

SYLLABUS
FOR
MASTER OF ARTS
IN EDUCATION
(MA in Education)

Choice Based Credit System (CBCS)
2025-2026



P. G. DEPARTMENT OF EDUCATION
KHALLIKOTE UNITARY UNIVERSITY
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 : INDIAN PERSPECTIVES-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 QUANTITATIVE PERSPECTIVES - I	4	80+20
5	CC-105		PRACTICAL	4	100
6	CC-106		THE IDEA OF INDIAN KNOWLEDGE SYSTEM IN EDUCATION	4	80+20
7	CC-201	II	PHILOSOPHICAL FOUNDATIONS OF EDUCATION : WESTERN PERSPECTIVES-II	4	80+20
8	CC-202		SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II	4	80+20
9	CC-203		PSYCHOLOGICAL FOUNDATIONS OF EDUCATION –II	4	80+20
10	CC-204		RESEARCH METHODS IN QUALITATIVE PERSPECTIVES AND STATISTICS-II	4	80+20
11	CC-205		PRACTICAL	4	100
12	CC-301		III	EDUCATIONAL ASSESSMENT AND EVALUATION – I	4
13	CC-302	EDUCATIONAL TECHNOLOGY AND MANAGEMENT-I		4	80+20
14	CC-303	DEVELOPMENT OF EDUCATION IN INDIA-I		4	80+20
15	CC-304	SPECIAL PAPER			
16	CC 304-A	DISTANCE EDUCATION		4	80+20
17	CC 304-B	TEACHER EDUCATION		4	80+20
18	CC 304-C	GUIDANCE & COUNSELLING IN EDUCATION		4	80+20
19	CC-305	PRACTICAL		4	100
20	CC-401	IV		EDUCATIONAL ASSESSMENT AND EVALUATION-II	4
21	CC-402		EDUCATIONAL TECHNOLOGY AND MANAGEMENT-II	4	80+20
22	CC-403		DEVELOPMENT OF EDUCATION IN INDIA- II	4	80+20
23	CC-404		SPECIAL PAPER		
24	CC-404 A		INCLUSIVE EDUCATION	4	80+20
25	CC-404 B		CURRICULUM DEVOLPMENT	4	80+20
26	CC-404 C		HIGER EDUCATION IN INDIA	4	80+20
27	CC-405		PRACTICAL	4	100
				TOTAL	80

M A (EDUCATION) FIRST SEMESTER
CC- 101 PHILOSOPHICAL FOUNDATIONS OF EDUCATION: INDIAN
PERSPECTIVES -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 questions 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, Processes of Education.
- Concept, Need and Importance of Philosophy.
- Problems of Philosophy – Metaphysics, Epistemology and Axiology
- Relationship between Education and Philosophy.
- Functions of Educational 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 Educational philosophies of India

- Gandhi
- Tagore
- Aurobindo
- Vivekananda
- Jiddu Krishnamurthi
- Utkalamani Gopabandhu

Unit- IV Educational Heritage of India.

- Fundamentals of four Purusathars -Dharma, Artha, Kama, Mokshya and their Educational implication
- Yoga- Concept and Elements
- Importance of Yoga in Human Life
- Indegenous Knowledge and Values

- Concept of Holistic Education and Multidisciplinary Knowledge

<p>Mode of Transaction:</p>

<p>Lecture cum Discussion method, Blended learning, Seminar, Workshop, Small group discussion.</p>
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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 oneducation. NewDelhi Neelkamal Publication Pvt. Ltd.
- Bhatia KK (2011) Philosophical and sociological foundationof education. NewDelhi Kalyani Publishers.
- BrubacherJS (1939) Modern philosophies of education.NewYork USA McGraw.
- ButlerJD(1959) Four philosophies and their practices ineducation 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.

CC-102 SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I

Full Marks 100 (20 midterm+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 questions 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 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.

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- Concept of Social Stratification and its Educational implications.
- Sociological Theories- Structuralism, Functionalism, Conflict theory

Unit -III Culture & Education

- Culture – Meaning and Nature.
- Role of Education in the Cultural Context.
- Cultural Determinants of Education.
- Education in Diverse Social Context- Multiculturalism, Multilingualism

Unit- IV Constitutional values with reference to education

- Education as related to Democracy and Freedom.
- Socialism, Secularism
- Equality of Educational Opportunity.
- Education for Inclusive Society

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)

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 questions 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 OBJECTIVES

On completion of this course, the students shall 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.

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 Growths 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 Programs.

