

# **MA Education**

## **PROJECT PROPOSAL REPORT**



**Department of Education**  
**Center for Distance and Online Education**

**UNIVERSITY OF SCIENCE & TECHNOLOGY MEGHALAYA**  
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## **I. Overview :**

### **I. (a.) Introduction :**

The Master of Education program consists of a basic set of required courses, augmented by courses relevant to particular specializations, and elective courses appropriate for teaching and related careers. Program puts emphasis on administration and organization of educational institutions. This Program intends to impart the students an understanding of the principals involved in classroom transaction and the psychological factors involved.

Higher education is fast changing globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile.

Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potentials. Traditional modes of rote- learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the universities in place of blackboard and lecture mode. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans- disciplinary knowledge system.

### **I. (b). Learning Outcomes Based Approach to Curriculum Planning**

The program aims at developing skills in teaching among the students. The program also emphasizes on teaching technologies in effective ways used in the teaching-learning process. The program focuses on Institutional planning and micro management of educational institutions. The program objective includes in developing psychological approach to transact teaching learning process.

PSO1: The students are able to understand the general and specific meaning of Education.

PSO2: The students are able to seek job as per their interest after going through M.A. in Education.

PSO3: The students are able to acquire skills regarding teaching learning.

PSO4: The students are able to master methods and techniques of classroom presentation, management and administration of educational activities.

PSO5: The students are able to frame curriculum, plan to transact and assess outcome of the learner.

## **I. (c). Programme content designing and developing**

A graduate in Political Science should have a core competency in the discipline. He should be able to engage with and reflect on the political questions and issues adequately. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability access the quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical frame work to understand them. They should be able to further learn and analyzed them in a broader context of inter disciplinarily rather than narrowing to political perspective only. They should have digital literacy, research temperament and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline in to larger bodies of knowledge. They should have an attitude of self-learning as well as working with group membership team spirit.

## **II. Contents of Programme Project Report (PPR):**

### **II. (i). Programme Mission & Objectives**

The mission of MA Education subject is to open the way of higher education and teaching Professional. This Education programme is in demand at national level. The MA Education Programme goal and objectives are as mentioned below:

1. To enable the students to grasp the meaning of Philosophy and Educational Philosophy, the Indian and Western perspectives of Philosophy.
2. To familiarize the students with Sociology of Education and Democratization of education, culture and cultural aspects of education.
3. To enable the students to understand \*he concepts and principles, implications, assessment of various psychological aspects of Educational Psychology.
4. To enable the students ta understand the meaning, significance, types, compute the values of various descriptive and inferential statistics, various types of tools and scales, prepare the research report in educational research.
5. To enable the learners with the meaning, scope and components of E.T., designing of instructional strategies, uses of e-learning, printed and electronic media,
6. To familiarize the students with the concept, scope. qualities of good guidance, importance of mental health and mental hygiene and significance of guidance and counseling,
7. To explain the concept and trends olf Educational Management. Leadership in education. approaches of educational administration and management,

8. To provide knowledge to the students with regards to the historical Background of Teacher Education in Pre-Independence & post Independence eras, Suggestions of ICT in distance education system,

## **II. (ii). Relevance of the program with HEI's Mission and Goals**

The program reflects the strategic direction and academic goals of the institution. It is aligned with industrial or learner's demand and defined in such a manner that they are appropriate to be achieved. This learning mode offered through Open and Distance Learning Mode and is aligned with institution's mission and goal and will prove as a major contributing factor in its achievement.

University is giving the opportunity to those persons, who cannot take the face-to-face higher education for any personal reason such as his job, age, economic problems, marriage, distance of higher institute or college. As a person they can take the higher education in any programme or streams. The MA Education programme is giving help to all of those persons who want to come in the profession of teaching at higher education level.

## **II. (iii) Nature of prospective target group of learners**

The course is designed to fulfil the requirement, both at the industrial and individual level. The target group of learners includes a class having a low level of disposable income, rural dwellers, women, unskilled men, working men and women, minorities etc. The University mainly caters to the development of women, tribal and those sections of society which have been left out of the main stream. The university has evolved considerably and has been successful in reaching the unreached. Learners can take admission & examination near of the study centre.

## **II. (iv) Appropriateness of programme to be conducted in Open and Distance Learning to acquire specific skills and competence**

MA Education is one of the suitable courses to be offered through Open and Distance Learning Mode. The conceptual knowledge can be thoroughly captured by the learners to acquire the capability which will make them polished for the employment market.

The University is running many programmes to develop the learner's skill and new knowledge. The university organises time-to-time, campus recruitment. The MA Education Programme develops the student in Philosophical, Psychological, Research and Teaching Skills. It gives the knowledge of our culture, Ancient Indian society, how we have to solve the psychological problems as mental hygiene, learning problems, educational problems. Now a day Educational research is increasing, the government gives the focus to develop the skill of research. The method of teaching skills was

changed. Today teachers teach in smart classes by the help of audio-viedio, Projector. Telecommunication and Internet. We have updated time to time our SLM according to leaner and society demand.

## II. (v). Instructional Design

The Instructional designer followed a specific standard for creating e-learning course. It starts with researching the material based particular needs of the students. It is done as a team work with instructional designer, teacher, content provider and audio and video producers.

- Duration and credit: The programme has a duration of two years although students may complete the program gradually within a maximum time limits.
- Medium: The course material for MA Education programme will be in English medium.
- Learning Methods: The learning method develop by university will comprise of independent form of delivery and will constitute the following components- Self-instructional text book, Counseling and contact session at the study centre by the subject experts. Group Discussion Assignment.
- Means of delivery: the students will be given with syllabus for a course and also the self learning materials. If the students have any doubt then they can discuss it with the counsellor at the time of of contact session in the centre.

