

TRIPURA UNIVERSITY

Department of Education

MASTER OF ARTS

IN

EDUCATION



FIRST & THIRD SEMESTER: JULY-DEC

SECOND & FOURTH SEMESTER: JAN-JUNE

**Tripura University (A Central University)
Suryamaninagar, Agartala, Tripura, West-799022**

Objectives of M.A. in Education:

At the end of the programme the students will be able to understand the subject of education properly and they will be able to develop different skills and attitude related to teaching, research and extension of activities. More specifically, the M.A. in Education programme intends to

- Impart students a comprehensive knowledge, proper understanding of education and appreciate knowledge structures and paradigms of education.
- Develop different skills in the area of measurement and evaluation in education especially construction and standardization of tools.
- Understand the educational psychology as an applied science and acquaint the learner with the process of development of various abilities and traits.
- Familiarize students with modern scientific research techniques.
- Provide an understanding about the need and the importance of value education, teacher education, intelligence and creativity.
- Understand and use descriptive and inferential statistical techniques in education.
- Focus attention on certain major national and social issues and role of education in relation to them.
- Provide learning – experiences, which will enable students to understand Develop expertise for effective participation in educative process in different capabilities.
- Use of critical reflection to explore the relationship between theory and practice in complex situations.
- Bring ability to analyze, judge and critique complex or contradictory areas of wisdom, varied practices.
- Think creatively and flexibly to synthesize and transform variety of practicable ideas.

Eligibility

Passed B.A. (Hons/Pass) in Education

Duration

There will be duration of four semesters. Each six month duration shall comprise a semester. The M.A. in Education Programme can be completed by a student in the period of two years.

Programme outcomes

- (i) **Developing Knowledge about philosophical and value related aspects:** Students will get the clear idea of philosophical aspects of education, come to know about the different Indian and abroad philosophers, their philosophical point of views, different schools of philosophy and their implications in present day education. They will able to build a conception about values, its inculcations and the process of nurturing good values and morality among the students.
- (ii) **Developing knowledge about psychology:** Students will able to understand the basics of human development and adjacent psychological theories, different learning theories, individual differences, personality and many more psychological aspects and

their impact on learning, maturation and development. The students will be able to apply the psychology based knowledge on the practical aspects of their daily life.

- (iii) **Developing knowledge about sociology:** Students will come to know about different social organizations, their attachments in teaching learning process, social factors and their impact on education. They will be able to apply this knowledge in favour of giving positive direction to their community.
- (iv) **Developing knowledge and skills about technology:** Students will develop an understanding regarding models of teaching and its application in classroom learning, become familiar with self-learning reading materials, using assistive technology, develop skills to using TLM in classroom interaction.
- (v) **Gathering knowledge and skills to conduct research:** Students will be able to gather knowledge about different forms of research, develop skills to conduct a good research, skills to write research proposal and research report.
- (vi) **Developing knowledge and skills of administration and management:** Students will be able to develop administrative and managing knowledge and skills, develop knowledge about leadership and leadership styles, human resource management, conflict resolution etc. And also will be able to apply this knowledge of administering and managing over different educational and real life situations.
- (vii) **Understanding about inclusion and Disability:** Students will be able to understand inclusion and different types of disability, how to learn disabled child and role of teacher for improving learning.
- (viii) **Development of the Knowledge and skill about guidance and counselling:** Understanding the knowledge and skill about different types of guidance and counselling. They will be able to give proper guidance to the learners and counselling them as per their requirements.
- (ix) **Development of the conception and skills of measurement and evaluation:** students will be able to understand various measuring scale, assessment, tools, technique and various evaluation system, new trends in evaluation, educational measurement and able to apply these ideas as per the situational demand.
- (x) **Clear idea about higher education:** Students will be able to learn new ways of thinking and acquiring problem-solving skills and learn critical thinking, analytical capacity, written and oral communication and group problem solving etc.
- (xi) **Enable to use statistics:** Students will be able to do grasp different statistical techniques and able to utilize these as per the requirements and able to interpret over any data based on the obtained statistical result. They will be able to develop skills of doing different inferential and descriptive statistics, making graph etc.
- (xii) **Clutch knowledge about intelligence and creativity** – Students will be able to grasp proper knowledge about intelligence, intelligence theories, intelligence measurement,

creativity, creativity measurement, different tests to measure intelligence and creativity and also be able to apply these tests on practical field.

- (xiii) **Seize knowledge about teacher education:** Students will be able to get an idea regarding different teaching models, instructional strategies their application on practical field of teaching learning.
- (xiv) **Knowledge about contemporary issues in Education:** Students will get knowledge about contemporary background of education, different committees and commissions of education, their role in upliftment of Indian educational structure.
- (xv) **Knowledge about great educators:** Students will come to know about great educators and their contribution to education
- (xvi) **Knowledge about open, online and distance learning:** Students will come to know about different sources and agencies of open, online and distance learning and able to apply their knowledge in favour of doing various courses and able to participate different educational programmes.
- (xvii) **Imparting knowledge about comparative education:** Students will be able to compare between different nations on their educational structure and systems. They will be able to get a critical analytical capacity on different educational scenarios.
- (xviii) **Knowledge about practical scenario of women empowerment:** Students will critically understand the practical scenario of the conditions of women in India and be able to think about the necessary initiatives to be taken for the empowerment of the women.

Structure of the programme
M.A. in Education
Total credits: 80

SEMESTER -I

Total Credits: 20 (Core Course: 16 + Computer Skill-1: 4)

Course Code:	Name of the course	Credits	Internal Marks	External Marks	Total Marks
EDCN 701C	Philosophical Foundation of Education	04	30	70	100
EDCN 702C	Psychological Foundation of Education	04	30	70	100
EDCN 703C	Sociological Foundation of Education	04	30	70	100
EDCN 704C	Educational Technology	04	30	70	100

CSK-1	Basic Computer Skill-I	04	30	70	100
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SEMESTER -II

(Three core paper & any two from the elective papers)

Total Credits: 20 (Core Course: 12 + Elective Course: 8)

Course Code:	Name of the course	Credits	Internal Marks	Theory Marks	Total Marks
EDCN 801C	Methodology of Educational Research	04	30	70	100
EDCN 802C	Administration and Management in Education	04	30	70	100

EDCN 803C	Inclusive Education	04	30	70	100
EDCN 804E	Measurement and Evaluation in Education	04	30	70	100
EDCN 805E	Guidance and Counselling in Education	04	30	70	100
EDCN 806E	Higher Education	04	30	70	100

SEMESTER -III

(Three core paper & any two from the elective papers)

Total Credits: 20 (Core Course: 12 + Elective Course: 8)

Course Code:	Name of the course	Credits	Int. Marks	Theory Marks	Total Marks
EDCN 901C	Value Education	04	30	70	100
EDCN 902C	Statistics in Education	04	30	70	100
EDCN 903C	Dissertation I (Review and Proposal)	04	30	70	100
EDCN 904E	Intelligence, Creativity and Education	04	30	70	100
EDCN 905E	Teacher Education	04	30	70	100
EDCN 906E	Curriculum Studies	04	30	70	100

SEMESTER -IV

(Three core papers and any one elective paper)

Total Credit: 20 (Core Course: 16 + Elective: 4)

Course Code	Name of the course	Credits	Internal Marks	Theory Marks	Total Marks
EDCN 1001C	History, Politics and Economics of Education.	04	30	70	100
EDCN 1002C	Thought of Great Educators.	04	30	70	100
EDCN 1003C	Dissertation II (Report writing and viva voce).	08	60 (viva)	140	200
EDCN 1004E	Open, Distance and Online Learning.	04	30	70	100
EDCN 1005E	Comparative Education.	04	30	70	100
EDCN 1006E	Education for Empowerment of Women.	04	30	70	100

C= Core

E= Elective

Evaluation Scheme for the Course:

Internal Exam	End Semester Exam	Total
30	70	100

Internal assessment of the students will be based on assignment, dissertation, presentation, viva voce etc. Students will be graded on the total marks allocated to the respective project/ presentation etc.

M.A in Education

1st semester

Course Code:	Name of the course	Marks Distribution		Total Credit	Total Marks
EDCN 701C	Philosophical Foundation of Education	Internal	External	4	100
		30	70		

Learning outcomes

After undergoing this course the students will be able to—

- Apply the principles of philosophy in education
- Describe the contribution of various Indian Schools of Philosophy in the fields of education.
- Illustrate the impact of Western Philosophies on education.
- Explain the contribution of some of the great Indian as well as Western educational thinkers.
- Summarize the concepts related to social philosophy of education.

COURSE CONTENTS:

UNIT-I

Concept of Education and Philosophy; Meaning of Educational Philosophy and Philosophy of Education; Relation between Education and Philosophy; Scope and functions of Educational Philosophy; Interaction between philosophy of life, aim of life, and aim of Education

UNIT-II

Contribution of Indian Schools of Philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT-III

Contribution of Western schools of thought (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

UNIT-IV

Contributions of Vivekananda, Tagore, Gandhiji, Aurobindo and Sarvepalli Radhakrishnan, Pestalozzi, Froebel, Montessori, Kierkegaard, John Dewey to educational thinking

UNIT-V

National values as enshrined in the Indian Constitution and their educational implications. Modern concept of Philosophy: Analysis – Logical analysis, Logical empiricism and positive relativism – (Morris L. Prigge.)