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 leaning, 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, RC. & Sprint hall, NA, (1990). Educational psychology, development approach, New York: McGraw Hill.
- Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

CC-104 RESEARCH METHODS IN QUANTITATIVE PERSPECTIVE - 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 questions 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 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.

COURSE CONTENT

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

Deductive

- Meaning, Nature and Scope of Educational Research.
- Need and Purpose of Educational Research
- Types of Educational Research- Fundamental, Applied and Action Research.
- Qualitative and Quantitative Research

Unit – II Formulation of Research Problem

- Criteria and Sources for Identifying the Problem.
- Concept and Types of Variables
- Review of Related Literature: Importance and Various Sources.
- Concept, types, sources and characteristics of Hypothesis
- Concept of Population and sample
- Methods of sampling (Probability and Non-probability)

Unit –III Methods of Quantitative Research

- Survey Research,
- Correlational Research
- Causal-comparative Research
- Experimental Research

Unit –IV Research Reporting

- Developing a Research Proposal- Steps, Ethical Consideration and Components, Format and Style
- Writing Thesis/Dissertation – General Guidelines, Format and APA Reference Style
- Writing Reference, Bibliography, Webliography and Citation
- Concept of Plagiarism and its Protection

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.
- 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 hours

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

CC-106**The Idea of Indian Knowledge System in Education****Marks (80+20) = 100****COURSE OBJECTIVES**

- To help students to understand the knowledge, art and creative practices, skills and values in ancient Indian system.
- To enable the students to link ancient wisdom with education. To develop a positive attitude among students towards Indian tradition and practices.
- To develop a comprehensive understanding of how all knowledge is ultimately inter-wined.
- To promote a feeling of pride and love for heritage and values of India among the students, scholars and teachers through Indian education.

UNIT-1: Introduction to Indian Knowledge System and its Importance

- Definition of Indigenous and traditional knowledge- its scope and importance.
- People of ancient Bharat Varsha
- Our great cultural Heritage
- The great Himalaya and the Rivers
- INDUS Valley Civilizations
- Ancient seats of learning in India

UNIT-2: Classification Framework of Indian Knowledge System

- The Vedas and its components.
- The Vedanga
- Vedic School of Philosophy
- Buddhist School of Philosophy
- Regional Literature and Tradition

UNIT-3: Indian Art, Culture and Education

- Tribal knowledge system
- Traditional knowledge-Ramayan, Mahabharat, Purana, Niti Sastra.
- Traditional Dance and Music, arts, culture of India.
- Best practices in Indian Culture
- Gurukul system in education
- Education in ancient India
- System of education in Nalanda and Takshashila
- Relevance of ancient Indian knowledge systems in NEP 2020
- Indian Knowledge System and higher education

UNIT-4: Contribution of Indian Minds in Various Fields

- Mathematics and Astronomy- Aryabhata, Brahmagupta.
- Literature- Rabindranath Tagore and R.K. Narayan
- Philosophy and Religion- Shankaracharya, Swami Vivekananda.
- Education- M.K. Gandhi, Aurobindo, Gautam Buddha, Vivekananda.
- Indian Logic- Means of knowledge.
- Pramanas- Pratyaksha, Anumana, Upamana, Shabda, Arthapatti and Anupalabdhi.
- Structure and Kinds of Anumana, Vyapti, Hetvabhasas

References

- Dasgupta, S. (2018). *A History of Indian Philosophy*. Oxford University, Press.
- Jha, M. (2017). *Indian Art and Asthetics*. New Delhi: Tata McGraw-Hill.
- Khandekar, S. (2021). *Dance and Music in Indian Culture*. Niyogi Books.
- Kumar, R. (2022). *Integrating Indian Knowledge System in Contemporary Education*. Orient Blackswan.
- Nayak, R.K. and Swain, B.C. (2022). *Philosophical Foundation of Education*. New Delhi: Kunal Books.
- Radhakrishnan, S. (2021). *Indian Philosophy*. Oxford University, Press.
- Raghavan, V. (2020). *The Philosophical Foundation of Indian Knowledge System*. Oxford : Oxford University, Press.
- Sharma, A. (2018). *Indian Knowledge System. A Historical Perspective*. New Delhi: SAGE Publication.
- Singh, P. (2023). *Sustainable Development and Traditional Indian Practices*. New Delhi: Rawat.
- Swain, B.C. and Nayak, R.K. (2022). *Sociological Foundation of Education*. New Delhi: N.B. Publications.
- Swain, S.S., Swain, B.C. and Das, R. (Eds.) (2024). *National Education Police 2020 Meeting Goals of 21st Century*. New Delhi: Kunal Books.

