

M.A (EDUCATION)

SCHEME, SYLLABUS AND COURSES OF READING

The duration of the course leading to the degree of Master of Arts (M.A) in Education shall be of four Semesters.

- In first year, there shall be two semesters consisting of four theory papers and one practical paper each.
- In the second or final year, there shall be two semesters consisting of four theory papers and one practical paper each.
- External and internal examiners will evaluate all practical papers jointly.
- In each theory paper, the candidates will be required to attempt four questions in three hours.

M.A (EDUCATION) (DETAILED SYLLABUS) FIRST SEMESTER CC-101

PHILOSOPHICAL FOUNDATIONS OF EDUCATION-I

Marks 100(80+20)

COURSE OBJECTIVES: -

The student will be able to:-

- Define the concept of education and philosophy and explain the relationship between them.
- Write a critical note on contribution of philosophy to the field of education and vice-versa.
- Describe the contribution of various Indian and western schools of philosophy to the field of education.

COURSE CONTENTS:

Unit-1

Education and Philosophy:

- Concept, need, element and definition of education.
- Concept, need, element and definition of philosophy.
- Relationship between education and philosophy.
- Need and importance of philosophy in education.
- Interdependence of education and philosophy.

Unit-2

Indian Schools of Philosophy:

- Sankhya
- Vedanta
- Buddhism
- Jainism
- Islamic philosophy
- Christian philosophy

With special reference to concept of reality and values and their educational implications.

Unit-3

Western Philosophies: Major Schools

- Naturalism
- Idealism
- Pragmatism
- Realism
- Existentialism.

Unit- 4

Educational Heritage of India.

concept of Dharma, Artha, Kama, Mokshya and their educational implication

Internal Assessment

20 Marks

SELECTED READINGS:-

- Broudy, H.S (1977) Building a Philosophy of Education, New York:Krieger
- Brubacher, John S. (1969) Modern philosophies of Education, NewDelhi: Tata McGraw Hill.
- Chander, S.S; Sharma, R.K (2004) principal of Education, New Delhi: Atlantic publisher and Distributors.
- Dewey, John (1996) Democracy and Education, New York: McMillan.
- Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomaanon Press.
- Philosophical foundation of Education- J.C Agarwal.
- Educational Philosophy – Neeta Arora.
- Philosophical and sociological Bases of Education – S.Samuel Ravi.
- 9) Philosophical and sociological Foundations of Education – Dr. S.P.

chaube and Dr. Akhilesh chaube.

10) Education in Emerging India society – B.K. Nayak

**M.A (EDUCATION)
(DETAILED SYLLABUS)
FIRST SEMESTER
CC-102**

SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I

Marks 100 (80+20)

COURSE CONTENTS:

Unit -1

Concept of Educational Sociology and Sociology of Education.

- Social organizations and its concepts
- Factors influencing Social organizations – Folkways, Mores, Institutions, Values.
- Dynamic characteristics of social organizations and its educational implications.

Unit-2

Social Interaction and Their Educational Implications

- Social group, Inter group relationships.
- Group dynamics.
- Social stratification- concepts of Social stratification and its Educational implications.
- Sociological theories- functionalism, conflict theory

Unit – 3

Culture – Meaning and Nature.

- Role of Education in the cultural context.
- Cultural determinants of Education.
- Education in divers social context- multiculturalism, multilingualism

Unit- 4

Education and Democracy

- Education as related to democracy and freedom.
- Equality of educational opportunity.

Internal Assessment

20 Marks.

Selected readings:

- Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur.
- Kamat, A.R. (1985) Education and social change in India, Bombay Samaiya Publishing Co.,
- Maubnhein K. (1962) An Introduction to sociology of Education, Routledge and Kegan Paul, London.
- M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi.
- Mossish, Loor (1972), Sociology of Education: An introduction. George Lalenand UnWin, London.
- Pandey, K.P. (1983) Perspective in Social Foundation of Education, Amita Prakashan, Gaziabad.
- Broudy, H.S (1977) Building a Philosophy of Education, New York: Krieger
- Brubacher, John S. (1969) Modern philosophies of Education, New Delhi: Tata McGraw Hill.
- Chander, S.S; Sharma, R.K (2004) principal of Education, New Delhi: Atlantic publisher and Distributors.
- Dewey, John (1996) Democracy and Education, New York: McMillan.
- Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomaan Press.
- Philosophical foundation of Education- J.C Agarwal.
- Educational Philosophy – Neeta Arora.
- Philosophical and sociological Bases of Education – S.Samuel Ravi.
- 15. Philosophical and sociological Foundations of Education – Dr. S.P. chaube and Dr. Akhilesh chaube.
- 16. Education in Emerging India society – B.K. Nayak