Recommended Books:

1. Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
2. Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
3. Brubacher, R. S. Modern Philosophies of Education, Chicago, University Press. 1955.
4. Cohen, B. Means and Ends in Education, London, George Allen & Unwin. 1983.
5. Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell Publishing. 2003.
6. Curtis, S.J. Introduction to Philosophy of Education, London, London University, Tutorial Press. 1968
7. Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
8. Fitzgibbon, R. E. Making Educational Decision: An introduction to Philosophy of Education, New York, Harcourt Brace Jovanovich, 1981
9. Heyting, Frieda (Edited) Methods in Philosophy of Education, London, Routledge, 2001.
10. Kneller, G. F. Introduction to Philosophy of Education, New York, John Wiley & Sons, 1971.
11. Lawton, D. Class Culture and Curriculum, London, Routledge & Regan Paul, 1975.
12. Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.
13. McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
14. Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
15. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
16. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
17. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.

Course Code:	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 702C	Psychological Foundation of Education			4	100
		30	70		

Learning outcomes

After undergoing this course the students will be able to—

- Describe the concept and principles of Educational Psychology as an applied science.
- Apply the implications of leaning and other psychological theories in education.
- Illustrate the concept of individual differences.
- Identify the process of development of various abilities and trait.

Course Contents

UNIT-I

Educational Psychology: Concept, Nature and Scope of Educational Psychology, Relationship between Education and Psychology, Educational psychology as applied field, contribution of the following schools of Psychology towards Education: Behaviourisms, Gestalt, and Psycho-analytical.

UNIT-II

Growth and Development: Concept and principles; Physical, Social, Emotional and Cognitive Development; Development of concept, logical reasoning, problem solving, language.

Individual differences: determinants, role of heredity and environment; educational implications

UNIT-III

Intelligence- Concepts, theories and measurement

Creativity-concepts, process, identification, measurement and fostering

Relationship between intelligence and creativity

UNIT-IV

Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals; Learning and motivation; Transfer of learning and its theories.

UNIT-V

Psychology and education of exceptional children—Creative, Gifted, Backward, Learning Disableds and Mentally Retarded; Concept of Personality—type and trait theories of Personality—measurement of personality
 Mental health and hygiene—process of adjustment, conflict and defence mechanism. Sex Education

Recommended Books:

1. Bhat B.D. Sharma Educational Psychology ,Kanishka Publishing House, New Delhi , (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube ,S.P. Development Psychology , M/S Vikas Publishing House, Agra ,(1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005) . Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal , S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow ,A.H.(1970).*Motivation and Personality* (2nd Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT(2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E . Educational Psychology, Printice Hall of India.,New Delhi(1999)
26. Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
27. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
28. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
29. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.
30. Walla, J.S. Foundations Educational Psychology, Jalandhar Publishing , Jalandhar (1997).

Course Code:	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 703C	Sociological Foundation of Education			4	100
		30	70		

Learning outcomes

After undergoing this course the students will be able to—

- Enumerate Meaning and nature of educational sociology, sociology of education and social organization.
- Explain the concept of Group dynamics, social interaction, social change and the contribution of education to these aspects.
- Estimate various social factors and their impact on education.

Course Contents

UNIT-I

Relationship of Sociology and Education; Meaning and nature of Educational Sociology and Sociology of education; Education—as a social sub-system—specific characteristics; Education and the Home, Education and the Community with special reference to Indian society

UNIT-II

Education and Modernization

Education and politics

Education and religion

Education and culture

Education and democracy

UNIT-III

Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory); Concept and types of social Institutions and their functions (family, school and society); Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

UNIT-IV

Socialization and Education; Education and Social change—Meaning and nature of social change; Contribution of thinkers (J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel

Noddings and Savitribai Phule) to the development of educational thought for social change; Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

UNIT-V

Education as related to social stratification and social mobility; Education as related to social equity and equality of educational opportunities; Education of the socially and economically disadvantaged sections of the society with special reference to Scheduled Castes and Scheduled Tribes, Women and Rural Population

Recommended Books:

1. Adishesiah. W.T.V & Sociology in Theory and Practice, New Delhi, Santhi Pavanasam. R. Publishers, 1974
2. Barry, H. & Johnson, L.V Classroom Group behavior: Group Dynamics in Education. New York, John Wiley & Sons, 1964
3. Blackledge, D.& Hunt, Barry Sociological Interpretations of Education, London, Groom Helin, 1985.
4. Chandra S.S. & Sharma R.K Sociology of Education, New Delhi, Atlantic Publisher, 2002
5. Chandra S.S. Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002
6. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996.
7. Cook L, A & Cook, E Sociological Approach to Education, New York, McGraw Hill, 1970
8. D'Souza A.A The Human Factor in Education, New Delhi, Orient Longmans, 1969
9. Durkheim, E. Education and Sociology, New York, The Free Press 1966
10. Goode & Hatt Methods in Social Research, Japan, McGraw Hill, Kogakusha, Ltd.1952
11. Hemlata, T. Sociological Foundations of Education, New Delhi Kanishka Publishers, 2002
12. Inkeles, A.& Smith Becoming Modern, New York, Hanoman, 1982
13. Jayaram, Sociology of Education, New Delhi, Rawat, 1990
14. Joyee L.Epstein& Sanders M.G School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002
15. Mishra. B.K.&Mohanty R. Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002
16. Mohanty, J. Indian Education in Emergency Society, New Delhi, Sterling Publishers, 1982
17. Rogers B. Classroom Behaviour, Guwahati, Nivedita Book Distributors, 2002
18. Shukla, S. & K.Kumar Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985.
19. Swift, D.F Basic Readings in the Sociology of Education, London, Routledge and Kegan Paul, 1970.
20. UNESCO Inequalities and Educational Development, Paris,

Course Code:	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 704C	Educational Technology			4	100
		30	70		

Learning outcomes

After undergoing this course the students will be able to—

- Analyze the nature of educational technology.
- Apply the knowledge about models of teaching and its principles in classroom learning.
- Judge the self- learning reading materials.
- State the role of technology in education

Course Contents

UNIT-I

Meaning, nature, and scope of Educational Technology; Components of Educational Technology—Hardware, Software; Systems approach in Educational Technology; Multimedia approach in Educational Technology; Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,

UNIT-II

Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups).

UNIT-III

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education—CAI, CAL, CBT, CML; Concept, Process of preparing ODLM, Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).

UNIT-IV

Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion—Concept of E Inclusion, Application of Assistive technology in E learning, Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&MIS Success Model, 2003), Ethical Issues for E Learner and E Teacher -Teaching, Learning and Research.

UNIT V

Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development; Integrating Technology across the curriculum

Recommended Books:

- 1) Bloom B.S.Taxonomy of Educational Objectives, Handbook 1, Cognitive Domain, London, Longman Group Ltd, 1974.
- 2) Chauhan S.S.A Text Book of Programmed Instruction, New Delhi, Sterling Publishers, 1987
- 3) Dececo J.P. The psychology of Learning and Instructional Technology New Delhi, Prentice Hall of India.1970.
- 4) Flanders N.Analysing Teaching Behavior, London, Addison Wesley Pub.Co., 1971.
- 5) Goel, A and GoelS.L.Distance Education in the 21st Century. New Delhi, Deep and Deep Publication, 2000.
- 6) Jose Chander Management of distance Education, New Delhi, Sterling Publishers, 1991.
- 7) Joyce B. &.Weil M.Models of Teaching (4th edition), New Delhi, Prentice Hall of India Pvt. Ltd., 1992.
- 8) Mohanty, J. Educational Technology, New Delhi, Deep &Deep Publication, 2001.
- 9) Rastogi, S. Educational Technology for Distance Education, Guwahati, EASTERN Book House, 1998.
- 10) Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992.
- 11) Sharma R.A. Technology of Teaching, Meerut, International Publishing House, 1991.
- 12) Sharma R.A.Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982.
- 13) Skinner B.F.The Technology of Teaching, New York, Appleton Century Croft, 1968.

Course Code:	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
CSK-1	Computer skill 1	Internal	External	4	100
		30	70		

Learning outcomes

After completion of the course students will be able to—

- Outline the History of computers, evaluation of computers, and generation of computers.
- Draw the Structure of computers (H/w and S/w), and their types.
- State the Application of computers.
- Explain the Idea of algorithm.
- Illustrate the Basics of Programming Language.
- Apply Internet in daily life.
- Describe about Office package (word/ Excel/PPT); Word – features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equating, formatting of numbers, mail-merge, protected documents.

Course Contents

- a) History of computers, evaluation of computers, generation of computers.
- b) Structure of computers (H/w and S/w), types.
- c) Application of computers.
- d) Idea of algorithm.
- e) Basics of Programming Language.
- f) Internet.
- g) Office package (word/ Excel/PPT); Word – features, word menu, table, page setup, background, font, paragraph, formatting, symbol, equating, formatting of numbers, mail-merge, protected documents.
- h) Excel- features, cell, worksheet, workbook, excel menu, simple formulas with basic function viz, avg, sum, min, max etc, sorting, chart.
- i) Power point – features, ppt menu, and creation of slides, animation, auto presentation and mouse click presentation.
- j) Introduction to open source software.

