

FIRST SEMESTER

Course Code: M.A-Ed-110

Max. Marks: 100

Course Code: Philosophical Foundations of Education-I

Internal: 40

Duration of Exam: 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the student to understand the philosophical origins of educational theories and practices.

CO2. To enable the student to develop a philosophical outlook towards educational problems.

CO3. To help the student to understand the contribution of the important philosophical school to the theory and practice of education.

CO4. To help the student to understand the contribution of the great thinkers to the theory and practice of education.

CO5. To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.

COURSE OUTLINE

Unit I: Philosophy of Education

10 hrs

- Meaning and Scope of Philosophy
- Meaning and Scope of Education
- Relationship of Education & Philosophy
- Functions of Philosophy of Education: Speculative, Normative & Critical

Unit II: Fundamental Educational and Philosophical Issues

10 hrs

- Epistemology and Education
- Metaphysics and Education
- Axiology and Education
- Ontology and Education

Unit III: Western Schools of Philosophy

10 hrs

- Idealism
- Naturalism
- Pragmatism
- Existentialism
 - a) With special reference to Concepts of Knowledge, Reality and Values,
 - b) Their educational implications for Aims, Content, Methods of teaching and Role of

Teacher.)

Unit IV Indian Schools of Philosophy

10 hrs

- Vedic School
- Buddhism
- Jainism
- Islamic Traditions
 - a) With special reference to concepts of knowledge, Reality and Values,
 - b) Their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

Unit V Educational Thoughts in India:

10 hrs

- R.N.Tagore
- Swami Vivekananda
- Aurobindo Ghosh
- Mahatma Gandhi

Books Recommended

- Encyclopedia of Educational thinkers
- Mukharjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Nazareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: SuryaPublication.
- Inder Dev Singh, Theory and Principles of Education
- Brubacher, John S. (1962). *Modern Philosophies of Education*. Tokyo: McGraw-Hill Book Company, Inc.
- Butler, J. Donald (1968). *Four philosophies and their practice in education and religion*. New York & London: Harper and Row.
- Dupuis, A. M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press (India) Ltd.
- Durant, W. (1961) *The Story of Philosophy*, New York: Simon and Schuster
- Hocking, W. E. (1959). *Types of Philosophy*. New York: Charles Scribner's Sons.
- Howrad, T. (1980) *Philosophy, An Introduction*, Buffalo, NY: Prometheus Books.

Course Code: M.A-Ed-111

Max. Marks: 100

Course Title: Psychological Foundations of Education-I

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology.

CO2. To develop understanding about different aspects of human development from infancy to adolescence.

CO3. To develop understanding about the concept of learning in terms of its concept and theories.

CO4. To develop understanding about the concept of personality in terms of its concept and theories. CO5. To develop an appropriate understanding about Intelligence and motivation in terms of its concept and theories.

COURSE OUTLINE

Unit I: Education and Psychology 10 hrs

- Concept of Education and Psychology
- Relationship of Education and Psychology
- Concept and functions of Educational Psychology
- Need and Scope of Educational Psychology

Unit II: Human Growth and Development 10 hrs

- Meaning and Principles of Growth and Development
- Stages of Growth and Development with reference to:
- Infancy
- Childhood
- Adolescence
- Characteristic features of Physical, Social, Emotional and Intellectual Development of all the above three stages with their Educational implications.

Unit III: Learning and its Theories 10 hrs

- Meaning and Concept of Learning
- Classical Conditioning: elements and principles
- Operant Conditioning : Types and schedules of reinforcement
- Cognitive Theories of Learning

Unit IV: Contemporary Schools of Psychology 10 hrs

- Functionalism: Contribution of Watson and McDougall
- Gestalt Psychology: Contribution of Koffka and Kholer
- Behaviorism: Contribution of Watson and McDougall
- Psychoanalysis’: Contribution of Sigmund Freud and Criticism of Psychoanalysis

Unit V: Motivation 10 hrs

- Meaning and Concept of Motivation
- Need, Drives and Motives (Meaning and Types)
- Approaches of Motivation: Instinct, Drive Reduction and Incentive Approach

- Maslow's Theory of Motivation
- Hull's Hypothetical- Deductive Theory of Motivation

Books Recommended

1. Aggarwal, J.C. (2006). Psychology of Learning and Development. New Delhi: Shipra Publications.
2. Anastasi, A. and Susana U. (2010). Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.
3. Barry and Johnson (1964) Classroom Group Behaviour. New York: Macmillan.
4. Bhatnagar, Suresh & Saxena, A. (2001) Advanced Educational Psychology, Surya Publications, Meerut.
5. Bigge, M.C. and Row (1971). Learning Theories for Teachers (2nd Ed.). New York: Harper Collins.
6. Bower, G.H. and Hilgard, E.R. (1981). Theories of Learning. New Jersey: Prentice Hall Inc. Englewood Clif
9. Gray, C., and MacBlain, S. (2012). Learning theories in childhood. Sage.
10. Hergenhann, R.B., & Olson, H.M. (1997). An Introduction to Theories of Learning (5th ed.). Prentice Hall.
11. Hilgard, E.R. (1975) Theories of Learning, and Bower, G.H. Englewood Cliff, New Jersey,
12. Kakkar, S.B. Educational Psychology, Prentice-Hall of India, 1993
13. Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting. New Delhi: Sage.
14. McLaughlin, C., and Holliday, C. (2013). Therapy with children and young people: Integrating counseling in schools and other settings. Sage.
15. Myers, G.D. (1996). Exploring Psychology (3rd ed.). Worth Publishers.
16. O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage

17. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
18. . Skinner, C.E. (2003). Educational Psychology, Fourth Edition Prentice Hall of India Pvt. Ltd.
19. Tomar, Monika and Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
20. Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.
21. Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.
22. Brennan, J.F. (2003), history and Systems of Psychology. 6/e. New Delhi:; Pearson Education
23. Smith, N.W. (2001), Current System in Psychology

Course Code:M.A-Ed-112

Max. Marks: 100

Course Title: Sociological Foundations of Education-I

Internal: 40

Duration of Exam.3hrs

External: 60

Credit:04

COURSEOUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1.To understand the major concepts of sociology, education and their relationship.

CO2. To develop a thorough understanding of various Approaches of sociology.

CO3. To understand various social institutions and their educative functions.

CO4. To enable the student understand the concept of social Movement and theories.

CO5.Tomake the students understand the contributions of various Indian thinkers to the Development of Educational thoughts for social change

COURSEOUTLINE

Unit I: Education and Sociology 10hrs

- Concept of Education and Sociology
- Educational Sociology and Sociology of Education
- Relationship between Sociology and Education
- Functions of Family, School and Society

Unit II: Approaches to Sociology of Education

10hrs

- **Symbolic Interactionism**
- Structural Functionalism
- Conflict Theory with reference to G. H. Mead, E. Durkheim, and Karl Marx

Unit III: Social Institutions and their Functions 10hrs

- Family
- School
- Society

Unit IV: Social Movement

10 hrs

- Concept and types of Social Movements.
- Political Process Theory
- RM theory & RD theory
- New Social Movement Theory

Unit V: Contribution of thinkers to the Development of Educational thoughts for social change

- Swami Vivekananda

10hrs

- Rabindranath Tagore
- Mahatma Gandhi, Aurobindo
- Paulo Friere, Ivan Illich
- Michal Apple

Books Recommended:

1. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
2. Bhavinds, P.V. & Sabu, S. (2014). Sociological Perspectives on Education. New Delhi: APH Publishing Corporation.
3. Brown, Francis J. (1954). Educational Sociology, New York: Prentice Hall of India.
4. Chaudhury, S. K. (Ed.).(2014). Sociology of environment. New Delhi: Sage
5. Cook and Cook (1980). Sociological Approach to Education, London: McGraw Hill
6. Dewey, John (1966). Democracy and Education, New York: The Freeman's Press.
7. Durkheim B. Study of Education, (London: Rutledge and Kegan Paul 1966).
8. Govinda, R. (Ed.): Who Goes to School?: Exploring Exclusion in Indian Education, New Delhi: Oxford.
9. Harlambos, M.: Sociology Themes and Perceptives OUP, New Delhi
10. Kaur, Kirandeep and Singh Lakhwinder (2011) Philosophical and Sociological Foundations of Education (Punjabi). Faridkot: Jashan Publications.
11. Kumar, Vijay (2003). Sociological Foundations of Education. New Delhi: Sanjay Prakashan.
12. MacIver, R.M. and Page, Thomas (1948). Society, New York: Rinehart & Co. Inc.
13. Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
14. Nandra, I.S. (2010). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.

15. Ottoway, A.K.C. (1962). Education and Society, London: Routledge Kegan Paul.
16. Panday, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publication.
17. Russel, Bertrand (1969). Education and Social Order, London: Unwin.
18. Sachdeva, Surjit Singh (2014). Philosophical and Sociological Foundations of Education (Pbi.). Patiala: Twenty First Century Publications.
19. Sodhi, T.S. & Suri, A. (2003). Philosophical & Sociological Foundations of Education, Bawa Publishers, Patiala.
20. M.S. Bhat, Educational Sociology (2013) APH Publications, New D

Course Code: M.A-Ed-113

Max. Marks: 100

Course Title: Development of Education System in India

Internal: 40

Duration of Exam: 03:00hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the pre-independent India.

CO2: To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the post-independent India.

CO3: It will also help them to know and explain the various issues and trends of education in India.

CO4: To enable the learners to understand the philosophy of open and distance learning system in India.

CO5: The course will enable the student teachers to develop understanding of the education as a subsystem of society.

