

SYLLABUS
For
Master Of Arts in Education
(MA in Education)

Choice Based Credit System (CBCS)
2024-2025



P. G. DEPARTMENT OF EDUCATION
KHALLIKOTE UNITARY UNIVERSITY
BRAHMA VIHAR, BRAHMAPUR – 760001

Website- kuu.ac.in

MASTER OF ARTS IN EDUCATION

The Master of Arts (M.A) in Education is a two-year program for students seeking a specialized exposure to the domain of education. This programme aims to specialize students to the multidisciplinary domain of education. It further develops capabilities in advanced teaching and learning, curriculum design, educational research, teacher education, policy development and analysis in education. The programme is intended to engage students in educational reform that requires good understanding and the ability to work in curricular and pedagogical areas of at least one subject. Research practice and experience has been embedded in each of the courses, ensuring that students gain a sound understanding of the nature of educational research. Besides, planning and policies of education, educational technology, special education and teacher education are included as a course of study to empower students to understand the National and International issues both from local and global perspectives.

Programme Outcomes (POs)

M.A in EDUCATION Programme of Khallikote Unitary University as Follows

1. Development of knowledge, comprehension and skill in educational theory and practice.
2. Promote education as core and liberal discipline in higher education.
3. Development of critical thinking and skill to find out solution to prevalent educational problems.
4. Application of academic knowledge in practical life situation.
5. Development of a conceptual understanding of educational technology, ICT and its uses in educational practices.
6. Conducting research in various academic areas.
7. Establishing close link between school and society.
8. Providing intrinsic motivation in pursuing higher education.
9. Inculcation of constitutional values among students.
10. Development of a sense of equity and inclusion in higher education.
11. Development of adjustment skills among students.
12. Acquisition of professional ethics and social responsibility in improving the quality of education.

COURSE OF STUDIES M.A EDUCATION					
SL NO	PAPER	SEMESTER	SUBJECT	CREDITS	MARKS
1	CC-101	I	PHILOSOPHICAL FOUNDATIONS OF EDUCATION-I	4	80+20
2	CC-102		SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I	4	80+20
3	CC-103		PSYCHOLOGICAL FOUNDATIONS OF EDUCATION – I	4	80+20
4	CC-104		RESEARCH METHODS IN EDUCATION AND STATISTICS- I	4	80+20
5	CC-105		PRACTICAL	4	100
6	CC-201	II	PHILOSOPHICAL FOUNDATIONS OF EDUCATION –II	4	80+20
7	CC-202		SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II	4	80+20
8	CC-203		PSYCHOLOGICAL FOUNDATIONS OF EDUCATION –II	4	80+20
9	CC-204		RESEARCH METHODS IN EDUCATION AND STATISTICS-II	4	80+20
10	CC-205		PRACTICAL	4	100
11	CC-301	III	EDUCATIONAL MEASUREMENT AND EVALUATION – I	4	80+20
12	CC-302		EDUCATIONAL TECHNOLOGY AND MANAGEMENT-I	4	80+20
13	CC-303		DEVELOPMENT OF EDUCATION IN INDIA-I	4	80+20
14	CC-304		SPECIAL PAPER		
15	CC 304-A		DISTANCE EDUCATION	4	80+20
16	CC 304-B		TEACHER EDUCATION	4	80+20
17	CC 304-C		GUIDANCE & COUNSELLING IN EDUCATION	4	80+20
18	CC-305		PRACTICAL	4	100
19	CC-401	IV	EDUCATIONAL MEASUREMENT AND EVALUATION-II	4	80+20
20	CC-402		EDUCATIONAL TECHNOLOGY AND MANAGEMENT-II	4	80+20
21	CC-403		DEVELOPMENT OF EDUCATION IN INDIA- II	4	80+20
22	CC-404		SPECIAL PAPER		
23	CC-404 A		INCLUSIVE EDUCATION	4	80+20
24	CC-404 B		CURRICULUM DEVOLPMENT	4	80+20
25	CC-404 C		HIGER EDUCATION IN INDIA	4	80+20
26	CC-405		PRACTICAL	4	100
			TOTAL	80	2000

**M A (EDUCATION) FIRST SEMESTER
CC- 101 PHILOSOPHICAL FOUNDATIONS OF EDUCATION-I**

Full Marks 100 (20 mid term+80 end term)

Pattern of question in Term End Examination.

- There will be two groups in each question paper.
- Group-A carries ten short questions each carrying two marks. (10 x 2=20 marks)
- Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks. (15 x 4 = 60 marks)

Students must secure minimum 40% in theory paper & 50% in Practical Paper to be declared as pass.

COURSE OBJECTIVES

- To define the concept of education and philosophy and explain the relationship between them.
- To write a critical note on contribution of philosophy to the field of education and vice-versa.
- To describe the contribution of various Indian and western schools of philosophy to the field of education.

COURSE CONTENTS

Unit-I 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-II 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-III Western Schools of Philosophy

- Naturalism
- Idealism
- Pragmatism
- Realism
- Existentialism.

Unit- IV Educational Heritage of India.

- Fundamentals of four purusathars -Dharma, Artha, Kama, Mokshya and their educational implication
- Yoga- Concept and elements
- Important yoga in human life

Mode of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.