M.A.(EDUCATION) SECOND SEMESTER
CC-201 PHILOSOPHICAL FOUNDATIONS
OF EDUCATION / WESTERN PERSPECTIVES –II

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 questions 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 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- I Westen Philosophical System

- Concept and Features of Western Philosophy
Formal Philosophies of Education
- Idealism
- Naturalism
- Pragmatism
- Realism

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

Unit -II Contribution of Western Philosophers to Educational Thought:

- Plato
- Aristotle
- Rousseau
- John Dewey
- Nel Noddings

Unit -III Western Schools Philosophies

- Progressivism
- Essentialism
- Existentialism
- Perennialism
- Reconstructivism

Unit – IV Applied Philosophy

- Human Right with reference to Education
- Impact of War and Geo-politics on Education
- Environmental Ethics
- Professional Ethics of a Teacher

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. (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.

CC-202 SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II

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 questions 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 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 – 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 and ST
- Women Empowerment
- Concept of Economics of Education
- Education as an Economic Investment in India

Unit – II Socialism & Education

- Education for Socialism
- Education for Secularism
- Nationalism- National Integration
- International Understanding

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 leaning, Seminar, and Workshop.

SELECTED READINGS

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- Apple, M.W. (2007). Whose markets, whose knowledge? In Sadovnik, A.R. (Ed.) Sociology of education a critical reader. New York: Routledge.
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- 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
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- 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.
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CC-203 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION –II

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 questions 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 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 – I Human abilities and its Measurement

- Concept, Types and Nature of Intelligence
- Theories of intelligence- Spearman’s Two factor theory, Multifactor theory, Group factor theory, Guilford’s Model of Intellect, Gardner’s Multiple Intelligence
- Creativity-Meaning, nature & Measurement of Creativity
- Fostering Creative Talents among students Through Education

Unit – II Personality

- Meaning and Determinants
- Type and Trait Theories.
- Assessment of Personality
- Mental Health and Adjustment Mechanism

Unit – III Motivation

- Meaning 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)
- Visually Impaired and Hearing Impaired
- 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.
- 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.
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 - 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.
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 - 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.

CC-204 RESEARCH METHODS IN QUALITATIVE PERSPECTIVE AND STATISTICS-II

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 questions 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 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 – I Conceptualizing Qualitative Research

- Concept and Nature of Qualitative Research
- Types of Qualitative Research- Phenomenology, Ethnographic, Grounded Theory, Historical, Case study
- Mixed Method of Research

Unit -II Collection of Data

- Types of Data- Quantitative and Qualitative.
- Techniques and Tools of Data collection –
- Interview,
- Observation
- Questionnaire
- Focus Group Discussion

Unit –III Descriptive statistics

- Computation and Uses of Mean, Median, Mode.
- Computation and Uses of Range, Quartile Deviation, Average Deviation, Standard Deviation
- Organization and Graphical Representation of Data - Frequency Distribution, Frequency Polygon, Histogram, Ogive and Smoothed Frequency Polygon

Unit- IV Inferential statistics

- Normal Probability Curve- Meaning and Applications.
- Skewness and Kurtosis
- Interpretation of Derived Score: Z-score and T-score
- Static of Significance t- test, Anova, X^2 test (Chi-Square test of equality and independence)
- Application of 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.
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- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: SAGE Publication.
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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.
- Guilford, J.P. & Fruchter, B. (1981). Fundamental statistics in psychology and education.
- 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.

**CC-205 PRACTICAL
(SEMINAR)****Mark: -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 meaty typed (5/10 pages). After Presentation of the Paper candidate's 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 Mark**

Total =100 Marks

M A (EDUCATION) THIRD SEMESTER
CC-301 EDUCATIONAL ASSESSMENT AND EVALUATION – 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 questions 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 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.

COURSE CONTENTS

Unit –I Educational Measurement and Evaluation

- Concept, scope and need
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio
- Evaluation: Types, Functions and Basic Principles of Evaluation
- Inter- relationship between Assessment and Evaluation, Norm – referenced and Criterion-referenced Evaluation

Unit- II Tools and Techniques

- Achievement test
- Aptitude Tests
- Intelligence Test
- Interest Inventories
- Attitude Scale- Likert, Thurstone and Osgood (Semantic differential)

Unit- III Data collection strategies

- Inventories
- Interview
- Anecdotes
- Field diary/Notes
- Portfolio, Rubric, Project and Assignment

Unit- IV Test Construction

- General Principles of Test Construction and its Standardization.
- Writing tests items- Objective type, Essay type and Interpretive type
- Item Analysis and Item discrimination
- 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 leaning, 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.
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- Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press
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- Linn, R.L. & Gronlund, N.E. (2000). Measurement and assessment in teaching. London: Merrill Prentice Hall.
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- 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.