COURSE OUTLINE

Unit I: Historical Perspectives of Education in India before Independence 10 hrs

- Macaulay's Minute: it has relevance with NEP-2020
- Wood's Dispatch (Recommendations and Historical event leading to dispatch)
- Sargent committee (Major proposal of the committee, suggestions of the commission on Elementary, Secondary and Higher education)
- Sadler Commission (Recommendations on Secondary and University Education)

Unit II: Historical Perspectives of Education in India after Independence 10 hrs

- University Education Commission -1948-49 (background and appointment of the commission and its Recommendations on Higher education)
- Secondary Education Commission -1952-53 (Report of the commission on the aims of re-organization and Curriculum Construction of secondary education)
- Indian Education Commission – 1964-66 (Appointment of the Commission and its major recommendations)
- National Policy on Education-1986 (Major recommendations)
- NEP-2020

Unit III: Expansion in Indian Education 10 hrs

- Education for all: UEE provisions, crisis, challenges and remedies
- Education for all: RMSA and SAMAGRA, provisions, crisis, challenges and remedies
- Higher education in India: Access, equity and quality
- RUSA: Recommendations, issues, concept of autonomy and accountability in higher education

Unit IV: Equalization of Education 10 hrs

- Equalization of educational opportunities: Inclusion of girls (gender issues), disadvantaged, marginalized and minorities
- Constitutional provisions for education and directive principles related to the upliftment of women, disadvantaged, marginalized and minorities
- Right to education as fundamental right (RTE-2009)
- Salient features and Provisions of J&K Education Act (2002)

Unit V: Open, Online and Distance Learning 10 hrs

- Meaning, need and importance of distance, Open and Online education
- Objectives of distance Open and Online education; Problems and remedial measures of distance education.
- Relevance of distance Open and Online education in the present system of education in India
- Role of Distance Education Bureau (DEB) in maintaining the standard and quality of distance education in India

Recommended Books:

- Altekar, A.S. (1944). Education - In Ancient India. Benaras: Nand Kishore& Bros.
- Blackwell, Fritz (2004). India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1-57607-348-3.
- Chauhan, C. (1990). Higher Education -In India New Delhi: Ashish Publishing House.
- Dash, M. (2000), Education in India: Problems and Perspectives, Delhi: Eastern Book Corporation.
- Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India. History Compass, (March 2009),
- Aggarwal, A. K. (2005). Development of Education System in India. Anmol Publication Pvt. Ltd.
- Altekar, A.S. (1943). Education in Ancient India, New Delhi, Motilal Banarsidass.

- MHRD, (December 2010) The Newsletter on Higher Education available at www.education.nic.in
- Saini, S .K. (1993). Development of Education System in India. Cosmo publishers New Delhi
- Walia, J.S. (2003). Development of Education System in India. Paul publishers.
- Hosh, D.K. (1983). University System in India. Jabalpur: Rahul Publications.
- Ghosh S. C. (2007). History of Education in India, New Delhi: Eastern Book Corporation.
- Govt. of India: Programme of Action – National Policy on Education (1986). Ministry of Human Resource Development, New Delhi.

Course Code: M.A-Ed-114

Max. Marks: 100

Course Title: Early Childhood Care and Education

Internal: 40

**Duration of Exam 03:00 hrs
04**

External:60 Credit:

COURSE OUTCOMES

CO1: To enable the students to develop an understanding about early childhood care and education (ECCE) in terms of its concept, importance and the methods.

CO2:It will acquaint them with the different aspects of early childhood growth and development along with their educational implications.

CO3:The students may also get familiar with the works and contributions of important educational thinkers and psychologists in ECCE.

CO4:The course will enable the learners to achieve a comprehensive coverage and understanding of recommendations and programmes of various agencies working in the field of early childhood care and education.

CO5: It will further help them to compare various ECCE programmes being run in India, Australia, U.K. & China

Unit I: Concept and Methods of Early Childhood Care and Education (ECCE) 10 hrs

- Concept of Early Childhood Care and Education (ECCE)
- Objectives of ECCE
- Need for and Importance of ECCE
- Methods employed for child study: Observation, Case Study, Cross-sectional & Longitudinal Methods

**Unit II: Origin and Development of Early Childhood Care and Education (ECCE)
10 hrs**

- Early Childhood Education Movement in India: Pre-Independence & Post Independence Initiatives
- Emergence of Early Childhood Care and Education in UK
- Development of Early Childhood Care and Education in USA
- Development of ECCE Programmes in China

Unit III: Growth and Development in Early Childhood 10 hrs

- Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development
- Principles of Growth and Development
- Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language and Socio-emotional development.
- Educational Implications of various aspects of Early Childhood Development.

Unit IV: Contribution of Educational Thinkers Towards ECCE 10 hrs

- Pestalozzi

- Froebel
- Montessori
- Dewey

Unit V: Recommendations, Programmes and Agencies 10 hrs

- Recommendations of NPE (1986), NCF (2005) and NCPCR (2007)
- ECCE Programme in India with special reference to ICDS
- Agencies of Pre-school Management: Indian Council for Child Welfare, Social Welfare Boards and NGOs

Books Recommended:

- Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association
and Ohio Psychiatric Association.
- Bloom, B.S. (1964). Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc.
- Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
- Gilbert, A.R. (1976). Early Childhood Education. An International Perspective, New York: Academic Press.
- Gupta, M. S. (2009). Early Childhood Care and Education. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.

- Ganai M.Y, and Bhat M.S, (2012) Early Child Care and Education, Dilpreet publishers, New Delhi.

Course Code: M.A-Ed-115

Max. Marks: 100

Course Title: Value Education

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1.To develop the understanding of Concept, Need and Importance of Value Education

CO2. To Know the Recommendations of various committees/commissions regarding value education.

CO3. To understand various parameters of religious and moral education

CO4. To understand the process of moral development with reference to thinkers

CO5. To make the students familiar with the various Contemporary issues relating to Educational system.

COURSE OUTLINE

Unit I: Value Education 10hrs

- Concept, Need and Importance of Value Education;
- Education for Human Rights.
- Recommendations of the following committees/commissions:
- Indian Education Commission (1964-66)
- NPE (1986)
- NEP (2020)

Unit II: Nature and Concept of Morality and Moral Education 10 hrs

- Concept of Moral Education and Religious Education;
- Moral Education vis-à-vis Religious Education; Moral Instructions, Moral Training and Moral Indoctrination.
- Language of Moral Education: its form and context, characteristics of a morally educated person.
- Perspectives in Morality;

Unit III: Moral Development of the Child 10hrs

- Concept of Development and Moral Development
- Cognitive Developmental Approach:
 - J. Piaget
 - Kohlberg,
 - Karl Gilligan

Unit IV: Contemporary Issues: I 10 hrs

- Value Crises
- Character and moral turpitude
- Cultural Conflict

Unit V: Contemporary Issues: II 10 hrs

- Corruption, drug addiction
- Nepotism and Exploitation
- Human Trafficking

Books Recommended:

- Philosophical Inquiry with Children. Vol8. No 2. Centro De Filosofia Para Ninos. Spain. Pope John Paul II, The Splendor of Truth (1993).
- Power, F. C., Higgins, A., & Kohlberg, L. (1989). Lawrence Kohlberg's Approach to Moral Education. New York: Columbia University Press.
- Reinhold Niebuhr, Moral Man and Immoral Society (1932).
- Stanley Hauerwas, The Peaceable Kingdom: A Primer in Christian Ethics (1983);
- Straughan, R. (1992) Can we teach children to be good? Basic Issues in Moral, Personal and Social Education, Milton Keynes: Open University Press
- The Responsible Self (1963); Richard Rubenstein,
- Wilson E.K. (ed.) (1961) Moral Education: A Study in the Theory and Application of the Sociology of Education, by Emile Durkheim, London: Collier Macmillan
- Wilson, J., Williams, N. & Sugarman, B. (1967) Introduction to Moral Education, Harmondsworth: Penguin.
- Wynne, E. A., & Ryan, K. (1993). Reclaiming our schools. New York: Merrill.
- Zins, J. E., Weissberg, R. P., & Wang, M. C. (2004). Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press.
- Allport, G.W. Vernon & Lindzey, Manual of Study of Values; Boston: Houghton Mifflin. 1960.
- Chitkara, M.G. (2003), Education and Human Values. APH Publishing House New Delhi.
- Gawadne, E.N. (2002), Value Oriented Education: Vision for Better Living, Sarup & Sons, New Delhi.
- Mukherji, R.K. (1964), the Dimensions of Values, Allen and Unwin.
- Chilana M.R. (1998), Value Orientation of Education, Chandigarh Youth De.

Course Code: M.A-Ed-116

Max. Marks: 100

Course Title: Inclusive Education

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion.

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education.

CO4: Understand the need and concept of curriculum adaptation.

CO5: Develop the skills associated with management of inclusive classrooms.

COURSE OUTLINE:

UNIT- I: Perspectives in Inclusive Education

10 hrs

- Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmes
- Inclusive education: Concept and Need, Principles of Inclusive Education
- Distinction among various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II : Understanding Barriers to Inclusive Education

10 hrs

- Attitudinal, Systemic and Structural barriers to Inclusion
- Ways and means to promoting successful inclusion,
- Capacity building among teachers and Stakeholders to inclusive education,

- features and benefits of inclusive education.

UNIT -III: Building Inclusive Learning Environments

10 hrs

- Strategies to build inclusive learning environment in school and classroom:
- Accessibility in relation to disability,
- Universal Design, Principles of Universal design,
- Application of Universal Design in various environment.

UNIT-IV: Curriculum Adaptation

10 hrs

- Curriculum Adaptations: Definitions, Accommodations and Modifications,
- Decision-Making Model for Designing Curricular Adaptation,
- Various types of Adaptation - Universal design for learning and Differentiated Instructions,
- Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching,
- Technology for Children with special needs in inclusive classrooms

UNIT-V: Management of Inclusive Classroom

10 hrs

- Common issues and Challenges in Management of inclusive classroom
- Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc.
- Fostering families, Schools and Community Partnerships in inclusive education,
- Teachers' role in inclusion of children with special need

BOOKS RECOMMENDED:

1. United Nations Educational, Scientific and Cultural Organization. The Education For All Movement.
2. Alur, M. (2002). Education and children with special needs: from segregation to inclusion, New Delhi: Sage Publications.
3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Baltimore: Paul H. Brookes.