SELECTED READINGS

- Agrwal JC(2010)Teacher and education in a developing society.Delhi Vikash Publishing House.
- Ayer AJ(1959)Logical positivism. New York The Free Press. AyerAJ(1936) Language truth and logic. U.S.A Penguin Books.
- Arulsarmy S(2011)Philosophical and sociological perspectives on education. NewDelhi Neelkamal Publication Pvt. Ltd.
- Bhatia KK (2011) Philosophical and sociological foundationof education. NewDelhi Kalyani Publishers.
- BrubacherJS (1939) Modernphilosophies of education.NewYork USA McGraw.
- ButlerJD(1959) Four philosophies and their practices in education and religion. New York Harper.
- Chaube SP & Chaube A (2009) Foundation of education.NewDehli Vikash Publishing House Pvt. Ltd.
- KnellerF(1971)Introduction to philosophy of education . NewYork USAMacmillan.
- Masih Y (2017) A critical history of western philosophy. NewDelhi Motilal Banarsidass.
- Ross JS(1960)Ground work of educational theory.London U.K George G.Harrap & Co.
- Rusk RR(1992)Philosophical bases of education.London U.K Oxford University of London Press Ltd.
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Taneja, V. R. (2000). Educational thought and practice. New Delhi: Sterling Publishers.
- Wall, E. (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.
- Winch, C. (1986). Philosophy of human learning, Routledge, London.
- Winch, C. (1st Ed. (1996). Key Concepts in the philosophy of education. Routledge.
- Wingo, G. Max. (nd). Philosophies of education. New Delhi: Sterling Publishers.

**M A (EDUCATION) FIRST SEMESTER
CC-102 SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I**

Full Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES

On completion of this course, the students shall able to

- Understand sociological perspectives of education
- Familiarize with the sociological theories in the context of education
- Identify different issues related to inequality in Indian society
- Relate different social situations and practices of education.
- Explain concept of social stratification, social change and social mobility.
- Critically analyze the social phenomenon in the context of Indian society.
- Apply sociological principles in the matter of economic and cultural development.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit -I Sociology and Education

- Relationship between Education & Sociology- 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-II 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 -III Culture & Education

- Culture – Meaning and Nature.
- Role of Education in the cultural context.
- Cultural determinants of Education.
- Education in divers social context- multiculturalism, multilingualism

Unit- IV Constitutional values with reference to education

- Education as related to democracy and freedom.
- Socialism, secularism, equality
- Equality of educational opportunity.

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar and Workshop.

Selected Readings

- Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.
- Altekar, A.S. (1934). Education in ancient India, Banaras: Indian book Shop.
- A.R. (Ed.). Sociology of education a critical reader. New York: Routledge. Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Anand, C.L. et.al. (Ed.) (1983). Teacher and education in emerging in Indian society New Delhi: NCERT.
- Apple, M.W. (2007). Whose markets, whose knowledge? In Sadovnik, A.R. (Ed.) Sociology of education a critical reader. New York: Rutledge.
- Collins, R. (2007). Functional and conflict theories of educational stratification. In Sadovnik, A.R. (Ed.) Sociology of education a critical reader. New York: Routledge.
- Coser, L.A. (1996). Masters of sociological thoughts ideas in historical and social context Jaipur: Rawat Pub.
- Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers Dash, B.N. (1991). Development of education in India. New Delhi: Ajanta Prakashan.
- Das Gupta, S.N. (1988). A history of Indian philosophy. (5 Vols.) Delhi: Motilal Banarasi Dass.
- Delor, J. (1996). Learning: The treasure within - report to UNESCO of the international commission. Paris: UNESCO.
- Deshpande, S. (2004). Contemporary India: A sociological view. New Delhi: Penguin Gore,
- Ghosh, S.C. (1989). Education policy in India since warren Hastings, Calcutta: N- Prakashan.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding classical sociology - Marx, Durkheim and Weber. London: Sage.
- Illich, I. (1996). Deschooling society. Marion Boyers, London.
- Keay, F. E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press.

CC-103 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION – I

Full Marks 100 (20 mid term+80 end term)

Course Objectives

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

- Explain different schools of psychology and their varied contributions to education.
- Understand the effective role of different psychological perspectives on student behavior, learning process and adjustment.
- Explain various theories of learning and their educational implications.
- Critically analyze different approaches of learning.
- Elaborate the concept of growth and development with their educational implications.
- Describe the concept, areas and causes of individual differences with their educational implications.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit-I 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 – II Growth and Development during Childhood and Adolescence.

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

Unit – III Individual Differences:

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

Unit – IV Theories of Learning and Educational Implications.

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

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, Workshop,

Selected Readings

- Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). Mental Health in the class room. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). Psychology applied to teaching. New York: Houghton Mifflin.
- Bigge, M.L., Psychological foundations of education, Harper and Row, New York, 1985. Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House.
- Dececco, J.P. & Crawford, W.R. (1997). Psychology of learning and institution. New Delhi: Prentice Hall of India.
- Good, T. (1990). Educational psychology. Longman, New York, 1990.
- Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.
- Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India. Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). Educational psychology. New York: McGraw Hill.
- Salvin, R. (1990). Educational psychology: theory into practice, N.J.: Prentice Hall, Englewood Cliffs,
- Sprint hall, R.C. & Sprint hall, N.A., (1990). Educational psychology, development approach, New York: McGraw Hill.
- Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

**M A (EDUCATION) FIRST SEMESTER
CC-104 RESEARCH METHODS IN EDUCATION AND STATISTICS- I**

Full Marks 100 (20 mid term+80 end term)

Course Objectives

On completion of this course, the students shall able to

- Describe the nature, scope and needs of Educational Research.
- Explain different approaches and designs of educational research.
- Identify and formulate research problem and state hypothesis.
- Differentiate between Probability and Non probability sampling techniques.
- Select and develop different types of data collection tools.
- Prepare research proposal and report.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENT

Unit-I Method of acquiring scientific knowledge : Tradition, Reasoning – Inductive Deductive

- Meaning, nature and limitations of 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 – II Formulation of Research Problem

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

Unit – III Major approaches to research

- Descriptive research
- Historical research
- Experimental research

Unit –IV Research Design

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

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, and Workshop.