Suggested Readings:

1. **Introduction to computer science, IIT Education solution Limited, 2 Ed, pearson**
2. **Fundamentals of computers by P.K Sinha, BPB Publication**

M.A. in Education

2nd Semester

Course code	Name of the course	Marks Distribution		Total Credit	Marks
EDCN 801C	Methodology of Educational Research	Internal	External	4	100
		30	70		

Learning outcomes

After undergoing this course the students will be able to—

- Explain and describe the meaning of scientific method, scientific inquiry paradigm theory and their implications for educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write research problems.

COURSE CONTENT

Unit -I

Meaning, nature, scope and classification of educational research; Meaning and steps of scientific method; characteristics of scientific method (Replicability, Precision, Falsifiability, and Parsimony); Types of scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem–Solving, Theory Building and prediction;

Unit -II

Identification and formulation of a research problem, Criteria and sources for identifying the problem; Statement of the research problems; Types of Research (Fundamental, Applied, and Action); Variables: Meaning of Concepts, Constructs and Variables; Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypothesis—Concept, Sources, Types (Research, Directional, Non-directional, Null); Testing the hypothesis (Type I and Type II Errors)

Unit -III

Steps of writing research proposal; Review related literature, concept of Universe and Sample, characteristics of a good Sample, techniques of Sampling (Probability and Non-probability Sampling), Tools of Research— Validity, Reliability and Standardisation of a Tool; Types of Tools (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory); Techniques of Research (Observation, Interview and Projective Techniques);

Unit-IV

Approaches to educational research (Quantitative and Qualitative); Designs in educational research (Descriptive, Experimental and Historical); Research design in quantitative research,

Survey Research, Ex-post facto Research, Experimental Research, Field Studies, Historical Research.

Unit—V

Qualitative Research Designs: Grounded Theory Designs (Types, Characteristics, Designs, steps in conducting a GT Research, Strengths and Weakness of GT); Narrative Research Designs (Meaning and key Characteristics, steps in conducting NR designs), Case study (Meaning, Characteristics, components of a CS design, types of CS design, steps of conducting a CS research, Strengths and Weakness), Ethnography (Meaning, characteristics, underlying assumptions, Steps of conducting ethnography research, Writing ethnographic account, Strengths and Weaknesses); Mixed Method Designs: Characteristics, types of MM designs (Triangulation, Explanatory and Exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Recommended Books:

1. Best, J.W & Kahn, J.V Research in Education, (6 th Edition) New Delhi Prentice Hall, 1989
2. Buch, M.B A Survey of Research in Education, Baroda, CASE, M.S.University, 1974
3. Fox, D.J The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.
4. Garret H.E Statistics in Psychology and Education, Bombay. Vikils, Feiffer & Semen's Ltd, 1988
5. Good, Barr & Scates Methodology of Educational Research, New Work Appleton Crofts, 1962
6. Guildford, J.P & Fruchter, B Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974
7. Kerlinger F.N Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978
8. Koul, L Methodology of Educational Research, New Delhi Vikash Publications, 1998
9. Kurtz, A.K. & Mayo, S.T Statistical Methods in Education and Psychology, New Delhi, Narosa Publishing House, 1980
10. Sax, G Empirical Foundation of Educational Research, New Jersey, Englewood Cliffs, 1968
11. Scigal, Sydne, Y. Non-parametric Statistics for Behavioural Science, New Delhi, McGraw Hill, 1978
12. Singh, Arun Kumar Text, Measurement and Research Methods in Behavioural Sciences, New Delhi, McGraw Hill, 1986
13. Sukia S.P, & Other Elements of Educational Research, (3 rd Edition), Bombay, Allied Publishers, 1974
14. Tuckman, B.W Analyzing and Designing Educational Research, New York, Harcourt Brace Jovanovich, Inc, 1978
15. Tuckman, B.W Conducting Educational Research (2 nd Edition), New York, Harcourt Brace Javanovich, Inc., 1979
16. Van Dalen, D.B. & Meyer, W.J Understanding Educational Research, New York,

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 802C	Administration and Management in Education	30	70	4	100

Learning outcomes

After completion the course the students will able to—

- Describe meaning, nature, scope, function, principle and approaches of educational management.
- Illustrate various approaches to educational planning.
- Elaborate the concept of educational leadership and accountability to be maintained by the teacher and administrator.
- Explain the concept of quality management, process of quality management
- Discuss about time management, human resource management, conflict management.
- Outline various aspects of educational management and administration.

COURSE CONTENTS

UNIT-I

Educational Management and Administration—Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism; Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate , Meeting the Psychological needs of employees,

UNIT-II

Leadership in Educational Administration—Meaning, Nature and other related terms, Approaches to leadership—Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tri-dimensional Model, Hersey and Blanchard’s Model), Theories of Leadership(The Great Man Theory, The Situational Leadership Theory, The Contingency Theory, Leader-Member Exchange Theory), Styles of Leadership (Autocratic Style, Authoritative Style, Pacesetter Style, Democratic Style, Laissez-Faire Style, Paternalistic Style); Measurements of Leadership

UNIT-III

Educational Planning: Meaning, Nature, and importance; Approaches to Educational Planning—Social Demand Approach, Social Justice Approach, Rate of Returns Approach, Manpower Planning Approach; Various types of Planning—Perspective Planning, Institutional Planning, Educational Supervision—Meaning, Nature and importance;

Supervision as service activity; Supervision as a process; Supervision as educational leadership

UNIT-IV

Aspect of Educational Management—planning, Organizing and controlling; Human Resource Management—Ways and procedures; Conflict Management and Time Management; Change Management: Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,

UNIT-V

Quality Management—Concept of Quality and Quality in Education; Indian and International perspective; Evolution of Quality—Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma; Quality Gurus—Walter Shewart, Edward Deming, C.K Pralhad; Indian and International Quality Assurance Agencies—Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

RECOMMENDED BOOKS:

1. Kimbrough, S.Ralph, Michall& Nunnery, Educational Administration, New York: Mc.MillanCompay.
2. Robin StepherP.OrganizationalBehaviour, Prentice Hall Pub.Pvt.Ltd.
3. Adolph and Turner Harold, E.Supervision for change and Innovation. Houghton Miffin Company.
4. Simon, Herbart A. Administrative Behaviour, New York: McMillan Company.
5. Maleya, K.C.ShikshaPrashaasan and Oaryaveshana. Bhopal: Madhya Pradesh Granth Academy.
6. Bhatnagarand Verma. Educational Supervision. Meerut: International Pub.House.
7. Newman and Summer. The process of Management: Concept, Behaviour and Practice. New Delhi: Prentice Hall of India Pvt.Ltd.
8. Waber, Clarence A. Fundamentals of Educational Leadership. New York: Exposition Press.\

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 803C	Inclusive Education	Internal	External	4	100
		30	70		

Learning outcomes

After completion the course the students will able to—

- Elaborate the concept of Inclusive education.
- Describe about different areas of disability (Physically impaired, Visual, Hearing & Orthopedically impaired, mentally retarded).
- Discuss about government Policies, Legislatures & National Institutes related to the disabled.
- Outline the Educational Programmes, Equipments and Aids for education of the disabled.
- Explain the role of parents, peers and society in rehabilitation of the disabled.

COURSE CONTENTS:

Unit I

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; Legal Provisions: Policies and Legislations (National Policy of Education (1986), Program of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006) National Curriculum Framework (2005); 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 II

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners'; Intellectual, Physical and Multiple Disabilities— Causes and Prevention of Disabilities; identification of Diverse Learners for Inclusion; Educational Evaluation—Methods, Techniques and Tools

Unit-III

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.

Unit-IV

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.

Unit-V

Educational Empowerment of Marginalized Genders: Educational Problems, Present Educational Status and Schemes / Programs for Educational Empowerment of Women: Third Gender: Concept, Equalize acceptance, Social Equality: Equal Rights and Opportunities; Human Rights issues)

RECOMMENDED BOOKS:

1. Aggarwal, J.C. (2013). Landmarks in History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.
2. Agrawal, R. (2011). Education for Disabled Children. New Delhi - Shipra Publications
3. Ainscow, M. & Booth, T. (2003). The Index for Inclusion Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
4. Baver, A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon
5. Chauhan, s. S. (1989). Education of Exceptional Children. New Delhi: Indus Publishing Company.
6. Dash, N. (2006). Inclusive Education New Delhi: Atlantic Publication,
7. Hallahan.D.P.& Kauffman, M. (2010). Exceptional Learners Introduction to Special Education. Oxford: Oxford University Press.
8. jha, M. (2002). Inclusive Education for Ail: Schools without Walls. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
9. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education Delhi: PHI Learning Private Limited.
10. Mani, M.N.G. (2000). Inclusive Education in Indian Context Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya,
11. Martha. L. I lames. EY.&Algozzine, B. (1999). Critical issues in Special Education. Vol.1 & II. Massachusetts: Houghton Mifflin Harcourt (HMH).
12. National focus group report on education of SCs and STS - 2006, New Delhi; NCERT. Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication.
13. Punani, B. and Rawal, NS. (2000). Visual Impairment Hand Book. Ahmedabad: Blind People's Association
14. Punani.B. and Rawal, N.S. (2004). Manual Community Based Rehabilitation Ahmedabad: Blind People's Association
15. Sharma, PL (2003). Planning Inclusive Education in Small Schools. Mysore: RIE Mysore UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 804E	Measurement and Evaluation in Education	Internal	External	4	100
		30	70		

Learning outcomes

After the completion of the course, students will be able to—

- Explain Nature, scope and need of measurement and evaluation in education.
- Elaborate the Method of construction of achievement test and its standardization.
- Enumerate the Characteristics of attitude scale, interest inventory personality tests.
- Describe the Concept and method of determining reliability and validity coefficient.
- Identify the Method of determining item effectiveness-difficulty value and discriminating power.
- Illustrate the Uses of derived scores in interpreting test results and use of norms.
- State the Application of non-parametric tests in education evaluation.
- Discuss About different assessment tools and techniques.
- Analyse Data for interpretation of result in evaluation.
- Examine the feedback system of evaluation.