**M.A (EDUCATION)
(DETAILED SYLLABUS)
FIRST SEMESTER
CC-103**

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION – I

Marks 100(80+20)

COURSE CONTENTS:

Unit-1

- **Schools of psychology and their contribution:**
 - Concept of psychology
 - Contribution of different schools of psychology-behaviorism, cognitivism , constructivism
 - Scope of educational psychology.
- **Methods of Educational Psychology:**
 - Experimental
 - Clinical
 - Survey

Unit – 2

Growth and Development during Childhood and Adolescence.

- Physical
- Social
- Emotional
- Mental.
- Role of heredity and environment- contribution of piaget and Erikson theory

Unit – 3

Individual Differences:

- Concept and areas.
- Determinants: role of heredity and environment in developing individual differences.
- Implications of individual difference for organizing educational programmes.

Unit – 4

Theories of Learning and Educational Implications.

- Pavlov's classical conditioning.
- Skinnners operant conditioning theory.
- Gestalt theory of learning,
- Ausubel's Meaningful learning theory.
- Bruner's Discovery learning theory.

Internal Assessment.

20 Marks.

SELECTED READINGS:

- Abramson, Paul, R (1980).: personality, New York: Holt Rinehart and Wiston.
- Allport, G.W.(1961), 'pattern and Growth in Personality', New York:

Rinehart and Winston

- Andrews, T.W.(ED): (1961), methods in Psychology, New York: John Wiley And Sons, Inc
- Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development, New York, Halt, Rinehart and Winston
- Baur, A., Newman, S.M West R., & Mc Manus C., (1997) Cambridge Handbook of Psychology, Health & Medicine, Cambridge: Cambridge University Press.

**M.A (EDUCATION)
(DETAILED SYLLABUS)
FIRST SEMESTER
CC-104**

RESEARCH METHODS IN EDUCATION AND STATISTICS- I

Marks 100(80+20)

COURSE CONTENTS:

Unit-1

Method of acquiring scientific knowledge: Tradition, reasoning - Inductive and deductive

- Meaning, nature and limitations educational research.
- Need and purpose of educational research
- Types of research-Fundamental, Applied and action Research.
- Qualitative and Quantitative Research ;
- Methods of qualitative Research- phenomenology, ethnography, grounded theory , case study.

Unit – 2

Formulation of Research Problem

- Criteria and sources for identifying the problem.
- Delineating operationalizing variables.
- Review of related literature: importance and various sources.
- Developing hypothesis in various types of research.

Unit – 3

Collection of Data

- Types of data- Quantitative and Qualitative.
- Techniques and tools.
- Interview.
- Observation.

- Questionnaire

Unit -4

Different sampling procedure.

- a) Method of selecting a sample (Probability and non-probability)
- b) Random sampling
- c) Stratified sampling
- d) Systematic sampling
- e) Cluster sampling

Internal Assessment

20 Mark

SELECTED READINGS:

- Aggarwal, Y.P. (1998), The Science of Educational Research: A SourceBook, Normal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Buruns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York
- Koul, Lokesh (1988), Methodology of Education Research, Vikas, New Delhi

CC-105

PRACTICAL (TEACHING)

Marks – 100

Time - 6 hrs

- Every student shall supervise 05 practice lessons. Delivered by B.A (Hons) students in the concerned method subject and prepare assessment reports thereon.

