

M.A Education Syllabus (2023 onwards)

Programme Structure at a Glance

M.A in EDUCATION Programme comprising of two years, will be divided into 4(four) semesters, each of six months duration, total 24 credits and 1600 marks.

Year	Semester	Credit	Marks
1 st	I	24	400
	II	24	400
2 nd	III	24	400
	IV	24	400
Total			1600

Evaluation Structure for each Semester

Full Marks: 100

Time: 3 Hours

(Written Examination: 80marks + Internal Assessment: 20marks)

Module 1(40 marks)

Unit 1: Critical Essay (1 X 15) any one question out of two given choice
Short Note (1 X 5) any one question out of two given choice

Unit 2: Critical Essay (1 X 15) any one question out of two given choice
Short Note (1 X 5) any one question out of two given choice

Module 2(40 marks)

Unit 1: Critical Essay (1 X 15) any one question out of two given choice
Short Note (1 X 5) any one question out of two given choice

Unit 2: Critical Essay (1 X 15) any one question out of two given choice
Short Note (1 X 5) any one question out of two given choice

Detailed Course Structure and Distribution of Marks

1st Year: Semester-I

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	End Term		
	Philosophical Foundation of Education	20	80	100	6
	Psychological Foundation of Education	20	80	100	6
	Sociological Foundation of Education	20	80	100	6
	Educational Management	20	80	100	6
Total				400	24

1st Year: Semester-II

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	End Term		
	Educational Evaluation & Measurement	20	80	100	6
	Educational Technology	20	80	100	6
	Curriculum Studies	20	80	100	6
	Methodology of Educational Research & Educational Statistics	20	80	100	6
Total				400	24

2nd Year: Semester-III

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	End Term		
	Teacher Education	20	80	100	6
	Population & Environment Education	20	80	100	6
	Comparative Education	20	80	100	6
	Education for Women's Empowerment <i>Or</i> Peace Education	20	80	100	6
Total				400	24

2nd Year: Semester-IV

Courses		Distributions of Marks		Total Marks	Credit
Paper Code	Title	Internal	End Term		
	Inclusive Education	20	80	100	6
	Psychology of Intelligence & Creativity	20	80	100	6
	Dissertation	20	80	100	6
	Human Rights & Value Education <i>Or</i> Adult & Continuing Education	20	80	100	6
Total				400	24

Semester	I
Paper Code	
No. of credits	6
Paper Title	CC-1: Philosophical Foundation of Education
Theory	
No Of Periods	
Syllabus	<p>Module 1: (40 marks)</p> <p><u>Unit-I:</u></p> <p>Educational Philosophy:</p> <ul style="list-style-type: none"> ○ Meaning, nature & scope of educational philosophy ○ Need for educational philosophy ○ Relationship between philosophy & education <p>Evolution Of Philosophy:</p> <ul style="list-style-type: none"> ○ Modern concept of Philosophy ○ Logical Empiricism & Positive Relativism <p><u>Unit-II:</u></p> <p>Schools Of Philosophy (Indian & Western)</p> <ul style="list-style-type: none"> ○ <i>Indian:-</i> Samkhya ; Vedanta ; Islamic ; Buddhist (with special reference to vidya, Dayanand darshan) ○ <i>Western:-</i> Naturalism ; Idealism ; Pragmatism; Marxism (with special reference to knowledge, value, reality & educational implications) <p>Educational Contributions of Philosophers (Indian & Western)</p> <ul style="list-style-type: none"> ○ <i>Indian:-</i> Krishnamurthy; Gandhi ; Aurobindo; Swami Vivekananda ○ <i>Western:-</i> Herbert Spencer ; Nel Noddings; Wollstonecraft; Paulo Freire

Module 2: (40 marks)

Unit III:

Sources Of Knowledge:

- Concept, nature, types & theories of knowledge
- Knowledge getting process-Western & Indian Perspective.
- Knowledge building
- Educational Implications of Knowledge

Theory of Knowledge

- Epistemology
- Axiology

Unit IV:

Education, National Values and Constitution Of India with special reference to:

- Secularism
- Democracy
- Liberty
- Equality
- Justice
- Socialism

Suggested Readings:

1. Ghanta, R., & Dash, B. N. (2012). *Foundation of Education*. New Delhi: Neelkamal publication Pvt. Ltd.
2. Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. New Delhi: APH Publishing Corporation.
3. Raymont, T. (2007). *The principles of Education*. Delhi: Sujeet Publication.
4. Kausik, V.K. & Sharma, S.R. (2007). *Philosophy of Education*. New Delhi: Anmol publication pvt. Ltd.
5. Chaoudhary, K. (2005). *A Handbook of Philosophy of Education*. New Delhi: Mahamaya publishing house.
6. Aggarwal, J.C. (2020). *Philosophical Foundations of Education*. Shri Vinod Pustak Mandir.
7. Bhattacharya, S. (2008). *Philosophical Foundation of Education*. Atlantic
8. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Delhi: Saujanya Books.
9. Noddings, N. (2018). *Philosophy of Education (4th ed)*. Routledge
10. Brent, A. (2017). *Philosophy and Educational Foundations*. New York: Routledge
11. Das, M. (1999). *Sri Aurobindo on Education*. New Delhi: NCTE
12. Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. New Delhi: Atlantic Publishers & Distributors.
13. Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. New York: John Witty & Sons
14. Curtir, S.J. (1968). *Introduction to the Philosophy of Education*. London University: Tutorial Press.
15. Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education (1st ed.)*. Shipra Publication.

Semester	I
Paper Code	
No. of credits	6
Paper Title	CC-2 : Psychological Foundation Of Education
Theory	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p><u>Unit-I:</u></p> <p>Basics of Psychology & its relation to Education</p> <ul style="list-style-type: none"> ○ Educational Psychology as an emerging discipline-nature & scope ○ Schools of psychology(characteristics & significance in education) <ul style="list-style-type: none"> • Behaviorism • Constructivism • Cognitivism • Recent Trends in educational psychology <p>Growth and Development with Specific Emphasis on Education</p> <ul style="list-style-type: none"> ○ Growth & Development-characteristics & stages ○ Physical & Emotional Development ○ Cognitive Development Including Language & Moral Development-<i>Piaget & Kohlberg</i> ○ Social & Emotional Development-<i>Vygotsky & Erickson</i> ○ Ecological & Holistic theory of Development-<i>Bronfenbrenner & Steiner</i> <p><u>Unit-II:</u></p> <p>Personality</p> <ul style="list-style-type: none"> ○ Concept & Nature of Personality & Type Theory-<i>Jung</i> ○ Psychodynamic Theory-<i>Freud</i>; Social Learning Theory-<i>Bandura</i> ○ Trait Theory of Cattle, Eysenck & Five Factor Model, ○ Theory by Max Wertheimer ○ Humanistic Theory Of Rogers <p>Intelligence, Emotional Intelligence & Creativity</p> <ul style="list-style-type: none"> ○ Intelligence- Concept, nature, types and measurement ○ Emotional Intelligence- Concept, nature, importance and measurement ○ Theories of Intelligence- Cattell, Sternberg, Gardener ○ Creativity- Concept, Factors, Measurement and Nurturance

Module 2: (40 marks)

Unit III:

Learning & Transfer of Learning

- Concept of learning, factors of learning, styles of learning
- Factors affecting learning- attention, interest, maturation, motivation.
- Theories of learning: synoptic views of Bruner, Tolman, Lewin, Hull, Klob
- Transfer of Learning- Concept, types, theories, importance, and methods of enhancing

Psychology Of Motivation

- Motivation - Concept, types, factors affecting motivation, importance in education.
- Theories of motivation:
 - Maslow's Hierarchy Of Needs Theory
 - Atkinson and McClelland's Achievement Motivation Theory
 - Weiner's Attribution Theory
- Determinants Of Motivation- Locus Of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning

Unit IV:

Memory & Forgetting

- Memory – Concept, stages and types
- Multisystem model of memory
- Forgetting: Nature, Causes and importance (contemporary views)
- Factors affecting memory, ways of improvement Of Memory

Recent Trends & Practices in Psychology

- Positive psychology: basic concept, subjective wellbeing and happiness with special reference to PERMA model
- Peace psychology: basic concept, nature and scope
- Environmental and bio-behavioural psychology: basic concept
- Resilience: basic concept

Suggested Readings:

1. McInerney, D. M. (2014). *Educational Psychology: Constructing Learning (6th ed)*. Pearson
2. Ormond, J. E., Anderman, E. M. & Anderman, L. H. (2020). *Educational Psychology: Developing Learners (10th ed)*. Pearson
3. Moreno, R. (2010). *Educational Psychology*. John Wiley & Sons.
4. Duchesne, S. & McMaugh, A. (2019). *Educational Psychology for Learning and Teaching (6th ed)*. Cengage Learning
5. Santrock, J. W. (2018). *Educational Psychology: Theory and Applications to Fitness and Performance (6th ed)*. New York: McGraw-Hill Education.
6. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). *Psychology (5th ed)*. New York: Worth Publishers – Macmillan Learning.
7. Ciccarelli, S. K. & White, J. N. (2018). *Psychology (5th ed)*. Pearson.
8. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). *Psychology: From Inquiry to Understanding (4th ed)*. New York: Pearson.
9. Feldman, R. S. (2017). *Development Across the Lifespan (8th ed)*.
10. Mangal, S. K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall India.
11. Schunk, D. (2020). *Learning Theories: An Educational Perspectives (8th ed)*. Pearson
12. Maltby, J., Day, L. & Macaskill, A. (2017). *Personality, Individual Differences and Intelligence (4th ed)*. Pearson
13. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books
14. Cowie, H., Pecherek, A. (2018). *Counselling: Approaches and Issues in Education*. Routledge
15. Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy*. Sage Publications

Semester	I
Paper Code	
No. of credits	6
Paper Title	CC-3 : Sociological Foundation Of Education
Theory	
No. of periods assigned per week	
	<p>Unit-I:</p> <p>Sociological Bases of Education</p> <ul style="list-style-type: none"> ○ Meaning, nature and scope of educational sociology ○ Approaches to educational sociology: Symbolic Interaction, Structural Functionalism, Conflict Theory <p>Social Interactions & their educational implications</p> <ul style="list-style-type: none"> ○ Social Group and Group Dynamics ○ Social organization, factors influencing social organization: Folkway, Mores, Values, Institution and its educational implications. ○ Type of social institutions and their functions (family, schools & society): Meaning & Aspects <p>Unit-II:</p> <p>Social Change, Social Mobility & Social Movements</p> <ul style="list-style-type: none"> ○ Definition Of Social Change, Determinants of Social Change, Process of Social Change (with ref to Indian Society & its educational implications)- <i>Urbanization; Globalization; Modernization ; Westernization ; Sanskritization</i> <ul style="list-style-type: none"> ○ Social Mobility, factors affecting social mobility, Role of Education in Social Mobility ○ Concept of Social Movement, theories of social movements: Relative Deprivation, Resource mobilization, Political process theory and New Social Movement theory

Emerging issues in Indian societies and role of education

- Major Social Problems- *Poverty, Un-employment; Underprivileged; Child Abuse & Labour ; Drug Abuse ; Illiteracy ;*
- Role of Education- *Equal Opportunity In Education; Education & empowerment of marginalized*

Module 2: (40 marks)

Unit III:

Culture in Education

- Culture: Meaning, Nature & Determinants
- Role of Education in preservation & transmission of culture
- Cultural Lag ; Cultural Imperialism ; Cultural Diffusion

Polity in Education

- Central- state relationship in India in respect of education
- Education & its relationship with democracy & freedom
- Relationship between politics and education ; education for political development and political socialization
- Contemporary Indian developmental policies and education

Unit IV:

Theories of Social Change

- *Michel Foucault ; Emile Durkheim, R.K.Merton, Marxism*
- Integral Humanism (based on *Swadeshi*) with special reference to social change.