4. Clough, P., & Corbett, J. (2000). Theories of inclusive education. London: Paul Chapman Publishing.
5. De Vroey, A. (2016). Inclusive education, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand
6. Guha, A. (2016). Curriculum adaptations and types of adaptation, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand.
7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCED, University of New Hampshire.
8. Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together. Baltimore: Brookes.
9. Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. New Jersey: Prentice-Hall.
10. Ministry of Human Resource Development (MHRD) (2006), Inclusive Education Draft Action Plan for Inclusive Education of Children and Youth with Disabilities, New Delhi: MHRD.

Course Code: M.A-Ed-117

Max. Marks: 100

Course Title: Gender and Education

Internal:40

Duration of Exam03:00 hrs

External:60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives: CO1: To familiarize the students with the meaning and scope of gender studies and develop a critical perspective on the gendered structure of the society.

CO2: It will also help them to analyze the status of education of girls in schools with special reference to access, enrolment and achievement.

CO3: The course will help the learners to understand the policy perspectives related to education of girls in India.

CO4: It will orient them with the schemes and programmes meant for education of girls in the country.

CO5: The course will develop an understanding among the learners about the concept and importance of gender justice and equality.

COURSE OUTLINE

Unit I: Gender and Education 10 hrs

- i) Concept, need and scope of gender studies
- ii) Gender studies as an academic discipline
- iii) Gender, economy and work participation
- iv) Gender, globalization and education

Unit II: Issues of Indian women 10 hrs

- i) Family, caste, culture, religion related issues
- ii) Co-education-its educational implications
- v) Literacy and non-formal education for women development
- vi) Education of Girl child in India: present status and challenges

Unit III: Women Movements in India 10 hrs

- i) Post independent and current women movements
- ii) National committees and commissions for women
- iii) Governmental and non-governmental organizations for women
- iv) Constitutional provisions, policies, programmes for women in India

Unit IV: Women Education in India 10 hrs

- i. Meaning, importance of women education
- ii. Problems and remedial measures of women education
- iii. Concept of women empowerment
- iv. Role of education for women empowerment

Unit V: Programmes and Strategies for promoting Girls Education in India

- i) Access, enrolment, retention of girls at school stages
- ii) Mahila Samakshya 10hrs
- iii) Kasturba Gandhi Balika Vidyalaya.
- iv) Provisions of Girl's education in SSA, SAMAGRA

Books Recommended

1. Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
2. Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
3. Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
4. Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
5. Skelton, C. (2009). The SAGE Handbook of Gender and Education. New Delhi: Sage
6. Weiner, G. (1994). Feminisms in Education: An Introduction. Buckingham: Open University Press

SECOND SEMESTER

Course Code: M.A-Ed-210

Max.Marks:100

Course Title: Philosophical Foundations of Education-II

Internal:40

Duration of Exam.3hrs

External: 60

Credit:04

COURSEOUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the student to understand the concept and origin of philosophy.

CO2. To equip the students with the knowledge of Indian Philosophy

CO3. To help the student to understand the contribution of the important philosophical schools to the theory and practice of education.

CO4. To help the student to understand the Modern Philosophical approach.

CO5. To make them aware about the Educational Heritage of India.

COURSEOUTLINE

Unit I Philosophy of Education:**10hrs**

- Concept of Philosophy and Philosophy of Education
- Scope of Educational Philosophy
- Functions of Philosophy: Normative, Speculative and Critical.

Unit II: Contribution of Indian Schools of philosophy**10hrs**

- Nyaya-Vyseshika
 - Samkhya-Yoga,
 - Vedanta,
- (with special reference to Concept of Knowledge, Reality and values)

**Unit III: Contribution of Western schools of thoughts
hrs****10**

- Rationalism
 - Marxism
 - Realism
- (with special reference to information, knowledge and Wisdom)

Unit IV: Modern School of Philosophy 10 hrs

- Logical Empiricism
 - Analytical Philosophy
 - positive relativism
- (With special reference to knowledge, values, purpose of education, subject matter and teaching process)..

Unit V: Educational Heritage of India

10 hrs

- Concept of Dharma.
 - Artha,
 - Kama
- (Concept and their educational implications)

Books Recommended:

1. McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
2. Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
3. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
4. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasis, 1974.
5. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash, 1984.
6. Narvene, V. S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
7. Nigel, L., Smeyers, P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
8. O'Connor, J. An Introduction to the Philosophy of Education, Agra, Vinod Pustak Mandir, 1995.
9. Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad: Amitash Prakashan.
10. Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir, 1996.
11. Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
12. Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
13. Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
14. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Course Code: M.A-Ed-211

Max. Marks: 100

Course Title: Psychological Foundations of Education-II

Internal: 40

Duration of Exam: 3hr

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To analyse the implications of understanding human development by understanding different theories of development.

CO2. To develop critical appraisal and understanding about personality and its theories.

CO3. To develop an understanding about different techniques of assessing personality.

CO4. To develop insights into mental health education and adjustment.

CO5. To develop knowledge about children with special needs and inculcating a positive attitude towards their problems.

COURSE OUTLINE

Unit I: Cognitive Psychology 10hrs

- Concept and Meaning of Cognitive Psychology
- Origin and Scope of Cognitive Psychology
- Core concepts and Paradigms of Cognitive Psychology

Unit II: Personality hrs

10

- Concept and types of Personality

- Factors effecting Personality Development
- Theories of Personality (Freud, Gordon, Allport)
- Behavioural Approach: Miller and Bandura

Unit III: Intelligence

10 hrs

- Concept and Nature of Intelligence
- Social intelligence, Multiple intelligence, Emotional intelligence
- Individual difference in Intelligence
- Theories of Intelligence: Spearman, Thurstone, Gardner and Structure of Intellect

Unit IV: Mental Health and Adjustment 10 hrs

- Concept of Mental health and Mental Hygiene
- Concept of Adjustment & Maladjustment
- Coping Strategies and Building Resilience

Unit V: Children with Special Needs 10 hrs

- Creative Children
- Gifted Children
- Mentally Retarded Children

Books Recommended:

1. Allport, W. G.(1961). Pattern and Growth in Personality.

2. Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
3. Dececco J. P (1970). Psychology of Learning and Instruction., New Delhi: Prentice Hall
4. Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi
5. Friedman, S.H., & Schustack, W.M. (2003). Personality; Classic Theories & Modern Research (2nded.). Pearson Education.
6. Hall, C.S., Gardener, L. and John, B.C. (2010). Theories of Personality. Delhi: Aggarwal Printing Press.
7. Hallahan, P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special Education (5thed.). Allyn & Bacon.
8. Kelly. Personality Assessment. John Wiley & Sons Asia (P) Ltd.
9. Kuppaswami, B (1994). Advanced Educational Psychology. New Delhi: Sterling Publishers (P) Ltd.
10. Mangal, K.S. (2007). Educating Exceptional Children; An Introduction to Special Education. PHI Learning Private Limited, New Delhi.
11. Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India(P)Ltd
12. Morris, G. C. Psychology: An Introduction (5th ed.). Prentice Hall.
13. Robert, S. Feldman(1993). Understanding psychology. USA: McGraw Hill Inc.
14. Ronald Jay Cohen. Psychology and Adjustment. Allyn and Bacon, London.
15. Skinner, C.E. Educational Psychology, Fourth Edition Prentice Hall of India Pvt. Ltd., 2003.
16. Sitaram Jayaswal (1974). Advanced Educational Psychology. Agra: Vinod Putak Mandir.
17. Smith, C.E.T., Followay, A. E., Patton, R.J., & Dowdy, A. C. (2012). Teaching Students With Special Needs in Inclusive Settings (6th ed.). PHI Learning Private Limited, New Delhi

18. Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education.

Course Code: M.A-Ed-212

Max. Marks: 100

Course Title: Sociological Foundations of Education- II.

Internal: 40

Duration of Exam: 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives: CO1. To enable the students to understand education and social change. Constraints of Social Change in India

CO2. To illustrate an understanding of the processes and implications of globalization, modernization and urbanization.

CO3. To enable the students to understand concept of group dynamics and Educational implications of group dynamics

CO4. To understand how patterns of thought and knowledge are influenced by Communism, Fascism, Socialism, Democracy, Secularism structures.

CO5. To enable the students to understand the contemporary social perspectives and their educational implications to modern social world.

COURSE OUTLINE

Unit I: Education and Social Change 10 hrs

- Social Change: concept & theories
- Relationship between education and social change
- Constraints of social change in India (caste, religion, class, language, region and ethnicity)

Unit II: Education and Social Processes 10 hrs

- Modernization& its implications for education
- Urbanization& its implications for education
- Globalization & its implications for education

Unit III: Group Dynamics and Education 10 hrs

- Concept of group dynamics; group cohesiveness,
- Group division and factors which cause group division
- Educational implications of group dynamics

Unit IV: Education and Politics, with special reference to 10 hrs

- Fascism and education
- Socialism and education
- Democracy and education
- Secularism and education

Unit V: Economics of Education 10 hrs

- Concept of Economics in Education
- Cost benefit Analysis and Cost Effective Analysis in Education
- Higher Education Signaling Theory
- Educational Finance, Source, Principles
- Educational Finance at Micro and Macro level

Books Recommended

1. Abrahan Francis &Margan John : Sociological Thought, MC Millian India Ltd.

2. Ahmed, Imtiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications.
3. Ball, Stephen, J (1990). Politics and Policy-making in Education: Explorations in Political Sociology. London: Routledge.
4. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
5. Bhavinds, P.V. & Sabu, S. (2014). Sociological Perspectives on Education. New Delhi: APH Publishing Corporation.
6. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP2000.
7. Friere, Paulo (1972). Pedagogy of the Oppressed, Harmond worth: Penguin
8. Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969). Education, Economy and Society, New York: The Freeman's Press.
9. Henry A. Giroux, (1997), Pedagogy and the Politics of Hope- Theory, Culture and Schooling, West view press.
10. Indira, R. (Ed.). (2012). Themes in sociology of education. New Delhi: Sage
11. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors2001.
12. Kumar, Rajni, Anil Sethi and Shalini Sikka (Eds.): School, Society, Nation: Popular Essays in Education, New Delhi: Orient Longman.
13. Michal Apple, Cultural politics and education. New York: Teachers College Press,1996
14. Rao, Shanker, C.N.: Sociology, Primary Principles : S. Chand & Co.2002.
15. Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP,2000.
16. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd
17. Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic
18. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
19. Ottoway, A.K.C. (1962). Education and Society, London: Routledge Kegan Paul.
20. Panday, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi:

Shipra Publication.