- Every candidate will deliver one criticism lesson and 05 practice lessons (one subject) under proper supervision during the period of study. Distribution of marks on, different aspects of the teaching practical shall be as follows:-

• Observation record	=10 marks
• Criticism lesson record	=10 marks
• Delivery of final lesson	=30 marks
• Preparation of TLM related to lesson delivered	=10 marks
• Book Review	=30 marks
• Viva	<u>=10marks</u>
Total	= 100 marks

**M.A (EDUCATION)
(DETAILED SYLLABUS)
SECOND SEMESTER
CC-201**

PHILOSOPHICAL FOUNDATIONS OF EDUCATION –II

Marks 100 (80+20)

COURSE OBJECTIVES

The student will be able to:-

- Write a critical note on the contribution of western philosophies.
- Understand contributions of great Indian philosophies.
- Understand contributions of great western philosophies.
- Understand the organization and administration of in service teacher education.

COURSE CONTENTS:

Unit- 1

Western Philosophies

Educational Implications to The Concepts:

- Metaphysics
- Epistemology
- Axiology

Their educational implications for aims, contents and methods of education.

Unit – 2

Contribution of Following Indian Philosophies to Educational Thought.

- Vivekananda
- Tagore
- Gandhi
- Aurobindo.

Unit -3

Contribution of Western Philosophers to Educational Thought:

- Plato
- Rousseau
- John Dewey
- Paulo Freire

Unit – 4

Western Philosophies: Major Schools

- Progressivism
- Eclecticism
- Essentialism
- Perennialism

SELECTED READINGS:-

- Broudy, H.S (1977) Building a Philosophy of Education, New York:Krieger
- Brubacher, John S. (1969) Modern philosophies of Education, New Delhi: Tata McGraw Hill.
- Chander, S.S; Sharma, R.K (2004) principal of Education, New Delhi: Atlantic publisher and Distributors.
- Dewey, John (1996) Democracy and Education, New York: McMillan.
- Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomaan Press.
- S. Samvel Ravi : Comprehensive study of Education : New Delhi, PHI
- Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers,Jaipur.

- Kamat, A.R. (1985) Education and social change in India, Bombay SamaiyaPublishing Co.,
 - Maubnhein K. (1962) An Introduction to sociology of Education, Routledgeand Kegan Paul, London.
 - M.H.R.D. (1990) Towards an Enlightened and Human Society. Department ofEducation, New Delhi.
 - Mossish, Loor (1972), Socology of Education: An introduction. George Lalenand UnWin, London.
 - Pandey, K.P. (1983) Perspective in Social Foundation of Education, AmitaPrakashan, Gaziabad.
13. Broudy, H.S (1977) Building a Philosophy of Education, New York: Kringer
14. Brubacher, John S. (1969) Modern philosophies of Education, New Delhi: Tata McGraw Hill.
- Chander, S.S; Sharma, R.K (2004) principal of Education, New Delhi: Atlantic publisher and Distributors.
 - Dewey, John (1996) Democracy and Education, New York: McMillan.
 - Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomaaon Press.
 - Philosophical foundation of Education- J.C Agarwal.
 - Educational Philosophy – Neeta Arora.
 - Philosophical and sociological Bases of Education – S.Samuel Ravi.
22. Philosophical and sociological Foundations of Education – Dr. S.P. chaube and Dr. Akhilesh chaube.
23. Education in Emerging India society – B.K. Nayak

M.A (EDUCATION)
(DETAILED SYLLABUS)
SECOND SEMESTER
CC-202
SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II

COURSE OBJECTIVES:

The students will be able to:

- Justify the instance of socially and economically disadvantaged sections of the society special reference to SC, ST, and women rural population.
- Understand the relationship of education with democracy freedom, National Integration and international understanding.
- Illustrate education as a process of social system, socialization and social progress.
- Explain education related to community and value
- Describe a social theory that is Marxism, fascism with special reference to social change.

COURSE CONTENTS:

Unit – 1

Social Principles and Education

- Social and Economic relevance of Education
- Socio-economic factors and Socially and economically disadvantaged sections of the society with special reference to SC, ST
- women Empowerment

Unit – 2

Education Is Relation To

- Social and secular trend in India
- Nationalism- national integration
- international understanding

Unit- 3

Education and Different – Aspects of Society.

- Education and community.
- Education and value.
- Social theories(with special reference to social change)
 - Marxism
 - Fascism

Unit – 4

Social

Social Change and social control.

- Meaning and Nature of Social Change and social control.
- Concept of Urbanization, Modernization, Westernization
With special reference to Indian society and its Educational implications.

- Social mobility and social movement.