CC-302 EDUCATIONAL TECHNOLOGY AND MANAGEMENT-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 questions 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 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- 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.
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- 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.
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- Resta, P. (Ed.) (2002). Information and communication technologies in teacher education: A planning guide. Paris: UNESCO.
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- 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.

CC-303 DEVELOPMENT OF EDUCATION IN INDIA-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 questions 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 OBJECTIVE:

To enable the student to,

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

COURSE CONTENTS

Unit – I Education in Ancient India

- Vedic
- Buddhist, and
- Medieval period

Unit – II Education in Pre independence India

- Educational activities of Christian Missionaries
- Contribution of Charter Act (1813) and Macaulay’s Minutes (1835)
- Woods Dispatch of 1854
- Hunter Education Commission (1882)
- Calcutta University Education Commission (1917)
- Hartog 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 Act-2009
- NEP-2020 and NCF 2023

Unit – IV Diverse Issues in Education

- Vocational Education
- Education and Employment
- Environmental Education
- Child Right Education
- Education for Sustainable Development

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:

- Govt. of India, report of the university Education Commission, (1949)Vol-I, Simla.
- Govt. of India, report of the university Education Commission, (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.

SPECIAL PAPER
CC 304 (A) DISTANCE EDUCATION

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 questions 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 OBJECTIVES

- 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 leaning, 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: Loyal 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.
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- Tilak, J.B.G. (1992). Educational planning at grassroots. New Delhi: India.
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SPECIAL PAPER

CC-304 (B)

TEACHER EDUCATION

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 questions 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 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 program at different stage; and
- Understand the problems and research trends in teacher education. Course Contents

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 Internship
- Supervision and mentoring
- Curriculum of teacher education
- Concept of Integrated Teacher Education Programme

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 learning, 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.
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- NCERT (2008). Sixty Years of Research in Education Vol - 11. New Delhi: NCERT.
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- NCTE (2009). National Curriculum Framework for Teacher Education New Delhi: Vikas Publishing House Pvt. Ltd.
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SPECIAL PAPER
CC-304(C)
GUIDANCE AND COUNSELING IN EDUCATION

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 questions 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 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 program.
- Illustrate the concept, scope and type of counseling.
- Extract the process, tools and techniques of counseling.
- Design different types of guidance services.

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

Unit-III Approaches and Theories of Counselling

- 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
- Pupil personnel 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. NewYork: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.

M A (EDUCATION) FOURTH SEMESTER
CC-401
EDUCATIONAL ASSESSMENT AND EVALUATION-II
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 questions 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 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 – 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

CC-402

EDUCATIONAL TECHNOLOGY AND MANAGEMENT-II

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 questions 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 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 – I Educational Management :

- Meaning, Nature, Scope of Educational Management
- Structure of Educational Management Consequent upon NEP 2020
- 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.
- Concept of Artificial Intelligence and its application in education

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
- Styles of Leadership
- Assessment of Leadership behaviour of Headmasters and Principals

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

CC-403
DEVELOPMENT OF EDUCATION IN INDIA- II

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 questions 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 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 – I Education and Democracy

- Education and democracy
- Constitutional Provision for Education
- Learning without burden – Yashpal 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 leaning, 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

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 it's 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)

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 questions 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 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

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:

- Technical scientific and Non-technical Non-scientific Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [Social Reconstruction], Models by Tyler and Taba
- 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: Scriven's Model, Kirkpatrick's Model
- Scientific models (Metfessl- Michael evaluation and Provu's Discrepantly)
- Humanistic models (Stakes responsive Evaluation models, Pacllett 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 leaning, 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.
- 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, Jovanovich.
- Tanner, D. and Tanner, L. (1975). Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.

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

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 questions 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 Objectives:

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

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
DISSERTATION

(100 Marks)

Each Student has to select a problem on any area of education, and undertake an extensive research work and prepare dissertation under the guidance of any faculty of the department. He/she is required to submit the complete dissertation to the Department 15 days before the practical examination. The evaluation of the research work will be jointly made by both External and Internal Examiner.

The mark shall be distributed as

follows:

= 70 Marks

• **Dissertation.**

= 30 Marks

• **Viva Voce.**

Total

= 100 Marks