COURSE CONTENTS

UNIT-I

Meaning, Nature and importance of measurement, assessment and evaluation; distinctions between test, exam, assessment, evaluation and their interrelationship; Different types of measuring scales; perspectives of assessment (Assessment of learning and Assessment for Learning), types of assessment (Placement, diagnostic, formative and summative); Role of teachers in evaluation Programme; Taxonomy of educational objectives—cognitive, affective and psychomotor; Assessment of Cognitive domains (Anderson and Krathwohl), Affective (Krathwohl) and Psychomotor domains (R. H. Dave) of learning – specification of objectives steps in the process of evaluation.

UNIT-II

Major tool and techniques for educational evaluation; Essential qualities of good measuring instrument; Different types of tests—teacher made vs. standardized, criterion-referenced vs. norm-referenced test. Testing tools and non-testing tools—Testing devices (achievement test, diagnostic test, proficiency test etc) & non-techniques devices (assignment, projects, observation, interview etc) and their application in learning situation; Diagnostic test—construction and usefulness; Evaluating Training and development programme.

UNIT-III

Examination reforms—Various Commissions and Committees of India on reforming and restructuring of examination and evaluation system. Examination system—current strategies & Recent trends in evaluation; Grading—Grading pupil performance (ways and procedures); Choice Based Credit System (CBCS); Continuous Comprehensive Evaluation (CCE), online

assessment, open book examination, Computer in Evaluation—computer based test(CBT), semester system— Evaluation in Semester courses. Feedback for assessment and/or evaluation purposes—meaning and types; Feedback as an essential component of assessment; Characteristics of effective feedback, Assessment of portfolios, Reporting student's performance: (progress report, Cumulative report card, Anecdotal record).

UNIT-IV

Nature of data gathered (Qualitative & Quantitative), Statistical treatment of data— tabulation, frequency distribution and graphic representation; measures of central tendency— Mean, Median, Mode; measures of variability—range, Average/mean deviation(AD/MD), quartile deviation(QD), standard Deviation(SD); Co-efficient of correlation—Rank difference and product Moment methods; Percentile and Percentile rank; Normal Probability Curve— meaning, properties and application; divergence from normality— Skewness and Kurtosis; Derived scores—Z score, Standard score and T-Score.

UNIT-V

Acquaintance with psychological tests and Assessment of attributes (Aptitude, Attitude, Interest, Intelligence, Creativity and personality). Assessing students Achievement— construction of achievement test and standardization; Relative merits and demerits of using different types of test items; Reliability—concept, determining factors, methods of determining different reliability coefficient; Validity—concept, types, determination of validity co-efficient and uses; Relation between validity and reliability

RECOMMENDED BOOKS:

1. Bhat B.D. Sharma Educational Psychology, Kanishka Publishing House, New Delhi , (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube ,S.P. Development Psychology , M/S Vikas Publishing House, Agra ,(1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)

14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005) . Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal , S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow ,A.H.(1970).*Motivation and Personality* (2nd Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT(2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skiner, C.E.(1999) Educational Psychology, Prentice Hall of India, New Delhi.
26. Skinner, C.E . Educational Psychology, Printice Hall of India.,New Delhi(1999)
27. Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
28. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
29. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
30. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 805E	Guidance & Counselling in Education	30	70	4	100

Learning outcomes

After completion of the course the students will be able to

- Explain the concept and nature of educational & vocational guidance and counselling and their necessity in making career choices.
- Discuss about the various techniques of guidance and counselling.
- Specify the roles of parents, teachers and counsellors in guidance programme.

COURSE CONTENTS

UNIT-I

Guidance and Counselling: Meaning, Nature, Principles and Need; aims and objectives of guidance & counselling; Difference between guidance and counselling, counselling and psychotherapy; Types of guidance (educational, vocational, personal, health and social); Types of Counselling (Directive, Non-directive and Eclectic); Approaches to counselling—Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers); Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

UNIT-II

Tools and techniques of guidance—Collection of pupil data for guidance; Provisions for Psychological Testing in guidance (Intelligence, achievement, interest, aptitude, adjustment & interpersonal relations, personality) and their uses & limitation; Recording of pupil data—Anecdotal and Cumulative record card; Non-testing techniques (systematic case study, Interview, observation, sociometric devices)—role & methods; Individual and Group Guidance techniques—principles, objectives and procedures

UNIT-III

Organization of guidance service at different levels of education—Essentials of good guidance programme, principles and purpose; Kinds of services—Information services, Placement Service, follow-up service; Methods of reporting the results; Role of major personnel or stakeholders in guidance programme(Role of Parents, Teachers, Head of the institution and school Counsellor); School and Community in guidance programme

UNIT-IV

Psychology of careers & dynamics of vocational developments; job analyses, job description & job satisfaction, work & productivity, Decision making and group counselling; Behavioural counselling for vocational decisions; Educational & occupational information for career choice—Needs, types, Sources, collection & dissemination of information;

UNIT-V

Counselling & inter-professional interaction, Selection & training of counselling, Professional issues in counselling, counselling process—relationships & its characteristics; Parental counselling, Student counselling, Group and Individual Counselling—Need, purpose and techniques, Qualities of counsellor for guidance programme, child guidance clinic—Meaning, types, needs and functions

RECOMMENDED BOOKS:

1. Bengalee, M.D Guidance and Counseling, Bombay, Sheth Publishers, 1984
2. Bhattacharya Guidance in Education, Bombay, Asian Publishing House
1964.
3. Bernard, H.W.& Principles of Guidance, A Basic Test (Indian Education), New
Fullner, D.W Delhi, Allied Publishers Pvt. Ltd, 1987
4. Chandra, R Guidance and Counseling, New Delhi, Kalpaz Publishers,
2002.
5. Crobach, Lee Essentials of Psychological Testing. London, Harper &
Row,1964
6. Crow, L.D. & Crow, A An Introduction to Guidance, New York, American Book,
Co.,
1951
7. David, A Guidance & Counseling, DVS Publishers and Distributors,
Guwahati, 2004
8. Fuster, J.M. Psychological Counseling in India, Bombay, McMillan and
Co.,
Ltd., 1964
9. Gururani, R Guidance & Counseling, DVS Publishers and Distributors,
Guwahati, 2005
10. Gibson, D. Introduction to Counseling and Guidance, Pearson Education,
New Delhi, 2007
11. Jayaswal S. Guidance & Counseling, Lucknow, Prakashan Kendra. 1981
12. Kochhar, S.K Guidance in Indian Education, New Delhi, Sterling Publishers
Pvt.Ltd, 1979
13. Mathewson,
Robert, H Guidance Policy and Practice, New York, Harper and Row,
1962
14. Mishra, R.C Guidance and Counseling (2 Vols) APH, Publishing
Cooperation,
New Delhi-2005
15. Nayak, A.K Guidance & Counseling, APH, Publishing Cooperation, New

- Delhi-1997.
16. PasrishaPrem&
Srek, Thomas C. A Handbook for Developing Guidance Services in Secondary Schools, Baroda, M.S.University, 1964
17. PasrishaPrem,
Guidance and Counseling in Indian Education, New Delhi, NCERT, 1976
18. Safaya, Rai
2002. Guidance and Counseling, Chandigarh, Abhishek Publishers,
19. Swamy R.V.(ed) Guidance Service in Colleges and Universities, Bangalore, Bangalore University and Directorate of Employment and Training, 1971.
20. Sharma, A. Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2006

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 806E	Higher Education	Internal	External	4	100
		30	70		

Learning outcomes

After completion of the course the Students will able to—

- Elaborate the aims and development of higher Education in India.
- State the constitutional provisions, policy perspectives, problems and different issues of higher education in India.
- Outline the instructional system, strategies, teacher competencies and emerging communication information technologies involved in higher education.
- Explain the concept and approaches of cognition, classroom management, motivation and stress management.
- Illustrate the planning, management, structure and organisation of higher education in India.
- Explicate the managerial skills for teachers from different perspectives.
- Describe the curriculum, planning, development, transaction and evaluation.