Education & Society

- Education as
 - a process in social system
 - a process of socialization
 - a process of social progress

Suggested Readings:

1. Macionis, J. J. (2018). *Sociology (16th ed)*. Pearson
2. Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide*. Sage Publications
3. Scott, J. (2006). *Sociology: The Key Concepts*. Routledge
4. Bhattacharya, S. (2002). *Sociological Foundation of Education*. New Delhi: Atlantic Publication.
5. Bilton, Tony et. Al. (2007). *Introduction of Sociology*. London: Macmillan.
6. Marshall, Gordon (2004). *A Dictionary of Sociology*. New Delhi: Oxford University Press.
7. Ottaway, A. K. C. (1962). *Education & Society: An Introduction to Sociology of Education*. London: Routledge & Kegan Paul
8. Srinivas, M. N. (1972). *Social Change in Modern India*. Hyderabad: Orient Longmans.
9. Weber, Mox (1947). *Class, Status & Party*. India Coser & Rosonbery.
10. Ruhela, S.P. (2002). *Sociological Perspectives on School Education in India*. New Delhi: Indian Publishers Distributors.
11. Haralambus, M. & Heald, R. M. (1975). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
12. Ottaway, A. K. C. (1962). *Education & Society: An Introduction to Sociology of Education*. London: Routledge & Kegan Paul
13. Parsons, Talcott (1961). *The School Class as a Social System*. New York: Free Book.
14. Sharma, K. L. (1964). *Social Stratification & Mobility*. Jaipur & New Delhi: Rawat Publications.
15. Weber, Mox (1947). *Class, Status & Party*. India Coser & Rosonbery.

Semester	I
Paper Code	
No. of credits	6
Paper Title	CC-4 : Education Management
Theory	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p>Unit-I:</p> <p>Educational Management & Administration</p> <ul style="list-style-type: none"> ○ Meaning and nature, importance, scope ○ Types of educational management: <ul style="list-style-type: none"> - Centralized Vs Decentralized - Bureaucratic Vs Technocratic - Autocratic Vs Democratic ○ Taylorism, Human Relations Approach, Administration as a process ○ Educational Administration in India: Structure, Role of Central Govt, State Govt, Local Bodies <p>Unit-II:</p> <p>Modern Techniques of Educational Management</p> <ul style="list-style-type: none"> ○ Meaning, nature, importance & scope of educational administration ○ Total Quality Management ; POSDCORB; Institutional Building; CPM; PERT; PPBS; SWOT Analysis ○ Appraisal of educational org. UGC, NAAC NCTE, AICTE, QCI

Module 2: (40 marks)

Unit III:

Educational Planning:

- Definition, Need and Scope of Educational Planning
- Types of Planning: Micro, Macro Planning, Perspective and Long Term Planning, Institutional Planning
- Different Approaches To Educational Planning: Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Intra-Educational Extrapolation Approach

Educational Organization:

- Meaning Types and Characteristics of Educational Organization
- Organizational Climate, Organizational development
- Organizational Effectiveness, Organizational Compliance

Unit IV:

Educational Finance:

- Meaning & Nature
- Source of Income & Item Expenditure
- Concept of Budgeting,
- Relationship among Central government & Local Bodies in the context of financing of education

Leadership & Management of Resources in Education

- Meaning , Nature of Leadership
- Styles of leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic, Charismatic
- Theories of leadership: Blake & Mouton's, Fiedler's contingency model, Tri-dimensional Model, Hersey & Blanchard's Model, Leader-Member Exchange Theory
- HR Management in Educational Organization

Suggested Readings:

1. Razik, T. A. & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management (3rd ed)*. Allyn & Bacon
2. Bhagia, N. M. (1990). *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi
3. Bush, T. (1986). *Theories of educational management*. London: Harper & Row Publishers.
4. Mukhopadhyay, M. (2020). *Total Quality Management in Education (3rd ed)*. New Delhi: Sage Publications.
5. Naik, J. P. (1965). *Educational Planning in India*. New Delhi: Allied.
6. Naik, J. P. (1982). *The Educational Commission & After*. New Delhi: Allied.
7. Ronald, C. F., et al; (1987). *A History of thought and Practice in educational administration*. New York: Teachers College Press.
8. Roger, S. (1995). *Successful School Management*. Mc-Graw Hill, Tokyo.
9. Owens, R. G. & Valesky, T. C. (2015). *Organizational Behaviour in Education: Leadership and School Reform (11th ed.)*. Boston: Pearson
10. Kellermen, B. (1985). *Leadership Multidisciplinary Perspectives*. New Jersey: Prentice Hall
11. Razik, T. A. & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management (3rd ed)*. Allyn & Bacon
12. Ronald, C. F., et al; (1987). *A History of thought and Practice in educational administration*. New York: Teachers College Press.

Semester	II
Paper Code	
No. of credits	6
Paper Title	CC- 5: Educational Evaluation & Measurement
Theory	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p>Unit-I:</p> <p>Concepts in Evaluation & Assessment</p> <ul style="list-style-type: none"> ○ Meaning, Nature, Process & Importance of Test Evaluation ○ Types of Evaluation (Formative, Summative, Diagnostic, Placement; Criterion Referenced & Norm-Referenced; Power Vs Speed Test ○ Scales of Measurement: Nominal; Ordinal; Interval & Ratio ○ Instructional Objectives & Taxonomies <p>Unit-II:</p> <p>Construction of Standardized Test</p> <ul style="list-style-type: none"> ○ Construction of standardized test (NRT & CRT) ○ Types Of Test Items: Objective Type (Recognition & Supply) ; Subjective Type(Extended & Restricted) ; Reflective Types ; Reflective Types & Interpretive Types ○ Reliability; Validity; Objectivity; Usability; Norms ○ Item Analysis: Items Discrimination; Items Difficulties; Plausibility of Distractors <p>Tools & Techniques of Measurement & Evaluation</p> <ul style="list-style-type: none"> ○ Concept of Tools & Techniques; Difference between Tools & Techniques ○ Tools: Questionnaire, Schedule, Rating Scale, Check List, Tests, Inventories ○ Techniques: Observation, Interview, Projective Techniques

Module 2: (40 marks)

Unit III:

Scoring & Reporting In Evaluation

- True Scores & Errors of Measurement
- Distractor Analysis
- Percentile & Standard scores (Z-score, Stanine & C-Score)
- Concept Of Mastery Learning

Unit IV:

Contemporary Techniques of Evaluation

- Grading System ; CCE ; Learning Outcome Based Evaluation; Semester System; Credit System; Rubrics; Portfolio; Grading & Reporting; Open Book Examination System; Proctoring
- Computerized & online evaluation

Suggested Readings:

1. Thorndike, R. M. & Thorndike-Christ, T. (2014). *Measurement and Evaluation in Psychology and Education* (8th ed). Pearson
2. Mehrens, W. A. & Lehmann I. J. (1991). *Measurement and Evaluation in Education and Psychology* (4th ed). Wadsworth Thomson Learning
3. Wells, C. S. & Faulkner-Bond, M. (2016). *Educational Measurement: From Foundations to Future*. The Guilford Press
4. Stufflebeam, D. L. & Coryn, C. L. S (2014). *Evaluation Theory, Models and Applications* (2nd ed). Jossey-Bass
5. Kember, D. & Ginns, P. (2012). *Evaluating Teaching and Learning*. Routledge
6. Brady, L. & Kennedy, K. (2019). *Assessment and Reporting: Celebrating Students Achievement* (5th ed). Pearson
7. Schofield, H. (2020). *Assessment and Testing: An Introduction*. Routledge
8. Tan, K. H. K. (2020). *Assessment Rubrics Decoded: An Educator's Guide*. Routledge