Course Code: M.A-Ed-213

Max. Marks: 100

Course Title: Comparative Education

Internal:40

Duration of Exam: 3hr

External:60

Credit: 04

COURSEOUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students with the Historical background, and various objectives of Comparative Education.

CO2.ToacquaintthestudentwithvariousfactorsinfluencingEducationalSystem.

CO3.To acquaint the students with the educational system of various countries and to develop in them ability to assess their efficiency.

CO4.To acquaint the students with various methods of comparative education and their application in educational system.

CO5. To acquaint the students with various recommendations with special reference to J&k and their application in educational system.

COURSEOUTLINE

Unit I: Comparative Education; Meaning and Method

10 hrs

- i) Historical background of Comparative Education
- i) Meaning and Scope of Comparative Education
- ii) Objectives of Comparative Education.
- iii) Concept and need for Internationalization of education

Unit II: Factors Influencing Educational System

10 hrs

- ii) Philosophical and political factors
- iii) Economic Factor
- iv) Geographical Factor
- iii) Linguistic Factor

Unit III: A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:
10 hrs

- i) Pre-Primary Education–System of Education
- ii) Primary Education –System of Education
- iii) Secondary Education – System of Education
- iv) Higher Education –System of Education

Unit IV Methods of Comparative Education 10hrs

- i. Scientific method of comparative analysis
- ii. Description
- iii. Interpretation
- iv. Juxtaposition
- v. Comparison

Unit V Development of Education in J&K 10hrs

Main Recommendations of:

- i. SharpCommitteeReport1916
- ii. K.G. Saiyidain Committee Report
- iii. Education Reorganization Committee Report (Kazemi Committee Report)1950

Books Recommended:

1. Altabach Comparative Education
2. Deyound, C. A. & American Education. Wom, R. (New York: McGraw Hill Company,1978)
3. Grant, Migol Society School and Progress in Education Europe (London: Pergama Press,1960)
4. Hans, N. The Russian Tradition in Education (London: Rout Ledge and Kegan Paul,1963)
5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc.1979)
7. Naik, J. P The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd.1982)
8. Salamatullah Education in the Social Context. (New Delhi: NCERT, 1979)
9. Singh,R.P. & Non-formal Education –An Alternative to Formal

Course Code: Edu-220
Course Title: Higher Education

Max. Marks: 100
Internal: 40

Credits: 4

External: 60

Duration of Exam 03:00 hrs

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students with the concept of Higher education

CO2. To acquaint the students with various policy perspectives in higher education

CO3. To acquaint the students with regulatory bodies of higher education in India

CO4. To acquaint the students with Globalisation and its impact on higher education

CO5. To help the students in identifying problems and challenges in higher education.

COURSE OUTLINE

Unit I: Higher Education in India 10 hrs

- i) Higher Education: Meaning, Objectives and Functions
- ii) Concept of a University; types of Universities in India
- iii) Contemporary Indian Higher Education - An Overview
- iv) Higher education and National Development
- v) The Constitutional Provisions Regarding Indian Higher Education System

Unit II: Policy Perspectives in Higher Education **10 hrs**

- i) University Education commission (1948-49)
- ii) Indian Education Commission (1964-66)
- iii) National Policy on Education (1986)
- iv) National Education Policy 2020
- v) Rashtriya Uchithar Siksha Abhiyan (RUSA 2012)

Unit III: Regulatory Bodies of Higher Education **10 hrs**

- i. University Grants Commission (UGC)
- ii. All India Council of Technical Education (AICTE)
- iii. Indian Council of Social Science Research (ICSSR)
- iv. National Council of Teacher Education (NCTE)
- v. National Assessment and Accreditation Council (NAAC)

(A brief Description about the nature and functions of the above mentioned regulatory bodies with the focus on mechanism of ensuring quality control in higher education)

Unit IV: Globalization and Higher Education **10 hrs**

- i) Meaning and Nature of Globalization
- ii) Impact of Globalization on Higher Education with special reference to:
 - World Trade Organization (WTO)
 - General Agreement on Trade and Services (GATs) in Higher Education
- iii) Globalization and Challenge before Higher Education at different levels
- iv) Internationalization of Higher Education-issue of mobility, brain drain, brain gain and brain exchange

Unit V: Issues and Problems of Higher Education **10 hrs**

- i) Autonomy and Quality in Higher Education
- ii) Open and Distance Learning (ODL) at the Tertiary Level.
- iii) University Governance
- iv) Private initiatives in Higher Education
- v) Private Public Partnership in Higher Education

Books Recommended:

1. Ambani M and Birla K (2000) Report on 'A Policy Framework for Reforms in Education'. Submitted to the Prime Minister's Council on Trade and Industry (PMCTI) on April 24, 2000.
2. D. Swaminathan (1994) Report of the high power committee for mobilisation of additional resources for technical education (D. Swaminathan Committee Report). All India Council for Technical Education, New Delhi.
3. Deshpande Satish and Yadav Yogendra (2006), 'Redesigning Affirmative Action -Castes and Benefits in Higher Education', Economic and Political Weekly, June 17, 2006, pp. 2419- 2424.
4. Gnanam, A Committee (1990) Towards New Educational Management.
5. Hasan Rana and Mehta Aashish (2006), 'Under-representation of Disadvantaged Classes in Colleges What Do the Data Tell Us?', Economic and Political Weekly, September 2, 2006, pp. 3791-3796.
6. Philip G & Umakoshi Toru, eds. (2004) Asian Universities Historical Perspectives and Contemporary Challenges The John Hopkins University Press, Baltimore
7. Justice K. Punnaiya Committee (1993). Report on UGC Funding of Institutions of Higher Education. University Grants Commission, New Delhi, November.
8. Kothari D. S., Commission (1964) Report of the Education Commission (1964-66) Education and National Development. Ministry of Education, Government of India. June 1966.
9. MHRD (1986) National Policy on Education (NPE), 1986, Government of India, New Delhi.
10. P. B .Gajendragadkar Committee (1971) Governance of Universities and Colleges.
11. P.C. Alexander Committee (1997) The Role of the Governor as Chancellor of the Universities (Approved 2003)
12. Radford J., Kjell Raaheim, Peter de Vries, Ruth Williams (1997), Quantity and Quality in Higher Education, Higher Education Policy Series 40, Jessica Kingsley Publishers, London
13. Radhakrishnan S Commission (1950), "The Report of the University Education Commission: Vol. I", Ministry of Education and Culture, Government of India.
14. Shah A M (2005) Higher Education and Research Roots of Mediocrity EPW
15. Soneri Committee (1995) Review of Gnanam Committee Recommendations.
16. Sundaram (2006) On Backwardness and Fair Access to Higher Education in India: Some

Results from NSS 55th Round Surveys 1999-2000, Working Paper No. 151 Center for Development Economics, Department of Economics, Delhi School of Economics, New Delhi.

18. Thorat S (2006) Higher Education in India – Issues Concerning Access, Quality and
19. Inclusiveness. A Convocation Address at Shri Venkateshwara University, Tirupati on August 19 2006
20. Draft Report of Working Group on Higher Education for the XI Plan, Planning Commission, Government of India (2007).
21. Sharma, Chandra B. (2001), 'Globalising Education in an unequal world' in Indian Journal of Open Learning, vol. 10, no. 3, p.p. 309-317.

THIRD SEMESTER

Course Code: M.A-Ed-310

Max. Marks: 100

Course Title: Methodology of Educational Research-I

Internal: 40

Duration of Exam: 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1.To develops a research orientation among students and to acquaint them with fundamentals of research methodology and to develop an understanding of the basic framework of research process.

CO2. To identify the several components of research approaches that characterize quantitative and qualitative research methods; similarities and differences, and the basis of choosing each form of research.

CO3. To identify and select appropriate theoretical and conceptual basis for undertaking a research problem and to design a study to address a research problem.

CO4. To identify various sources of information for literature review.

CO5. To help students develop a thorough understanding of the concept of sample and population and to identify various techniques of sampling.

COURSE OUTLINE

Unit I: Research in Education 10 hrs

- Educational Research: Concept, Need & significance
- Scientific inquiry and theory development
- Levels of research: Fundamental, Applied & Action research

Unit II: Research Paradigm 10 hrs

- Qualitative Research
- Quantitative Research
- Mixed Research

Unit III: Research Problem and Hypothesis 10 hrs

- Research Problem and its Identification
- Delineating and Operationalization of Variables
- Hypothesis – Formulation, Characteristics & Types

Unit IV: Review of Literature 10 hrs

- Purpose of review of literature
- Sources of reviewing the literature
- Organizing the review of literature

Unit V: Sampling 10 hrs

- Meaning and concept of Population and Sample
- Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- Non-probability Sampling: Quota, Judgment and Purposive

Books Recommended

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
6. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
7. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
8. Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
9. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
10. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
11. Panneerselvam, R. (2011). Research Methodology. India: PHI Publishers.
12. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
13. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
14. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
15. Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, PrenticeHall.
16. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
17. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
18. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks:C.A: Sage.
19. Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.
20. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.
21. Burke Johnson and Christenson (2013, 5th edition) Educational Research: Quantitative, Qualitative, and Mixed Approaches

Code:M.A-Ed-311

Max. Marks: 100

Course Title: Educational Measurement and Evaluation

Internal:40

Duration of Exam.3hrs

External:60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop an understanding about the fundamentals of Educational Measurement and evaluation and to be able to distinguish between evaluation and measurement.