Unit-1

- Aims of higher Education
- Higher education and development
- The constitutional provision regarding higher education
- The evolving policy perspectives in higher education
- Higher education and problems of contemporary Indian society
- Quality assurance and accreditation in higher education
- Teachers intervention in social change: some issues in higher education

Unit-2

- Instructional system in higher education
- Evolving instructional strategies
- Unit and topic planning in higher education
- Teacher competence in higher education
- Skills associated with the conduct of interaction sessions
- Skills of using communication aids
- Emerging communication and information technologies

Unit-3

- Profiling the Indian college student
- Cognition: concept and approaches
- Understanding institutions: psycho- social perspectives

- Dynamics of classroom management and their implications for practice
- Communication and interpersonal relationships: concepts and implications for classroom management
- Motivation and stress management: basic issues and classroom implications

Unit-4

- Planning and management of higher Education
- Structure and organisation of higher education in India
- Universities in India
- University and its structure
- Evaluation Perspectives in Higher Education
- Evaluation in Higher Education: Mechanics and Processing.

Unit-5

- Managerial skills for teachers: communication, motivation and teamwork in higher education
- Managing classrooms: climate, tasks and learning
- Management of extension, community centred and co-curricular activities
- Curriculum planning
- Curriculum development
- Curriculum transaction
- Curriculum evaluation

RECOMMENDED BOOKS:

1. Azad, J.L (1976) “ State Grants to Collegiate Institutions – A Study of Patterns and procedures”. Journal of Higher Education, 2, (2) Autumn.
2. Azad, J.L (1988) Higher Education in India : The Deepening Financial Crises, New Delhi : Radiant.
3. Annual Report 2002-2003, Department of Elementary Education and Literacy, Department of Secondary and Higher Education, MHRD, Government of India.
4. Ahmed, Shakti R. (1983), Management of Laboratory and science Programme Report of orientation Programme in Educational Planning and Administration, New Delhi : NIEPA, (Mimco)
5. Brown, George and Madeleine Atkins, (1988), Effective Teaching in Higher Education, Methuen : London.
6. Castaldi, Basil, (1997) Educational Facilities: Planning, Modernization, and Management, Boston Allyn and Bacon, Inc.
7. Chauhan, S.S (1997) , Innovations in Teaching Learning Process. New Delhi: Vikas Publishing Pvt. Limited.
8. Chauhan , S.S. (1985), A Textbook of Programmed Instruction. New Delhi: Sterling Publishers Private Ltd.

9. Ellington, H. Percival, Fred and Race, Phil(2003), Handbook of Educational Technology, New Delhi: Kogan Page India Private Limited.
10. Eggenpaul and kauchak Dan (1999) Educational psychology, New Jersey: Prentice Hall.
11. Hamachek Don (1990) Psychology in Teaching, Learning and Growth, Boston: Allyn and Bacon.
12. Institution Building in Education and Research : from Stagnation to self-renewal, New Delhi: All India Management association, pp. 89-104.
13. Kumar, Grija, et.al., (1997) “college Libraries in India: A survey Report”. In Journal of Library and Information Science, (4) pp.I—23.
14. KulandaiSwamy ,V.C, (2003) Higher Education in India: Crisis in Management , New Delhi: Viva Books.
15. KulandaiSwamy ,V.C, (2003) Higher Education in India: Crisis in Management , New Delhi: Viva Books.
16. Kumar ,Grija, et.al.(1979)”College libraries in India: a Survey report” in Journal of Library and Information science(4), pp. 1-23.
17. Malhotra, Nirmal, Administration of the college Library, NIPEA(Mimco).
18. Malhotra, Nirmal, administration of the college Library, NIPEA (Mimco).7218 SOURCES Aspects of institutional Management-III.
19. Mathai, Ravi J. (1977), “Problems of Academic Administration Institution Building: a Layman’s Experience” in RJ. Mathai; U. Pareek and T.V. Rao(eds).
20. Naik ,j.p. (1972) Access, Structures and Quality in Higher Education :Some Suggestions for Reorganization, (Princes Lilavathi Memorial Lecture-2) Prasaraanga: University of Mysore.
21. Naik J.P.(1968) , Educational Planning in India, Bombay: Allied Publishers.
22. Naik , J.P (1970) , “ Union- State Relations in Education : Their Implications for Educational Administration” , Indian Journal of Public Administration, XVI (3).
23. Powar, K.B. (2002) Indian Higher Education . A Conglomerate of Concepts, Facts and Practices, New Delhi: Concept Publishing Co.
24. Powar, K.B. (eds.) (1998), State Funding of Higher Education, New Delhi : Association of Indian Universities.
25. Pareek, Udai (1981), Beyond Management: Essays on the processes of Institution’s building’s, New Delhi: Oxford & IBH.
26. Raza, M.(ed), (1991) Higher Education in India : Retrospect and Prospect, New Delhi: Association of Indian Universities.
27. School of education (2003) ,ES-331: Curriculum Instruction, Block-2 : Instructional System. IGNOU : New Delhi.
28. Sampath, K. panneersewam, A. and Santhanam, S. (1998), Introduction of Educational Technology. New Delhi :Stering Publishers Pvt. Ltd.
29. Singh, Amrik (1995),The Craft of Teaching (ed) , New Delhi: Konark Publishing House.
30. Singh, Amrik (1970), “ The Reconstituted UGC”. Economic and Political Weekly,V (33) , 15 August.
31. Singh, Amrik (1965), Educational Planning in India, Benaras: Allied Publishers.
32. Singh, Amrik and G.D Sharma (1988) Higher Education in India : The Social context (ed.) New Delhi: Konark Publishers.
33. Singh, Amrik and G.D Sharma (1989) Higher Education in India : The Intuitional context (ed.) New Delhi: Konark Publishers.

34. Singh, Amrik (1988) “ Foundation and Role of UGC” in Amrik Singh and G.D sharma (Eds.) Higher Education in India: The Social Context, Delhi : Konark Publishers Pvt. Ltd., 234-51.
35. UNESCO, (1982) , “A Training Module on Institution Building and Institutional Management, Bnagkok; UNESCO Regional Office for Education in Asia and the Pacific (Mimco).
36. World Bank (1994), Higher Education : The Lessons of Experience, Washington DC: The World Bank.
37. Woolfolk, Anita (2001) Educational Psychology, Boston: Allyn and Bacon.
38. Yelon R. and Weinstein (1978) A Teacher’s World, New York: McGraw Hill.

M.A. in Education

3rd Semester

Learning outcomes

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 901C	Value Education	Internal	External	4	100
		30	70		

It is expected that on completion of the course, the students will be able to:

- Explain the nature of human values and their importance in guiding life.
- Recognize the importance of peace, values and human rights in the context of India.
- Develop capacity to act rightly on peace and values in and outside the classroom through various intervention strategies,
- Illustrate different human rights and its constituting bodies
- Describe the concept of peace, peace education, value, and values education,
- Discuss the need of human rights for peace- and values-governed life of individuals.
- Apply the strategies for promoting values among individuals.

COURSE CONTENTS:

UNIT – I:

Concept of Values—meaning, nature and the significance of values; Classification of Values—Social, Professional, Religious, Aesthetic, National and International; Nature, Concept and The Socio-Cultural Context of Value Education—Historical perspective of Value Education; Aims and Objectives of Value Education; Need, Importance and Role of Value Education in the present emerging Indian society; Components of value education

UNIT – II:

Concept of Peace; Meaning, Nature and scope of Peace Education; Aims and objectives of Peace Education; National integration, International Understanding and Peace; Need and Importance of Education for Peace; Characteristics of Peace Loving Persons; Six major media of integrating peace Education in the Curriculum—subject context, subject perspectives, Teaching methods, co-curricular activities, staff development, classroom and school management; Peace through Yoga and Meditation.

UNIT-III:

Constitutional Values, Democratic Values as reflected in the constitution of India, Universal Human values; Characteristics of Values Based Educated person, Concept and Evolution of Human Rights, human Right as reflected in the preamble, fundamental Right and Directive

Principle of the State Policy in India. Roles of National Human Right Commission in India; Human Right as prerequisites for peace Loving and values-Governed Life of Individual

UNIT – IV:

Values through Curriculum—Formal, Informal and Hidden Curriculum; Curriculum Onion: Through Subject Areas, The Lessons Taught, Hidden curriculum and External Factors— school's surroundings, parental background of students and societal priorities; Inculcating of Values through Continuous and Comprehensive Activities—The Classroom, Teaching Methods; Values Education and Subjects—Teaching Values through Core Subjects; Fostering Values through Co-curricular Activities; Integration of Values in the Teaching-Learning Process.