Semester	II
Paper Code	
No. of credits	6
Paper Title	CC-6 : Educational Technology
Theory	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p>Unit-I:</p> <p>Basic Of Educational Technology</p> <ul style="list-style-type: none"> ○ Concept, Nature & Scope of Educational Technology ○ Components of Educational Technology: Hardware ; Software ; System Approach ○ Advantages & Disadvantages of E.T <p>Communication & Interaction</p> <ul style="list-style-type: none"> ○ Communication System- Concept, Elements, Types ○ Classroom Communication Model; Barriers of Communication ○ Instructional Design on the basis of learning theories: <i>Behaviorists; Social Cognitive; Constructivist; Psychoanalysis</i> <p>Unit-II:</p> <p>Teaching & Planning Instruction</p> <ul style="list-style-type: none"> ○ Organizing knowledge for instruction: Procedural knowledge, propositional knowledge ○ Teaching Skills and their components: Questioning skills, Interaction skills, lecturing skills, Reinforcement skills etc. ○ Models of teaching: <i>Bruner's Concept Attainment Model, Roger's Nondirective Model, Shaver's Jurisprudential Model</i> ○ Instructional designs: Principles, role, process, model, advantage and disadvantages

Applications & Resources of Educational Technology

- E.T in formal education; non-formal education; informal education; Distance Education; Open learning systems, MOOCs
- Use of ICT in teaching learning: CCTV, INSAT, Tele & Video Conferencing, Computer Simulated Multimedia Approach
- Resource Centers for E.T- CIET, UGC, NOS, State ET Cell, AVRC, EMRC, NIST etc. (activity for the improvement of teaching-learning process)
- Problems & Issues of implementation of E.T: Digital Divide

Module 2: (40 marks)

Unit III:

Development Of Instructional Design

- Development of Instructional design: ADDIE, ASSURE, Dick & Carey Systems Approach Model; Gagne's nine events of instruction; 5E Model of Constructivism
- Stages of teaching: Pre-active; Interactive & Post Active

Teaching Learning Process & Technology

- Web 3.0
- Technology Mediated Learning: TPACK, M-Learning, Learning Management System, Computer Assisted Learning, CBT, CAL, CML
- Models of Teaching

Unit IV:

Modification Of Teaching Behavior

- Formulation of instructional objective & Task analysis
- Micro-teaching: concept, characteristics, procedure, major skills & role of supervisor; Simulated Teaching
- Flander's interaction analysis technique & modern development

Recent Trends in E.T

- Emerging Practices: Team Teaching & Co-teaching; Artificial Intelligence/Machine Learning; Blended/Hybrid Learning; Cloud Computing; Learning Analytics; Adaptive Learning; Gamification, Flipped Classroom; E learning; Mobile Learning
- Technology for children with diverse needs

Suggested Readings:

1. Maloy, R. W., Verock, R., Edwards, S. A. & Trust, T (2021). *Transforming Learning with New Technologies (4th ed)*. Pearson
2. Roblyer, M. D. & Hughes, J. E. (2019). *Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines (8th ed)*. Pearson
3. Thomas, M. (2013). *Technologies, Innovation, and Change in Personal Learning Environments*. IGI Global
4. Spector, J. M. (2016). *Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (2nd ed)*. New York: Routledge
5. Huang, R., Spector, J. M. & Yang, J. (2019). *Educational Technology: A Primer for 21st Century*. Singapore: Springer Nature
6. Llyod, L. & Barreneche, G. (2014). *Educational Technology for the Global Village: Worldwide Innovation and Best Practices*. Medford: Information Today Inc.
7. Smith, P. L. & Ragan, T. J. (2005). *Instructional Design (3rd ed)*. John Wiley & Sons
8. Gagne, R. M. (2010). *Instructional Technology: Foundations*. Routledge
9. Reiser, R. A. & Dempsey, J. V. (2018). *Trends and Issues in Instructional Design and Technology (4th ed)*. New York: Pearson
10. Branch, R. M. (2009). *Instructional Design: the ADDIE Approach*. New York: Springer
11. Connel, R. W. (2020). *Teachers' Work*. Routledge
12. Dell'Olio, J. M. & Donk, T. (2007). *Models of Teaching: Connecting Student Learning with Standards*. California: Sage Publications
13. Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of Teaching (9th ed)*. Pearson
14. Le, T. & Le, Q. (2012). *Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments*, Hersey: IGI Global
15. Herring, M. C., Koehler, M. J. & Mishra, P. (2016). *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators*, New York: Routledge