Selected Readings

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). Introduction to research in education (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Aggarwal, Y.P. (2009). Statistical methods: concepts, application and computation. New Delhi: Sterling Publishers Pvt. Ltd.
- Best J.W. and Kahn, J. V. (2006). Research in education (9th Ed.) New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). Methodology and techniques of social research. Himalaya Publishing House, New Delhi.
- Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.
- Corey, S. M. (1953). Action research to improve school practice, New York: Teachers College Press
- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: SAGE Publication.
- Creswell, J.W. (2014). Educational research-planning, conducting and evaluating quantitative and qualitative research (4th Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt. Ltd.)
- Ferguson, G.A. (1971). Statistical analysis in psychology and education. Kogakusha, Tokyo: McGraw-Hill
- Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher
- Guilford, J.P. & Fruchter, B. (1981). Fundamental statistics in psychology and education.
- Gay, L.R. (1990). Educational research-competencies for analysis and application (3rd Ed.), Macmillan Publishing Company, New York.
- Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. London: Sage Publication.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publication Kerlinger, F.N. (1973). Foundation of behavioral research. New York: Holt Rinehart & Winston.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education- a Conceptual Introduction. New York: Harper Collins.
- Mertler, C.A. (2006). Action research: teachers as researchers in the classroom. London: Sage Publication.
- Mangal, S.K. (2008). Statistics in education and psychology. New Delhi: Prentice-Hall of India Private Limited
- McCall, R. (1993). Fundamental statistics for the behavioral Science. New York: Harcourt Brace.
- New York: McGraw Hill.
- Ravid, Ruth. (2000). Practical statistics for education. New York: University Press of America.
- Rao, U. (2007). Action research. Himalaya Publishing House, New Delhi.
- Seigel, S. & Castel Ian N.J. (1988). Non-parametric statistics for the Behavioral Science.
- Singapore: Graw- Hill Book Co

**CC-105 PRACTICAL
(TEACHING)**

Marks – 100

Time - 6 hrs

- A. Every student shall supervise 05 practice lessons. Delivered by B.A (Hons) students in the concerned method subject and prepare assessment reports thereon.
- B. 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 Lei on delivered = 10 marks
 - Book Review =30 marks
 - Viva =10marks
- Total = 100 marks

**M A (EDUCATION) SECOND SEMESTER
CC-201 PHILOSOPHICAL FOUNDATIONS OF EDUCATION –II**

Full Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group-B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit- I Branches of Philosophy

- Metaphysics
- Epistemology
- Axiology
- Ethics

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

Unit – II Contribution of Indian Philosophers to Educational Thought.

- Vivekananda
- Tagore
- Gandhi
- Aurobindo.

Unit -III Contribution of Western Philosophers to Educational Thought:

- Plato
- Rousseau
- John Dewey
- Paulo Freire

Unit – IV Western Schools Philosophies

- Progressivism
- Eclecticism
- Essentialism
- Perennialism

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS

- Aggarwal, J.C. (2013). Basic ideas in education. New Delhi: Shipra Publications Bigge, Morris, L. Educational philosophies for teachers. Columbus, USA: Charies E.Merril Publishing Co.
- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds.) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.
- Brubacher, John. S., Modern philosophies of education. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald, Four Philosophies and their practices in Education and Religion. New York, USA: Harper Row.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Gutek, Gerald L. (2009). New perspectives on philosophy and education. New Jersey, USA: Pearson.
- Kneller, George F. Introduction to philosophy of education. New York, USA: John Wiley and Sons, Inc.
- Matheson, David (2004). An Introduction to the study of education (2nd Ed.). David Fulton Publish.
- Noddings, N. (2012). Philosophy of education (Third Edition). Colarado, USA: Westview Press.
- Ozman, Howard A., & Craver, Samuel M., Philosophical foundations of education. Boston, USA: Allyn & Bacon.
- Palmer, Joy A, (2001). Fifty modern thinkers on education: From Piaget to the present Day. Routledge Flamer. London. USA. Canada.
- Ravi, Samuel.S.(2015). A Comprehensive Study of Education. Delhi: PHI Learning Pvt. Ltd.
- Ross, James S. (--) Ground work of educational theory. London, U.K: Oxford University of London Press Ltd.
- Rusk, Robert R., Philosophical bases of education, London, U.K: Oxford University of London Press Ltd.
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House,.
- Taneja, V.R. (2000). Educational thought and practice. New Delhi: Sterling Publishers.
- Wall, E. (2001). Educational theory : philosophical and political Perspectives. Prometheus Books.
- Winch, C. (1986). Philosophy of human learning, Routledge, London.
- Winch, C. (1st Ed. (1996). Key Concepts in the philosophy of education. Routledge, Wingo, G. Max. (nd). Philosophies of education. New Delhi: Sterling Publishers.

**M A (EDUCATION) SECOND SEMESTER
CC-202 SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II**

Full Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group-B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit – I Economics of 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
- Concept of Economics of Education
- Education as an Economics investment in india

Unit – II Socialism & Education

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

Unit-III Education and Different – Aspects of Society.

- Education and community.
- Education and value.
- Marxism
- Fascism

Unit – IV Social Changes 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.