CO2.To be able to identify different tools and techniques of evaluation and to differentiate between norm referenced and criterion referenced tests.

CO3. To be able to identify different characteristics of a measuring tool.

CO4. To develop an understanding about the steps involved to construct a standardized test.

CO5. To understand the nature and uses of choice based credit system and grading system and to realise the importance and usability of open book examination and online examination.

COURSE OUTLINE

Unit I: Measurement and Evaluation 10 hrs

- Measurement: Concept, Scope and significance
- Evaluation: Concept, scope, functions, and basic principles of evaluation
- Difference between measurement and evaluation.
- Scales of measurement

Unit II: Tools and Techniques of Evaluation 10 hrs

- Norm referenced and criterion referenced tests (concept and uses)

- Essay type and objective type tests
- Formative & Summative, Internal and External assessment

Unit III: Characteristics of a Measuring Tool 10 hrs

- Reliability: its types
- Validity: its types
- Objectivity;
- Usability

Unit IV: Test Construction 10 hrs

- Concept of standardized achievement test and teacher made test.
- Steps of constructing an achievement test
- Standardization of an achievement test

Unit V: New Trends in Examination 10 hrs

- Open Book Examination
- New trends in evaluation: Grading system, continuous comprehensive evaluation scheme, online examination
- Choice based credit system
- Multidisciplinary Education System

Books Recommended

1. Aggarwal, R.N. and Vipin, A. (1983). Educational Measurement and Evaluation, Vinod Pustak
1. Mandir. Agra.
2. Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon.
3. Anastasi, A. (1988). Psychological Testing. Macmillan Co., New York.
4. Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.

5. Ebel, L.R. and Frisbie, D.A. (1991). Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd. New Delhi.
6. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, New York: Rinehart Winston.
7. Garrett, H.E. (1973). Statistics in Educational and Psychology, Bombay, Vakils Feffer and Semans
8. G.N. Masters (editor), J.P. Keeves (editor), Advances in Measurement in Educational Research and Assessment (1999), Pergamum Press
9. Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New York: MacMillan.
10. Guilford, J.P. and Fruchter, B. (1973). Fundamental of Statistics in Psychology and Education, McGraw Hill and Co., New York.
11. J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House,2004
12. Jum C. Nunnally, Nancy Almand Ator, Educational Measurement and Evaluation; McGraw-Hill, 01-Jan-1972
13. Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York: MacMillan
14. Kubiszyn, T. & Borich, G. (2003).Educational Testing and Measurement: Classroom Application and Practice (7th edition). New York: John Wiley and Sons.
15. Mehrens, W.A and Lehmann, I.J. (1984). Measurement and Evaluation in Psychology and Education. New York Hall, Rinehart, Winstan.
16. Panja, D.H. & Horris P.F.: Educational and Psychological Measurement; New Delhi: Oxford Press1972.
17. Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
18. Sharma, R.A. (2002). Essentials of Measurement, R. Lal Book Dept. Meerut.
19. Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
20. Stanley Hopkins: Measurement & Evaluation in Education and Psychology. Prentice Hall of India Pvt. Ltd
21. Thorndike, R.L. and Hagen E. (1977). Measurement and Evaluation in Psychology and Education. John Wiley and Sons, INC. New York.

Course Code:M.A-Ed-312

Max. Marks:100

Course Title: Guidance and Counselling

Internal: 40

Duration of Exam03:00 hrs

External: 60

Credits:04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives: CO1: To enable the students to understand the meaning, nature and scope of guidance and counseling.

CO2: It will acquaint them to recognize the role of guidance in attaining the goals of education.

CO3:The course will further orient the students to analyze the relationship between guidance and counseling.

CO4:It will also help them to understand various theories of guidance and counseling advocated by different psychologists

CO5: It will also prepare the students for interviews and other face to face interactions.

COURSE OUTLINE

Unit I: Guidance 10hrs

- i) Meaning & importance of guidance
- ii) Principles of guidance
- iii) Types of guidance: personal, educational, vocational
- iv) Role of teacher in guidance

Unit II: Organization of Guidance Services

- i) Vocational choice, factors affecting vocational choice. 10hrs
- ii) Tools and techniques of guidance-cumulative records, rating scales, interview and psychological tests.
- iii) Organization of guidance services; guidance set up in a school system.

Unit III: Counselling 10 hrs

- i) Counselling; concept, scope and types (individual and group)
- ii) Objectives of counseling (solution of problems, modification of behavior, promotion of mental health),
- iii) Counseling approaches- directive, non-directive and elective.

Unit IV: Techniques, Theories and Areas of Counseling 10 hrs

- i) Steps of counseling; qualities of an effective counsellor.
- ii) Theories of counseling –psychoanalytical theory (Freud);Self concept theory (Rogers) and Behaviouristic (Skinner)
- iii) Areas of counseling; family counseling, parental counseling, counseling for adolescent girls

Unit V: Theories of Career Development 10 hrs

- i) Meaning and importance of career development
- ii) Strategies of Planning and Decision making
- iii) Theories of Career Development: Holland, Krumboltz and Super

Books Recommended

1. Aggarwal, J.C. (1995). Educational and Vocational Guidance and Counselling, Doaba House, New Delhi
2. Bhatnagar, A. and Gupta, N. (1999). Guidance and Counselling Vikas Publishing House Pvt. Ltd. New Delhi.
3. Chauhan, S.S. (1982). Principles and Techniques of Guidance. Vikas Publishing House Pvt. Ltd. New Delhi.
4. Gladding, S.T. (1996). Counselling: A comprehensive Profession, New Delhi, PHI Pvt. Ltd.
5. Gibson, R.L. & Mitchell, M.H. (2005). Introduction to Counselling and Guidance. PHI Ltd., New Delhi.
6. Joneja, G.K. (1997). Occupational information in Guidance. New Delhi: NCERT.
7. Kochhar, S.K. (2005). Guidance and Counselling in colleges and Universities, Sterling Publishers Private Ltd. New Delhi.
8. Rao, S.N. (1981). Counselling in Psychology. New Delhi: Tata Mc. Graw Hill.
9. Saraswat, R.K. and Gaur, J.S. (1994). Manual for Guidance Counsellors. New Delhi, NCERT.

Course Code: M.A-Ed-313

Total Marks: 100

Course Title: Teacher Education

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to understand the meaning, need and importance of teacher education.

CO2: It will also help them to understand the aims, objectives and scope of teacher education; appreciate the historical development with special emphasis on different documents.

CO3: The paper will enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programmes in the country.

CO4: It will further help them to understand the evaluation procedure of pre-service and in-service teacher education programmes in India.

CO5: To understand the school functioning mechanisms

COURSE OUTLINE

Unit I: Concept of Teacher Education 10 hrs

- i) Concept of Teacher Education
- ii) Need and importance of Teacher Education.

iii) Objectives of Teacher Education at:

- i) Elementary Level
- ii) Secondary Level
- iii) Higher level.

Unit II: Development of Teacher Education in India 10 hrs

- i) Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions –Kothari Commission (1964-66), Chattopadhyay Commission (1983-85), National Policy on Education (1986-1992).
- ii) Recommendations of Justice Verma Commission on Teacher Education (JVC)
- iii) Historical Development of Teacher Education in Jammu & Kashmir.
- iv) National Curriculum Framework for Teacher education (2009).

Unit III: Pre-service and In-service Teacher Education 10 hrs

- i) Pre-service Teacher Training: Meaning, need, significance and objectives.
- ii) In-service Teacher Training: Meaning, need, significance and objectives.
- iii) Teacher training through distance and regular modes.
- iv) Integrated Teacher Education courses run by RIEs.

Unit IV: Agencies and Techniques of Teacher Education 10 hrs

- i) Role of NCTE, NCERT, DIET, SIE/SCERT and UGC-HRDC (ASC)
- ii) Role of National schemes of education- SSA, RMSA and RUSA
- iii) Techniques for Higher Learning: Conference, Seminar, Workshop, Panel Discussion

Unit V: Teacher Effectiveness 10 hrs

- i) Concept of Teacher Effectiveness and Characteristics (Cognitive and affective correlates of effective teacher: Intelligence, Skills, Personality, Values and Attitudes)
- ii) Quality control in teacher education with reference to NAAC Parameters.

iii) Accreditation of Teacher Education Institutions.

Books Recommended

1. Chaurasia, G. (1976). New Era in Teacher Education, New Delhi.
2. Devedi, Prabhakar (1980). Education a resource book, NCERT, New Delhi.
3. Govt. of India (1992). Report of C.A.B.E committee, Department of Education, New Delhi.
4. Govt. of India (1996). Education and National development, Report of Education Commissions, New Delhi.
5. J. Millman, J., (1988). Handbook of Teacher Education, Boverly Hills, Sage Publishing.
6. Khan, Mohd. Sharief (1983). Teacher Education in India and Abroad, Sheetal Printing Press, New Delhi.
7. N.I.E.P.A (1984). Report on Status of Teachers, New Delhi.
8. NCTE Publication (1998). Policy Perspective in Teacher Education: Critique a documentation, NCTE, New Delhi.
9. Rao, D.B. (1988). Teacher Education in India, New Delhi, Discovery Publishing house.
10. Saxena, N.R., Mishra, B.K. and Mohanty, R.K. (1998). Teacher Education, R. Lal Book Depot, Meerut.
11. Shashi Prabha, Teacher education Principles, theories and practices, Kanishka Publication.
12. Sheela, Mangal (2000). Teacher Education: Trends and strategies, Radha Publishers, New Delhi

CourseCode:M.A-Ed-314

Max. Marks: 100

Course Title: Environmental Education

Internal:40

Duration of Exam03:00 hrs

External: 60

Credits:04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives: CO1: To acquaint the students with the concept and scope of environmental education. CO2: It will help them to understand the recommendations of various committees and commission for environmental education.

CO3: It will also enable the learners to acquire awareness and sensitivity to the total environment and its allied problems.