UNIT-V:

Education in Values and Values in Education; The identified Values—Core Universal Values and Specific values; Five Basic Approaches to Values Education: Inculcation, Analysis, Values Clarification, Action Learning and Moral Development—Kohlberg's View; Experiences in Values through Imitation, Indoctrination, Inculcation, and Internalization; Teachers as Values Facilitators; Other Approaches promoting Values among Individuals— Classroom and School Atmosphere Approach(CAA), Direct Pedagogical Input(DPI), Integrated Concurrent Approach(ICA), Total Atmosphere Approach(TAA), Critical Inquiry Approach(CIA); Learning Styles: A Multiple Intelligences Approach

Suggested Books:

1. Central Board of Secondary Education (2003). *Value Education, A Handbook for Teachers*. New Delhi, CBSE
2. Chakrabarty, S.K. (2009). *Values and ethics for Organizations: Theory and Practice*, New Delhi: Oxford University Press.
3. Jed, P. K. (2002). *Educating human rights*. Agra: Bhargava Book House.
4. Jois, R. M. (1997). *Human rights and Indian values*. New Delhi: NCERT.
5. Kar, N. N. (1999). *Value education: A philosophical study*. Ambala Cantt: The Associated publisher.
6. Karlekar, M. (1964). *Education in India*. In Douglas, R. et al. (Eds.), *Education for human Rights: An international perspective*. Paris: UNESCO International Bureau of Education.
7. M.G. Chitakra: *Education and Human Values* (2003). New Delhi: A.P.H. Publishing Corporation.
8. Mahanty, S. B. (1999). *Education for human rights*. *University News*, Vol-37, No. 49, pp. 14– 19.
9. National Council of Educational Research and Training (2003). *Values Education in Indian Schools: Experiences and Strategies of Implementation*. New Delhi, NCERT
10. National Council of Educational Research and Training (2011). *Education for Values in Schools – A Framework*. New Delhi, NCERT
11. Piaget, J. (1932). *The moral judgment of the child*. Chicago: The Free Press.
12. Radhakrishna, S. (1979). *An idealist view of life*. Bombay: Blackie & Son Ltd.

13. Raths, L. E., Harmin, M. & Simon, S. B. (1978). Values and teachings. London: Charles & Merrill.
14. Rokeach, M. (1973). The nature of human values. New York: The Free press.
15. Ruhela, S.P.(2012). Human Values and education, New Delhi: Sterling Publications,
16. Satchidananda, M.K. (2001). Ethics, Education, Indian Unity and Culture, Delhi: Ajantha Publications,
17. Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). Education in values: A source book. New Delhi: NCERT.
18. UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing.
19. United Nations Educational Scientific and Cultural Organization (2001). *Learning the Way of Peace – A Teacher’s Guide to Peace Education*. New Delhi, UNESCO

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 902C	Statistics in Education	Internal	External	4	100
		30	70		

Learning outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the concept of descriptive and inferential statistical techniques in education.
- Outline various measures of central tendency and measures of variability.
- State the nature of normal probability curve.
- Apply the normal probability curve in statistics and research.
- Describe various types of correlation and their uses.
- Calculate various descriptive and inferential statistics.
- Elaborate various method of parametric and non-parametric test.

COURSE CONTENTS

UNIT-I

Meaning of statistics: Statistics as a Tool in Educational Research. Statistical Tables, Frequency Distribution, Graphical Representation of data. Meaning, Advantages and Modes of Graphical Representation of data.

UNIT-II

Measures of Central Tendency. Arithmetic Mean, Median Mode: Calculation, Interpretation and use of measures of Central Tendency. Measures of variability-Meaning of the measures of variability, Range, Quartile Deviation, Average Deviation, Standard Deviation. When and where to use the various Measures of variability.

UNIT-III

Correlation and Regression. Correlation- Meaning and Types. The calculation of the correlation by the product moment method. Linear Regression, The Regression line in Prediction, Partial and Multiple correlation.

UNIT-IV

Normal Distribution: Meaning, Significance. Characteristics of Normal Curve. Computing Percentiles and Percentile Ranks. Standard Errors of Measurement. Measuring Divergence from Normality. Need and importance of Significance of the Difference between Means and other Statistics. Null hypothesis, Level of Confidence, one-tailed and two tailed tests of significance. The significance of the difference between Means, percentages and correlation coefficients.

UNIT-V

Analysis of variance, Non-parametric Tests. When to use Parametric and Non-Parametric test in Education. Median Test, Mann-Whitney 'U' Test, Chi-square Test, Rank-difference correlation.

Recommended Books:

1. Garrett, H.E., Statistics in Psychology and Education, 6th Indian ed.. Vakils, Feffer and Simon, Bombay, 1971.
2. Guilford, J.F., Psychometric Methods, 2nd ed., Tata McGraw-Hill, New Delhi, 1954.
3. Fundamental Statistics in Psychology and Education, 5th International Student ed., McGraw-Hill, New York, 1973.
4. Health, R.W. and N.M. Downie, Basic Statistical Methods 3rd ed. Harper International, New York, 1970
5. Hicks, C.R., Fundamental concepts in the design of Experiments, Holt, Rinehart and Winston, New York, 1964.
6. Lindquist, E.C, Education Measurement, The American Council on Education, Washington DC, 1951.
7. Lindquist, E.F, Statistical Analysis in Educational Research, Indian ed., Oxford and IBH, New Delhi, 1970.
8. McNemar, J., Psychological Theory, McGraw-Hill, New York, 1967.
9. Siegel Sidney, Non-Parametric Statistic for the Behavioural Sciences International student edition, McGraw-Hill, New York, 1956.
10. Tate, M.W., Statistics in Education, McGraw-Hill, New, 1948.
11. Walker, H.M and J. Lev, Statistical inference, Henry Holt, New York 1953.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 904E	Intelligence, Creativity and Education	Internal	External	4	100
		30	70		

N.B: Administration of an Intelligence or Creativity Test on a small sample and submission a report will also be treated as an Internal Exam.

Learning outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the nature, meaning and concept of intelligence.
- Describe the meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
- Outline the stages of intellectual development, creativity development and compatibility between them at various levels of Education.
- Identify creative children and at the same time nurture their creative talent.

COURSE CONTENTS

UNIT-I

Nature of Thinking, The structure of intelligence: An examination of various theories of intelligence, a review of some Intelligence Tests

UNIT-II

Nature and scope of creativity, Creativity process, Creative product, Creative person and Creative situation, Creativity Theory, Relationship between Creativity and Intelligence, Need to foster Creative thinking Process, discovering creative potentialities and teaching for creativity, problem solving and Creativity, a review of some Creativity Tests

UNIT-III

Creative Learning Methodology: Understanding creative learning, learning with joy & developing creativity through games, four pillars of creative learning, Development of creativity, The Environmental and psychological Factors, The role of Teacher in developing creativity in students, Education and Creativity,

UNIT-IV

Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Stress and Creativity , Fostering creativity, Creative management , Brain and the creative act, Artificial Intelligence, Multiple Intelligence, Metacognition, and Emotional Intelligence

UNIT-V

Research in Creativity-in India and Abroad: Review of related research literature, Creativity and Intellectual Property Right, Paradigm shifts & Creativity, Barriers to Creativity and Creative Attitudes, Technique of Creativity.

Recommended Books:

1. Amabile, T. (1990) *Creativity in Context*, New York, Springer Verlag
2. Barron, F. – *Creative Person and Creative Process* : New York : Holt, 1969.
3. Boden, M. – *The Creative Mind*. New York : Basic Books, 1990.
4. Boden, M. (Ed.) – *Dimensions of Creativity*. Cambridge, M.A. : MIT Press, 1994.
5. Brown, R.T. – *Creativity : What are we to measure?* In J.A. Glover, R. Ronuing and C.R. Reynolds (Eds.). *Handbook of creativity*, New York, plenum; 1989.
6. Buch, M.B., (Ed.) – *Fourth Survey of Research in Education*, M.S. University of Baroda, Baroda, 1991.
7. Butcher, H.J., *Human Intelligence: Its natures and assessment*, London: Methuen,1968.
8. Crawford, R.T. – *The Technique of Creative Thinking*, New York, Hawthorne Books, Inc., 1954.
9. Cronbach, L.J., *Essentials of Psychological Testing* (3rd ed.) New York : Harper &Row, 1970.
10. Crow, L.D. and Crow ,A., *Educational Psychology*, New Delhi: Eurasia Publishing House, 1973, p. 160.
11. Csikszentmihalyi, M. (1996) *Creativity: Flow and the Psychology of Discovery and Invention*, New York, HarperCollins.
12. Csikszentmihalyi, M. (2006) ‘A systems perspective on creativity’, in Henry, J. (ed) *Creative Management and Development*, 3rd edn, London, Sage.
13. De Bono, E. (1984) *Lateral Thinking for Management*, Harmondsworth, Penguin.
14. DeCecco, John, P., *The Psychology of Learning and Instruction : Educational Psychology*, Prentice Hall of India Private Limited, New Delhi, pp.453-462, 1970.
15. Deshmukh, M.N. – *Creativity in classrooms*, Vikash Publishing House, New Delhi, 1984.
16. Gardner, H., *Frames of Mind: The theory of multiple intelligence*, New York: Basic Books, 1983.
17. Gowan , J., Khatena, J., & Torrance , E. P. (1981). *Creativity: Its educational implications*. NewYork., NY: Hunt Publishing Company.
18. Guilford, J. (1959) ‘Trends in creativity’, in Anderson, H., (ed) *Creativity and its Cultivation*, New York, Wiley.
19. Guilford, J.P., *the Nature Of Human Intelligence*, New York: McGraw-Hill, 1967.
20. Handy, C. (1997) *Beyond Certainty*, London, Arrow.
21. Henry, J. (1994) ‘The nature and development of creativity’, *Co-Design*,
22. Henry, J. (2001) *Creativity and Perception in Management*, London, Sage.
23. Hurlock, E.B. – *Child Development*, Third Ed, New York, McGraw Hill, 1967.
24. Kirton, M. (2003) *Adaption-Innovation in the Context of Diversity and Change*, Hove, Routledge.
25. Kirton, M. J. (1989) *Adaptors and Innovators: Styles of Creativity and Problem-Solving*, London, Routledge, also 2nd edn, 1994.
26. Passi, B.K. –*Creativity in Education*, Agra : National Psychological Corporation, 1982.
27. Piaget, J., *The Origins of Intelligence in Children*, New York: International Universities Press, 1952.
28. Simon, H. (1988) ‘Understanding creativity and creative management’, in Kuhn. R. *Handbook for Creative and Innovative Managers*, New York, McGraw-Hill.