Semester	II
Paper Code	
No. of credits	6
Paper Title	CC-7 : Curriculum Studies
Theory	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p>Unit-I:</p> <p>Introduction To Curriculum Studies</p> <ul style="list-style-type: none"> ○ Concept, Types of Curricula ○ Aims, goals, Objectives, Importance ○ Strategies & process of curriculum development ○ Benchmarking & Role of UGC, NCTE & University in curriculum development <p>Bases of Curriculum Development</p> <ul style="list-style-type: none"> ○ Bases of curriculum development: Philosophical, Historical, Psychological, Sociological ○ Guidelines for formulation of educational & instructional objectives. <p>Unit-II:</p> <p>Curriculum Planning & Designs</p> <ul style="list-style-type: none"> ○ Characteristics & Importance of Curriculum Planning ○ Concept, components & sources of curriculum design ○ Dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation & Balance ○ Principles of Curriculum construction ○ Models of Curriculum Design: Traditional & Contemporary Models; Academic/ Discipline based model, Competency Based Model, Social functions/ Activities Model, Individual Needs & Interests Model, Outcome based integrative model, Intervention model, CIPP Model.

Curriculum Development

- Meaning & Concept
- Components of curriculum development
- Approaches of Curriculum Development: Technical-Scientific & Non Technical-Non scientific
- Process of Curriculum Construction

Module 2: (40 marks)

Unit III:

Curriculum Implementation and Transaction

- Concept, principles and criteria of effective curriculum implementation.
- Factors affecting curriculum implementation.
- Curriculum implementation models: modernist and post-modernist
- Curriculum support materials and its preparation
- Concept and factors, and approaches of curriculum change

Curriculum Evaluation

- Concept, and Characteristics, scope and importance of curriculum evaluation.
- Approaches to Curriculum Evaluation
- Participants in Curriculum Evaluation
- Models of curriculum evaluation: Congruence-contingency
- Curriculum Evaluation Model: Tyler's Model, Stakes's Model, Scriven's Model, Kirkpatrick's Model

Unit IV:

Policy Perspectives of Curriculum

- Levels of policy planning
- Personnel involved in formulating curriculum policy.
- National Curriculum Frameworks (latest)

Recent Trends and Issues in Curriculum

- Factors affecting Curriculum Change
- Approaches to curriculum change
- Role of student-teacher-educational administrator in curriculum change
- Scope & Types of curriculum research

Suggested Readings:

1. Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
2. Bhalla, N. (2007). *Curriculum Development*. Author Press. Delhi. India.
3. Brady, L. (1995). *Curriculum development*. New Delhi: Prentice Hall.
4. Doll, R.C. (1996). *Curriculum development: Decision-making and process*. Boston: Allyn & Bacon.
5. Doll, W.E. (1993). *A postmodern perspective on curriculum*. New York, Teachers College Press.
6. Oliva, P.F., Taylor, R. T. & Gordon, W. R. (2019). *Developing the curriculum* (9th ed). New York: Pearson
7. Ornstein, A.C. & Hunkins, E (2018). *Curriculum, Foundations, Principles and Issues* (7th ed). Pearson.
8. Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
9. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). *Curriculum planning for better teaching and learning*. New York: Holt Rinehart & Winston.
10. Slattery, P. (1995). *Curriculum Development in the postmodern era*. New York, Garland.
11. Arora, G. L. (1984). *Reflections on Curriculum*, NCERT, New Delhi.
12. Stufflebeam, D. L. & Zhang, G. (2017). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. London: The Guilford Press
13. Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
14. Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009) *Curriculum Leadership: Strategies for Development and Implementation*, Sage Publications, New Delhi.
15. Julian, C. S. & Kenneth, D. H. (1978). *Education and Evaluation*, Prentice Hall of India, New Delhi.