CO4: The course will acquaint the students with the various environmental hazards like environmental pollution, green house effect and ozone layer depletion.

CO5: It will further help them to understand the role of various national and international agencies for promoting the environmental awareness across the globe.

COURSE OUTLINE

Unit I: Environmental Education 10 hrs

- i) Concept & importance of environmental education.
- ii) Principles of environmental education.
- iii) Role of educational awareness and commitment to protect and improve environment.

Unit II: Environmental Education and Curriculum 10 hrs

- i) Environmental Education and its curriculum: Objectives and need.
- ii) Role of NCERT and UGC in curriculum development of Environmental Education
- iii) Problems and remedial measures of Environmental Education in India

Unit III: Methods for Environmental Education 10 hrs

- i) Concept of teaching methods and techniques for environmental education.
- ii) Formal agencies of education and evaluation of teaching methods: traditional method and progressive methods of teaching environmental education
- iii) Role of formal and non-formal agencies of education in providing environmental awareness.

Unit IV: Environmental Hazards 10hrs

- i) Environmental pollution (soil pollution, water pollution, air pollution, noise pollution) and its remedial measures.
- iv) Green House effect-an impending catastrophe
- v) Ozone layer depletion, acid rain, global warming (implications and remedial measures).

Unit V: Environmental Awareness and Role of Agencies 10 hrs

- i) Salient features of environmental awareness through education
- ii) Environmental ethics: concept and need
- iii) Environmental awareness- strategies for teachers and students.
- iv) Role of UNO Agencies for Climatic Changes.

Books Recommended

1. Bhal, S.C. & Khanna, H. (2007). Environmental Education, New Delhi: Regal Publication.
2. Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental Studies, New Age International Pvt. Ltd. Publishers, New Delhi.
3. Nagra, V. (2006). Environmental Education, New Delhi: APH Publishing Corporation.
4. Nasrin, R. (2007). Education, Environment and Society, New Delhi: APH Publishing Corporation.
5. Shrivastava, K.A. (2004). Global Warning, New Delhi, New Delhi: APH Publishing Corporation.
6. Singh, K.Y. (2005). Teaching of Environment Sciences, New Delhi: Chaman Eneterprises.
7. Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, N.B.T., New Delhi.
8. Rather, C.S., & Gardia, A. (2008). Society and Environment Ethics, Seema Press, Varanasi.
9. Sudhir, A.M. and Masillamani, M. (2003). Environment Issues, New Delhi, Reliance Publishing House.

Course Code: M.A-Ed-315

Total Marks: 100

Course Title: School Education

Internal Marks:40

Duration of Exam:03:00 hrs

External: 60

Credits:04

COURSE OUTCOMES

CO1: To help students in understanding the development of elementary education in India.

CO2: To help students develop understanding of development of secondary education in India.

CO3: To help students in identifying Contemporary issues and concerns in School Education

CO4: To familiarize the students with recommendations of various commissions and policies for school education development in India.

CO5: To help the students in understanding School education in the light of NEP 2020

COURSE OUTLINE

Unit I: Elementary Education 10hr

- i. Universalization of Elementary Education (UEE)
- ii. Components, causes for not achieving UEE;
- iii. Steps undertaken for UEE, Education for All, DPEP, SSA
- iv. RTE Act 2009

Unit II: Secondary Education

- i. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- ii. Vocationalization of Secondary Education
- iii. Role of NCERT, CAGE and MBOSE

- iv. Navodaya Vidhyalayas: Objectives and Quality Concerns

Unit III: Contemporary issues and concerns in School Education 10hr

- i. Access, Equity, Dropout, Wastage and Stagnation
- ii. Child Labour, Enrichment of curricula and improvement of Quality
- iii. Medium of Instruction, Mid-day meal
- iv. Inequality in schooling: Public-private schools, rural-urban Schools.

Unit IV: School Education in Post-Independence India 10hr

- i. Secondary Education Commission (1952-1953)
- ii. Indian Education Commission (1964-66) with Reference to School Education
- iii. Knowledge Commission Report (2007) with Reference to School Education
- iv. National Policy on Education 1986 and POA 1992

Unit V: School Education as per NEP 2020 10hr

- i. Concept and Structure of School Education in the light of NEP 2020
- ii. Objectives and main features of School Education in the light of NEP 2020
- iii. Main features of National Curriculum Framework (NCF 2005) and (NCF) 2023 for School Education

Books Recommended:

1. Aggarwal, J.C. (2004). Development of Education System in India New Delhi: Shipra.
2. Aggarwal, J. C. (2004). Modern Indian Education. New Delhi: Shipra.
3. Banerjee J.P., Education in India: Past, Present and future, (Kolkata: Central Library, 2004).
4. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited. 1. Geraint, J (1993). The economics of education. Palgrave Macmillan. New York 11
5. Chauhan, C.P.S., Modern Indian Education, (New Delhi: Kanishka Publishers, 2004).
6. Chakraborty, S.K. (2013); Education in India: A Tree Without Roots? Kolkata: Himalayan Publishing House.
7. Kaur, Nirmal, History of Education, (New Delhi: Mittal Publications, 1995).
8. Keay, F.E., Ancient Indian Education, (New Delhi: Cosmo Publications, 1980).
9. Ministry of Education. (2019). Draft National Education Policy 2019. https://www.education.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
10. Ministry of Education. (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
11. Mukherjee, B., (1947). Teaching of Art to Children. Education Number, Visva-bharati Quarterly.

12. Naik, J.P. (1965). Educational Planning in India. Bombay: Allied Publishers .NCERT. (2005). National Curriculum Framework 2005
13. <https://ncert.nic.in/pdf/ncframework/nf2005-english.pdf>
14. Shrivastava, B. D. (1963). The Development of Modern Indian Education. Calcutta: Orient Longmans.
15. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
16. World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.

Course Code: M.A-Ed-316

Max. Marks:100

Course Title: E-Learning

Internal: 40

Duration of Exam:03:00 hrs

External:60

Credit: 04

COURSE OUTCOMES

On completion of this course, the students will be able to;

CO1. Understand the elements standards. Concept of e-learning, design and its validation.

CO2. Understand the patterns of e-content

CO3. Understand the technical aspects of e-content in intranet and Internet environments

CO4. Understand the content management

CO5. Understand the evaluation of on-line learning materials and process of on-line testing and e-learning

COURSE OUTLINE

Unit I- Introduction to e-Learning

- Elements of e-Learning, e-Content, and e-Books.

- Virtual Classroom and Virtual University —merits and limitations.
- Characteristics of thee-Learner
- Knowledge, skill and attitude requirements of the e-tutor.

Unit II- e-Learning Content Design

- Content design patterns- script writing- graphics-animation, audio-video;
- Inserting and interactivity; possibilities and design procedure.
- Roles of the Multimedia development team

Unit III- Technical Aspects of e-Content

- Story-board and instructional design.
- Multimedia authoring and authoring tools
- Design content for role based learning, situated based learning, scenario based learning.

Unit IV- Course Management in e-Learning

- Introduction to Learning Management Systems;
- Introduction to LMS and LCMS; Course Management using LMS and LCMS.
- Use of Wikipedia, Wiki Educator and other web-based technologies for learning and training.
- e-learners and e-educator interaction mail, chat, conferencing, discussion forum.

Unit V- Online Evaluation

- Online testing — different methods;
- Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware.
- e-portfolio, evaluation rubrics, assignments, projects.

- Technical standards to train the trainers.

Books Recommended:

1. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
2. Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
3. Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
4. Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.
5. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
6. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
7. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002 • Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
8. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web — How to program 3rd Ed., Prentice Hall.

Course Code: M.A-Ed-317

Max. Marks: 100

Course Title: Curriculum Development

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credits: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To understand the principles, designs, development and evaluation of curriculum,

CO2 : To applies the knowledge in analyzing the different types of curriculum and their evaluation.

CO3:To develops skill in preparing curriculum design and develops interest in studying books journals and articles on curriculum development

CO4: To develop a desirable positive attitude towards curriculum development and Appreciates the contribution of curriculum development in the classroom situation.

CO5: To Illustrate and explain the role of curriculum in effective teaching and learning.

CO6: To use different methods and strategies to evaluate a curriculum depending on the stage of development of the curriculum

COURSE OUTLINE

Unit – I Curriculum Process

10hrs

i) Aims and Functions of the Curriculum

- ii) Curriculum objectives-Bloom's Taxonomy.
- iii) Determinants – Philosophical, Sociological and Psychological.

Unit II Conceptions of Curriculum

- i) The Humanistic Curriculum
- ii) The Social Reconstructionist Curriculum.
- iii) The Technological Curriculum

Unit III Designing the Curriculum

- i) Principle of Curriculum construction sequencing content-Integrating contents.
- ii) Curriculum content-Curriculum and culture, knowledge and values
- iii) Core curriculum – Problems – Implications.

Unit – IV Curriculum development 10hrs

- i) Factors contributing to curriculum development: a)Needs of the Learners, the community and the society. (b) National Goal, Social Values and Cultural heritage. (c) Scope of study, work and leisure., d) Job opportunities in society and vocational needs.
- ii) Principles of Curriculum Development: a) Need and Relevance. b. Flexibility. c. Uniformity and variety. d. Adoptability.
- iii) Approaches of Curriculum Development: a. Subject area approach. b. Board fields approach. c. Social Problem approach. d. Emerging needs approach.