**Duration of the Programme:** 4 Semesters (two years).

**Faculty and Support Staff Requirement:** There are two full time faculty members available and one of them coordinates the MA Programme in Political Science. There is sufficient administrative staff support from the SDE office for administrative work. The service of qualified guest teachers and experts from panels approved by the Vice Chancellor are used in the preparation of SLM, for taking contact classes and conducting internal evaluation.

**Instructional Delivery Mechanisms:** In addition to providing Self Learning Material, students are offered 90 contact hours each semester, conducted over 15 days during the weekend. Classes are taken using audio visual aids, and students are encouraged to use web resources. A repertoire of audio/video lectures are being prepared, which will be made available to the learners on an experimental basis from this academic year onwards.

Course Code	Name of Course	Maximum Marks		
		CA	ESE	Total
Semester - I				
MAE 101	Sociological Foundations of Education	30	70	100
MAE 102	Methods and Techniques of teaching	30	70	100
MAE 103	Philosophical foundation of education	30	70	100
MAE 104	Advanced Educational Psychology	30	70	100

Semester - II				
MAE 201	Psychological Practical	30	70	100
MAE 202	Educational Research	30	70	100
MAE 203	Education Technology	30	70	100
MAE 204	Special Education	30	70	100
Semester - III				
MAE 301	Early Childhood Educations	30	70	100
MAE 302	Teacher Education In India	30	70	100
MAE 303	Measurement And Evaluation In Education	30	70	100
MAE 304	Educational Management	30	70	100
Semester - IV				
MAE 401	Guidance And Counseling	30	70	100
MAE 402	Life Skill Education	30	70	100
MAE 403	Mental Hygiene and Education	30	70	100
MAE 404	Developmental Psychology	30	70	100

## II. (vi). Procedure for admissions, curriculum transaction and evaluation

- **Procedure of Admission:** The admission procedure will be on yearly basis.
- **Curriculum Transaction:** The successful completion of the proposed program, a candidate has to pass each paper with passing grade (30% in each paper)
- **Evaluation Pattern:** The pattern of evaluation will have three components- Continuous and comprehensive evaluation (formative & Summative), assignment, group discussion etc.

Concession for tuition fee will be given to SC/ST and OEC students. The students belonging to SC/ST and OEC category will be admitted to the programme without remitting the tuition fee. The fee for the students thus admitted will be later claimed form SC/ST department as per the rules laid down by the State and Central government.

## II. (vii). Requirement of the laboratory support and Library Resources

Psychological laboratory will be required as a part of curriculum. Resources in the form of reference books and journals will be made available for the students in the University Central Library.

Resources in the form of reference books and journals will be made available for the students in the University Central Library. The USTM has a separate Library with more than 64,000 books. There is a separate section in the library for Political Science Discipline with more than 5940 books. Library automation is done. The non members can make use of the library resources and the reference services by producing their student's ID proof. They can use the library for reference purpose and they can avail photocopy facilities. E learning library is accessible to all the candidates of online mode for 7 days a week.

## **II. (viii). Cost estimate of the programme and the provisions**

For the design, development delivery and maintenance, of the program the fund duly approved by the Finance Committee of the University are provisioned as mentioned below:

Budget Head	Budget Allocated
1. Salary	35,00,000/-
2. Contingencies	02,00,000/-
3. Preparation and printing of self learning materials	2,00,000/-
4. Computer, Printer, Scanner, Projector, etc	2,00,000/-
5. Honorarium and TA / DA for Subject Matter Expert	3,00,000/-
6. Media Center, audio-video production etc	2,00,000/-
7. Hospitality and discretionary fund	1,00,000/-
8. Daily Wages/ outsourcing etc	2,00,000/-
Total Expenses	: 69,00,000/-

(Rupees Forty Nine Lakhs only)

## **II. (ix). Quality assurance mechanism and expected programme outcomes**

The USTM is having a following mechanism for quality assurance:

- All the courses are under Credit based Semester System as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
- Curriculum is having flexibility for continuous updation as per the current requirements and having a provision for each academic session, as per the feedback obtained from the students as well as subject experts.
- Academic calendar is followed as per the approved schedule.
- Examinations of Online candidates are conducted by the examination wing of the University, similar to courses running in conventional mode.
- Directorate is having a mechanism to obtain feedback from students under online mode and updating the course content and other facilities as per suggestions, requirements of the candidates.

- f. Progress and quality of the programme is monitored by the Centre for Internal Quality Assurance (CIQA) for online mode courses.
- g. The quality of the programme is ensured with strict monitoring by the Director and the Course Coordinator along with Subject experts.

**Methods of measuring student learning are often characterized as summative or formative assessments:**

- a. **Summative assessments:** case study analysis, assessment and evaluation of internship reports, project report evaluation, tests, quizzes, and other graded course activities that are used to measure the performance of the learner. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course. Within a course, the summative assessment includes the system for calculating individual student grades.
- b. **Formative assessment:** any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in-office hours, in written comments on assignments, through rubrics, and emails.

An array of direct and indirect methods shall be used based upon the above-mentioned methodologies and assessment tools to assess the level of learning outcome(s) under each course with more weightage on 'Formative Assessment' to ensure that the learner improves during the teaching learning process.

Direct measures require a learner to present or demonstrate their learning or produce work so that observers can assess how well students' work or responses fit institution-or program-level expectations of outcomes. It includes examinations, field experience, internships, case studies, etc. as mentioned above under Teaching Learning Outcome Methodologies and Summative Assessment.

Through the indirect measures, the observer would be able to infer student abilities, knowledge, and values based on an analysis of reported perceptions about student mastery of outcomes using the indirect measures. It includes classroom assessments.