Home Assignment (Internal Assessment)

20 Marks

**M.A (EDUCATION)
(DETAILED SYLLABUS)
SECOND SEMESTER
CC-203**

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION –II

Marks- 100 (80+20)

COURSE OBJECTIVES:

To enable the students to-

- Understand concept and nature intelligence.
Write a critical note of theories of intelligence.
- Define the meaning and determinants of personality.
Describe the theory of personality.
- Illustrate the concept of motivation.
- Understand and the psychology and education of children with special needs.

COURSE CONTENTS:

Unit – 1

Intelligence:

- Concept types and nature of intelligence
 - emotional intelligence
 - II. Gardner’s multiple intelligence
- Theories of intelligence.
 - Two factor theory. (spearman)
 - Multifactor theory.
 - Group factor theory.
 - Guilford’s model of intellect
- C) Creativity-Meaning, nature & Promotion of Creativity

Unit – 2

Personality

- Meaning and determinants
- Type and trait theories.
- Assessment of personality

Unit – 3

Motivation

- Meanings of motivation and Types
- Theories of motivation
- Physiological theory

- Murray's need theory
- Psycho-analytical theory
- Factors affecting motivation

Unit- 4

Psychology and Education of Children with Special Needs

- learning disability
- High intellectual capability (Giftedness)
- Sensory impairment- visual and auditory.
- Orthopedically handicapped.
- Emotional disturbances

Home Assignment (Internal Assessment)

20 Marks

M.A (EDUCATION) (DETAILED SYLLABUS) SECOND SEMESTER CC-204

RESEARCH METHODS IN EDUCATION AND STATISTICS-II

Marks- 100 (80+20)

COURSE OBJECTIVES:

The students will be able to:

- Write a critical note on major approaches to research.
- Explain the research design.
- Preparation of research proposal and report.
- Understand the nature of educational data.
- Illustrating the meaning and significance of normal probability curve.

-

COURSE CONTENTS:

Unit – 1

- Major approaches to research
- Descriptive research
- Historical research
- Experimental research

Unit – 2

Research Design:

- Meaning, concepts, types and importance
- Developing a research proposal
- Writing research report.

Unit – 3

Nature of Educational Data.

- Descriptive and inferential statistics.
- Computation and uses of mean, median, mode.
- Organization and graphical representation of data:
Frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon.

Unit- 4

- Normal probability curve- meaning and applications.
- Computation and uses of range, quartile deviation, average deviation, standard deviation and variance
- Statistic of significance –t –test, anova, X^2 test (Chi-square test of equality and independence).

Home Assignment (Internal Assessment)

20 Marks

**CC-205 PRACTICAL
(SEMINAR)**

Marks:-100 (80+20)

Each student shall have to choose a topic in consultation with the member of the teaching staff and deliver a seminar on the save topic in the department. The seminar paper. Shall be content oriented and meaty typed (5/10 pages). After presentation of the paper candidates performance shall be valued.

Distribution of marks for presentation of paper and participation in seminar discussion shall be follows:

Presentation of paper	= 80 marks
Clarification of points and discussion	= 20 marks
Total	=100 Marks

**M.A (EDUCATION)
(DETAILED SYLLABUS)
THIRD SEMESTER**

CC-301
EDUCATIONAL MEASUREMENT AND EVALUATION – I

Marks:-100 (80+20)

COURSE OBJECTIVES

The students will be able to:

- Acquaint the student with the basic concept and practices adopted in educational measurement and evaluation.
- Measurement of importance tests
- Orient the students with tools and techniques of measurement and evaluation.
- Acquaint with test construction.

COURSE CONTENTS:

Unit -1

Educational Measurement and Evaluation

- Concept, scope and need
- Levels of Measurement
- Evaluation: Types functions and basic principles of evaluation
- Inter- relationship between measurement and evaluation, Norm – referenced and criterion- referenced evaluation.

Unit- 2

Assessment -criteria and non reference

- Achievement test
- Aptitude Tests
- Intelligence Test
- Interest Inventories
- Creativity Test

Unit- 3

Data collection strategies

- Questionnaire and schedule
- Inventories
- Interview
- Anecdotes
- Filed diary
- Observation ,cumulative record, portfolio, rubric

Unit- 4

Test Construction:

- General Principles of test construction and its standardization.
- Writing tests items- objective types, essay types and interpretive type

- Item analysis
- Basic characteristics of good measuring instruments- reliability, validity, objectivity.