Unit - V Curriculum Evaluation 10hrs

- i) Concept and Importance of Curriculum Evaluation.
- ii) Models of curriculum evaluation
- iii) Interpretation of evaluation results and method

Books Recommended:

1. Aggarwal, J.C. (1990): Curriculum Reforms in India, Delhi: Doaba House Harper & Row.
2. IGNOU (1992): Curriculum Development for Distance Education, (ES-316), Blocks 1 and 2, New Delhi.
3. J. Dewey (1966): The Child & the Curriculum -The School & Society, Phoenix, USA
4. J. Lee (1964): Evaluation for Course Improvement in New Curricula, New York: Jersey, U.K.
5. Kelly, A.V. (1989): The Curriculum: Theory and Practice, London; Paul Chapman Publishing.
6. Mamidi, M.R. and Ravishankar. S. (1984): Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
7. Ornstein, C. & Hunkins P. (1988): Curriculum, Foundations, Principles and Issues, New Delhi
8. Sharpes, D.K. (1988): Curriculum Traditions and Practices. London: Routledge
9. Stenhouse, L. (1975): An Introduction to Curriculum Research and Development. London: Heinemann
10. Wheeler, D. K. (1967): Curriculum Process. University of London Press.
11. NCERT (1988), National Curriculum for Elementary and Secondary Education - A Framework, New Delhi.
12. Lawton, D. et al (1978), Theory and Practice of Curriculum Studies. Routledge and Kegan Paul London.
13. Goel, B.S and Sharma, J.D. (1984), A Study of Evolution of the Textbook,
14. NCERT (1975), The Curriculum for the Ten-year School – A Framework

FOURTH SEMESTER

Course Code: M.A-Ed-410

Max. Marks: 100

Course Title: Educational Administration, Supervision and Management Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credits: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To acquaint the students with the concept and applications of administration and management in the field of education.

CO2: It will orient them with the concept of educational supervision and inspection.

CO3: The course will help the learners to understand the concept, types, principles and importance of communication in management and administration.

CO4: It will also enable them to understand the importance of educational and institutional planning.

CO5: The course will further enable the students to understand the role of central and state organizations in educational administration and management

COURSE OUTLINE

Unit I: Educational Administration and Management 10 hrs

- i) Concept of educational administration and management
- ii) Objectives, scope and functions of educational administration
- iii) Qualities of a good educational administrator

- iv) Human relationship approach to administration and uses of educational research in educational administration.

Unit II: Educational Supervision 10 hrs

- i) Meaning, need and importance of supervision
- ii) Objectives, functions and types of supervision, new trends in supervision
- iii) Defects in present supervision and inspection.
- iv) Crisis management and decision making in planning and organizing supervisory programmes.

Unit III: Communication in Educational Administration and Management 10 hrs

- i) Meaning, types and role of communication in management and administration
- ii) Principles and methods of communication
- iii) Barriers and remedial measures of communication in educational administration.

Unit IV: Educational Planning 10 hrs

- i) Meaning and nature of Educational planning
- ii) Approaches to educational planning and management
- iii) Institutional planning: Concept, objectives and characteristics. Steps for preparation of effective institutional planning

Unit V: Role of Central and State Organizations 10 hrs

- i) NUEPA and NCERT
- ii) UGC and NCTE
- iii) DIET, SIE, CBSE and JKBOSE
- iv) Contributions of local authorities, NGO's and parent organizations Seminars, Special lectures,

Books Recommended

1. Das, R.C. (1991). Educational Technology. New Delhi: Sterling Publishers.
2. Hatehy, H.J. (1968). Educational Planning, Programming and Budgeting: A System Approach. New Jersey.
3. Kierman, C., Reid, B.C. & Galbert (1987). Foundations of Communications and Language course manual, Manchester University Press.
4. Kimbrough, S., Ralph, M, & Nunnery, S (2005). Educational Administration. New York: McMillan.
5. Kingrouph, R.B. and Nunnery, M.Y. (1983). Educational Administration: An introduction. New York, Mac Millan.
6. Mukerji, S.N. (2007). Administration of Educational Planning and Finance, Baroda, Acharaya Book Depot. Prentice Hall.
7. Paul, M. (1990). Principles of Educational Administration, New York, Mc. Graw Hill.
8. Shukla P.D. (1983). Administration of Education in New Delhi: Vikas Publishing.

Course Code: M.A-Ed-411

Max. Marks: 100

Course Title: Instructional Technology

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credits: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To develop and enhance Teaching skills and competencies among the learners in order to make teaching learning process more effective.

CO2: It will make them familiar with the various innovative techniques used in educational technology.

CO3: The course will help the learners to gain mastery in Teaching devices, digital tools and computer techniques used in teaching learning process.

CO4: It will also enable the students to understand about the important structures, steps and techniques of teacher preparation.

CO5: It will make the students aware with the various methods, strategies and techniques used in educational technology

COURSE OUTLINE

Unit I: Teaching & Models of Effective Instructions

10 hrs

- i) Concept, Characteristics and Phases of Teaching
- ii) Principles and Maxims of Teaching
- iii) Models – Concept Attainment (J. Bruner)
- iv) Meaning & Importance of Teaching devices (with special reference to Home Assignment, Discussion, Dramatization, Illustration, Lecturing & Narration.

Unit II: Taxonomy of Educational Objectives**10 hrs**

- i) Concept and Meaning
- ii) Bloom's Taxonomy of instructional objectives (Revised version): Cognitive, Affective & Psychomotor domains.
- iii) Formulation of Instructional Objectives (Mager's Approach).

Unit: III: Audio-Visual Aids & Computer Applications 10 hrs

- i) Meaning, Advantages & Types of A-V-aids.
- ii) Projected (Film, Film Straps, Overhead Projector, Slides), Non- Projected (Graphics, 3-D aids, Display boards, Audio aids),
- iii) Multimedia Approach: concept, characteristics and uses in education.
- iv) Computer Assisted Instruction (C.A.I.) : Concept, characteristics and uses in education

Unit IV: Techniques of Teacher-Preparation

- i) Micro-teaching
- ii) Simulated Teaching
- iii) Blended Learning
- iv) Team Teaching

Unit-V: Instructional Methods**10 hrs**

- i) Play way Method
- ii) Dalton Plan
- iii) The project Method
- iv) Heuristic Method

Recommended Books

1. Dwight, A. and Ryan, K. (1969) Micro Teaching, Addison Wesley Pub Co. London
2. Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Davide, B. (1960) The Process of Communication, Holt & Rinehart New York.
4. Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
5. Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
6. Cherry, C. (1968) On Human Communication, MIT Press, Massachusetts
7. Dale, E. (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
8. Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
9. Irork, D. (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Singh, A. (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B & Weil, M. (1982). Models of Teaching, Prentice Hall, New J

CourseCode:M.A-Ed-412

Max. Marks: 100

Course Title: Methodology of Educational Research-II

Internal:40

Duration of Exam.3hr

External:60

Credits: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives: CO1. To understand the uses and limitations of different techniques of data collection. CO2. To identify the methods of data collection for qualitative researches.

CO3. To understand the historical and philosophical methods of conducting the research. CO4. To understand the concept of descriptive and Ex post Facto research methods and to describe the basic principles of experimental research along with different experimental designs.

CO5. To help students develop a thorough understanding of the steps involved in reporting research and to cite references in APA style.

COURSE OUTLINE

Unit I: Methods of data collection-I 10 hrs

- Psychological Tests: Intelligence, Adjustment
- Personality Tests (subjective, objective and projective tests)
- Questionnaire Open and Closed Forms
- Rating Scale, Purpose and Types

Unit II: Methods of data collection-II 10 hrs

- Focus group: Characteristics, Merits &Demerits
- Observation: Participant and Non Participant

- Interview: Structured and Unstructured

Unit III: Methods of Educational Research–I 10 hrs

- *Historical*
 - i. Nature
 - ii. Sources
 - iii. Criticism
- *Philosophical*
 - i. Nature
 - ii. Functions of Philosophical research in education

Unit IV: Methods of Educational Research-II 10 hrs

- *Descriptive Research*
 - i) Nature& steps
- *Experimental*
 - i) Nature& Steps
 - ii) Pre-Experimental Designs
 - iii) True Experimental Designs

Unit V: Research Report writing 10 hrs

- General Format & Chapterization
- Abstract,
- Dissemination of research report: Research Findings
- Bibliography & Reference Format with special reference to APA Style

Books Recommended

1. Barbour, R. (2013). *Introducing qualitative research: A student's guide* (2nd edition). Sage.
2. Best, J.W. and Kahn, James V. (2006). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
3. Elhance, D.N (1975). *Practical Problems in Statistics*. Allahabad: Kitab Mahal.
4. Ellis, L (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
5. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace.
6. Kendall, G.M (1982). *Dictionary of Statistical Terms*, London: Longman.
7. Kerlinger, Fred N (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
8. Kish, L (1967). *Survey Sampling*, New York: John Wiley.
9. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
10. Kothari, C.R (1990). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: Vishwa Prakashan.
11. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
12. Koul, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
13. Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
14. Lindvall, C.M. (1976). *Testing and Evaluation-An Introduction*. New York: Harcourt, Brace Javanavich.
15. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

16. Panneerselvam, R. (2011). Research Methodology. India: PHI Publishers.
17. Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education (2nd edition). Sage.
18. Rao, Aditham Bhujanga (2008). Research Methodology for Management and Social Sciences. New Delhi: Excel Books.
19. Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.

Course Code: M.A-Ed-413

Max. Marks: 100

Course Title: Dissertation Work

Internal: 50

Credits: 04

External: 50

COURSE OUTCOMES

CO1:. To help the students to find out Research Problem by surveying through Journals and Review of various studies.

CO2: To enable them to analyze and interpret the data in the light of proposed objectives and hypotheses.

CO3: To help the students how to select the sample and also about the sample procedure

CO4: To further expose the students how to collect the data from the sample subjects. CO5: To enable the students to summarize their research findings and as such familiarize them with the preparation of research report.

CO6: To further help the students to present the research findings before the audience/experts.

Submission of Dissertation and Conduct of Viva-Voce

Two copies of the dissertation along with C.D. be submitted by the students of M.A. 4th Semester in the Office of the Head, School of Education.

External Examination:

The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:

- a) Head of the University Department of Education;
- b) One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
- c) Concerned Supervisor

Internal Examination:

In the internal evaluation of the Dissertation work, 50 marks will be awarded to the students on the basis of the preparation of Dissertation (research report) .

Course Code: M.A-Ed-414

Max. Marks: 100

Course Title: Peace Education

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credits: 04

COURSE Outcomes

CO1: To familiarize the students with the meaning, nature and classification of peace.