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS

- Anand, C.L. et.al. (Ed.) (1983). Teacher and education in emerging in Indian society. New Delhi: NCERT.
- Apple, M.W. (2007). Whose markets, whose knowledge? In Sadovnik, A.R. (Ed.) Sociology of education a critical reader. New York: Routledge.
- Collins, R. (2007). Functional and conflict theories of educational stratification. In Sadovnik, A.R. (Ed.) Sociology of education a critical reader. New York:Routledge.
- Coser, L.A. (1996). Masters of sociological thoughts ideas in historical and social context. Jaipur: Rawat Pub.
- Delor, J. (1996). Learning: The treasure within - report to UNESCO of the international commission. Paris: UNESCO.
- Deshpande, S. (2004). Contemporary India: A sociological view. New Delhi: Penguin Gore,
- M. S., Desai, I.P. and Chitnis, S. (Eds.). (1967). The sociology of education in India. New Delhi: National Council of Educational Research and Training.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding classical sociology - Marx, Durkheim and Weber. London: Sage.
- Illich, I. (1996). Deschooling society. Marion Boyers, London.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and social change in South Asia. New Delhi: Orient Longman.
- Mathur, S. S. (2000). A sociological approach to Indian education. Agra: Vinod Pustak Mandir
- Ministry of Education (1966). Education and national development. Report of the education commission 1964-66. New Delhi: MHRD.
- Sadovnik, A.R. (2007). Theory and research in sociology of education. In Sadovnik,
- A.R. (Ed.). Sociology of education a critical reader. New York: Routledge. Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). Foundations in sociology of education, New Delhi: anishka Pub.Distributors.
- Shukla, S. and Kumar, K. (Eds.) (1985). Sociological perspectives in education: a reader. Delhi: Chanakya Publications, 1985.
- Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.
- Tedesco, J.C. (1997). Thinkers on education (V-1-4). Paris: UNESC

**M A (EDUCATION) SECOND SEMESTER
CC-203 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION –II**

Full Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit – I Human abilities and its Measurement

- Concept types and nature of intelligence
- Theories intelligence-, Spearman's Two factor theory, Multifactor theory, Group factor theory, Guilford's model of intellect, Gardner's multiple intelligence
- Creativity-Meaning, nature & Promotion of Creativity
- Adjustment Mechanism

Unit – II Personality

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

Unit – III Motivation

- Meanings and Types
- Theories of motivation-Physiological theory, Murray's need theory, Psycho-analytical theory
- Factors affecting motivation
- Motivation in the Context of learning

Unit- IV Psychology and Education of Children with Special Needs

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

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS:

- Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.
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- Biehler, R.F. & Snowman, J., (1997). Psychology applied to teaching. New York: Houghton Mifflin.
- Bigge, M.L., Psychological foundations of education, Harper and Row, New York, 1985. Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing
- House, Dececco, J.P. & Crawford, W.R. (1997). Psychology of learning and institution. New Delhi: Prentice Hall of India.
- Good, T. (1990). Educational psychology. Longman, New York, 1990.
- Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.
- Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India. Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). Educational psychology. New York: McGraw Hill.
- Salvin, R. (1990). Educational psychology: theory into practice, N.J.: Prentice Hall, Englewood Cliffs,
- Sprint hall, RC. & Sprint hall, NA, (1990). Educational psychology, development approach, New York: McGraw Hill.
- Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

**M A (EDUCATION) SECOND SEMESTER
CC-204 RESEARCH METHODS IN EDUCATION AND STATISTICS-II**

Full Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit – I Different sampling procedure.

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

Unit -II Collection of Data

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

Unit –III Descriptive statistics.

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

Unit- IV . Inferential statistics

- Normal probability curve- meaning and applications.
- Computation and uses of range, quartile deviation, average deviation, standard deviation and variance
- Static of Significance t- test, anova, X² test (Chi-Square test of equality and independence)
- SPSS

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). Introduction to research in education (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Aggarwal, Y.P. (2009). Statistical methods: concepts, application and computation. New Delhi: Sterling Publishers Pvt. Ltd.
- Best J.W. and Kahn, J. V. (2006). Research in education (9th Ed.) New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). Methodology and techniques of social research. Himalaya Publishing House, New Delhi.
- Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.
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- Corey, S. M. (1953). Action research to improve school practice, New York: Teachers College Press
- Gay, L.R. (1990). Educational research-competencies for analysis and application (3rd Ed.), Macmillan Publishing Company, New York.
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- Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. London: Sage Publication.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). Foundation of behavioral research. New York: Holt Rinehart & Winston.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education- a Conceptual Introduction. New York: Harper Collins.
- Mertler, C.A. (2006). Action research: teachers as researchers in the classroom. London: Sage Publication.
- New York: McGraw Hill.
- Mangal, S.K. (2008). Statistics in education and psychology. New Delhi: Prentice-Hall of India Private Limited
- McCall, R. (1993). Fundamental statistics for the behavioral Science. New York: Harcourt Brace
- Ravid, Ruth. (2000). Practical statistics for education. New York: University Press of America.
- Rao, U. (2007). Action research. Himalaya Publishing House, New Delhi.
- Seigel, S. & Castel Ian N.J. (1988). Non-parametric statistics for the Behavioral Science.