Semester	II
Paper Code	
No. of credits	6
Paper Title	CC- 8: Methodology Of Educational Research & Educational Statistics
Theory/ Composite	
No. of periods assigned per week	
Syllabus	<p>Module 1: (40 marks)</p> <p>Unit-I:</p> <p>Educational Research; Basic Concept and understanding</p> <ul style="list-style-type: none"> ○ Understanding the need for research: Rationale/ purpose, significance and application ○ Basics concept of types of research: qualitative, quantitative and mixed method ○ Review of related literature ○ General steps of educational research <p>Planning Empirical Research</p> <ul style="list-style-type: none"> ○ Selection of the research problem and formulation of research design, population and samples, concept of variables etc. ○ Concept of assumption, objectives, research questions, hypothesis, delimitation, limitation ○ Research Design: Sampling types, criteria of good sample etc. ○ Tool development: standardization and adaptation, (Reliability, Validity, and levels of measurement) <p>Unit-II:</p> <p>Data Collection Methods and analysis</p> <ul style="list-style-type: none"> ○ Different methods of data collection, observation, interviews, tests (NRT, CRT), Questionnaire, scales etc. ○ Sampling Techniques: probability and non-probability sampling. ○ Tools and Measures: NRT, CRT, Nominal scale, Ordinal Scale, Ratio scale, Interval scale etc. ○ Data Interpretation: Descriptive statistics and inferential statistics

Writing Research report, Ethics and referencing style

- Research Ethics
- Referencing style: APA, MLA, and others
- Manuscript/ publication of findings: basics
- Preparation of Research Report

Module 2: (40 marks)

Unit III:

Statistics in Educational Research

- Definition and need of statistics in educational research.
- Concept of hypothesis and Null hypothesis. Confidence Limit, significance testing and interpretation
- Concept of Errors- Type I and Type II, One tailed and two tailed tests.

Concept of the following:

- Scales of Measurement
- Normal Probability Curve - Central Limit theorem
- Population means, Sample mean and its estimation
- Parametric and Non-Parametric Testing

Unit IV:

Descriptive Statistics

- Pictorial representation and interpretation- Histogram, Polygon, Bar graph, o-give, pie chart
- Measures of central tendency
- Measures of variability

Inferential statistics

- Parametric testing- t –test, ANOVA
- Non-Parametric testing – Chi Square test, Median test, Sign Test
- Correlation and Regression- Product moment, Rank Difference, Partial, Multiple, Biserial, Point biserial. Regression equation and its use.

Suggested Readings:

1. Koul, L. (2008). *Methodology of Educational Research*. New Delhi: Viksha publishing House Pvt. Ltd.
2. Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education
3. Lichtman, M. (2010). *Understanding and Evaluating Qualitative Educational Research*. New Delhi: Sage.
4. McMillan, J. H. (2016). *Fundamentals of Educational Research* (7th ed). Pearson
5. McMillan, J. & Schumacher, S. (2014). *Research in Education: Evidence-Based Inquiry* (7th ed). Edinburgh: Pearson
6. Schreiber, J. & Asner-Self, K. (2011). *Educational Research: The Interrelationship of Questions, Sampling, Design and Analysis*. John Wiley & Sons
7. Creswell, J. W. & Guetterman, T. C (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (6th ed). New York: Pearson
8. Coe, R., Waring, M., Hedges, L. V. & Arthur, J (2017). *Research Methods and Methodologies in Education* (2nd ed). Sage Publications
9. Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015). *Research Methods, Design and Analysis* (12th ed). Pearson
10. Leavy, P. (2017). *Research Design*. New York: The Guilford Press