29. Sternberg, R.J., Beyond I.Q.: A triarchic theory of human intelligence, London: Cambridge University press, 1985, p.45.
30. Torrance, E.P. – ‘Encouraging Creativity in the Classroom’. DubuquaLowa WM, C. Brown, 1970.
31. Torrance, E.P. (1974) Torrance Tests of Creative Thinking: Norms – Technical Manual, Lexington, MA, Ginn.
32. Wechsler, D., Wechsler Scale Of Intelligence, (WAIS, WISE), New York: Psychological Corporation, 1939.
33. Wolfe, D.(Ed.), The Discovery of Talent, Cambridge (Mass.): Harvard university Press,1969.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 905E	Teacher Education	Internal	External	4	100
		30	70		

Learning outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the meaning, Scope, objective of teacher education and its development in India
- Elaborate different agencies of teacher education in India and their role and functions.
- Discuss about the important research findings in teacher education.
- State various teaching skills, competencies and methods
- Describe various Professional organizations for various levels of teachers and their role
- Discuss teaching as a profession.

Course Contents

Unit 1:

Teacher Education—Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education; Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.

Unit 2:

Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education—Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit 3:

Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Unit 4:

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 5:

Professional organizations for various levels of teachers and their role; performance appraisal of teachers, faculty improvement programme for teacher education, Areas of research, Teaching effectiveness, Criteria of admission, Modification of teacher behaviour, School effectiveness

Recommended Books:

1. UNESCO (2006): Teachers and Educational Quality: UNESCO Institute for Statistics Montreal.
2. NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
3. NCERT (2005) : National Curriculum Framework.
4. NCERT (2006) : Teacher Education for Curriculum renewal.
5. NCTE (1998) : Perspectives in Teacher Education.
6. The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
7. Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
8. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
9. Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
10. NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
11. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
12. Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
13. Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
14. Joyce, B. and Weil, M. (2003). Models of Teaching (7th Ed.) Boston: Allyn and Bacon.
15. Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.

16. Schon, D. (1987). *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Profession*. New York, Basic Books.
17. Day, C. and J. Sachs, J. (Ed.) (2004). *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
18. Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
19. Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
20. Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books. CBCS Curriculum M.A. /M.Sc. (Education) Dept. of Education, University of Klayani 27
21. Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
22. Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society (5th ed.)*. New Delhi: Vikas Publishing House.
23. Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
24. Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
25. Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 906E	Curriculum Studies	Internal	External	4	100
		30	70		

Learning outcomes

It is expected that on completion of the course, the students will be able to:

- Describe various Approaches to curriculum and curriculum design.
- State Principles of curriculum development and implementation.
- Discuss the Principles of curriculum evaluation.
- Identify Nation and international curriculum concerns.

COURSE CONTENTS

Unit 1:

Concept and Principles of Curriculum, 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), Benchmarking and Role of National level Statutory Bodies—UGC, NCTE and University in Curriculum Development.

Unit 2:

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, C I P P Model (Context, Input, Process, Product Model)

Unit 3:

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, Stake's Model, Scriven's Model, Kirkpatrick's Model.

Unit 4:

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

Unit 5:

Curriculum research in India, Australia and USA

Modes of curriculum evaluation – formative, summative, interpretation of evaluation result.

Recommended Books

1. Aggarawal, J. CI Curriculum Reform in India: Delhi, Doaba,1990
2. Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
3. Das, R.C Curriculum and Evaluation, New Delhi, NCERT, 1987.
4. Dell Ronald C. Curriculum Improvement: Decision Making & Process, (6" edition)
5. Diamond, Robert M. Education A London, Allyn& Bacon, Inc, 1986. Designing & Improving Courses & Curricula in Higher. Systematic Approach, California, Jossey Bass inc. publishers, 1989.
6. English, F.W. Deciding what to Teach and Test, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
7. Erickson, H.L Stage Concept based Curriculum and Instruction, CA, Corwin Press, Publications, Thousand Oaks,2000.
8. Flinders D. J (Ed) 1977 The Curriculum Studies, New Delhi, Altalantic Pubulishers,.
9. Mamidi, Malla Reddey & Ravishankar (eds) Delhi, Curriculum Development & Deucational Technology, New Sterling Publishers, 1984.
10. NCERT Curriculum & Evaluation, New Delhi, NCERT 1984
11. NCERT National Curriculum for Elementary & Secondary Education, Frame Work, New Delhi, NCERT, 1988
12. Saylor J. Galen, William (4thedition), Curriculum planning for Better Teachnig& Learning Alexander & Arthur J. Lewis New York, Holt Rinehart & Winstone, 1980.
13. Trum j. Lyod. Prentice Secondary school Curriculum Improvement, New York, Hall, 1967.
14. Tyler, Ralp. W. Curriculum Development: Theory and practice, New York, Harcourt Brace, Jovenovichtcn., 1962
15. Tyler, Ralp. W Basic principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
16. UNESCO Curricula and Lifelong Education, Paris, UNESCO. 1981
17. Wheeler D.K. 1967. Curriculum Process, London, University of London Press,
- 18.P.V.V. Satyanarayana Curriculum Development and Management.
- 19.R.P. Vashisht. Curriculum Development
20. P.P.Ghosh. Effective Curriculum Construction
- 21.Dr.T.Mrunalini. Curriculum Developments 3
- 22.N.B. Biswas. Curriculum Studies
- 23.David Scott. Curriculum Studies: Major Themes in Education
- 24.Denis Lawton. Theory and Practice of Curriculum Studies Curriculum
- 25.Murry Print. Development and Design
- 26.G.Glenys. Response Curriculum Development
- 27.Collin Richards. Curriculum Studies

M.A in Education

4th Semester

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 1001C	History, Politics and Economics of Education	30	70	4	100

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the nature of developmental History of education.
- Analyse the status of education in the different Commissions and Committees.
- Describe Economical perspective of Education.
- State the relationship between politics and Education.
- Tell the features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- Discuss about the government initiatives to make education accessible for every citizen of the nation.

COURSE CONTENT

UNIT -1

A synoptic and critical review of the landmarks in educational development in pre-independence era in India; the educational clause of 1813,-Macaulay's Minute – Wood's Despatch – Hunter's commission- National Education Movement- Calcutta University-Sargent Report.

UNIT-2

Committees and Commissions' Contribution to Teacher Education; Secondary Education Commission (1953), Kothari Commission (1964-66), National Policy of Education (1986,1992),National Education Policy 2020, National Commission on Teachers (1999), Delors Commissions(1996), National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), RTE Act. 2009.

UNIT-3

Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact

assessment and subsequent policy cycles. Sarva Shiksha Abhiyan(SSA), Rastriya Madhyamik Shiksha Abhiyan(RMSA), Rastriya Ucctara Shiksha Abhiyan(RUSA), Educational schemes for ST, SC, and other Marginalized group.

UNIT-4

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signalling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

UNIT-5

Relationship Between Politics and Education, Perspectives of Politics of Education— Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization.

Recommended Books:

1. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
2. Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London
3. Dhankar, N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
4. Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
5. Hough J.R. (1990): Education, Policy-An International Survey. Croom Helm, London.
6. Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Kabir, H. (1959) Education in New India. London: Allen &Unwin Ltd.
8. Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
9. Mehta D. D. (2009). Education in Emerging Indian Education, Ludhiyana: Tondan Publications, Books Market.
10. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
11. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.
12. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay:MacMillan and Co. Ltd.
13. Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
14. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
15. Sharma,S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
16. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
17. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
18. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Developmen

19. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
20. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
21. MHRD, (1992), Programme of action. Govt. of India, New Delhi.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
EDCN 1002C	Thought of Great Educators	Internal	External	4	100
		30	70		

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Describe educational thoughts of Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Spencer.
- Apply the educational thoughts of Vidyasagar, Vivekananda, Gandhiji, Tagore, Aurobindo, Radhakrishnan, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Spencer.

UNIT-1

- Swami Vivekananda.
- Gandhiji.

UNIT-2

- Rabindranath Tagore.
- Sri Aurobindo.

UNIT-3

- Vidyasagar.
- Sarvarpalli Radhakrishnan

UNIT-4

- Jean Jacques Rousseau.
- Pestalozzi.
- Friedrich August Froebel.