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 same topic in the department. The seminar paper shall be content oriented and neatly 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) THIRD SEMESTER
CC-301 EDUCATIONAL MEASUREMENT AND EVALUATION – I
Full Marks 100 (20 mid term+80 end term)

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
- Explain different characteristics of test
- Distinguish among measurement, assessment evolution
- Orient the students with tools and techniques of measurement and evaluation.
- Prepare a good achievement test
- Acquaint with test construction.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS**Unit –I 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- II Tools and Techniques

- Achievement test
- Aptitude Tests
- Intelligence Test
- Interest Inventories
- Attitude Scale

Unit- III Data collection strategies

- Inventories
- Interview
- Anecdotes
- Filed diary
- Cumulative record card, portfolio, rubric

Unit- IV 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, usability

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS

- Aggrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom assessment: issues and PRACTICES. Boston: Allyn & Bacon. Blooms, B.S.(1956). Taxonomy of educational objectives. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and assessment. an introduction to the tests and measurement. California: Mayfield Publishing Co.
- Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press
- Goswami, M. (2011). Measurement and evaluation in psychology and education. Hyderabad: Neelkamal Publishers
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon. Hopkins, K.D. (1998). Educational and psychological measurement and evaluation. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and assessment in teaching. London: Merrill Prentice Hall.
- Linn, R.L. & Miller, M.D. (2008). Measurement and assessment in teaching (9th Ed.). Pearson Education: New Delhi.
- Macmillan, J.H. (1997). Classroom assessment, principles and practice for effective instruction. Boston: Allyn and Bacon
- Mohan, R. (2016). Measurement evaluation and assessment in education. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). Position paper: Examination Reforms. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). Introduction educational measurement. Boston: Houghton Mifflin.
- Singh, A.K. (2016). Tests, measurements and research methods in behavioral sciences. New Delhi: Bharati Bhawan Publishers.

M A (EDUCATION) THIRD SEMESTER
CC-302 EDUCATIONAL TECHNOLOGY AND MANAGEMENT-I

Full Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit- I Educational Technology

- Meaning, concept and scope of educational technology.
- Classification and function of educational technology.
- Use of Educational in Classroom transaction .

Unit – II Components of educational technology

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

Unit – III Communication

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

Unit – IV Educational management & Administration

- Meaning, nature and Scope of educational management
- Educational administration, scope and functions
- Difference between general and educational administration.

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS

- Bruce, J., & B. and Weil, M. (1972). Models of teaching. N.J.: Prentice-Hall.
- Das, R.C. (1993): Educational technology – a basic text. New Delhi: Sterling Publishers Pvt. Ltd.
- Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). Access & equity: challenges for open and distance learning. New Delhi: Kogan Page.
- Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). Open and distance education in global environment. New Delhi: Viva Books.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). Four decades of distance education in India: reflections on policy and practice. New Delhi: Viva Books.
- Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.
- Jangira, N.K. & Singh, A. (1992). Core teaching skills – A microteaching approach. New Delhi: NCERT.
- Kulkarni, S.S. (1996). Introduction to educational technology. New Delhi: Oxford and IBH. Kumar, K.L. (2008): Educational technology. New Delhi: New Age International Pvt. Ltd. Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In C. Crawford et al. (Eds.). Proceedings of Society for Information Technology and Teacher Education International Conference 2007. Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).
- Mishra, P. and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. Teachers College Record, 108 (6), 1017-1054.
- Mukhopadhyay, M. (2001). Educational technology: challenging issues. New Delhi: Sterling Publishers.
- Mukhopadhyay, M. (2001). Instructional science in Indian schools. in Rajput J.S. and others (Eds), Experiences in school education. NCERT, NewDelhi.
- Mukhopadhyay, M., Panda, S. K. et al (Eds) (1991). Educational technology: Third Year book, Vol.I & II. New Delhi: All India Association for Educational Technology.
- NCERT (2006). National curriculum framework 2005 position paper national focus group on educational technology. New Delhi.
- Resta, P. (Ed.) (2002). Information and communication technologies in teacher education: A planning guide. Paris: UNESCO.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Sampath et. al. (1981): Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.
- Senapaty, H.K. (2011). Pedagogy-technology integration for the professional development of teacher educators.

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

Full Marks 100 (20 mid term+80 end term)

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

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit – I Education in Ancient India

- Vedic
- Buddhist, and
- Medieval period

Unit – II Education in Pre independence India

- Education activities of Christian missionaries
- Contribution of Indian Charter act (1813) and Macaulay’s Minutes (1835)
- Woods Dispatch of 1854
- Hunter Education Commission (1882)
- Calcutta University Education Commission (1917)
- Hertzog committee – (1929)

Unit – III Education in post independence India

- 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 – IV Diverse Issues in Education

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

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, and Workshop.

SELECTED READINGS:

- Govt. of India, report of the university Education Commssion, (1949)Vol-I, Simla.
- Govt. of India, report of the university Education Commssion, (1949)Vol-I, Simla.
- 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.
- 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 ofeducation 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.
- 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 ofeducation in India, Mumbai: McMillan and Co.

**M A (EDUCATION) THIRD SEMESTER
SPECIAL PAPER
CC 304 (A)
Distance Education**

Full Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

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 Growth and Philosophy of Distance Education

- Meaning, nature, need and scope of Distance Education
- Growth of Distance Education in India
- Structure and functions of IGNOU
- Present status of distance education in India –NIOS,MOOC,IGNOU

Unit – 2 Problems in Distance Education

- Problems of Distance learners-Isolation & Lack of Motivation
- Issues in Distance education-quantity, quality, relevance and effectiveness
- Evolution in distance education

Unit – 3 Instructional Processes in Distance Education

- Support services- need and mechanism
- Counseling and tutorial system
- Interaction through assignments
- Teleconferencing

Unit-4 Challenges and Issues in distance Education

- Distance teaching- learning system in india
- Quality assurance in Distance Education
- Challenges in distance education