(Internal Assessment)

20 Marks

SELECTED READINGS:

- Adems, G.K.(1965), Measurement and Education in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
- Aiken, L.R.(1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York

**M.A (EDUCATION)
(DETAILED SYLLABUS)**

THIRD SEMESTER

CC-302

EDUCATIONAL TECHNOLOGY AND MANAGEMENT-I

Marks:-100 (80+20)

COURSE OBJECTIVES:

To enable the students to:

- Develop the understanding of concept, scope and classification and function of educational technology.
- Enable the students to differentiate between hardware and software
- Describe about – educational technology and instructional
- Learn about communication and information technology
- Learn about educational management and educational administration.

COURSE CONTENTS:

Unit- 1

- Meaning, concept and scope of educational technology.
- Classification and function of educational technology.

Unit – 2

- Components of educational technology- Hardware and Software approaches
- Educational technology and instructional technology.
- Blended learning, e-learning

Unit – 3

- Communication and information technology
- Concept, meaning and process of communication
- Classroom communication mass media approach in educational technology.

Unit – 4

- Educational management – meaning, nature
- Educational administration- meaning, nature, scope and functions between general and educational administration.

(Internal Assessment)

20 Marks

SELECTED READINGS:

- Davies, I.K., “The Management of Learning”, London: Mc Graw Hill, 1971
- Dececco, J.P., “ The Psychology of Learning and instruction” New Delhi, prentice Hill, 1988
- Kulkarni, S.S. (1986) Introduction to Educational technology”, New Delhi, Oxford and IBH publishing company.
- Kumar, K.L. (1996). Educational Technology .New Delhi: New age International publishers.
- Locatis, C.N. and Atkinson, F.D.(1984) Media and Technology For education and training. Lopndon: Charles E. publishing Co.

**M.A (EDUCATION)
(DETAILED SYLLABUS)
THIRD SEMESTER
CC-303
DEVELOPMENT OF EDUCATION IN INDIA-I**

Marks:-100 (80+20)

COURSE OBJECTIVE:

To enable the student to,

- Get a historical insight in to development of education in per-independence inIndia
- Get the knowledge of the development of the education in British India
- Have a critical understanding of the development of educational afterindependence
- Under the educational policy documents of India since independence.
- Understand the diverse issue in education

COURSE CONTENTS

Unit – 1

Education in Indian During

- Vedic
- Buddhist, and
- Medieval period

Unit – 2

Education in British India

- Education activities of Christian missionaries
- Woods Despatch of 1854
- Hortog committee – 1929

Unit – 3

Education after independency

- University education commission – 1948- 49
- Secondary education commission – 1952 – 53
- Indian education commission – 1964 – 66
- National policy of education – 1986 and 1992
- NCF-2005
- RTE-2009
- NEP-2020

Unit – 4

Diverse Issues in Education

- Education and Employment
- Environmental Education
- Child right education
- Educational for Sustainable Development

(Internal Assessment)

20 Marks

SELECTED READINGS:

- Govt. of India, report of the university Education Commission, (1949)Vol-I, Simla.
- Niak J.P.(1963) The role of govt. of India, Ministry of Education.
- Nurullah S., Naik J.P. and oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Report of the Secondary University Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.

**M.A (EDUCATION)
(DETAILED SYLLABUS)
THIRD SEMESTER
CC-304
SPECIAL PAPER CHOOSE ANY ONE**

- **Distance education – 1**

COURSE OBJECTIVES:

Marks 100 (80+20)

- Critically analyses the growth of distance education (DE) in India and abroad;
- Explain the socio- economic relevance and philosophical basis of DE; and
- Discuss the view of various experts in DE and theories underlying them

COURSE CONTENTS:

Unit – 1

- Meaning, nature, need and scope of Distance Education
- Growth of Distance Education in India
- Structure and functions of IGNOU

Unit – 2

- Factors in designing of print materials
- Principles of text design
- Preparation of texts

Unit – 3

- Support services- need and mechanism

- Counseling and tutorial system
- Interaction through assignments
- Teleconferencing

