his performance at the end of two or more consecutive semesters will be denoted by the Cumulative Grade Point Average (CGPA). The SGPA and CGPA are defined as follows:

Grading Scheme

Grading Scheme me Range of Marks (%)	96.0-100	86.0-95.9	76.0-85.9	66.0-75.9	56.0-65.9	46.0 – 55.9	36.0 – 45.9	Below 36.0	Absent
Letter Grade	O (Outstanding)	A+ (Excellent)	A (Very Good)	B+ (Good)	B (Above Average)	C (Average)	P (Pass)	F (Fail)	Ab (Absent)
Grade Point	10	9	8	7	6	5	4	0	0

$SGPA = \sum C_iG_i/\sum C_i$ where C_i is the number of credits of course i

G_i is the Grade Point for the course i and i = 1 to n, n = number of courses in the semester

$CGPA = \sum C_iG_i/\sum C_i$ where C_i is the number of credits of course i

G_i is the Grade Point for the course i and i = 1 to n, n = number of courses of all semesters up to which CGPA is computed.

3. Awards of Degree:

3.1 Every student of the program who fulfills the following criteria will be eligible for the award of the degree:

- The students should have earned at least minimum required credits as prescribed in course structure; and

- Student should have cleared all evaluation components in every course; and

3.2 The student who fails to satisfy minimum requirement of CGPA will be allowed to improve the grades so as to secure a minimum CGPA for the award of degree. Only latest grade will be considered.

4. Award of Class:

The class awarded to a student in the programme is decided by the final CGPA as per the following scheme:

Distinction:	CGPA $\geq$ 7 & $\leq$ 10
First class:	CGPA $\geq$ 6.0 & <7
Second Class:	CGPA $\geq$ 5.0 & <6.0
Pass Class:	CGPA <5.0

5. Transcript:

The transcript issued to the student at the time of leaving the University will contain a consolidated record of all the courses taken, credits earned, grades obtained, SGPA, CGPA, class obtained, etc.

A. Requirement of the laboratory support and Library Resources:-

M.A. Education is basically theory based and there is no practical paper in it, moreover there will be provision of e-library where learner can access to various e-resources for their desired subject content.

B. Quality assurance mechanism and expected programme outcomes:

The programme structure of MA Education is developed under the guidance of the expert committee and Board of Studies and Faculty Board. It is developed as per the guideline of statutory bodies. It is approved by Board of Studies, Faculty Board and Academic Council of the University. Once in every two year the curriculum of the course will be reviewed as per the need of education sector and forwarded to the Board of Studies, Faculty Board and Academic Council with suggestions.

The University will help the passed-out students in their placement in different industries through the training and placement cell. Quality of the instructions delivered will be regularly assessed through students' feedback on instructional methodology and experience while learning. Feedback of stakeholder's viz. Education experts, Employers, Alumni, Parents will be taken for further improvement.

The expected programme outcomes are as follows. The Graduate of MA programme will be able to:

1. Understand and apply educational foundation and domain knowledge for the conceptualization of educational models.

2. Identify, critically analyze and formulate complex problems of educational field.

3. Transform complex scenarios of society and contemporary issues into problems,

investigate, understand and propose integrated solutions using emerging technologies

4. Devise and conduct experiments, interpret data and provide well informed conclusions.

5. Recognize the need for and develop the ability to engage in continuous learning as an education professional.

6. Communicate effectively with the community as well as society by being able to comprehend effective documentations and presentations.

7. Recognize economic, environmental, social, health, legal, ethical issues involved in the use of technology and other consequential responsibilities relevant to professional practice.

8. Work as a member or leader in diverse teams in multidisciplinary environment.

9. Identify opportunities, entrepreneurship vision and use of innovative ideas to create value and wealth for the betterment of the individual and society.

❖ **Program Outcomes:**

The program is designed to provide opportunities for the professional to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for M.A. Education program is designed to attain the following broad objectives. After the completion of the course the students shall:

PO 1: Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

PO 2: Understand how learner learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

PO 3: Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and understand, how

students come to view, develop and make sense of subject matter contained in the learning experiences.

PO 4: Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

PO 5: Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

PO 6: Develop sensibilities to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.

PO 7: Develop self-identity as a faculty through continuous experiences that continually evaluate the effects of learner choices and actions.

❖ **Program Specific Outcome**

In terms of program specific context of M.A. Education the outcomes are as follows.

1. To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
2. To understand the historical, political and economic aspect of education.
3. To provide research related experiences with the competency to independently develop dissertation and research work.
4. To interpret the schools of philosophy and their educational significance.
5. To get an insight into various educational policies and practices.
6. To enable proper understanding and critical perspective about specialized areas of Education.

❖**Program Objectives**

M.A. in Education, structured according to Bloom's Taxonomy:

1. Knowledge (Remembering) Recall foundational theories, principles, and philosophies of education. Identify key historical and contemporary trends in education. List various educational policies and their implications.
2. Comprehension (Understanding) Explain the psychological, sociological, and

philosophical underpinnings of education. Interpret educational research and policy documents. Discuss the role of education in societal development.

3. Application (Applying) Apply educational theories to teaching and learning practices. Utilize research methods to conduct small-scale educational studies. Implement instructional strategies in diverse educational settings.

4. Analysis (Analyzing) Compare and contrast different educational philosophies and pedagogies. Analyze educational policies and their impact on learners and institutions. Examine challenges in education using data-driven approaches.

5. Synthesis (Evaluating) Critically evaluate contemporary educational issues and propose solutions. Develop innovative curriculum models or instructional strategies. Design and assess educational interventions based on research findings.

6. Evaluation (Creating) Formulate new perspectives on education policy and practice. Conduct independent research contributing to the field of education. Advocate for educational reforms based on evidence-based findings. These objectives ensure a comprehensive learning experience, equipping students with the knowledge, skills, and competencies required in the field.

Modes of Transaction:

With a view to move away from theoretical discourses and lectures, the student- teacher is required to be engaged in various kinds of learning experience. This program intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the perspective Teacher-Educator will be of the following kinds:

❖ Lecture-cum-Discussion Session: The teacher educator provides the perspective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base

❖ Focused Reading and Reflection: Perspective Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.

❖ Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.

❖ Seminar Presentations: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

❖ Library Work: On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.

❖ Projects: Course related projects having contemporary concern shall be assigned to individual prospective educator to be completed within a specified period of time with a report.

❖ Collaborative Presentations: The prospective educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.

❖ Institution Visit & Sharing of Experience: As per the requirements of the students' holistic development, students are required to visit different state/national/international institutions for sharing of experience.

Attendance: Minimum attendance shall be 75% for the course.