CO2: It will also enable them to know the historical perspective, objectives, scope, methods and challenges of peace education.

CO3: The course will further help the students to know the role of community, school, family and different organizations in peace education.

CO4: Besides, it will familiarize the learners with the concept, significance and types of human rights.

CO5: It will also enable them to understand the pedagogy for human rights education and human rights in Indian constitution

Unit-I: Understanding Peace and Peace Education

- i) Meaning and Types of Peace 10 hrs
- ii) Different sources of peace: Philosophical, Religious, Social and Psychological
- i) Concept of Peace Education
- ii) Need and importance of Peace Education in present context

Unit-II: Historical Perspective, Methods & Challenges

10 hrs

- i) Peace education –Historical Perspective, objectives and its relevance
- ii) Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars
- iii) Role of community, school and family in the development of values for Peaceful coexistence.

Unit-III: Peace Education and Prominent Philosophers

- i) Peace Education propagated by M.K Gandhi **10 hrs**
- ii) Contribution of Aurbindo Ghosh for Peace Education
- iii) Recommendations of Swami Vivekananda for Peace Education

Unit IV : Transacting Peace Education 10 hrs

- i) Integration of Peace Education through curricular and co-curricular activities
- ii) Role of mass media in Peace Education
- iii) Programmes for Promoting Peace Education
- iv) Role of different organizations for peace education with special reference to UNESCO

Unit-V Content & Pedagogy 10 hrs

- i) Content of Human Rights Education – Women Rights, Labour Rights, Consumer Rights
- ii) Indian constitution and Human Rights, Right of vulnerable and disadvantaged group
- iii) Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

Books Recommended

1. Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi

2. Begum, S.M. (2000) Human Rights in India. Efficient Offset Printers, New Delhi
3. Harris, I. M. and Morrison, M. L. (2003) Peace education, New York: McFarland
4. Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.
5. Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.
6. Mishra, L. (2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation.
7. Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

Course Code:M.A-Ed-415
Course Title: Higher Education

Max. Marks: 100
Internal: 40

Credit: 4

External: 60

Duration of Exam 03:00 hrs

COURSEOUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students with the concept of Higher education

CO2.Toacquaintthestudentwithvariouspolicy perspectives in higher education

CO3.To acquaint the students with regulatory bodies of higher education in India

CO4.To acquaint the students with Globalisation and its impact on higher education

CO5. To help the students in identifying problems and challenges in higher education.

COURSEOUTLINE

Unit I: Higher Education in India 10 hrs

- i) Higher Education: Meaning, Objectives and Functions
- ii) Concept of a University; types of Universities in India
- iii) Contemporary Indian Higher Education - An Overview
- iv) Higher education and National Development
- v) The Constitutional Provisions Regarding Indian Higher Education System

Unit II: Policy Perspectives in Higher Education 10 hrs

- i) University Education commission (1948-49)
- ii) Indian Education Commission (1964-66)
- iii) National Policy on Education (1986)
- iv) National Education Policy 2020
- v) Rashtriya Uchithar Siksha Abhiyan (RUSA 2012)

Unit III: Regulatory Bodies of Higher Education

10 hrs

- i. University Grants Commission (UGC)
- ii. All India Council of Technical Education (AICTE)
- iii. Indian Council of Social Science Research (ICSSR)
- iv. National Council of Teacher Education (NCTE)
- v. National Assessment and Accreditation Council (NAAC)

(A brief Description about the nature and functions of the above mentioned regulatory bodies with the focus on mechanism of ensuring quality control in higher education)

Unit IV: Globalization and Higher Education

10 hrs

- i) Meaning and Nature of Globalization
- ii) Impact of Globalization on Higher Education with special reference to:
 - World Trade Organization (WTO)
 - General Agreement on Trade and Services (GATs) in Higher Education
- iii) Globalization and Challenge before Higher Education at different levels
- iv) Internationalization of Higher Education-issue of mobility, brain drain, brain gain and brain exchange

Unit V: Issues and Problems of Higher Education

10 hrs

- i) Autonomy and Quality in Higher Education

- ii) Open and Distance Learning (ODL) at the Tertiary Level.
- iii) University Governance
- iv) Private initiatives in Higher Education
- v) Private Public Partnership in Higher Education

Books Recommended:

1. Ambani M and Birla K (2000) Report on 'A Policy Framework for Reforms in Education'. Submitted to the Prime Minister's Council on Trade and Industry (PMCTI) on April 24, 2000.
2. D. Swaminathan (1994) Report of the high power committee for mobilisation of additional resources for technical education (D. Swaminathan Committee Report). All India Council for Technical Education, New Delhi.
3. Deshpande Satish and Yadav Yogendra (2006), 'Redesigning Affirmative Action -Castes and Benefits in Higher Education', Economic and Political Weekly, June 17, 2006, pp. 2419- 2424.
4. Gnanam, A Committee (1990) Towards New Educational Management.
5. Hasan Rana and Mehta Aashish (2006), 'Under-representation of Disadvantaged Classes in Colleges What Do the Data Tell Us?', Economic and Political Weekly, September 2, 2006, pp. 3791-3796.
6. Philip G & Umakoshi Toru, eds. (2004) Asian Universities Historical Perspectives and Contemporary Challenges The John Hopkins University Press, Baltimore
7. Justice K. Punnaiya Committee (1993). Report on UGC Funding of Institutions of Higher Education. University Grants Commission, New Delhi, November.
8. Kothari D. S., Commission (1964) Report of the Education Commission (1964-66) Education and National Development. Ministry of Education, Government of India. June 1966.
9. MHRD (1986) National Policy on Education (NPE), 1986, Government of India, New Delhi.
10. P. B . Gajendragadkar Committee (1971) Governance of Universities and Colleges.
11. P.C. Alexander Committee (1997) The Role of the Governor as Chancellor of the Universities (Approved 2003)
12. Radford J., Kjell Raaheim, Peter de Vries, Ruth Williams (1997), Quantity and Quality in Higher Education, Higher Education Policy Series 40, Jessica Kingsley Publishers, London
13. Radhakrishnan S Commission (1950), "The Report of the University Education Commission: Vol. I", Ministry of Education and Culture, Government of India.
14. Shah A M (2005) Higher Education and Research Roots of Mediocrity EPW
15. Soneri Committee (1995) Review of Gnanam Committee Recommendations.
16. Sundaram (2006) On Backwardness and Fair Access to Higher Education in India: Some

Results from NSS 55th Round Surveys 1999-2000, Working Paper No. 151 Center for Development Economics, Department of Economics, Delhi School of Economics, New Delhi.

18. Thorat S (2006) Higher Education in India – Issues Concerning Access, Quality and
19. Inclusiveness. A Convocation Address at Shri Venkateshwara University, Tirupati on August 19 2006
20. Draft Report of Working Group on Higher Education for the XI Plan, Planning Commission, Government of India (2007).
21. Sharma, Chandra B. (2001), 'Globalising Education in an unequal world' in Indian Journal of Open Learning, vol. 10, no. 3, p.p. 309-317.

Course Code: M.A-Ed-416

Max. Marks: 100

Course Title: Statistics in Education

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students and make them understand the measures of central tendency and variability and to develop the computational skill for the same.

CO2. To enable students in understanding the concept of normal probability curve and analyzing its applications in research and daily life.

CO3. To develop rationale for parametric tests and to understand the steps of computing some of the parametric tests.

CO4. To develop rationale for non-parametric tests and to understand the steps of computing some of the non-parametric tests.

CO5. To understand the concept of correlation and to compute the correlation coefficients using different methods.

COURSE OUTLINE

Unit I: Measures of Central Tendency and Variability 10 hrs

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability/Dispersion: Range, Quartile Deviation, Standard Deviation;

- Measures of Relative Position: Percentiles and Percentile Rank
- Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and 'O'-give by using excel sheets.

Unit II: Normal Probability Curve 10 hrs

- Meaning and importance of Normal Probability Curve
- Properties of Normal Probability Curve
- Applications of the Normal Probability Curve
- Conversion of Standard Scores into Z-Scores
- Measuring divergence from normality- Skewness and Kurtosis

Unit III: Parametric Tests 10 hrs

- Parametric Tests: Meaning and Advantages
- Critical ratio & t – Test (for correlated and un-correlated means)
- F-test: Concept, Assumption and uses
- Computation of One way ANOVA

Unit IV: Non-Parametric Tests 10 hrs

- Non-Parametric Tests: Meaning and Advantages
- Sign test and Median Test: Concept, assumptions and uses
- Calculation of Sign and Median test
- Computation of Chi-square test and 2×2 contingency tables

Unit V: Correlation 10 hrs

- Meaning and Uses of Correlation;

- Calculation of Co-efficient of Correlation- Rank Order & Product Moment;
- Partial & Multiple Correlation: Meaning, assumptions, computation and uses

Books Recommended

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Ferguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
3. Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feiffer and Simon, Bombay.
4. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company
5. Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, McGraw Hill, New York.
6. Hamburg, M (1979). Basic Statistics: A Modern Approach, (2nd ed.). New York: Harcourt Brace
7. Johnson, P.O (1961). Statistical Methods in Research, New Jersey: Prentice Hall
8. Korin, B.P (1977). Introduction to Statistical Methods, Cambridge: Intercrop Pub.
9. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
10. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
11. Mangal, S.K. (2010) Statistics in Psychology and Education,
12. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Canada: John Willy & Sons.
13. Siegel, S. (1986). Non-parametric Statistic, McGraw Hill, New York
14. Singh, Amit & Kumar, Dinesh (2013). Elementary Statistical Methods. Patiala: Twenty First Century Publications.

15. Nadeem N. A. & Faizan F.A. Statistics in Education and Psychology, New Delhi: Dilpreet Publishing House.
16. Singh, Pritam (2005). Handbook of Measurement and Evaluation. New Delhi: Doaba House.
17. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). Measurement and Evaluation in Psychology and Education (8th Ed.). New Delhi: Pearson.