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

SELECTED READINGS:

- Adolph and Turner, H. E. (--). Supervision for change & Innovation. Houghton Mifflin Company.
- Anderson, C.A. & Bowman, M.J. (1971). Educational management, London, U.K: Frankas Ashima, V. D. & Naik, A.P. (2010). Educational management. Girgaon, Mumbai: Himalaya Publishing House.
- Bhatnagar, R.P. & Verma, I.B. (1978). Educational administration. Meerut, India: Loyol Book Depot.
- Chau, T. (2003). Demographic aspects of educational planning. Paris: International Institute for Educational Planning.
- Hariss, B. M. (1963). Supervisory behaviour in education. USA: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. Educational administration. New York: Mc Millan Company
- Kochar, S.K. (2011). School Administration and Management. New Delhi: Sterling Publishers Private Limited.
- Livack, et al. (1998). Rethinking Decentralization in developing countries. Washington, D.C, USA: World Bank.
- Mukerji, S.N. (--). Administration of educational planning and finance. Baroda, India: Acharya Book Depot.
- Naik, J.P. (1965). Educational planning in India. New Delhi, India: Allied.
- Naik, J.P. (1982). The educational commission & after. New Delhi: Allied. Newman and summer.
- Oliva, O. (1976). Supervision for today's school. New York, USA: Harper & Row. Ramani, K.V (2004). A text book of educational management. New Delhi, India: Dominant Publisher
- Safeya, R. & Saida, B.D. (1964). School administration and organisation. Jalandhar, India: Dhanpat Rai & Sons.
- Shukhia, P.O. (1983). Administration in India. New Delhi, India: Vikas Publication.
- Simon, H. A. (--). Administrative behaviour. New York: McMillan Company.
- Tilak, J.B.G. (1992). Educational planning at grassroots. New Delhi: India.
- Waber, Clarence A. (- -). Fundamentals of educational leadership. New York, U S A: Exposition Press.

**M A (EDUCATION) THIRD SEMESTER
SPECIAL PAPER
CC-304 (B)
TEACHER EDUCATION**

Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES

- 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

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group-B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

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)

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, and Workshop.

Selected Readings:

- Aggarwal, J.C. (1973). Landmarks in the History of Modern Indian Education.
- Aggarwal, J.C and Aggarwal, S.P. (1992). Educational Planning in India with a slant to Educational Financing and Administration. New Delhi: Concept Pub.
- Aggarwal, J.C. (1973). Landmarks in the History of Modern Indian Education.
- 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:NCERI
- NCERT (2008). Sixth Survey of Research in EducationV01 - 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
- New Delhi: Vikas Publishing House Pvt. Ltd.
- 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.
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- NCERT (2006c). Teacher Education for Curriculum Renewal. New Delhi: NCERI
- NCERT (2008). Sixth Survey of Research in EducationV01 - 11. New Delhi: NCERT

**M A (EDUCATION) THIRD SEMESTER
SPECIAL PAPER
EDN CC-304(C)
GUIDANCE AND COUNSELING IN EDUCATION**

Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES:

On completion of this course, the student-teacher shall be able to

- Summarize the concept, need, principles and bases of guidance.
- Apply various tools and techniques of guidance in appropriate contexts.
- Identify the role of school in organizing different guidance programmes.
- Illustrate the concept, scope and type of counseling.
- Extract the process, tools and techniques of counseling.
- Design different types of guidance services.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS**Unit-I Introduction to Guidance and Counseling**

- Guidance and Counseling- Concept, Principles, Needs and Types (Educational, Vocational & Personal).
- Counseling- Concept, Types (Directive, Non-directive and Eclectic)
- Bases of Guidance-Psychological, Sociological and Educational.

Unit-II Tools and Techniques of Guidance

- Test and their significance in guidance programmes- various types of standardize test
- Non-Testing devices and their significance in guidance programmes with special reference to Questionnaire, Interview schedules, Socio-matric approach and Cumulative Record Cards

Unit-III Approaches and Theories of Counseling

- Cognitive- Behavioral (Albert Ellis – REBT)
- Humanistic
- Person- centered Counseling (Carl Rogers) Theories of Counseling (Behaviorist, Rational, Emotive and Reality)

Unit-IV Organization of Guidance Services

- Placement Service
- Occupational Information Service
- Counseling Service
- Follow-up Service
- Testing Service

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.

Selected Readings

- Bhatnagar, A. & Gupta, N. (1999). Guidance and counseling: A theoretical perspective(Vol.I). New Delhi: Vikas.
- Bhatnagar, A. and Gupta, N. (1999). Guidance and counseling: A practical approach(Vol.II). New Delhi: Vikas.
- Dave, I. (1984). The basic essentials of counseling. New Delhi: Sterling Pvt. Ltd. Gazda, G. R.M.(1989). Group counseling: A development approach. London: Allynand Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to guidance. New York:McMillan.
- Nugent, F. A. (1990). An Introduction to the profession of counseling. Columbus:Merrill publishing Co.
- Pietrofesa, J.J., Bernstein, B., & Stanford,S.(1980). Guidance: An introduction.Chicago: Rand McNally.
- Rao, S.N. (1981). Counseling psychology. New Delhi: Tata McGraw Hill. Saraswat, R.K. & Gaur, J.S.(1994). Manual for guidance counselors. New Delhi: NCERT.