Unit – 4

- Distance teaching- learning system in India
- Programmes for women through distance education
- Quality assurance of distance education

(Internal Assessment)

20 Marks

**M.A (EDUCATION)
(DETAILED SYLLABUS)
THIRD SEMESTER
CC 304**

(Special Paper)

B.TEACHER EDUCATION

Marks (80+20) = 100

Learning Outcomes

On completion of the course, the students shall be able to:

- explain pre-service and in-service teacher education;
 - narrate the functions of the Institutions and Agencies of Teacher Education;
 - describe about Pre-service and In-service teacher education programme at different stage; and
 - understand the problems and research trends in teacher education.
- Course Contents

Unit I: Concept, Methods and Agencies of In-Service Teacher Education

- Need and significance
- Aims and Objectives at different levels: Pre-Primary, Primary, Secondary stage and Higher Education.
- Institutions and Agencies: NCTE, NCERT, UGC, IASEs, CTEs and DIETS, OPEPA, SSA, RMSA,
- Preliminary Consideration in Planning in-service Programme (Purpose, Duration, Resources and Budget)

UNIT II: Professional Development of Teachers

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers.
- Personal and Contextual factors affecting Teacher Development.
- ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

UNIT III: Problems and Issues in Teacher Education

- Privatization of teacher education
- Job Satisfaction
- Practicing school
- Supervision and mentoring
- Curriculum of teacher education

Unit-IV Concept of Pre-Service Teacher Education

- Meaning, Nature and Scope of Pre-Service Teacher Education
- Need, Objectives of Pre-Service Teacher Education at Elementary, Secondary and Higher Secondary Levels
- Historical Development TE: Post-independence (Recommendations of Various committee and Commissions):
 - University Education Commission (1948-49)
 - Secondary Education Commission (1952-53)
 - Indian Education Commission (1964-1966)
 - National policy on Education(1986)
 - National Education Policy (2020)

Essential Readings

- Aggarwal, J.C. (1973). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C and Aggarwal, S.P. (1992). Educational Planning in India with a slant to Educational Financing and Administration. New Delhi: Concept Pub.
- Mohanty, J. (2008). Teacher Education. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). Report of the Secondary Education Commission 1952-53. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). Education of Teachers in India (Vols. 1 &2). New Delhi: S. Chand & co.
- NCERT (2004). Curriculum Framework for Teacher Education. Author, New Delhi.
- NCERT (2006a). National Curriculum Framework-2005. New Delhi: NCERT.
- NCERT (2006c). Teacher Education for Curriculum Renewal. New Delhi:
NCERT
- NCERT (2008). Sixth Survey of Research in Education V01 - 11. New Delhi: NCERT.
- NCTE (1998a). Policy perspectives in Teacher Education: Critique & Documentation. New Delhi: NCERT.
- NCTE (1998b). Curriculum Framework for Quality Teacher Education. New Delhi: NCTE.
- NCTE (2009). National Curriculum Framework for Teacher Education
Towards Preparing Professional and Humane Teacher. New Delhi: NCTE

Suggested Readings

- Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. University News, Association of Indian Universities, New Delhi.
- Ram, S. (1999). Current Issues in Teacher Education. New Delhi: Sarup & Sons Publications.
- Report of the National Commission on Teachers (1983-85). Website:
<http://www.education.nic.in/cd50years/r/2Q/42/toc.htm>
- Verghese, B.V. (2004). Recruitment and Training of Primary Teacher. New Delhi: Anmol.

CC-305 **Practical – (Dissertation)**

Marks 100 (80+20)

Each M.A (EDU.) students of 3rd semester is required to carry out research work on an area of education under the guidance of a teacher of the department of education and is required to submit the complete dissertation to the department of education 15 days before

the dissertation examination.

The evolution of dissertation shall be done. Joint by an external examiner and the internal examiner.

The marks on the dissertation work shall be distributed as follows:-

Dissertation	=80 Marks
Viva- voce	=20 <u>Marks</u>
Total	=100 Marks

**M.A (EDUCATION)
(DETAILED SYLLABUS)
FOURTH SEMESTER
CC-401**

EDUCATIONAL MEASUREMENT AND EVALUATION-II

Marks (80+20) = 100

COURSE OBJECTIVE;

The students will be able to

- Understand the measurement and assessment process.
- Acquaint with the test construction.
- Explain correlation, null hypothesis, tests of significance.
- Describe the meaning, assumption, computation and uses of non- parametric tests that are chi- square test and sign test.
- To understand the new trends on evaluation

COURSE CONTENT

Unit – 1

Educational measurement and assessment

- The measurement and assessment process
- The taxonomy of educational objectives
- Assessment of learning, for learning, as learning.