UNIT-5

- Maria Montessori.
- John Dewey.
- Herbert Spencer.
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Recommended books:

1. Educational Idea of the Great in India--S.P. Chaube and A. Chaube.
2. Ideas of the Great Western Education-- S.P. Chaube and A. Chaube.
3. Thinkers on Education—EDUTRACK series.

4. Educational Thinkers—V.R. Taneja and S. Teneja.
5. Fifty major Thinkers on Education – Joy A Palmer, LioraBresler& David Coopar.
6. Fifty major Thinkers on Education – LioraBresler, David Coopar&J.A. Palmer.
7. Educational Thinkers of India—Shehzad Ahmed.
8. Great Ideas in Educariion—Rozer Miller.
9. Appadorai, A.1987.*Indian political Thinking in the 20th Century*, New Delhi: South Asian Publishers.
10. Mehta, V.R. 1996. *Indian Political Thought*. New Delhi; Manohar.
11. Mehta, V.R. and T.Panthan, T.2006. *Political Ideas in Modern India; Thematic Explorations*. New Delhi: Sage Publications.
12. Lohia, R. 1976. Marx, *Gandhi and Socialism*. Hyderabad: Educational Trust.
13. Bhikhu, P. 1995. *Gandhis political Philosophy*. New Delhi: Ajanta International.
14. Locke, J.1989. *Two Treaties of Government*. London: Everyman Publication.
15. Froebel, friedrich.2012.*The Education of Man*. North Chelmsford, US: Courier Corporation.
16. Dewey, John.2004. *Democracy and Education*. Massachusetts, US: Courier Corporation.
17. Dewey, John.2007 *Experience and Education*. New York, US: Simon and Schuster.
18. Montessori, Maria.2012.*The Montessori Method*. Massachusetts, US: Courier Corporation.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 1004E	Open, Distance and Online Education	Internal	External	4	100
		30	70		

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the Concept, Features, Objectives and Scope of Distance, Online and open Education.
- Analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
- Identify the issues related to Planning, Management, Promotion and Coordination of Distance Education.
- Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
- Describe the process of Designing and Development of Self-Learning Print Material.
- Analyze the qualities of various media used in education and their relative merits and demerits
- Classify New Technologies in the Preparation of Print Material for Distance Learners.
- Discuss the mechanism for Learner Support Services in Distance Education.
- State the Role of Different forms of Communication Media in Distance Education.

UNIT-1

Concept of Distance Education: Meaning, Characteristics and significance of distance education, Present status of distance education, Meaning of open learning, characteristics and differences between open and distance learning, Policy perspectives on open and distance learning

UNIT- 2

Technical and vocational programs in distance education, Communication issues and role of ICT in distance education, Multimedia approach in distance education, Uses of satellite technology and internet for distance education.

UNIT- 3

Intervention strategies in distance education; Distance education and rural development, Designing and preparing SLM- their roles and types, Self support service, Role of DEB, IGNOU, NIOS, and their prominent institution for ODL

UNIT- 4

Concept and need of evaluation in distance education, differences between evaluation in traditional learning and distance learning, Comprehensive and continuous evaluation in

distance learning, Techniques of evaluation in distance education, Problems of evaluation in online and distance education and their remedies

UNIT- 5

Quality assurance and cost effectiveness—Meaning and concept of quality assurance in distance education, Role of Distance Education Council in maintaining quality assurance in distance education, Cost effectiveness in distance education; measures and importance, IQAC

Recommended books:

1. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
2. Criscito Pat; (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
3. Daniel, J. S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
4. Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
5. Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
6. Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
7. Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
8. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
9. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
10. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
11. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
12. Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan Page.
13. Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 1005E	Comparative Education	Internal	External	4	100
		30	70		

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Enumerate the concept, significance and scope of Comparative Education.
- Describe the various approaches to study of comparative education; and also factors affecting development of education.
- Compare the concept, practice teaching and evaluation system of teacher education on focused countries.
- Identify the recent trends and best practices in education such as distance and open learning, vocational education and educational administration.
- Reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education.
- Outline the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

UNIT-1

Conceptual framework of Comparative Education

Concept, significance and scope of comparative education; Factors affecting development of Comparative education; Determinants of National system.

UNIT- 2

Perspectives in comparative Education

Comparative education as a academic discipline and applied discipline of Education; Approaches to study Comparative Education: Historical, philosophical, sociological, analytical, synthetically, statistical and descriptive views

UNIT- 3

Structure of Educational system

A comparative study of Education system of following countries with special reference to primary, secondary and higher Education

- i) USA
- ii) UK
- iii) India
- iv) China

UNIT- 4

Contemporary trends in world Education scenario

Role and programs of Educational activities of UNO, SAARC, UNESCO, UNICEF in the member countries.

UNIT- 5

Types of Education across nation

Vocational, Technical, Formal, Adult and Teacher Education in USA, India, UK, Norway, Australia

Recommended books :

1. Bereday, G.Z.F. (1967) : Comparative Methods in Education. New York: Oxford University Press.
2. Chaube, Sarayu Prasad (2005) : Comparative Education: a study of some contemporary national system(s) of U.S.A., U.S.S.R., Great Britain, Japan and Turkey. Agra : Ram Prasad,
3. Chaube&Chaube, (2006); Comparative Education, Vikash Publishing House, New Delhi.
4. Dutta, B.S.V. (2004) : Comparative Education: A Comparative Study of Educational Systems. Guwahati: DVS Publishers & Distributors.
5. Halls, W.D. (1990) : Comparative Education: Contemporary Issues and trends. Paris: UNESCO.
6. John, Philip H. (1971) : Comparative Education, Purpose and Methods. Australia: University of Greenland Press.
7. Kaushik, V.K. (2006) : Comparative Education, New Delhi: Anmol Publication.
8. Nicholas A. Hans (1958) : Comparative Education: A study of educational factors and traditions. London: Routledge&Kegan Paul.
9. Pawar, N.G. (2004) : Development of Education System in India. Guwahati: Eastern Book House.
10. Rao, V.K. (2004) : Comparative Education. The Methods of Analysis and Enquiry. Guwahati: DVS, Publishers and Distributors
11. Rao, V.K. & Reddy, R.S. (1997): Comparative Education. New Delhi: Commonwealth Publishers.
12. Robert, F., Arnove, Carlos, A. & Torres (2007) : Comparative Education: The dialectic of the global and the local.
13. Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.
14. Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.
15. Sharma, Y.K. (2008); Comparative Education: A Comparative Study of Educational System, Kanishka Publications, and New Delhi.
16. Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 1006E	Education for Empowerment of Women	Internal	External	4	100
		30	70		

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Explain the expected roles (Political, Social and Economic) of India women in developing countries including India.
- Enumerate the types of modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
- Describe the concept of women as change agents for the transformation of third world countries as studied by the World Bank and other world Organization ILD.

UNIT- 1

Concept of women Empowerment, Women's Empowerment in Today's World, Global Gender Gapes, Women's Rights, Women's Movement.

UNIT-2

Health conditions. Sex Ratio. Family Planning and welfare, Education Literacy & Gender Bias, Worked related issue Existing Prejudication, Sex related Violence, Gender Discrimination.

UNIT- 3

Political Participation, Lack of Women's Representation, Economic Conditions Prostitution, Social Conditions divorce, rape, domestic violence.

UNIT-4

Approaches to Women's Education, Education for achievement quality of life, Equality of opportunity and equality.

UNIT-5

Women in developing countries with special reference to India, Women in national Development, Women in Decision Making.

Recommended books:

1. Agarwal, S.P. (2501) : Women's Education in India. Guwahati: Eastern Book House.
2. Arya, Sadhna (1999) : Women, Gender Equality and the State. New Delhi: Deep & Deep Publicatins.

3. Dutt, Suresh (2500) : Women and Education. New Delhi: Anmol Publications.
4. Jayapalan, N.(2502) : Women and Human Rights. Guwahati: DVS Publishers.
5. Joshi, S.T. (2503) : Women and Development: The Changing Scenario. Guwahati: Nivedita Book Distributor.
6. Kuma, Hajira and Varghese, J.(2505) : Women's Empowerment: Issues, Challenges and Strategies .Regency.
7. Menon, Latika (1998) : Women Empowerment and Challenges of Change. New Delhi: Kanishka Publishers.
8. Mukherjee, Debashree (2508) : Women Education and Empowerment: A Global Perspective. ICFAI Publication.
9. Narasimhan, Sakuntala (1999) : Empowering Women. New Delhi: Sage Publications.
10. Raju, M.L. (2507) : Women Empowerment: Challenges and Strategies. New Delhi: Deep & Deep Publications.
11. Ranganathan, Sarala (1998) : Women and Social Order: A Profile of Major Indicators and Determinants. New Delhi: Kanishka Publishers.

Course code	Name of the course	Marks Distribution		Total Credit	Marks
		Internal	External		
EDCN 1003C	Dissertation II (report writing and viva voce).	60	140	8	200

Learning Outcomes

It is expected that on completion of the course, the students will be able to:

- Do qualitative and quantitative research
- Apply different statistical techniques as per the requirements of the study
- Outline various Testing of hypotheses
- Describe educational significance of the study
- Elaborate the conception about different sampling techniques and their use.
- Discuss about writing of research report.