CC-305
Practical – (Dissertation)

Marks 100 (20 mid term+80 end term)

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	= <u>20 Marks</u>
Total	= 100 Marks

**M A (EDUCATION) FOURTH SEMESTER
CC-401
EDUCATIONAL MEASUREMENT AND EVALUATION-II
Marks 100 (20 mid term+80 end term)**

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

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENT**Unit – I Educational measurement and assessment**

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

Unit – II Test Construction

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

Unit – III Statistics:**A. Descriptive Statistics**

- Correlation, meaning, types
- Product moment correlation
- Rank difference correlation
- Partial and multiple correlations: meaning, assumption, computation and uses.

B. Inferential Statistics

- Non-Parametric Test , Chi-square test
- Assumptions, Computations, Uses.
- Test of Significance: Difference between means
- Regression and prediction:
- The F- test (two-way)

Unit – IV New Trends in Evaluation Viz

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

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.

Selecting Reading:

- Aggrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). Classroom assessment: issues and PRACTICES. Boston: Allyn & Bacon. Blooms, B.S.(1956). Taxonomy of educational objectives. New York: Longman Green and Company.
- Boston: Allyn and Bacon.
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and assessment. an introduction to the tests and measurement. California: Mayfield Publishing Co.
- Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press.
- Goswami, M. (2011). Measurement and evaluation in psychology and education.
- Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon. Hopkins, K.D. (1998). Educational and psychological measurement and evaluation.
- Hyderabad: Neelkamal Publishers.
- Linn, R.L. & Gronlund, N.E. (2000). Measurement and assessment in teaching. London: Merrill Prentice Hall.
- Linn, R.L. & Miller, M.D. (2008). Measurement and assessment in teaching (9th Ed.).
- Macmillan, J.H. (1997). Classroom assessment, principles and practice for effective instruction. Boston: Allyn and Bacon
- Mohan, R. (2016). Measurement evaluation and assessment in education. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). Position paper: Examination Reforms. New Delhi: NCERT
- Noll, N.H. Scannell, D.P. & Craig, RC. (1979). Introduction to educational measurement. Boston: Houghton Mifflin.
- Pearson Education: New Delhi.
- Singh, A.K. (2016). Tests, measurements and research methods in behavioral scienc

**M A (EDUCATION) FOURTH SEMESTER
CC-402
EDUCATIONAL TECHNOLOGY AND MANAGEMENT-II**

Marks 100 (20 mid term+80 end term)

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.

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS:

Unit – I Educational Management :

- Meaning nature scope educational managements
- Aspect of educational management- POSDCORB, CPM, PERT,
- Modern trends in educational managements
- Types of educational managements – Centralized vs Decentralized, Autocratic vs Democratic

Unit – II Programmed instruction

- Origin, principles and characteristics.
- Types- linear, branching and Mathetics
- Development of a programmed instruction: preparation, writing, try out and evaluation.

Unit – III Educational supervision

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

Unit – IV Understanding Leadership

- Meaning, need and importance of leadership
- Theories of leadership
- Stytes of leadership
- Measurement of leadership

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended leaning, Seminar, and Workshop.

SELECTED READINGS:

- Anderson, C.A. & Bowman, M.J. (1971). Educational management, London, U.K: Frankas
- Ashima, V. D. & Naik, A.P. (2010). Educational management. Girgaon, Mumbai: Himalaya Publishing House.
- Bhatnagar, R.P. & Verma, I.B. (1978). Educational administration. Meerut, India: Loyal Book Depot.
- Chau, T. (2003). Demographic aspects of educational planning. Paris: International Institute for Educational Planning.
- Hariss, B. M. (1963). Supervisory behavior in education. USA: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. Educational administration. New York: Mc Millan Company.
- Kochar, S.K. (2011). School Administration and Management. New Delhi: Sterling Publishers Private Limited.
- Livack, et al. (1998). Rethinking Decentralization in developing countries. Washington, D.C, USA: World Bank.
- Naik, J.P. (1965). Educational planning in India. New Delhi, India: Allied.
- Naik, J.P. (1982). The educational commission & after. New Delhi: Allied. Newman and summer.
- Oliva, O. (1976). Supervision for today's school. New York, USA: Harper & Row. Ramani, K.V (2004). A text book of educational management. New Delhi, India: Dominant Publisher
- Safeya, R. & Saida, B.D. (1964). School administration and organisation. Jalandhar, India: Dhanpat Rai & Sons.
- Shukhia, P.O. (1983). Administration in India. New Delhi, India: Vikas Publication.
- Tilak, J.B.G. (1992). Educational planning at grassroots. New Delhi: India

M A (EDUCATION) FOURTH SEMESTER

CC-403

DEVELOPMENT OF EDUCATION IN INDIA- II

Marks 100 (20 mid term+80 end term)

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

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit – I Education and Democracy

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

Unit – II Issues in Education

- 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 – III Globalization and Education

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

Unit – IV Educations and Integration

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

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop.

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. programmed of action (1992), Ministry of Education, Govt. of India, New Delhi

M A (EDUCATION) FOURTH SEMESTER
CC-404(A)(Special Paper)
INCLUSIVE EDUCATION

Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES:

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-III: 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

Modes of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, and Workshop

Selected Readings

- CA: Corwin Press, 2007.
- Dash, N. Inclusive Education for Children with Special Needs. Atlantic Publishers and Distributors(P) Ltd., New Delhi, 2008.
- Kluth, P. The autism checklist: A practical reference for pare; 52/94 San Francisco, CA: Jossey-Bass, 2009.
- Rose, D. A., Meyer, A. & Hitchcock, C. The Universally Designed Classroom. Education Press, 2005.
- Thousand, J., Villa, R., & Nevin, A. Differentiating instruction: Collaborative planning and teaching for Igniversally designed learning. Thousand Oaks,
- Udvari-Solner, A. & Kluth, P. Joyfid 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