Unit – 2

Test Construction

- Types , ways of determination, importance and application
- Standardization of measuring instruments
- Test standardization

Unit – 3

- **Correlation:**
 - Product moment correlation
 - Rank difference correlation
 - Partial and multiple correlations: meaning, assumption, computation and uses.
- **Non-Parametric Test**
 - Assumptions
 - Computations
 - Uses.
- **Test of Significance:**
 - Difference between means
 - Regression and prediction:
 - The F- test (two-way)

Unit – 4

New Trends in Evaluation Viz

- Grading
- Semester system
- Continuous internal assessment
- Question bank
- Use of computer in evaluation

Seminar (Internal Assessment)

20 Marks

SELECTED READINGS:

- Aggrawal, Y.P (1998), statistical Methods, sterling, New Delhi
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
- Gronlund, N.E (2002), Assessment of student achievement
- Rath, R.K (2000), Measurement, Evaluation and Statistics in Education, Tara Tarani Publication
- Mohan, R (2016), Measurement, Evaluation and Assessment in Education, Delhi P.H.I

M.A (EDUCATION)
(DETAILED SYLLABUS)FOURTH SEMESTER
CC-402
EDUCATIONAL TECHNOLOGY AND MANAGEMENT-II

Marks (80+20) = 100

COURSE OBJECTIVES:

To enable the students to

- Acquaint the students with concept of education management along with their significance.
- Help the students to understand aspects of educational management.
- Understand about educational supervision, techniques of supervision and relation to humans
- Learn about different types of programme instruction.

COURSE CONTENTS:

Unit – 1

- Meaning , nature, scope and educational management
- Aspect of educational management

Unit – 2

- Programmed instruction, origin, principles and characteristics.

- Types, linear, branching and Mathematics.
- Development of a programmed instruction: preparation, writing, try out and evaluation.

Unit – 3

- Educational supervision- meaning, aims, principles and changing concept in educational supervision.
- Different techniques of supervision and their effectiveness.
- Educational supervision and human relations.

Unit – 4

Meaning, need and importance of leadership

- Theories of leadership
- Styles of leadership
- Measurement of leadership

Seminar (Internal Assessment)

20 Marks

SELECTED READINGS:

- Unruh, A. & Turne, E.(1970). Supervision for change and invocation. New York.
- Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
- Sinha, P.S.N. (ed) (2002). Management and amonization in Govt. New Delhi

M.A (EDUCATION) (DETAILED SYLLABUS) FOURTH SEMESTER

CC-403

DEVELOPMENT OF EDUCATION IN INDIA- II

Marks (80+20) = 100

COURSE OBJECTIVE:

To enable student to

- Develop a critical understanding of the challenges facing Indian education today
- Get the knowledge of the contemporary issue in Indian education in global perspectives
- Have a critical understanding of the development of education as a distinct discipline

COURSE CONTENTS

Unit – 1

- Education and democracy
- Constitutional provision for education
- Learning without burden – Yespal committee 1993
- Educational Reform Indian in 21st century

Unit – 2

- Issues relating to quality in education and excellence
- Issues pertaining to open learning and distance education system
- Role of UGC and NAAC
- Education for human values, peace, life skill

Unit – 3

- Issues relating to Globalization
- Role of UNO in improving educational opportunities
- Increasing gross enrolment Ratio (GER) in higher education in India

Unit – 4

- Issue relating medium of instruction three language formula
- Issues in respect of emotional integration and international integration in the context of globalization

Seminar (Internal Assessment)

20 Marks

SELECTED READINGS:

- M.H.R.D. (1966). Report of the Education Commission- Education and National Development (1964 – 1966), Ministry of Education, govt. of India, New Delhi
- M.H.R.D. programme of action (1992), Ministry of Education, Govt. of India, New Delhi

**M.A (EDUCATION)
(DETAILED SYLLABUS) FOURTH SEMESTER)
CC-404**

SPECIAL PAPER CHOOSE

ANY ONE

- **DISTANCE EDUCATION- II**

Marks 100 (80+20)

COURSE OBJECTIVES:

- Develop quality self-learning materials for distance education;

- Explain the theories behind production of quality print material and
- Critically review the course production practices in distance education system
- Organize support service for distance learners;
- Discuss the theories underlying counseling and various media available and
- Provide quality tutor comments as a means of distance teaching

Unit – 1

- Education system management
- Management of higher education
- Planning and management of distance education

Unit – 2

- Planning and management of IGNOU
- Present status of IGNOU
- Need and importance of IGNOU study centre

Unit – 3

- Use of information and communication technologies in distance education
- Role of media in distance education
- Computer and communication networks

Unit – 4

- Distance education and rural development
- Programme evaluation
- New dimension in distance education

Seminar (Internal Assessment)

20 Marks

SELECTED READINGS:

1. Hoeyman, M; Miller, G (December 1993). "Agriculture Distance education: A valid alternative for higher education?". Proceeding of the 20th Annual National Agricultural Education Research Meeting:67 – 73

M.A (EDUCATION)
(DETAILED SYLLABUS) FOURTH SEMESTER)
CC-404
(Special Paper)
B. INCLUSIVE EDUCATION

Marks 100 (80+20)

Learning Outcomes

After completion of the course, the students shall be able to:

- deconstruct the notion of normalcy and recognize the implications of this for educational systems;
- understand how notions of ability construct students from disadvantaged groups as "different" and as deficient;
- identify and describe specific forms of intervention to support students with various labels of disability;
- recognize the significance of technology in enhancing the capabilities of students with varying levels of ability; and
- Identify specific forms of technological support that can enhance the learning capabilities of students.

Course Contents

Unit-I: Introduction to Inclusion

- Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners-including (Marginalized group and Learners with Disabilities)
- Evolution of the Philosophy of Inclusive Education: Special, Integrated,

Inclusive Education.

Unit -II: An Overview of Diverse Learners

- Concept of Impairment, Disability and Handicap.
- Classification of Disabilities based on ICF Model,
- Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities.

Unit-111: Policy and Programmes of Inclusive Education

- Legal Provisions: Policies and Legislations (National Policy of Education (1986); Programme of Action of Action (1992); Persons with Disabilities Act (1995); National Policy of Disabilities (2006); National Curriculum

Framework (2005); and Concession and Facilities to Diverse Learners (Academic and Financial).

- Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA).
- Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

Unit-IV Research Trends and Issues in Inclusive Education in India

- Barriers and Facilitators in Inclusive Education: Attitude. Social and Educational.
- Current Status and Ethical Issues of inclusive education in India
- Research Trends of Inclusive Education in India

Essential Readings

Dash, N. Inclusive Education for Children with Special Needs. Atlantic Publishers and Distributors(P) Ltd., New Delhi, 2008.

Rose, D. A., Meyer, A. & Hitchcock, C. The Universally Designed Classroom.^e Education Press, 2005.

Thousand, J., Villa, R., & Nevin, A. Differentiating instruction: Collaborative planning and teaching for Inclusive learning. Thousand Oaks, CA: Corwin Press, 2007.

Udvari-Solner, A. & Kluth, P. Joyful Learning: Active and collaborative learning in inclusive classrooms. Thousand Oaks, CA: Corwin Press, 2008.

Valle, J. W. & Connor, D. J. (2011). Rethinking disability: A disability studies approach to inclusive practices. New York, NY: McGraw Hill 2011

Kluth, P. The autism checklist: A practical reference for parents; 52/94 San Francisco, CA: Jossey-Bass, 2009.

Marks (80+20) = 100

The student of M.A (Education) of semester –IV are required to undertake a project of educational importance. They are required to go on field work, conduct survey, collect data and prepare individual project report on the teaching staff and submit the project reports. To the P.G. Department of Education for valuation, 15 days before. The project examination.

The marks on the project work shall be distributed as follows:-

Project work = 80	Marks
Viva-voce =20	Marks
Total	=100 Marks

Assessment of the candidate's performance shall be made. Jointly by both the internal and external e