**SPECIAL PAPER
EDN CC-404(B)
CURRICULUM DEVELOPMENT**

Marks 100 (20 mid term+80 end term)

COURSE OBJECTIVES:

On completion of this course, the students shall able to

- Illustrate the concept of Curriculum Development and various stages of Curriculum Development
- Compare among different types and models of curriculum development and their importance.
- Explain the process of curriculum development and curriculum implementations.
- Critically evaluate different Models of curriculum Evaluation
- Critically analyze the Models of curriculum development and their practical relevance in Indian context.
- Explain various factors affecting Curriculum

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit-I Introduction to Curriculum:

- Concept and Principles of Curriculum, Component of curriculum Design
- Strategies of Curriculum Development, Stages in the Process of Curriculum development,
- Foundations of Curriculum Planning - Philosophical Bases (National, Democratic), Sociological basis (Socio cultural reconstruction), Psychological Bases (learner's needs and interests),
- Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit-II Models of Curriculum Design:

- Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [Social Reconstruction],
- Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model)
- Content Analysis and System analysis.

Unit-III Curriculum Instructional Techniques and Evaluation

- Instructional System, Instructional Media,
- Instructional Techniques and Material in enhancing curriculum Transaction,
- Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches),
- Models of Curriculum Evaluation: Tyler's Model, Scriven's Model, Kirkpatrick's Model
- Scientific models (Metfesssl- Michael evaluation and Provu's Discrepantly)
- Humanistic models (Stakes responsive evaluation models, Paclett and Hamilton's model)

Unit-IV Curriculum change

- Meaning and Types of Curriculum change
- Factors Affecting curriculum change,
- Approaches to curriculum change, Role of students, Role teachers and educational administrators in curriculum change and improvement,
- Scope of curriculum research and Types of Research in Curriculum Studies

Modes Of Transaction:

Lecture cum Discussion method, Observational Design, New approaches of Teaching providing Self-learning instructional Materials, Blended learning, Seminar, Workshop,

Selected Readings

- Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). Curriculum planning and development. Boston: Allyn & Bacon.
- Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall. Doll, R.C. (1996). Curriculum development: Decision-making and process. Boston: Allyn & Bacon.
- Krug, E.A. (1956). Curriculum planning. New York: Harper and Row Publishers. Ornstein,
- A.C. & Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn & Bacon, Boston. o Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
- Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
- Saylor, J.G., Alexander, W.M. & Lewis, A.J. (1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
- Tanner, D. and Tanner, L. (1975). Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.

SPECIAL PAPER EDN CC- 404 (C)
HIGHER EDUCATION IN INDIA

Course Objectives:

Marks 100 (20 mid term+80 end term)

On completion of this course, the student shall able to

- Analyze various policies and their recommendations on various aspects of higher education.
- Evaluate the functions and importance of different Higher education institutions.
- Examine the problems in implementation of the policies of higher education in India.
- Explore the problems and reforms in higher education in India.
- Analyze role of various agencies of higher education in India

Pattern of question in Term End Examination. There will be two groups in each question paper

Group-A carries ten short questions each carrying two marks (10 x 2=20 marks)

Group –B No.2 to No.5 Total four question i.e. one question from each unit with an alternate choice to be attempted. Each question carries 15 marks (15 x 4 = 60 marks)

COURSE CONTENTS

Unit-I Development of Higher Education in India

- Development of Higher Education in India during the Pre Independence period-a brief history
- Development of Higher Education in India during the Post Independence period with special reference to recommendation of UEC (1948), IEC (1964-66), and NPE (1986) NEP (2020)

Unit-II Higher Education Institutions

- Types of Universities (Central, State, Deemed and private): Establishment, management and functions.
- Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, IITs and NITs
- Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges
- Open University, Institute of National importance: IIT, IIM, IISE and AIMS.

Unit-III Management of Higher Education

- Ministry of Human Resources Development (MHRD)- Role and functions
- State Department of Higher Education- Role and functions
- University Grant Commission (UGC)- Role, management and functions
- All India Council for Technical Education (AICTE)-Role, management and functions.

Unit-IV Reforms in Higher Education

- Human Resources Development Centre- Role and functions
- Academic Credit Bank in NEP 2020
- Multiple Entry-Exit Options in Academic Programmes
- Holistic and Multidisciplinary Education
- Higher Education Commission of India (HECI)
- National Scholarship Portal
- National Educational Technology Forum (NEFT)

Mode Of Transaction:

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.

Selected Readings

- Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
- Ministry of Human Resource Development (2011). Indian Institutes of development. New Delhi: Government of India
- Cheney, G. R., Ruzzi B. B. and Muralidharan, K. (2005). India education report. New Delhi: NCEE (National Center on Education and the Economy).
- MHRD (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- UGC (University Grants Commission) (2008). Higher education in India: Issues related to expansion, inclusiveness, quality and finance. New Delhi: University Grants Commission.
- Veena, B. (1998). Accountability and Autonomy in higher Education. New Delhi: AIU.
- UNESCO (1998). Higher education in India: Vision & action. New Delhi: UNESCO. Department of Secondary and Higher Education (2001). Committee on autonomy of higher education institutions. New Delhi: Government of India

CC-405
PRACTICAL (PROJECT)

Marks (80+20) = 100

- The student of M.A (Education) of semester –IV is 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 = 80Marks
- Viva-voce =20 Marks
- Total =100 Marks
- Assessment of the candidate's performance shall be made. Jointly by both the internal and external e

